

**THE EFFECTIVENESS OF USING  
CLUSTERING TECHNIQUE ON  
STUDENTS' DESCRIPTIVE TEXT  
WRITING ABILITY**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Gaining  
the Degree of Bachelor of English Language Education



By:

**YUANNISA FATHANAH**

Student Number: 1803046002

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
EDUCATION AND TEACHER TRAINING FACULTY  
UNIVERSITAS ISLAM NEGERI WALISONGO**

**2022**

## **FINAL PROJECT STATEMENT**

I am student with the following identity:

Name : Yuannisa Fathanah

Student Number : 1803046002

Department : English Education

certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis . Other author's opinion or finding included in the thesis are quoted or cited in accordance with ethical standard.

Semarang. 13 June 2022

Author,



**Yuannisa Fathanah**

**1803046002**

## ADVISOR NOTE

Semarang, 31 May 2022

To  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University Semarang

*Assalamu'alaikum wr. wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **The Effectiveness of Using Clustering Technique on Students' Descriptive Text Writing Ability**  
Name of Student : Yuannisa Fathanah  
Student Number : 1803046002  
Department : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

*Wassalamu'alaikum wr. wb.*

Advisor 1



**Nadiyah Ma'mun, M.Pd.**  
NIP. 19781103 200701 2 016

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp. 024-7601295 Fax. 7615387

---

## RATIFICATION

Thesis with the following identity:

Title : The Effectiveness of Using Clustering Technique on Students' Descriptive  
Text Writing Ability  
Name : Yuannisa Fathanah  
Student Number : 1803046002  
Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN  
Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's  
degree in English Language Education.

Semarang, 15 June 2022

### THE BOARD OF EXAMINER

Chairperson,

**Lulut Widvaningrum, M. Pd.**  
NIP. 19800803 200901 2 010  
Examiner I,

Secretary,

**Nadiyah Ma'mun, M.Pd.**  
NIP. 19781103 200701 2 016  
Examiner II,

**Savvidatul Fadlilah, M.Pd.**  
NIP. 19810908 200710 2 008  
Examiner I,



**Agus Mutohar, MA., Ph.D.**  
NIP. 19840801 201903 1 007  
Advisor,

**Nadiyah Ma'mun, M.Pd.**  
NIP. 19781103 200701 2 016

## ABSTRACT

Title : The Effectiveness of Using Clustering Technique on Students' Descriptive Text Writing Ability  
Writer : Yuannisa Fathanah  
Students' Number : 1803046002

This study is to investigate the effectiveness of the clustering technique on students' writing ability of descriptive text in the Seventh Grade of SMPN 16 Semarang in the Academic Year 2021/2022. This study used quantitative research method and experimental research design. This research sample is the seventh grade of SMPN 16 Semarang. Students of VII C class as the experimental class, whereas students of VII A as the control class. Each class consists of 30 students. This study's sampling technique is random sampling based on the teachers' recommendations. This research used a written test of the pre-test and post-test as the instruments. The result is served by numerical and tested by the statistical formula of the t-test. After using the clustering technique in teaching descriptive text, the average score of the experimental group is increased. The result of this research showed that the clustering technique is effective in improving students' writing ability of descriptive text. It is proved by the data that the T count (3.728) is higher than the T table (2,002) at the significance level of 0.05. It is considered that  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted. It is showed that there is a significant effect on using the clustering technique on students' descriptive text writing ability.

*Keywords: Descriptive Text, Clustering Technique, Students' Writing Ability.*

## **MOTTO**

“and He is with you wherever you are.”

(al-Hadid/57:4)

“Tempatkan sesuatu dengan niat yang baik, maka akan menjadi  
amal ibadah.”

(Dr. KH. Fadlolan Musyaffa', Lc, MA)

“The roots of education are bitter, but the fruit is sweet.”

(Aristotle)

”The more knowledge you get, the more places you'll go.”

## **DEDICATION**

- ❖ My beloved father and mother.
- ❖ My beloved grandfather and grandmother.
- ❖ My beloved little brother and little sister.
- ❖ The teachers of SMP N 16 Semarang.

## ACKNOWLEDGEMENT

Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. Sholawat and salam are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled “*The Effectiveness of Using Clustering Technique on Students’ Descriptive Text Writing Ability*” was able to completing the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer’s deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and appreciations to:

1. Dr. Ahmad Ismail, M. Ag., M. Hum. as the dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, M. Pd. as the chairman of English Education Department.



3. Nadiah Ma'mun, M.Pd. as my advisor who always give her valuable time, guidance, correction and some suggestions during arranging and completing this thesis.
4. Dra. Hj. Ma'rifatul Fadhilah M.Ed. as the guardian lecturer during I learn in UIN Walisongo.
5. The deepest gratitude for all lecturers and staffs of English Education Department at Walisongo State Islamic University Semarang.
6. The writer's parents, Muhammad Yunus and Puji Yuani. This thesis is dedicated to them who have given her the big opportunity to experience the study from kindergarten until university and support her life, their moral support, prayer and guidance to their beautiful daughter.
7. KH. Fadlolan Musyafa' and Ibu Nyai Hj. Fenty Hidayah, who have educated the writer with their love and patience till she has spirit in doing her study and completing her thesis.
8. The writer's family members, her siblings, her little brother and little sister, Khoirul Azzam and Dwi Kurnia Putri who always support and love each other.
9. My best friends "One for All" (Rahma Nur Latifa and Nurul Andini), my beloved friends from Kos Arumi (Devy as my roommate, Afrilia, Khumairah, Yessy, Intan, Farisa and Safira), my best roommate at PPF, the 13<sup>th</sup> room on

the 2<sup>nd</sup> floor at Pondok Pesantren Fadhlul Fadhlun (Rahma, Nurul, Mbak Firda, Mbak Ainur, Mba Roh, Mba Nadia, Mba Mazi, Mba Annisa and Mba Devy), my favorite roommate, the 18<sup>th</sup> room on the 3<sup>rd</sup> floor at Ma’had Al-Jami’ah Walisongo (Ine, Vania, and Aghnia), my beloved friends “AIOVY” (Adela, Isti, Oryza, and Vina), and all my beloved friends who always help and support either material or immaterial (Mba Umi, Arni, Nadha, Putri, dan Della) thank you for all your prayers and support.

10. My beloved Musyrifah and PU.
11. All members of PBI A 2018.
12. All the members of Andalusia Branch and Cairo Branch.
13. All of Senior Students of Ma’had Al-Jami’ah Walisongo generation 2018.
14. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 13 June 2022

The writer,

A handwritten signature in black ink, appearing to be 'Yuannisa Fathanah', with a small 'F' at the bottom right.

**Yuannisa Fathanah**

**1803046002**

## TABLE OF CONTENT

<b>FINAL PROJECT STATEMENT .....</b>	<b>II</b>
<b>ADVISOR NOTE .....</b>	<b>III</b>
<b>RATIFICATION.....</b>	<b>IV</b>
<b>ABSTRACT.....</b>	<b>V</b>
<b>MOTTO.....</b>	<b>VI</b>
<b>DEDICATION.....</b>	<b>VII</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>VIII</b>
<b>TABLE OF CONTENT .....</b>	<b>XII</b>
<b>LIST OF FIGURES.....</b>	<b>XV</b>
<b>LIST OF TABLES.....</b>	<b>XVI</b>
<b>LIST OF APPENDICES .....</b>	<b>XVII</b>
<b>CHAPTER I .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background of the Research.....	1
B. Question of the Research .....	6
C. Objective of the Research .....	6
D. Pedagogical Significance .....	7
E. Scope of the Research.....	8
<b>CHAPTER II.....</b>	<b>9</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
A. Previous Research.....	9
B. Literature Review .....	14

1.	Writing .....	14
a.	The Definition of Writing.....	14
b.	The Steps of Writing .....	17
2.	Descriptive Writing.....	19
3.	Descriptive Text .....	21
a.	The Definition of Descriptive Text .....	21
b.	The Purpose of Descriptive Text .....	22
c.	The Kinds of Descriptive Text.....	24
d.	The Generic Structure of Descriptive Text.....	27
e.	The Language Feature of Descriptive Text .....	28
4.	The Clustering Technique .....	30
a.	The Definition of the Clustering Technique .....	30
b.	The Advantages of the Clustering Technique.....	33
c.	The Disadvantages of the Clustering Technique .....	34
d.	The Technique of Using the Clustering.....	35
e.	The Assessment of Writing Descriptive Text .....	37
C.	Theoretical Framework.....	41
D.	Theoretical Hypotheses .....	42
	<b>CHAPTER III .....</b>	<b>44</b>
	<b>RESEARCH METHOD .....</b>	<b>44</b>
A.	Research Design .....	44
B.	Variables and Indicators.....	45
C.	Population .....	45
D.	Research Instrument .....	46
E.	Procedure of collecting data .....	47
F.	Technique of data analysis .....	49

<b>CHAPTER IV.....</b>	<b>57</b>
<b>RESEARCH FINDING AND DISCUSSION.....</b>	<b>57</b>
A. Profile of School.....	57
B. Description of the Research Finding.....	57
C. Data Analysis and Hypothesis.....	58
E. Research Limitation.....	76
<b>CHAPTER V.....</b>	<b>78</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>78</b>
A. Conclusion.....	78
B. Suggestion.....	79
C. Closing.....	81
<b>REFERENCES.....</b>	<b>82</b>
<b>APPENDIX.....</b>	<b>87</b>
<b>CURRICULUM VITAE.....</b>	<b>128</b>

## LIST OF FIGURES

Figure 2.1 the Circle of Main Topic .....	35
Figure 2.2 Grouping Ideas .....	36

## LIST OF TABLES

Table 3.1 Research Instrument.....	47
Table 4.1 The value of Pre-test of the Experimental Class and the Control Class .....	59
Table 4.2 The value of Post-test of the Experimental Class and the Control Class .....	64
Table 4.3 The Normality Test of Pre-test and Post-test Result	68
Table 4.4 The Homogeneity Test of Pre-test and Post-test Result .....	70
Table 4.5 Group Statistics.....	72
Table 4.6 Independent Samples Test.....	73



## **LIST OF APPENDICES**

1. The pre-test instrument.
2. The post-test instrument.
3. Lesson plan for experimental class.
4. Lesson plan for control class.
5. Students' pre-test worksheet for experimental class.
6. Students' pre-test worksheet for control class.
7. Students' post-test worksheet for experimental class.
8. Students' post-test worksheet for control class.
9. The normality test.
10. The homogeneity test.
11. The average test.
12. Documentation.

# CHAPTER I

## INTRODUCTION

This chapter discusses about research background, research question, research objectives and research significance, previous research, research method, and organization of the research.

### A. Background of the Research

Speaking, listening, reading, and writing are the four abilities that should be achieved in learning English. Jeremy Harmer stated there are two kinds of language abilities; they are productive and receptive abilities.<sup>1</sup> Productive abilities are writing and speaking because the two of them concerned with language production. Receptive abilities are reading and listening because the two of them are to obtaining the message.

According to Jeremy Harmer, writing ability has constructed components of the syllabus in the teaching of English. Writing ability can be developed by reading, listening, and speaking. Writing as a way to

---

<sup>1</sup> Jeremi Harmer. *The Practice of English Language Teaching*, (New York: LongmanPublishing, 1996), pp. 16—17.

convey the language, makes it become crucial.<sup>2</sup> Thus, writing is to develop and to make the students easier to convey their idea. Moreover, most of the students have trouble learning the four abilities and writing is the hardest than others.

Writing is one of the skills that is emphasized in addition to the others. This emphasis is reasonable, because junior high school graduates are prepared to continue their studies in senior high school, where the majority of learning activity is writing. Furthermore, the characteristics of the text will reflect these various purposes for language. Learning to write takes longer than learning to speak because writing requires more accuracy and variation. Many students report that learning to write is difficult.

Jack Richard stated, for second language writing is the hardest skill to master.<sup>3</sup> The problem that appears is not only in producing and composing ideas but also in translating the ideas into understandable text. Many learners affirmed that writing is the hardest skill to

---

<sup>2</sup> *Ibid*, p. 20.

<sup>3</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University, 2002), P. 303.

master because to formulate their ideas into a decent paragraph it requires hard thinking. Numeracy Plan stated that in writing process, there are more works to do than spoken language to be meaningful to readers who are not present make it able to become a challenge for the learners, means that writing is a more difficult than other skills in English.

The basic competence that students should achieve in the English subject in the first year of junior high school is the ability to produce and develop written simple functional text in the descriptive text. Students in Junior High School are expected to have strong writing skills. The students use imagination and perspective senses in descriptive text. In the descriptive text, the student wants the reader to see, hear, taste, smell, and feel the subject as they present a vivid word picture. Because it moves our emotions and broadens our experience, description adds an important dimension to people's lives. People are uplifted when they read descriptions of beautiful places and scenes; they are saddened when they read newspaper accounts of the devastation caused by wars and natural disasters.

Detaprawati Rega stated, descriptive text is the genre that must be instructed so that the learners will

understand how to describe any object such as person, place, or thing in their environments.<sup>4</sup> The purpose descriptive text is to inform the reader what the thing is. According to Emilia, descriptive text is a text which purpose is to give data or information about someone or something.<sup>5</sup>

According to the writer's observation in teaching writing of the students at SMP N 16 Semarang, the method used was common. They should be educated on the technique that able to help the students to unravel all the difficulties. To solve the problems, the teacher has to use another suitable technique in teaching writing. The clustering is one of the techniques that can be used. Clustering is a pre-writing technique which purpose is to improve the students' in developing their idea. According to Gabriel Rico, Clustering technique will make the students easier to find ideas and expand their boundaries before starting to write a paragraph.

---

<sup>4</sup> Detapratwi Rega, 2013, *The Impact of Team pair solo Technique and Round Robin Technique on Student's Ability in Writing Descriptive Text*, retrieved on January 14, 2013.

<sup>5</sup> Emilia in Nurlaila Alma Prima, *The Use of Main Mapping Technique in Writing Descriptive Text*, journal of English and Education 2013, 1 (2), pp. 9—15.

This technique aim is to help the students in improving their skills in writing descriptive text. Also, this technique helps the students to enrich the idea by relating the issue with theirs. According to Phar and Shanti, the students have to write the topic in the center of a piece of paper and then provide the topic with the ideas related to the topic. Then connect them with lines, following the same procedure with their main topic.<sup>6</sup>

By the previous research that state the clustering technique appropriate to improve the ability of students' writing, and most of them explain about how to improve the students' skill of writing. Actually there were not much previous research served the proper journal of the clustering technique to improve students' descriptive text writing ability. Most literature only focused on improving students' writing skill through using the clustering technique, but those were not specifically focused on increasing students' writing ability on descriptive text. The things that should be remembered, every teaching learning success depends

---

<sup>6</sup> Donald Pharr and Santi V. Buscemi, *Writing Today Brief Edition*, (New York:McGraw-Hill Companies, Inc., 2005), p. 34.

on some factors such as learning experiences, and the way of teacher taught the students.

When the teacher has known well the students' problem in their writing, she could make a good step for her students to increase their ability through some strategies. The strategies could be such as making a good media or the method of learning process. The clustering technique enables the students to enrich their idea based on the topic given by the teacher. Related to the background above, the writer takes the title of this "skripsi" "The Effectiveness of Using Clustering Technique on Students' Descriptive Text Writing Ability"

## **B. Question of the Research**

Considering the background above, the writer formulated problem statement as follow:

"Is the clustering technique effective on students' writing ability of descriptive text at the Seventh Grade of SMP N 16 Semarang in the Academic Year 2021/2022?"

## **C. Objective of the Research**

In accordance with the problem statements above, the objectives of this research were to get the

evidence on the effectiveness of the clustering technique on students' writing ability of descriptive text at the Seventh Grade of SMP N 16 Semarang in the Academic Year 2021/2022.

#### **D. Pedagogical Significance**

The empirical result is aimed at English teachers, the students, and the further researcher.

1. For English Teacher. This research finding is expected to give helpful evidence about the clustering technique as a method for teaching writing descriptive text and expected that this technique can be used in the teaching-learning process.
2. For the Students. This research finding is expected to stimulate students in developing their ideas before writing or can be used as a pre-writing technique to make it easier in formulating the idea in writing descriptive text.
3. For further researcher. This research aims to provide recent evidence as the reference to further researchers in accomplishing the identical and better research of the instructional topics.



## **E. Scope of the Research**

The researcher limited this study to the effectiveness of the clustering technique to improve the students' writing ability focused on the descriptive text for the seventh grade of SMPN 16 Semarang in academic year 2021/2022.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

There are some studies related to the clustering technique towards students' writing that has been conducted by other researchers before.

Ban Kadhim Abed (2019) conducted **“Developing the writing skill of the University of Technology’ students by using clustering technique”**. This study is to investigate how the clustering technique formulates the writing skills at the University of Technology, and then formulate a comparison between students' achievement in writing by pre-test and post-test. The purpose of pre-test was to recognize their category in writing an essay then a post-test is accepted by students. This research conducts at revealing the impact of utilizing the clustering technique on students' achievement in writing. The findings have indicated that there is a big improvement in students' achievement in writing after

their involvement in the class.<sup>7</sup>

The similarity between the previous study and the current study is that the researchers want to know the use of the Clustering Technique to improve writing ability. While the contrast of the research is that the previous researcher chose the University of Technology as the research object while my study chose the 1st-grade junior high school students as the research object.

Sharon Lawai and Azlina Abdul Aziz (2019) conducted” **Clustering Technique to Improve Rural Malaysian Primary School Pupils’ Writing Skill**”. This article examines the aim of clustering techniques in developing the rural primary learners’ writing abilities by utilizing action study. The purposes of this research are to discover whether the clustering technique can improve learners' writing abilities, and to look into learners’ understanding of the use of the clustering technique in writing. Based on the findings collected, it was found that clustering was beneficial in developing the learners’ writing and they also

---

<sup>7</sup> Ban Kadhim Abed, *Developing the writing skill of the university of technology’ students by using clustering technique*, (Al-Adab Journal, University of Technology, 2019), No. 131.

discovered a favorable behavior towards the technique during their writing process.<sup>8</sup>

The similarity between the previous study and the current study is that the researchers want to know the use of the Clustering Technique to improve writing ability. While the contrast of the research is that the previous researcher chose the rural primary pupils' as the research object while my study chose the non-rural primary pupils' as the research object.

Leila Loucif (2020) conducted **“The Effects of the Clustering Pre-Writing Technique on Learner’s Paragraph Writing Achievement The Case of Third Year Literary Classes at Badi Mekki Secondary School, Biskra”**. This research used a quasi-experimental research design with 53 learners as the object of the research that was randomly selected to control and experimental groups. This research used pre-test, treatment, and post-test to collect the data. The records from the writing accomplishment tests were compared and substantial differences were inferred utilizing the ANOVA test. The results evinced that the

---

<sup>8</sup>Sharon Lawai, Azlina Abdul Aziz, *Clustering Technique to Improve Rural Malaysian Primary School Pupils’ Writing Skill*, (International Journal of New Technology and Research (IJNTR), 2019), Vol. 5, p. 13-17.

post-test records of the experimental group were bigger than the pre-test records in terms of relevance, coherence, the practice of lexical aids, creativeness, and vocabulary. This verified that there was a constructive impact of utilizing the clustering technique on learners' writing accomplishment.<sup>9</sup>

The similarity between the previous study and the current study is that the researchers want to know the effectiveness of the Clustering Technique to improve writing ability. While the contrast between the researches is that the previous researcher chose the 3<sup>rd</sup> year of secondary school students as the research object while my study chose the 1<sup>st</sup> grade of junior high school students as the research object.

Putri Dini Meutia, dkk, (2019) conducted research entitled **“Clustering Technique in Generating the Students' Ideas”** found that the clustering technique influences the second-grade students in generating their ideas in prewriting of explanation text. The research used a pre-experimental

---

<sup>9</sup> Leila Loucif, *The Effects of the Clustering Pre-Writing Technique on Learner's Paragraph Writing Achievement The Case of Third Year Literary Classes at Badi Mekki Secondary School, Biskra*, (Ichkalat Journal, Batna 2 University Algeria, 2020), Vol. 9, No. 1.

design. The design used one group pre-test – post-test. The main instrument in this research is a test. The sample of this research was the second-grade students of SMAN 1 Kuta Baro. From the result, it was found that the mean score of the pre-test was 50 and the mean score of the post-test was 74.06 and the t-score was 16.10, and t –table was 2.13. It meant that the t-score was higher than the t-table. From the result above, Ha was accepted and H0 was rejected. It can be concluded that the clustering technique is good in prewriting activity. It is very useful for students in generating ideas. It also helps them to enhance their ability and motivation. Therefore, the application of the clustering technique has a great influence on the students' performance and attitude towards the learning process especially in generating ideas in writing.<sup>10</sup>

The similarity between the previous study and the current study is that the researchers want to know the use of the Clustering Technique to improve writing ability. While the contrast between researches is that the previous researcher chose the 2<sup>nd</sup> grade of the

---

<sup>10</sup> Putri Dini Meutia dkk., *Clustering Technique in Generating The Students' Ideas*, (Getsempena English Education Journal (GEEJ), 2019), Vol.6 No. 1.

senior high school as the research object while my study chose the 1<sup>st</sup> grade of junior high school students as the research object.

Based on four previous studies, some differences can be found. The writer focuses on helping the students in generating ideas before starting to write the descriptive paragraph. Also, the writer is implementing the research in the first grade of junior high school.

## **B. Literature Review**

### 1. Writing

#### a. The Definition of Writing

Writing is a fundamental skill in the English language. It is widely regarded as one of the most difficult skills for foreign language students to master.<sup>11</sup> Writing is considered a productive skill. The writer's productive skill is the development of ideas through his or her knowledge and vocabulary. Students can produce language based on their ideas using

---

<sup>11</sup> Muhammad Javed, A Study of Students' Assessment in Writing Skills of the English Language, (*International Journal of Instruction, University Sains Malaysia, 2013*), Vol. 6 Number 2, p.130.

their knowledge and vocabulary in this skill. Students can write a text based on their knowledge, ideas, or whatever is on their mind.<sup>12</sup> To improve their writing, they can look at new concepts and technical language. A lot of time was spent trying to understand the general writing style.<sup>13</sup>

Writing is the process of putting thoughts and ideas into written form to inform or communicate with the reader. "Writing is a way of sharing personal meanings and emphasizes the power of the individual to construct their views on a topic," Hyland stated.<sup>14</sup> It means that writing is one of the most important skills to learn. Students will be

---

<sup>12</sup> Maslichah and Siti Tarwiyah, Enhancing Students' Ability in Writing Descriptive Text through Grapic Organizers, (*Journal Vision, Walisongo State Islamic University Semarang, 2017*),

Vol.6 Number 2, p.10.

<sup>13</sup> Michelle T. Juarez and Chloe M. Kenet, Translating Research as an Approach to Enhance Science Engagement, (*International Journal of Environmental Research and Public Health, City University of New York School, 2018*), Vol. 15 Number 1749, p.2.

<sup>14</sup> Ken Hyland. *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9



able to learn any aspect of language, such as grammatical aspects and language used, by writing. It was thought that writing was a good way to improve students' English skills. Writing is difficult for many foreign language students. Because writing necessitates more effort in organizing the composition, and the language used to create it cannot be stated correctly.

Foreign language students must think twice before changing their first language into a foreign language in written form. They must consider vocabulary, grammar, mechanics, and content. Furthermore, Heaton stated, "Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judgmental elements."<sup>15</sup> Non-native English language students require continuous opportunities for improvement and development at every stage of learning how to

---

<sup>15</sup> J.B. Heaton. *Writing English Language Tests*, (New York: Longman Inc, 1995), p.135.

write.<sup>16</sup>

Learning to write is not simply a natural progression from learning to speak a language. Because writing is used for so many different purposes, it takes many different forms. There are numerous methods or techniques for teaching writing; there is no single method or technique.

b. The Steps of Writing

There are numerous steps in the writing process. And there are many steps to the writing process, which are as follows:

- Choosing a topic helps students choose an appropriate topic for writing. They can generate ideas in pairs or groups.
- Prewriting encourages students to write by listing (by brainstorming), freewriting, clustering, or asking questions (by asking questions). Following guided questions,

---

<sup>16</sup> Shubhada Deshpande, Teaching Writing Skills in English: Involvement of Students in The Assessment and Correction of Their Own Errors, (*International Journal of English Language Teaching, University of Mumbai, 2014*), Vol. 3 Number 1, p.68.

students can exchange their prewriting and make comments.

- Outlining encourages students to put the topic, topic phrase, and details/examples in a logical or chronological order .Then, students compare and contrast their outlines, using guided questions to help them.
- Students can start writing without worrying about spelling, punctuation, capitalization, or grammar when they draft. Students must submit their first (rough) draft, prewriting, and outline with their first (rough) draft. The teacher interjects.
- Revising encourages students to modify their minds and improve the clarity, quality, and interest of their written work. To improve their writing, they can work in pairs and groups.
- Publishing & Editing polishes students' grammar, spelling, punctuation, and capitalization errors Students exchange revised copies (second drafts) and peer-

edit.<sup>17</sup>

## 2. Descriptive Writing

Descriptive writing can be defined as a form of writing that provides a simple and clear account of everything. It might be a place, a person, an object, or an event. The basic goal of descriptive writing is to paint a vivid image in the readers' mind of the place, people, or item in question. The author includes enough details to arouse the readers' senses. While reading any descriptive writing piece, the reader can feel all of their senses working. Furthermore, according to James, description involves writing about how a person seems.<sup>18</sup> It means that descriptive writing is another technique to depict things in writing, such as people and animals.

Descriptive writing is used to paint vivid

---

<sup>17</sup> Hum Chan and Srun Sotith, Impacts of the COERR Writing Project on Cambodian Students' Attitudes and Writing Performance, (*International Journal of Language and Linguistics, COERR Language Skills Center, Battambang, Cambodia, 2016*), Vol. 4 Number 3, p.134.

<sup>18</sup> James A.W Heffernan and John E. Lincoln, *writing A college Handbook*, (New York: W.W. Norton & Company Inc. 1986), p. 83.

pictures in the minds of the readers. When reading the text, the reader will make use of sensory details. He can sense the text's environment through his sense of sight, hearing, smell, taste, and touch. This style of writing will allow readers to enter the writers' world. Descriptive text can be found in almost any writing style. Journaling, travel writing, biographies, poetry, diary writing, nature writing, memoirs, and other forms fall into this category.

The goal of descriptive writing is to assist in the detailed and structured writing of paragraphs and essays. You will learn how to describe a variety of small and large objects. It helps you maintain balance and gives you an idea of what you should and should not elaborate on. Descriptive writing helps to keep the reader interested in your writing. This means that the reader will remain interested in your text. It will keep the reader interested in your work. An interesting piece of work would be the best compliment for every writer. Improve your descriptive writing skill if you want to see yourself as an excellent writer.

Descriptive writing also aids in the discovery of new words and the expansion of your vocabulary; as you are assigned to write more and more, you will search the internet for various new words. This automatically improves your understanding of the new words.

### 3. Descriptive Text

#### a. The Definition of Descriptive Text

Descriptive or description is a method of describing something by providing more details in order for the reader to visualize the item being described. So, using our senses, we can imagine how it looks, tastes, and feels. The definition of descriptive text can differ depending on the source.

According to Rega Detaprawati, descriptive text is used to describe a specific person, place, or thing. Descriptive text is a type of text that is used to provide information or details about the thing or person being described.

The descriptive text is used to describe a

specific person, location, or thing.<sup>19</sup> In other words, descriptive text is a type of text that is used to provide information or details about the thing or person being described. It is a descriptive genre of text that conveys specific details about the object being described in order for the reader to understand. The descriptive text in line describes a specific person, place, or thing.<sup>20</sup> The goal is to tell about the subject by describing it.

So, a descriptive text is one that explains what a person or object is like, what it looks like, what its properties are, how much it costs, and so on. The descriptive text's purpose is clear: to describe, represent, or reveal a person or object, either abstract or concrete.

#### b. The Purpose of Descriptive Text

We surely want to share our experiences

---

<sup>19</sup> Deta pratiwi Rega, The Impact of Team Pair Solo Technique and Round Robin Technique on Student's Ability in Writing Descriptive Text, (*Journal of English Language Teaching, Semarang State University, 2013*), Vol. 2 Number 2, p.2.

<sup>20</sup> Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.208.

with others in our daily lives. There are numerous ways to share our experiences, with writing being one of the most common. We write to describe things we find, such as things, people, and places. Even description is used to persuade. That is, description allows us to entertain, express emotion, relate an experience, inform, and persuade. The main purpose of the description, as Cindy Barden stated, is to allow the reader to visualize what you are describing.<sup>21</sup> It means that the purpose of descriptive text is to help readers understand the object being described, such as describing people and places. According to Randal and Katharine, the purpose of a descriptive essay is to allow the reader to experience whatever you are describing with the same sensory vividness that you, the writer, experienced.<sup>22</sup> This means that another goal of descriptive text is to help the reader understand what the writer is

---

<sup>21</sup> Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p. 267.

<sup>22</sup> Randall S. Hansen and Katharine Hansen, *The Complete Idiot's Guide To Study Skill*, (USA: Alpha, 2008) , p, 183.



explaining. According to Barbara's statement, the descriptive text serves six purposes: to entertain, to express feelings, to relate experiences, to inform, and to persuade.<sup>23</sup>

c. The Kinds of Descriptive Text

As we all know, descriptive text is used to describe a person, place, or thing. When people want to describe something about a person, they frequently describe each person in terms of age, personality, characteristics, and so on. As a result, there are two types of descriptive text in:

- Description of a place

When describing a place, such as a room, we must be chronological. There is no standard pattern for arranging sentences in a descriptive paragraph. It is not necessary to start with one area and then move on to the next. However, the sentences should not be arranged at random. The description should be

---

<sup>23</sup> Barbara fine Clouse, *The Student Write*, (McGraw-Hill Companies, Inc., 2004), p. 154.

structured in such a way that the reader can vividly imagine the scene being described. To spice up the paragraph, include a controlling idea that expresses an attitude or impression about the location being described. And the order of the details in your description is determined by your subject and purpose.<sup>24</sup>

- Description of a person

Every person is unique because they have their own characteristics. When describing someone, we must describe the object based on what and how it appears. Here are three ways to identify the person based on the situation:

1) Identification

Identification consists only of static information (height, weight, age), visible characteristics (hair, skin, and eyes color), and recognizable features (scars,

---

<sup>24</sup> Regina L. Smaller and Marry K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p. 69.

birthmark).<sup>25</sup>

## 2) Make an Impression

The impression, unlike identification, does not identify a person, but it does convey an overall idea of the object that will be described. Although, in most cases, the impression is less complete and informative than identification it may be effective in capturing an individual's striking distinguishing feature.<sup>26</sup>

## 3) Character design

A character sketch is a complete description of a person; it may also be referred to as a profile, literacy portrait, or biographical sketch.

### - Description of a thing

To describe something, the writer

---

<sup>25</sup> Michael E. Adelstein and Jean G. Piva, *The Writing Commitment*, (Harcourt BraceJovanovich, Inc., 1976), p 149.

<sup>26</sup> *Ibid*, p. 150.

must have a vivid imagination about the subject of the description.<sup>27</sup>In addition, we use proper nouns and effective verbs to make our subjects as interesting and vivid to our readers as they are to us.

d. The Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures that must be followed:

1. Identification

The phenomenon to be described is identified by identification.<sup>28</sup> It means that identifying the subject topic is part of the process.

2. Description

Parts, qualities, and characteristics are described in a description or organization.<sup>29</sup> The describing parts are

---

<sup>27</sup> *Ibid.*

<sup>28</sup> Tiur Asih Siburian, Improving Students' Achievement on Writing Descriptive Text through Think Pair Share, (*International Journal of Language Learning and Applied Linguistics World (IJLLALW): State University of Medan, 2013*), Vol. 3 Number 3, p.34.

<sup>29</sup> Tiur Asih Siburian, Improving Students' Achievement on Writing Descriptive Text through Think Pair Share,

the parts that provide specific information about the subject.<sup>30</sup> The reader gains a better understanding of the ideas presented when they are described or organized. In other words, description is part of the process in describing the subject's details.

- e. The Language Feature of Descriptive Text
  - 1. Participant with a specific object: not common and unique (only one). Ancol Garden, my cat, Batanghari River, and Aunt Rika, etc.
  - 2. The use of an adjective to clarify a noun, such as a pretty girl, a big house, a beautiful river, and so on.
  - 3. Use of the simple present tense: The sentence pattern used is simple present because it describes the object.
  - 4. Verbs that show activity (for example,

---

*(International Journal of Language Learning and Applied Linguistics World (IJLLALW): State University of Medan, 2013), Vol. 3 Number 3, p.34.*

<sup>30</sup> Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*, p.208.

bring, wake up, work, eat, etc.)

### The Example of Descriptive Text

Identification	Singapore is a country in Southeast Asia located between Malaysia and Indonesia.
Description	Singapore, despite its small size, is known for its transition from a third-world to a first-world country. Singapore was also known as the Asian Tiger economy due to its external trade and workforce. Singapore is not as large as Indonesia, but it ranks highly in a variety of international rankings for education, entertainment, finance, healthcare, human capital, innovation, logistics,

	<p>manufacturing, technology, tourism, trade, and transportation. Singapore has a population of 5.6 million people and a diverse culture. Singapore's ethnic groups are predominantly Chinese, Malay, and Indian. Singapore celebrated its independence on August 9, 1965. Singapore's official mascot is the Merlion Statue. Singapore is well-known for Garden by the Bay, Marina Bay Sands, and Orchard Road.</p>
--	--

#### 4. The Clustering Technique

##### a. The Definition of the Clustering Technique

Before starting to write, some people become confused about how to develop their

idea and what they know about the topic. As a result, in order to achieve good results in their writing, people must learn how to write well. Some steps in the writing process will help us become good writers and produce good writing. A pre-writing process is one of the steps. This is an important step in producing good writing because it allows the writer to generate ideas before beginning to write. Many techniques can be used in the pre-writing process. The clustering technique is one of the techniques. Clustering, as Sandra and Jhon scary mentioned, is another method of gathering ideas during the prewriting stage. Clustering is similar to brainstorming, except that instead of a list, you create a visual map of your ideas when you cluster. This method can help people think visually. In order to show the ideas and details that exist in our minds, we can implement the clustering using lines, boxes, arrows, and circles.

In the meantime, Gabriel Rico contends that clustering is a generative, open-ended, non-linear, visual structuring of ideas, events,



and feelings. It's a method of mapping an interior landscape that's starting to emerge. It means that clustering is a method of generating ideas based on a basic understanding of how the two sides of our brain process what we know. Sabarun, on the other hand, stated that clustering is a technique in which we map out our thinking using circles or lines to display our branches.<sup>31</sup> Meanwhile, Meliya Adriatic stated that clustering is a technique that can be used prior to writing. Clustering, according to Barbara Fine Clause, allows the writer to see at a glance how ideas relate to one another.<sup>32</sup> Students can stimulate their ideas to flow in their minds by using the clustering technique.

Based on the definitions above, it can be stated that clustering is a process that occurs prior to writing in order to facilitate the

---

<sup>31</sup> Sabarun, *The Effect of Clustering Technique on Writing Expository Essays of EFL students*, *Journal on English as a foreign language*, , *Journal on English as a foreign language*, 2013, p. 12.

<sup>32</sup> Meliya Adriati, *The Use of Clustering Technique in Teaching Writing Narrative Text*, *Journal of English and Education* 2013, 1(2), 39--46 3 p .40.

generation of ideas that come to mind through the use of shapes such as an arrow, a box, a shape, or any other shape that can classify the ideas. It assists students in properly organizing their ideas.

b. The Advantages of the Clustering Technique

There are some benefits to using the clustering technique for improving students' writing abilities. As Saban points out, there are benefits to using the clustering technique.

1. The clustering technique takes the writer's concept and turns it into a box's arrow, shape, and other features.
2. Clustering is a prewriting technique used to collect ideas before beginning to write the topic that will be developed.
3. Clustering is a drawing technique that uses raw materials from one's experience to give them a tentative shape. In short, it is a discovery process.
4. Clustering is a quick way to turn an idea into a paragraph.
5. Clustering is a simple method for

associating ideas. Even though its application is unconventional, it appears to be an effective method for assisting students in generating ideas, particularly for kinesthetic learners.

6. Clustering is a method of organizing information, and generating ideas are useful in the writing process. Meanwhile, clustering connects the student's prior knowledge to new information.

c. The Disadvantages of the Clustering Technique

As Meisuri stated, the following are some disadvantages of using the clustering technique on students' writing ability:

1. The clustering technique is not a good technique to use when writing an essay with long paragraphs.
2. The writing technique sometimes makes the learner confused about how to use it because the learner is confused about how to start writing.

d. The Technique of Using the Clustering

Clustering is a technique for generating ideas in writing as well as visually connecting ideas. It is beneficial to see how to connect the concept. It also assists students in developing the topic to the subtopic of the idea. Here are the clustering steps:

- In the center of a blank sheet of paper, write and circle the word Campus life.
- Add reasons and details about campus life to the circle.
- To set off the reasons and details, use a series of boxes, circles, or other shapes, along with connecting lines.<sup>33</sup>



Figure 2.1 the Circle of Main Topic<sup>34</sup>

---

<sup>33</sup> Jhon Langan, *Sentence Skill, Seventh Addition*, ( New York: McGrawHill. 2004), p. 77.

<sup>34</sup> Barbara Fine Clouse, *A Troubleshooting Guide Strategies & Process for Writers*, (New York: Mc Graw Hill, 2005), 4th Edition, pp. 24—26.

- Around the topic, write ideas, circle them, and collect them in the central circle. They must be written quickly. Move to another blank space, write some more, move to another blank space, and just keep moving around and writing.

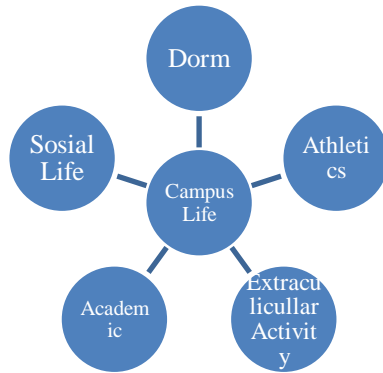


Figure 2.2 Grouping Ideas

- Make a list of the ideas, examples, facts, or other details associated with each idea.
- As you continue to write and circle new words and phrases, draw lines back to the last word, the central word, or the word that appears to be connected.

- Continue until we can't think of anything else related to our topic. Then you'll see a list of clusters that have completed their tasks. If one of the specifics of writing is sufficient to begin a draft, we can cluster again to broaden the branches and/or cross out the words and phrases that appear unimportant, and begin to impose some order by clustering and writing the first draft.
- e. The Assessment of Writing Descriptive Text

To be more reliable in scoring students' writing, the writer used analytical scoring. According to Brown, each of the five factors will serve a specific purpose in scoring.<sup>35</sup> The instructional focus was represented by a scale.

Aspect	Score	Performance Description	Weighting
Content (C)	4	The descriptive text gives paragraph unity	3X

---

<sup>35</sup> H. D. Brown, *Language Assessment Principles and Classroom Practice*, (California: Pearson ESL, 2003), P. 246.

30% - Topic - Details		(topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfills all criteria well.	
	3	The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak.	
	2	The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak.	
	1	The descriptive text still gives topic but all criteria are weak.	
Organi zation	4	The descriptive text is coherence and the	2X

(O) 20% Identifi- cation - Descri- ption		coherences are correct. The text is using chronological order. The descriptive text repeats key words.	
	3	The descriptive text is coherence and some criteria are appropriate enough.	
	2	The descriptive text is coherence but the coherences among sentences are weak.	
	1	The descriptive text is not coherence.	
Gramm- ar (G) 20% -Use present tense - Agree	4	Use present tense correctly, use relational verb and adjective words correctly.	2X
	3	Make errors of tenses, use relational words and use adjective words.	
	2	Make errors of tenses,	



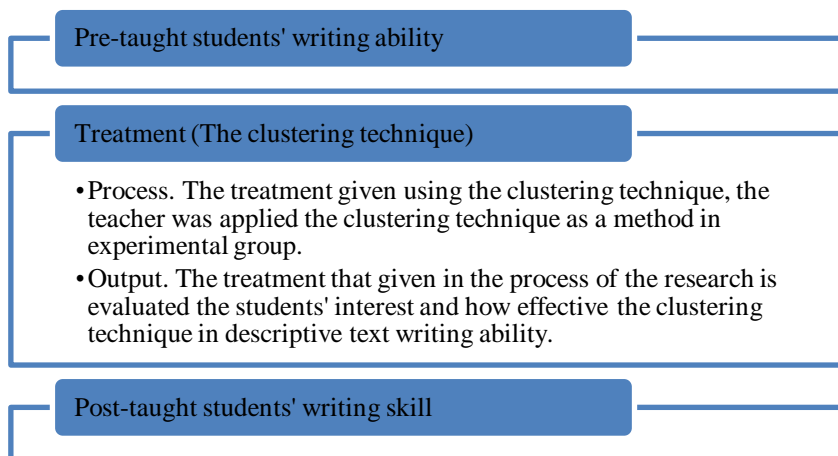
ment aspect		do not use relational verbs correctly, and use adjective words.	
	1	Make errors of tenses, relational verbs and adjective words.	
Vocabulary (V) 15%	4	All or almost all of the descriptive text words are use effectively.	1.5X
	3	Use many descriptive words effectively.	
	2	There are some mistakes in using descriptive words.	
	1	Do not use the descriptive words correctly.	
Mechanics (M) - Spelling	4	The descriptive text uses correct punctuation spelling and capitalization. It fulfills all criteria.	1.5X
	3	The descriptive text	

- Punctu ation Capital ization		punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak.	
	2	The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak.	
	1	The descriptive text does not use correct punctuation, spelling and capitalization.	

### C. Theoretical Framework

Based on the previous research above, the researcher will focus on how the clustering technique is effective to improve the students' descriptive text writing ability of first grade at SMP N 16 Semarang. In the conceptual framework, the researcher attempt to present particular aspects in this research. The

researcher was attracted to analyse the effective of clustering technique to improve the students' descriptive text writing ability. Further more on how these will be accommodated, the researcher created the figure to illustrate how this conceptual framework works and relates one another.



#### **D. Theoretical Hypotheses**

The writer's hypotheses are basic assumptions about how the research will turn out. Furthermore, it will forecast a phenomenon. Furthermore, when developing a hypothesis, the researcher must ensure that the hypothesis is founded on fact or reality.

Hypotheses are classified into two types:

H<sub>0</sub>: There is no significance effect of the clustering technique on students' writing ability of descriptive text.

H<sub>a</sub>: There is significance effect of the clustering technique on students' writing of Descriptive text.

The researcher focuses on the previous study, literature review, and hypothesis at these points. In the previous study, the author demonstrated six researchers who were used as sources for this research. The researcher explained the definition of descriptive writing, descriptive text and generic structure of the descriptive text, and the clustering technique in writing descriptive text in the literature review. The writer hoped that writing descriptive text using the clustering technique would be effective.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The quantitative method was used in this study. It is used to assess the effectiveness of the clustering technique on students' descriptive text writing ability. Creswell defines the quantitative method as a method that focuses on investigating the use of positive statements to develop knowledge, using inquiry strategies such as experiments, surveys, and collecting and obtaining statistical data on predetermined instruments.<sup>36</sup>

This study was designed as a quasi-experimental design. There were two classes for this study, one as a control group and one as an experimental group, to determine the effectiveness of the clustering technique on students' descriptive text writing ability. The experimental class was taught using the clustering technique while the control class was not.

---

<sup>36</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Second Editions*, (New York: Sage Publication, 2003), p. 21.

## B. Variables and Indicators

This study included two variables: independent variable (X) and dependent variable (Y).

1. The independent variable is Clustering Technique.

Indicator: Some material and practice questions are presented uniquely. Furthermore, the explanation is concise and simple to understand.

2. The dependent variable is the student's ability in writing descriptive text.

Indicator: Students can actively participate in the learning process by answering questions and writing a descriptive text.

## C. Population

The population of the study was the seventh grade students of SMPN 16 Semarang. There will be about 60 students for seventh-grade.

No	Grade	Set		Total
		Male	Female	
1	VII A	14	16	30
2	VII C	13	17	30

#### **D. Research Instrument**

The data in this study came from students' descriptive text writing abilities. The writer used written instruments to collect the data. The written test was used to determine the effectiveness of the clustering technique on students' descriptive text writing ability.

The test consisted of a pre-test and a post-test. The writer asked the students to describe themselves in the pre-test before deciding which class would be the experimental and which would be the control class. It was intended to assess the students' ability to write a descriptive text. The post-test was administered following the treatment. It was to determine whether or not students' descriptive text writing ability had improved.

The research instrument was provided in the following table:

Table 3.1 Research Instrument

<p style="text-align: center;"><b>WORKSHEET TEST OF FREE WRITING DESCRIPTIVE TEXT For experimental class</b></p> <p>Write a descriptive text about “describing your seatmate” based on your knowledge</p> <ul style="list-style-type: none"><li>- You have 40 minutes to write your paper</li><li>- Scoring will be based on content organizational vocabulary, languages and mechanic.</li><li>- At least 10 sentences.</li></ul>
--

### **E. Procedure of collecting data**

To determine the effectiveness of the clustering technique in this study, the author used three methods to obtain valid data and objective information, which are as follows:

#### **1. Test**

The main instrument in this study is the test. It was to find out how the students fared after the treatment. The test was administered to both the experimental and controlled classes. There were two tests that the writer used. They are pre-test and post-test.

Pre-test and post-test are a form of



evaluation of learning carried out by teachers to students. Assessment using pre-test and post-test procedures is an evaluation activity to obtain information about the knowledge, abilities, talents, and personalities of students.

The pre-test and post-test are carried out by the teacher by giving a set of questions or tasks that are planned by having provisions or answers that are considered correct, both in writing and orally.

a. Pre-test

During the first meeting, the writer administered the pre-test to the students. The exam was written, and students were asked to write a descriptive text. The purpose of the test was to determine the students' ability to write a descriptive text.

b. Post-test

After the experimental class received the treatment, the writer administered the post-test. After the experiment class received the treatment, the test was supposed to determine the students' ability to write a descriptive text. The writer used clustering as a technique in teaching writing descriptive text in the

experiment class. The writer did not use the clustering technique in teaching descriptive text to the control group.

These two forms of evaluation are often used to measure their initial and final competencies.

Initial competence is the level of understanding of students before receiving learning, while final competence is the level of mastery of the participants' material.

## **F. Technique of data analysis**

The writer gathered all of the data for the study while analyzing it. The t-test is used in this analysis to determine whether or not there is an effect between the two samples of the study. SPSS was used to calculate the test data in this study. Here are some steps to consider when analyzing research data:

### **1. Normality Test**

The normality test was performed to determine whether the data from the two classes were normal or not. Many parametric statistical tests, such as the independent-samples t-test, require that data be normally distributed. This requirement can be tested in a variety of ways.

SPSS was used to assess normality test in this study.

The steps for assessing the normality test in SPSS:

- Navigate to Analyze -> Descriptive Statistics -> Explore...
- Move the variable of interest from the left box to the right Dependent List box.
- Select Normality plots with tests by clicking the Plots button.
- Click OK after clicking Continue.
- Check out the Tests of Normality section for your results.

SPSS performs two normality tests:

- Kolmogorov-Smirnov
- Shapiro-Wilk.

The hypothesis that used to the normality test:

- $H_0$  = normal distribution data
- $H_a$  = abnormal distribution data

If the significance value exceeds the alpha value (0.05), there's no reason to believe the data deviates significantly from a normal distribution, so we can reject the null hypothesis that it's abnormal.

## 2. Homogeneity Test

The homogeneity test was performed to

determine whether the data from two classes had the same or different variants.

The independent samples t-test assumes homogeneity of variance, which means that both groups have the same variance. When you run an independent samples t-test in SPSS, it includes a test for homogeneity of variance called Levene's Test.

The steps for assessing the assumption of homogeneity of variance in SPSS:

- Click Analyze.
- Drag the cursor over the Compare Means drop-down menu.
- Click on Independent-Samples T-Test.
- Click on the continuous outcome variable to highlight it.
- Click on the arrow to move the outcome variable into the Test Variable(s): box.
- Click on the "grouping" variable to highlight it.
- Click on the arrow to move the "grouping" variable into the Grouping Variable: box.
- Click on the Define Groups button.
- Enter the categorical value for the first

independent group into the Group 1: box.

Example: "0"

- Enter the categorical value for the second independent group into the Group 2: box.

Example: "1"

- Click Continue.
- Click OK.

In the Group Statistics table, there are several important pieces of information about each independent group in the "grouping" variable including the size of each group (N) and their respective means (Mean) and standard deviations (Std. Deviation). Disregard the Std. Error Mean values for practical purposes.

In the independent sample t-test table, look at the p-value in the Sig. column.

- If it is more than 0.05, then researchers have met the assumption of homogeneity of variance and can interpret the independent samples t-test along with its means and standard deviations from the first table.
- If the p-value is less than 0.05, the researchers have violated the assumption of homogeneity

of variance and will conduct their analysis using a non-parametric Mann-Whitney U.

Equal variances assumed and Equal variances not assumed are two rows in the Independent Samples Test table. When looking at the results for the actual Independent Samples t-Test, you will rely on the first row of output, Equal variances assumed, if Levene's test indicates that the variances are equal across the two groups (i.e., p-value large) (under the heading t-test for Equality of Means). When looking at the results of the Independent Samples t-Test, you will need to rely on the second row of output, Equal variances not assumed, if Levene's test indicates that the variances are not equal across the two groups (i.e., p-value small) (under the heading t-test for Equality of Means).

The way the independent samples t-test statistic is calculated differs between these two rows of output. When equal variances are assumed, pooled variances are used; when equal variances are not assumed, un-pooled variances and a correction to the degrees of freedom are used.

### 3. Hypothesis test

After collecting data from the pre-test and pretest from the experimental and control classes, the writer should use the clustering technique to determine the differences. According to the independent variables, the experimental class is X variable, and the control class is Y variable. The t-test formula is as follows:

1. Determining the mean of variable X by using formula:

$$x = \frac{\sum x}{n}$$

2. Determining the mean of variable Y by using formula:

$$A = \frac{\sum y}{n}$$

3. Determining the standard deviation score of variable X by using formula:

$$SDx = \frac{\sqrt{\sum x^2}}{N1}$$

4. Determining the standard deviation score of variable Y by using formula:

$$SDy = \frac{\sqrt{\sum y^2}}{N2}$$

5. Determining standard error of the different mean of variable X and mean of variable Y by

using the formula:

$$S_{\bar{x}-\bar{x}} = \sqrt{\frac{S^2}{n_1} + \frac{S^2}{n_2}}$$

6. Determining  $t_0$  by using formula:

$$t_0 = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

7. Determining t-table:

(5%;df)

8. Determining the degree of freedom (df) by using the formula:

$$Df = n_1 + n_2 - 2$$

$H_0$  : There was an effect of using the clustering technique on students' descriptive text writing ability.

$H_a$  : There was no effect of using clustering on students' writing ability of descriptive text.

And then, the criteria used as follows:

- $H_0$  (null hypothesis) is rejected if t-test ( $t_0$ ) > t-table ( $t_r$ ) in significant degree of 0.05. It means that the experimental group's mean score rates are higher than the control group's. The clustering technique on students' descriptive



writing ability is effective.

- $H_0$  (the null hypothesis) is accepted if t-test ( $t_o$ ) < t- table ( $t_t$ ) in significant degree of 0.05. It means that the experimental group's mean score rates are the same as or lower than the control group's. The clustering technique on students' descriptive writing ability is ineffective

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter examines the data gathered during the experimental research. The first analysis focuses on data collection and analysis, while the second analysis represents the results of pre-test and post-tests conducted in both experimental and control groups.

#### **A. Profile of School**

SMP Negeri 16 Semarang is located at Jalan Prof. Dr. Hamka Ngaliyan Semarang telp. (024)7606676. The school has a comfortable environment. The school consists of 24 classrooms, a laboratory, a library, and others. Also SMP Negeri 16 Semarang has enough media to use in the teaching-learning process.

The school has 45 teachers. There are 346 male students and 454 female students. This school has been built since 1983.

#### **B. Description of the Research Finding**

The study was carried out at SMPN 16 Semarang from April 12th to May 30th, 2022. The

researcher analyzed quantitative data to determine the effectiveness of the clustering technique on students' descriptive text writing ability in the Seventh Grade at SMPN 16 Semarang. The researcher obtained the data of the research findings after completing the study. It is obtained through the use of a pre-test and a post-test. This study's implementation was divided into two classes: the experimental class (VII C) and the control class (VII A). The researcher decides on the learning material and lesson plan before the activities begin. The clustering technique was used in the experimental class and not in the control class. The test was administered both before and after the treatments. The results of the test given to the students were scored by the researcher. The researcher would then collect and analyze the data to determine the validity of the hypothesis. The students were given the pre-test before the researcher began the treatment. Following that, the experimental class and control class carried out the learning or treatment process. The groups were then given the post-test to collect data.

### **C. Data Analysis and Hypothesis**

The experimental group (VII C) was given a

pre-test on April 12<sup>th</sup>, 2022, and the control group (VII A) was given a pre-test on April 12<sup>th</sup>, 2022. They were given the task of describing their seatmate.

After the treatments, the experimental group (VII C) was given a post-test on May 24<sup>th</sup>, 2022, and the control group (VII A) was given a post-test on May 24<sup>th</sup>, 2022. They were given the task of describing their idol.

The results of the pre-test and post-test were used to determine whether the class is normal and whether it is homogeneous. These are known as the normality and homogeneity tests. The finished data is as follows:

Table 4.1 The value of Pre-test of the Experimental Class and the Control Class

EXPERIMENTAL CLASS		
NO	CODE	SCORE
1	E1	63
2	E2	54
3	E3	63
4	E4	55
5	E5	59

6	E6	60
7	E7	54
8	E8	52
9	E9	59
10	E10	50
11	E11	60
12	E12	58
13	E13	54
14	E14	55
15	E15	51
16	E16	61
17	E17	59
18	E18	59
19	E19	67
20	E20	51
21	E21	53
22	E22	56
23	E23	68
24	E24	54
25	E25	57
26	E26	52
27	E27	59
28	E28	54

29	E29	65
30	E30	59
Sum		1721
Average		57.37
MIN		50
MAX		68
S		4.745

CONTROL CLASS		
NO	CODE	SCORE
1	C1	59
2	C2	57
3	C3	54
4	C4	52
5	C5	51
6	C6	50
7	C7	56
8	C8	56
9	C9	55
10	C10	51
11	C11	49
12	C12	56
13	C13	54

14	C14	51
15	C15	55
16	C16	53
17	C17	60
18	C18	62
19	C19	53
20	C20	52
21	C21	61
22	C22	52
23	C23	53
24	C24	49
25	C25	60
26	C26	59
27	C27	59
28	C28	55
29	C29	60
30	C30	62
Sum		1656
Average		55.20
MIN		49
MAX		62
S		3.934

According to the description in Table 4.1, here are the graphs of students' pre-test scores in experiment class and control class:

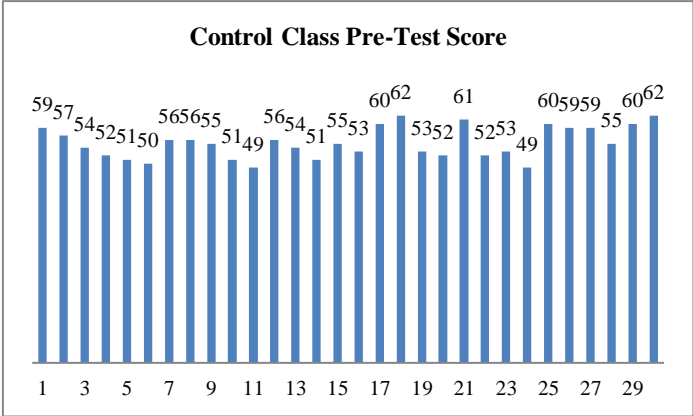
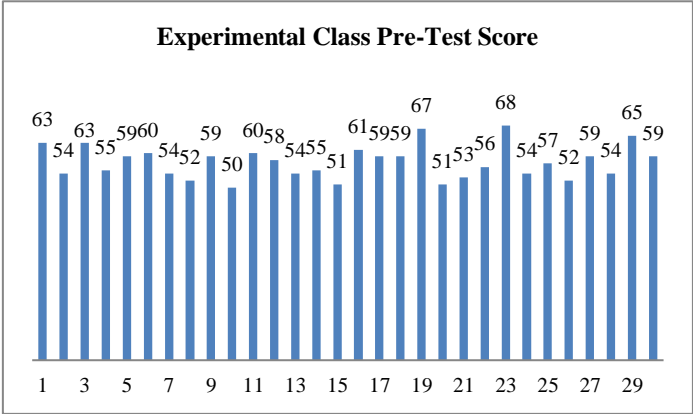




Table 4.2 The value of Post-test of the Experimental Class  
and the Control Class

EXPERIMENTAL CLASS		
NO	CODE	SCORE
1	E1	70
2	E2	65
3	E3	69
4	E4	64
5	E5	64
6	E6	69
7	E7	62
8	E8	66
9	E9	64
10	E10	65
11	E11	70
12	E12	68
13	E13	63
14	E14	65
15	E15	60
16	E16	68
17	E17	67
18	E18	64

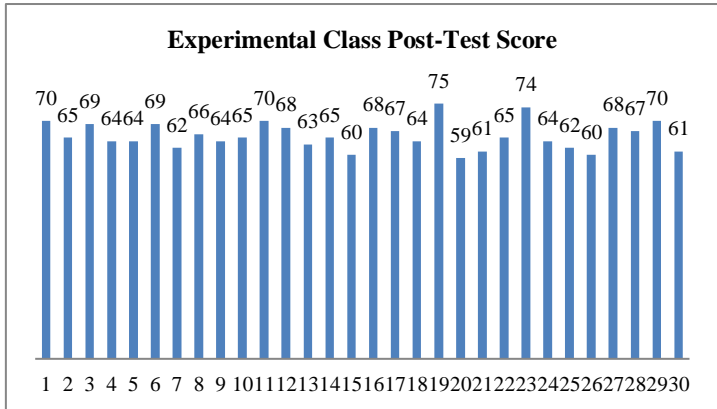
19	E19	75
20	E20	59
21	E21	61
22	E22	65
23	E23	74
24	E24	64
25	E25	62
26	E26	60
27	E27	68
28	E28	67
29	E29	70
30	E30	61
Sum		1969
Average		65.63
MIN		59
MAX		75
S		3.970

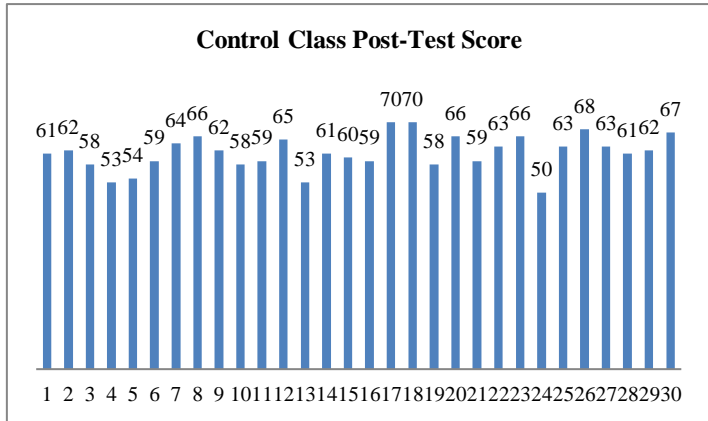
CONTROL CLASS		
NO	CODE	SCORE
1	C1	61
2	C2	62
3	C3	58

4	C4	53
5	C5	54
6	C6	59
7	C7	64
8	C8	66
9	C9	62
10	C10	58
11	C11	59
12	C12	65
13	C13	53
14	C14	61
15	C15	60
16	C16	59
17	C17	70
18	C18	70
19	C19	58
20	C20	66
21	C21	59
22	C22	63
23	C23	66
24	C24	50
25	C25	63
26	C26	68

27	C27	63
28	C28	61
29	C29	62
30	C30	67
Sum		1840
Average		61.33
MIN		50
MAX		70
S		4.915

According to the description in Table 4.2, here are the graphs of students' post-test scores in experiment class and control class:





1. Normality Test

The normality test was used to determine whether the data from the research's control class and experimental class came from a normal distribution or not.

Table 4.3 The Normality Test of Pre-test and Post-test  
Result

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student	Experimen	.12	30	.200*	.952	30	.193

learning results	tal Pre-Test	8					
	Control Pre-Test	.13 3	30	.186	.947	30	.140

The result of normality test from the pre-test of Experiment class and Control class was  $p \geq \alpha$  ( $0.193 \geq 0.05$ ) and ( $0.140 \geq 0.05$ ). This means that the study's pre-test data were normally distributed. The sig in the table Sapiro-Wilk revealed the p scores. Meanwhile, because the study's sample size was less than fifty, the Kolmogorov-Smirnov columns were dropped.

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Static	df	Sig.	Static	df	Sig.
Student learning results	Experim ental Post-Test	.130	30	.200*	.965	30	.423
	Control Post-	.116	30	.200*	.972	30	.600

	Test						
--	------	--	--	--	--	--	--

The result of normality test from the post-test of Experiment class and Control class was  $p \geq \alpha$  ( $0.423 \geq 0.05$ ) and ( $0.600 \geq 0.05$ ). This means that the study's post-test data were normally distributed. The sig in the table Shapiro-Wilk revealed the p scores. Meanwhile, because the study's sample size was less than fifty, the Kolmogorov-Smirnov columns were dropped.

## 2. Homogeneity Test

Table 4.4 The Homogeneity Test of Pre-test and Post-test Result

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Student learning results	Based on Mean	.784	1	58	.379
	Based on Median	.949	1	58	.334
	Based on	.949	1	55.	.334

	Median and with adjusted df			87 3	
	Based on trimmed mean	.827	1	58	.367

Based on the data on the table, the significance of post-test between experimental class and control class was 0.379. Therefore, the data of post test was homogeneous because it was higher than 0.05.

### 3. Hypothesis Test

At this point, it is necessary to determine whether there is a significant difference in the results of the pre-test and post-test following treatment of the experiment class. Furthermore, the writer used SPSS 25 software as a test instrument to test this research hypothesis. Nonetheless, the pre-test and post-test main scores were used to measure and calculate the data.

Moreover, 0.05 or 5% was determined as the significance value ( $\alpha$ ) following the formula.



The result of the t-test is presented in the figure below:

Table 4.5 Group Statistics

<b>Group Statistics</b>					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student learning results	Experimental Class Post-Test	30	65.63	3.970	.725
	Control Class Post-Test	30	61.33	4.915	.897

The table detailed the statistical outcomes of the experimental class and control class. N was the total number of subject data (30 from the experimental class and 30 from the control class). It can be seen that the difference between the experiment class and control class is significant. The mean score obtained by the experiment class was 65.63, while the mean score obtained by the control class was 61.33. The study's statistical

hypothesis is also described in the table below:

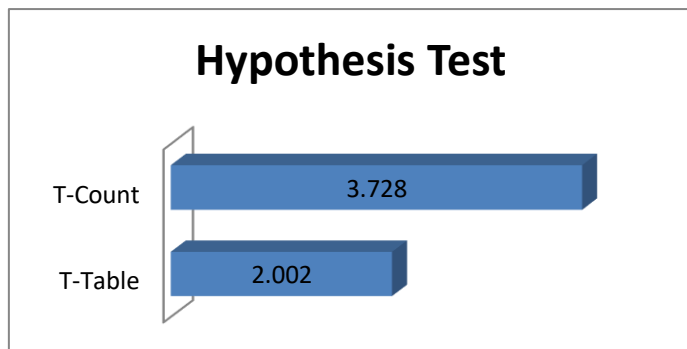
Table 4.6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student learning results	Equal variances assumed	.784	.379	3.728	58	.000	4.300	1.154	1.991	6.609
	Equal variances not assumed			3.728	55.539	.000	4.300	1.154	1.989	6.611

From the data of Independent Samples Test of table, based on the output, it was obtained that Sig. (2-tailed) the score was 0,000 smaller than 0.05. Therefore, it can be seen that  $p < \alpha$ ; (0,000

$< 0.05$ ) which mean  $H_0$  was rejected and  $H_\alpha$  was accepted. It means, there was a significant effect of clustering technique on students' writing ability particularly in generating the idea.

According to the table, it can be seen that the T count (3.728) are higher than T tabel (2.002) which means that  $H_0$  (null hypothesis) is rejected. It means that the experimental class is higher than the means score of the control class. The clustering technique is then shown to be effective on students' descriptive text writing ability.



#### **D. Discussion**

The data obtained from the students' scores of the test of writing descriptive text were pre-test and

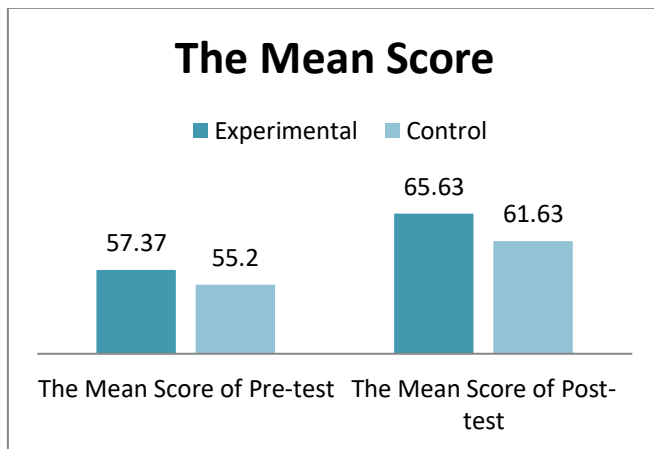
post-test from experimental class and control class. The mean score for experimental class was 57.37 (pre-test) and 65.63 (post-test). The mean score for control class was 55.20 (pre-test) and 61.33 (post-test).

Table 4.7 The Mean Scores of the Experimental Class and Control Class

NO	Class	The Mean Score of Pre-test	The Mean Score of Post-test
1	Experimental	57.37	65.63
2	Control	55.20	61.63

Based on computation, for seventh-grade students at SMPN 16 Semarang, there was a significant difference in descriptive text results using clustering technique and descriptive text results without clustering technique. Writing descriptive text with the clustering technique appeared to be more effective than writing descriptive text without it. The test results show that students taught descriptive text using the clustering technique outperformed students taught without the clustering technique.

According to the description in Table 4.7, here are the graphs of students' mean scores in experiment class and control class:



## E. Research Limitation

The researcher realized that this study was not conducted optimally. During the procedure, there are some challenges. The following are some of the research's limitations:

1. This study was conducted at SMPN 16 Semarang, and the samples used were only VII A and VII C during the 2021/2022 academic year. When the same researcher conducted research in different schools it is still possible that the study will yield a different result.

2. The researcher is fortunate to have a wealth of experience and knowledge for conducting this research, and while the implementation process was less than ideal, the researcher did his or her best.
3. Due to time constraints, the implementation process could not be completed fully, but it was sufficient to meet all of the requirements of this research.
4. The researcher is not an expert in the statistical field; there are many formulas and it takes more time to calculate the result of data; however, the researcher did everything possible to calculate the data of this research.
5. Given these constraints, more research on the writing of descriptive text using clustering techniques is required to achieve a more optimal result.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion of this research and the researcher suggestions for the teacher, students, and the school.

#### **A. Conclusion**

This study used an experimental research design to investigate the effectiveness of the clustering technique on students' descriptive text writing ability at SMPN 16 Semarang in the Academic Year 2021/2022. This study discovered a significant effect. This indicates that the technique is effective in improving students' descriptive text writing abilities.

Before doing the experiment the researcher gave the pre-test. The average of the pre-test from experimental class = 57.37 and the average of the pretest from control class = 55.20. After doing the treatment, the researcher found that the average of experimental class = 65.63 and the average of control class = 61.63. With the equal quantity of each class is 30:30. From the data of Independent Samples Test, it was obtained that Sig. (2-tailed) the score was 0,000

smaller than 0.05. Therefore, it can be seen that  $p < \alpha$ ; ( $0,000 < 0.05$ ) which means  $H_0$  was rejected and  $H_\alpha$  was accepted. Using  $\alpha = 5\%$  with  $dk = 58$  got T table = 2,002 and T count = 3.728. The quality of T count  $>$  T table, the result is  $H_0$  rejected and  $H_\alpha$  accepted. It means, there was a significant effect of clustering technique on students' writing ability particularly in generating the idea. Aside from that, there is a distinction between the average values of the experimental class's students. The experimental group outperforms the control group on average. It means that the clustering technique is effective in improving students' descriptive text writing ability.

## **B. Suggestion**

### 1. The English teacher

The English teacher in Senior High School was advised to design and teach students the clustering technique. The most important aspect of clustering technique design is to create writing assignments that students find interesting and engaging. Teachers, on the other hand, must be aware of



the significance of designing meaningful writing as well as what to do with the writing once students have completed it. Clustering is an alternative method for improving students' English skills, particularly writing. Furthermore, this research may assist teachers in developing some innovative teaching techniques. Furthermore, the types of questions and number of questions on an assignment must be carefully chosen.

2. The next researcher

The study does not address clustering technique, analytical exposition, or writing ability. As a result, it suggests that future researchers conduct research using other techniques of writing different text types involving more respondents in different settings and conditions to determine whether or not the technique can be implemented effectively. It is also suggested that they conduct additional research on the use of the

clustering technique in teaching other skills such as reading and language components such as vocabulary.

### **C. Closing**

Praise is to Allah SWT, who has provided fluency and guidance in completing this thesis. Given that no thesis can be perfect, the researcher hopes for criticism or suggestions for this thesis. Hopefully, the reader and the next researcher will find this thesis useful.

## REFERENCES

- Abed, Ban Kadhim, *Developing the writing skill of the university of technology' students by using clustering technique*, (Al-Adab Journal, University of Technology, 2019), No. 131.
- Andrianty, Meliya *The Use of Clustering Technique in Writing Narrative text*, *journal of English education*, 1, 2013.
- Asih, Tiur Siburian. Improving Students' Achievement on Writing Descriptive Text through Think Pair Share, *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, State University of Medan, Vol. 3 Number 3. 2013.
- Brown, H. D. *Language Assesment Principles and Classroom Practice*, California: Pearson ESL, 2003.
- Buscemi, V Santi and Donald Pharr., *Writing Today Brief Edition*, New York: McGraw-Hill Companies, Inc., 2005
- Chan, Hum and Srun Sotith. Impacts of the COERR Writing Project on Cambodian Students' Attitudes and Writing Performance, *International Journal of Language and Linguistics, COERR Language Skills Center, Battambang, Cambodia*, Vol. 4 Number 3.

- 2016.
- Clouse, Barbara Fine, *A Trouble Shooting guide for Writers, fourth editions*, NewYork Graw Hill, 2005.
- Cohen, Louis. Laurence Manion, and Keith Morrison. *Research Method In Education*. USA: Routledge, 2007.
- Creswell, John W, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Second Edition*, New York: Sage Publication, 2003.
- Deta, pratiwi Rega, *The Impact of Team pair solo Technique and Round Robin Technique on Student's Ability in Writing Descriptive Text* retrieved on January, 14, 2013.
- Deshpande, Shubhada. Teaching Writing Skills in English: Involvement of Students in The Assessment and Correction of Their Own Errors. *International Journal of English Language Teaching, University of Mumbai*. Vol. 3 Number 1. 2014.
- Gerrot and Wignel, *Making Sense of functional Grammar: An Introductory of Workbook*. Australia: Gred Stabler AEE. 1998.
- Harmer, Jeremi *The Practice of English Language Teaching*, (New York: Longman Publishing, 1996.
- Heaton, J.B. *Writing English Language Tests*. New York:

- Longman Inc. 1995.
- Hyland, Ken. *Second Language Writing*. New York: Cambridge University Press. 2003.
- Javed, Muhammad. A Study of Students' Assessment in Writing Skills of the English Language, *International Journal of Instruction. University Sains Malaysia*, Vol. 6 Number 2. 2013.
- Jean G. Piva and Michael E. Adelstein, *The Writing Commitment, Harcourt BraceJovanovich, Inc.,*
- Juarez, Michelle T and Chloe M. Kenet. Translating Research as an Approach to Enhance Science Engagement. *International Journal of Environmental Research and Public Health*. City University of New York School. Vol. 15 Number 1749. 2018.
- Langan, Jhon, *Sentence Skill, Seventh Addition*, New York: McGrawHill. 2004.
- Lawai, Sharon. Azlina Abdul Aziz, *Clustering Technique to Improve Rural Malaysian Primary School Pupils' Writing Skill*, (International Journal of New Technology and Research (IJNTR), 2019), Vol. 5, p. 13-17.
- Lincoln James A.W Heffernan and John E, *writing A college Handbook*, (New York: W.W. Norton &

Company Inc 1986.

Loucif, Leila, *The Effects of the Clustering Pre-Writing Technique on Learner's Paragraph Writing Achievement The Case of Third Year Literary Classes at Badi Mekki Secondary School, Biskra*, (Ichkalat Journal, Batna 2 University (Algeria), 2020), Vol. 9, No. 1.

Mary K. Ruetten and Regina L. Smalley, *Refining Composition Skill*, (New York:International Thompson Publishing Company, 4th Edition), p.69

Maslichah and Siti Tarwiyah. Enhancing Students' Ability in Writing Descriptive Text through Grapic Organizers. *Journal Vision Semarang: UIN Walisongo*, Vol. 6 Number 2. 2017.

Meliya, Adriati, *The Use Of Clustering Technique In Teching Writing Narrative Text*, *Journal of English and Education* 2013.

Meutia, Putri Dini dkk., Clustering Technique in Generating The Students' Ideas, (*Getsempena English Education Journal (GEEJ)*, 2019), Vol.6 No. 1.

Prima, Nurlaila Alma, *The Use of Main Mapping Technique in Writing Descriptive Text*, *journal of English and Education* 2013.

Richard. Jack C, Willy A. and Renandya, *Methodology in Language Teaching: An Anthropology current practice*, New York: Cambridge University Press, 2002.

Sabarun, *the effect of clustering technique on writing expository essays of EFL students*, *Journal on English as a foreign language*, , *Journal on English as a foreign language*, 2013.

Scarry, Sandra, Jhon scarry, *The Writer's Work Place with Reading*, (New York: Wadsword CENGAGE Larning), 2010, p. 10.

## **APPENDIX**

### **INSTRUMENT OF PRE-TEST**

1. Experiment Class:

Write a descriptive text about “my classmate” based on your knowledge at least 10 sentences.

2. Control Class:

Write a descriptive text about “my classmate” based on your knowledge at least 10 sentences.

### **INSTRUMENT OF POST-TEST**

1. Experiment Class:

Write a descriptive text about “my idol” based on your knowledge at least 10 sentences.

2. Control Class:

Write a descriptive text about “my idol” based on your knowledge at least 10 sentences.



## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **KELAS EXPERIMENT**

Satuan Pendidikan	: SMP 16 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 6 x 40 menit (3x pertemuan)

#### **A. Kompetensi Inti**

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan

menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar**

- 1.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## **C. Indikator Pencapaian Kompetensi**

1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks deskriptif
2. Mengidentifikasi makna teks deskriptif.
3. Menguraikan ide melalui Teknik Clustering.

4. Menyusun ide untuk menyusun paragraf deskriptif.

#### **D. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi fungsi social dengan benar
2. Siswa dapat mengidentifikasi struktur teks dengan benar
3. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar.
4. Siswa dapat menulis dan mengembangkan ide kedalam sebuah paragraf menggunakan teknik clustering
5. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan dan struktur teks yang benar.

#### **E. Materi Pembelajaran**

1. Fungsi Sosial  
Menggambarkan, membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

Generic Structure	Sentence
-------------------	----------

Identification	<p><b>My</b> favorite teacher is Miss Dely</p> <p>.</p>
Description	<p>She teaches biology. She is <b>beautiful</b> and <b>slim</b>. <b>Her skin</b> is white.</p> <p>She has short and straight hair. She is <b>a</b> friendly teacher.</p> <p>She <b>likes</b> watching <b>drama</b>.</p> <p>Her favorite actor is <b>Lee Min Ho</b>.</p>

## 2. Struktur Teks

### 3. Unsur Kebahasaan

- a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- b. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- c. Kata sifat yang sangat lazim, *old, fat, tall, short, beautiful, patient, nice, wise, smart, fat* dll.
- d. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, dll.
- e. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this*,

*those, my, their*, dsb secara tepat dalam frasa nominal

## **F. Metode Pembelajaran**

Metode Scientific

Strategi Collaborative writing

## **G. Media dan Alat Pembelajaran**

Media : Papan tulis, gambar

Alat : Laptop, spidol

Sumber belajar : Buku Bahasa Inggris,  
When English Rings a bell

## **H. Langkah-langkah Pembelajaran**

### 1. Pertemuan Pertama

#### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

#### b. Kegiatan Inti

- 1) Observasi
  - Siswa mengamati gambar tentang "Family" yang telah disiapkan oleh guru.
  - Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.
- 2) Menanya

- Guru menanyakan pemahaman siswa tentang Descriptive Text.
- 3) Menalar
- Siswa membuat paragraf Descriptive Text tentang “my father”.
- 4) Mengumpulkan Informasi
- Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Guru bersama siswa mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.
- Guru bersama siswa mencari informasi fungsi sosial teks.
- 5) Mengasosiasi
- Guru menanyakan tentang kesulitan dalam menulis paragraf Descriptive Text.
- 6) Mengkomunikasikan
- Guru mengajak siswa untuk melakukan refleksi tentang Descriptive Text.
- Guru menanyakan kepada siswa secara lisan tentang Descriptive Text.
- c. Penutup
- 1) Guru dan peserta didik membuat

rangkuman/simpulan pelajaran.

- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 2. Pertemuan Kedua

### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

### b. Kegiatan Inti

#### 1) Observasi

- Siswa mengamati gambar tentang “Family” yang telah disiapkan oleh guru.
- Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.
- Siswa memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiannya.

#### 2) Menanya

- Guru menanyakan berbagai hal yang berkaitan dengan teknik Clustering.
- Guru menanyakan pemahaman siswa tentang Descriptive Text.

### 3) Menalar

- Siswa membuat diagram tentang Descriptive Text dengan tema “my mother” menggunakan teknik Clustering terlebih dahulu.
- Siswa menuliskan atau menyalin isi diagram ke dalam bentuk paragraf Descriptive Text.

### 4) Mengumpulkan informasi

- Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Guru bersama siswa mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.
- Guru bersama siswa mencari informasi fungsi sosial teks.

### 5) Mengasosiasi

- Memeriksa paragraph yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat.
- Menanyakan tentang perbedaan sebelum dan



sesudah menggunakan teknik Clustering.

6) Mengkomunikasikan

- Mengajak siswa untuk melakukan refleksi tentang materi Descriptive Text
- Mengajak siswa untuk melakukan refleksi penggunaan Clustering Technique
- Menanyakan kepada siswa secara lisan tentang Descriptive Text

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

3. Pertemuan Ketiga

a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

- b. Kegiatan Inti
  - a. Observasi
    - Siswa mengamati gambar tentang “Family” yang telah disiapkan oleh guru.
    - Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.
    - Siswa memperhatikan penjelasan guru tentang teknik Clustering dan cara pengaplikasiannya.
  - b. Menanya
    - Guru menanyakan berbagai hal yang berkaitan dengan teknik Clustering.
    - Guru menanyakan pemahaman siswa tentang Descriptive Text.
  - c. Menalar
    - Siswa secara berkelompok membuat diagram tentang Descriptive Text dengan tema “my sibling” menggunakan teknik Clustering terlebih dahulu.
    - Siswa menuliskan atau menyalin isi diagram ke dalam bentuk paragraf Descriptive Text.
  - d. Mengumpulkan informasi
    - Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.

- Guru bersama siswa mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.
  - Guru bersama siswa mencari informasi fungsi sosial teks.
- e. Mengasosiasi
- Memeriksa paragraph yang telah dibuat sesuai atau tidak dengan diagram atau skema yang telah dibuat.
  - Menanyakan tentang perbedaan sebelum dan sesudah menggunakan teknik Clustering.
- f. Mengkomunikasikan
- Mengajak siswa untuk melakukan refleksi tentang materi Descriptive Text
  - Mengajak siswa untuk melakukan refleksi penggunaan Clustering Technique
  - Menanyakan kepada siswa secara lisan tentang Descriptive Text
- c. Penutup
- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
  - 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan

secara konsisten dan terprogram.

- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## **RUBRIK PENILAIAN**

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Teks Deskriptif Sederhana
  - a. Sikap

### Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		...		.	.	.	.	...
				.	.	.	.	
				.	.	.	.	
2		...		.	.	.	.	...
				.	.	.	.	

Keterangan :

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

a. Aspek perilaku dinilai dengan kriteria:

75= Baik

50= Cukup

26= Kurang

b. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

c. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh:*  $275 : 4 = 68,75$ )

d. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup ©

00,00 – 25,00 = Kurang (K)

e. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

b. Pengetahuan

Instrumen: *Write a descriptive text based on the theme at least 10 sentences!*

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$



Semarang, 15 Februari 2022

Mengetahui

Yuannisa Fathanah

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **KELAS CONTROL**

Satuan Pendidikan	: SMP 16 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 6 x 40 menit (3x pertemuan)

#### **a. Kompetensi Inti**

1. KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2 : Menghargai dan menghayati perilaku jujur, disiplin,
3. KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**b. Kompetensi Dasar**

- 1.11 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.14 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

**c. Indikator Pencapaian Kompetensi**

1. Mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks deskriptif
2. Mengidentifikasi makna teks Deskriptif.
3. Menguraikan ide kedalam sebuah paragraf.
4. Menyusun ide untuk menyusun paragraf deskriptif.

#### **d. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi fungsi social dengan benar Siswa dapat mengidentifikasi struktur teks dengan benar
2. Siswa dapat mengidentifikasi ciri kebahasaan dengan benar.
3. Siswa dapat menulis dan mengembangkan ide kedalam sebuah paragraf.
4. Siswa dapat menulis teks deskriptif sederhana dengan unsur kebahasaan dan struktur teks yang benar.

#### **e. Materi Pembelajaran**

1. Fungsi Sosial  
Menggambarkan, membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.
2. Struktur Teks

Generic Structure	Sentence
Identification	<b>My</b> favorite teacher is Miss Dely .

Description	<p>She teaches biology. She is <b>beautiful</b> and <b>slim</b>. <b>Her skin</b> is white.</p> <p>She has short and straight hair. She is <b>a</b> friendly teacher.</p> <p>She <b>likes</b> watching <b>drama</b>.</p> <p>Her favorite actor is <b>Lee Min Ho</b>.</p>
-------------	---

### 3. Unsur Kebahasaan

- i. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- ii. Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- iii. Kata sifat yang sangat lazim, *old, fat, tall, short, beautiful, patient, nice, wise, smart, fat* dll.
- iv. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, has, like, love*, dll.
- v. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

#### **f. Metode Pembelajaran**

Metode Scientific

Strategi Collaborative writing

#### **g. Media dan Alat Pembelajaran**

Media : Papan tulis, gambar  
Alat : Laptop, spidol  
Sumber belajar : Buku Bahasa Inggris,  
When English Rings a bell

## **h. Langkah-langkah Pembelajaran**

### 1. Pertemuan Pertama

#### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

#### b. Kegiatan Inti

- 1) Observasi
  - Siswa mengamati gambar tentang “Family” yang telah disiapkan oleh guru.
  - Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.
- 2) Menanya
  - Guru menayakan pemahaman siswa tentang Descriptive Text.
- 3) Menalar
  - Siswa membuat paragraf Descriptive Text tentang “my father”.

#### 4) Mengumpulkan Informasi

- Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Guru bersama siswa mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.
- Guru bersama siswa mencari informasi fungsi sosial teks.

#### 5) Mengasosiasi

- Guru menanyakan tentang kesulitan dalam menulis paragraf Descriptive Text.

#### 6) Mengkomunikasikan

- Guru mengajak siswa untuk melakukan refleksi tentang Descriptive Text.
- Guru menanyakan kepada siswa secara lisan tentang Descriptive Text.

#### c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil

belajar peserta didik.

- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 2. Pertemuan Kedua

### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

### b. Kegiatan Inti

#### 1) Observasi

- Siswa mengamati gambar tentang "Family" yang telah disiapkan oleh guru.
- Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.

#### 2) Menanya

- Guru menayakan pemahaman siswa tentang Descriptive Text.

#### 3) Menalar

- Siswa membuat paragraf Descriptive Text tentang "my mother".

#### 4) Mengumpulkan Informasi

- Guru memberi konfirmasi pada hasil pekerjaan



yang sudah dikerjakan oleh siswa.

- Guru bersama siswa mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.
- Guru bersama siswa mencari informasi fungsi sosial teks.

#### 5) Mengasosiasi

- Guru menanyakan tentang kesulitan dalam menulis paragraf Descriptive Text.

#### 6) Mengkomunikasikan

- Guru mengajak siswa untuk melakukan refleksi tentang Descriptive Text.
- Guru menanyakan kepada siswa secara lisan tentang Descriptive Text.

### c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada

pertemuan berikutnya.

### 3. Pertemuan Ketiga

#### a. Pendahuluan

- 1) Mengucapkan salam dan berdoa
- 2) Memberikan motivasi dan apersepsi
- 3) Menginformasi tujuan pembelajaran
- 4) Menyampaikan scenario pembelajaran

#### b. Kegiatan Inti

##### 1) Observasi

- Siswa mengamati gambar tentang “Family” yang telah disiapkan oleh guru.
- Siswa mendengarkan penjelasan tentang Descriptive Text dari guru.

##### 2) Menanya

- Guru menanyakan pemahaman siswa tentang Descriptive Text.

##### 3) Menalar

- Siswa membuat paragraf Descriptive Text tentang “my sibling”.

##### 4) Mengumpulkan Informasi

- Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Guru bersama siswa mencari informasi struktur

teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.

- Guru bersama siswa mencari informasi fungsi sosial teks.

5) Mengasosiasi

- Guru menanyakan tentang kesulitan dalam menulis paragraf Descriptive Text.

6) Mengkomunikasikan

- Guru mengajak siswa untuk melakukan refleksi tentang Descriptive Text.
- Guru menanyakan kepada siswa secara lisan tentang Descriptive Text.

c. Penutup

- 1) Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- 2) Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- 3) Memberikan tugas sesuai dengan hasil belajar peserta didik.
- 4) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## RUBRIK PENILAIAN

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Teks Deskriptif Sederhana
  - a. Sikap

### Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		...	.	.	.	.	.	...
			.	.	.	.	.	
			.	.	.	.	.	
2		...	.	.	.	.	.	...
			.	.	.	.	.	
			.	.	.	.	.	

Keterangan :

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggung Jawab

DS : Disiplin

Catatan :

a. Aspek perilaku dinilai dengan kriteria:

75= Baik

50= Cukup

26= Kurang

b. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$

c. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai (*contoh: 275 : 4 = 68,75*)

d. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup ©

00,00 – 25,00 = Kurang (K)

e. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

c. Pengetahuan

Instrumen: *Write a descriptive text based on the theme at least 10*

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Semarang, 15 Februari 2022

Mengetahui

Yuannisa Fathanah

## STUDENTS' PRE-TEST WORKSHEET FOR EXPERIMENTAL CLASS

Aditya Hafidul Hafid  
15  
7C

No. \_\_\_\_\_  
Date: 12-9-2022

(59)

in classroom, I always sit beside <sup>him</sup> he. he is my seat mate.

M. Farid Thoriqul Hafid, <sup>his</sup> his nickname is Farid. He is a good, smart and

friendly, and he is a muslim. he was born 2 May 2009. <sup>his hobby</sup> His hobby is

reading books. He is a <sup>bit</sup> bit fatter, but he is brave and smart. He is always

on time and rarely leaves school. her favorite food is lumpia. He

studies in junior high school 16. He lives in Perem Bukit Wali Sorong

Rt. 3 R. W. 3.

Selasa, 12 April 2022

Date: \_\_\_\_\_

(63)

descriptive text

I have a friend. His name is Raissa Wistara

Mamtazah. But I usually called her Raissa. ~~He is~~

she is <sup>the</sup> last child in his family. so, his parents

and also his brother and sister love and care

with him so much. My <sup>chairmate</sup> ~~classmate~~ is usually

warm, cheerful, and jolly. I am very amazed with

my <sup>chairmate</sup> ~~classmate~~ because ~~she~~ she is a very outgoing

student. she has a lovely personality. He loves

doing ~~swimming~~ swimming. so this is story about

my chairmate.

Rafa Sharonina 4 | 7C | 23

## STUDENTS' PRE-TEST WORKSHEET FOR CONTROL CLASS

Fairoz Hafidz N 10

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Teks deskripsi teman Sebangku (11)

My seatmate named tio, Tio's Physical characteristics have a small body and curly hair and have a bad temper, likes fellow men, has a hobby of ballet  
Tio is very handsome. said Mrs. idol tio ayu tingz

(52)

No. Valen 7A  
Date 30

• My classmate's name is marcella

She is beautiful and nice, she has short hair, he likes vallyball  
he is toll and very fun, i like talking to him, he likes seafood,  
he is liked by many people, her hair is straight, he is white,  
and have a nice body, he is black hair <3



**STUDENTS' POST-TEST WORKSHEET FOR  
EXPERIMENTAL CLASS**

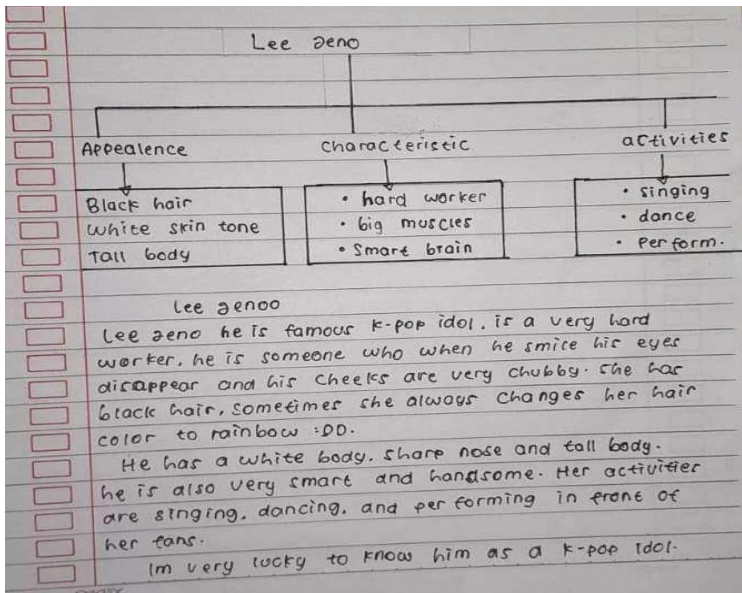
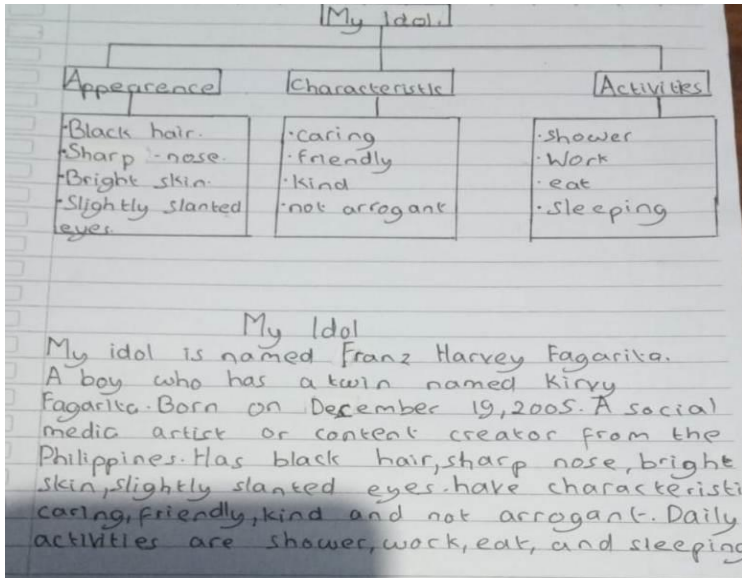
```
graph TD; A[My Father] --> B[Appearance]; A --> C[Characteristic]; A --> D[Activities]; B --> B1["- Black Hair"]; B --> B2["- Pointed - nose"]; B --> B3["- Brown Skin"]; B --> B4["- Tall Body"]; C --> C1["- Hard worker"]; C --> C2["- Caring"]; C --> C3["- Friendly"]; C --> C4["- Fierce"]; D --> D1["- Shower"]; D --> D2["- Drink a coffee"]; D --> D3["- Work"]; D --> D4["- Sleeping"];
```

My Father

My father is an amazing man.  
He has black hair He has a pointed nose. His skin tone is white. And he also has a tall body.

My father is a hard worker He is a caring man  
He also is friendly and fierce too.

My father takes a shower in the morning. After that, he drinks a coffee. Then he goes to work. In the evening, he goes to sleep.



**STUDENTS' POST-TEST WOKSHEET FOR  
CONTROL CLASS**

Allmaszf 7A.09

No. \_\_\_\_\_  
Date: \_\_\_\_\_

B. Inggris

<input type="checkbox"/>	
<input type="checkbox"/>	My Idol is John Cena.
<input type="checkbox"/>	he is a professional wrestler.
<input type="checkbox"/>	John Cena has a very strong fighting ability.
<input type="checkbox"/>	John Cena has a height of 185.
<input type="checkbox"/>	John Cena berasal dari Amerika.
<input type="checkbox"/>	
<input type="checkbox"/>	He is big and muscular.
<input type="checkbox"/>	John <del>Cena</del> Cena's name is John Cena Sr.
<input type="checkbox"/>	and Carol Cena who raised John Cena.
<input type="checkbox"/>	John Cena has a good heart.
<input type="checkbox"/>	and also respect others.
<input type="checkbox"/>	

Nama: screwin  
kelas : 7A  
No. 28

My father is my first love he always takes care of ~~them~~ his children and is always there when my brother and I need him. My father always thought us to always do good he always acts decisively when I make a mistake and I love him so much.

## NORMALITY TEST

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning results	Experimental Pre-Test	.128	30	.200*	.952	30	.193
	Experimental Post-Test	.130	30	.200*	.965	30	.423
	Control Pre-Test	.133	30	.186	.947	30	.140
	Control Post-Test	.116	30	.200*	.972	30	.600

## HOMOGENEITY TEST

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Student learning results	Based on Mean	.784	1	58	.379
	Based on Median	.949	1	58	.334
	Based on Median and with adjusted df	.949	1	55.873	.334
	Based on trimmed mean	.827	1	58	.367

### THE AVERAGE DATA

NO	Class	The Mean Score of Pre- test	The Mean Score of Post- test
1	Experimental	57.37	65.63
2	Control	55.20	61.63

## DOCUMENTATION

### Pre-Test of Experimental Class



### Treatment of Experimental Class



### Post-Test of Experimental Class



**Pre-Test of Control Class**



**Treatment of Control Class**



**Post-Test of Experimental Class**





## **CURRICULUM VITAE**

### **A. PERSONALITY IDENTITY**

Name : Yuannisa Fathanah  
Place, Date, and Birth : 6 October 2000  
Home : Jalan Kasuari No. 18 RT 003/RW  
Address : 000 Kelurahan Eka Jaya Kecamatan  
Paal Merah Kota Jambi  
Phone : 089624363137  
E-mail : yuannisafathanah9@gmail.com

### **B. EDUCATIONAL BACKGROUND**

SD : SDN 140 Kota Jambi  
SMP : SMPN 6 Kota Jambi  
SMA : SMAN 2 Kota Jambi  
University : Walisongo State Islamic University  
Semarang

Semarang, 13 June 2022



**Yuannisa Fathanah**

**NIM: 1803046002**