

**THE EFFECT OF USING CLUSTERING TECHNIQUE ON THE
STUDENTS' ACHIEVEMENT IN WRITING ASSISTED
BY T-CARD WITH KEYWORDS**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**

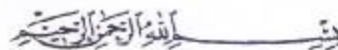


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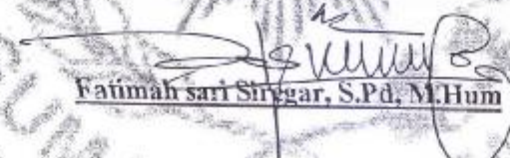
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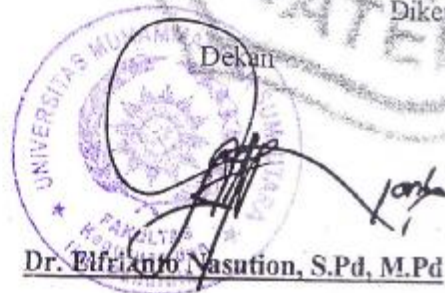
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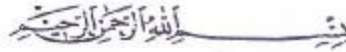
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| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|------------|---|--------------|
| 9-03-2018 | Chapter I : Introduction | |
| 9-03-2018 | Chapter II : Theory | |
| 15-03-2018 | Chapter III : Method of Research | |
| 16-03-2018 | Chapter IV : Data Collection Data Findings Findings | |
| 21-03-2018 | Chapter V : Conclusion and Suggestion | |
| 23/03-2018 | A.c.c | |
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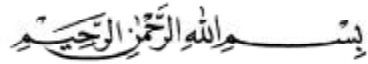
ABSTRACT

Mawarni, Nina, Npm: 1402050356 “The Effect of Using Clustering Technique on the Students’ Achievement in Writing Assisted by T-Card With Keywords”. Skripsi. English Department, Faculty of Teachers’ Training and Education – University of Muhammadiyah Sumatera Utara, Medan 2018.

The objective of this research was to find out the effect of Using Clustering Technique on the Students’ Achievement in Writing Assisted by T-Card With Keywords. This research applied experimental research design namely one group pre-test and post-test. The population of this research was taken from the Eight grade students of junior high school in SMP Muhammadiyah 04 Medan Jl. Kapten Muslim Gg. Jawa Lr. Muhammadiyah at academic 2017/2018. The researcher used total sampling. Therefore, the researcher took one classes with total number of sample was 35 students. The researcher was give treatment by clustering technique. The instrument of collecting data is writing test. The data were analyzed by using t-test formula. The mean of pre-test increases after clustering technique from 62.05 to 80.45. The value of the effect was 64%. The result of the data showed that $t_{observe}$ was higher than t_{table} ($7.7 > 2.03452$) with degree of freedom (df) = n-k. The hypothesis was accepted. It proves that Clustering Technique significantly effect to the students’ achievement in writing.

Keyword: clustering technique, writing descriptive text, T-Card.

ACKNOWLEDGEMENTS



In the name of Allah S.W.T, the most gracious and the most merciful. First of all the researcher would like to thank to Allah, who given her strength, patience, healthy and chance to finish this study. Second, sholawat and salam to propet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, TRIANTO and WARSINAH who always pray for her, give her suggestion, motivation, and support her spiritual and material especially for her academic year at FKIP UMSU. Her true love is very much given to her parents.

Next, the researcher would like to thank many people who given supports and suggestion in finishing the study, they are :

1. Dr. Agussani, M.AP as rector of University of Muhammadiyah Sumatera Utara, for his valuable guidance.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dekan of FKIP UMSU who had given the recommendation and permission to carry out the researcher.
3. Mandra Saragih, S.Pd, M.Hum as the head of English Department and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department of FKIP UMSU, for their administrative services, who had lloved and guided the researcher to carry out the research.
4. Fatimah Sari Siregar, S.Pd, M.Hum as her supervisor who has given her suggestion, ideas, comment, and guidance in writing the study.

5. Rini Ekayati, SS, MA as her reviewer who have given her suggestion, comment, and guidance in writing the study.
6. All lecturers of English Department, for the guidance and knowledge which they have been given during the academic years at UMSU.
7. Muhammad Ruslan, S.Pd as the Headmaster of SMP Muhammadiyah 04 Medan who had given her permission to do observation in writing the study.
8. Her beloved sister Annisa Tri Ratih, Ridha Hany and Azzhara Luptia, her brother Aji Handoko and her big family who has given the researcher pray, support, motivation, suggestion, her in finishing in this study. Thanks for everything.
9. Her beloved friends Mahyuni Iriani Hsb, Hanifah, Siti Fatimah, Nisa, Fina, and Tasya, Thanks for support, helps, cheerfulness, and all moments. Her classmate of VIII-C Evening of Academic Year 2014 in English Education Program of Teacher Training and Education, may Allah SWT always bless all of you.

Medan, April 2018

The Researcher

Nina Mawarni

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing as one of the four skills that should be mastered by students has always formed part of the syllabus in the teaching of English (Harmer, 2004:31). Writing is taught after listening, speaking, and reading. Moreover, the real fact faced by student is writing is the hardest skill to be mastered. Oshima and Hogue (1999:3) claim that writing specifically academic writing is not easy.

The writer is mainly focused on writing achievement, because writing considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph and composition. It takes study and practice to develop skill. The capability of writing as the most super power tool in communication should be owned by students. Everyone can convey their feelings, ideas, and thoughts to others. Tabatabaei and Assefi (2012:138) claim that writing has received a great degree of attention not only because it plays a significant role in transforming knowledge and learning but also in fostering creativity. Writing also needs more knowledge. Due to the writing is the process of transforming ideas and thoughts, learning is important to improve writing. In addition, writing is chosen to be more effective and efficient to convey information such as in posting letters, business card, leaflet, poster, and much information for marketing a company's product.

In reality, students' writing ability is low, based on the observation that was conducted by the researcher during the teaching practice program (PPL), students' ability in writing quite low. Most students' could not write well. They write the text without focusing to the main idea also coherence of the sentence. Meanwhile, a good writing should be supported by the unity of the paragraphs, completeness, and coherence, good grammar and vocabulary. Most of the students did not know how to build sentences such as grammatical correctly, and generic structure of each text. The students' might also have ideas in their mind, but they did not know how to express them in writing. But, the teacher still uses lecturing method in teaching writing. Students are asked to pay attention to the example of one paragraph or text. Next, they are asked to write independently.

From the conditions illustrated in advance, students' ability in writing tends to be very less because of the learning method applied by teacher of English language is unsuitable anymore in recent time. The implication of the method applied is students felt bored and lost their interest and they avoided continuing learning process had to do. The students' also felt that writing is a difficult activity because they need to express, transfer, and associate their ideas into written form.

To help students' solved these problem, it needs another technique more interesting in teaching writing. There are a lot of technique writing. The researcher is very interested to choose "Clustering Technique" as a source for students can develop the ideas. Coffin, et al. (2005:37) says that Clustering is helpful technique to see a visual representation of ideas. Kalandadze (2007:6)

states that clustering is a technique used to see a visual map of our ideas and able make us think more creatively in making new association. This technique will lead the students to create and think more creatively writing. This method is also one of the application of students centered learning because the students will be led to be more active rather than teacher in writing.

Based on the explanation and problem above, the researcher interested to apply “The Effect of Using Clustering Technique on the Students’ Achievement in Writing Assisted by T-Card with Keywords.

B. The Identification of the Problem

Based on the background of the study, the problems were identified as follows:

1. There are many students who had limitation vocabulary, and grammatical so that they are difficult to understand the writing text.
2. The students feel confuse about how to write
3. The students are bored to read the text because it is not interested

C. The Scope and Limitation

The scope of the study was focused on students’ achievement in writing by using Clustering Technique and it was limited on descriptive text.

D. The Formulation of the Problem

The problem of the research was formulated as the following :

1. Is there any significant effect of using clustering technique on students' achievement in writing descriptive text?

E. The Objective of the Study

Based on the problem of the study, the objective of this study was to find out the significant effect of using clustering technique on the students' achievement in writing descriptive text.

F. The Significance of the Study

The findings of the study was expected to be useful theoretically and practically:

a. Theoritically

This study is expected to be useful to give information about clustering technique on the students' achievement in writing assisted by t-card with keywords.

b. Practically

- 1) For the teachers, to provide the English teacher to plan and conduct a better and interesting teaching and learning process, especially in teaching writing descriptive text.
- 2) For the students, to develop their achievement on writing descriptive text using Clustering Technique assisted by t-card with keywords.
- 3) For other researcher, who is interested in doing research about method as a basic for further study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research is related to the accumulated ideas from various theories. In doing research, the purpose must be in order to make the same perspective of the implementation in the field. The terms use in particular context and aimed to give a clear concept to avoid undestanding between the researcher and the readers. The researcher begin to clarify the term and concept, so that the readers and the researcher may have the same perception of them.

1. Effect

The effect in language technique according to Richard, platt and platt in thesis Aminatuzzariah Lubis (2009:4) is defined, “to changes of ability that the students have after being treated by using certain technique teaching”. It is usually in experimental method in which it is in approach to educational research which an idea or hyphotesis is tested or verified by setting up situation in which the relationship between subject and variables can be determined.

2. Approach, Strategy, Method, and Technique

To be succesful in teaching learning process, there are some important points to be considered. Some of them are presentes below:

a. Approach

According to Harmer (2001:78), “Approach describes how people require their knowledge about conditions which will promote successful learning and approach is a way of doing something”. Then, Setiyadi (2006, 8) states, “An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching”.

b. Strategy

A strategy is a plan design for particular purpose. It is also defines that strategy is specific method of approaching a problem task, model of operation for achieving a particular end, planed design for controlling and manipulating certain information.

c. Method

Brown (2001:14) states, “Method is an umbrella term for the specification and interrelation of theory and practice”. A method is the practical realization of and approach. The originators of a method have arrived at decisions about types of activities, the role of teacher and learners, the kinds of material which will be helpful, some model of syllabus organization.

d. Technique

Brown (2001:16) says that, “A technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well”. Any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives. It is also

explain that a technique refers to the procedure that describes how realized its approach and design in classroom.

3. Students' Achievement

According to Hornby (1994:93) Achievement is a thing done successfully, especially with afford and skill. Additionally, Procter as quoted in Tumanggor (2012:7) expresses that students' achievement is to finish something or anything while another source Smith and Hudgins (1964) as quoted by Siburian (2013:33) says that achievement is to do one's best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority. Sanjaya (2011:7) claims that achievement is the result, the extent or ability in learning education experiences indicates the relationship to his/her education learning. We can conclude that Students' achievement is a thing done successfully by the students especially to their effort and skill.

Bloom's (2000) as quoted by Tumanggor (2012:7) holds that achievement is divided into three large domains: the cognition, the affection, and the psychomotor. Cognitive is related to mental skills (knowledge), Affective is correlated with feelings and emotional areas (attitude), and psychomoto is related to manual or physical skills (skills). Therefore it is concluded that the achievement is successfulness in reaching particular goal, statues or standard, especially by effort, skill, courage, and so on.

In another terms, Students' achievement is a thing done successfully by the students especially to their effort and skill. Teacher gets the achievement of the students based on cognitive, affection, and psychomotor. In this study, writing concern with the affective aspect.

4. Writing

Hoover (2008:1) states that Writing is vital component of comprehensive synergy of literacy and being integrated by reading, listening, and speaking and a way to express the ideas in written form. According to Brown as quoted in Indriani (2006:84) claims that writing is the ability of expressing ideas conveyed. According to Graham and Perin (2007:8) writing is formulating own thoughts which are drawn from the background of knowledge, organizing them, and creating a written record of them using the conversation of spelling and grammar.

On the other hand, Chitavelu, et al. (2005:136) says that writing is as system for interpersonal communication using visible signs or graphic symbols on a flat surface such as a paper, cloth or even stone slabs. Then, Deporter and Heracki (2002:179) explain that writing is the combination of whole brain activity which uses bright brain side (emotion) and left brain side (logic). Meanwhile Hyland (2002:24) states that good writing is discovered combination of words, which allows a person the integrity to dominate his subject with a pattern both fresh and origin. As the conclusion from the explanation above, writing is the way to convey the idea, message, and thought written form.

4.1 Kinds of Genre in Writing

Pardiyono (2002:7) states that Genre is text type which has a function as frame of reference so that one text can be written effectively and precisely. Meanwhile, Eggins (2010) as quoted by Saragih (2012:48) explains that Genre is defined as a staged, goal-oriented social process. Genre also covers social process of how to behave in society. In conclusion, genre is a frame of reference which covers a staged, and goal-oriented in a particular society of culture.

According to Gerot and Wignell (1994) as a quoted by Saragih (2010:20) states that there are thirteen types of academic genre; spoof, recounts, reports, exposition, news item, anecdote, narrative, descriptive, procedure, commentary, explanation, discussion, and reviews.

a. Descriptive

Descriptive is a type of text which has a function to describe a particular person, place or thing.

b. Explanation

Explanation text is used for explaining the process involved in the formation of workings of natural or socio-cultural phenomena.

c. Procedure

Procedure text is a text which tells someone to do something and how to do it or to describe how something is accomplish through sequence of action or steps.

d. Discussion

Discussion simply present points of view about an issue at least from two different sides (protagonist and antagonist).

e. Exposition

Exposition text is a text to argue for against for a social issue.

f. Narrative

Narrative is one kind of the text which has function to tell a story that something goes wrong.

g. Spoof

This kind of tet is useful for telling an event with humorous twist.

h. Recount

Recount text is a text that retelling events for purpose of informing or entertaining to the readers.

i. Report

In our daily life, recount text is used for describing the way things are with reference to a range natural, man-made, and phenomena in our environment.

j. Anecdote

Anecdote is a text that has a social function to share with others and amuse the readers an sccount of unusual or amusing incident.

k. News Item

This is the type of the text which informs the readers, listeners, or viewers about events of the day which are considered newsworthy or important.

l. Reviews

If we want to give an evaluation or critique about an art work or event a public audience, we can use genre of reviews.

m. Commentary

It is a text which explain the process involved in the formation (evaluation) of a socio-cultural phenomenon as though a natural phenomenon.

5. Text

A text is a sequence or paragraph that represents an extended unit of speech. According to Sanggam and Kisno (2008:1) a text is both a spoken and written text. A spoken text is meaning spoken text. It can be word or a phrase or sentence or a discourse. And written text is any meaningful written text. It can be notice or a direction or an advertisement or a paragraph or an essay or an article or a book, etc. A text refers to any meaningful short or long spoken or written text.

5.1 Descriptive Text

According to Corbett (1983) descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or object.

According to Tomkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing from compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on definition descriptive text from expert above, I can conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

a. Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification: identifying the phenomenon to be describe. Beside, identification is the part of paragraph that introduces the character.
2. Description: describing the phenomenon in parts, qualities, or characteristic.

b. Language Feature of Descriptive Text

1. Using attributive and identifying process
2. Using adjective and classifiers in nominal group
3. Using simple present tense

5.2 Example of Descriptive Text

Here it is the example of descriptive text

Example 1

Aloe Vera is also known as the “crocodile’s tongue” plant in Indonesia. It is called it because the leave think, long and sharp, and the sides are serrated like the body of a crocodile. Aloe Vera is planted in dry areas and in warm climates. It takes little water to grow. Aloe Vera is short-stemmed succulent plant growing to 60-100 cm tall. Aloe Vera is a multifunctional plant. It can be used to cure a wound caused by burning. Aloe Vera can also make our hair thick. Apply it over the scalp and massage it gently so it could soak thoroughly. Ten minutes later, rinse the hair.

Table 2.1

Parts of Descriptive text of Aloe Vera

| Parts of Descriptive Paragraph | |
|--------------------------------|---|
| Topic Sentence | <i>Aloe Vera is also known as the “crocodile’s tongue” plant in Indonesia</i> |
| Supporting Sentence | <i>It is called it because the leave think, long and sharp, and the sides are serrated like the body of a crocodile. Aloe Vera is planted in dry areas and in warm climates. It takes little water to grow. Aloe Vera is short-stemmed succulent plant growing to 60-100 cm tall. Aloe Vera is a multifunctional plant. It can be used to cure a wound caused by burning. Aloe Vera can also make our hair thick. Apply it over the scalp and massage it gently so it could soak thoroughly. Ten minutes later, rinse the hair.</i> |

Example 2

Indonesia has one of the most beautiful underwater paradise of the world, one of which is on the island of Sulawesi. Underwater paradise known as the Wakatobi National Park is located in Wakatobi, Southeast Sulawesi, Indonesia. Wakatobi become the most beautiful dive sites in the world. The beauty and richness of the Wakatobi National Park is already well known abroad, especially after Wallace expedition from English in 1995 which mentions that the region of South-east Sulawesi is very rich in coral species. There, are 750 of the total 850 species of coral in the world. Configuring the depth varies from flat to sloping to the sea, and in some areas there are bertubir steep waters. The deepest waters reaching 1044 meters.

Table 2.2

Parts of Descriptive text of Wakatobi National Park

| Parts of Descriptive Paragraph | |
|---------------------------------------|---|
| Topic Sentence | <i>Indonesia has one of the most beautiful underwater paradise of the world, one of which is on the island of Sulawesi.</i> |
| Supporting Sentence | <i>Underwater paradise known as the Wakatobi National Park is located in Wakatobi, Southeast Sulawesi, Indonesia. Wakatobi become the most beautiful dive sites in the world. The beauty and richness of the Wakatobi National Park is already well known abroad, especially after Wallace expedition from English in 1995 which mentions that the region of South-east Sulawesi is very rich in coral species. There, are 750 of the total 850 species of coral in the world. Configuring the depth varies from flat to sloping to the sea, and in some areas there are bertubir steep waters. The deepest waters reaching 1044 meters</i> |

6. The Assessment of Writing Skill in Descriptive Text

To know students' ability in writing, there are some criteria that must be considered. A clear understanding is also needed by students to know how their writing will be assessed (Morris and Sharplin: 49-61). Naegle (2002:90) states that in helping our evaluation and to decide what to teach next, assessment is essentially needed. Jacobs (1981) as quoted by Weigle, et al (2009:116) states that the skill of writing includes five general components or main area such as the following:

1. Content : The ability to think creatively and to develop thought including all of the relevant to assigned topics.
2. Organization : The ability to write correct and appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.
3. Vocabulary : The ability to write the word effectively and to appropriate register.
4. Language use : The ability to write correct and appropriate sentence.
5. Mechanical skill : The ability to use correctly those conventions peculiar to written language, e.g.; punctuation, spelling.

7. Technique

Richards (2002) claims that the technique is a method of doing something expertly or need skills and it is an action happened in a classroom. Technique is a method of doing something that need skill (Oxford Dictionary 199:1124). According to Richards & Roger (1986) as quoted by

Marpaung (2012:8) technique is an implementation which actually takes place in a classroom. In conclusion, technique is an application of teaching strategy in the classroom to accomplish the goal of teaching.

7.1 Clustering Technique

Coffin, et.all (2005:37) says that Clustering is a helpful technique to see a visual representation of ideas. Kalandadze (2007:6) explains that clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association. Additionally, Harmer (2004:89) defines that clustering technique allows the students to extend their ideas in any direction they want while, at the same time, encouraging them to group themes and sub-themes together as they proceed. From the explanation in advance, we can conclude that clustering is a helpful technique to see our mapping idea and to associate our idea and to ease seeing the ideas to writing.

Chamot (1934) says that strategy in teaching learning is techniques, approaches, or deliberate actions that teacher and students take in order to facilitate the learning and recall of both linguistic and content area information. In order to help the students in generating ideas in written form, they can be guided through some generating strategies. It is more explained by Dawson (2001:37). He states that there are many methods for getting started writing such as: Free writing, brainstorming, clustering, etc. Moreover, he states that clustering will be helpful to visualize the writing.

So it is very useful to be implemented in whilst teaching. Clustering is also called mind mapping or idea mapping, is a technique to generate ideas and to explore the relationship between those ideas.

7.2 Teaching Descriptive Text through Clustering Technique

Clustering technique gives the easy way for students to visualize their ideas in writing descriptive text. Kalandadze (2007:6) explains that clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association. In writing descriptive text, it is commonly found that this technique is helpful for students in making a connection to the topic given so that the students can think more creative. Descriptive text gives us the description or details of something. In applying this technique into teaching descriptive text, the first step, the teacher will ask the students to take an empty sheet and draw a circle in the middle of the sheet. Then, write the topic and the teacher will ask the students to make another circle and write about the related ideas of the given-topic. Then, the students will try to think about the description of the topic given and put it in the circle that they have made. After that, the students will write a text based on the visualized ideas written in cluster diagram. It eases the students to write, because they have the guidance of their drawn in the diagram. They just write based on what they have to put or clustered. They will not get lost in associating their ideas. That is why this technique is so helpful in writing descriptive text.

8 Advantages and Disadvantages of Clustering Technique

8.1 Advantages of Clustering Technique

Steele and Steele (1991:44) claim that clustering technique has some advantages as follows:

- a. Creating comfortable and confident of the student in expressing their idea
- b. Enhancing students' performance on assessment
- c. Maximizing students' skill to communicate

Olivia (2008) as quoted by Marpaung (2012:14) describes the advantages of clustering technique for students are as follows:

- a. Helps students to concentrate in memorizing information
- b. Improves students' visual intelligence and observation ability
- c. Accustoms students to get critical review and good communication ability
- d. Improves students' creativity
- e. Summarizes the lesson briefly
- f. Limits the time in making note appropriately
- g. Guides the students to pass the examination with good value
- h. Guides students to arrange their thoughts, hobbies, and schedules
- i. Guides the right and left brain work synergistically

8.2 Disadvantages of Clustering Technique

Meanwhile, clustering technique also has disadvantages as follows;

- a. It will be wasting time because students will take a long time to make a cluster diagram rather than writing itself
- b. It will not be so easy to ensure that every students' make a good cluster diagram
- c. Student's who does not like drawing will feel bored
- d. Students will get lost if they put their ideas wrongly

9. The Procedure of Clustering Technique

Every technique has its steps as a process to use it. Kalandadze (2007:6) states the steps to use clustering technique as follows:

- a. Start to circle your topic in the middle of a piece of blank-paper
- b. Then, draw a line out from the cycle and write the idea or topic associated with it
- c. When it has been finished, study your map to find new associations about your topic and to see the relationship of ideas
- d. Write based on what you have clustered.

10. T-Card With Keyword

T-CARD Media is a memorable learning english is challenging and interesting. "English is a Monster". That sentence is often heard english teacher from his students. Especially for writing skills. But there is no one model of learning with affordable media. One of its T-CARD is a cheap,

multi-functional learning model, but it can bring a cheerful atmosphere to the students and slowly change the “English is a Monster” statement to English is challenging and interesting.

T-CARD is a word card design that reads certain keywords. These cards are made from instant noodle boxes, used calendars, drawing and some empty business cards that are shaped like letters “T” inserted in the box where the envelope is. T-CARD are designed as attractive as possible to cultivate students’ curiosity and stimulate students to explore writing skills for descriptive paragraph. Learning activities using these cards are called Shopping for T-Cards.

The procedure of Using Clustering Technique on Students’ Achievement in Writing Assisted by T-Card With Keywords. In this paragraph, the researcher will explain how to write descriptive text by using clustering technique assisted by t-card with keywords, as follows:

- a. The teacher gives explanation about descriptive text. In this section, the teacher also explains the language features of descriptive text such as simple present tense, adjective, conjunction, etc.
- b. Teachers introduces and explains about clustering technique.
- c. Teacher gives the students an example of clustering diagram.
- d. Teacher gives the students some example of clustering diagram on some topic and try to relate to what they are going to write.
- e. The teacher have prepared T-Card Media. Then, one by one the students take the T-Card from the box.

- f. The teacher asks the students to make a cluster diagram based on the topic given and try to make a descriptive paragraph based on it.
- g. Then, the teacher collects the paper.

B. Previous Study

The researcher takes many information from skripsi or journal of education from students and internet/website. The information from website and previous skripsi that gives many advantages from the researcher to finish this skripsi. The researcher took the skripsi and journal of education that have relation with the title of this skripsi. The information about the effect, method in learning process are referenced from the previous skripsi and journal education named:

1. Title : **“The Effect of Clustering Technique on Students’ Ability in Writing Recount Text”**

By : Ade Tiara

Finding :

Based on the result of the analysis in the previous chapter, it can be concluded that the alternative hypothesis (H_1) is accepted and the null hypothesis is rejected (H_0). It can be seen that the result of t_{count} is 2,92 while the value of t_{table} in the significance level 5% is 2,02. Therefore the score of t_{count} is higher than the t_{table} Or $2,92 > 2,02$. It means that there is significance effect of clustering technique in improving students writing recount text. Based on the result, it can be drawn the conclusion that

teaching writing recount text can be taught by the use of clustering technique.

The difference of the research that Ade conducted is that, Ade concluded that the comparison improvement between control class and experimental class used the technique, and control class without technique. It can be seen in experimental class, the student's had a good chance after applied the technique had a good effect for students' writing skill, especially in writing descriptive text.

2. Title : **“The Effectiveness of Clustering Technique in Writing Recount Text”**

By : Sisca Yunita

Finding :

Yunita (2012) in her skripsi under the title The Effectiveness of Clustering Technique in Writing Recount Text carried out to find out effectiveness of clustering technique in writing recount text in first grade of SMAN 87 Jakarta academic year 2011/2012. Based on the aim above, the writer formulated the problem: “Is there any significant improvement on students' writing after using clustering technique?” To answer the formulation of the problem the writer used quantitative through experimental research and analysed with t-test.

The difference of the research that Yunita conducted and this research is that, Yunita used true-experimental research as the design of the

research to find out the effectiveness of clustering technique in writing recount text while this research used experimental research as a design of this research about the effect of using clustering technique on the students' achievement in writing. Furthermore, the research conducted by Yunita was emphasized to find out the improvement of the students in writing recount while this research only focused on the effect of clustering technique in writing descriptive text.

C. Conceptual Framework

Teaching is the process giving instruction to do something to someone. Teaching is one of the ways to transfer the knowledge and information. In teaching a subject matter, teacher is required to be more creative and have various kinds of technique to enhance students' achievement especially in learning writing text.

Writing as one of four skills that should be mastered by students has always formed part of the syllabus in the teaching of English. Writing is a skill exposing facts and idea which is interpreted clearly, effectively, and well-organized. Writing integrates many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing paragraph. Writing activity should be done in creative, active, and interesting way to decrease students' difficulties in writing since it was supposed and considered as the hardest and the most difficult skill among others (listening, speaking, and reading). So, it is very important for the

teacher to make writing easier by encouraging and supporting the students to do and practice it. Practice is really needed in acquiring writing skill.

Through the application of Clustering Technique, it is hoped that the students can easily visualize and express their thoughts and ideas by giving a grammatical order way and increase their competence in writing so the students will be much better in writing especially descriptive paragraph. Clustering technique is used to see a visual map of our ideas and able to make us think more creatively in making new association. The students will be helped after being given the topic. First, the students will start to circle your topic in the middle of a piece of blank-paper. Then, they will draw a line out from the cycle and write the associated with it. When they finish, they will study the map to find new association about your topic and to see the relationship of ideas. And they will write to make a paragraph based on what they have clustered. It also has aim to increase the students' confidence in writing and to decide the best dictions that is going to be used in writing descriptive paragraph according to him/her.

Based on the theoretical and conceptual framework, it is hoped that students' achievement in writing descriptive text is higher by using clustering technique than without using clustering technique.

D. Hypothesis

A hypothesis is a prediction of some possible outcomes of a study. Based on the previous explanation of both theoretical and conceptual framework, the formulation of the hypothesis is as follows;

: There is no significant effect of using clustering technique on students' achievement in writing descriptive text

: There is a significant effect of using clustering technique on students' achievement in writing decriptive text

CHAPTER III

RESEARCH METHOD

A. Location and Time

The research was conducted at SMP Muhammadiyah 04 Medan, Jl. Kapten Muslim Gg. Jawa Lr. Muhammadiyah. It was conducted during the academic 2017/2018

B. Population and Sample

1. Population

The population of this research was taken from the Eight grade of SMP Muhammadiyah 04 Medan, that consist of 35 students.

2. Sample

Total sampling was used as the sample of this research. It had been chosen 35 students in grade VIII as the sample of research it becomes the experimental class.

Table 3.1
Sample

| Class | Sample |
|--------------|---------------|
| Experimental | 35 |
| Total | 35 |

C. Research Design

This research was conducted by using an experimental quantitative research, namely One group pre-test post-test. In this method the sample was given a treatment based on the variable research. The experimental group were teach by clustering technique. The experimental group was given pre-test before doing the treatment.

In the experimental group, the treatment was taught by clustering technique assisted by t-card with keywords. After the treatment, the experimental group was given post-test.

Table 3.2
Research Design One Group Pre-test Post-test

| Group | Pre-Test | Treatment | Post-Test |
|--------------|-----------------|---|------------------|
| Experimental | | Clustering Technique assisted by t-card with keywords (X) | |

Where :

: pre-test before giving treatment.

X : treatment by clustering technique assisted by t-card with keywords.

: post-test after giving treatment.

D. Instrument of Collecting Data

Writing test was used in collecting the data. The writing text was given with a clear and reality defined to the topic, which is motivate them to write. The collecting data is used as an important part in conducting a study. The data of this study have been collected by using a test. In collecting the data, pre-test, treatment, and post-test has been used. The test of pre-test and post-test is the same in the experimental group.

1. Pre-Test

Before treatment, a pre-test was administrated to the experimental group. The function of pre-test has been used to find out the students' achievement in writing before having treatment.

2. Treatment

The activities during the treatment are using Clustering Technique assisted by T-Card with Keywords in teaching descriptive text in the experimental group.

Table 3.3
Treatment for Experimental Group

| Experimental Group | |
|---|--|
| Teacher activities | Students activities |
| 1. teacher greeted students to open the class (good morning) | Students answer the teachers'. |
| 2. teacher tells the students about learning objectives. 3. Teacher gave the model of cluster technique in constructing writing text Teacher have prepared T- | Students listen the learning objectives. Students paid attention on teachers' explanation One by one the students take |

| | |
|--|--|
| Card Media. Teacher asked the students to make a cluster diagram based on the topic given 4. Teacher reviewed about clustering technique and its steps Teacher asked the students to write a descriptive text based on their diagram Teacher and students evaluate investigating and resulting of their new descriptive text | the T-Card from the box. Students did the practice Students paid attention to the teachers Students wrote a descriptive text based on their cluster diagram Students listen carefully to teachers' explanation |
| 5. Teacher makes a conclusion and gives feedback. | Together with the teacher make a conclusion. |

3. Post-Test

After teaching the students writing achievement by using Clustering Technique to the experimental groups, the researcher gave the experimental group a post-test in order to see the result whether the technique is effective or not. The test of post-test and pre-test are the same.

E. Technique for Collecting Data

In collecting data, some steps were applied as following;

1. Giving pre-test to experimental group.
2. Giving treatment to experimental group by using Clustering Technique.
3. Giving post-test to experimental group.
4. Listing the score of pre-test and post-test into table for the experimental group.

F. Technique of Analyze the Data

After collecting the data from the test, the data has been analyzed by using some steps, the following procedures are:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

2. Determining T-test by formulation.

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

With :

$$b = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

= Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation:

$$D = z^2 \times 100\%$$

G. Statistical Hypothesis

In this research, statistical hypothesis was describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

Ho : $T - \text{critical} < T - \text{table}$

Ha : $T - \text{critical} > T - \text{table}$

Where :

Ho : There is no significant effect of using clustering technique assited by t-card with keywords on the students' achievement in writing (the hypothesis is rejected)

Ha : There is a significant effect of using clustering technique assited by t-card with keywords on the students' achievement in writing (the hypothesis is accepted)

CHAPTER IV

THE DATA ANALYSIS AND RESEARCH FINDINGS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre-test and post-test. The following were students' score on the Pre-test and Post-test of the experimental group. That was the result of the pre-test and post-test in experimental group in table 4.1

Table 4.1
The score of Pre-test and Post-test of Experimental Group

| No. | Students' Initial | Pre-Test () | Post-Test () |
|-----|-------------------|--------------|---------------|
| 1 | AL | 50 | 75 |
| 2 | AF | 60 | 79 |
| 3 | AD | 55 | 84 |
| 4 | AS | 57 | 78 |
| 5 | DF | 63 | 78 |
| 6 | FA | 55 | 76 |
| 7 | FK | 53 | 80 |
| 8 | FS | 62 | 80 |
| 9 | HZ | 65 | 84 |
| 10 | HA | 73 | 87 |
| 11 | KS | 72 | 88 |
| 12 | ML | 73 | 90 |
| 13 | MR | 47 | 75 |
| 14 | MD | 60 | 76 |
| 15 | MT | 55 | 75 |
| 16 | MI | 60 | 79 |
| 17 | MA | 70 | 82 |
| 18 | MS | 62 | 81 |
| 19 | ME | 70 | 85 |
| 20 | MZ | 65 | 77 |
| 21 | MH | 57 | 80 |
| 22 | MU | 52 | 75 |
| 23 | NA | 65 | 86 |

| | | | |
|----|--------------------|--------------|--------------|
| 24 | RA | 53 | 75 |
| 25 | RM | 68 | 83 |
| 26 | RS | 67 | 80 |
| 27 | RN | 65 | 76 |
| 28 | RD | 70 | 85 |
| 29 | RK | 58 | 77 |
| 30 | SM | 72 | 90 |
| 31 | SA | 60 | 76 |
| 32 | SN | 68 | 84 |
| 33 | TA | 55 | 77 |
| 34 | TD | 64 | 80 |
| 35 | VA | 71 | 83 |
| | TOTAL SCORE | 2172 | 2816 |
| | MEAN | 62.05 | 80.45 |

Based on the data in table 4.1 showed that mean of pre test was 62.05 and the mean of post test was 80.45.

B. Data Analysis

1. Finding Correlation

Table 4.2

The Calculation Table of Experimental Group

| No. | Students' Initial | Pre-test (X) | Post-test (Y) | | | XY |
|-----|-------------------|--------------|---------------|------|------|------|
| 1 | AL | 50 | 75 | 2500 | 5625 | 3750 |
| 2 | AF | 60 | 79 | 3600 | 6241 | 4740 |
| 3 | AD | 55 | 84 | 3025 | 7056 | 4620 |
| 4 | AS | 57 | 78 | 3249 | 6084 | 4446 |
| 5 | DF | 63 | 78 | 3969 | 6084 | 4914 |
| 6 | FA | 55 | 76 | 3025 | 5776 | 4180 |
| 7 | FK | 53 | 80 | 2809 | 6400 | 4240 |
| 8 | FS | 62 | 80 | 3844 | 6400 | 4960 |
| 9 | HZ | 65 | 84 | 4225 | 7056 | 5460 |

| | | | | | | |
|--------------------|----|-------------|-------------|---------------|---------------|---------------|
| 10 | HA | 73 | 87 | 5329 | 7569 | 6351 |
| 11 | KS | 72 | 88 | 5184 | 7744 | 6336 |
| 12 | ML | 73 | 90 | 5329 | 8100 | 6570 |
| 13 | MR | 47 | 75 | 2209 | 5625 | 3525 |
| 14 | MD | 60 | 76 | 3600 | 5776 | 4560 |
| 15 | MT | 55 | 75 | 3025 | 5625 | 4125 |
| 16 | MI | 60 | 79 | 3600 | 6241 | 4740 |
| 17 | MA | 70 | 82 | 4900 | 6724 | 5740 |
| 18 | MS | 62 | 81 | 3844 | 6561 | 5022 |
| 19 | ME | 70 | 85 | 4900 | 7225 | 5950 |
| 20 | MZ | 65 | 77 | 4225 | 5929 | 5005 |
| 21 | MH | 57 | 80 | 3249 | 6400 | 4560 |
| 22 | MU | 52 | 75 | 2704 | 5625 | 3900 |
| 23 | NA | 65 | 86 | 4225 | 7396 | 5590 |
| 24 | RA | 53 | 75 | 2809 | 5625 | 3975 |
| 25 | RM | 68 | 83 | 4624 | 6889 | 5644 |
| 26 | RS | 67 | 80 | 4489 | 6400 | 5360 |
| 27 | RN | 65 | 76 | 4225 | 5776 | 4940 |
| 28 | RD | 70 | 85 | 4900 | 7225 | 5950 |
| 29 | RK | 58 | 77 | 3364 | 5929 | 4466 |
| 30 | SM | 72 | 90 | 5184 | 8100 | 6480 |
| 31 | SA | 60 | 76 | 3600 | 5776 | 4560 |
| 32 | SN | 68 | 84 | 4624 | 7056 | 5712 |
| 33 | TA | 55 | 77 | 3025 | 5929 | 4235 |
| 34 | TD | 64 | 80 | 4096 | 6400 | 5120 |
| 35 | VA | 71 | 83 | 5041 | 6889 | 5893 |
| TOTAL SCORE | | 2172 | 2816 | 136550 | 227256 | 175619 |

$N = 35$
 $\sum = 2172$
 $\sum = 2816$
 $\sum \square = 136550$
 $\sum \square = 227256$
 $\sum = 175619$

Based on the data in table 4.2 finding the correlation between Pre-test and Post-test by using this formula :

1. Finding the Correlation

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2) (n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{35 (175619) - (2172)(2816)}{\sqrt{35 (136550) - (2172)^2 (35 (227256) - (2816)^2)}}$$

$$r_{xy} = \frac{6146665 - 6116352}{\sqrt{(4779250 - 4717584) (7953960 - 7929856)}}$$

$$r_{xy} = \frac{30313}{\sqrt{(61666) (24104)}}$$

$$r_{xy} = \frac{30313}{\sqrt{1486397264}}$$

$$r_{xy} = \frac{30313}{38553,82}$$

$$r_{xy} = 0.8$$

2. Determining T-test

After testing the correlation continued with determining T-test.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.8 \sqrt{35-2}}{\sqrt{1-(0.8)^2}}$$

$$= \frac{0.8 \sqrt{33}}{\sqrt{1-0.64}}$$

$$= \frac{0,8 (5,74)}{\sqrt{0.36}}$$

$$= \frac{4.592}{0.6}$$

$$= 7.7$$

From the t-test above, $t = 7.7$ with $df = n-2$. So, $35-2=33$ and $t_{0.05, 33} = 2.03452$. If $t > t_{0.05, 33}$. The alternative hypothesis is accepted and $7.7 > 2.03452$. So, the hypothesis was accepted.

3. Testing Linear Regression

$$= a + bx$$

In finding a find the value of a and b with the following this formula:

$$b = \frac{n (\sum xy) - (\sum x) (\sum y)}{n (\sum x^2) - (\sum x)^2}$$

$$= \frac{35 (175619) - (2172) (2816)}{35 (136550) - (2172)^2}$$

$$= \frac{6146665 - 6116352}{4779250 - 4717584}$$

$$= \frac{30313}{61666}$$

$$= 0.49$$

$$= \frac{a}{b} - b \frac{a}{b}$$

$$= \frac{a}{b} - (0.49) \frac{a}{b}$$

$$= 80.46 - 30.40$$

$$= 50.06$$

After finding the value of a and b , input the value and the finding as at the following:

$$= 50.06 + 0.49$$

4. Calculating Determination

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0.64 \times 100\% \\ &= 64\% \end{aligned}$$

From the determination above it was known that the effect of using clustering technique on the students' achievement in writing assisted by t-card with keywords was 64% and 36% from other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of using clustering technique on the students' achievement in writing assisted by t-card with keywords. It can be simply seen from the differences of mean score or Pre-test and Post-test in experimental class. They were 62.05 in pre-test and 80.45 in post-test of experimental class, the mean of pre-test increases after clustering technique from 62.05 to 80.45.

Based on the testing of hypothesis, the value of $t_{count} > t_{table}$ it means that there was a significant effect of using clustering technique on the students' achievement in writing assisted by t-card with keywords. The value of the effect was about 64%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analyzing in Chapter IV, the conclusion can be drawn as the following:

From the determination it was known that the effect of using clustering technique on the students' achievement in writing by t-card with keywords was 64% and 36% was influenced from others factor. Based on the result of the pre-test and post-test the researcher found there was students' achievement in writing, which is proven from the result of the test $t_{count} > t_{table}$ or $7.7 > 2.03452$. The fact hypothesis was accepted and H_0 was rejected.

B. Suggestion

Related to the conclusion some suggestion were put forward as the following:

1. The teacher are expected to use clustering technique in teaching writing, especially writing descriptive text so that the students can be helped in expressing their ideas and thoughts.
2. The English learners are suggested to be more active, creative, and enjoy in exploring their ability in writing by applying clustering technique in order to ease them to associate, connect, and express their thought in writing.

3. The readers are suggested to read the findings to widen and broken their horizon in the theory of learning English and the decision makers are suggested to read the findings of this study as one of the considerations in making the decision for the policy of the teaching-learning process.

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ENGLISH LESSON PLAN

Experimental Group

School : SMP Muhammadiyah 04 Medan

Subject : English/Writing

Class : VIII/II

Time/Allocated : 2 x 40 minutes

A. Standard Competence

Expressing the meaning in short functional written text and simple essay in form of in descriptive text to interact with around environment.

B. Basic Competence

Expressing the meaning and rhetorical structure in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive text.

C. Indicators

1. Identifying the model of clustering technique in writing descriptive text.
2. Identifying the construction of descriptive text by using clustering technique assisted by t-card with keywords.

D. Objectives of Teaching

1. Students are able to understand model of clustering technique in writing descriptive text
2. Students are able to construct the text by using clustering technique assisted by t-card with keywords

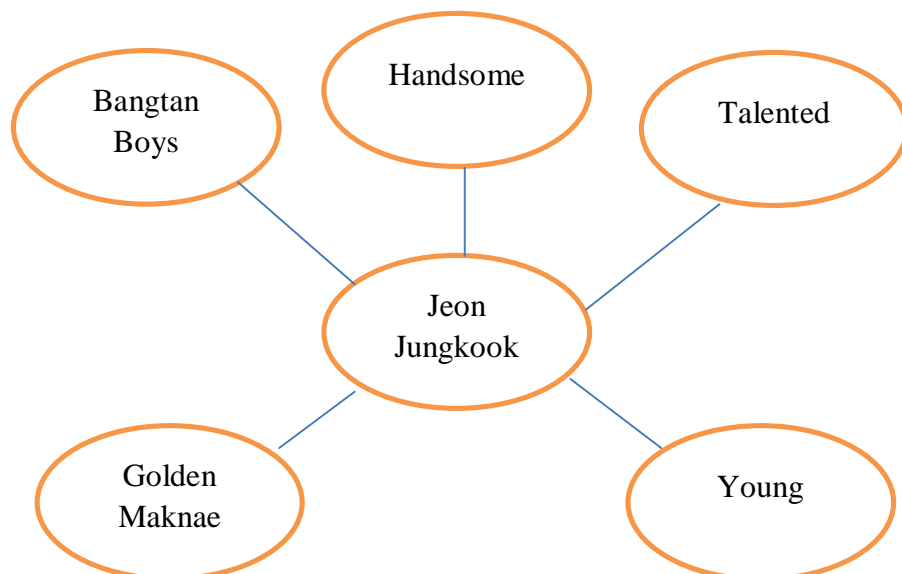
E. Teaching Material

– **Descriptive text**

Descriptive text is a type of written text in which has spesific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

– **Clustering technique**

Clustering is a technique used to see a visual map of our ideas and able to make us think more creatively in making new association. Clustering also allows the students to extend their ideas in any direction they want while, at the same time, encouraging them to group themes and sub-themes together as they proceed.



– **T-Card with Keywords**

T-CARD Media is a memorable learning english is challenging and interesting. “English is a Monster”. That sentence is often heard english teacher from his students. Especially for writing skills. But there is no one model of learning with affordable media. One of its T-CARD is a cheap, multi-functional learning model, but it can bring a cheerful atmosphere to the students and slowly change the “English is a Monster” statement to English is challenging and interesting.

Example of descriptive text

JungKook is one of bangtan sonyeondan (we usually called that boyband with BTS) members. He is the youngest member in BTS. Him was born in Busan, 1st September 1997. JungKook is a very talented boy. He has tall body, his height is about 1,78 meters. He also has beautiful dark brown eyes and muscular arms. He is amazing. His voice is gorgeous, and so smooth like girls’ voice. The way he dances too is so good. He called as ‘Golden Maknae’ from BTS.

F. Source/Media

1. Source : English Text Book for Junior High School, the internet, English Dictionary
2. Media : WhiteBoard, Marker, Poster, Box, T-Card with Keywords

G. Teaching Method/Technique

- Clustering Technique

H. Teaching Learning Process

A. Pre-activities (10 minutes)

| Teacher | Students |
|--|--|
| Orientation Greet the students and check the attendance list | Students give respond to 10 minutes teacher |
| Apperception Teacher gives motivation and brainstorming | Listening and paying attention to teachers's explanation |

B. Main activities (60 minutes)

| | |
|--|---|
| 1. Teacher asks students to read the book about the topic Teacher asked the students to analyze the example of descriptive paragraph given | Students read the book and paragraph given |
| 2. Teacher introduced and explain about clustering technique Teacher gave the model of cluster technique in constructing paragraph Teacher have prepared T-Card Media. | Students pay attention to the teacher One by one the students take the T-Card from the box. |
| 3. Teacher reviewed about clustering technique and its steps Teacher asked the students to make a cluster diagram based on the topic given Teacher asked the students to write a descriptive paragraph based on their diagram. | Students paid attention on teachers Students did the instruction given Students wrote a descriptive paragraph based on their cluster diagram. |

C. Post activities (10 minutes)

| | |
|--|--|
| Teacher collect the paper Teacher resumes the topic today together with the students | Students also resume the topic with the teacher |
|--|--|

I. Evaluation

Make a cluster diagram and a paragraph based on what you have clustered. And the topic is “Ir. Soekarno”

Answers;

The diagram and the paragraph may vary based on the students’ creatively

J. Scoring

Assessment is based on :

1. Individual task.
2. Assessment Instrument: Written test
3. Assesment Criteria: Writing Ability Scoring

a. Rubric of Writing Test Assessment

The paragraph will be assessed by Jacob’s et. al scoring profile:

| No | Component | Score | Criteria |
|----|-----------|-------|---|
| 1. | Content | 16-13 | Unsatisfactory Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate |
| | | 21-17 | Fair Limited knowledge of subject, little substance, in adequate development of topic |

| | | | |
|----|--------------|-------|---|
| | | 26-22 | Good Some knowledge of subject, adequate range-occasional errors of words/ idiom form, choice, usage but meaning not obscured |
| | | 30-27 | Very good Knowledge, substantive, development of the thesis relevant as assigned topic. |
| 2. | Organization | 9-7 | Unsatisfactory Doesn't communicate, no organization or not enough to evaluate |
| | | 13-10 | Fair Not fluent ideas confused or disconnected logical sequencing and development. |
| | | 17-14 | Good Somewhat choppy-loosely organization, but main ideas stand out limited support logical but in complete sequencing. |
| | | 20-18 | Very good Ideas clearly stated |
| 3. | Vocabulary | 9-7 | Unsatisfactory Essentially translation little knowledge of English vocabulary, idiom word form, not enough to evaluate |
| | | 13-10 | Fair Limited range, frequent error of word or idiom from choice, usage, meaning confused or obscured. |
| | | 17-14 | Good Adequate range-occasional errors of word/idiom from, choice, usage but meaning not obscured. |
| | | 20-18 | Very Good Exact words-effective 6 words or idioms choice and usage. Word from mastery-appropriate register. |

| | | | |
|----|-----------|-------|---|
| 4. | Language | 10-5 | Unsatisfactory Virtually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate |
| | | 17-11 | Fair Major problem in simple or complex construction frequent errors. |
| | | 21-18 | Good Effective but simple construction-several errors of agreement. |
| | | 25-22 | Very Good Understandable |
| 5. | Mechanics | 2 | Unsatisfactory No mastery of connection dominated by errors of spelling, punctuation, capitalization, paragraphing and writing illegible or not enough to evaluate |
| | | 3 | Fair Frequent errors of spelling punctuation capitalization writing sentences, etc. |
| | | 4 | Good Occasionally errors of spelling, punctuation, capitalization writing sentences, etc. |
| | | 5 | Good Occasionally errors of spelling, punctuation, capitalization writing sentences, etc. |

b. Scoring of Writing Ability

| No | Level of Achievement | Students' Mark | Grade |
|-----------|-----------------------------|-----------------------|--------------|
| 1 | Excellent to very good | 80-100 | A |
| 2 | Good to average | 66-79 | B |
| 3 | Fair to poor | 56-65 | C |
| 4 | Poor to very poor | 40-55 | D |
| 5 | Very poor | 30-39 | E |

Medan, 14 Februari 2018

Mengetahui,

Kepala SMP Muhammadiyah 04

Guru Mata Pelajaran

(Muhammad Ruslan, S.Pd)
NKTM : 1.247.319

(Afrida Efriyani, S.Pd)
NKTM : 1.105.087

Mahasiswa Peneliti

(Nina Mawarni)
NPM : 1402050356

| No | Name | Pre-Test | Post-Test |
|----|-------------------------------|----------|-----------|
| 1 | Ayu Lestari | | |
| 2 | Aidil Fikri Ismah | | |
| 3 | Amanda Dwi Wulandari | | |
| 4 | Annisa Salwa | | |
| 5 | Dzul Fahmi Ahdi | | |
| 6 | Fahrul Azhari Aruan | | |
| 7 | Faisal Akbar | | |
| 8 | Feby Susana | | |
| 9 | Haniah Zuhro Ginting | | |
| 10 | Hanny Alvi Sahrina HRP | | |
| 11 | Khairunisya Salsabilah | | |
| 12 | M. Athaya | | |
| 13 | M. Rizky Anugrah Sitompul | | |
| 14 | M. Muzli Dama Tafandi | | |
| 15 | Mazda Lifah Hasibuan | | |
| 16 | Mhd Irfan | | |
| 17 | Mhd Dio Ardiansyah | | |
| 18 | Miranti Sundari | | |
| 19 | Mona Elvira Lubis | | |
| 20 | Muhammad Diaz | | |
| 21 | Muhammad Haikal Pratama Lubis | | |
| 22 | Muhammad Rizky Saputra | | |
| 23 | Nurul Aulia Yulfriza | | |
| 24 | Raffi Ar Rahman | | |
| 25 | Rahmawati | | |
| 26 | Ramadhan Syahputra | | |
| 27 | Riski Nugraha | | |
| 28 | Rosda Nabila | | |
| 29 | Ryan Kurniawan | | |

| | | | |
|----|------------------------------|--|--|
| 30 | Sabrina Meylikiano Br Sirait | | |
| 31 | Shela Afriza | | |
| 32 | Siti Nurhalizah | | |
| 33 | T. Abdul Azis | | |
| 34 | Tengku Adinda | | |
| 35 | Varen Aidil Hujki Lubis | | |

Medan, 14 Februari 2018

Mengetahui,

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