

**INVESTIGATING CLUSTERING AND KWL TECHNIQUES TO
INCREASE WRITING ACHIEVEMENT OF STUDENTS OF
EXTROVERT AND INTROVERT PERSONALITIES**

(A Thesis)

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BANDAR LAMPUNG
2021**

ABSTRACT

INVESTIGATING CLUSTERING AND KWL TECHNIQUES TO INCREASE WRITING ACHIEVEMENT OF STUDENTS OF EXTROVERT AND INTROVERT PERSONALITIES

By:
Ayu Astria

The use of teaching technique in teaching writing can encourage the students' achievement and the teacher can know how the students learn by their learning style. Understanding students' personality becomes one of the success factors in language learning. The objective of this research was to investigate the difference between students' writing achievement by using clustering technique and KWL technique, to reveal the difference of students' writing achievement between introvert and extrovert students, and to find out the interaction between teaching techniques and students' personality on their writing achievement. This research was conducted at SMP Negeri 1 Jatiagung Lampung Selatan with 56 students as the sample. Experimental research was used in this research with factorial design 2x2. The data were collected using a questionnaire to classify the extrovert and introvert students and the writing test (pretest and posttest). The result shows that (1) the students in KWL group got a higher mean score than the students in Clustering group. It could be seen from $t_{\text{test}} = 2.020 > t_{\text{table}} = 2.004$ with the significant level is lower than 0.05. It means that the KWL technique can help students improve their writing achievement. (2) the students with introverted personalities had higher achievement in writing descriptive text than those with extroverted personalities, it could be seen from $t_{\text{test}} = 2.317 > t_{\text{table}} = 2.004$ with the significant level < 0.05 . It can be confirmed that there is a difference between students' writing achievement of extrovert and introvert students. (3) the last finding of this research indicated an interaction between the techniques and students' personality on the students writing achievement. F value of the corrected model is 6.621, it is higher than $F_{\text{table}} = 4.03$ with a significant value < 0.05 , and the significant value of personality*technique is $0.006 < 0.05$. It can be said that the students' writing achievements are influenced by their personality and the use of teaching techniques. Besides, both clustering and KWL techniques contributed to teaching writing with the students' different personalities. KWL technique could be applied to teaching writing, which the introvert students dominated. The Clustering technique was also applicable to use for the extrovert students.

Keywords: Teaching writing, KWL technique, clustering technique, students' personality, factorial design.

**Investigating Clustering and KWL Techniques to Increase Writing
Achievement of Students of Extrovert and Introvert Personalities**

**By:
AYU ASTRIA**

(A Thesis)

**Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2021**

**Research Title : INVESTIGATING CLUSTERING AND KWL
TECHNIQUES TO INCREASE WRITING
ACHIEVEMENT OF STUDENTS OF EXTROVERT
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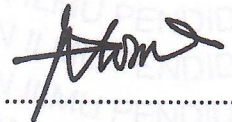
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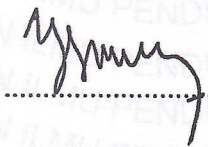
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LEMBAR PERNYATAAN

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Ayu Astria. She was born in North Sumatera on September 17th, 1990. She is the only daughter of a blessed couple Maraly Silalahi and Estelita Simanjuntak. She has two brothers named Benny Andreo, A.Md., and Rocky Fernando, S.Pd.


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DEDICATION

I'd proudly dedicate this thesis to:

 My beloved parents
Maraly Silalahi and Estelita Simanjuntak

 My lovely brothers and sister in law
Benny Andreo, A.Md., and Isabela Gita Wulan, A.M.d., Rocky Fernando, S.Pd.

 My kind-hearted friends, MPBI 2019

 My almamater, Lampung University

MOTTO

In nothing be anxious, but in everything, be prayer and petition with thanksgiving, let your requests be made known to God. And the peace of God, which surpasses all understanding, will guard your hearts and your thoughts in Christ Jesus.

~Philippians 4 : 6-7~

Only By HIS Grace and Mercy

~The Writer~

ACKNOWLEDGMENTS

All praises are only Jesus Christ for His grace and mercy that has enabled the writer to achieve the education and finish her thesis. This thesis entitled “Investigation Clustering and KWL Techniques To Increase Writing Achievement of Students of Extrovert and Introvert Personalities” is submitted as a compulsory fulfillment of the requirement for S-2 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of the University of Lampung.

Gratitude and honor are addressed to all people who have helped the writer to complete this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragement, and assistance from several outstanding people and institutions, the writer would like to express his sincere gratitude and respect to Prof. Dr. Cucu Sutarsyah, M.A., as the first supervisor who has contributed and given his ideas, evaluations, and suggestions during the completion of this thesis. Her appreciation is also due to Dr. Flora, M.Pd., for her assistance, guidance, and carefulness in correcting the writer’s thesis as her second advisor and as the Head of Master Degree of English Education Postgraduate Study Program of Lampung University. The writer also expresses her gratitude to the examiners, Hery Yufrizal, M.A., Ph.D., and M.Sukirlan, M.A. They have given comments, suggestions, and ideas in improving the content of this thesis during the examination.

The most incredible honor and sincere thanks would be dedicated to her father Maraly Silalahi, her mother Estelita Simanjuntak, her my brothers Benny Andreo, A.Md., and Rocky Fernando, S.Pd., and my sister in law Isabela Gita Wulan Amanda, A.Md. for their prayers, pure love, support and motivation to the writer all the time. The writer also would like to thank you for her Pastor in RBF community, Ps. Ferry Lee and Mrs. Won always pray for the writer and give support and motivation to achieve a bright future. Thankful has also given to the “gello squad” Mr. Priyadi, Cicilia Afriani, Marselina Widyastuti, Arum

Wulandari, Yunus Erwanto, etc Rikwan Suwandi for their prayers and support since knowing the writer. The writer also would like to thank for the thesis fighters, Faradina Primarini, Juni Ariyanti, Helena Gracya Lunaeldira, Setia Rahayu, Rizky Anugerah, Akbar Ali Mustofa, and all of the members of MPBI 2019 for spending the time to share and to help each other.

Finally, the writer believes that this thesis might still be far from perfect. There may be a weakness in this research. Thus, comments and suggestions are always welcome for better research. Somehow, the writer hopes that this research can positively contribute to the educational development, the readers, and those who want to accomplish further research.

Bandar Lampung, December 2021

The writer,

Ayu Astria

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CHAPTER I

INTRODUCTION

This chapter explains the introduction, which deals with several points: background of the research, research question formulation, research objectives, research uses, research scopes, and definition of terms.

1.1 Background Of The Research

In Indonesia, English is as foreign language which has been the crucial part for every human life. As another language, the aim of learning English is to be able to communicate both spoken and writing. Either speaking or writing is a way of communicating to express feelings, thoughts, and experiences by written form. According to Nunan (2003), writing is the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging the ideas into statements and paragraphs. In writing activities, the writers are allowed to express their thoughts, but some things should be considered to encourage the readers. Creme and Lea (2003) state that writing consists of words and these words are put together in particular formations to make sentences and sentences are then grouped together into paragraphs. Moreover, determining the appropriate words could affect the quality of the text; the writer should be able to choose the appropriate words related to the topic. Usually, there are three introductory paragraphs in a text, like introduction, content, and conclusion; the writers need to understand how to arrange those into correct paragraphs so that the readers will be more accessible to get the passage and get the new information from text.

In education, the learners should know that learning English needs the willingness from themselves. Teaching English to young learners has become more challenging because teenagers are crucial ages which tend to be active in the classroom, such as sharing and getting new ideas. Therefore, there are some skills that the students should be known in learning the English process, such as listening, reading, speaking, and writing. Writing is one of the essential skills which need the students' understanding in arranging the words such as the use of

correct grammar and vocabularies which relates to the content of the text. Furthermore, in writing activities the students need to understand how to distinguish the kinds of text, such as arranging the sentences into descriptive text, narrative text, etc. In fact, especially for the young learners, it was still difficult for them in determining and expressing their ideas, choosing the appropriate words and using the correct grammar in writing text, such as to know the function and language features of the text and etc. For the young learners, writing the text in a foreign language is more complicated, than writing in the first language. As Richard (2002) states that writing aims to generate ideas and so increase fluency rather than accuracy. Thus, writing is generative of ideas, which is a messy and chaotic process. It makes writing become a difficult skill to be mastered by L2 learners; the difficulty of writing is not only in generating and organizing the ideas but also in translating the ideas into exciting text.

Hence, the students' writing achievement can be influenced by the students' interests, personalities, and the teacher's role in the classroom. Besides vocabulary, the students are expected to understand the steps of writing text, and it will help them arrange the paragraph easily. According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express their thought, and organizing the sentences into statements and paragraphs that will be clear to the readers. Moreover, writing skill is the ability to put the ideas or thought of the writer into words and to arrange these into paragraphs that have meaningful and also the message that is useful for the readers. Cohen cited in Herlina (2013), affirms that there are some purposes of writing in the classroom, such as copying a series of sentences, to direct the learners in use of appropriate words, to strengthen some materials which have been learned in the classroom, to ask the students to write such a summary of an article or book they had read before, to improve the learner's writing fluency and to create authentic communication.

Therefore, writing is also a form of skill and expression of the writer to arrange the words on a paper which needs the appropriate grammatical structure. In line

with teaching speaking for L2 learners, the success of teaching writing can also be determined by many factors, such as the teacher's role, the students' personality, and the technique used. A teacher has an essential part in assisting the students' confidence in exploring their knowledge and increasing students' achievement, especially in writing activities. Richards and Rodgers (2001) argue that learner roles in an instructional system are closely linked to the teacher's function. Teacher roles are similarly related ultimately to assumptions about language learning. On the other hand, to successful learning and teaching process, the teachers should be facilitators for students. Each class consists of students with different characters or personalities, and the teacher needs to know their students closer. The teacher needs to be able to analyze the students' personalities, because a teacher is not just a person who teaches and gives the score. Still, also they should be willing to know the students' difficulties in learning. The other important factor is the use of teaching techniques by the teacher. Nowadays, the teacher should be more creative in delivering the material, primarily in teaching English as a foreign language because the primary goal of teaching language is to communicate both spoken and written. The use of teaching techniques can help the teacher to solve the students' writing problems.

Mainly, the schools in Lampung applied curriculum 13 (K13) for teaching and learning process. In this curriculum the students are hoped to be active in learning activities. One of the activities which should be done by the students is doing Literacy as the educational program, this uses to increase the students' interest in reading and to express their thoughts by written text. In Literacy activities, the students are asked to read a text from some resources, they may read books, magazine, or short story and after reading the text, they are asked to resume or to give their opinion about what they have read in the written form. It is used to explore the students' knowledge and to build students' willingness in learning new things. However, in writing activities, most of students have not the ability yet to write the text, especially the students in Junior High School. They still have difficulties expressing their ideas and arranging every sentence into a paragraph well. Most of the students claimed that the writing activity is challenging since

they only read the books for a few minutes. Then, they are asked to write the paragraph in their own words about the text they have read, in fact, they do not understand to start and to express their ideas in written text. This matter also happens to the students in SMP Negeri 1 Jatiagung who have lack of knowledge about the steps on writing text.

Byrne (1995) states that writing is essentially a solitary activity. We are required to write on our own, without the possibility of interaction or the benefit of feedback, which in itself makes the act of writing difficult. Since writing is a complex activity for most students, they need to learn the writing process, language use, and structures to arrange the sentences into paragraphs correctly. Some researchers found the students' problems in writing text; Fitriani (2018) found that most students have difficulties expressing their idea in written form. They assumed that in writing activities, they need to organize the composition and the language well. Some students also feel confused in organizing their ideas, events, experiences in written text. In line with Marzelia, Jamiluddin and Hastin (2014) found that writing is more complex than other language skills, they need to express their ideas clearly and correctly. Moreover, since the students view writing is as continuous process, it will encourage their thinking in learning writing. Thus, to understand how to write the text which has different types, the students need to know the steps in the writing process and the aspects of writing, so it will help the students in writing text correctly.

In addition, in writing activities the students are hoped to be able to organize the ideas, to construct the sentences, to use punctuation and to arrange the sentences into correct paragraphs as the objective of teaching writing. Based on the previous research and also the researcher's pre-research, the researcher found that some factors influenced the students' difficulties in writing text. The first factor came from the students themselves, who still have difficulties expressing their thoughts, perceptions, and feelings; they did not understand how to choose the appropriate words related to the topic and to arrange the whole words into the correct paragraph. The second factor was from the teachers' role in the classroom; in

teaching writing, the teachers have to stimulate the students' willingness to express their knowledge in communication by speaking and writing text. The teacher needs to be more creative to promote language learning to assist students in learning writing text. Applying teaching techniques to the teaching and learning process will help the teacher interact with the teacher and students and stimulate the students' prior knowledge. Basically, every teaching techniques has different benefit in teaching writing, so that the teacher may choose the technique which suitable for the students in the classroom.

In this case, the researcher interest in applying Clustering and Know Want to Learn and Learned (KWL) techniques because these techniques are pre-writing activities, these are suitable to stimulate students' writing achievement especially for the young learners. These techniques can brainstorm students' knowledge before arranging each word into a good paragraph based on text. Clustering is a prewriting technique which used by writers to produce ideas. This technique is also used for grouping ideas from general ideas become specific ones. In the Clustering group, the students were led to classify their ideas and develop them into subtopics by connecting the main topic to every circle of subtopics. After finding the ideas, the students started to arrange the words into sentences and paragraphs. According to Langan (2002), the clustering technique, also known as diagramming or mapping, is a technique that can be used to generate ideas in writing.

In addition, there are lines, boxes, arrows, and circles in the clustering technique to show relationships between ideas and details. In line with Pharr and Santi (2015) state that in clustering, the students may write a topic in the center of a piece of paper, then they can write the ideas which are suggested by the topic around it and connect these to the topic with lines, following the same procedure with their subtopics. The use of the clustering technique could promote students' achievement in writing, and it would build the students' creativity in writing activity. Asra (2017) affirms that using the clustering technique effectively improves students' achievement in writing a descriptive text. Amri (2018) found

that the students' writing skills have improved through the process of Clustering technique activities implemented in the teaching and learning process. Sinaga (2017), in her study, found that extrovert students got the higher achievement when they taught by using clustering teaching technique. Based on those findings, it can assume that the clustering technique can stimulate the students' ideas and organize the words before developing them into paragraphs. Besides, this technique can be used as the outline before they tried to write the text, and then the students were encouraged to explore the language used.

Meanwhile, Know, Want to know, Learned (KWL) technique guides the students to share their prior knowledge based on the topic, arouse the students' curiosity related to the topic, and remember the new things they have learned. Basically, KWL technique is used for teaching reading; some researchers used it to teach reading, but based on the steps of using this technique, it is also suitable for teaching writing. According to Goldstein cited in Setiyadi, Sukirlan, Mahpul (2018), the KWL technique helps the students think about what they already know about a topic and what they want to learn about it. They think about these things before a unit or lesson begins. To add, KWL technique helps the students in preparing their knowledge before the writing activity. Through three phases strategy (Know, Want to Know, Learned), students can develop their independent skills in comprehending, composing, and learning the text. In the K (Know) phase, the students activate their prior knowledge. And then, in the W (Want) phase, they predict some additional information that is needed. In the final phase, L (Learned), students reflect on the new knowledge generated or retrieved as the implemented plan.

Hence, KWL technique effectively improves students' reading achievement; the use of this technique leads the students to analyze the text and categorize it into columns before answering the questions. Riswanto (2014) found that KWL (Know, Want, Learned) strategy effectively improved the students' reading comprehension achievement in learning English as a foreign language. Conner (2006) states that the KWL technique helps students set a definite purpose for

reading and recording what they have learned. In the KWL technique, the students are asked to think about what they already know about a topic and what they want to learn (Goldstein cited in Setiyadi, Sukirlan, Mahpul in 2018. Moreover, KWL technique builds the students' motivation in thinking and finding new information. Fengjuan (2010) found that the KWL technique motivates the students in active learning and instructing for both learners and instructors. KWL can be an effective strategy for developing overall learners' listening, speaking, reading, writing, and interpretation abilities. In line with Herlina, Yufrizal, and Hasan (2013) found that KWL (Know, Want, and Learn) technique can increase students' writing achievement. They confirm an improvement in students' writing score among five elements of writing, such as content, vocabulary, and language use.

Based on the previous findings, it can be concluded that having KWL technique in a learning activity in the class could build the new effort for the students' motivation and interest to be actively involved in the learning process. Most researchers confirm that KWL technique is suitable to improve the students' achievement in reading. In this technique, the students were led to explore their knowledge, to grow their curiosity which needs students' seriousness and activation in learning English. The researcher was challenged to apply this technique in teaching writing text, the researcher wanted to find whether this technique will become applicable for students with a different personality or not. According to the Curriculum in Junior High School, there are some kinds of text that the students should learn, and one of them is descriptive text.

Descriptive text is one of the monolog texts, which is assumed to be challenging to learn because students need critical thinking to write a paragraph. A descriptive text is a text which describes the features of people, animals, things, and places, this text is used to tell the reader what the thing specifically. Collin (2009) states that descriptive text describes specific or places; this text usually describes location size, content, and other characteristics. In writing descriptive text, the students often find some difficulties, such as arranging the sentences to become

the paragraph correctly. Mostly, they have difficulties in organizing their ideas, connecting one idea to another idea, and developing their ideas into the paragraph. So that, the researcher needed to apply these two techniques to solve these problems. The other important factor that may influence students' achievement is from internal factor. Students come from different background which has a different personality where the role of learning English is different. As the goal of learning English is to be able to communicate both spoken and written. Some students might be highly motivated to express their idea by written text and others by speaking. Knowing the students' personalities well can help the teacher solve the students' problems in learning, especially in communicating both spoken and written. Personality is the particular way of interacting with another individual, including feelings, emotions, and thoughts.

Besides, people's personalities may influence them to respond to the situation and share ideas with different actions. Eysenck (1981) divides individuals' personalities through the classification of typology. He also divides the personality of people into two types, and they are extrovert and introvert personality. Extrovert personality tends to talk actively rather than introvert personality. Extrovert personalities usually are easier to make interactions with others, it is dominant with their character, or their habits seem active. Instead, an introvert is a personality who has a mentally subjective orientation. This type tends to like the quiet conditions, and they prefer to reflect on what they do and to be more careful on doing something. They rarely make and interact with each other in the first meet.

Indeed, there are the students with different personalities in every classroom; in the teaching and learning process, some students talk actively and aggressively, and also there are thoughtful and calm students. Knowing the students' personalities can help the teacher become closer to students and the teacher will be easier to find the strategy in teaching, so that the material can be followed by all of the students well. In expressing their thought, some students prefer to express it directly and others in writing. A different personality type might

manifest in different results for writing competence. It could be given attention for second or foreign language research about personality differences due to extroversion and introversion (Dornyei, 2005). Literally, writing is a brain activity that needs memory, accuracy, and skills to combine the words according to the accepted language rules and customs (Deporter and Heracki, 2002). Students with different personalities may have different outcomes in expressing their thought language learning activities. The introvert students tend to enjoy expressing their knowledge by written text and extrovert students are easier to express their thought by speaking. Meanwhile, in the learning process, the brains of extrovert and introvert learners operate differently. According to Laney (2002), the introverts' brain pathways are longer and more complicated than those of extroverts. This difference in the brain passageways determines the central brain behaviors of extroverts and introverts. He also pointed out that the behavioral differences between introverts and extroverts result from different brain pathways that influence our focus internally or externally. Extroverts work better under stressful situations than introverts. The extrovert, on the contrary, maintains a positive relation to the object.

Thus, extrovert and introvert learners have different outcomes in doing writing activities. Usually, extroverts act more quickly but less correctly in compound cognitive tasks such as writing, while introverts are slower but more precise (Eysenck & Eysenck, 1985). It contrasts with Murcia (2001), who believes that introvert and extrovert learners can learn and work together if the teachers help and facilitate their communication and give both equal opportunities to take part. Additionally, since writing is one of the skills that have to be mastered by EFL learners for competence and performance, there could be a correlation between a student's personality type and their writing competence and performance. Zainuddin (2016), in his study, found that there were different writing achievements between student personalities; he affirmed that introvert EFL learners did better in language construction for essay writing than extrovert learners. It is contrary to Marimoto (2006) findings, where both reported that there was no significant relationship between extroversion and introversion and

accuracy in constructing sentences. Moreover, choosing and determining the appropriate teaching technique can help the teacher to improve students' writing achievement with different personalities.

Furthermore, based on students' different personalities and the previous findings, the researcher is interested in knowing which techniques (Clustering and KWL techniques) will be suitable for the students who have extrovert personalities and introvert personalities to help the students increase their writing achievement. By comparing these two techniques, hopefully, the teacher knows which technique is helpful to help the extrovert and introvert students to improve their writing achievement, especially on writing Descriptive Text as a kind of text in writing skill that asks the students to think about the topic specifically. Thus, this research focuses on using the techniques on students' personalities (extrovert and introvert) because the students' personality becomes one contributing factor to students' learning a new language, such as learning English. Writing is one of the skills which the students should learn, so it needs the willingness and enthusiasm from the students to improve their writing achievement.

Therefore, using the appropriate techniques are very needed to solve the students' problem in writing. From the problems above and also the findings from previous findings related to the use of each of these techniques, the researcher assumed that both clustering and KWL techniques are appropriate to increase students' writing achievement, both extrovert and introvert students, especially for the students in junior high school who still have difficulties in expressing their ideas even to arrange the sentences into a correct paragraph. In this case, this study was conducted to find a significant difference between introverted and extroverted students' writing tests after being taught through Clustering and KWL (Know, Want to Know, Learned) technique. Further, after applying these techniques, the researcher needs to know the interaction between the teaching techniques used and students' personalities.

1.2 Research Question Formulation

The researcher formulates the research questions:

1. Is there any significant difference between students' writing achievement in descriptive writing by using clustering and KWL techniques?
2. Is there any significant difference in students' achievement in descriptive writing between introvert and extrovert students?
3. Is there any interaction between those two techniques and the personality of students?

1.3 Research Objectives

By conducting this research, the researcher determines the research objectives are:

1. To determine whether there is a significant difference between students' writing achievement using the clustering and KWL technique.
2. To determine whether there is a significant difference in students' achievement in descriptive writing between introvert and extrovert students.
3. To find out whether there is an interaction between those two techniques and students' personalities.

1.4 Research Uses

After doing this research, the researcher hopes that the results will bring some benefits as follows:

a. Theoretically :

1. To strengthen and verify previous theories on writing achievement between extrovert and introvert students after being taught through clustering and KWL techniques.
2. To be used as a reference for further research concerning the relationship between students' writing achievement between extrovert and introvert students after being taught through clustering technique and KWL technique.
3. To declare that there is an interaction of the using of teaching techniques to the students' writing achievement and the students' personalities to their writing achievement.

b. Practically :

1. As information for teachers to more accessible the students' interest in learning writing and concerning with their learning and teaching techniques.
2. As guidance for teachers to promote the teaching techniques that can help the learners achieve the aim of learning writing.
3. As information for further researchers interested in the research related to this topic.

1.5 Research Scopes

This current research focuses on investigating the difference in students' achievement in writing descriptive text after being taught by using Clustering and KWL techniques to reveal the different achievements in writing descriptive text between extrovert and introvert students who have been trained through clustering and KWL techniques and to find out whether there is an interaction of the using of teaching techniques to students' writing achievement and the students' personalities to their writing achievement. This research has been conducted in SMP Negeri 1 Jatiagung Lampung Selatan, and the subject of this research was the students of this school who have been selected randomly. This research used two classes as the sample. The students' personalities were found out through questionnaires distributed to the students, and their writing was evaluated using writing tests (pretest and posttest).

1.6 Definition of Terms

The researcher provides some definitions of terms related to the research to specify the research topic. These are the definition of some terms which are related to this research :

1. Writing is a way of communicating to express feelings, thoughts, and experiences that the readers can read.
2. Clustering technique is a technique for grouping ideas from general ideas become specific ones.
3. KWL technique is is a technique that guides students to relate their prior knowledge to the topic they are learning.

4. Descriptive text is a kind of text which describes a particular person, place, or thing.
5. Extrovert is a person who enjoys talking to other people. They gain energy from social interaction.
6. Introvert is a severe and thoughtful individual who gets the energy from spending time alone.
7. Interactions are the effect of two or more independent variables.

That is the introduction of this research. Several points have been discussed in this chapter, such as the research's background, research question formulation, research objectives, research uses, research scopes, and definition of terms. Then, the next chapter discussed the literature review related to this research.

CHAPTER II

LITERATURE REVIEW

This chapter serves several points of theories and previous studies related to this research, such as the concept of concept of writing, aspects of writing, the concept of teaching writing, the concept of clustering technique, concept of KWL (know, want to know, learned) technique, characteristics of introvert and extrovert personality, advantages and disadvantages of clustering technique, procedures of clustering technique, advantages and disadvantages of KWL technique, procedures of KWL technique, theoretical assumption, hypothesis.

2.1 Concept of Writing

Writing is the way for people on doing communicate in written form. People can express ideas, feelings, and thoughts arranged into sentences and paragraphs in writing. Nunan (2003) defines that writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraphs clearly. Hence, writing is a tool for sharing information with others, such as newspapers, magazines, articles, etc. In the writing process, the writer should be able to find the appropriate words and arrange them into paragraphs based on the topic to engage the readers interested in reading the text. Creme and Lea (2003) state that writing is a process to find words, and those words are put together in particular formations to make sentences, then grouped into good paragraphs. Moreover, in writing activities, the students can find the appropriate words and arrange them into the section, but an activity of a mental process where the students can analyze the topic and develop their knowledge about the kinds of text. Lieberman and Wood (2003) affirm that writing produces occasions to forward and clarify thinking, record, analyze the experiences, express the inner life, and explore ideas learned from others.

Meanwhile, writing is one of the aspects of language skills and a realistic representation of language units. Meyers (2005) says that writing is a way to produce language. By writing, people are doing verbally communicating with

others. In addition, using verbal, people can easily express the things they want to tell. In a writing activity, the writer must think about the topic first and find some information to support the topic. There are some functions of writing, such as communicating with the readers without meeting each other, expressing the idea and thought, exploring and developing the skill of communication.

According to Risan and Hasriani (2019), the students have difficulties when they want to write something, may be lack of ideas, feeling bad, or may be lack of vocabulary and sometimes they lose of opinion and only can write a little. It seems that ideas become an essential part of constructing writing. In the writing activity, the writer needs the time to think about the interesting topic, develop the topic, and revise the words before publishing or sharing with others. Hutchinson (2005) states that writing is a form of the writer's expression and skill to develop the words on a paper with grammatical structure. It can be said that writing refers to a process to deliver the information by appropriate terms with correct grammatical so that the purpose of the text can be received by the reader well.

Furthermore, for some students, writing is a problematic activity, especially for the young or teenager learners who still have difficulties expressing their ideas, finding the appropriate words, and arranging those into the correct paragraphs. According to Heaton (1989), writing skills are complex and sometimes challenging to teach to master the grammatical and the conceptual and judgment elements. Moreover, some aspects of writing should be known by the students. Richard (2002) affirms that writing is the most challenging skill for foreign language learners to be mastered. Because writing becomes one of the essential skills, so the students are required to understand the aspects of writing to the usage of the words that will be appropriate to the context and organize the sentences into good paragraphs. Most students usually make mistakes in arranging the section, such as the language use and organization of the words. Yet, the students feel difficult to define between narrative and descriptive texts. When the students are asked to write their knowledge about a place, sometimes they write their experiences about that place using the past tense; in fact, in descriptive text,

the students are asked to describe the place using the present tense. Based on Jacob et al. (1981), they rated writing scoring based on five aspects: content, organization, vocabulary, language use, and mechanics. Before the students do writing activities, the students need to understand the essential aspects of writing text. These aspects will guide the students to arrange the sentences into the correct paragraphs based on the text.

2.2 Aspects of Writing

The learners need to give attention to know some aspects of writing. Because these aspects are essential in writing text. There are five aspects of writing based on Jacob et al. in 1981:

1. Content refers to a part of the writing containing the main idea developed to have a precise meaning. In other words, this paragraph emphasizes the content of a text, the function of transition, and restatement.
2. Organization refers to the logical organization of content arranged logically and systematically by referring to the proper order of language and having a sequence of sentences and ideas.
3. Vocabulary in writing refers to the choice of words used to match the topic of the text. It starts with expressing ideas that are appropriate to the topic and understood. As a general rule, clarity should be the primary goal. Choosing words that explain the meaning of the writing topic is more appropriate than blurring it so that it does not become ambiguous writing.
4. Language use refers to correct grammatical forms that have syntactic patterns in separating, combining, and grouping ideas in words, phrases, clauses, and sentences to create logical relationships between paragraphs.
5. Mechanics refers to the use of conventional word order, including the arrangement of letters, words, and sentences to be formed into structured paragraphs using knowledge of the structure and several others related to each other.

2.3 Concept of Teaching Writing

Nowadays, writing activities are primarily used in the teaching and learning process, especially in online learning. The teachers and students' computer application activities have limited time in the teaching and learning process. The limited time in the application makes the teacher ask the students to share their knowledge in written text. On the other hand, writing is the way for the students to assess learning output. Then, teaching writing provides opportunities for the students to develop clear thinking skills. When students are granted time to write and process their thoughts, they can analyze their thinking. According to Harmer (2015), writing is the one that teachers and learners seem most reluctant to focus on because it requires them to make special efforts. It is related to Caswell and Mahler (2004) state that teaching writing provides opportunities for students to develop clear thinking skills. When students are granted time to write and process their thoughts, they can analyze their thinking. Thus, most of the students' difficulties in writing are caused by some aspects, such as they do not know how to arrange the sentences to become the proper paragraph, lack of vocabulary, and lack of technique used by the teacher to build up students' knowledge in writing. So the teacher should be able to engage the students' willingness in learning writing text.

Moreover, before teaching writing, the teacher needs to consider the students' level to decide what kind of written task will be given. Peha (2002) states that in the teaching and learning process of writing, the teacher takes an essential role for the students in developing their writing skills. Such as asking the students to think about the topic related to their surroundings or their daily life. Thus, after getting the topic, the teacher needs to build up the students' knowledge about that topic. However, it is essential to know that the process of writing will help the students to brainstorm their knowledge before arranging the words become paragraphs correctly, that is why the students need to understand the writing process, it starts from the planning, drafting, writing, revising or editing until final version or publishing, or back to the beginning again. 4 steps should do by the writer in writing a text-based on Harmer (2004). They are:

1. Planning

In this step, the writers plan what they will write and decide what will be expressed, including the detailed notes.

2. Drafting

In this step, the writers make the draft. Several drafts may be produced before it is edited in the final version.

3. Editing

The third step is for the writers to read through what they have written and check where it works and where it doesn't. The writer may check spelling, grammar, punctuation, sentence structure, document format, and other things, and even they can edit or add something needed.

4. Final Version

In this fourth step, the writers made the changes they considered to be necessary, and they produced their final version.

Based on the explanation above, it can be concluded that the teacher needs to explain the steps of writing for the students in teaching writing. It is used to help the students become easier in writing text, because they have prepared their knowledge before doing writing activities. The important is to make an effective teaching and learning process. Then, the teacher also needs to make sure that every student has understood the writing process. Besides, one of the important things to do after finishing the teaching and learning process is giving feedback to the students, and it will develop the students' writing skills for the next.

2.4 Descriptive Text

There are some kinds of text that junior high school students should learn. One of them is descriptive text. Descriptive text is the kind of text which describes features such as things, people, places, or animals in specific detail. According to Anggun (2016), descriptive text is a kind of text with a purpose to give information. Pasaribu (2017) also claims that descriptive writing describes a particular person, place, and thing. The learners can learn how to describe things, places, animals, or people in the descriptive text. According to Mark and

Anderson (2003), a factual description is specifically used to describe a particular place, person, or thing. It is supported by Collin (2009), who states that descriptive text describes the location, size, old, content, and other characteristics. In line with Risan and Hasriani (2019), descriptive writing will include the depiction of the following: a place, a person, a pet, an object, an experience, or a memory. Anything that the writing experience or perceive about the subject can be the point of the descriptive writing. On the other hand, descriptive text is a kind of text which describes a particular person, place, or thing. Moreover, according to Noprianto (2017), descriptive text is constructed with some rigid rules in the form of sentences and composed by considering its purpose and the meaning of each structure; teacher needs to have enough knowledge of how those clauses make meaning. Meanwhile, since this text is not too tricky, the writers have to understand the structure of the descriptive writing text, such as the social function, generic structure, and language features. According to Sudarwati and Grace (2007), the structure of Descriptive Text has specific characteristics, as follows:

1. Social function

The purpose of descriptive text as a social function is to describe a particular person, place, or thing.

2. Generic structure

In the descriptive text, some generic structure organizations can be listed as follows:

- Identification (mention the particular participant).
- Description (mention the part, quality, and characteristics of the subject being described)

3. Language features In the descriptive text, there are some language features, as follows:

- The use of adjectives and compound adjectives.
- The use of linking verb/relating verbs.
- The use of Simple Present Tense.
- The use of the degree of comparison

In addition, teaching descriptive text, especially for young learners, becomes more challenging for the teacher since the students have difficulties finding the topic and connecting one and others' ideas into the paragraph. So that, to solve the problems, teachers need to choose the appropriate technique to make the students interested in learning writing in English.

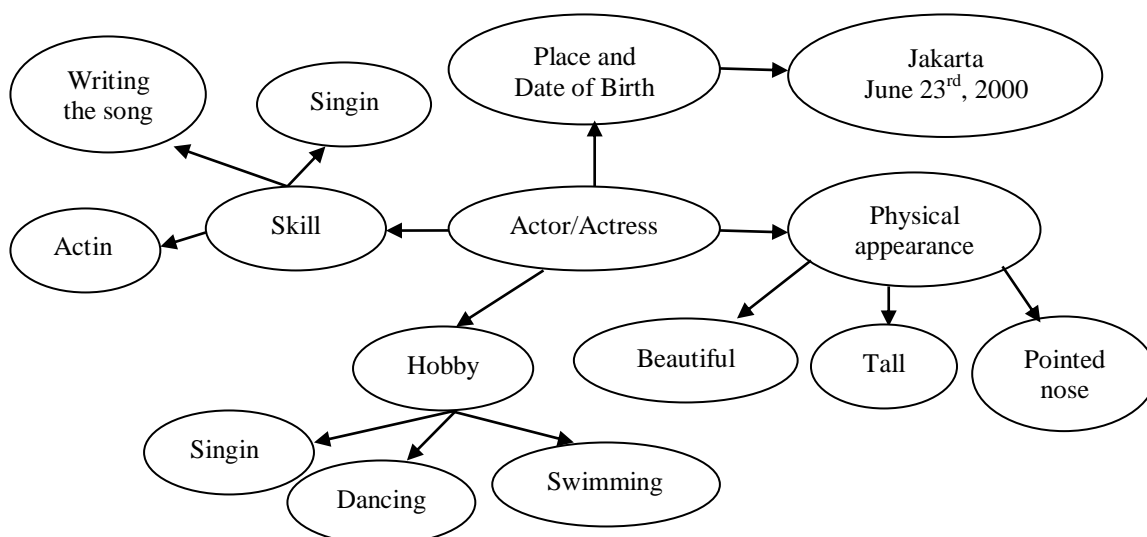
2.5 Concept of Clustering Technique

Clustering is a technique that can help the learner prepare their words before making them into the paragraph. This technique is like prewriting in the stage of writing. When using the clustering technique, the students try to explore their knowledge before they do writing text. Oshima & Hogue (1998) state that Clustering is another brainstorming activity that you can use to generate ideas. It starts by writing the topic in a circle in the middle of a paper. As for related concepts, write these ideas in smaller circles around the main topics. The ideas are written in a small circle and should be related to the main topic. In line with Blanchard and Christine (2003) define that clustering is another prewriting technique. It is a visual way of connecting your ideas using circles and lines. In doing the clustering technique, the writer draws a diagram of their ideas.

Thus, the clustering technique is also known as diagramming or mapping, and this technique can be used to generate material for a paragraph. It is helpful for people who like to think in a visual way. In clustering, the writer use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you. (Langan, 2002). Besides, using clustering will help the learners arrange the sentences because they have written the points that should be told into the paragraph. Then, in language learning, the clustering technique is used to make learners easier to memorize the vocabulary. In line with Triza et al. (2016), their study found that the clustering technique significantly affected students' writing skills of narrative text. Besides, Fulwiler (2002) states that cluster starts by writing out a general topic area in the center of a sheet of paper and circles around it. Then, it can be seen how many possibilities can think of and cluster around the central idea in smaller circles. It points out that the students can add a new word

based on their own creativity as long as the word still has a relation with the central word. In doing the clustering technique, the students remember the word carefully because they are actively included in thinking. Besides that, the clustering technique can also make it easy for students to see the relation between ideas and make them easier to write (Rumisek and Zemach, 2005). Here is an example of a clustering word.

Figure 2.1 The Example of Word Cluster



From the diagram above, it can be seen that the core word or main topic is actor or actress and the other circles have some related phrases to the main topic, including his or her identity, personality, skill, etc. Then, each of those also has some related words. Based on those statements, it can be concluded that the clustering technique is a fun and creative activity that can generate ideas by using circles. It starts from a stimulus word or the word expectation, then develops them into several groups. Thus, the clustering technique allows the free-writers to generate the ideas from their minds since it relates to the main topic. Clustering can be helpful for any kind of text in writing. Marzelia, Jamiluddin, and Hastin (2014) found that using the clustering technique effectively improved students' skills in writing hortatory exposition text.

In short, the clustering technique can be said to be the guiding technique that enables students to focus on their written text. It is very suitable for teaching

writing descriptive text. By applying clustering technique in teaching writing descriptive text, the teacher is supposed to assist the students in generating their ideas and to stimulate the students in thinking structured. Hopefully, the students could be easier to increase their writing achievement, especially for the young learners who have not yet mastered in writing. By using this technique, the teacher can provide an interactive class during the teaching and learning process, so this technique should be helpful for writing Descriptive text and other kinds of text.

2.6 Advantages and Disadvantages of Clustering Technique

In applying the clustering technique to teaching writing, there are some advantages and disadvantages as follows:

2.6.1 The Advantages of Clustering Technique

From the clustering process, there are some advantages of using the clustering technique. As stated by Baroudy (2008):

1. Clustering can be defined as a prewriting technique that enables the student as the writer to choose an encircled main topic around which whatever may be found in a relationship with will be selected to be jotted down in a tree-branch like a relationship.
2. The students, as the writers, can select the ones that can be found most crucial or potent enough to develop the topic they aim for.
3. It can be used as an outline or list of sub-topics they wish to cover as scaffolding that leads them to the issue they want to focus on within the more important topic in preparing a cluster diagram.
4. Therefore, it allows them to confirm their understanding status and determine where they have deficiencies in their potential knowledge.

In addition, the researcher found some advantages after using Clustering Technique to teach writing Descriptive Text, as follows: Clustering technique allowed the students to write everything words which related to the topic, clustering technique also can be use as the outline or as a list of words, so the

students were led to focus on arranging the sentences into a paragraph, and then, clustering technique is easy to use for the teacher without need a lot of teaching media. To sum up, the clustering technique is a powerful technique that helps the students arrange, generate, and develop the students' ideas to produce a written text.

2.6.2 The Disadvantages of Clustering Technique

Clustering technique is an exciting technique that can be applied to every grade of students. It is easy to use, especially to teach writing. But, there are some disadvantages of this technique. According to Gorski (2010), the disadvantages of clustering technique are as follows:

- a. It operates again how the brain works. Each time ideas are thought and put on the list, and they will be forgotten while a new idea emerges.
- b. The result of the students' work depends on the idea of students. The teacher should prepare how to give the score because it does not have the same answer.

Moreover, after applying the clustering technique in teaching writing, the researcher found some weaknesses, such as consuming time. The students who lack vocabulary need time to find the meaning of the words. Then, some students wrote the words that did not suit the topic, And the other is this technique was not applicable for all of the students with different personalities.

2.7 Procedures of Clustering Technique

Blanchard and Christine (2003) stated that there are several procedures for applying the clustering technique. 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 central circle.
3. Connect these ideas to the center word with a line.
4. Think about each new idea, write more related ideas in a circle near the new ones, and then connect them.

5. Repeat this process until they run out of ideas.

2.8 Concept of KWL (Know, Want to Know, Learned) Technique

KWL is usually used in teaching reading, and it helps students comprehend reading text using their prior knowledge and thinking phase in Know, Want, and Learn. Goldstein cited in Setiyadi, Sukirlan, Mahpul (2018), state that KWL technique helps the students to think about what they have known about the topic and what they want to learn about a topic, and also it helps the students in preparing process of learning, it caused by this technique leads the students to think about their prior knowledge. Hence, this technique can stimulate the students' knowledge about the topic and increase their willingness to look for other things they do not know yet. According to Carr and Ogle cited in Samaikomson (2012), KWL helps students become better independent readers and encourages them to review their prior knowledge and engage them to obtain the new knowledge.

Thus, this technique allows the students to begin the activities by brainstorming, and they may write everything they have known about the topic, and then, they can ask the teacher related to the things they do not know yet. Besides, this technique is interesting to apply in teaching writing because the students' prior knowledge is built in this technique before arranging the text. Some previous researchers have conducted KWL technique in their research. Kusumaningrum and Widiyanto (2018) applied this technique in teaching reading skills. They found that this technique improved students' ability in reading, especially for reading skills as a facilitator, motivator, and administrator. In line with Herlina, Yufrizal, Hasan (2013) found that KWL Technique effectively teaches writing hortatory exposition text under which writing elements are applied. Febrina, in 2019, claimed that KWL strategy could be used to minimize the students' writing problems, especially in terms of organization, and students in the experimental group have a positive perception about learning through this strategy.

Moreover, KWL technique is beneficial for both learners and teachers. By using this technique, it the learners are easier to elaborate their knowledge before

arranging the ideas into good paragraphs in writing. Fengjuan (2010) concluded that KWL is an effective instructional strategy in the teaching and learning process because this strategy motivates active learning and instructing on the parts of both learners and instructors.

From those previous research, it can be assumed that KWL technique can be one of the effective techniques on teaching not only for teaching reading but also for teaching writing to students. Using a chart is a point procedure of this technique. The letters K-W-L are short for “K” as “what we know,” then, “W” as “what we want to know,” and “L” as “what we learned.” It is divided into three columns titled know, want, and learn (Pieter, 2014). Learners begin by brainstorming everything they know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 2.1.). Learners then generate a list of questions about what they want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Table 2.1. KWL instructional scheme

K (What I Want to learn)	W (What I Know)	L (Learned)
The students may list everything they already know about the topic in this column.	This column is used for what the students want to know about the topic.	In the last column, students list what they have learned after they finished studying or looking for things they did not before related to the topic.

In conclusion, KWL charts will help open students' background knowledge. It provides an opportunity for students to set their own learning objectives and collect the information before doing the writing. Then, it will help students'

awareness to arrange the sentences become a good paragraph because they already know what they should write in the first until last paragraph.

2.9 Advantages and Disadvantages of KWL Technique

Besides the assumptions and procedures above, KWL technique also has the following advantages and disadvantages:

2.9.1 The Advantages of KWL Technique

Based on Buehl cited in Afrilianti (2012), there are some advantages of using KWL technique, as follows:

1. It provides the teacher with an inventory of students' background knowledge about a topic and reminds students what they already know.
2. Class prior knowledge is "booked" as students who know less about a topic are included in interactive conversations with students who bring more understanding to the reading.
3. Students are guided into a meaningful organization of new information to synthesize their understandings.
4. Students' misconceptions about the topic are revealed and addressed during instruction.

After conducting this research, the researcher concluded the advantages of using KWL Technique, such as: In KWL technique, the students are led to brainstorming their prior knowledge. Then from the three columns, the students were able to classify the ideas; the students also had the same chance to find the ideas from the teacher and also from their classmates. To sum up, the KWL technique is a beneficial technique that leads the students to develop their knowledge and promotes the students to become more precise in classifying the ideas and developing the students' ability to arrange the paragraph.

2.9.2 The Disadvantages of KWL Technique

Some disadvantages also were found in applying KWL technique to teach writing, as follows:

1. This research focuses on teaching writing; because of time limitations, this technique can not apply in a meeting because there three columns that need students' understanding to use, so it needs more than one meeting.
2. This technique can not apply to all of the students who have different personalities.
3. Teachers may feel that if students don't have prior knowledge on a topic, the chart will not be a successful tool.

2.10 Procedures of KWL Technique

Goldstein, cited in Setiyadi, Sukirlan, Mahpul, Setiyadi (2018), stated that KWL technique helps students think about what they already know about a topic and what they want to learn about a topic. They think about these things before a unit or lesson begins. It helps them to prepare better to learn because they think about their prior knowledge.

The procedures are as follow:

1. Before beginning a lesson or unit, the teacher prepares a 3 column chart on large paper or the board.
2. The teacher introduces the topic to be learned.
3. The teacher then asks students to "brainstorm" (or share ideas) about what they already know about this topic.
4. The teacher writes down what students already know in the first column, labeled "know."
5. Then, the teacher asks students to discuss what they want to learn about the topic. The teacher writes these ideas in the second column. "Want to Learn."
6. The teacher then begins to teach the lesson or unit. Ideally, the teacher designs lessons or units to fit what the students already know and want to learn.

From the procedures of the technique above, the researcher supposes that KWL technique has a positive role in students' writing process and makes the students

have motivation in writing, especially in Descriptive Text. By implementing this technique, the students will learn from many sources from teacher explanations and from searching for new information by themselves.

2.11 Characteristics of Introvert and Extrovert Personality

Everyone has different personality type. The way people feel, think, and act is the pattern of individual personality. According to Omorodion and Osayande (2012), the ways humans perceive, learn, remember, think, feel, and develop are linked to personality. In this case, people's personalities are divided into two types, and they are extrovert and introvert personalities. Perhaps extrovert persons are considered more desirable than introvert people in human social life. An extrovert person is characterized as sociability, communicative, expressive, active, talkative, and dominant.

In contrast, an introverted person is passive, quiet, reserved, and reflective. One of them has good and other bad people because it is just the way people express themselves in doing interaction. In learning activities, the student's achievements are also influenced by their personality, and some students tend to be active in saying their thought by speaking and others by writing. According to Edge and Garton (2009), each learner is individual and different; the learners are also influenced by their age, social, cultural background, and learning style. It is known that the learners can not learn by themselves, so the teacher's role is very needed in the learning process to help the students build their potential in learning a new language.

By knowing students' personalities, the teacher can understand how they respond to the new information and learn new things, especially in writing text. On the contrary, the extrovert person maintains a positive relation to the object. Eysenck (1981) divides individuals' personalities through typology classification in line with these terms. Personality types can be divided into two types: extrovert and introvert. Each type has its indication, so we know the type of a person from these indications. Here are the types of personalities depicted in the figure below:

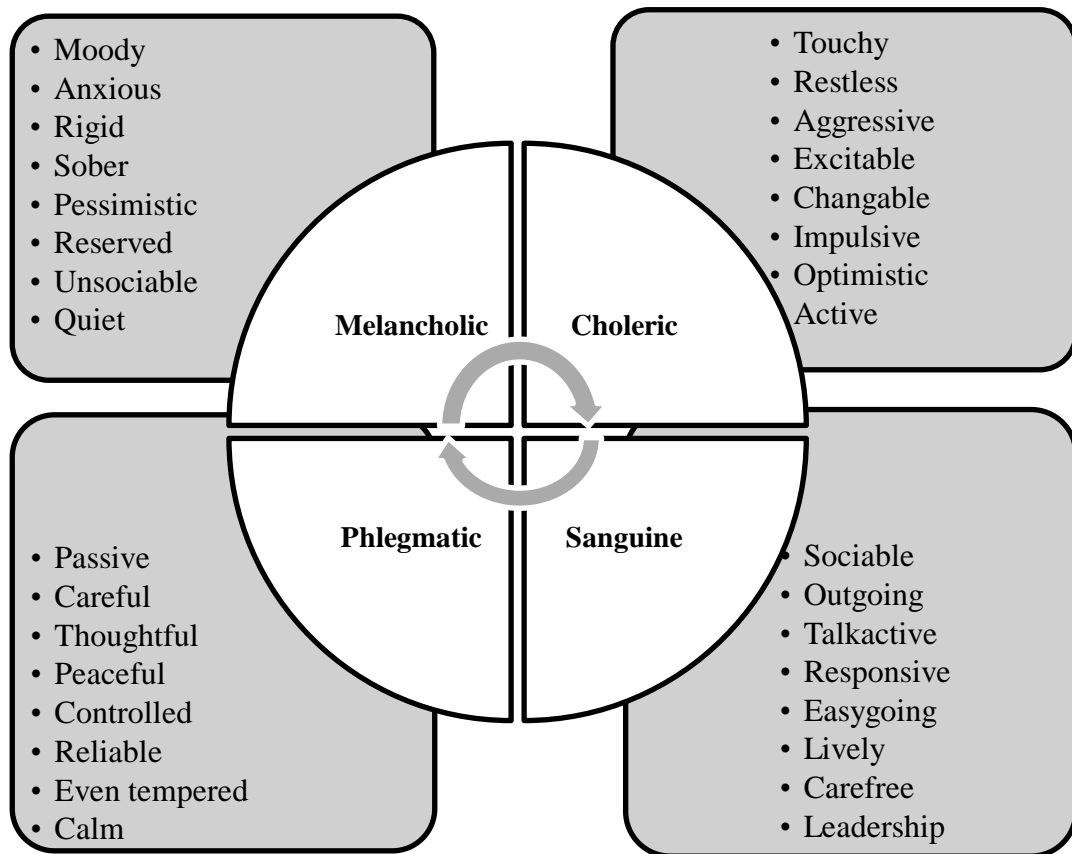


Figure. 2.2 Types of Personality

1. *Sanguine* is one of the types of extrovert people who have stable emotions, such as – friendly, outgoing, talkative, responsive, easygoing, lively, carefree, leadership.
2. *Choleric* is one of the types in extrovert people who have unstable emotions, such as –touchy, restless, excitable, changeable, impulsive.
3. *Phlegmatic* is one of the types of introvert people who have stable emotions, such as –calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive.
4. *Melancholic* is one of the types of introverted people who have unstable emotions, such as –quiet, reserved, withdrawn, pessimistic, moody.

The personality of a person can be seen by the dominant type of the person, whether the type is extrovert or introvert. Meanwhile, Burruss & Kaenzig (1999) claimed that extroverts and introverts need different kinds of instruction. Thus,

from the person's work style, we can see a person's personality. The characteristics of extrovert and introvert personalities can be seen from their style of work below (Burruss & Kaenzig,1999).

Table 2.2 Work Styles

Extroverts	Introverts
1. Are social - they need other people. 2. Demonstrate high energy and noise. 3. Communicate with excitement and enthusiasm with almost anyone in the vicinity. 4. Draw energy from people; love parties. 5. Are lonely and restless when not with People. 6. Establish multiple fluid relationships. 7. Engage in lots of activities and have many interest areas. 8. Have many best friends and talk to them for long periods. 9. Are interested in external events, not internal ones. 10. Share personal information.	1. Are territorial – desire private space and Time. 2. Are happy to be alone – they can be lonely in a crowd. 3. Become drained around large groups of people; dislike attending parties. 4. Need time alone to recharge. 5. Prefer to work on my own rather than do group work. 6. Act cautiously in meeting people. 7. Are reserved, quiet and deliberate. 8. Do not enjoy being the center of attention. 9. Do not share private thoughts with just Anyone. 10. Form a few deep attachments.

2.12 Theoretical Assumption

According to the literature review above, the researcher assumes that writing is essential to communicating verbally. Hence, writing will be an exciting activity in students' junior high school since the teacher knows how to build the students' willingness and creativity in writing. Therefore, the teacher should notice the essential aspects of writing (content, organization, vocabulary, language use, and mechanics) in teaching writing. These aspects will help the teacher to build up students' writing ability. Moreover, the techniques play an essential role in teaching writing, and the clustering technique can be used to teach descriptive text

writing. It is a tool that helps students express their ideas before doing descriptive writing text. Because previously, the students thought the clues and collect the information related to the topic.

Moreover, the clustering technique hopefully becomes an exciting way for the students to deliver their ideas in written text. Then, for the teacher, the clustering technique can be an effective and exciting way to teach writing, especially for students in junior high school. The use of clustering technique in teaching descriptive text writing can help the students develop their writing skills. As Pharr and Santi (2005) state, in the clustering technique, the students write a topic in the center of a piece of paper, write the ideas by the topic around it, connect the topic with lines, and arrange the sentences with their subtopics. So that this technique can help the students stimulate their ideas and organize them before they develop into a paragraph. Furthermore, the other technique used in teaching writing is the KWL technique. KWL (Know, Want to Know, Learned) technique is one of the techniques in teaching writing which help the students to open their mind up in sharing their ideas or knowledge while writing.

This technique is appropriate in serving systematic activities for the students to become active in thinking during the learning process. As Goldstein cited in Setiyadi, Sukirlan, Mahpul (2018) state, the KWL technique helps students think about what they already know about a topic and what they want to learn about it. It also helps them to prepare better to learn because they think about the prior knowledge. So that this technique can lead the students to explore their knowledge related to the topic before starting the writing activities. In addition, students' personality is one essential thing that influences the students' achievement in learning writing. The teachers may not assume that every student has a similar desire and ability to receive the lesson well. The difference in students' personality become a challenge to the teacher in choosing the appropriate strategy in teaching. In addition, the researcher assumed that the clustering technique and KWL technique could be beneficial for extrovert and

introvert students to improve their writing achievement, especially in developing students' ideas in writing descriptive text.

2.13 Hypothesis

To investigate the research questions, the researcher formulated the hypotheses as follows :

1. There is a significant difference in students' writing achievement by using clustering and KWL techniques.
2. There is a significant difference in students' achievement in writing descriptive text between introvert and extrovert students.
3. There is an interaction between those two techniques and students' personalities.

This chapter has discussed the literature review related to this research which deals with several theories points. The next chapter discusses the method of this research.

CHAPTER III

METHOD

This chapter provides an overview of research design, research instruments, population and sample, normality test, data collecting technique, questionnaire, the validity of the questionnaire, writing test, the validity of writing test, reliability, reliability of the questionnaire, research procedure, data analysis, and hypothesis testing which apply in this research.

3.1 Research Design

This research was carried out using a quantitative approach with the factorial design. According to Hatch & Farhady (1982), the factorial design was used where more than one independent variable was considered, and the variables might have one or many levels. In this research, there were two independent variables and dependent variables. Each independent variable had two levels, and the first independent variable was teaching techniques which have two kinds of techniques (clustering technique and KWL technique), the second independent variable was the writing score of extrovert and introvert students. However, this research used a 2x2 factorial design because there were four independent variables. Each variable had two levels, and Two Way ANOVA was used to represent this factorial design. Then, The pre-test was used to know the students' ability in writing text. Then, a post-test was distributed after the treatments, and it was used to measure the improvement of students' writing achievement before and after the treatments.

Table 3.1 Research Design in Table

Variable Technique (A) Variable Personality (B)		Techniques	
		Clustering (A1)	KWL (A2)
Personality	Introvert (B1)	A1 B1	A2 B1
	Extrovert (B2)	A1 B2	A2 B2

3.2 Research Instruments

The instruments of this research are a questionnaire and writing tests. The questionnaire measures students' personalities (extrovert and introvert). Then, the writing test in pre and post-test will be applied to measure students' writing achievement before and after the treatment given.

3.2.1 Questionnaire

The questionnaire is an instrument that effectively measures aspects and variables associated with personality, psychology aspect, or sociology (Setiyadi, 2006). The questionnaire was adapted from Eysenck's theory in 1981. The questionnaire consists of 30 items. These questionnaire items were suitable to measure the students' personalities in writing achievement. This questionnaire was used to determine the students' personality type (extrovert and introvert).

3.2.2 Writing Test

A writing test was used in this research. The test was conducted twice. Before conducting the treatments, the researcher gave a pre-test for the students to know the students' ability in writing. After that, the researcher conducted the different techniques for each class, and then the post-test was given in the last to know the other scores after the treatment.

3.3 Population and Sample

The research was conducted in SMP Negeri 1 Jatiagung Lampung Selatan. There are eight classes, and each class consists of 29 to 30 students; and this research took two classes as the sample. In determining the sample, the class was selected randomly by using a lottery because the class had more than two classes. It was applied based on the consideration that every student in the population has the same chance to be chosen (Setiyadi, 2006). The research sample was two classes of seven second semester grades as the experimental groups. The students of VII B class have been taught using the Clustering Technique, and the students of VII

D class have been taught using KWL Technique. Then the students of each class were classified into extrovert personality and introvert personality.

3.4 Normality Test

A normality test was conducted to determine whether the sample in this research was normally distributed or not. The One-sample Kolmogorov-Smirnov formula analyzed the students' pre-test and post-test scores in two classes through SPSS 16.0. The hypothesis for the normality test are as follow :

Ho: The data were normally distributed.

Ha: The data were not normally distributed.

In this research, the researcher classified the data from four groups, are: (1) the writing score of introvert students who learn writing through clustering technique (A1B1); (2) the writing score of extrovert students who learn writing through clustering technique (A2B1); (3) the writing score of introvert students who learn writing through KWL technique (A1B2); and (4) the writing score of extrovert students who learn writing through KWL technique (A2B2). Furthermore, the criteria which are used to determine whether the data have normal distribution or not, as follows:

1. If the significant score is higher than 0.05 (sig. > 0.05), the data have a normal distribution.
2. If the significant score is lower than 0.05 (sig. < 0.05), the data do not have a normal distribution.

After analyzing the data, the writer found the result as follows:

Table 3.2 Normality Test

No	Sample Group	Sig. (2-tailed)	Alpha	Conclusion
1	A1B1	.200	.05	Normal
2	A1B2	.200	.05	Normal
3	A2B1	.200	.05	Normal
4	A2B2	.200	.05	Normal

Based on the result above, it can be seen that the significant score is higher than 0.05 (sig. > 0.05) for each of the data. It means that the data have a normal distribution, and H_0 is accepted. (see appendix 20).

3.5 Homogeneity Test

A homogeneity test was used to know whether the data variance of the population was homogeneous or not. In this case, the researcher used the SPSS program by using Compare Means One way Anova to analyze homogeneity of variance. The test of the variances was implemented to determine the data had significance or not. If the Sig. < .05, the data are not homogenous and vice versa. The criterion is that H_0 is rejected if the value Sig. 0.05 and accepted if the value Sig. > 0.05. Based on the data obtained, the value of the homogeneity was 0.983 with probability value (sig) > 0.05 (see appendix 24). It was seen that the data were homogenous, which means that the requirement of ANOVA was fulfilled and could continue the next analysis.

Table 3.3 Homogeneity Variance

Levene's Test of Equality of Error Variances

Test of Homogeneity of Variances

Writing score

Levene Statistic	df1	df2	Sig.
.437	1	54	.512

The data distribution on the table above shows that data are homogenous with the sig. The value of Leven's test is .512 is higher than sig. Level (.05).

3.6 Data Collecting Technique

To answer the research questions, the researcher collected the data by using the instruments. These were the procedures of data collecting technique which used in this research:

3.6.1 Questionnaire

After deciding the subject, the researcher gave the questionnaire to the samples. This questionnaire was used to know each student's personality, then the result of the student's answer in the questionnaire was used to classify the students into introvert and extrovert personalities. The questionnaire was adapted from Eysenck's theory (1985); the researcher takes 30 questions related to the students' personalities in learning. Then, the questionnaire was translated into the Indonesian language to minimize misinterpretation by the students. From 30 items, 15 questionnaire items were indicated for introvert personality, and 15 articles were suggested for extrovert personality. (see appendix 3).

The questionnaire had two options, and they were "yes" or "no" in each question. It could be indicated that the students had introverted personalities when they chose "yes" in introvert questions; instead of the students choosing "no" in introvert questions, it could be indicated that those students had extrovert personalities. Then, if the students chose "yes" in the extrovert question, it stated that they had an extrovert personality. But, students could have introverted personalities if the answer is "no." However, if the students' responses in extrovert questions were more than introvert questions, it defined that the students had extroverted personalities. If the students' introvert questions were more than extrovert questions, it determined that the students had introvert personalities. Moreover, the researcher could classify the students into introvert and extrovert personalities by using the questionnaire result.

3.6.1.1 Validity of the Questionnaire

The underlying theoretical construct in a test concerns in this validity. Construct validity is concerned with whether or not the test performance can be described psychologically (Hatch & Farhady, 1982). In addition, the validity of the questionnaire is measured to find if the components are suitable and related to the relevant theories of introvert and extrovert personalities. The questionnaire was adapted from Eysenck's theory, and then the questionnaire was then translated into Indonesian to help the students understand the meaning of the questionnaire.

The researcher chose 30 items of the questionnaire related to the students' learning process. Then, the questionnaire consisted of 15 questionnaire items of introvert personality and 15 questionnaire items of extrovert personality. Questionnaire of introvert personality was at even number, and extrovert questionnaire was at an odd number. The questionnaire had two options ("YES" or "NO") in each question. The students were asked to choose one of the options based on their own personality. Then, the students' answers were computed by using SPSS 16. (see appendix 6). Therefore, the item numbers of students' personalities were classified below.

Table 3.4 The Questionnaire to Measure Students' Personality of Introvert and Extrovert

No	Level of Personality	Item Numbers Total	Total
1	Extrovert	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29	15 items
2	Introvert	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30	15 items

Table 3.5 Table of Specification of Questionnaire

Items Number	Personality				Total Items	Percentage of items
	Extrovert		Introvert			
	Sanguine	Choleric	Phlegmatic	Melancholic		
1,3,5,11,13, 15,23,25,27	✓				9	30%
7,9,17,19, 21,29		✓			6	20%
8,12,14,18, 24,26,28			✓		7	23%
2,4,6,10,16, 20,22,30				✓	8	27%

3.6.1.2 Reliability of Questionnaire

The data obtained with the questionnaire was computer coded by using SPSS 16. To measure a reliability assessment of the instrument's ability to accurately and consistently measure the target areas was carried out using Chronbach's Alpha. It was calculated based on the average correlation between items (Setiyadi,2006).

Table 3.6 The criteria of Alpha Cronbach

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

After the data were distributed, the researcher computed the data using SPSS 16. To find the reliability tests and the results of the reliability test on the questionnaire (see appendix 7) for two classes were presented in the table below:

Cronbach's Alpha	N of Items	Criteria
.729	30	Acceptable

After tabulating the score of the questionnaire, the researcher found that the reliability of the questionnaire was 0.729. It means that the questionnaire was Acceptable.

3.6.2 Writing Test

3.6.2.1 Criteria of Scoring Writing Test

To evaluate students' descriptive text writing ability, the researcher used the scoring rubric based on Jacob et al. in 1981, which has five aspects to take the students' score: content, organization, vocabulary, language use, and mechanics. The criteria of the scoring system are in Laid in the appendix 10.

3.6.2.2 Validity of Writing Test

Validity refers to the extent to which the test measures and to what is intended to measure. Hatch & Farhady in 1982 state that the validity of any research project depends, in an authentic way, on the appropriateness of the instrument or test items used to measure the variables. A test can be considered to be valid if it can precisely measure the quality of the test. The validity of the pretest and posttest in this research relates to the content validity and construct validity.

1. Content validity

Its validity depends on a careful analysis of the language being tested and of the particular course objectives. Content validity represents the correlation between the test and the materials in terms of construction. Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch & Farhady in 1982). Before doing the writing test, the teachers need to check the topic related to the syllabus or course textbook. To get the content validity of the writing test, the material and the test are composed based on the syllabus and in line with the students' material. In this research, the researcher has checked the syllabus and the material on seven grade students from the teacher in the school before conducting the investigation.

2. Construct validity

Construct validity concerns on whether the test is in line with the theory of writing. It means that the test items should really measure the students' ability in writing based on theories. The researcher assesses it by referring to the aspects of writing based on Jacob et al.'s theory in 1981. The researcher uses a writing rubric from Jacobs et al. The rubric provides five aspects of writing: content, organization, vocabulary, language use, and mechanics. Then, for the content is scaled from 13 to 30, for the organization is scaled from 7 to 20, for the vocabulary is scaled from 7 to 20, for the language used is scaled from 5 to 25, and for the mechanic is scaled from 2 to 5.

3.6.2.3 Reliability of Writing Test

Consistency of results is the basic concept of the reliability of a test. Reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions. (Hatch & Farhady, 1982). Moreover, when the test is conducted, the score is gained, the test can be said reliable. According to Heaton (1975), reliability is necessary for any good test. Then, reliability is of primary importance in using both public achievement and proficiency tests and classroom tests.

A test would not be a good parameter unless the test is suitable or constant). In achieving the reliability of the pretest and posttest of writing, inter-rater reliability is used in this study. It needed some researchers as a team; in addition, the researchers must verify the test and the criteria of the test before gathering the data (Setiyadi, 2006). In achieving the reliability of writing tests (pretest and posttest). This current research also applies a statistical formula for counting the reliability scores between the first and second ratings. The statistical formula of reliability is as follows:

The formula is:

$$R = 1 - \left(\frac{6 \sum d^2}{N(N^2 - 1)} \right)$$

Notes:

R = Rank difference

$\sum d$ = Total score of an odd number

N = Number of Students

(Harris, 1974)

- Reliability range from 0.81 up to 1.00 is very high
- Reliability range from 0.61 up is high
- Reliability range from 0.41 up to 0.60 is average
- Reliability range from 0.21 up to 0.40 is low
- Reliability range from 0.00 up to 0.20 is very low

After calculating the reliability of the writing test, the writer found that the test is reliable. (see appendix 13,15,17,19)

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Table 3.7 Reliability of Writing Tests

Group	Reliability	Criteria
Clustering Class Pretest	0.98	Very high reliability
Clustering Class Posttest	0.98	Very high reliability
KWL Class Pretest	0.95	Very high reliability
KWL Class Posttest	0.95	Very high reliability

3.7 Research Procedure

The researcher uses some steps to collect the data:

1. Determining the research problem

The main concern of this research was to find out whether there was a difference in students' writing ability in general and students' aspects of writing in particular. Additionally, this current study was intended to identify the personality of students.

2. Determining population and sample

The population of this research was for students' Junior High School in Bandar Lampung. In short, the researcher taught and applied the techniques at the school and focused on teaching two classes.

3. Selecting the material

The material of this research was taken from the syllabus of Junior High School, and then the researcher conducted DescriptiveText.

4. Distributing the questionnaire of students' personalities to the sample.

Distributing the questionnaire was done to identify learners' personality types, whether they belong to introvert or extrovert personalities.

5. Conducting pre-test

Pre-test was conducted to know the students writing achievement before doing the treatments.

6. Analyzing the result of the questionnaire and pre-test

After both the questionnaire and the writing pre-test were administered, the researcher analyzed the instruments' validity and reliability.

7. Scoring the data

The researchers counted the score of the questionnaire and writing test. The researcher examined the students' writing test based on the guidance from the writing scoring rubric in terms of content, organization, vocabulary, language use, and mechanics adapted from Jacob et al. (1981).

8. Conducting treatments

The two treatments, Clustering technique, are used in the VII B class and KWL technique is conducted in the VII B class. The treatments were conducted in a month and 40 minutes for each class. These treatments were used to help the students understand writing descriptive text.

9. Conducting post-test

A post-test was conducted after the treatment. Post-test was used to determine whether there is a difference in students' writing achievement of introvert and extrovert personality after treatments.

10. Analyzing the data

In this step, the researcher analyzed the tabulated data—the analysis used SPSS computer program. The researcher will analyze the data by using Independent Group T-Test and Two Way Anova. Independent Group T-Test is used to compare “*mean*” from two different groups, and both groups are taken in different situations. Two Way Anova will be used if the research has two variables

compared, and each variable has two levels or more. This analysis will use for the data retrieved through factorial design.

11) Drawing a conclusion

Lastly, the conclusion was drawn up based on the result of the data analysis.

These are eleven phases, starting from determining the research problem until analyzing the data, are the whole procedures in conducting this research.

3.8 Data Analysis

To investigate the difference between the clustering technique and KWL technique between introvert and extrovert students, The researcher uses quantitative data analysis according to the types of data gathered. The researcher follows the following steps for analyzing the data:

1. Tabulating questionnaire of students personalities.
2. Tabulating the score of the writing test.
3. Normalized gain of writing test.

To have the same perception in assessing the learners' work, the researcher explains the writing scoring rubric assessment used in the study to the second-rater before they assess it. After that, the steps follow are conducted:

- a. The researcher and inter-rater the learners' writing test.

Calculating Students' Total Scores

These are two formulas that will be used in calculating students' total scores:

- b. Calculating the scores from 1 st rater and 2 nd rater

$$R1 = C + L + V + O + M$$

$$R2 = C + L + V + O + M$$

Notes:

R1 = Score from 1st rater

R2 = Score from 2nd rater

C = Content

O = Organization

L = Language use/grammar

V = Vocabulary

M = Mechanics

c. Calculating the total score

R1 = Score from 1st rater

R2 = Score from 2nd rater

TR = Total Score

$$TR = \frac{R1 + R2}{2}$$

d. The interaction of the two techniques and students' personalities are investigated by using Two Way Anova. Two Way Anova is used if the research has two variables that are compared, and each variable has two levels or more. This analysis is used for the data that are retrieved through factorial design. The formulas will be:

$$F_{\text{Factor A}} = \frac{S^2_{\text{Factor A}}}{S^2_{\text{Within}}} \text{ (effect of techniques)}$$

$$F_{\text{Factor B}} = \frac{S^2_{\text{Factor B}}}{S^2_{\text{Factor B}}} \text{ (effect of personality)}$$

$$F_{\text{Interaction}} = \frac{S^2_{\text{Interaction}}}{S^2_{\text{Within}}} \text{ (effect of the interaction of personality X techniques)}$$

(Hatch & Farhady, 1981)

e. Calculating the Significance Difference of the Tests

After the total scores are gained, the average scores between the two raters are taken to be the final scores that are analyzed statistically using Paired Sample t-test to show the differences between the pretest and posttest in both classes. It will be used to see the effect of the clustering technique and KWL technique on students' writing ability. The data is computed through the Statistical Package for Social Science (SPSS).

f. Comparing the Significance Difference of the Tests

After the researcher calculates the significant difference of the tests, the results are compared to see which treatment makes the best improvement on students' writing ability.

g. Drawing Conclusions from the Data

After the significant difference of the test is calculated, the conclusion is drawn from the calculation. It will be used to determine whether there is a significant difference between extrovert and introvert students' writing achievement using those two techniques.

3.9 Hypothesis Testing

In the effort to measure the hypotheses, this research used the Independent Group T-Test of SPSS. The hypothesis was investigated with a significance level of 0.05, in which the hypothesis is approved if $\text{Sig} < \alpha$. The following are the hypotheses of this research :

The hypothesis of the first research question

Ho: There is no significant difference between students' achievement in writing descriptive text by using clustering and KWL technique.

H1: There is a significant difference between students' achievement in writing descriptive text by using clustering and KWL technique.

The criteria :

Ho is accepted if a significant value is higher than 0.05

H1 is accepted if a significant value is lower than 0.05

The hypothesis of the second research question

Ho: There is no significant difference between introvert and extrovert students in writing descriptive text.

H1: There is a significant difference in students' achievement in writing descriptive text between introvert and extrovert students.

The hypothesis of the third research question

Ho: There is no interaction between those two techniques and students' personalities.

H1: There is an interaction between those two techniques and students' personalities.

The criteria :

Ho is accepted if a significant value is higher than 0.05

H1 is accepted if a significant value is lower than 0.05

This chapter had explained the overview of research design, population, and sample, normality test, homogeneity test, data collecting technique, questionnaire, the validity of the questionnaire, writing test, the validity of writing test, reliability, reliability of the questionnaire, research procedure, data analysis, and hypothesis testing that were applied in this research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the research result and the suggestions to English teachers who want to conduct research related to clustering technique, KWL technique, students' personality in terms of introvert and extrovert students, and the writing achievement and the further researchers.

5.1 Conclusions

Based on the result and discussion of the data analysis in this research, the writer concludes as follows :

1. Based on the first research question, the researcher found the different students' writing achievements after being taught by clustering and KWL technique. Then based on the result and discussion, the researcher concluded that there is a difference in achievement between students introvert and extrovert implemented in clustering technique and KWL technique in writing descriptive text. The researcher found that the students in VIID class got higher scores after being taught using the KWL technique than those in VIIB class using clustering technique. It can be concluded that applying KWL technique is better than the clustering technique in the teaching and learning process to increase the students' writing achievement.

KWL technique engages the students directed to activate their background knowledge related to the topic and provides them with the students with an opportunity to brainstorm. Using the three columns, the students can explore their understanding of the descriptive text and then collect the questions about what they want to know more about the text. After the teacher explains it, the students can arrange the words from the columns into a paragraph of descriptive text. Furthermore, from the researcher's finds, this technique is suitable to apply for both extrovert and introvert students. Even introverted students got higher mean scores than extroverted ones, but every student improved writing scores after learning writing by using the KWL technique. KWL technique can promote the

students writing achievement by providing them with plenty of opportunities to get the information specifically and know how to arrange and develop the words into paragraphs. To sum up, KWL technique promotes the students to be more focused, careful, active in the learning process, and also it helps the students open their minds up before writing the text.

2. In the second research question, the researcher found the difference between extrovert and introvert students on the writing achievement. Based on the result of the research, the researcher found a difference in students' style in learning activities between extrovert and introvert students, and the extrovert students tend to be active in learning activities by discussing with other and introvert students tend to be a focus on writing activities by themselves. Although extrovert students tend to be friendly, accessible to the conversation inside and outside the classroom, and introvert students tend to be thoughtful, reliable, and serious, both extrovert and introvert students have a difference in writing achievement in Clustering technique and KWL technique. The introvert students' tend to understand the role of writing text by using KWL technique, and the extrovert students tend to apprehend it by using clustering technique.

In this case, the characteristics of the extrovert and introvert personalities determine the success of students' writing achievement, especially in English as a Foreign Language. The researcher also concluded that knowing the students' character well will help the teacher determine the appropriate technique for teaching writing in the classroom. Based on the researcher's view, another important thing that the teacher should do before, during, and after the classes is listen to the students' problems and give a solution. These will help the teacher know the students individually for successful teaching and learning activities, especially in learning writing in a foreign language.

3. In the last research question, the researcher found that there is an interaction between the use of teaching techniques with the students' writing achievement implemented to the students' personalities (extrovert and introvert). The result

showed that using the KWL technique was better than clustering technique in improving students' writing achievement. In the KWL technique, three columns help the students understand to arrange the sentences into the paragraph of Descriptive text. The researcher found that KWL technique is suitable for students who prefer to be thoughtful and quiet. In line with the clustering technique, the students were allowed to make circles to classify the ideas and discuss them with o in this activity there. The researcher found that the students who have extroverted personalities improved in writing Descriptive text after using the clustering technique.

Furthermore, both extrovert and introvert students could follow the teaching and learning process well in each group; the students' mean score in every class showed a difference in writing achievement between extrovert and introvert students. Based on the analysis, it can be concluded that these two techniques benefit differently, which can help introvert and extrovert students improve their writing achievement.

5.2 Suggestions

Following the findings and conclusion, some suggestions are proposed as follow:

5.2.1 Suggestions to Teachers

The English teachers are recommended to apply Clustering and KWL techniques in teaching writing, especially for young learners, to lead students to develop their ideas in written form. Clustering and KWL techniques are part of writing techniques presumed to help the students to brainstorm their knowledge, and it also can be said these techniques as the prewriting. These two techniques can open students' minds up before doing writing text. Moreover, since there is no interaction among writing achievement, clustering technique, and technique implemented toward extrovert and introvert students, the teachers may apply these techniques to their students. As findings showed that extrovert and introvert students' writing achievement increased through both techniques, It is suggested for the teachers to use KWL teaching technique for a classroom in which students

with introvert personalities dominate, and the important one is the teacher should realize that the students' characteristics such as students' personality before choosing the teaching techniques.

5.2.2. Suggestions to Further Researchers

This study discussed the students' writing achievement in different personality types (extrovert and introvert students) taught through clustering and KWL. The researcher recommends conducting these techniques on other English skills, such as speaking because most previous researchers have used the KWL technique to teach reading and writing. It also can be used to improve student's vocabulary size. This research focused on the extrovert and introvert personalities of the students in junior high school. In addition, it is suggested to conduct this research focusing on young learners. Knowing students' personality types since they are in secondary school will give another experience in teaching English as a foreign language. And the last, further researchers are suggested to carry out the study by adding other instruments such as interviews to strengthen the result of the questionnaire related to students' (introvert and extrovert) and the students' perception toward the implementation of these two techniques.

Those are some conclusions in agreement with the formulations of the problem in this research. There are also some suggestions for the English teacher and further researchers related to using clustering and KWL techniques on introvert and extrovert students' writing achievement.

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