

**IMPLEMENTING CLUSTERING TECHNIQUE IN
TEACHING DESCRIPTIVE WRITING**

(A Script)

By

Puti Ainun Rahmani



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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ABSTRACT

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The objectives of this research were to find out whether there is any significant difference of students' writing ability of descriptive text after being taught through clustering technique and also to find out the difficulties faced by most of the students in using clustering technique for their descriptive writing. This research was basically used one group pretest-posttest design.

The population of this research was the second grade students of SMPN 22 Bandar Lampung in the academic year 2017/2018. The sample of this research was VIII K which consisted of 25 students. The instruments of this study were a writing test and questionnaires. The data were analyzed by using *Repeated Measure T-test* in which the significance was determined by $p < 0.05$.

The results of the research showed that the mean score of pretest (68.68) and post-test (84.28) which the gain was 15.60 with the significant level 0.05. Furthermore, the students most found it difficult to identify adjective and to developed the main idea in clustering the the topic for their descriptive writing. Briefly, it can be concluded that clustering technique can be applicable to improve students' ability in writing descriptive text.

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DESCRIPTIVE WRITING**

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PUTI AINUN RAHMANI

A Script

Submitted in a Partial Fulfillment of the
Requirements for S-1 Degree

in

The Language and Arts Education Department of
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG**

2018

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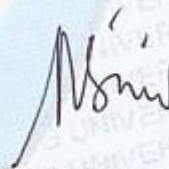
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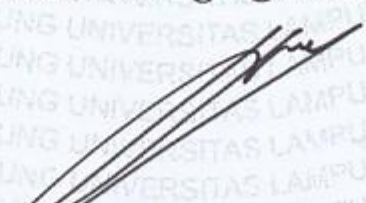
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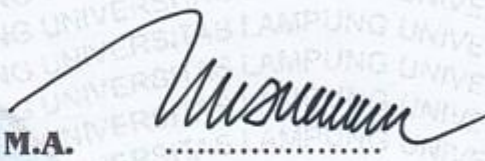
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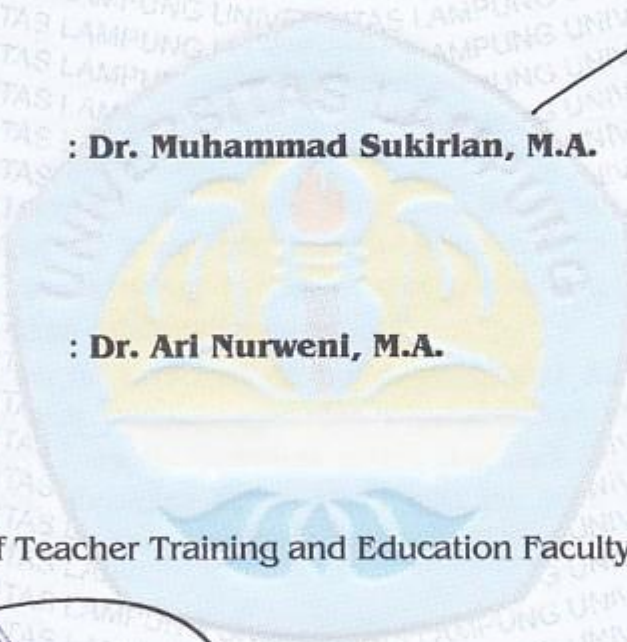
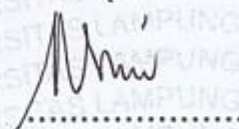
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CURRICULUM VITAE

The researcher's name is Puti Ainun Rahmani. She was born on September 17, 1996 in Bandar Lampung. She is the last daughter of a great couple, Ir. Muhammad Idrus M.Si. and Ir. Khaira Nova, M.P.

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MOTTO

“So verily, with the hardship, this is relief. Verily, with the hardship,
this is relief.”

(Qur'an 94: 5-6)

“A happy soul creates you to be solid and strong”

(Puti Ainun Rahmani)

DEDICATION

This script is entirely dedicated to:

My beloved parents

Ir. Muhammad Idrus, M.Si.

and

Ir. Khaira Nova, M.P.

My elder brother

Thayib Rusfadli, A.Md.

My fabulous friends in English Department 2014

My lovely almamater

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Implementing Clustering Technique in Teaching Descriptive Writing”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

1. Prof. Dr. Cucu Sutarsyah, M.A., as her first advisor, for her patience, encouragement, and who has been willing to spend her time to assist me in accomplishing this script.
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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 07th June 2018

The writer,

Puti Ainun Rahmani

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I. INTRODUCTION

This chapter explains the following topics: background, limitation of the problems, research question, objectives, uses, scope, and definition of key terms.

1.1. Background

English teaching is intended to develop students' ability to use English as a means of communication. Students are expected to use English communicatively both oral and written form. Writing skill is the one skill which has to be mastered by students. Writing is the most difficult language skills because it is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process, learners always deal with the process of arranging words into sentences and the putting sentences into paragraph until they can create a piece of written text. However, writing is one of language skills which have to be acquired by the students.

According to Tompkins (2000:10), there are some stages in writing activity; pre-writing, drafting, revising, editing and publishing. Nunan (2003:23) says that writing is a both a process and product. The writer imagines, organizes, drafts, edits, reads, and re-reads. Clanchy and Ballard (1987:1) define writing as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. To support the

concept of writing, Massi (2001:1) defines writing as a transmission process of ideas from an addresser to an addressee via text. Phelps (2001:2) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. The function of language is to communicate which is not just by speaking but also by writing. Therefore, it is important to build the writing skill first in order to make the students able to write as what they are thinking of.

Writing process involves students to compose words into sentences and to compose sentences into paragraph until they can create effective paragraph writing. Most students find difficulties to state their ideas. Actually, they might have ideas in their mind but they often feel confused how to develop or state their thoughts in words and in a good writing. Byrne (1988:4) claims that writing is difficult for most people both in mother tongue and in foreign language. Sometimes, it is hard for the students to produce their ideas, words, sentences, paragraphs, and composition in written form. This condition causes students to stop writing and be anxious. Observing these problems, teacher must find the better way in delivering material related to this skill for students

In teaching writing, the teacher brainstorm to stimulate the students' ideas before being expressed in written form. Also, teacher should provide adequate warming up activity about topic being discussed. Moreover, during learning writing process, teacher should guide the students to write a good paragraph as well based on the several aspects of writing such as: content, vocabulary, organization, grammar, and mechanic. It can be seen that students need any

approach in writing to help them expressing their thought in written form which bring them joyful activity; therefore, they will write without any hesitation.

For all the problems faced by the students in writing, the teacher should apply the appropriate media, method, or technique used in the teaching-learning process. Clustering Technique can be the technique in teaching writing especially for descriptive text. According to Buscemi (2002:14) says that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called *mapping*, and *diagramming*, it is another effective way to gather information for an essay.

There are several previous studies that are related to this research. Alawi (2011) who conducted his research at eight grade students of MTs. Darul Ma'arif, Cipete, Jakarta to find out the improvement of students' ability in writing descriptive text using clustering technique. The finding showed the improvement of students' ability in writing descriptive text could be seen from the increase of the students' mean writing score from 49.5 in the preliminary study, and 64.8 in the first cycle to 74.3 in the second cycle.

Hapsari (2013) who conducted a research in first year of senior high school to find out the improvement of vocabulary achievement through clustering technique. The finding showed that clustering technique improved students' vocabulary achievement. As the result, the researcher applied clustering technique in writing skill.

The other research was conducted by Kartikasari (2014) who investigated the implementation of clustering technique for teaching speaking to senior high school students. The research was classroom action research which used observational checklist oral test as data collection. Having conducted two cycles of action research. As the results show, this technique gives a contribution in improving students' speaking ability. Since in the previous research, clustering technique was applied in teaching speaking, the researcher will try to apply it in teaching writing.

Similar research was also conducted by Inal (2014) which focused on the effect clustering technique on students' writing on narrative text at Dokuz Eylul University. The findings showed that the use of clustering technique improved the students writing ability at university level. He found that clustering pre-writing strategy can create the creative and motivating atmosphere, so the students can learn intuitively and let the flow of their thoughts guide them in writing.

Based on the previous research, clustering technique is effective to be implemented by the teacher. It stimulates students' idea in writing and it guides students about what should be written. Therefore, the researcher tried to find a way how to make students enjoy their writing classes and assignment in junior high school level. Most of the studies were focused on the effectiveness and improvement of students' writing skill. Further, this study served a different design from previous study while in this study, the researcher also focused in analyzing the difficulties faced by most of the students in developing their idea through clustering technique to compose their descriptive writing.

1.2. Research Questions

In line with the background stated previously, the problems of this research are formulated as follows:

1. Is there any significant difference of students' writing achievement after being taught by using clustering technique?
2. What are the difficulties faced by most of the students in using clustering technique for their descriptive writing?

1.3. Objectives

Based on the problem above, the aims of this study are:

1. To find out whether there is a significant difference of students' writing achievement after being taught by using clustering technique.
2. To find out the difficulties faced by most of the students in using clustering technique for their descriptive writing.

1.4. Uses

Based on the research questions and the objectives, the finding of the research might be useful for both theoretically and practically. Therefore, the uses of the research were:

1. Theoretically, the result of this research can be useful for reference in English teaching, especially in teaching writing descriptive text. For the researchers, the result can be a reference for further investigation in similar matter.
2. Practically, the result of this research was expected to provide positive contribution to the teachers in teaching writing descriptive text. Teacher

can use clustering technique as teaching technique in learning process to increase students' creativity. It can make teaching process is easier.

1.5. Scope

This research was conducted in the second grade of SMP N 22 Bandar Lampung. Moreover, this research was focused on the difference of students' writing achievement after being taught by using clustering technique. Also, the aim of this research was to know what are the difficulties faced by the most students in using clustering technique for their descriptive writing. The researcher conducted the research in two meetings or twice treatments. The material of the research was descriptive text about people, animal and place.

1.6. Definition of Key Terms

There are some terms in this study that should be clarified, such as:

1. Writing

Writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system). Writing is a process of composition in the sense of making or building which involves constant reconstruction.

2. Clustering Technique

Clustering technique is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details). This is true because the word clue is developed from the most general (the core) until the most specific (the branch).

3. Descriptive text

A descriptive text is a text which describes the features of animals, things or place.

This chapter has already discussed about the introduction of the research. Background, research questions, objectives, uses, scope, and definition of key terms have already been described above. The next chapter will cover about the literature review of this research.

II. LITERATURE REVIEW

This chapter deals with the following topics: writing, aspects of writing, text, descriptive text, teaching writing, teaching descriptive text writing, clustering technique, clustering technique in teaching descriptive text writing, advantages and disadvantages, theoretical assumption and hypotheses.

2.1. Writing

Writing is one of the language skills learned by the students in the classroom. Writing is the activity requiring the ability to make the words become sentence. Writing seemed to be difficult because in the process of combining the words into a sentence and constructing sentences into a text, the learners should follow some regulation that depends of the text they want to construct. Learners also have a difficulty when they want to convert their ideas into a text. Since it is believed as the last skills of the language that is learned, a good writing skill can be an indicator of successful language learning. Therefore, improving learners' writing skills is important in teaching English.

Writing is a means of communication to convey message, ideas, and feeling in a written form. Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

Writing, according to Linderman (1983) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing has been a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them. Furthermore, Axelord and Cooper in Ma'mun (2004; 5) state that writing is a complex process and has elements of mastery and surprise. Students should have a lot of information ideas when they want to write about something, and also they should think in their mind so they will be able to carry their ideas into sentences, paragraphs, and an essay. Meanwhile, Nunan (2003:88) says that writing is a process of delivering ideas and thinking into sentences and paragraphs.

From the opinion above, it can be said that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Thus, writing process needs a certain technique that can make it communicative in order to send a message to others.

2.2. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical

convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979: 68) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1) Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content of the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

Organization refers to the logical organization of content. It is scarily more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4) Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use graphic convention of the language, i.e., the step of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally, the aspects of the writing are classified into five aspects; content, organization, vocabulary, language use, and mechanic. Learners would make a well-organized text if they pay a full attention to those aspects.

2.3. Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students' interest and need. Brown (1980: 7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. Furthermore, Raimes (1983: 27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to build students' language skill. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know appropriate way to overcome the writing problem in writing class.

Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In other words, teaching writing guides the students not only to write sentences in text, but also to recognize ideas in written form.

Blanchard and Root (2003) state that there are three steps in writing process; prewriting, writing, and revising as follows:

1) Pre-writing

Pre-writing is the first step; it is preparation step before writing process. This step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” (Flower and Hayes, 1981:372). Pre-writing gives warming up the brain to gathering the ideas to write about.

2) Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. In this step, a writer does translating process of representing one thought in mind into words (Flower and Hayes, 1981:373).

3) Revising

The last step is revising; it is the important step to do after we have produced a draft. Students have to analyze the content of the draft may unclear,

ambiguous or confusing. They have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy.

Clustering technique can help the students' writing in pre-writing process. In clustering, the students can be easy to concept what topic they are want to write and then they can gather the information for their topic based on the clustering technique steps that will be explain on the next sub-chapter.

In conclusion, the English teachers have to guide the students when composing their writing. Interesting activities can motivate the students and make them enjoy in learning, in this case by clustering technique

2.4. Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. Hyland (2004: 6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure which is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

There are two main categories of text namely literary and factual. Literary text is a text which construct to appeal emotion and imagination. For example: stories, movies, scripts, folktales, novels, and lyrics' song. There are three main text types in this category: narrative, poetic and dramatic. Factual text presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are narrative, descriptive, recount, exposition, explanation and discussion. Some factors which accounts for the differences in texts are the purpose of which the text is being used and the language features. Each kind of text is structured in different ways to achieve its purpose. It is

important to understand each type of text. Besides it is needed as an academic purpose, text is also required in students' real social life.

2.5. Descriptive Text

A descriptive text is a text which describes the features of animals, things or place. According to Abisamra (2005) states that descriptive text is a text that tells the reader what the things is or what the things does. Based on Collin (2009) descriptive text is a textd which its function is to describe a place, this text usually describe about location, size, old, content, and other characteristics.

1) Generic Structure of Descriptive Text

Descriptive text has generic structure, according to Gerot and Wignell (1994), there are two generic structure of descriptive text: Identification; identifying the phenomenon to be described or mention the special participant, and description; describing the phenomenon in parts, qualities, or characteristics.

2) Language Feature of Descriptive Text

In term of language features, according to Sudarwati and Eudia (2005:27) descriptive text use of adjectives, compound adjectives, linking verbs, simple present tense, and degree of comparison.

a) The use of adjectives and compound adjective

Adjectives are words that describe or modify another person or thing in the sentence. Or adjectives are words, that describe nouns or pronouns. They may come before the word they describe (That is cute puppy) or they may follow the word they describe (That puppy is cute).

e.g. : 1. A five hundred seated football stadium.

2. A beautiful ancient Roman opera house.

b) The use of linking verbs /relating verbs.

Verb that describe or rename the subject are called linking verbs. A linking verb implies a state of being or condition for the subject, not an action. It links the subject to an equivalent word in the sentence.

e.g. : 1. The temple *is* so magnificent.

2. The temple *consists of* five terraces.

c) The use of Simple Present Tense.

The simple present tense is use to describe an action that is regular, true or normal (everyday).

e.g. : 1. The museum *houses* hundreds of Greek Statues.

2. The hotel *provides* 450 rooms and a large swimmingpool.

In addition, Temple et al. (1998) define descriptive text as a text that helps the readers to visualize something. Descriptive text gives the reader information about the physical appearance and the nature of the object described.

To be clearer, here is the example of descriptive text that reflects the generic structure:

My Mother

Identification:

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her skin color are light brown, and she has a beautiful smile. Her weight likes 120 lbs.

Descriptions:

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love. (<http://www.englishindo.com/2012/03/simple-descriptive-textexamples.html#ixzz43BiFkksg>)

2.6. Clustering Technique

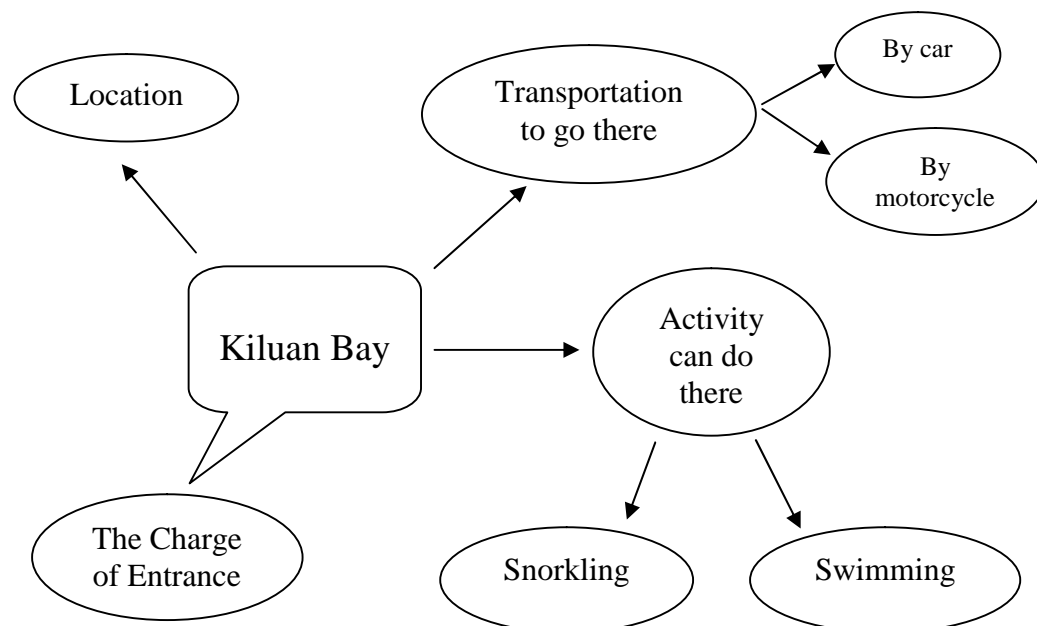
Clustering requires a brief period of initial planning. Meanwhile, Oshima and Hogue (1999:8) say that clustering is brainstorming activity that can be used to generate the ideas.

Macdonald and Macdonald (1996: 34) also state that clustering technique is a good way to generate general unifying categories (abstractions) as well as a way to come up with specific support (details). This is true because the word clue is developed from the most general (the core) until the most specific (the branch).

According to Buscemi (2002:14) says that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called *mapping*, and *diagramming*, it is another effective way to gather information for an essay. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop their in paragraph of descriptive writing.

Still in line with Buscemi, Langan (2006: 25) states "Clustering also known as *diagramming*, or *mapping*, is another strategy that can be used to generate material for a paper. This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circles to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners. On the other hand, Thomas E. Tyner (1985, p. 176-177) says that, looping (clustering) is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas.

Figure 2.1. Clustering Technique



From the definition above, the writer concludes that clustering technique is making a visual map or new association that allows thinking more creatively and

to begin without clear ideas. Clustering technique can be useful for any kind of writing. Writer use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

2.7. Clustering Technique in Teaching Writing

Perhaps, teaching writing is teaching the students how to use the language for communicating, transferring idea and thought through written text.

Clustering technique is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence. Clustering is the way to classify the ideas and share into a piece of paper by making the connection with the core of the idea (DePorter and Hernacki, 1999:181). It means that clustering is a creative activity because when creating a clustering, the learners try to find things related to the topic using a visual scheme or chart. This technique helps the learners understand the relationships among the parts of broad topic and develop subtopic.

The previous research at the same topic was done by Alawi (2011) who conducted his research at eight grade students of MTs. Darul Ma'arif, Cipete, Jakarta to find out the improvement of students' ability in writing descriptive text using clustering technique. The finding showed the improvement of students' ability in writing descriptive text could be seen from the increase of the students' mean writing score from 49.5 in the preliminary study, and 64.8 in the first cycle to 74.3 in the second cycle.

Still in line with Alawi, Inal (2014) also discovers that clustering technique gives a contribution in motivating students in writing activity. By

applying this technique, the students feel that they are learning a real language which is alive. In his research, he also finds that this technique encourage the students to think creatively since they can group the words, link the ideas generated, and expand the subject. So, the students enjoy applying this technique because they can use their creative power in creating their text.

The other research was conducted by Adriati (2013) who investigated the implementation of clustering technique in teaching writing narrative text. She states that clustering helps the students in organizing the ideas and transforming them into the writing product. This still in line with Sugiarti (2012) that clustering technique is effectively improving the students' writing ability.

Hapsari (2013) states that clustering increase students' achievement of vocabulary of real object, sport, and occupation.

Briefly, teaching writing using clustering technique is effective. It stimulates students' idea in writing and it guides students about what should be written.

2.8. The Advantages and Disadvantages of Clustering technique

In every techniques or methods, it has some advantages and disadvantages, and clustering technique does too. According to Gorski (2010), there are advantages and disadvantages of clustering technique for writing ability.

1) The Advantages

The advantages of using clustering technique can be described as follows:

- a. Clustering technique is simple to be applied by the students.
- b. Clustering technique can make the students find the word as a keyword related with topic easily.

- c. Clustering technique can help the students explore their idea on their writing activity.
- d. The students are easy to construct their ideas on the sentences into paragraph through ideas in clustering technique.
- e. The students can show their knowledge to produce the words within limited time but it is still related to the topic.
- f. They make lesson and presentations more spontaneous, creative and enjoyable, both for teacher and the students.

2) The Disadvantages

The disadvantages of using word cluster technique can be described as follows:

- a. It operates again the way in which the brain works. Each time an idea is thought of it is put on the list and forgotten while a new idea is searched for.
- b. The result of students' work depends on the idea of students. The teacher should prepare how to scoring student because it does not same answer.

In the teaching learning activities, every single technique or media always have the advantages and the disadvantages. It is natural, but clustering technique have more advantages than the disadvantages. Because of that, the researcher uses this technique in this research.

2.9. Procedures of Clustering technique

There are several way to lead someone to implemet clustering technique proposed by some expert. The experts who porpose the ways are Blanchard and

Root (2003:42) stat that there are several procedures of how to apply clustering. They are as follows:

- 1) Write the topic in the center of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into the mind about the topic in circles around the main circle.
- 3) Connect these ideas to the center word with a line.
- 4) Think about each of new ideas, write more related ideas in circle near the new ideas, and then connect them.
- 5) Repeat this process until the run of ideas.

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page around which the student jots down in a few minutes all of the free associations triggered by the subject mater using simply words or short phrases. Complete cluster can look like spoken on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other.

2.10. Theoretical Assumption

In teaching writing, there are some techniques that can help the teacher to reach the aim of teaching learning process. In this case, clustering technique is choosen as a technique in teaching writing.

Students' writing skill can be improved by a certain technique. Clustering technique is a technique to gather information for an essay. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details

related to this subject. This technique will help the students to organize their ideas before they develop their in paragraph of descriptive writing.

2.11. Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

1. There is significant difference in students' writing achievement after being taught by using clustering technique.

For the second research question, the researcher answered based on the analysis of the questionnaires from the students.

This chapter has already discussed about the literature review of the research. The next chapter will cover about the methods that was used in this research.

III. METHODS

This chapter discusses about design, population and sample, variables, instrument of the research, validity, reliability, data collecting technique, procedures of data collecting technique, scoring criteria, data analysis, data treatment, and hypothesis testing.

3.1. Design

The aims of this research were to find out the significant differences of students' writing achievement after being taught by using clustering technique and also to analyze students' difficulties in using clustering technique for descriptive writing. The design in this research was *one-group pretest-posttest* design. It means that in this research there were two test which were pre-test and post-test. Pre-test would be given before the treatment and after the treatment, post-test would be conducted. The research design was presented as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment

After the post-test was administered, the questionnaires was given in order to know the difficulties faced by the students in using clustering technique. The

questions list in the questionnaire were based on the aspects of writing from Jacobson (2003), language feature in descriptive text adopted from Sudarwati and Eudia (2005:27) and the procedures of clustering from Blanchard and Root (2003:42). In other word, the questionnaires was a closed questionnaires.

3.2. Population and Sample

The population of this research was the second grade students at SMPN 22 Bandar Lampung. The sample of this research was class VIII K, in second semester in 2017/2018 academic year.

3.3. Variables

Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2009). There were two kinds of variables named independent variable and dependent variable. The independent variable of this research was the implementation of clustering technique in teaching writing. The dependent variable was the improvement of students' writing skill.

3.4. Instrument of the Research

To gained the data, the researcher used two kinds of instruments which were writing test and questionnaires. To answered the research, the instruments of this research were writing descriptive text and questionnaires. The researcher administered writing test to find out how far teaching descriptive text writing by using clustering technique improves students' writing achievement and also gave the questionnaires in order to know what are the problems faced by students in using clustering technique for their writing. That is why the students were asked to

write a descriptive text. The students were given a chance to make writing composition for about 80 minutes. In the last meeting, the researcher gave the students questionnaires to answer the second research question.

3.4.1. Validity

A test can be considered valid if the test measures the objectives to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Hatch and Farhady (1982: 281), there are two basic types of validity; content validity and construct validity. The validity of the pre-test and post-test in this research related to the content validity and construct validity of the test.

3.4.1.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum. This study used procedure writing test that is supposed to be comprehended by the third year of junior high school students. The test is considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material used is choose based on 2013 English Curriculum revision 2017 for second year of junior high school. To measure content validity, the researcher will use inter-rater and there are two raters. The first rater is an English teacher of SMP N 22 Bandar Lampung and the second rater is the researcher herself.

3.4.1.2. Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects; therefore, if the test has already measured the five aspects, the

test has covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater may be involved in determining the reliability of each indicator.

On the other hand, questionnaires also can fulfill validity and it is belongs to qualitative research. Validity in qualitative research according to Creswell & Miller (2000) suggest that the validity is affected by the researcher's perception of validity in the study and his/her choice of paradigm assumption. As a result, many researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality, rigor and trustworthiness (Davies & Dodd, 2002; Lincoln & Guba, 1985, Seale, 1999; Stenbacka, 2001). Therefore, if the validity or trustworthiness of questionnaires can be maximized or tested then more credible and defensible result, it may lead to generalizability which is one of the concepts suggested by Stenbacka (2001) as the structure for both doing and documenting high quality qualitative research.

In questionnaires, the questions list were based on the aspects of writing, language feature in descriptive text and the procedures of clustering. In other word, the questionnaires was a closed questionnaire.

3.4.2. Reliability

Hatch and Farhady (1982:243) points out that in order to ensure the reliability of scores and to avoid the subjectivity of the research, there must be inter-rater reliability. Inter-rater reliability is used when the score on the test is independently estimate by two or more judges or raters. In this case, the first rater is the researcher and the second is the English teacher in SMP Negeri 22 Bandar Lampung who is capable in scoring students' writing. The teacher is 40

years old, graduated from University of Lampung in 1995 and she had 20 years teaching experience. Both of them discuss the writing criteria in order to obtain result of the test. Hereby, the first and the second rater use scoring criteria devised from Jacobs et al (1981:90). To measure how reliable the scoring was, the scores gained from the first and the second rater were correlated by using *Pearson Product Moment Correlation*. The value is defined as:

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

r : Correlation coefficient

x : Rater 1

y : Rater 2

N : Number of students

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (ranging from 0.00 to 0.19)
- b) A low reliability (ranging from 0.20 to 0.39)
- c) An average reliability (ranging from 0.40 to 0.59)
- d) A high reliability (ranging from 0.60 to 0.79)
- e) A very high reliability (ranging from 0.80 to 0.100)

(Arikunto,2005)

The Reliability of Pre-test

Descriptive Statistics

	Mean	Std. Deviation	N
X	67.6000	8.19044	25
Y	69.3200	8.04011	25

Correlations

		X	Y
X	Pearson Correlation	1	.899**
	Sig. (2-tailed)		.000
	N	25	25
Y	Pearson Correlation	.899**	1
	Sig. (2-tailed)	.000	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

The Reliability of Post-test

Descriptive Statistics

	Mean	Std. Deviation	N
X	84.5200	3.31813	25
Y	84.0400	3.51757	25

Correlations

		X	Y
X	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.009
	N	25	25
Y	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.009	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

From the test above, it can be seen that there were a big difference between the value of reliability of pre-test and post-test. Thus, both values were still in good criteria of reliability, it can be stated that the result of post-test and pre-test and the instrument were reliable.

3.5. Data Collecting Technique

In collecting the data, the researcher used three techniques as follows:

1) Pre-test

The researcher administered pre-test before treatment. It aims to know the students' writing skill before the treatment. The time provided was 80 minutes for all students.

2) Post-test

The researcher administered post-test after the treatments. It was as the same as in the pre-test, but it was aimed to see the development of the students' writing achievement after having the treatment. The time provided was 80 minutes for all students.

3) Questionnaires

The questionnaires was given to the students of second grade of SMP N 22 Bandar Lampung in order to know their difficulties toward the process of teaching and learning writing descriptive text using clustering technique.

3.5.1. Procedures of Data Collecting Technique

In collecting the data, this study will be used the following steps:

1) Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of descriptive text from English books and the internet.

2) Determining the population and selecting sample

The population of this research was the second grade of SMP N 22 Bandar Lampung. There were seven classes, the researcher choosed one class as the experimental using purposive sampling.

3) Administering pre-test

The pre-test was conducted to measure students' preliminary ability before treatment. The students in experimental class were assigned to write a descriptive text. The topic was about tourism object in Lampung and the time allocation was 80 minutes.

4) Giving treatment

The researcher gave the treatment to the students by using Clustering Technique. The treatment was conducted in 80 minutes, based on the time allocation in the syllabus of the second grade of SMP. The treatment was conducted in two meetings.

5) Administering post-test

In order to see the improvement of students' writing ability, the post-test was conducted in the experimental class after they are given the treatment. The test was in form of writing. The students were asked to develop their descriptive text writing based on the topic. The post-test was conducted in 80 minutes.

6) Giving the questionnaires

The questionnaires were given to the students of second grade of SMPN 22 Bandar Lampung in order to know the difficulties faced by the students in using clustering technique for their descriptive writing.

7) Analyzing the test result and concluding the data

After scoring pre-test and post-test, the researcher analyzed the data by using *Repeated Measured T-test*. It was used to find out the means of pre-test and post-test and how significant the improvement of the students' writing is.

3.5.2. Scoring Criteria

In evaluating the students' writing scores, the researcher analyzed the result of students' text writing. Pre-test and post-test text writing result of the experimental group were analyzed to make sure that the treatment that had given impact the students' ability. The criteria of scoring system were based on the rating sheet from Jacob et al (1981) which concerns to the five aspects of writing. The researcher used computation as follows:

- 1) Content was scored based on range score 13-30 point from the total sentences support the main idea.
- 2) Organization was evaluated based on range score of 7-20 point from the total sentences are written in chronological order.
- 3) Language use was scored based on range score of 7-20 point from sentences use correct grammar.
- 4) Vocabulary was scored based on range score of 5-25 point from vocabularies are use correctly.
- 5) Mechanic was evaluated based on range score of 2-5 point from use punctuation, spelling and capitalization correctly.

(See Appendix 6)

Table of Rating Sheet Score

S's Codes	Cont. (13-30)	Org. (7-20)	Voc. (7-20)	Lang. (5-25)	Mech. (2-5)	Total (1-100)
1.						
2.						
3.						

The detail of student' score both in pre-test and post-test could be seen in Appendix 7 and 8.

3.6. Data Analysis

The result of student's procedure writing ability in each test evaluated based on content, language use, organization, vocabulary, and mechanics. The results of students' performance in pre-test compared with the result of their performance in post-test to see the impact of the instruction in their writing performance. To analyzed the data gained from writing test, the researcher treated the data through the following steps:

1) Sorting the data

Each rater scored the students' writing of pre-test and post-test. Then, the average scores between two raters were taken to be the final score that was analyzed statistically using *Repeated Measured T -test* that was to show the differences between pre-test and post-test of experimental class for answering the hypothesis. The data computed through SPSS 16.0 version.

2) Drawing conclusion

The score of the pre-test and post-test were statistically analyzed using *Repeated Measured T-test* to draw a conclusion. It will be computed through the SPSS 16.0 verion.

3.7. Data Treatment

In order to find out the improvement of the students' descriptive text writing ability after being taught by using clustering technique, the researcher used statistical calculation to analyze the data using the statistical computation i.e., *Repeated Measured T-test*.

According to Setiyadi (2006:168-169), using *Repeated Measure T-test* for hypothesis testing has three basic assumptions that can be described as follows:

- a) The data is an interval.
- b) The data is taken from random sample in population.
- c) The data is distributed normally.

3.8. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not. The researcher used the level of significance 0,05 in which the hypothesis is approved if $< 0,05$. It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follow:

H_0 : There is no significant difference of students' descriptive text writing ability before and after pre-test and post-test through the treatment using clustering technique. The criteria H_0 is accepted if alpha level is higher than 0.05 (> 0.05). Also, H_0 is rejected if $t_{value} > t_{table}$

H_1 : H_1 is accepted if H_0 is rejected.

Briefly, those are the explanations of this chapter which are the methods of this research. The next chapter will cover about the results and discussion of this research.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use clustering technique as an additional technique for teaching-learning process and for those who want to conduct a similar research.

5.1. Conclusions

This research was concerned with the use of clustering technique as a media to improve student's writing skill at the first grade of SMP N 22 Bandar Lampung. With regards to the research findings and discussion, researcher would like to state some conclusions as follows:

1. There was a significant improvement of students writing skill after being taught by using clustering technique. It could be seen from the mean score of pretest and posttest. The mean score of pre-test was 68.68 and the mean score of post-test was 84.28. Since the mean score of the post-test was higher than pre-test, it can be concluded that the students' writing skill improved. It happens because clustering technique stimulated the students to express their idea. As a result, their writing skill improved due to their activeness in expressing their idea for their topic in descriptive writing.

2. The difficulty in aspect of writing faced by the most students at the second grade of SMP N 22 Bandar Lampung was language use; adjective. While the difficulty faced by the most students in using clustering technique for their descriptive writing is develop their main topic into the next sub topic. But over all, the students getting easier to write their descriptive writing after the researcher implementing clustering technique.

5.2. Suggestions

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

5.2.1. Suggestion for English Teachers

- a. English teachers are sugested to use clustering technique as a technique that can be used to improve students descriptive writing ability. Since through clustering technique the students' schemata become more active because clustering technique is the one of brainstorming activity for pre-writing step.

- b. Based on the difficulty faced by the most students, to make the students familiar with clustering technique, the teacher should be consistent to develop the route of the sub-topics. English teacher may start the sub-topics from the right to the left or on the contrary (see appendix 16). So that, the students will be easier to develop their topic into the next sub-topics and connect them into a good sentence for their descriptive text.

5.2.2. Suggestions for Future Researchers

- a. This study applied clustering technique to improve the students' writing skill in descriptive text. Therefore, further researchers can apply this technique to another kind of text, e.g. procedure, analytical exposition, or transactional text. Also, another English skills; reading, speaking, and may be listening can be used to apply this technique
- b. In this research, the researcher implemented clustering technique to the second grade students of junior high school. Further researchers can apply this technique in different levels, for example in kinder garden, elementary school or senior high school. The future reseacher should not forget to adjust the clustering technique with the level of students.
- c. The future research should be more attention with the steps of clustering technique escpecially for the route of the main topic to the next sub-topics. Thus, while the researcher treating the students, the steps of developing the main topic will be more structured.

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