IMPLEMENTING CLUSTERING TECHNIQUE TO FOSTER STUDENTS' DESCRIPTIVE WRITING SKILL AT SMP NEGERI 17 MAKASSAR

SKRIPSI

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022

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STUDENTS' DESCRIPTIVE WRITING SKILL
AT SMP NEGERI 17 MAKASSAR**

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Submitted to the Faculty of Teacher Training and

Education in Partial fulfillment of the Requirements for the Sarjana Degree

By

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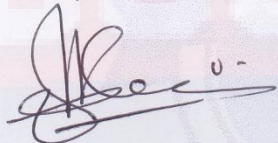
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PERNYATAAN

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Makassar, 1 Oktober 2022

Yang membuat pernyataan

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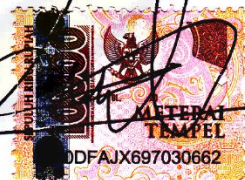
ABSTRACT

Rahmat Nur, 2022. Implementing Clustering Technique to Foster Students' Descriptive Writing Skill at SMP Negeri 17 Makassar. Skripsi, English Language Education Program. (Supervised by Hj. St. Haliah Batau, and Muliati)

The purpose of this study was to know the level of ability and interest of students class VIIl-7 of SMPN 17 Makassar in writing descriptive texts using clustering techniques.

This study uses the method of description. The research subjects were students of class Vlll-7 SMPN 17 Makassar in the odd semester in the academic year 2021/2022 with a sample of 33 students. Data collection is done by giving the task of writing descriptive text. The research data collected through the test showed that the students' writing ability after the research was conducted, the students were more interested in using clustering techniques in writing descriptive texts.

Based on the results of data analysis, it can be seen that the student's result is 50.27 then after getting treatment the student's pre-test score increases to 78.88 on the post-test. So it can be concluded that using the clustering technique can improve students' learning abilities in writing descriptive texts at SMP 17 Makassar

Keywords: Clustering technique, students' ability, descriptive text

ABSTRAK

Rahmat Nur, 2022. *Implementing Clustering Technique to Foster Students'*
Descriptive Writing Skill at SMP Negeri 17 Makassar. Skripsi, Program Studi
Pendidikan Bahasa Inggris. (dibimbing oleh Hj. St. Haliah Batau, dan Muliati)

Tujuan penelitian ini adalah untuk mengetahui tingkat kemampuan dan
ketertarikan siswa kelas Vlll-7 SMPN 17 Makassar dalam menulis teks deskriptif
dalam menggunakan teknik klastering

Penelitian ini menggunakan metode deskripsi. Subjek penelitian adalah
siswa kelas Vlll-7 SMPN 17 Makassar semester ganjil pada tahun akademik
2021/2022 dengan jumlah sampel 33 siswa. Pengumpulan data dilakukan dengan
memberikan tugas menulis teks deskriptif. Data penelitian yang dikumpulkan
melalui tes tersebut menunjukan bahwa kemampuan menulis siswa setelah
dilakukan penelitian siswa lebih tertarik menggunakan teknik klastering dalam
menulis teks deskriptif.

Berdasarkan hasil analisis data, dapat diketahui bahwa hasil siswa adalah
50.27 kemudian setelah mendapatkan perlakuan nilai pre-test siswa meningkat
menjadi 78.88 pada post-test. Jadi dapat disimpulkan bahwa menggunakan teknik
clustering dapat meningkatkan kemampuan belajar siswa dalam menulis teks
deskriptif di SMP 17 Makassar

Kata Kunci: Teknik Klastering, kemampuan siswa, teks deskriptif

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Finallay, the writer realize that this skripsi is still far from perfect, therefore construction, suggestion, and criticism are welcome to make better in the future. May the almighty God (ALLAH SWT), bless us all. Amen.

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, the scope of the research, the objective of research and the significant of research.

A. Background of The Research

According to Bahruddin (2012:2), "Language will be a crucial communication tool. Language is defined as the system of communication in speech and writing used by people of a particular country, the use by humans of a system of sound and words to communicate, a particular style of speaking or writing," according to the Oxford Advance Learner's Dictionary of Current English. It means that people will be able to express themselves, Language expresses thoughts, feelings, and wants. English, on the other hand, has become the most extensively studied foreign language in the world today. There were four abilities to learn in the English language. They were engaged in activities such as listening, speaking, reading, and writing. Writing was one of the four linguistic skills that needed to be mastered. Writing, like other linguistic abilities, was a vital and practical skill. The writing ability was regarded as the most difficult of the four linguistic abilities. According to Heaton (2012:2), writing skills are complicated and difficult to teach since they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgmental elements.

Mureithi (2015:89). argues that when a writing process is used to teach writing, students begin to understand writing as a form of communication.

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Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effecting way of getting them out there! Young students sometimes fin it difficult to make the transition from speaking to writing. Speaking is so immediate, so detailed, so easy.

Graham and MacArthur (2013:9), Observes that when writing becomes a part of a child's world, there are conventions that suddenly come into play; proper way of holding a pencil, punctuation, spelling and grammar. It can be a struggle to explain things without hand gestures or intonation. They must find a way for their voice to come across on a piece of paper or a computer screen. The easiest part of teaching writing to young children is by continually reading to them. Have discussions about what you are reading together. Let them try to figure out what it is the author does to make his or her story compelling

According to Sinaga (2017:69), The word becomes permanent by writing, and as the expanding of the various memory of human being. By writing the people can see what are in someone thought because it is visible and permanent whereas spoken words disappear after they are spoken. As it know, writing was not easy. Among the skills, writing was the most difficult skill to be learnt, because it needs hard thinking in produced the words, sentences, and paragraph at the same time. In the second years of junior high school, the basic competency that should be achieved in the writing English subject is that the students had ability to developed and produced written simple functional text in the descriptive text, recount text and narrative text.

According to Noprianto (2017:67), Deskriptive text is one of the essay texts that is difficult for students to fully understand. Descriptive text is text that describes the characteristics of someone, something, or a specific place. The descriptive text consists of an introduction and a description. The introduction will be the part that introduces the characters of the paragraph, and the explanation will be the part that describes the characters of the paragraph. Students can use simple present and simple adjectives when writing explanatory texts. When writing explanatory texts, students often face several challenges. Students generally had a hard time organizing their ideas. A good technique can help the students in comprehended and mastered the lesson. One of the teaching failures that cause by an unsuitable method or technique in teaching-learning process. There were a lot of methods and techniques to get the   English teaching effectively.

To modify positively the situation of the classroom and to make the teaching learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term Clustering Technique. Clustering technique was a good way to turn a broad subject into a limited and more manageable topic for a short essay. When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot as we do in

conversation interact with the listeners and adapt as we go along (Ahn, 2012:65). The conversations of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized.

According to Kaushik (2014:93), Clustering is a process of keeping similar data intogroups. Clustering is an unsupervised learning technique as every other problem of this kind; it deals with finding a structure in a collection of unlabeled data. This method is useful for people who like visual thinking. Clustering uses lines, boxes, and circles to show the relationship between ideas and details that come to mind. This technique also helps students organize their thoughts before moving to a paragraph. Pangaribuan (2018:164), says Clustering is a data mining technique. Clustering is grouping sets of data objects into multiple groups or clusters so that objects within the cluster have high similarity. Upon certain words or concept that could produce information that could be relate, not limited, to existing structure. Writing is an important skill, because by this people could carry out conversation with others, give the ideas and exchange the information with others.

Based on the background above, the writer will apply the clustering technique in teaching writing descriptive text to eight grade students of the SMPN 17 Makassar to saw its effect on their writing ability. Writer use clustering technique to improve students' writing skill because the writer was survive the school and have a specific problem about students' writing skill. The writer found a problem faced by students at eight grades of SMPN 17 Makassar, the process of teaching-learning in the classroom was still passive. The writer focuse on writing skill and clustering technique because he have done teaching practice

program (PPL) for two months in August until September and had a problem about student's writing skill is so bad and some teacher gave complaint about students' writing skill so the writer would try to know how far the student's writing skill use clustering technique. Therefore the title of this proposal is Implementing Clustering Technique to Foster Students' Descriptive writing Skill at SMPN 17 Makassar.

B. Identification of the Problem

Considering the Important of the identification problem, the research identified the problems as follows:

1. Student have less ability on how to write descriptive sentences

2. The students didn't know what is the clustering technique. This is based on my personal experience during my teaching practice program (PLP) at SMPN 17 MAKASSAR

C. Scope of the Research

The writer focuses on eight grade students of SMPN 17 Makassar. The Media is chosen because they have important roles in supporting and stimulating the students' motivation to writing english. Therefore, the reseacrher was us Implementation clustering technique in teaching descriptive writing.

D. Problem Statement

Based on the problem at page the researcher formulates the research question: Is there any significant enhancement of using clustering technique to foster students' skill in writing descriptive text at SMPN 17 Makassar ?

E. Objective of the Research

In connection with the problem formulation above, the objectives of this research were to know whether or not there was a significant influence of using clustering technique to improve students' skill in writing descriptive text at SMPN 17 MAKASSAR.

F. Significant of the Research

The main significances of the research are follows:

1. For Teacher:

    For teachers, it could be useful for English teachers at Junior High School level to get information about teaching descriptive writing used clustering technique.

2. For Students:

    For students, it would affect students' skill in learning descriptive text.

3. The next researchers:

    For the other researchers, it would gave information this proposal to do the further writer.

4. for the school:

    This research can be used as a reference for improving student skills and achievement for schools

5. For the reader:

    This research is expected to help contribute thoughts to the reader in particular in the clustering method.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses review of related literature which will be cover of the clustering technique deals with some pertinent ideas, and conceptual framework.

A. Theoritical Review

1. The Definition of Writing

Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Nazario et al, (2010:5) stated that writing is a form of thinking. Our brains process ideas in different ways mathematically, musically and visually. But our use of language is the basis of all thinking. Writing is one of the indicators of academic success since it is an active and productive skill. Wallace (2014:15) said that writing is the final product after students learn several stages of writing separately before. In other words writing is the last output after students learn separate acts continuously. Meyers (2015:2) states that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the futureLearners usually learn to listen first, then to speak, then to read, and finally to write. There were many different definitions about writing give by experts from many resources. Spratt (2015:26) who described that writing requires a writer to be able to form letters and words, and join these together to make words,

sentences or a series of sentences that link together to communicatethat message. Another sources, Hyland (2012:09) described that writing is a way to share personal meanings. So to express thoughts, each person can write their feeling, even though it might differ from one another. From definition above, it could be says that writing could be distinguish from other skills as the most difficult one. There were many factors influencing writing to be a good one such as grammatical, vocabulary, punctuation and spelling knowledge which must be integrate to be a paragraph. From the ideas previously, the writer concludes that writing will a medium of written communication. It is a way of remember and a way of thinking. Because of that, writing were not easy. It needs a hard work. In writing we have to produce words, phrases, sentences and paragraphs at the same time. It is a way of learning. None of us could write much of interested things without first thinking, probing, observing, asking question, experimenting and reading.

2. The Writing Process

Writing was one of the productive skill needs a process. Teach of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. According to Harmer (2012:4), There was four main elements in process writing, namely:

a. Planning

Planning were the arrangement conducted to do something. The planning stage were important because at this stages lies the ideas of the

process of writing. This may involve making detailed notes. It is how best to order the facts, ideas, or arguments which they have decided to include

b. Drafting

Drafting was the process of putting all ideas and thoughts in a piece of paper which be in the very rough form. This stage needs an editing for checking the text.It was assumed as the first version of a piece of writing as a draft.

c. Editing

The way to revise and improve the first draft was called editing. Editing was essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised

d. Final Draft

The final version was the result of writing the article. After the writer edit the draft and make the necessary changes to prepare the final version.

3. Purpose of Writing

An effective writer always reflects on the reason why he/she was writing before actually composing a document. Writers can become wordy or unclear in their communication because they do not have a clear idea of their own purpose. Determining the main purpose of your writing will help a writer to express his/her thoughts more clearly. Hart and Reinking (2013:3) given their opinion about the purpose of writing in general, as follows:

a. Writing to Inform

Most of the writing that the writers will write is intended to simply educate their readers on the subject. Notification means providing the reader with the necessary information about the subject, usually simply telling the reader what the facts were or what happened. Writing useful text is the easiest way, but it is also one of the most important because the information forms the basis of the purpose of other texts. As a writer, you want to keep two major concerns in mind. Select the right information and organize it effectively.

b. Writing to Persuade

Perhaps the most important writing we have ever made in our personal, professional, and perhaps school lives will be persuasion. Complaining to the board about our landlord, a job application, an exam essay must convince your readers to accept the main idea, no matter how controversial it may be.

c. Writing to Amuse Other

Writing for entertainment required me to focus on the reader, not myself. You may have enjoyed what you saw and were proud of what you achieved, but you weren't happy to enjoy it alone. Writing for fun has given you the opportunity to bring joy to others, seize opportunities, and make the most of them. I enjoyed writing because I knew that I could bring joy to others. When you write a letter to Amuse, your main goal was to make your readers happy. You could be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you were accustomed to.

4. **Characteristic of Good Writing**

According by Melissa Donovan in zambrano (2017:14). There are several characteristic of a good writing :

a. **Clarity and Focus**

With good writing, focused writing stays on the plot or core idea without hitting too many tangents.

b. **Organization**

The well organized text was presented in a logical and aesthetically pleasing way, as well as being clear. The purposed of organizing material in writing involves coherence, order of importance, and general to specific, chronological order and spatial order of pattern. When writing the learner should arrange their writing chronologically, they should presented their ideas based on the order of which happened from the beginning to the end.

c. **Ideas and Theme**

Written to be considered well done, it should contain clearly identifiable ideas and topics.

d. **Voice**

Invent ideas and associate scenes and images with your readers. In all sentences, the voice must be consistent and identifiable.

e. **Language**

Good sentences include accurate and accurate word selection and appropriate sentences.

f. Grammar Style

Good sentences must follow the rules of grammar. Style is also important to ensure that the text is clear and consistent.

g. Credibility or believability

In fiction, the story must be believable (even if that's not possible), and in accurate research, non-fiction

The writer concludes that good writing must be logically clear and contain ideas that connect one sentence to another, and good writing must also be through the appropriate choice of words and the use of clear grammar so that the reader can read it. can understand the article.

5. The Definition of Descriptive Text

Descriptive text was a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like,what a place looks like, and what an object looks like. Descriptive text was a kind of text that have a purpose to give the information about something or someone (Emilia, 2011:8). Descriptive text was a text which says what a person or a thing was like. Its purpose was to described and revealed a particular person, place, or thing. The description was part of the de facto genre. Its social function is to represent a particular person, place, or thing. When writing a skill description, it was about the process of creating a visual image through words. The description is part of

another text and is used to inform the audience what something or someone looks like, or to persuade the audience to see something from the author's point of view. The explanation creates a sensory impression by translating the feel, sound, taste, smell, and appearance of things into words. It can also explain emotions such as feelings, happiness, fear, loneliness, sadness, and joy. Explanations help readers imagine scenes and people, and understand sensations and emotions through their imagination. Descriptive text was a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Mursyid, 2011:4) Description expands our experience by taking us to placed we might not otherwise knew much about, which explains the popularity of descriptive travel essay in magazines and newspaper. According to Anderson and Anderson (2011:26) descriptive text describes particular person, place, or things. It means that descriptive text gives a significant picture about a subject in accordance with facts, without include personal opinion.

6. Purpose of Descriptive Text

When social begins, we want to share our experiences, so we write to others to explain things like vacations, homes, and the people we meet. Use the instructions to encourage you to think about a particular method. The advertiser describes the product and persuades them to buy it. The travel agency explains where to invite us to visit. And real-state agents describe properties so you want to see them. The descriptive text have a purpose to describe or describe something related to experience based on the results of sensory observations, such as its

shape, sound, taste, behavior or movements so that it can create the reader's imagination and feel as if he was directly experiencing what is being discussed in the text. According to Mahargyani (2012:16) In writing a descriptive essay, the author is required to describe the object in as much detail as possible.

1. Give an overview of an object

   The main purpose of descriptive text is to provide a complete picture and explanation to the readers so that they can understand the object being discussed clearly. Objects discussed can be people, places, objects, and others.

2. Makes the reader feel as if the object with the five senses

   Descriptive text can also make the reader feel the object under study with their five senses. By reading the description in the descriptive text, the reader seems to be able to see, hear, and experience what is described by the author.

3. Describe the physical properties of objects

   The description text describes the physical characteristics of the object that was described in detail and detail. The physical characteristics of the object in question can be in the form of size, shape, color, nature, personality, and so on. If it was a person who is being explained, then the profile and biodata will also be explained

4. Describe objects from the author's point of view

   The purpose of the description is also important to describe the object from the author's point of view. In the content of the text, the author

explains the description of the object from the point of view and knowledge of the author. Even so, the content of the text must remain honest and objective, it should not be fabricated or exaggerated.

7. The Definition of Clustering

Clustering Teaching Technique was a powerful tool or technique that helps writers to arrange, generate and develop the writers' ideas in order to product a good writing (Sinaga 2017:11). There are various definitions of cluster/clustering. In short, cluster is a phenomenon where search engines list two or more web pages with a search query. This clustering means a data analysis method whose purpose was to group data with the same characteristics and characteristics in an area. Several approaches are used in developing the clustering method. Clustering is a method of grouping data. Clustering is the process of partitioning a set of data objects into subsets called clusters. Objects in the cluster have similar characteristics to each other and are different from other clusters. Partitioning is not done manually but with a clustering algorithm. Therefore, clustering was very useful and can find unknown groups or groups in the data. Clustering was widely used in various applications such as in business intelligence, image pattern recognition, web search, the field of biological sciences, and for security. In business intelligence, clustering can organize many customers into many groups. For example, grouping customers into several clusters with strong common characteristics. Clustering is also known as data segmentation because clustering partitions multiple data sets into multiple groups based on their similarities. In addition, clustering can also be used as outlier detection. According to

Pangaribuan (2018:168). Clustering technique was defined as one of the techniques or way to put the ideas into the paper before the writer start to write the dfat. In using clustering, the write makes a circle in the centre of the paper then draws the lines. When you clustered, you drew a diagram of your ideas. Clustering is also named as diagramming, is a strategy in producing material for a paper which is helpful for people who like thinks visually. In diagramming, people use lines, boxes, arrows, circles show the connections among the ideas and detail the accour. The rule in diagramming is that there is no right or wrong way of diagramming so that the various ideas and details relate to one another. He implies that clustering technique helps a visual learner in connecting ideas used various and there is no a stric rule that limits the occurred ideas. Also called mapping, and diagramming, it was another effective way to gather Information for an essay. Based on the statement above, the writer concluded that clustering technique was one of technique in prewriting process that could be helped the students to explored their Ideas and made the students easy to wrote with grouping process of words or phrases that appear in their brains to connected the topic to be written. In short, it was discovery process.

8. How to Make Clustering Technique

To start this clustering technique, first, take a sheet of A4 size paper and position it landscape. right in the middle of the paper, write a word for us to explore in writing. We was developed this word later to become a tempting idea. suppose we want to write about a favorite artist, a topic about this artist that we want to develop into an unusual article and, later, in that development we can find

a new idea. In grouping, you wrote a topic in the center of the paper, write down the ideas suggested by that topic, connect them with lines, and do the same with subtopics. In addition, the application of clustering in education begins at the center of the keyword or idea in the center of the page. Around that, students will be aware of all free associations triggered by the material in minutes. Clustering technique contains of a main topic as a center and relate ideas as branches. To drew this diagram, first, in the center of paper, wrote the topic and drew a circle around it. Then wrote related ideas. Thought about each of these ideas. In practicing this clustering technique, sometimes the effect was really unexpected. When using this technique, writing that was once thought to be very, very heavy, can actually be a lot of fun. that the latest news, this clustering technique can also trigger a poet to stream and create a piece of poetry that bites. This clustering technique was based on the fact that our brain consists of two kinds of hemispheres, namely the left hemisphere and the right hemisphere. according to the researchers, the workings of the brain, each hemisphere works in very different ways. So writing, according to brain experts, was an activity that combined the two hemispheres of our brain. if we only run one part, then what happens is hassle and frustration in writing.

9. The Advantages of Using Clustering Technique

Clustering technique was known as a useful technique to helped and guide students in generate their ideas in writing a paragraph, especially In writing a descriptive text.

Clustering technique was a good technique that could be applied in writing a descriptive text. The used of clustering technique in writing descriptive text gives some advantages: First, this technique was helpful for the students to develope and organize their ideas systematically. This technique also encourages them to thought in English because it could stimulate them to delivere their Ideas in written form. Second, by used clustering technique students would be motivate to wrote a good paragraph, especially a descriptive text, because this technique was interesting. Third, clustering technique could show what the students think. So, their ideas would appear clearly. According to Gorski in Comparative Study Between Clustering Technique and Mind Mapping Technique to Improve Students' Writing Ability at the Eight Grade (2020), there are advantages of clustering technique for writing ability.

1. Clustering technique was simple to be applied by the students.

2. Clustering technique can make the students find the word as a keyword related with topic easily.

3. Clustering technique can help the students explore their idea on their writing activity.

4. The students are easy to construct their ideas on the sentences into paragraph through ideas in clustering technique

10. The Disadvantages of Using Clustering Technique

While the Disadvantages of clustering technique, there were some disadvantages of clustering technique. First, only students who were actively involving. Second, not entirely student learning. Third, the amount of de tailed

information could not be include. Fourth, time wasted to wrote the words that had no connection with the memory. Fifth, time wasted to re-read the words that are not necessary. Sixth, time wasted to found keywords remaindered. And the last was keywords reminders separated by distance. another disadventages was Information collected through cluster sampling is heavily reliant on the skills of the researcher. If the information or collection methods are subpar, then the data collected were not be as beneficial as it could be. The errors found in such data would appear to be legitimate points, when in reality, they may be an inaccurate reflection of the general population. For that reason, anyone who is new to the field of research is discouraged from using cluster sampling as their initial method.

B. The Previous Related Research Finding

Some researchers was conducted some studies relating to improving student writing throught clustering technique. They are as follows:

The first study conducted by Baharuddin (2016) in their research aboout "Student Ability in Writing Descriptive text by Using Clustering Technique" The result of this research is the first is the impelementation of clustering technique was interested to the student, the second is the use of clustering technique can motivate the students to study english especially in writing ability. The third is the use of clustering technique also can built the students' confidence in writing.

The second study conducted by Alawi (2011) With the title "Improving Students' Ability in Writing Descriptive Text Using Clustering Technique"

concluded that clustering technique could improved student's ability in writing descriptive texts motivated and intrigued students to actively participate in writing activities.

The third study was conducted by Pangaribuan (2017) with the tittle "The Effect of Buzz Group Technique and Clustering Technique in Teaching Writing at the First Class of SMA HKBP I Tarutung" clustering technique is particular technique can be used in pre-writing stage before a rough draft is develop into two categories; chaotic process and structure processed. Clustering technique is one of the chaotic processes besidesd brainstorming, free-writing, and journaling. He calls clustering technique as mapping or webbing which means that it analayzes the part of the subject in visual way. Clustering technique is one of the prewriting activities that could help man to generated the ideas. It is similar brainstorming, though it is much more visual. To clustered, put a word, phrase, or sentence in a circle in the center of a blank page. Then, put every new idea that came to you in a circle and show its relationship to a pervious idea by drew a line to another circle. The further you carried each branch or arm, the more detail the information becomes. In this case, clustering technique was another prewriting technique. It was a visual way of show how your ideas are connect using circles and lines.

Another study was conducted by Setiawan, Sari & Saddhono (2013) with the tittle "Penerapan Metode Quantum Learning Dengan Teknik Pengelompokan (Clustering) Untuk Meningkatkan Kemampuan Menulis Puisi Pada Siswa Sekolah Dasar" The application of the clustering technique method can improve the quality of the poetry writing process. This can be seen in the seriousness, enthusiasm, and enthusiasm of students when they are given the task of making a

clustering technique framework and decorating poetry in the learning process. The procedure for applying the Quantum Learning method with clustering techniques that can increase student activity during student apperception, interest, and motivation when participating in learning activities, as well as increase student activity and attention when the teacher delivers the material.

C. Conceptual Framework

The purpose of the conceptual framework will give illustration of research process from the beginning until the end. It is include writing ability, it consists of three steps to make a good writing, the teaching technique to make a descriptive text, and students would respond until the purpose of the skripsi.

In clustering wrote the subject at the center of the paper, then wrote Suggested ideas from surrounding topics, connected by lines with topics, following same procedure as subtopics. In addition, the application of clustering in education begins with keywords or central ideas in the center of the page. Around that, in one minute, students use words or short sentences to note all free associations triggered by the material.

The theoretical framework in this research will be present in the following diagram:

Figure 2.1 Conceptual Framework

```
┌─────────────────────────────┐
│       WRITING ABILITY       │
└─────────────────────────────┘
              ↓
      ┌──────────────────┐
      │    PREWRITING    │
      └──────────────────┘
              ↓
      ┌──────────────────┐
      │     WRITING      │
      └──────────────────┘
              ↓
   ┌────────────────────────┐
   │  WRITING DESCRIPTIVE    │
   └────────────────────────┘
              ↓
   ┌────────────────────────┐
   │   IMPLEMENTATION OF     │
   │      CLUSTERING         │
   │      TECHNIQUE          │
   └────────────────────────┘
              ↓
   ┌────────────────────────┐
   │   STUDENTS' ABILITY     │
   └────────────────────────┘
              ↓
      ┌──────────────────┐
      │     ANALYSIS     │
      └──────────────────┘
              ↓
      ┌──────────────────┐
      │     FINDING      │
      └──────────────────┘
```
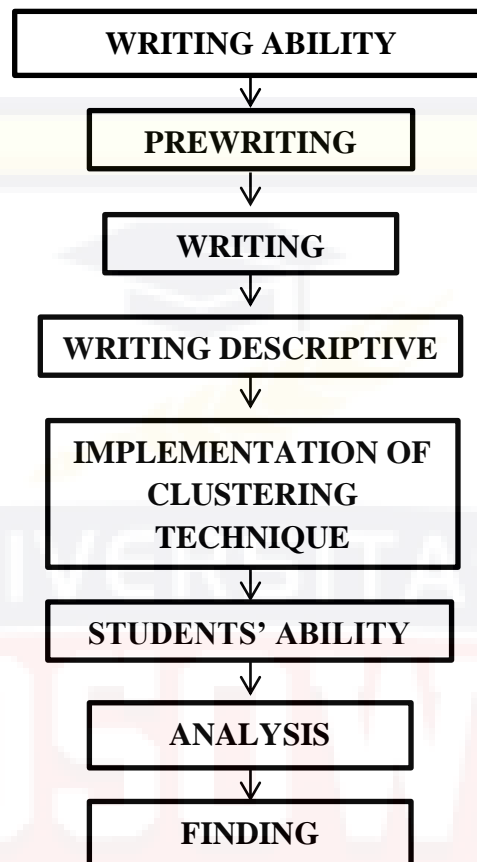
D. Hypothesis

The hypothesis of the proposal is formulated as follow:

1. H_0: There is no significant influence of using clustering technique towards students writing skill of the 8th grade at SMPN 17 MAKASSAR in 2021/2022 academic year.

2. H_1: There is significant influence of using clustering technique towards students writing skill of the 8th grade at SMPN 17 MAKASSAR in 2021/2022 academic year.

CHAPTER III

RESEARCH METHOD

This chapter presenting research design, location of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The design of this research applied pre-experimental design research. Researcher provides pre-tests for writing before the researcher implements the clustering technique to assess students' writing skills. A post-test is conducted after students use the clustering technique. This action is to see the results for students.

The design involves a class where the researcher pre-test, treats students to use the clustering technique and manage the post-test. The success of using the Clustering technique is determined by comparing the results of pre-test and post-test.

The design can be presenting as follow:

Pre-Test	Using clustering thecnique	Post-Test
O_1	X	O_2

Where: O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Cohen, 2007:2013)

B. Location of the Research

This research conducted at SMPN 17 Makassar, in 2021/2022 academic year. The researcher took five meetings for the research. The research has done from July-August 2021.

C. Population and Sample

1. Population

The population of the research was all of the 8th grade students of SMPN 17 Makassar academic year 2021/2022, it consists of 8 classes and each class consists of 33 students. So, the population of this study were 240 students.

2. Sample

The reseacrher took samples of the students at 8th grade at SMPN 17 Makassar. This research consist of 33 students of class VIII-7 SMPN 17 Makassar.

D. Research Variable

In this research, there are two variables namely:

1. Independent Variable

Independent variable of the research is the use of clustering technique

2. Dependent Variable

Dependent variable is foster students' descriptive writing skill

E. Instrument of the Research

In this Research, the instrument was writing a descriptive text using the clustering technique. The purpose of writing descriptive essays was to improve or develop students' writing skills. first of all students will be given an explanation of clustering techniques and how to use clustering techniques. After that, students will be given a pre-test with an example of making a description test with the topic "Favorite Artist" to find out their understanding in writing descriptive text before using the clustering technique and a post-test will be given to measure the assessment of understanding in writing descriptive text using the clustering technique after using the clustering technique. treatment and the impact of using clustering techniques can improve or not affect understanding in writing descriptive texts. There are two instruments used in this study, namely pre-test and post-test. Pretest and posttest will be the same test.

F. Procedure of Data Collection

When collecting data, researchers collect data according to the following procedures.

1. The writer explained to students what is the writing, how to begin to write, and the steps of writing using clustering technique.

2. And then the writer gave writing test to students how to write a descriptive text about "My Favorite Artist".

3. The writer gave questionnaire for students about the using of clustering technique.

4. The writer analyzed the students' result.

G. Technique of Data Analysis

After collecting the data, the next step analyzed the data. This analyze compare student grades with grades during pre-test, treatment, and post-test. Researchers use it for both pre-test and post-test quantitative data analyze. There are some points of writing assessment that use as scoring scale in this research, as follows:

Table 3.1 Rubric Writing

No	Writing Assesement	Indicators	Score
1	Content	Relevant to the topic	5-20
2	Organization	Sentence are relasted to main idea	5-20
3	Mechanic	Errors of spelling, capilitazion. Punctuation	5-20
4	Grammar	Grammar Errors	5-20
5	Vocabulary	Vocabulary variation	5-20
	Total		25-100

(Brown, 2011:106)

In this research, the researcher use-test. Gay (2016:436) states that T-test to analyze the data. It is using to determine whether two means are significantly different at a select probability level.The method using to find out the significant difference on the teaching writing related with the first value of pretest and the last value of post-test by using Clustering technique. Calculate t-test mean, standard deviation, frequency table, and values to identify differences between

pre-tests and post-test the researcher use inferential analysis in SPSS (Statistic Product and Statistic Solution) version 16.0 program.

Then use the following classifications to classify your students' scores:

Table 3.2 Scoring Classification of writing competence

Score	Classification
85-100	Exellent
70-84	Good
60-69	Enough
50-59	Poor
< 50	Very Poor

(Brown, 2013:287)

To know the score classification of each components of the students pre-test and post-test the writer converted the students' score using the formula :

$$\text{Score classification of students} = \frac{frekuensi}{Total\ of\ Students} \times 100\%$$

Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage the students score.

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter deals with the findings of this writer and the discussion of the findings. The findings which presented in this part consist of the data obtained through test of writing in order to identify the outcome using clustering technique at SMPN 17 Makassar.

A. Findings

This section presents the result the research. The researcher obtain two kinds of data, Pre-test and post-test results for writing skill components fokus on content, organization, mechanic, grammar, and vocabulary. The object of the tests clustering method was used to measure students' writing ability before and after training. He also described the mean, standard deviation, frequency, and other supporting sources of statistical items. Preliminary score data can be viewed in Table 4.1 below:

The data of pre-test scores can be seen in the table 4.1 below:

Table 4.1 Scores of Pre-Test

No	Students' Initial	Criteria					Total
		Content	Organization	Mechanic	Grammar	Vocabulary	
1	APM	12	12	13	9	14	70
2	AML	6	6	6	6	8	32
3	AAB	8	7	6	6	9	36
4	ARN	14	12	11	8	15	60
5	ALS	9	7	7	6	11	40
6	BAA	13	12	9	8	13	55

No	Students' Initial	Criteria					Total
		Content	Organization	Mechanic	Grammar	Vocabulary	
7	DHNA	12	11	9	12	12	72
8	EMMN	9	11	10	12	12	54
9	FA	10	7	7	6	10	40
10	FQA	18	16	15	12	15	76
11	FA	12	6	7	8	7	40
12	IL	9	7	7	6	11	40
13	JBN	6	6	6	5	5	28
14	MPPP	15	10	7	16	8	56
15	MASA	6	6	6	6	8	32
16	MNDPJ	6	6	6	6	8	32
17	MRA	12	10	9	6	15	52
18	MR	12	8	8	8	12	48
19	MT	17	17	15	10	10	69
20	MW	15	12	10	13	15	65
21	MH	10	12	12	12	15	59
22	MRZ	10	8	8	6	11	43
23	MSS	10	10	11	8	10	49
24	MY	10	10	10	7	10	47
25	NA	15	10	7	8	15	56
26	NI	14	12	11	8	15	60
27	NAS	12	10	7	7	10	46
28	NFS	13	7	7	6	11	44
29	RI	15	16	15	11	15	72
30	SI	12	10	7	8	10	47
31	SM	13	12	9	8	13	55
32	SPSR	8	7	7	6	9	36
33	ZI	12	9	7	7	12	48

(Data Source; SMPN 17 MAKASSAR)

The table 4.1 at page 28 show the students' pre-test score from 33 students as the sample, in assessments of some criterias, namely: content, organization, mechanic, grammar, vocabulary.

Those to know students' classification it can be seen in table 4.2 below

Table 4.2 Students' Classification in Pre-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	0	0
2.	Good	70-84	4	12%
3.	Enough	60-69	4	12%
4.	Poor	50-59	7	21%
5.	Very Poor	<50	18	55%
Total			33	100%

(Data Source; SMPN 17 MAKASSAR)

The table 4.2 above show the students classification. The writer found that no students got an excellent classification, 4 students' reach the good classification, 4 students' reach the enough classification, 7 students' reach poor classification, and 18 students' reach very poor classification.

The data of Post-test score can be seen in the table 4.3 below

Table 4.3 Scores of Post-Test

No	Students' Initial	Criteria					Total
		Content	Organization	Mechanic	Grammar	Vocabulary	
1	APH	18	16	15	13	17	80
2	AML	18	16	15	13	17	80
3	AAB	18	17	16	18	18	87
4	ARN	12	14	13	15	18	72
5	AAS	15	17	18	15	18	83
6	BAA	17	14	13	11	17	76

No	Students' Initial	Criteria					Total
		Content	Organization	Mechanic	Grammar	Vocabulary	
7	DHNA	17	17	17	16	18	86
8	ENNM	18	17	16	18	18	87
9	FA	13	15	12	15	16	70
10	FQA	18	17	16	18	18	87
11	FA	17	16	15	16	15	79
12	IL	17	16	15	16	17	81
13	JBN	16	18	17	15	18	84
14	MPPP	17	15	16	18	16	82
15	MASA	17	15	18	18	18	86
16	MNDPJ	18	16	17	18	18	87
17	MRA	18	18	16	18	12	83
18	MR	17	14	13	11	17	76
19	MT	18	17	16	12	17	80
20	MW	17	17	17	16	18	86
21	MH	16	15	14	14	17	76
22	MRZ	16	15	14	14	17	71
23	MSS	12	12	11	9	12	72
24	MY	13	12	12	9	12	72
25	NA	18	16	15	14	17	80
26	NI	18	15	17	12	18	80
27	NAS	17	16	15	18	16	82
28	NFS	15	11	14	10	12	62
29	RI	16	17	18	16	15	82
30	SI	17	16	15	12	15	75
31	SM	15	14	16	14	15	74
32	SPSR	15	14	12	15	15	71
33	ZI	15	14	16	15	14	74

(Data Source; SMPN 17 MAKASSAR)

The table 4.3 at page 30 show the students' post-test score from 33 students as the sample, in assessments of some criterias, namely: content, organization, mechanic, grammar, vocabulary.

Thus to know students' classification in Post-test it can be seen in table 4.4 below

Table 4.4 The Students' classification in Post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	7	21%
2.	Good	70-84	25	76%
3.	Enough	60-69	1	3%
4.	Poor	50-59	0	0
5.	Very Poor	<50	0	0
	Total		33	100%

(Data Source; SMPN 17 MAKASSAR)

The table 4.4 above show the students classification in post test. The writer found that 7 students got an excellent classification, 25 students' reach the good classification, 1 students' reach the enough classification, no students' reach poor classification, and no students' reach very poor classification.

To know students' mean score in Pre-test and Post-test we can see it in table 4.5 below.

Table 4.5 The Mean Score and Standard Deviation of Students' Pre-test and Post-test in Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Tes	33	28	76	1659	50.27	13.022
Post-Test	33	62	87	2603	78.88	6.209
Valid N(listwise)	33					

Table 4.5 showed that there is a significant improvement after giving the treatment in learning process. In pre-test, the minimum score was 28, the maximum score was 76, the total score was 1659, so the mean score was 50.27 and standard deviation was 13.022. While in post-test the minimum score was 62, the maximum score was 87, the total score 2603 with the mean was 78.88 and standard deviation was 6.209. In conclusion the total score and mean score of post-test was higher than pre-test.

The Result of T-test

After the writer gave an understanding of clustering techniques to students' and gave assignments about descriptive texts and finally obtained the pre-test and post-test, the investigator used the t-test to test the hypothesis. The task of measuring whether there is a significant difference in the results of students' mean score on the t-test pre-test and post-test. Facilitates significant difference analysis by using the test heuristic analysis or the significant difference test running on SPSS version 16.0.

In this research, the hypothesis H_0: There was no significant influence of using clustering technique towards students writing skill of the 8th grade at SMPN 17 MAKASSAR in 2021/2022 academic year. While the alternatif hyphothesis H_1: There is significant influence of using clustering technique towards students' writing skill of the 8th grade at SMPN 17 MAKASSAR in 2021/2022 academic year. If the value significant 2 or sig. (2-tailed) lower than 0.05, H_1 Accepted and H_0 rejected. It can be concluded that after testing the t-test there is a significant effect of using clustering techniques on students' writing skills

To know students' T-test score we can see it in table 4.6 below.

Table 4.6. The Result t-test

Paired Sample Test

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-28.606	13.661	2.378	-33.450	-23.762	-12.029	32	.000

The result of Test explained that Sig. (2tail) is 0000. The result provides the SIG. (2 latches) The table is lower than others. Therefore, the hypothesis (H1) was accepted and the null hypothesis (coughing) was rejected. It means that the using clustering technique can enchance students' writing skill in descriptive text at the 8th grade of SMPN NEGERI 17 MAKASSAR in the academic year 2021/2022.

B. Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. Namely pre-test, treatment and post-test. The first step was giving pre-test to students. Before instructing treatment in clustering, a pre-test was made to know the students' writing ability scores. The second step applied the clustering technique to conduct treatment to students. The third step was giving post-test to the students to know their writing proficiency scores after applied clustering technique.

In the pre-test, the writer explained the test to all students in the classroom. The pre-test aimed at knowing a student's writing skills before receiving

treatment, it seems that the students are not understanding the exam and the writer is actively asking questions. The results of the pre-test show that the students lack in writing skills. It seems that the students did not understand the exam and not active to the writer questions.

The researcher using clustering techniques by demonstrate the use of clustering techniques. The test was aimed at knowing the students' writing skills after they received treatment, and the students were particularly enjoying the activity using an interesting clustering technique. The post-test was given to students by the same explanation of the test at the pre-test. The test was aimed at knowing the students writing ability after they received treatment, and the students conducted the test quieter and faster. There were very significant differences based on students' scores and grades in the pre-test and post-test. Investigation showed that this investigation was successful and the average score on the pre-test was 52.27 and the post-test was 78.88. I noticed that students of SMPN 17 MAKASSAR at the 8th grade writing proficiency scores were different in pre-test and post-test.

After being given clustering technique method the students' is given post-test. The result of post-test is aimed to know how the students' score after using clustering technique. In short, the average score of pre-test is 52.27 while the average score of post-test is 78.88. It means that the result in post-test was better than pre-test.

It can be seen that after using the grouping technique, students have achieved good results in writing. With reference to the previous description, the conclusion

is that in this research, grouping technique is used as a means of learning writing teaching. In fact, the theory was accepted and inspired students to improve the writing skills of SMPN 17 Makassar second-year students in the 2021/2022 school year. The students not only made some progress in academic performance, but also made some progress in behavior in the classroom. After the study was completed, the students' grades improved.

We can see in table 4.1 pre-test (before applying the clustering technique) and table 4.2 post-test (after applying the clustering technique). It can be seen that students development after giving treatment writing using the clustering method can improved the student's writing skills because the clustering method as a tool can help the brain work in finding words to use in writing, stimulating new ideas and allowing the students to focus on what they are doing. As mentioned out by Sinaga (2017:11) Clustering Technique was a powerful tool or technique that helps writers to arrange, generate and develop the writers' ideas in order to product a good writing.

Several obstacles were found because this research was carried out during the Corona virus pandemic, because education and learning activities were carried out at home. The writer must prepare extra teaching strategies, and gave students' information repeatedly.

From all of discussion of the result presented, the writer concludes that writing by using clustering technique is able to contribute in improving students' writing skills. It is because the clustering technique can help the work of brain in find out the words to be used in writing, giving a stimulus to find out of the new ideas, as well as making the students more focused on what they are doing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reviews the findings of the study and the following suggestions for English learners and research educators.

A. Conclusion

After conducting the research and analyzing data relating to the formulation of the problem, as well as several supporting and inhibiting factors, according to the research findings and discussion, the writer concluded that there was influence of using clustering technique method towards students' writing skill at the eighth grade of SMPN 17 Makassar in the academic year of 2021/2022. It could be seen on the results between the pre-test and post-test. The score of the post-test was higher than the score of the pre-test. Based on the result of data analysis and the discussion fun way in learning writing to stimulate the students to improve writing skill. Most of the students have low in writing skill before clustering method applied. The students' can improve their writing skill and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in writing.

B. Suggestion

Based on the conclusions at page 39, the writer put forwards some suggestions and recommendation as follow

1. English Teacher:

   a. The English teachers can try applying clustering technique method or in improving students' writing skill in their English class. Learnig English seems boring, but by combining lessons with things students like and more attractive to learn, they tend to prefer to practice on their own rather than simply stick to textbooks.

   b. English teachers are expected to facilities students in writing process, especially the prewriting step through the clustering technique. The writer found that the complicated and difficult way of teaching of boring would makes students' lazy to learning new things.

2. Further Researcher

   The writer also expects further writers to make a research about teaching English writing using clustering technique as the alternative to improve students' knowledge. For further researcher, the result of this study can be used as an additional reference with different discussion.

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APPENDICES
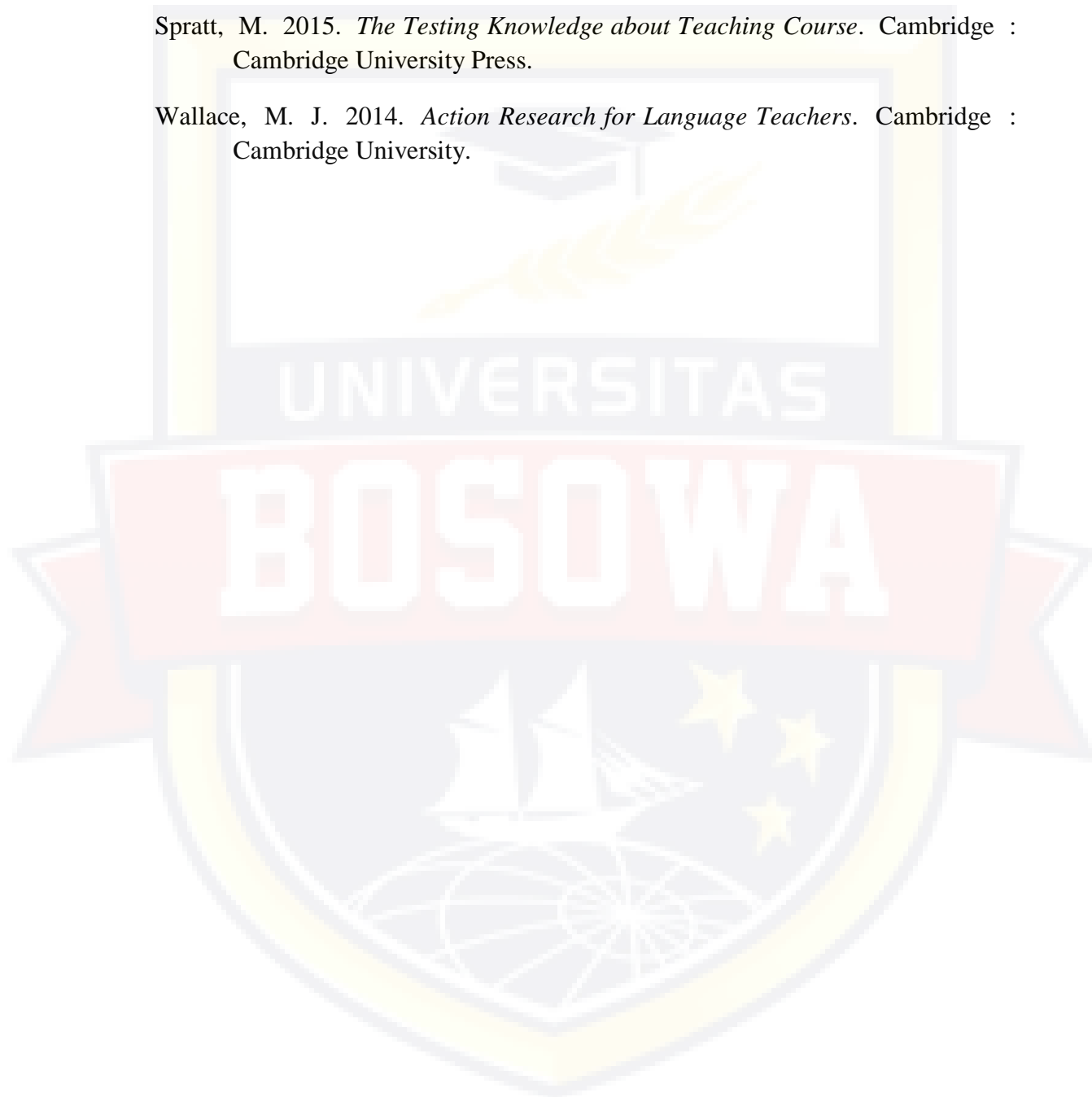
Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH SMP NEGERI 17 MAKASSAR

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII / GENAP

ALOKASI WAKTU : 4 x 40 Menit (2 x Pertemuan)

1. **STANDAR KOMPETENSI**

Mengungkapkan makna dalam konteks teks tulis fungsional essay pendek sederhana berbentuk deskrptive teks untuk berinteraksi dalam konteks sehari-hari

2. **KOMPETENSI DASAR**

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berinteraksi dalam konteks kehidupan sehari-hari.

3. **INDIKATOR**

Menulis deskriptive teks menggunakan clustering technique

4. **MATERI PEMBELAJARAN**

Siswa dapat menulis deskriptive teks menggunakan clustering technique

5. **MATERI PEMBELAJARAN**

Teks deskriptive tentang "My Favorite Artis"

6. **METODE PEMBELAJARAN**

Cooperative learning, ceramah dan teknik clustering

7. LANGKAH-LANGKAH PEMBELAJARAN

Pendahuluan (15 menit)

a. Mengucapkan salam dengan ramah dan menanyakan kabar kepada siswa ketika memasuki ruang kelas (santun, peduli)

b. Ketua kelas memimpin doa sebelum kegiatan belajar dimulai

c. Mengecek kehadiran siswa (disiplin, rajin)

d. Mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

Kegiatan inti (60 menit)

a. Guru menyampaikan judul materi yang akan di bahas

b. Guru memberikan salah satu contoh teks deskriptive text menggunakan clustering technique

c. Siswa menulis teks descriptive yang bertemakan "My Favorite Artis"

d. Melibatkan peserta didik secara aktiv dalam setiap kegiatan pembelajaran

e. Siswa mengumpulkan tugas yang telah dikerjakan

f. Siswa memahami teks deskriptive yang ditulisnya

g. Siswa diberi kesempatan untuk berfikir, menganalisa, menyelesaikan masalah tanpa rasa takut.

Kegiatan Akhir (5 Menit)

a. Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas (rasa ingin tahu)

b. Guru menutup pembelajaran dengan doa dan mengucapkan salam (religious)

8. **SUMBER BELAJAR**

Guru, kamus, buku bahasa inggris

9. **PENILAIAN**

Proses penilaian dilaksanakan selama proses berlangsung

Makassar, 1 Oktober 2021

Mengetahui:

Guru Mapel   **Mahasiswa**

Drs. Sukamrat   **Rahmat Nur**
NIP: 19661231995121019   **NIM: 4517101028**

Kepala Sekolah

Sukardi, S.Pd
NIP: 19661017989031013

Appendix 2. Instrument of the Research

Instrument Of the research (Writing Test)

IMPLEMENTING CLUSTERING TECHNIQUE TO FOSTER

STUDENTS' DESCRIPTIVE WRITING SKILL AT SMP NEGERI 17

MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengetahui kemampuan menulis siswa dalam mengembangkan sebuah karangan berbentuk descriptive teks

2. Hasil test akan menjadi data dalam penyusunan skripsi pada jurusan pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

3. Peneliti sangat mengharapkan agar siswa dapat menulis descriptive teks secara mandiri.

4. Atas partisipasi dan kerjasama para siswa, peneliti mengucapkan banyak terima kasih.

PRE-TEST

Writing Assignment
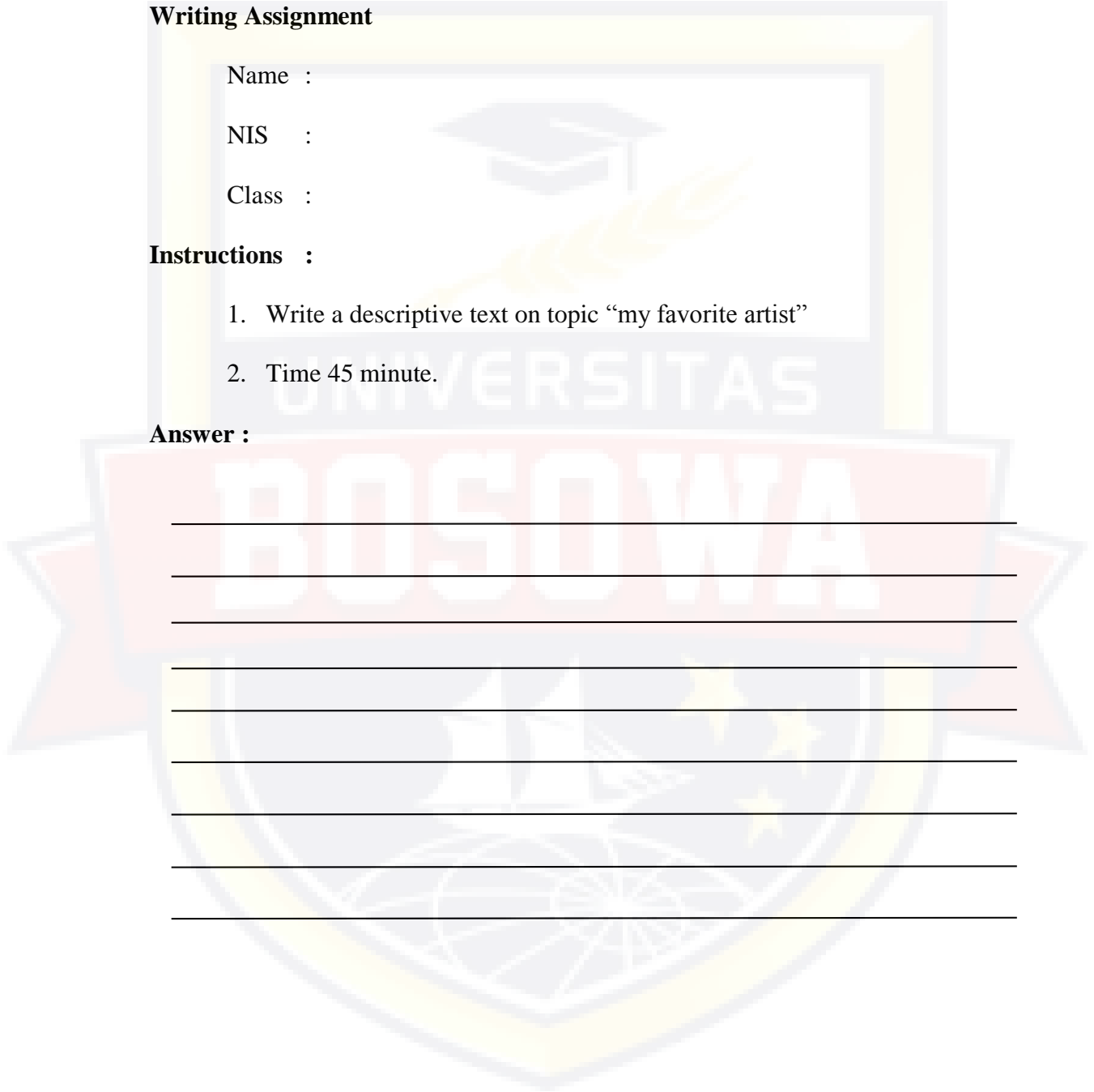
Name :

NIS   :

Class :

Instructions   :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

_____

_____

_____

_____

_____

_____

_____

_____

_____

POST-TEST

Writing Assignment

Name :

NIS   :

Class :

Instructions   :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

_____

_____

_____

_____

_____

_____

_____

_____

_____

TREATMENT 1.

The example of clustering technique 1
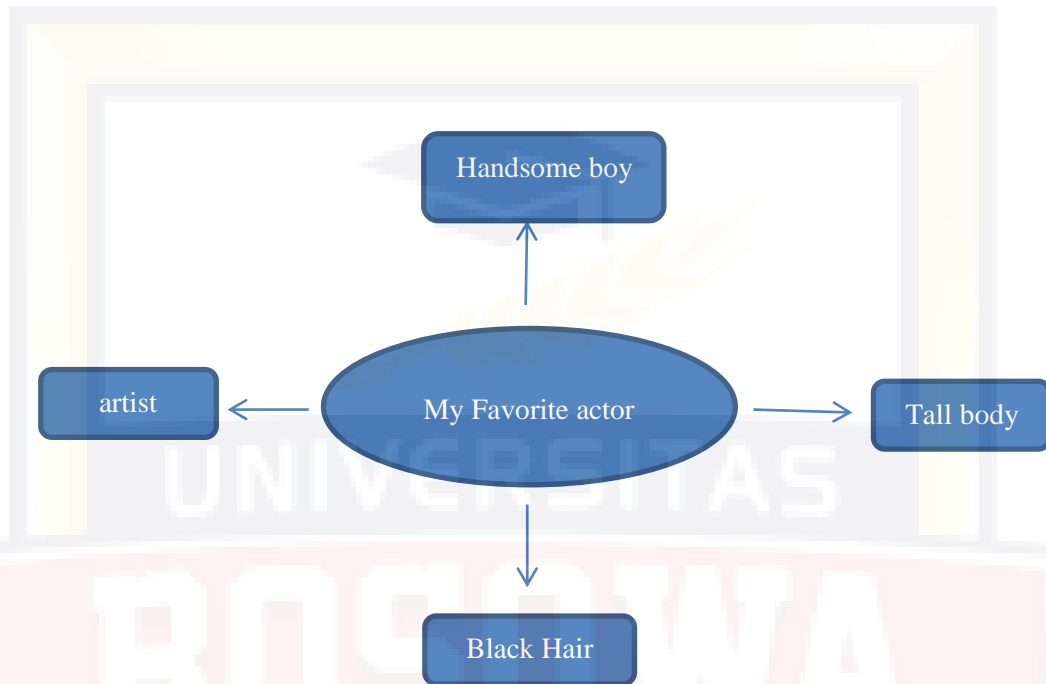
In the table above, it can be seen that how to make a clustering technique is to divide points or creative ideas into a column. This method is useful to make it easier for students to compose a descriptive sentence.

Example: My favorite actor is a artist with the handsome boy, tall body and black hair.

TREATMENT 2.

The example of clustering technique 2
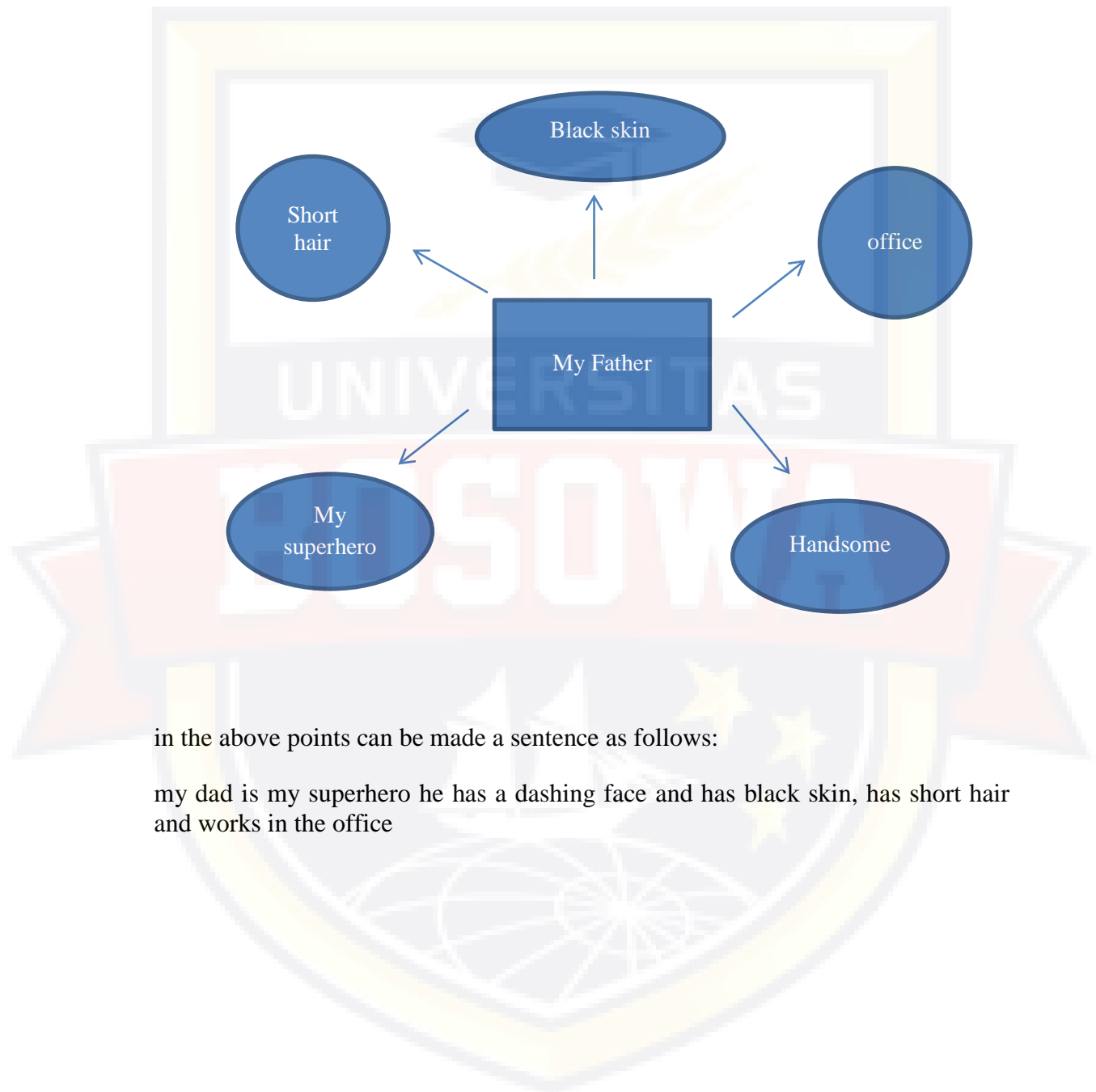
in the above points can be made a sentence as follows:

my dad is my superhero he has a dashing face and has black skin, has short hair and works in the office

TREATMENT 3.

The example of clustering technique 3
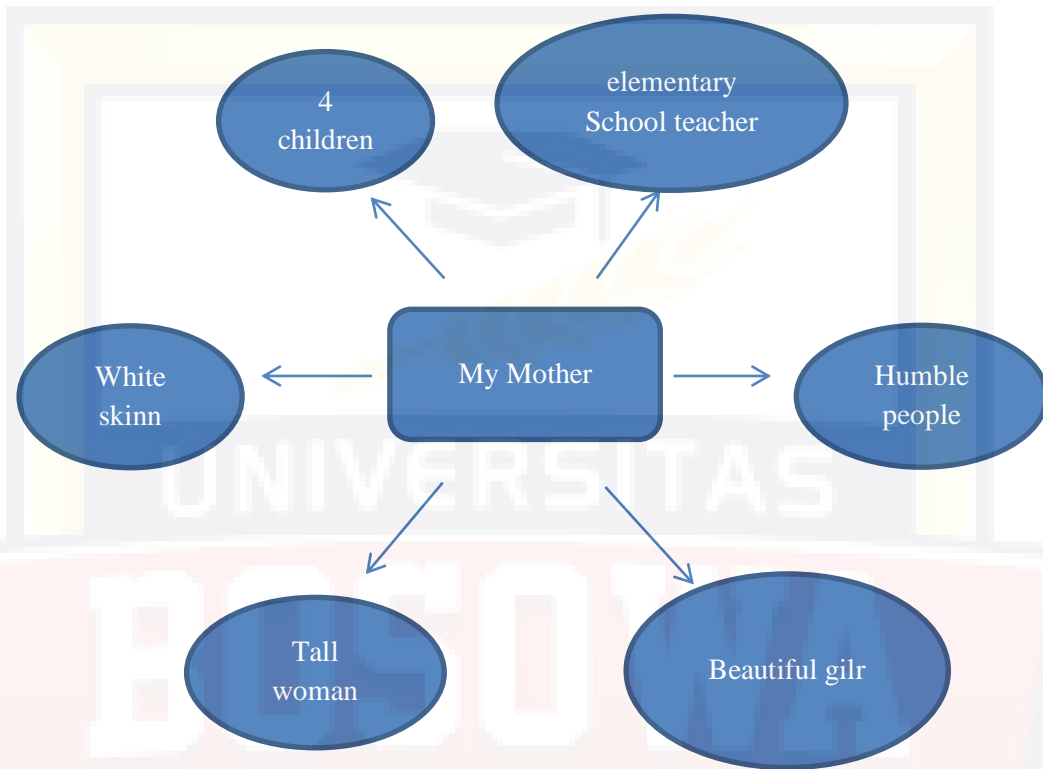
in the above points can be made a sentence as follows:

my mother is very beautiful girl, tall woman, and also has white skin she works as a elementary School teacher and my mother is very humble people

TREATMENT 4.

The example of clustering technique 4
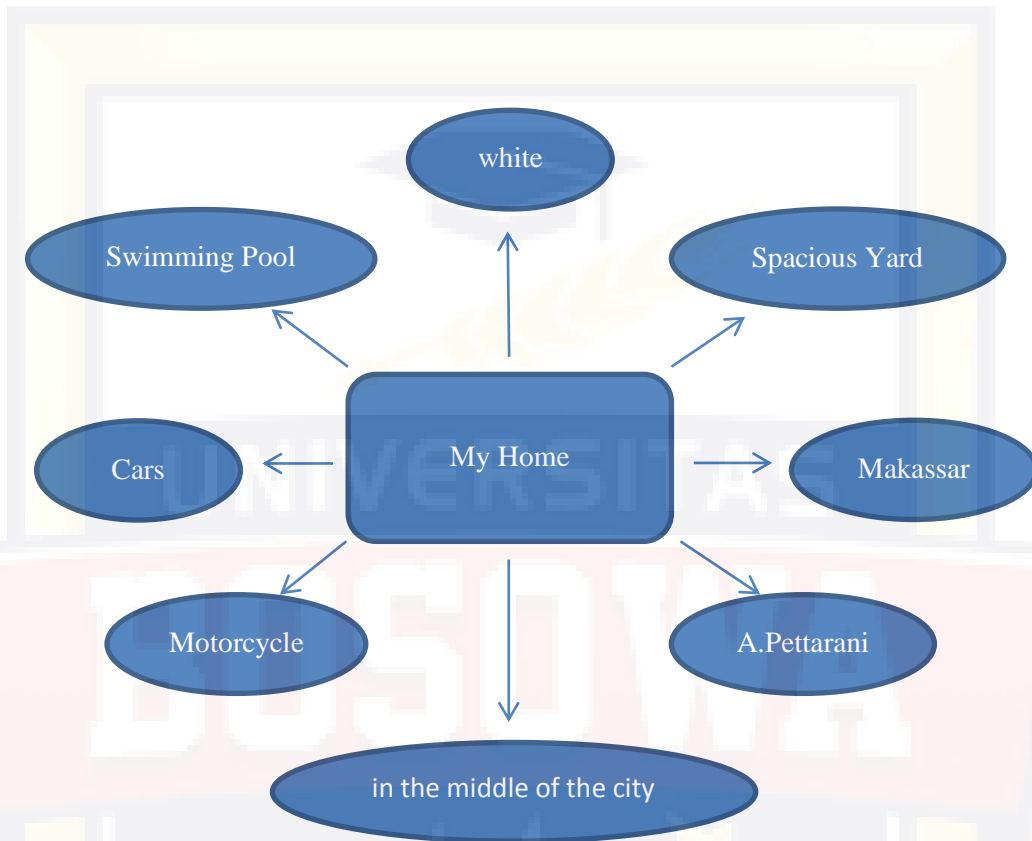
in the above points can be made a sentence as follows:

My house is located in the center of Makassar City, located on Jalan A. Pettarani, my house is white, has a swimming pool and a large yard and in that yard there are cars and motorcycle.

Appendix 3. Students Assessment

makassar
Jum, 10 sep

Writing Assigment
Name: Nurmughni Fadhila. S
NIS:
Class: 8.7
Instructions:
1.) Write a descriptive text on topic "my Favorite artist"
2.) Time 45 minute.
Answer:

J-Hope is known as the main dancer and rapper of BTS.
On my Favorite artist is Jung Ho-Seok (Hangul: 정호석),
better known as J-Hope, is the lead dancer and rapper of
the South Korean group BTS (Bangtan Sonyeondan).
Its Features are:
* Tall
* Her hair color is not certain because she often changes
her hair color
* Fair skin
* Have a beautiful smile
* J-Hope Signed up for Hanyang Cyber University for an
MBA in Advertising and Media in march last year and
they are in school
* He was born in ~~Hsok~~ Ilgok-dong, Gwangju-South
Korea on February 18, 1994.

No.

Date : 9 Sep 2021

Nama = Echa Meyani, Mutiara

kelas = 8.7

Write a descriptive text on topic "My favorite artist"

= My favorite artist in anime is very cool, stroong, not too tall, has white skin, humorous and a bit stupid, very responsible but stubborn. ~ BAKA SENCHO

Nama : Arga Aldan Saputra
kelas : 8.7
mapel : Bhs . Inggris
No. urut : 5

Write a descriptive text on topic " My faforite artist "
= My favorit artist in anime is very cool, tall, has ~~~~
White Skin, a little stupid, ~~~~ and very responsble.
~ Gojo Satoru

Student Score:

PRE-TEST and POST-TEST

Writing Assigment

Name : Iqbal

NIS : 2111681

Class : 8·7·

Instructions :

1. Write a descriptive text on topic "my favorite artist"
2. Time 45 minute.

Answer :

Stefani Joannne known proffesionally as lady gaga is an American singer, songwriter and actress. she is known for her image reinventions and musical versatility. Gaga began performing as a teenager, singing at open mic nights and acting in school plays

C : 17
O : 16
M : 15
G : 16
U : 17

81

American singer

actress — Lady Gaga → songwriter

Teenager

Students Score:

PRE-TEST and POST-TEST

Writing Assigment

Name : Ikbal

NIS : 2111681

Class : 8.7

Instructions :
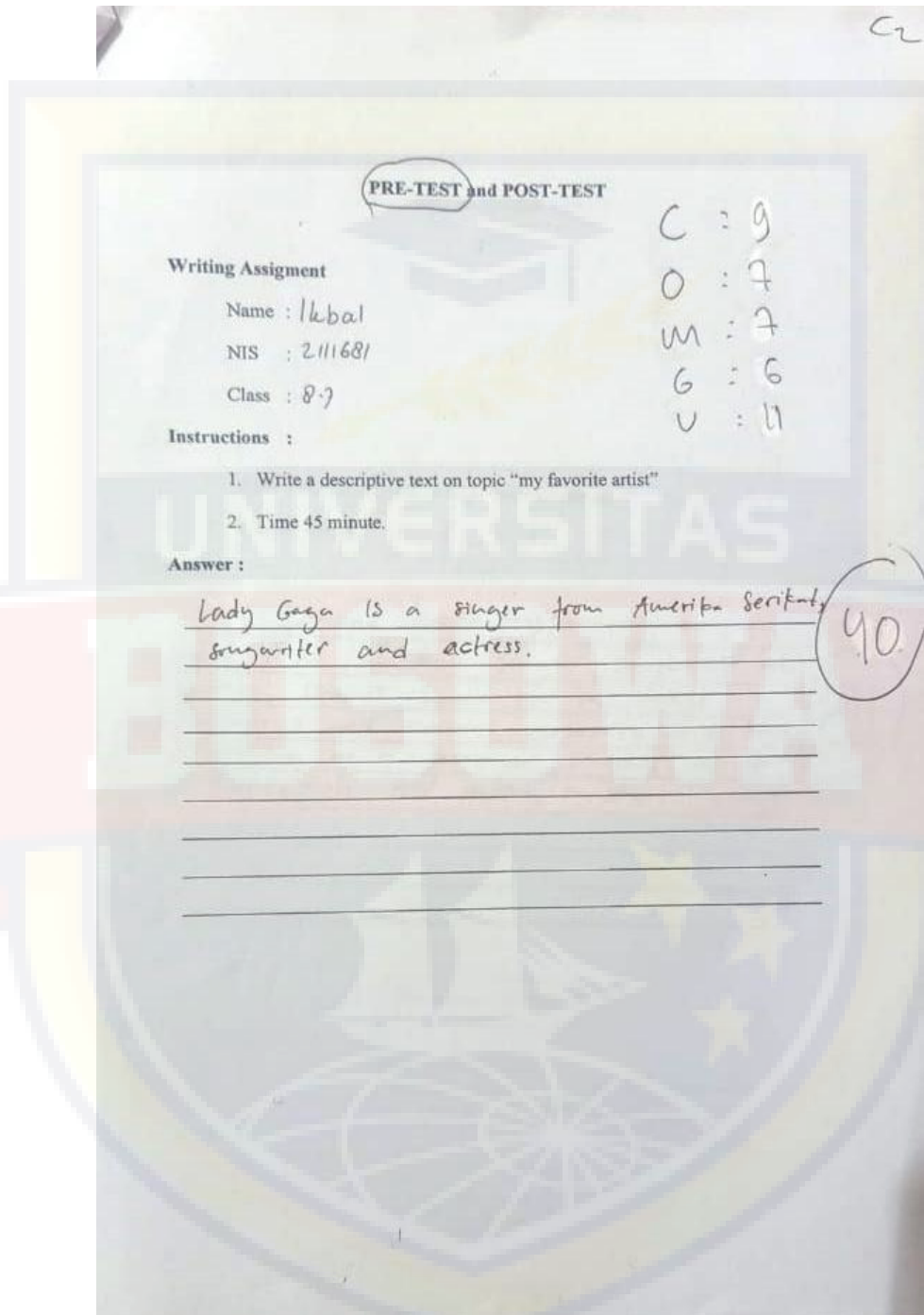
1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

Lady Gaga Is a singer from Amerika Serikat, songwriter and actress.

C : 9
O : 7
M : 7
G : 6
U : 11

40.

Students Score:

PRE-TEST and POST-TEST

Writing Assigment

Name : fathien Qurratu Ainy

NIS : 2111679

Class : 8-7

C : 18
O : 17
M : 16
G : 18
U : 18

Instructions :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

Jung Ho Seok. Jung Ho Seok / J-Hope was born on 18 february 1994, better known as "J-Hope" is a South korean rapper, dancer, singer, songwriter, and record producer. In 2013, J-hope debuted as a member of the South korean Big Band BTS, managed under Big Hit Entertainment. As one of BTS's composers, he has 77 songs credited to his name by the korea music copyright Association.

87

Mind map: Jung Ho-Seok — Artist, Army, Big band, Rapper, Korea, Handsome, BTS, Smart

Students Score:

PRE-TEST and POST-TEST

RG.

Writing Assigment

Name : fathien Qurratu Ainy

NIS : 2111679

Class : 8.7

C : 18
O : 16
M : 15
G : 12
V : 15

Instructions :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

Jung Ho-seok.   Jung Ho-seok. / J-Hope.

I Hope Was born on 18 feb 1994, better known as "J-Hope", is a south korean rapper, dancer, singer, songwriter, and record Producer. In 2013, J-Hope debute as a member of the South Korean Boy band BTS, Managed under Big Hit Entertainment. As one of the composers for the group he has 77 songs accredited to his name by the korean Music Copyright Association.

76.

Students Score:

PRE-TEST and POST-TEST

Writing Assigment

Name : Echa Meylani Mutiara Nurihsan

NIS : 2111677

Class : 8-7

Instructions :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

Answer :

Najwa shibab was born In Makasar south Sulawesi
16 September 1997. Najwa is an alumni of
Faculty of law UI year 2000

C = 9
O = 11
M = 10
G = 12
U : 12

54

Students Score:

PRE-TEST and POST-TEST

Writing Assigment

Name : Echa Meylani Mutiara Nurhalisah

NIS : 2111677

Class : 8.7

Instructions :

1. Write a descriptive text on topic "my favorite artist"

2. Time 45 minute.

C : 18

O : 17

M : 16

G : 18

U : 18

Answer :

Najwa shihaab is one example of the best and smart woman with a myriad of achievements that his willingness and responsibility in doing something we can take limitations, Najwa is now a Indonesian reading ambassador and given the task to invite children in Indonesia to read more often

87

smart woman

Najwa shihab → Indonesian Reading ambassador
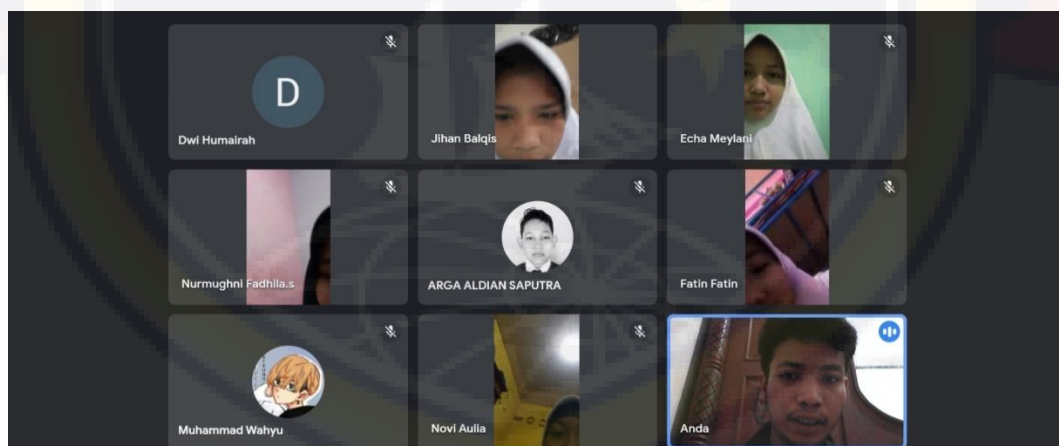
Born in makasar
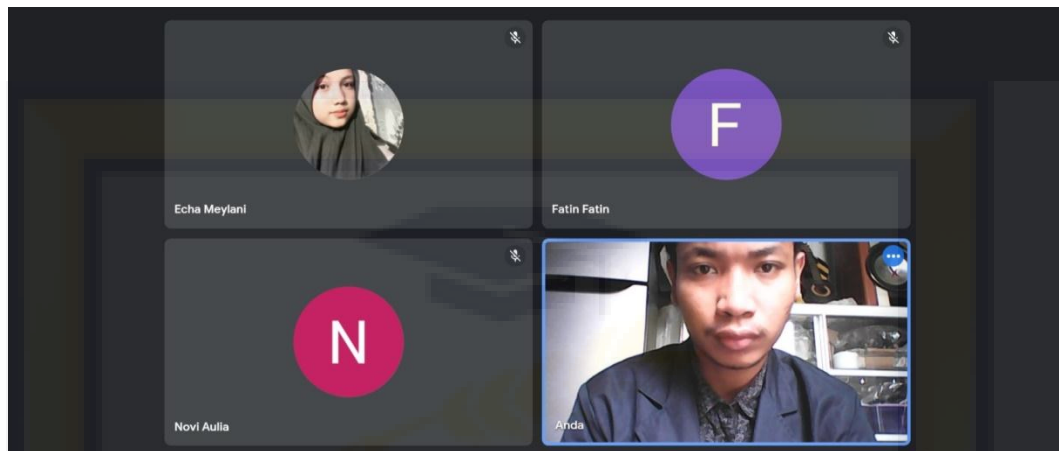
Appendix 4. Documentation

Picture 1.
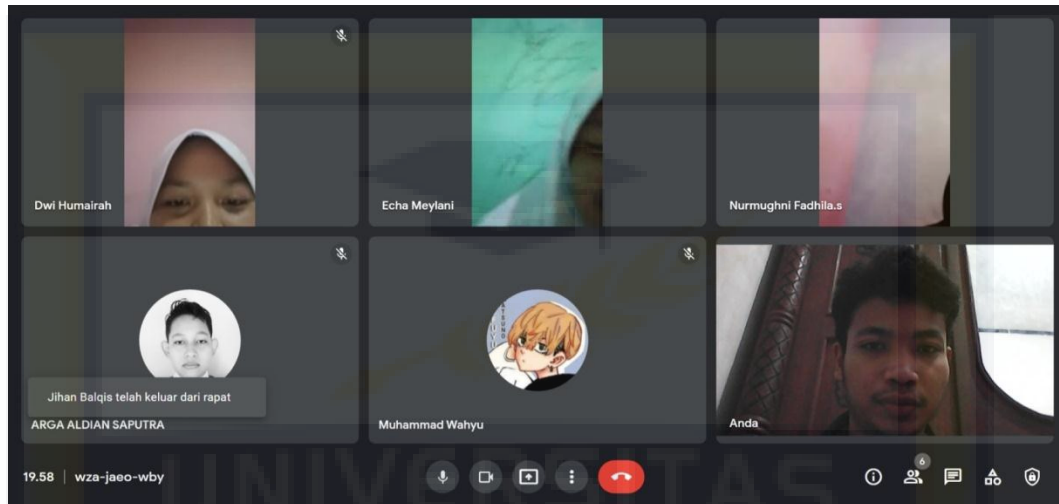
First meeting, the writer was waiting the students join into the meeting room
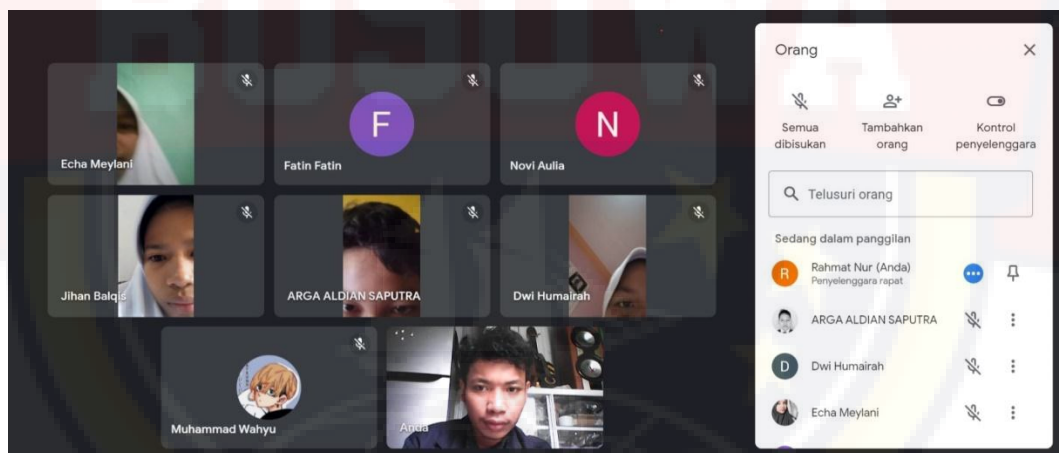
Picture 2.

First meeting, the writer was attending students and giving explanations about descriptive sentences to students

Picture 3

Second meeting, the writer was waiting the students join into the meeting room

Picture 4.

Second meeting the writer was attending to students and continued to explain about descriptive sentences and gave examples of descriptive text sentences and continued by providing explanations about clustering techniques.

Picture 5.

Third meeting the writer was conducted a sharing session with students about their favorite artist, and asked students to explain the characteristics of their favorite artist.

Picture 6.

Fourth meeting the writer giving worksheets to students

UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568

http://www.universitasbosowa.ac.id

Nomor   : A.288/FKIP/Unibos/VIII/2021
Lampiran : -
Perihal   : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Sekolah UPT SPF SMPN 17 MAKASSAR
di –
     Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : Rahmat Nur
NIM   : 4517101028
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                 Universitas Bosowa

Judul Penelitian :

**IMPLEMENTING CLUSTERING TECHNIQUE TO FOSTER STUDENTS'
DESCRIPTIVE WRITING SKILL AT SMP NEGERI 17 MAKASSAR**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 20 Agustus 2021
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SEKOLAH MENENGAH PERTAMA NEGERI 17 MAKASSAR
Alamat Jl. Tamangapa Raya V No.5 NPSN : 40313403
Kec. Manggala, Kota Makassar Kode Pos 90235, Email: smpn17sekmak@gmail.com

<u>SURAT KETERANGAN IZIN PENELITIAN</u>
No: 897/172/UPT SPF SMP.17/XI/2021

Yang bertanda tangan dibawah ini, Kepala UPT SPF SMP Negeri 17 Makassar menerangkan bahwa :

N a m a   : RAHMAT NUR

NIM   : 4517101028

Lembaga / Pendidikan   : UNIVERSITAS BOSOWA

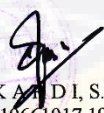FAK/PROG./JURUSAN   : PENDIDIKAN BAHASA INGGRIS (FKIP)

Benar telah mengadakan Penelitian Pada UPT SPF SMP Negeri 17 Makassar pada tanggal 27 Agustus 2021. atas dasar Surat Izin Dekan Universitas Bosowa Kota Makassar. Nomor : A.288/FKIP/Unibos/VIII/2021 Tanggal 20 Agustus2021

dengan judul :

" *IMPLEMENTING CLUSTERING TECHNIQUE TO FOSTER STUDENTS' DESCRIPTIVE WRITING SKILL AT SMP NEGERI 17 MAKASSAR* "

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 4 November 2021
Kepala UPT SPF

S U K A R D I, S.Pd
NIP. 19661017 198903 1 013

BIOGRAPHY

Rahmat Nur was born in Bambaea, Southeast Sulawesi on May 11th, 1999. He is the only son of the couple Mr. Herman and Mrs. Rusniah Arif. He started his formal education in 2005 at SDN 32 Barabba Bulukumba district and graduated in 2011. In the same year he continued his education at SMPN 2 Bulukumba and graduated in 2014. Then he continued his education at SMAN 8 Bulukumba and graduated in 2017. After that he continued his education at the Bosowa University Makassar at the Faculty of Teacher Training and Education, More precisely majoring in english education, and finished in 2022. During study he entered to several organizations, and was very active in student organization activities, during study, he spent a lot of time hanging out at the campus, so he had a lot of experience about organization, he began to organize since the 3rd semesters, including *the first* LKM (Student Arts Institute), Served as theater coordinator. *The second* is the BEM (Student Executive Association) of the teaching and science faculty education, Served as a member of public relations, and *the third* is Himapbing (English Educational Student Association), Served as a member of public relations. In 2019 he was the chairman of the committee at the english camp event, and in 2021 was a steering coordinator at LDK (Basic Leadership Training) BEM FKIP 2021.