# ABSTRACT

**Ritonga, Nurlaila Hasanah . 1102050077 "*The Effect of Applying Clustering Technique on Students' Achievement in Writing Narrative Text at MTs Aisyah .* Skripsi. English Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara Medan, 2016.**

This study was conducted to describe the effect of using applying clustering technique on students' achievement in writing narrative text at MTs Aisyah Medan. The objectives of this study to investigas the significant effect of applying clustering technique on students' achievement in writing narrative text . The population and sample was the eighth grade students of academic year 2014/2015 of MTs Aisyah Medan who consisted of 120 students eight parallel classes. While the sample were taken two classes VIII 1 and VIII 2 amount 50 students by using purposive sampling. They are divided into two groups, 25 students for experimental groups and 25 students for control groups. The experimental group which was applied in class VIII-1 was taught by technique clustering , while the control group which was applied in class VIII-2 with taught with short story. The research was based on experimental to collect the data that using descriptive quantitative method. The data were analyzed by using t-test formula. The findings showed that t-observed= 2.88 with the degree freedom (df) 88 88 ($Nx + Ny - 2$ or $25 + 25 - 2 = 48$). In the line of 48 showed that t-table was 2.01. based on the data $t_{observe} > t_{table}$ or $3.221 > 2.01$ so, the finding of the study indicated that students' achievement in teaching narrative text using clustering technique was more significant than those using short story.

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Researcher

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# CHAPTER 1

# INTRODUCTION

## A. The Background of the Study

Language is one of the most important areas human development. Language is purely important as a tool of communication. According to Crystal cited by Srijono language is the systematic, conventional use of sounds, sign, or wrriten symbols in human society for communication and self expression. As a tool of communication language is used among human beings in order to establish social relationship. By using language they can express their ideas, feelings, and thought to the society in both wrriten and spoken.

There are many language in the world. Every society has different language. Although english is not the language with the largest number of native or first language speaker, it has become a lingua franca. English is and international language which has been received by countries all over the word. Moreover, as an internasional language, English is used to communicate in bussines meeting or other activities among government over the world, chiefly in science and technology.

In line with the more sophisticated world, people are demanded to be able to communicate not only by using mother tongue but also by using foreign languages. Nowadays English already be one of the most important languages. As a developing country, indonesia really needs english because indonesian goverment is trying to improve all aspects which are ussually faced by all countries. One of these aspects is education, which is essential

Thus, the government has settled english as one of the complusory subject to study at school, from basic until the highest. In indonesia, English is learnt and taugh at elementary school, junior high school, senior high school, even at university. It is hoped that the students will be able to communicate English well. The students of MTs and senior high should get some of the genres such as procedure, recount, descriptive, or narrative both spoken and wrriten cycle.

From this fact, students are not only expected to speak English fluently but also have to be able to fulfill four language skills; they are listening, speaking, reading, writing. Wrriting is a part of the language skills that must be taught maximally by teacher to students. Learning how to write in English is important for many language learners. Writing will help students mastering other skills of English completely.

Writing, is one of the language skills, has given an important contribution to human work. There are so many records of recent activities that can be read today, which can also be read in the future. Recently, there are many new information which is tranferred by using discourse or article from the newspaper, magazine, or internet. This means that writing plays very important role in a modern society. Writing is one of language skills thatcan be a measurement of literacy development in acountry. Through writing, many people can communicate one another over long distances and periods of time.

Based on the researcher's teaching experience (PPL) in MTs Aisyah Medan . The researcher find the problems. There are some problems in learning narrative text.The first, students get bored in learning narrative text. The second,

the students' difficulties  in writing narrative text. The teacher use tradisional technique, the researcher also wants to find out.

In mastering English as the second language, there are some componants that should be achieved by learners: they are included speaking, listening, writing, and reading. Harmer (1998: 79) say that writing is as a skill by far the most important reason for teaching. It is a basic skill just as important as speaking, listening and reading. Students need to know how to put their opinion, reason, or express their ideas in wrriten language as well as English language. Writing is already and will continue to be an important part of your everyday life. Writing is one of the most important skills learning languages besides listening, speaking, reading. Siahaan (2008:2) " writing is the skill of writer to communicate imformation to a reader of group of readers''. Acoording to maxine Hariston (1986:2) in his book, there are some main reaseon for writing, they are: writing is a tool for discovery. We stimulated our thought process by the act of writing and tap into information and imagines we have in our unconscious minds. Writing hepls us to "harvest" what we know.

Refering to the above, technique that is used by the teacher is crucial in teaching learning process. The teacher who does not consider the technique will raise some cases such as the students would like to play game and joke with their friends than read the text, the students cheat their friends answer, the condition of the class become noisy and not conducive because they do not understand about English. As the result, the value did not get the target of learning and the material did not tranfer to the students as the goal of learning. Thus, the teacher needs

apropirate clustering technique that does not only increase the students achievement but also can raises students motivation in writing narrative text.

Clustering technique is method to teach writing. With the method students can have a lot of fun and get rid during the lesson and more information. In this case, the teachers should apply the method that can students intrest learning English narrative text. With the use clustering technique the students take individual quizzes after one to two periods of teacher persentation and one to two periods of team practice. In quizzes, students are not permitted to help each other. Every students is responsible individually for knowing the material. It is devided based on acedemic performance, and race or ethnicity. The researcher think that the students which using clustering teachnique will be more advanced in the learning development.

Based on the explanation above, the researcher interests in conducting on the title The effect of applaying clustering technique on the students ' achivement in writing narrative text At MTs Aisyah.

## B. Identification of the Problem

The problem of this research was identified as follows :
"The teacher use traditional technique so the students difficulties in writing narrative text''.

## C. Scope and Limitation

The scope of this research is writting. The researcher also limits this research only to narrative text to the VIII grade students of MTs AISYAH MEDAN of academic years 2014/2015.

## D.  The formulation of the Study

The problem of study was formulated as follows:

"Is there any significant effect of clustering technique and on students' achievement in writing narrative text

## E. Objective of the Study

The objective of the study was expected as the following :

"To investigas the significant effect of applaying clustering technique on students' achivement in writing narrative text''.

## F. Significant of the Study

The finding of this study were expected to be useful for:

1. Theoritically

The researcher get knowladge about learning English by using clustering technique, for other researcher a information about the contribution of applaying clustering tecnique in writing narrati text and can be used to improve teaching English.

2. Practically

    a. The teacher know the students' achievement in writing of narrtive text by using clustering technique.

    b. The students can improve their achivement in writing of narrative text by using clustering.

    c. Other researchers, to increase their knowledge about narrative text.

    d. To Headmaster, especially in MTs Aisyah want know more about narrative text

    e. To library can improve refecences about narrative text

    f. For those in the departement of English who are interesting in carrying out research in writing narrative text.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

In this chapter, the researcher reviews some related and relevant theories concerning about students' ability in building up writing narrative text by using clustering and achivement in writing narrative text .

## 1. Effect

The term of can generally mean: 1) anything brought a cause or agent, 2) the power or ability to bring about result, 3) influences if the action or something, 4) the impression produced on the mind of the observer or hearer. Richard (1992:133) said that " The effect is defined to change of ability that the students have after being treated by using certain technique of teaching''. It is usually in experimental method in which an idea or hypothesis tasted of verified by setting up situation in which the relationship between different subject and variable can be determined.

Based on the defenition, the second seems suitable to purpose of the researcher because it refers to the product of the action rather the process in doing something. According to stevenson ( 2002:220), the term of effect can be generally meant by a change that something causes else; a result. The definition of the second seems to fit the actions rather than the process in doing something.

In line with the statement above it can be concludedthat the effect is the possitive regarded after doing something. System or technique administarted to the students, which is sure to give a result. Buchl (1995:78) "The result of effect

in teaching is the improvement of ability''. The ability is the result of learning process which involves teacher with students.

Slamento (1995:15) said that Effect is this research means as many ability improvement after learning something. It is usually in expect method in which is an idea or hyphothesis tested or varified by setting up situation in which the relationship between diffrent subject and variable can be determined. Effect of teaching treatment in language is related to the changes of getting something into our cognitive system, the final result of effect in teaching is the improvement of ability.

Hornbury (1987:191) explains that the effect ia an impression produced on a spectator or hearer or a chance produced by action or causes a result. In other words effect means that the change produce by an action or cause result or outcome and then it comments and the it comments to adjective word affective which stresess ability to produce of the actual action.

## 2. Description of Approach, Strategy, Method, and Teachnique

These four terms may be viewed as a points along continue from the theoritical ( approach), in which basic beliefs about language and learning are considered how is the way to teach (strategy) to design (method) in which the partial plan for teaching or learning.

### a. Approach

Brown (2001:16) stated that an approach is theoretically well-imformed position and belief about the natural of language, the nature of langue learning, and the applicability of both to pedagogical setting. In another words, approach is

a set of assumption about language teaching which involve the nature of language, learning, and teaching.

Approach is the level at which assumption and beliefs about language learning are specified and it is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic and describes the the nature of the subject matter to be thought. By using an approach, it will make the teaching process becomes more effective because an approach is a very important element in managing students in the classroom.

**b. Strategy**

Strategy, method, technique, and approach are diffrent aspects. Aebersold, J. A., and Field, M. L (1997:52) definite that the word strategy means an accurate plan about activity to get particular purpose. In teaching and learning language, the term strategy and teachnique are often used in term and both of them are synonym. In another words, strategy is defines the basic procedure of how the content is elaborated during the teaching process.

**c. Method**

According to sudjana (2001:4) says "method relates to kinds of the students as learning servise," Method is generalize as set of classroom specification for accomplishing linguistic objectives. Method tended to be primarily concern with teacher with students role and behaviors such features as linguistic and subject matter objectives sequenced and materials. In another words, method id a description of the way that imformation or a behavior is carried forward or consolidated during the instructional process.

Method is an overall plan for systematic presentation of language based and theoritical approached selected. It involves the design of a syllabus for the course, which in turn consists for achieving these objectives.

**d. Teachnique**

According to Sudjana (2001:4) says "the skill to master the procedures of technique, use the source of learning and use the media in coverage learning method that is chosen to be done.'' It is particular trick, method used to accomplish and immediate objective. Technique must be consistent which a method. In another words, teachique is a detailed list of rules or a guideline for any (teaching) activity.

This study deals with theory that will support the concept in this study. In this case, theoritical framework is aim to give some clear concept apply in this research. These concept are described in the review of relate literature section. It is intend to define the boundary of this research.

**3. The students' Achivment**

Based on hornby (1994:73), Achivment is a thing done successfully. Especially with afford and skill. In another words, students' achivment is a students doing well academically, obtaining life skills and giving back to their community. There are three aspect of learning achivment namely Cognitive, Affective, and psychomotor.

Cognitiveconsist of knowladge, understanding application, analysis synthetic and evaluation. Application includes the method concrete case. Analysis includes the ability to devide the small parts into whole. Synthetic includes

combining the new things into the new understanding and evaluation merits the ability to perform an opinion about something.

Affective is the changing of behavior that affects someone to do something. There are acceptance, sign with acceptance by using their senses and responds. Decision, decide a problem with a simple up to complex.

Psyhomotor is the skill to do something, ready to do it based on physics and emotion, self control and become a habit. Therefore it is concluded that the achivement is a succesful in reaching particular goal, statues or standard. Especially by effort, skill, courage, etc.

Blooms (1996:16) said that there are there aspects of learning achivement such as cognitive, affective, understanding and psychomotor. Cognitive consist of knowladge, understanding, application, analysis synthetic and evaluation. Then affective includes feeling and emotional aspects. It is from what syudents' response to the lesson the teacher gives. Based on the explanation above, the students' progress in learning by their efforts and skills.

## 4. Writing

According to Harmer (2004:4) ''Writing is the process stages a writer goes though order to produce something in its final written form''. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. Within a language system,writing relies on many of the some structures as speech, such as vocabulary, grammar and sumantics,with the added defendency of a system of signs or symbols, usually in the form of a formal alphabeth. The result of writing is generally called text, and the recipient of text is

called a reader. Motivation for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, dissemination of knowladge through the media and the formation of legal systems. Cohen and Reil in Kusumaningsih (2004:1) say that "writing can be defined as comunicated act, a way of sharing observation, thought, or ideas with ourselves". It is a tool of thingking. By writing we can tell about people, remember the fact in and ideas. Important to masters in order to be able to produce good writing based on the statements above, it be concluded that writings is expressing ideas, facts, feeling, experience, and thought in written form.

Writing is a skills, it make sense that the more you practice writing, the better you will write. As one of the language skills that students must master when learning and language, writing hold an important role in-daily situation. Writing already and will continue to be an important part of your averyday life. Writing is one of the most important skills learning languages basides listening, speaking, reading. The purpose of learning writing is so have the students write particular kinds of letters, text types and many more (Harmer,2004:37).

Based on the explanation above, it can be conclude that learning writing is difficult and the students should develop an understanding of the writing process so they are able to express themselves more confidently and effectively in order to create a good writing.

## 5. Writing Process

According to Harmer (2004:4) in producing a writing matter, there is process involved and the process can be affected by the contens (subject matter ) of the writing, the types of writing, and the medium it is written in. it's mean that when the researcher to do teaching learning process, the writing process was affected an make increasing the students in writing paragraph. There are four elements of the writing process. They are:

### 5.1  Planning

Is freely exploring topics, choosing topic, and beginning to gather and organize the details before writing. When planning, the writer has to think about three main issues. Firstly the writer has to consider the purpose of the writing. Secondly the experienced writers think of the audience they are writing for. Thirdly, the writers have to consider the content structure of the piece, how best to squence the facts, ideas, or arguments which they have decided to include.

### 5.2 Drafting

Drafting is getting ideas down on paper in roughly the format to intend. In the last unit we talked about essay plans, which are usually in note or point form. A draft is a more complete version of your essay written in paragraph form. Some people think that a piece of writing is never finished, so they talk about first draft, second draft and so on. The piece of work you finally submit is sometimes called a final draft.

Drafting is a kind of practice exercise for your final draft. What you can hope to produce in a draft is a rough version of how your final essay will look. If

you have made an outlinealready, you can build up your draft by expanding the points in your outline into paragraphs.

It is most unlikely that your first attempt will be satisfactory, and so you should plan to re-write the draft at least once. In fact, there is not much point in writing a draft unless you are prepared to make changes. The process of making changes to a draft is called re-drafting.

When you have written a draft, you can print it out and re-read it. You can also pass it to a fellow student or a teacher for comment. If you want somebody else to read and comment on your draft essay, it is important that it should look like an essay and not like a set of notes. It is much easier to give constructive feedback on writing in paragraph form than on notes.

## 5.3 Editing

Is polishing the writing and fixing errors in grammar, spelling and mechhanics. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Appiah (2009:118) Editing is the process of selecting and preparing to writeen, visual, media used to convey information.

## 5.4 Final Version

Once writers have edited their draft, making the changes they consider to be neccesary, they produce the final version. This may look considerably different form both the original plan and the first draft, because things have changed in the editing process.

The writing process itself olso can be divided into three stages: prewriting, writing and re writing (Murray,2009:3). It mean that (Murray, 2009:3) devided

into three stages there are part of writing process that can be affected to writing narrative text.

Prewriting is the stage before drafting for the first time. It take about 85 percent of the writer's time because the writer will determine the focus on the subject. Writing is the drafting process. It is s commitment of the writer to process the writing. The writing of the first draft may take as little as one percent of the writer's time since the writing matter is draft-rough and unfinished.

Rewriting is the stage where the writer reconsiders subject, form, and audience. The writer can researcher, rethink, redesign, rewrite and finally edit line by line in order to make each word right.

## 6. Writing Genre

Genre is place occasion, function, behavior, and interaction structure. According to knapp and watkins (2005;82) genres are classified according to the stages they more through to attain their purpose.

Gerrot and wignell (1994:192-218) states that there are twelve types of genres in writing namely spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, hortatory, explanation, discussion and reviw. It's mean that many the genre about writing, one of them.

## 7. Paragraph

Paragraph is a set of related sentence that express or develop a topic. Barli Bram ( 1995:13) states that paragraph is as agroup of sentence which containt relevant information about one main certain idea. One the other hand a paragraph has unity when all of its sentence support, illustrate, explain, or develop its topic

sentences or main idea. To insure unity, the writer must think about whether each sentence. It writing paragraph, there are three part in paragraph, namely introductio, body and conclusion. A good paragraph has a topic sentences that often placed at the beginning, a number of supporting sentences, and a conclusion sentence.A paragraph is made up of there kinds of sentences (oshima and Hogue, 1999), namely:

## 7.1 Topic Paragraph

Topic paragraph is the most important part in a paragraph because it contains the main idea of the paragraph. A tpoic sentences has a particular fuction to introduce the topic and the controlling idea. So, the topic sentence should be recognized based on its place. Generally, because he topic sentence should introduce, so it is usually can find near the beginning of paragraph. The topic is the subject of your paragraph, it is what you are writing.

Regina and Ruetten (1986:7) say that "topic sentence is a sentence introduce the topic sentence''. It is not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of single paragraph. The specific area is called the controlling idea. Notice how the topic sentence of the model state both the topic and controlling idea.

## 7.2 Supporting Sentence

Supporting sentence is is the main detail to support the topic sentence. Supporting sentences develop the topic sentence by giving reasons, examples, facts, statistic and quotations. Accordig to Regina and Ruetten (1989:7) say that "supporting sentence are the sentences used to back up, clarify, illustrate or prove

the controlling idea in the sentence. If function to give details to develop and to support the main idea of the paragraph.

## 7.3 Concluding Sentences

Concluding sentences is often called the closing sentences. It summarizes the main idea of the paragraph. It comes at the and of the paragraph. Regina and Ruetten (1986:7) say that "concluding sentence is the summarizing of the main idea of the paragraph is restated using diffrent words. The concluding sentence signals the end of the paragraph and leaves the reader with important points remember.

## 8. Narrative Paragraph

Narrative paragraph is defining a literature written primaly to tell a story. Good narrative literature, which estabilished or develops a conflict,addresses common aspects of human existence. Narrative is not simply about entertaining a reading audience although it general always does so. Narrative paragraph tells a story, either fiction or non-fiction, of an events, its purpose is to presenta view of the world that entertains or imforms readers to listeners.

Finoza (2010:244) stated that narrative essay is a from of writing that seeks to create, recounts, sequenced and behavior of human action in a chronological order of events or that take place in a unit of time.

Kane (2000) stated that a narrative is a meaningful sequence of events told in word. It is squential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last

contitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then plash back to all that preceded it.

Anderson (1998) stated narrative text is a text that tells a story and, in doing so, entertains the audience. The communicative purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative text can be presented as written text. Written narrative often take the froof novels. The story is usually told by a narator.

The middle of a narrative is organized around a plot. The plot includes a series of episodes that are written by the author to hold the attention and build excitement as the story progresses. Plot contains an initiating event, the event that start the main character of a series of even to solve the problem , and series of event in which the main character of attempts to solve the problem.

The generic structures of this genre are Abstract, Orientation, Evaluation, Complication, and Resulation. Abstract stage gives a short introductory remark. Orientation tell us about 'who is who and where' evaluation gives narrator's judgments or comments. Complications provides the crisis or climax. Resulation tells some efferts to solve the problem.

In terms of its narrative essay can be devided into two kind:

1. Expository narrative: the narrative aims to inform the reader that   knowladge expands.

   Example: autobiography, travelogue etc.

2. Suggestive narrative: a narrative that conveys meaning to the reader through the imagination.

Example: novels and short stories

According cook (2004:41) stated that a simplified listing of basic components of most narrative stories and novels appears below:

a. Setting : Where and when the story happend

b. Character : Major and minor individu

c. Problem : The conflict the main character or characters try to resolve

d. Goal : What the main character hopes to achieve by solving the problem

e. Plot : Series or related episodes usually including introductory events, adevelopments ( or main action ) and a resolution.

f. Resolution : The conclusion (outcome) of character (s) in relation to the problem and goal.

## 9. Technique Clustering

Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. Rico also claims that clustering is a kind of technique in brainstorming which benefits greatly from the right brain (which she called „Design mind"), the part of the brain in which non-linear pattern and images production occur (Folit, 2009). Likewise, Pica (1986, as cited by Baroudy, 2008) defines clustering as a "non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible".

Doing clustering involves several simple steps which can be easily accomplished. First, it is started by writing down a word or phrase in the center of a blank sheet and circling it. Next, it continues by immediately writing down related words or phrases which come into mind, circling each of them, and making line which connects each to the main, initial circle or „bubble" just like "spokes in a wheel" (Baroudy, 2008).Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considere to be covered by their competence.Overall, the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective (Folit, 2009).

Clustering technique is proven to be effective in elevating students" score in writing narrative text. Furthermore, the findings from the interview suggested students" positive response to the implementation of clustering technique throughout their learning in writing the text.In addition, this technique was very helpful as it became the „savings" of words which were needed in writing the narrative text, eased the plot construction, made a new alternative to writing with/without other brainstorming technique, empowered imagination, and created fun atmosphere in learning. On the other hand, the technique had three weaknesses including making the grammatical aspects ignored, taking longer time than students" usual writing routine, and its tendency to occupy students" focus so distract them from the task of writing. Finally, paying the equal attention to the aspect of accuracy as to the fluency and assigning students to make journal or portfolio that contained their writing from time to time may help to improve the implementation of this technique.

**B. Conceptual Framework**

Writing is the process of thinking to present the thought, ideas and feeling thought combination of word to be sentence in a form of a paragraph. Writing is a skill that should be practiced many times to create a goods writing. The quality of teaching strategy can influence the students' skill in learning process, especialy in writing narrative text. Narrative text is type of writing which written primarily to tell a story in detail in order to enable the reader to see, hear, smell, feel. The purpose is to present a view of the world that entertaints or informs readers to listeners.

To decrese the difficulties in learning english especially in writing, the English teacher should make writing easier and more interesting. So, the teacher has to attract their students' attention. One way attract the students' attention is by using another technique from the one that often used the teacher, for example by using clustering technique

Clustering technique writing method can be used by the teacher to help their students to solve their writing problem. It effectivelly helps students lead to more reflection about a topic by using clustering technique writing the information in writing paragraphs three four times, and investigateting new ideas and focusing writing on their best.

So this strategy can make them easy to describe someone or something by knowing the feature. This method will help them to write a narrative text in an easier way.

**C. Hypothesis**

The hypotesis of this study is:

Ha : There is a significant difference in the used clustering technique on students' ability to master writing narrative text.

Ho : There is no significant difference in the use clustering and free writing on students' ability to master writing narrative text.

# CHAPTER III

# METHOD OF RESEARCH

## A. Location of the research

This research will be conducted at MTs AISYAH MEDAN. The reaseon to choose this school as the location of the research because based on reseacher's experience the students difficulties to get information and write some a story, because they are do not understand about writing, this condition the researcher will be used clustering technique. The researcher carried out to the VII grade students 2014/2015

## B. Population and Sample

### 1. Population

The population of the research is the seven grade students of MTs AISYAH MEDAN, there are two class. They are VIII 1 which contains 30 students and VIII 2 which contains 30 students.

### 2. Sample

Based on Arikunto (2002:10) stat that if the subject of the population consistof 100, it is better take all of the sample so the research will be more accurate. Based on theory above, the researcher takes all the population as sample.

**Table 3.1**

**Sample**

| No | Class | Male | Female | Sample |
|----|-------|------|--------|--------|
| 1 | VII 1 | 12 | 13 | 25 |
| 2 | VII 2 | 12 | 13 | 25 |
| **TOTAL** | | | | **50** |

Moreover, they are divided into two groups, VII-1 as control group and the VII-2 as the experimental group. The experimental group was taught by using clustering and the control group was taught by using conventional technique.

## C. Research Design

Experimental design will be applied in this research. The sample will be divided into two groups : experimental group and control group. The experimental group that consists of 30 students is taught by using clustering technique and the control group with 30 students is taught by using short story. In conducting the experimental design, this research will be applied pre-test, treatment, and post test. The design of this research could be seen as will be.

**Table 3.2**

**The Treatment of Research**

| Class | Group | Pre- test | Treatment | Post-test |
|-------|-------|-----------|-----------|-----------|
| VII 1 | Control group ( X) | √ | √ | √ |
| VII 2 | Experimental group (Y) | √ | - | √ |

Note :

X  = Control group – where the samples will be taught by using clustering and

writing narrative method

Y    =  Experimental group − where the sample will be taught by using conventional technique.

**D**. **Instrument of research**

The instrument for collected data in this research is writing test. The students will give five items. The test is constructed in the from of essay. Each correct answers will be givenscore 20 and the incorrect answers will be given score 0. So, the total of the right answer are 100. The material of the test will be taken  from the materials which are already given.

The instrument of the research will a writing test. In this study, the students are asked to write a narrative text based on the topic given. The cumulative score is ranging from 0-100.

To know the students ability in writing there are some criteria considered. Heaton (1998:146) states that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The spesific criteria are described in detail in the following stages.

**1. Content**

The score of content depends on the students' ability to write ideas, information in the form of logical sentences.

The critetia of scoring are as follows:

24-30   Excellent to very good: knowladge able to substantive through development of  topic sentence relevant to assigned topic.

22-26    Good to average: some knowladge able of subject adequate range limited development development of topic sentence mostly relevant to topic, but lack detail.

17-21    Fair to foor: limited knowladge of subject little substance inadequate development of topic.

13-16    Very foor: does not show of subject not substantive not pertiment or not enough to evaluate.

## 2. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentence are clearly stated. The criteria of giving the score use as follows:

18-20    Very good: exact word, effective word choice and usage, word from mastery appropriate register.

14-17    Good to everage: adequate range,occasional errors of word. Choice but meaning not obscured.

10-13    Fair foor: limited range frequent errors of words, choice usange, meaning confused or obscured.

7-9    Very foor: essentially a translation, knowladge of english vocabulary, word from or not enough to evaluate.

## 3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also revers to the ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are;

18-20     Very good: exact word, effective word choice and usage, word from mastery appropriate register.

14-17     Good to average: adequate range, occasional errors of words.choice but meaning not obscured.

10-13     Fair to foor: limited range, fraquent errors of words, choice usage, meaning confused or obscured.

7-9     Very poor: Essentially a translation, knowladge of english vocabulary, word from or not enough to evaluate.

## 4. Language Use

The criteria of scoring language use as follows:

22-25     Excellent to very good: effective complex construction few errors argument, test, word order/ function, articles, pronouns, preposition.

18-21     Good to average: effective but simple cunstruction minor problems in complex constructio several errors of agreement,tense, number word order/fuction, articles, pronouns, preposition but meaning seldom obscured.

11-17     Fair to fair: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition and or fragment, deletions meaning confused or obscured.

5-119     Very foor: virtually no mastery of sentence constructions ruler dominated by errors does not communicate or not enough to evaluate.

**5. Mechanism**

The criteria of scoring mechanism are given below

05    Exellent to very good: demonstrate mastery of conversations

few        errors spelling, punctuation and capitalization writing sentence.

04    Good    average:    occasional    errors    of    spelling,

puctuation,        capitalization writing sentence.

03    Fair to foor: frequent errors of spelling, punctuation, and capitalization

writing sentence foor hand writing meaning confused.

02    Very poor: no mastery of conventions domineted by errors of

spelling,  puctuation and capitalization, paragraph-hand writing illegible

or not  enough to evaluate.

Based on the these indicator, then the students'ability in writing narrative

text usingchronological order was classified in quantitative and qualitative system.

The scales are as follow

**Table 3.3**

**The skill of writing**

| Skill | |
|---|---|
| **Qualitative from** | **Quantitative from** |
| Excellent to very | 90-100 |
| Good to average | 70-89 |
| Fair to poor | 30-69 |
| Very poor | 0-29 |

**E. Technique for Collecting the Data**

The data collection is an important part in conduction a study. The

procedure of research were divided into three components. They are pre-test,

treatment and post-test.

## 1. Pre- test

Pre-test is given to the class before giving the treatment or teaching presentation. It is mean to find out the homogeneity of the sample. The test was conducted to measure the equally or the diffrence of students' ability in mastering narrative text by clustering and conventional technique to both of experimental and control groups.

## 2. Treatment

In teaching writing narrative text to the students, different treatment is used. The first time, researcher gave exercise about of narrative paragraph items then the students had to memorize it. After teaching narrative text then the treatment by using clustering and writing methods.

**Table. 3.4**

**Procedure of Research in Experimental Group**

| No. | Teacher activities | Students activities |
|---|---|---|
| 1. | Teacher will give pre-test and to answer the question based the question based on the exercise. | Students' do the test and ask the students to answer the question on the exercise |
| 2. | Teacher will give treatment by using clustering technique and free writing method: <br> a. Teacher will prepared test item for the class and check item <br> b. Teacher will asked the students to Sit together and make a narrative Text. | Students' pay attention to the teacher's concept to topic <br> Students do what the teacher aks |
| 3 | Teacher will give clue to the students Piece of paper | Students were started to think about clue |
| 4 | Teacher was asked the students to Answerred the question and wrote | Students were wrote the answer on the question |

**Table. 3.5**

**Procedure of Research in Control Group**

| No | Teacher's Activities | Students Activities |
|---|---|---|
| 1. | Teacher was gave pre-test, and asked The students to answered questions Based on the text | Students do the test and answer the question based on the text. |
| 2. | Teacher gave post-test and asked the Students to answered the questions ba sed on the text. | Students did the test and answered the questions based on the text. |
| 3. | Teacher collected the students work. | Students submitted their work.. |

**3. Post test**

After conducting the treatment, a post test is gave to the students. The post test function is to get mean scores of samples. The similar test given to both of experimental and control groups, in order to find out the students' ability in mastering narrative by using clustering and writing methods and by clustering technique. It is applied to know the students' ability in the class.

**F. Teachnique of Analyzing Data**

After collecting the data from the test, the researcher was give the score ranging from 0-100. The data was calculated by using t-test. Sugiyono (2010 : 356 : 121) formula was implemented to analyzed the data:

1. Scoring the students answer for value of the test.

$$S = \frac{R}{N} x 100\%$$

Note :

S  = score of the test

R  = number of the correct answers

N  = number of the test item

100 cumulative range

2. Listing their score in two tables, first for the experimental class scores and second for the control class scores.

3. Calculate the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.

4. The calculating was concluded by using t-test as show below, according Sugiyono:

**a. Coefficient r**                                    (Sugiyono, 2010:356)

$$R_{xy} = \frac{n\sum x_i y_i - (\sum xi)(\sum yi)}{\sqrt{\{n\sum x_2^1 - (x_i)^2\}\{n\sum y_2^1 - (y)^2\}}}$$

**b. Testing hypothesis**                                (Sugiyono, 2010:121)

$$t = \frac{\overline{x_1 x_2}}{\frac{S_2^1}{N_1} + \frac{S_2^2}{N_2} + 2R\left(\frac{S_1}{\sqrt{N_1}}\right) + \left(\frac{S_2}{\sqrt{N_2}}\right)}$$

In which:

$S_1$       : Standard deviation of Experimental Class

$S_2$       : Standard deviation of control class

$\overline{x_1}$       : Mean Score of Experimental Class

$\overline{x_2}$        : Mean Score of Control Class

$N_1$       : The Amount of Sample in Experimental Class

$N_2$       : The Amount of Sample in Control Class

**1. Normality Test**

Normality test used to determine if a data set is well modeled by a normal distribution and to complete how likely it is for random variable underlying the data to be normally distribution.

**a. Normality Test of X Variable**

The normality test of variable x used text:

1. Listing the student's score from the lowest to highest.

2. The score made to Z1,Z2,Z3,…….Zn by using formula:

$$ZI = \frac{x - \bar{x}}{S}$$

3. The table of Zi can be seen from the table of normal curve

4. $F(Zi) = \frac{Fk}{n} = \frac{1}{25} = 0.04$

**b. Standard Deviation of Variable X**

$$S = \frac{\sqrt{n\sum X^2 - (\sum x)^2}}{n(n-1)}$$

$$S = \frac{\sqrt{25 \sum 162650 - (\sum 2005)^2}}{25(25-1)}$$

$$S = \frac{\sqrt{4066250 - 4020025}}{600}$$

$$S = \frac{\sqrt{46225}}{600}$$

$$S = \sqrt{77.04}$$

$$S = 8.77$$

**c. Normality Test of Variable Y**

The normality test of variable xYused text:

1. Listing the student's score from the lowest to highest.

2. The score made to Z1,Z2,Z3,…….Zn by using formula:

$$ZI = \frac{x - \bar{x}}{S}$$

3. The table of Zi can be seen from the table of normal curve

4. $F(Zi) = \frac{Fk}{n} = \frac{1}{25} = 0.04$

### d. Standard Deviation of Variable Y

$$S = \frac{\sqrt{n \sum Y^2 - (\sum Y)^2}}{n(n-1)}$$

$$S = \frac{\sqrt{25 \sum 125975 - (\sum 1765)^2}}{25(25-1)}$$

$$S = \frac{\sqrt{3149375 - 311525}}{600}$$

$$S = \frac{\sqrt{34150}}{600}$$

$$S = \sqrt{56.91}$$

$$S = 7.54$$

### 2. Homogeneity Test

Homogeneity test performed to determine whether the variances of data are equal from two distribution class.

The data variable X and variable Y

a. Variable X

$\bar{x} = 80.2$

$S_1^2 = 76.91$

$n = 25$

b. Variable Y

$\bar{y} = 70.6$

$S_1^2 = 56.85$

$$n = 25$$

$$F = \frac{\text{VariableTerbesar}}{\text{VariableTerkecil}}$$

$$F = \frac{76.91}{56.85}$$

$$F = 1.352$$

## G. Statistical Hypothesis

The following statistical hypothesis criteria were used to reject or accept the null-hypothesis.

If $t_{observe} > t_{table} = H_a$ is accepted and $H_o$ is rejected and

If $t_{observe} < t_{table} = H_o$ is accepted and $H_a$ is rejected.

In order to understand about $H_a$ and $H_o$ it is said that,

Where:

Ha : There is a significance effect of using clustering and free writing methods tothe students' ability in mastering narrative text (the hypothesis was accepted)

Ho : There is no significance effect of using clustering and free writing methods to the students'ability in mastering narrative text (the hypothesis was accepted).

# CHAPTER IV

# DATA AND DATA ANALYSIS

## A. Data

The data were collected by giving the students a test consisting of twenty items. In the research, the sample was consisted of two groups, they were the experimental groups and control groups. In the experimental groups was given a pre-test, treatment, and post-test. In the control group was given a pre-test, Treatment and post-test.

The data of this research, the names (sample) and the students, scores in the pre-test and post-test of the experimental group could be seen in the table 4.1 below. The data in table 4.2 showed that the hinghest score of the pre-test in experimental group was 75 and the lowest was 20. While the highest score of post test was 80 and the lowest was 65.

**Table 4.1**

**The scores of Pre-test of Experimental Group**

| No. | Students' Initial | Pre-test $(t_1)$ | Post-test $(t_2)$ |
|---|---|---|---|
| 1 | AE | 51 | 69 |
| 2 | AK | 64 | 70 |
| 3 | AS | 52 | 64 |
| 4 | AAN | 73 | 80 |
| 5 | AYS | 53 | 62 |
| 6 | BM | 50 | 65 |
| 7 | DE | 58 | 60 |
| 8 | DR | 64 | 65 |
| 9 | DM | 53 | 58 |
| 10 | DPP | 57 | 60 |
| 11 | DCH | 53 | 71 |
| 12 | EP | 71 | 70 |
| 13 | EK | 62 | 75 |
| 14 | EEH | 70 | 83 |
| 15 | ET | 74 | 78 |

| 16 | HA | 59 | 68 |
|----|-----|------|------|
| 17 | HW | 70 | 67 |
| 18 | HN | 75 | 80 |
| 19 | IM | 71 | 82 |
| 20 | IPS | 60 | 70 |
| 21 | IS | 72 | 70 |
| 22 | JC | 44 | 58 |
| 23 | LK | 60 | 71 |
| 24 | LS | 74 | 70 |
| 25 | LI | 53 | 75 |
| 26 | MA | 61 | 68 |
| 27 | MH | 56 | 68 |
| 28 | MM | 73 | 69 |
| 29 | MKR | 63 | 69 |
| 30 | MY | 63 | 64 |
| **Total** | | **1859** | **2079** |

**Table 4.2**

**The Score of Post-Test of the Control Group**

| No. | Students' Initial | Pre-test ($t_1$) | Post-test ($t_2$) |
|-----|-------------------|------------------|-------------------|
| 1 | AR | 70 | 69 |
| 2 | AS | 54 | 62 |
| 3 | AW | 63 | 60 |
| 4 | AL | 66 | 67 |
| 5 | AA | 63 | 72 |
| 6 | AN | 58 | 56 |
| 7 | DA | 58 | 62 |
| 8 | DRP | 55 | 59 |
| 9 | DS | 53 | 54 |
| 10 | DYS | 58 | 68 |
| 11 | ES | 55 | 62 |
| 12 | EA | 63 | 55 |
| 13 | FA | 62 | 54 |
| 14 | FS | 62 | 50 |
| 15 | GS | 58 | 62 |
| 16 | HA | 51 | 52 |
| 17 | IM | 60 | 59 |
| 18 | IS | 37 | 50 |
| 19 | JS | 58 | 59 |
| 20 | KH | 54 | 56 |
| 21 | KAB | 62 | 59 |
| 22 | LA | 45 | 54 |

| 23 | MA | 49 | 51 |
|---|---|---|---|
| 24 | MS | 45 | 55 |
| 25 | MY | 63 | 60 |
| 26 | MZA | 71 | 68 |
| 27 | MU | 70 | 71 |
| 28 | NEN | 66 | 67 |
| 29 | NI | 70 | 65 |
| 30 | OD | 60 | 63 |
| **Total** | | **1759** | **1826** |

## B. Data Analysis

Based on the table 4-1 and 4-2 above, the following table are the different scores between pre-teat and post- test in both experimental group and control group.

**Table 4.3**

**The Differences Score of Pre-test and Post-test of the Experimental Group**

| No | Students' Initial | Pre-test (T1) | Post-test (T2) | X(T2-T1) |
|---|---|---|---|---|
| 1 | AR | 51 | 69 | 18 |
| 2 | AS | 64 | 70 | 6 |
| 3 | AW | 52 | 64 | 12 |
| 4 | AL | 73 | 80 | 7 |
| 5 | AA | 53 | 62 | 9 |
| 6 | AN | 50 | 65 | 15 |
| 7 | DA | 58 | 60 | 2 |
| 8 | DRP | 64 | 65 | 1 |
| 9 | DS | 53 | 58 | 5 |
| 10 | DYS | 53 | 71 | 18 |
| 11 | ES | 71 | 70 | -1 |
| 12 | EA | 62 | 75 | 13 |
| 13 | FA | 70 | 83 | 13 |
| 14 | FS | 74 | 78 | 4 |
| 15 | GS | 59 | 68 | 9 |
| 16 | HA | 70 | 67 | -3 |
| 17 | IM | 75 | 80 | 5 |
| 18 | IS | 71 | 82 | 14 |
| 19 | JS | 60 | 70 | 10 |
| 20 | KH | 72 | 70 | -2 |
| 21 | KAB | 44 | 58 | 14 |
| 22 | LA | 60 | 71 | 11 |

| 23 | MA | 74 | 70 | -4 |
|---|---|---|---|---|
| 24 | MS | 53 | 75 | 22 |
| 25 | MY | 61 | 68 | 7 |
| 26 | MZA | 56 | 68 | 12 |
| 27 | MU | 73 | 69 | -4 |
| 28 | NEN | 63 | 69 | 67 |
| 29 | NI | 63 | 64 | 65 |
| 30 | OD | 57 | 60 | 63 |
| ∑ | Total | **1859** | **2079** | **223** |

$$\sum x = 223$$

$$Mx = \frac{\sum x}{N1} = \frac{223}{30} = 7.43$$

Notes

$T_1$ = the score of pre test

$T_2$ = The scores of the post test

X = The number of scores $T_2$-$T_1$

**Table 4.4**

**The differences Score of Pre-test and Post-test of the Control Group**

| No | Students' Initial | Pre-test (T1) | Post-test (T2) | X (T2-T1) |
|---|---|---|---|---|
| 1 | AR | 70 | 69 | -1 |
| 2 | AS | 54 | 62 | 8 |
| 3 | AW | 63 | 60 | -3 |
| 4 | AL | 66 | 67 | 1 |
| 5 | AA | 63 | 72 | 9 |
| 6 | AN | 58 | 56 | -2 |
| 7 | DA | 58 | 62 | 4 |
| 8 | DRP | 55 | 59 | 5 |
| 9 | DS | 53 | 54 | 1 |
| 10 | DYS | 58 | 68 | 10 |
| 11 | ES | 55 | 62 | 7 |
| 12 | EA | 63 | 55 | -8 |
| 13 | FA | 62 | 64 | 2 |
| 14 | FS | 62 | 65 | 3 |
| 15 | GS | 58 | 62 | 4 |
| 16 | HA | 51 | 52 | 1 |

| 17 | IM | 60 | 59 | -1 |
|---|---|---|---|---|
| 18 | IS | 37 | 50 | 13 |
| 19 | JS | 58 | 59 | 1 |
| 20 | KH | 54 | 56 | 2 |
| 21 | KAB | 62 | 59 | 3 |
| 22 | LA | 45 | 54 | 9 |
| 23 | MA | 49 | 51 | 2 |
| 24 | MS | 45 | 55 | 10 |
| 25 | MY | 63 | 60 | -3 |
| 26 | MZA | 71 | 68 | -3 |
| 27 | MU | 70 | 71 | 1 |
| 28 | NEN | 66 | 67 | 1 |
| 29 | NI | 70 | 65 | -5 |
| 30 | OD | 60 | 63 | -3 |
| $\sum$ | **Total** | **1759** | **1843** | $\sum x = $ **68** |

Based on the table 4-4 the following calculation is the mean scores of control group:

$$\sum x = 68$$

$$\frac{MY}{N2} = \sum r \frac{68}{30} = 2.26$$

Note:

$T_1 = $ The score of the pre-test

$T_2 = $ The score of post-test

$X_2 = $ The number of the score $T_2 - T_1$

Based on the main scores of both sample groups, the following table were the tables for calculating the correlation between scores in both group

**Table 4.5**

**The Calculating Table**

| No | X | Y | X=(Y-My) | Y=(Y-My | $X^2$ | $Y^2$ |
|----|-----|----|----------|---------|--------|--------|
| 1 | 18 | -1 | 10.57 | -3.26 | 111.72 | 10.62 |
| 2 | 6 | 8 | -1.43 | 5.74 | 2.04 | 32.94 |
| 3 | 12 | -3 | 4.57 | -5.26 | 20.88 | 27.66 |
| 4 | 7 | 1 | 0.43 | -1.26 | 0.18 | 1.58 |
| 5 | 9 | 9 | 1.57 | 6.74 | 2.46 | 45.42 |
| 6 | 15 | -2 | 7.57 | -4.26 | 57.3 | 18.14 |
| 7 | 2 | 4 | -5.43 | 1.74 | 29.48 | 3.02 |
| 8 | 1 | 5 | -6.43 | 2.74 | 41.34 | 7.50 |
| 9 | 5 | 1 | -2.43 | -1.26 | 5.90 | 1.58 |
| 10 | 3 | 10 | -4.43 | 7.74 | 19.62 | 59.9 |
| 11 | 18 | 7 | 10.57 | 4.74 | 111.72 | 22.46 |
| 12 | -1 | -8 | -8.43 | -10.26 | 71.06 | 105.26 |
| 13 | 13 | 2 | 5.57 | -0.26 | 31.02 | 0.06 |
| 14 | 13 | 3 | 5.57 | 0.74 | 31.02 | 0.54 |
| 15 | 4 | 4 | -3.43 | 1.74 | 11.76 | 3.02 |
| 16 | 9 | 1 | 1.57 | -1.26 | 2.46 | 1.58 |
| 17 | -3 | -1 | -10.43 | -3.26 | 108.78 | 10.62 |
| 18 | 5 | 13 | -2.43 | 10.74 | 5.90 | 115.34 |
| 19 | 14 | 1 | 6.57 | -1.26 | 43.16 | 1.58 |
| 20 | 10 | 2 | 2.57 | -0.26 | 6.60 | 0.06 |
| 21 | -2 | 3 | -9.43 | 0.74 | 88.92 | 0.54 |
| 22 | 14 | 9 | 6.57 | 6.74 | 43.16 | 45.42 |
| 23 | 11 | 2 | 3.57 | -0.26 | 12.74 | 0.06 |
| 24 | -4 | 10 | -11.43 | 7.74 | 130.64 | 59.9 |
| 25 | 22 | -3 | 14.57 | -5.26 | 212.28 | 27.66 |
| 26 | 7 | -3 | -0.43 | -5.26 | 0.18 | 27.66 |
| 27 | 12 | 1 | 4.57 | -1.26 | 20.88 | 1.58 |
| 28 | -4 | 1 | -11.43 | -1.26 | 130.64 | 1.58 |
| 29 | 6 | -5 | -1.43 | -7.26 | 2.04 | 52.7 |
| 30 | 1 | -3 | -6.43 | -5.26 | 41.34 | 27.66 |
| $\sum$ | **223** | **68** | - | - | **1397.22** | **713.64** |

Based on the calculation of table above, the following formula of T-test is implemented to find out t-critical. Value of both samples group as the basic of t-basic, the hypothesis of this research.

Table 4 showed that the experimental group, the lowest score for pre-test was 20 and the highest score was 75, while the lowest score for the post-test was 65 and the highest score was 80.

Table 4 showed that the control group, the lowest score for pre-test was 20 and the hinghest score was 65, while the lowest score for the post-test was 50 and the highest score was 80.

**Teasing Hypothesis**

Testing the hypothesis should be down in order to know whether the hypothesis is accepted or rejected. Based on the t-table, with degree of freedom/ d 60 (60-2=58 at t-critical 0,05 it is obtain 2.30 if we compared the value of t and t1 so, it is shown that the value of t-observed is higher that value of t-table (t= 2.88,t1 = 2.03 ). It mean that the hypothesis is accepted.

**C. Research Findings**

Image clustering technique can improve the students' motivation and their ability in writing narrative text.

The effect of applying image clustering technique has given on students' ability and significant effect in writing achievement. It means that the students who were taught by using image clustering got higher score that those without image clustering. It was proved from the result of the test, in which the score of **t, is** higher, than t, So, by this study it was hoped that using image clustering could bring better result that without it, in order to improve students' achievement in writing narrative text using image clustering technique enable the students' to

apply knowledge in their context real-life and not just to memorize it. It could be said through image clustering technique; students' developed their ideas by connecting academic subject with the context of daily lives. It is expected that by teaching with image clustering technique, students' were able to express there easily.

# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

1. From this research the t-observe was greater than-table which was proven from the result of the test: t-hit>t-table or 37.7>2.00. its mean that the null hypothesis was rejected and the alternative hypothesis was accepted. So, there was a significance effect of applying clustering technique on students' achievement in writing narrative text at MTs Aisiyah .

2. The result from students who were taught by using four clustering technique got higher than who were taught by using free writing technique, because the students' taught by using four clustering technique become more systematic and structurally in writing the text. This mean that there was a significance effect of four clustering technique and writing narrative text.

## B. Suggestions

Related to the conclusion above, suggestions are put forward as follow:

1. To the English teachers, The teacher suitable using four clustering technique in teaching writing in the classroom, especially writing narrative text. The teacher can teaching the students how to express their ideas or thought sin write systematically. Because four clustering technique has three points of views can help students write systematically.

2. To the students, the students should be able to write in English. At least a simple text, especially narrative text. Because writing one of skills in English language. So by using four clustering technique the students can write systematically, because they can express their ideas or thought with use three points of advantage of four clustering technique. four clustering technique will help the students to generate ideas and flow their ideas or thought widely by three point of views.

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