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AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHT GRADERS OF MTS MA'ARIF NU 4 PEKALONGAN IN ACADEMIC YEAR 2015/2016

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THE INFLUENCE OF USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHT GRADERS OF MTS MA'ARIF NU 4 PEKALONGAN IN ACADEMIC YEAR 2014/2015

Presented as a Partial Fulfillment of the Requirement
for the Degree of SarjanaPendidikan Islam (S.Pd.I)
in English Education Program

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Metro, August 2015

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The Head of Tarbiyah Department of State Islamic College (STAIN) Jurai Siwo Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

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THE INFLUENCE OF USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT WRITING AT THE EIGHT GRADERS OF MTS MA'ARIF NU 4 PEKALONGAN IN ACADEMIC YEAR 2015/2016

ABSTRACT

By:
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This research was aimed at finding out the description of the Influence of Using Clustering technique Toward The Students' Writing Descriptive Text Ability At The Eight Graders Of Mts Ma'arif Nu 4 Pekalongan In Academic Year 2015.

It was an experiment research which was conducted in the form of True Experimental Design. The population of this research was the students of Mts Ma'arif Nu 4 Pekalongan in the academic year of 2015/2016, it was about 65 students, which is consist from class one until class three. The sampling technique that was used in this research was the theoretical sample; finally, it found the student at eight grader of Mts Ma'arif Nu 4 Pekalongan as the proper sample. it was three classes that consist of 65 students.

The data were taken from the students writing descriptive text ability test, and it was analyzed by using control group pretest-posttest design. I used objective test. It was t-test which answered questions.T-test was used interesting and open your manded to students. The materials would be tested was about writing descriptive text ability.

And the result of this research is illustrated that t-observed =8.871, it is higher than t-table (5% = 1.699, 1% = 2.462, 0.01% = 3.416). Those data confirm that t-observed is higher than t-table, therefore it can be inferred that Ha is accepted and Ho is rejected. It means that there is significant influence of Using Clustering technique Toward The Stu

dents' Writing descriptive Text Ability At The Eight Graders Of Mts Ma'arif Nu 4 Pekalongan In academic Year 2015.

PENGARUH PENGGUNAAN CLUSTERING TEKHNIK TERHADAP SISWA DALAM KEMAMPUAN MENULIS DESKIPTIF TEXT DI KELAS DELAPAN SISWA MTS MA'ARIF NU 4 PEKALONGAN TAHUN AKADEMIK 2015/2016

ABSTRAK

Oleh:
FITRI SETYORINI

Penelitian ini bertujuan untuk mengetahui pengaruh menggunakan teknik clustering dalam writing descriptive text siswa Mts Ma'arif Nu 4 Pekalongan tahun akademik 2015.

Penelitian ini merupakan penelitian eksperimen yang dilakukan dalam bentuk esperimen disain. Populasi penelitian ini adalah siswa Mts Ma'arif Nu 4 Pekalongan tahun akademik 2015/2016, sekitar 65 siswa yang terdiri dari kelas satu sampai kelas tiga. Teknik sampling yang digunakan dalam penelitian ini adalah smpel teoritis, penulis mengambil siswa kelas delapan Mts Ma'arif Nu 4 Pekalongan sebagai sempel yang tepat. Yang terdiri dari 28 siswa.

Data yang diambil dari siswa dalam kemampuan menulis deskriptif teks, dan dianalisis dengan menggunakan kelompok kontrol desain pre-tes – post-test. Sya menggunakan tes objektif. Penulis menggunakan T-test untuk menjawap pertanyaan. T-test digunakan untuk menarik siswa. Bahan yang diuji adalah deskriptive teks.

T-tabel (5% = 1,699, 1% = 2,462, 0,01% = 3,416). Data tersebut mengkonfirmasi bahwa t-diamati lebih tinggi dari t-tabel, oleh karena itu disimpulkan bahwa Ha dan Ho ditolak. Ini berarti ada pengaruh yang signifikan dari mengggunakan teknik clustering menuju siswa dalam kemampuan menulis deskriptif teks di kelas delapan Mts Ma'arif Nu 4 Pekalongan tahun ajaran 205/2016

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RATIFICATION PAGE
NO. Stl. 13/S/363/2015

An undergraduate thesis entitled: THE INFLUENCE OF USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHT GRADERS OF MTS MA'ARIF NU 4 PEKALONGAN IN ACADEMIC YEAR 2015/2016, written by FITRI SETYORINI, Student Number 1176257, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department onFriday, August 28, 2015 at 14.30-16.30 a.m.

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States that this proposal of undergraduate thesis is original except certain parts of it quoted from bibliography mentioned.

Metro, August2015



Fitri Setyorini

ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,Agustus 2015

Fitri Setyorini

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ نَشْرَحْ لَكَ صَدْرَكَ (١) وَوَضَعْنَا عَنْكَ وِزْرَكَ (٢) الَّذِي أَنْقَضَ ظَهْرَكَ(٣) وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا(٦) فَإِذَا فَرَغْتَ فَانْصَبْ (٧) وَإِلَى رَبِّكَ فَارْغَبْ (٨)

"In the name of AllahThe Most Gracious The Most Merciful"

"Have We not open your breast for you (O Muhammad (Peace be upon him))?And removed from you your burden. Which weighed down your back?And raised high your fame? Verily, along with every hardship is relief. Verily, along with every hardship is relief. So when you have finished (your occupation), devote yourself for Allah's worship." (Al-Insyirah : 1-7)

DEDICATION PAGES

This undergraduate thesis would highly be dedicated to:

1. My beloved father (Suharto Tasno) and my beloved mother (Pujiati) who always prayer me, thanks for your support, meanwhile materiil and spiritual that was given as long as I live in this world.
2. My beloved big family that always be my support to finish my study.
3. My almamater State Islamic College (STAIN) of JuraiSiwo Metro.

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the research proposal entitled "THE INFLUENCE OF USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHT GRADERS OF MTS MA'ARIF NU 4 PEKALONGAN IN ACADEMIC YEAR 2014/2015"

This research proposal is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English education study program of STAIN Jurai Siwo Metro.

The first the greatest acknowledgment go to the principle of STAIN Jurai Siwo Metro; Dr. Hj. Enizar, M.Ag. To principle of Tarbiyah; Dra. Hj Akla, Mpd. After principle of English Study Program; Ahmad Subhan Roza, M. Pd. Then both of their advisors, Drs. Kuryani Utih, M. Pd and Syahreni Siregar, M. Hum who have constantly given their endorsement, time and guidance so that researcher could finish the research proposal.My Allah SWT give them reward for supporting and guiding during the thesis writing process. Finally, the writer apologizes for all mistekes in this undergraduate thesis in which it was made in writing.

Metro,August 19th, 2015

The Writer

Fitri Setyorini
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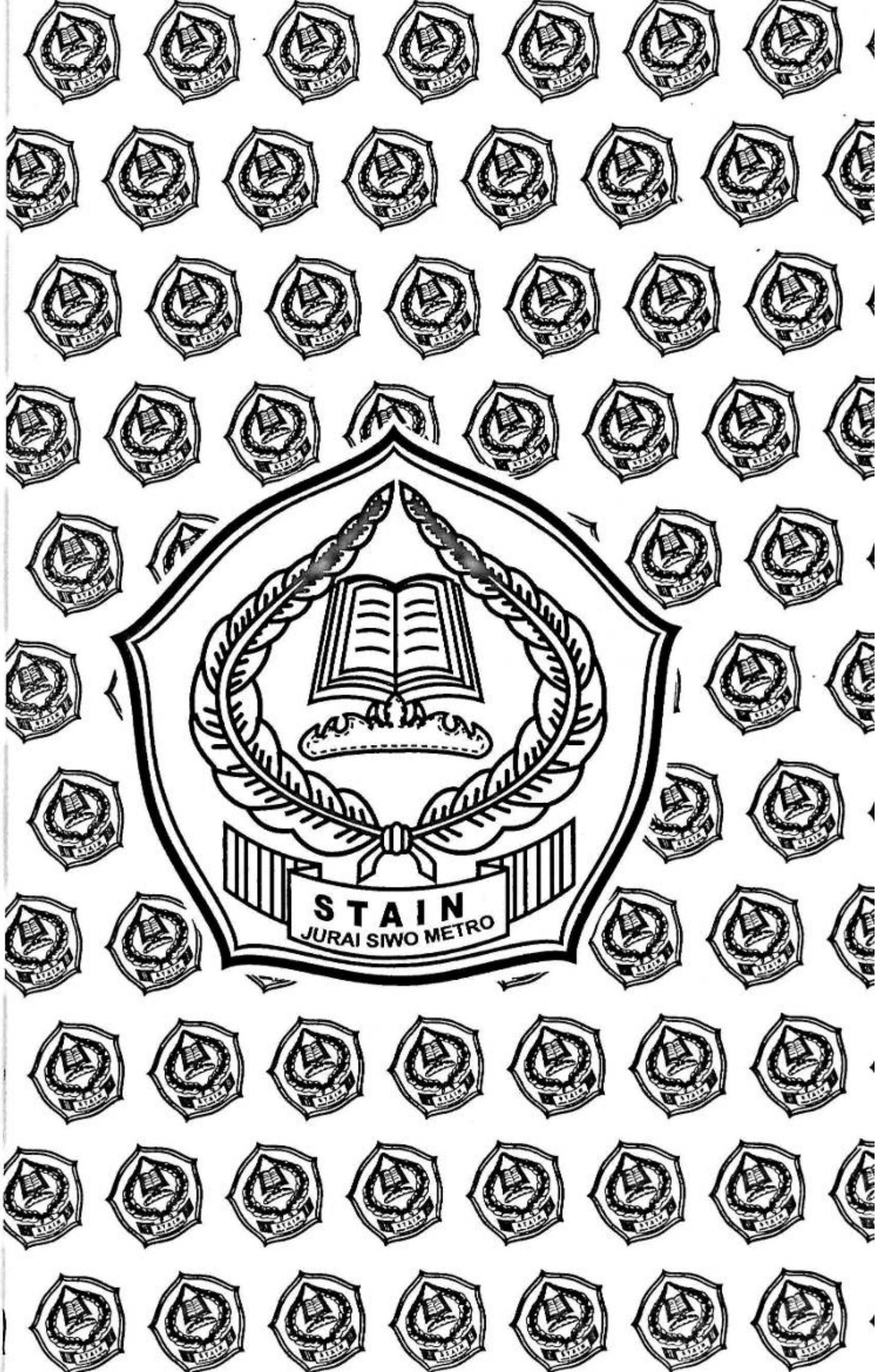
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In the context of English language as a foreign language taught in Indonesia, the teaching and learning of English especially writing is one of particular importance. Writing becomes crucial for students of university especially are English department because much literature is written in English.

Writing is not easy to be learned because it requires high concentrate of a reader. Many problems are faced by the reader while they want to write a purpose of writing. Those problem are: focus in writing, vocabulary matery, motivation, and gramaticaly. When understanding the text, the students should focus on their writing to get the good paragraph.By writing, the learners can share information and ideas with others through written text. Writing ability can help them to think critically and to clarify their thoughts smoothly.

Teachers have important role to control the classroom. Teachers should be able to help the student writing ability the material by providing the appropriate technique in teaching and learning process. While the teachers choose an interesting technique, the students will be enthisiasm and enjoy learning English. So, they will easy to understand the material that has been given by the teachers.

Clustering technique is one of technique that can be applied in the classroom. In this technique the students are given oppurtunity to colaborate

with their friends in a group discuss. Therefore, it can make students more active because they should work in their group discuss. It makes students enthusiasm to learn and confident to purpose their opinion because they learn with own friends.

Furthermore the problems occur in writing many of kind of the text, including in writing descriptive text. Descriptive text is a text that tells about an experience or event in the past. Students can tell the experiences or events in the past in descriptive text. The purpose of the text is to give information and to entertain the readers and the students will be more motivated and easy to understand the material.

The problem of students' are whather the use of clustering technique is effective in teaching writing descriptive text, and the response of the students to this technique.

The researcher conducted pre survey on Thursday 13th October 2014 at the eigh graders of MTs Ma'arif Nu 4 Pekalongan in academic year of 2015/. The table below is the result of the pre survey of students' writing descriptive text.

Table 1

Data pre survey of writing descriptivetext at the VIII grades students af MTs Ma'arif Nu 4 Pekalongan

NO	Score	Category	Number of Student	Precentage
1	(85-100)	Excellent	0	0 %
2	(70-84)	Good	7	27 %
3	(55-69)	Fair	9	35 %
4	(<55)	Poor	12	38 %
Total			28	100 %

The data above shows that 28 students at the eighth grades of MTs Ma'arif Nu 4 Pekalongan taken as sample in this pre survey, in reality only 7 students whose writing ability is classified good, and 9 students who their writing ability is classified fair, and 12 students who their writing ability is classified poor.

From this explanation showed that the students' writing ability at the eight graders of MTs Ma'arif Nu 4 Pekalongan are classified low. So in this research, the researcher helpes the students solve the problem in writing especially in descriptive text writing using clustering technique.

In this research, the writer uses Clustering Technique to overcome the students difficulties. Clustering Technique is the students are given an oppurtunity to colaborate with their friends in a group discuss. Each student does paragraph individually although they are in a group. The students

couldask the others in the group if they face something difficult in doing the paragraph. Therefore the researcher tried to use Clustering technique in teaching descriptive text to influencethe students writing ability.

B. Problems Identification

The researcher identifies several problems, they are:

1. The students are lack of writing paragraph experiences.
2. The students are not interested in the writing activity.
3. The students have low vocabulary.
4. The students have low abilitiy in writing paragraph.
5. The techniques used in the learning process are not suitable enough

C. Problem Limitation

Based on the problem identification above, the researcher to investigating all of the problem. The researcher is intersted in investigating two kind the problem as follow:

In line with the problems mentioned above, the writer limits the problem only the student's writing text ability in the one semester students of Mts Ma'arif Nu 4 Pekalongan in the Academic Year of 2015/2016"

D. Problem Formulation

Based on the background above, the problem that the researcher wants to know."Is there any influence of using clustering technique on students' descriptive text writing ability at Mts Ma'arif Nu 4 Pekalongan?"

D. Objective and Benefit of the Study

Objective of the study

Basically, the objective of the study is as follows:

a. To know student to find out the influence of using clustering technique toward the students' writing paragraph abilityat Eight Graders of Mts Ma'Arif Nu 4 Pekalongan in Academic Year 2015/2016

b. To know the students are interested in writing descriptive text at Eight Graders of Mts Ma'Arif Nu 4 Pekalongan in Academic Year 2015/2016

Benefits of the Study:

a. For The Students

Hopefully, this results of the research is hoped can stimulate the students ofMts Ma'arif Nu 4 Pekalongan to more active in writing activity.

b. For The Teacher

This research is expected to support the teacher of Mts Ma'arif Nu 4 Pekalongan in teaching writing subject.

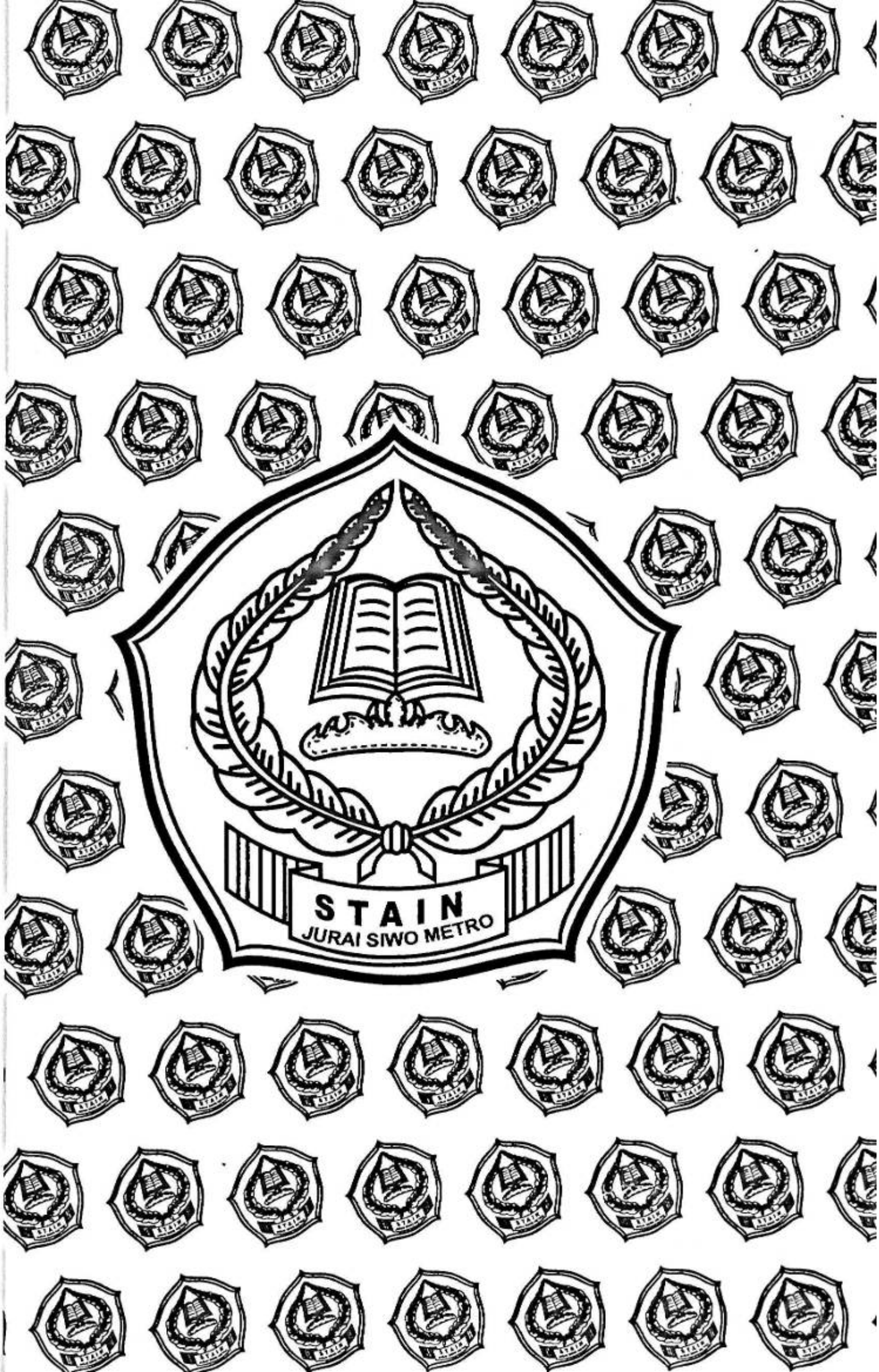
As an information for English teacher that gives more motivation toward students in writing descriptive text.

c. For The Headmaster

As an information for the headmaster about clustering technique toward the students writing descriptive text. It is also expected to improve the quality of education.

d. For Other Researcher

As a prove that the theory of the clustering technique toward the students writing descriptive text at Eight Graders of Mts Ma'arif Nu 4 Pekalongan in the Academic Year 2015/2016


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Writing

1. Definition of Writing

Sanggam Siahaan describe that writing is a psychological action of the language user to discribes information in the printed text.[1] Definition of Writing is a process of expressing ideas, thoughts, and feeling of the writer by using a conventional system, so that the reader understand the message or information sent.

The mean that writing ability to arrange letter, word and sentences by using graphic system in written form to convey a message to information. When someone want to write sentence in a paragraph, one must be able to use a good language and one also must be able to arrange good sentences grammatically in order the reader understand about the content of our writing. In writing there is also important factor that has been paid and attention that is very sentence should have relation or connection to the next sentence or sentence before.

Sanggam Siahaan explains writing is the written productive language skill. the written productive language skill ability is called writing. It is the ability of a writer to explain information to a reader or group of readers.[2]

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[1]Sanggam Siahaan, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu, 2008),p.215
[2] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta:Graha Ilmu, 2008),p.2

Barli Bram explains in principle, to write means to try create or reproduce printed massages. Before writing the requirement is needed to decide what to write there should have something meaningful to convey.[3]

Moreover, Alice Oshima Ann Hogue maintains writing academic is comperhensive rhetoric and sentence structure to adcanced English Language lerners.[4]

Furthermore, Brown argues that " performance is the overtly observable and concrete manifestation or realization of competence [5]. It might be assumed that performance is an actual doing of something that people are competed in its. In other words, it can be inferred that writing performance is the productive of language to communicate each other for the purposes that involve mental activities and physic. Writing was a skill that was exclusive domain of scribes and scholars in educational or religious institutions.

Wishon George E and Julia M. Burks describe in writing, one must certain give a sentence clarity in order the reader are not confused with the writing. There are two general rules which are important in writing clarity. The first thinking about writing, The secound is we make sure that the sentence structure is correct. Vague sentences are often becauses by

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[3] Barli Bram, *Write Well*, (Yogyakarta: Kanisius, 1995),p.7

[4] Alice Oshima Ann Hogue, *Writing Academic English*, (New York: Pearson Longman,2006),p.9

[5] Douglas Brown, *Principle by Language Learning and Teaching (4th Ed)*, (New York:Eddison Wesley longman.Inc, 2000), P.30

thestructural errors or misuse of certain forms of expression. It means that i must be sure in expressing meaning of our desired.

In brief, it is conclude that writing is an important means of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling and thoughts in written language.

Based on the statement above, the writer can infer that writing is basically the processing ideas and thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication.

In the same way Brown states that in the compositional nature of the writing there are writing pedagogy which the students concern on how to produce the ideas, how to order them cohesively, how to use discource markers and rhetorical conventions to put them cohesively into a written text, revise; how to the text for the clear meaning, edit; how to make the text is appropriate with grammar and how to write the final product.[6]

Also Nurgiyantorosaid that there are five elements in writing, they are:

a. Content : The substance of writing ideas express.

b. Form : The contents or ideas organization.

c. Vocabulary : The section of words that suitable with the content.

d. Grammar : The employment of grammatical forms and

[6] Brown, *Teaching By Principles*, (New York: Eddison Wesley longman.Inc, 2001), P.16

syntactical pattern.

e. Mechanic : The use graphic conventions of language.

Moreover, there are indicators that can be used to know the students writing score. According Nurgiyantoro these indicators can be shown in the table below:

Table 2

The Indicators of Evaluating Writing

Writing Ability	Score	Level	Indicator
CONTENT	27-30	Excellent	Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The student can understand the content of writing.
	17-21	Fair	The students less understand the content.
	13-16	Poor	The students do not understand to content of writing.
ORGANIZATION	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.

VOCABULARY	18-20	Excellent	The students have many vocabularies.
	14-17	High	The students have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The students have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The students do not master the words and their writing like translation.
GRAMMAR	22-25	Excellent	The students can master the grammar well.
	18-21	High	The students uses and arranges the sentence simply.
	11-17	Fair	The students are difficult in using and arranging the simple sentence.
	5-10	Poor	The students do not master the grammatical in their writing.
MECHANICS	5	Excellent	The students can master the mechanics in writing.
	4	High	The students master the mechanics in writing.
	3	Fair	The students less master the mechanics in writing and many mistakes.
	2	Poor	The students do not master the mechanics in writing and their writing are difficult to be read.[7]

[7] Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta: BPFE, 2001) , p. 307-308

As one of four basic skill of language, writing is important because it constitutes the clarification of someone's through and feeling. Through this skill the students can explore their oswn thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

2. Types of Writing

There are four types of writing as follows :

a) Description

Description helps the reader, through his/her imagination, to visualize a scence or a person, or to understand a sensation or an emotion.[8] Description reproduces the way things look, taste, feel, sound or smell, it may also evoke moods, such as happiness, fear, joy, or loneliness.

b) Argumentation

Argumentation means supporting one side or the other of a controversial topic. This method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.[9] In argumentation presents claims and organizes evidence to argue in support of the claims. Through argumentation the author trying to weave the facts so that writer could show whether an opinion or a particular thing is true or not.

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[8]Wishon George E & Julia M.Burks,*Lets Write*, (New York: Littion Educational Publishing inc.) p.128

[9] Ibid,p.147

c) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.[10]

d) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material.[11]

Furthermore, in this research the writer limits the types of writing only to the descriptive text which taugh in Mts M'arif Nu 4 Pekalongan.

3. Process of Writing

Writing process is the stages a writer to produce something in its final written form.[12] When writing, writers work through the stages of writing process to result a composition. There are four main elements, as follow:

1) Planning

The first stage in writing is prewriting. It is the planning to obtain idea. It means that the writer thinks in her/his mind what they are going to write. The writers focus on what the writer will write down on the paper

[10] *Ibid*,p.378
[11] *Ibid*,p.382
[12] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education,2004),p.4-5

after getting idea in the planning stage. Then, the writer generates ideas for writing.

2) Drafting

Drafting is the second stage to compose a draft. It does to get raw writing on paper. The raw editing will be revised neatly in the next process. As in the next stage in writing is editing till getting the final version.

3) Editing (reflecting and revising)

In this case, reflecting and revising also help in the process of improving the draft as the writer rereads the work and shares it with the readers. Thus, to make good progress in writing, the writer needs reader's reaction by suggesting or giving critique to make better revision.

4) Final version

After writers have edited the draft, then making the change they consider to be necessary, they produce their final version. It is different from the original planning and the first draft, because things have changed in the editing process. Hence, the writer is now ready to convey the written text to the readers.[13]

Based on the explanation above, the process of writing is divided into some processes namely planning, drafting, editing (reflecting and revising) and final version.

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[13] *Ibid.*, p. 10

4. Writing Performance

(1)Make letters or other symbols (e.g ideographs) on a surface, especially with a pen or pencil on paper (2) put down (on paper) by means of words.Douglas Brown explains that performance is the overtly observable and concrete manifestation and realization of competence.[14] It means that performance is real action by doing someone that can be realized in concrete situation. Such as speaking, writing, dancing and walking.

From the explanation above, it can be concluded that writing performance is the result of the writing process. It is also of the product skills in English. It can be a text contained the writer's thought, feeling, opinion and also information that deliver to the readers.

5. Process of Writing

Andrew P. Johnson explain that, there are five types of writing process, as follows:[15]

1) Prewriting

The goal of this step is to produce ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor are all way to produce ideas.

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[14] H. Douglas Brown, *Principles of Language Learning and Teaching 4th ed.*, (New York: San Francisco state University, 2000), p. 30.

[15] Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*, (New York: Rowman and Littlefield Education,2008), p.179.

2) Drafting

Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during prewriting can be shaped into a successful piece of writing.[16]

3) Revising

This is the point of writing process. Revising is a way to re-examine and reevaluate the choices that have created a piece of writing. In this step, a piece of writing is revised and reformed many times. Here you look for flow and structure. You reread paragraph and move things around.[17]

4) Editing

This is the step where students correct grammar, spelling, and punctuation errors. The fastest way to fail a good writing project or damage a writer is to demand that step 4 be included in step 1, 2, or 3. If writers are editing about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing are bad.[18]

5) Publishing and Sharing

In this step, students share their writing with audience. At this stage, writing becomes real and alive. Publishing can implicate putting together class books, collections of writing, school or class newspapers,

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[16] *Ibid.*
[17] *Ibid.* p. 180.
[18] *Ibid.*

school or class magazines, or displaying short sample of writing in the hall or out in the community.[19]

B. Concept of Descriptive writing

1. The Definition of Descriptive Writing

Malrauk Highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes[20].

It is clear that descriptive is type of writing which purposed to describe the object in detail. Another expert Sanggam argued that, in composition, a descriptive is also described as a text. The text as a product of writing functions to reflect what is being described to the readers. To certain extent, it can be widely accepted as a paragraph that the writer illustrates an object to the readers. The object of descriptive can be concrete object and an abstract object. The concrete objects include a person, an animal, a plan, or a car. The essistent of the object can be felt by the human sensory perception. In contrast, the abstract objects include an opinion, idea, love, hate, or believe, they are cannot be felt by the human sensory perception. The text as a product of writing fungtions to reflect what is being described to the readers.

When the teacher wants to describe something, the teacher must be able to make readers understand what the teacher means. In descriptive

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[19] *Ibid.*

[20] Thomas S. Kane, *Essential guide to Writing*,(New York: Oxford Unifersity Press, 2000), p.351

paragraph, describing the way something looks like. The interaction of the reader and the text is central to the process, and reader brings to this interaction their knowledge of the subject at hand, knowledge of an expectation about how language work, motivation, interest and attitude towards the content of the text.

Descriptive text is strategy for presenting a verbal portrait of person, place, or thing. Descriptive text is a text that is used to describe a particular thing, person or place. It talks about one specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers.

For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His friend however has no past image of his sister. He or she must rely on his words. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

2. Generic Structure of Descriptive Text

Descriptive text has the rhetorical stucture that is devided into two parts. That is as follows:

1) Identification :Identifies phenomenon to be described.

2) Description :Describes parts, qualities and characteristics

3. The Ability of Descriptive Text Writing

Ability is the fact that somebody or something is able to do something or it is also called as a level of skill/inteligence.

The ability of writing that can be used to evaluate thae students writing ability score are: content, orrganization, vocabulary, grammar, and mechanic.

4. The problems of Writing Descriptive Text

Writing is not an easy work. Therefore, many problems faced by the students.

The first problem is the students have less proficient in writing. Less proficient students jump the process of writing by skip the prewriting strategies to genernate ideas. Students might take much time to write down their ideas. Teachers also need to give full attention to them, to show them how to plan a piece of writing through prewriting activities. The secound problem is the students cannot write English.

5. Example of Descriptive Text

Identification

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall

Description

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.[21]

[21] Bachtiar B, Cicik K, *Let's Talk*, Pakar Raya, Bandung, 2005, p.1, 15

C. Concept of Clustering Technique

1. The Definition of Clustering Technique

State the subject in the words in any paper for the beginning. Then, place the ideas and details that come from mind in this boxes, or circles around the subject and draw lines to attach them to each other and to the subject. After that put the small ideas or details in smaller boxes or circles, to know the relations of them the students use the connecting lines.

Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s[22].

Clustering technique is proven to be effective in elevating students score in writing descriptive text. Furthermore, the findings from the interview suggested students positive response to the implementation of clustering technique throughout their learning in writing the text[23].

Alan H.Fielding stead clustering is related to classification. Both techniques place objects into groups or classes.[24]

2. Procedures of Teaching Descriptive text Writing

The procedure of teaching descriptive text writing by using the clustering technique, the teacher/researcher orders the students to:

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[22]Gabriele Lusser Rico ('In Adriati Meliya'), (Bandung: Profesor of English and Creativity at San Jose State University California in 1980s, 2013)

[23]Journal of English and Education ,(Bandung: English Education, 2013), v: 1(2), hal:39-46

[24]Alan H. Fielding, *Cluster and Classification Techniques, (*New York: Cambridge university press, 2007), p. 3

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1. Decide what the topic that will be described
2. Write the topic in the center of a piece of paper. And then Circle it.
3. Write down the main parts or central ideas of the topic in a word or phrase. Then, circle and tie them to the topic in the center.
4. Generate the facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.
5. Write down the idea from the clusters into the sentences.

The clustering technique is the easy way to generate the students idea. That is why the researcher will apply this technique in teaching descriptive text to influece students descriptive text writing ability.[25]

3. The Advantages of Clustering Technique

There are advantages of clustering technique for writing ability:

1. This technique is simple to be applied by the students, It means that the students are easy to find the word as a keyword related with topic.
2. It can help the students explore their idea on their writing activity.
3. The students easy to construct their ideas on the sentences into paragraph through ideas in clustering technique.
4. The students can show their knowladge to produce the words with in limited time it is still related to the topic.

[25] Ibid,p. 8-9

4. The Disadvantages of Clustering Technique

1. The students weaknesses including making the grammatical aspects ignored.
2. The students taking longer time than students usual writing routine.
3. Its tendency to occupy students focus so distract them from the task of writing.[26]

5. Teaching Descriptive Writing through Clustering Technique

Clustering Technique can be easily adapted to included two or more than topics. Once the students complete the clustering tecnique, they should discuss what they included in the circles. These discussions can be completed in large and small group discussions.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This is qualitative research. This research is aimed to know the correlation between independent variable and dependet variable. There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is students' Clustering technique and the dependent variable (Y) is writing descriptive text.

[26]Journal of English and education 2013, 1(2), 39-46

To be clustering technique in writing descriptive text, of course the students must have good skills of the language. One of them is low write. In fact, most of the students cannot use gramatically. It is because the students find difficulty in writing.

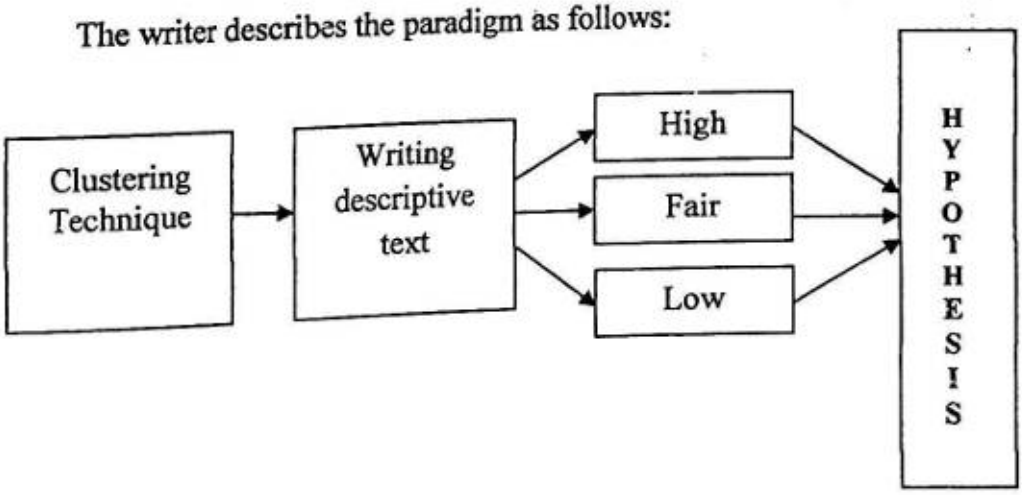
Journal of English Education explained this study was set to explore if Indonesian students can employ clustering technique to deal with the aforementioned difficulties in writing, especially in writing descriptive text. In detail, the study aimed to:

1. Find out whether or not clustering technique is effective in teaching writing descriptive text, and
2. Findout the students' responses to clustering technique

Therefore, there is any positive and significant correlation between student's clustering technique andwriting descriptive text ability.

2. Paradigm

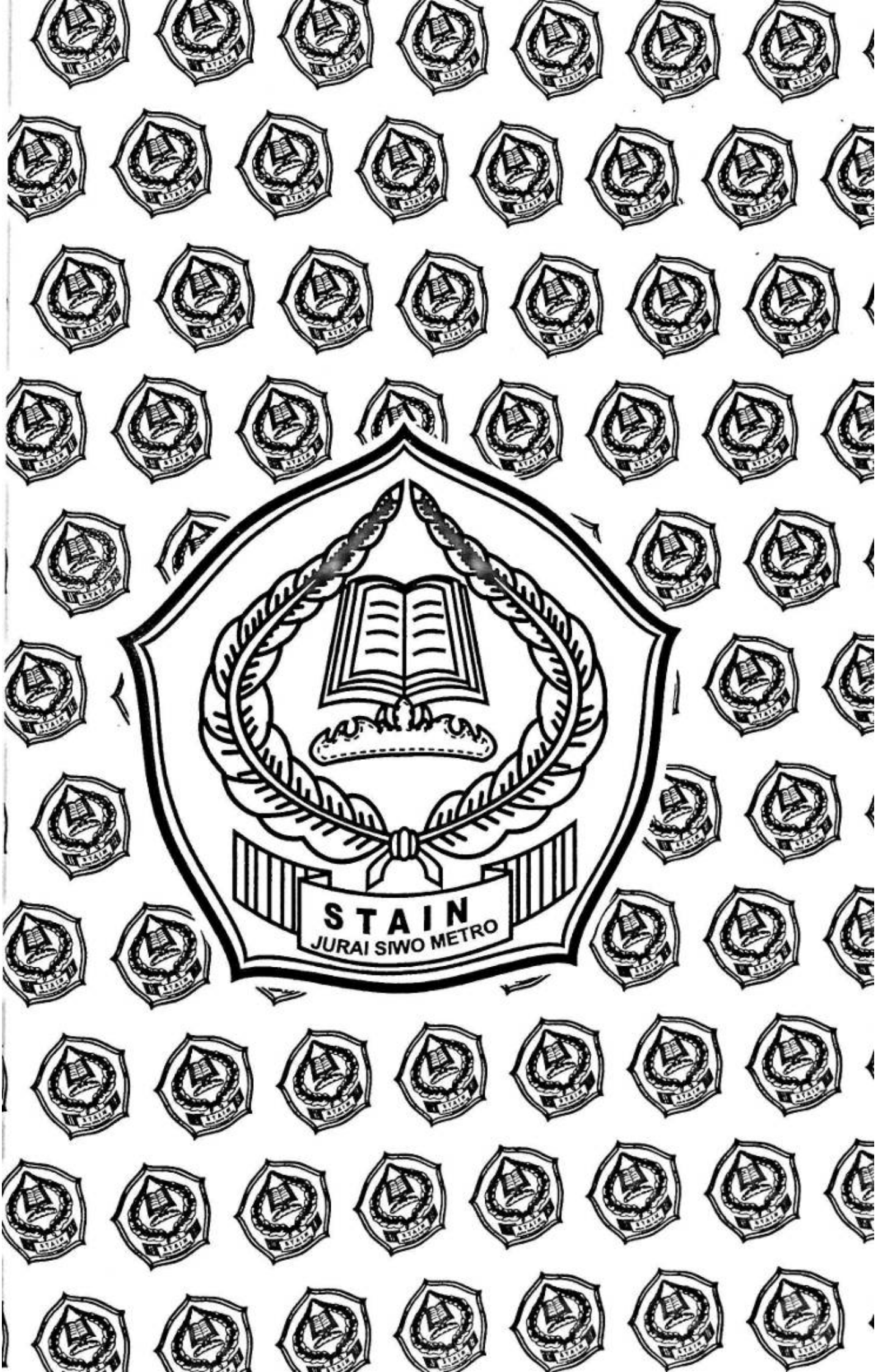
The writer describes the paradigm as follows:



Based on the paradigm above, the writer concludes that if the grade of the students' clustering technique the grade of the writing descriptive text ability is also high. Then if the grade of the students'clustering technique is fair, the grade of the writing descriptive text ability is also fair. Finally, if the grade of the students' clustering technique is low, the grade of the writing descriptie text ability is also low.

E. Hypothesis

There is a positive and significant influence of using clustering technique toward the students' writing descriptive text abilityat the Junior Hight School Mts Ma'arif Nu 4 Pekalongan.


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted in Mts Ma'arif Nu 4 Pekalongan.In this research, the writer will investigate the first semester students Mts Ma'arif Nu 4 Pekalongan in the academic year of 2015/2016 which consists of 35 students divided one class. The researcher do a quantitative research to investigate whether there is any positive and significant influence of using clustering technique on students writing descriptive text.

This influence research focuses on the influence between independent variable and dependent variable. This research contained two variables, the independent variable that is Using Clustering Technique (X) and the dependent variable that is Writing Descriptive Text (Y).

The writer uses the quantitative research. Quantitative research is the research by which the numeric data are used to find knowledge. Since it is a true experimental research which applying pre-test, post-test control group design. The writer administered pre-test and post-test to both experimental and control group.

B. Population, Sample and Sampling Technique

1. Population

The population of this research is the students of Junior High School Mts Ma'Arif Nu 4 Pekalongan in Academic year 2015/2016. The total of class VIII is 65 students'.

2. Sample

The samples of this researcher, the writer take the class VIIIA in the first semester of Mts Ma'arif Nu 4 Pekalongan in Academic year 2015/2016. The total of samples is 35 students'.

1. Sampliug technique

It has been stated that sample is number of individual which is represented population to research. Moreover, to technique sampling in this research the writer used the Cluster Purposive Sampling. It used two steps; firstly, the researcher determined sampling area. Secondly, the researcher determined the people in that area randomly.

C. The Operational Definition of Variables

1. Independent variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment.Independent variable of this research is clustering technique which isrelated to classification, both techniques place objects into groups or classes. In writing descriptive there

are some indicators that indicated the students be able to arrange a good paragraph as follows:

a. The competence to determine the topic sentence and supporting sentence.
b. The competence to develop the content become a good paragraph.

The writer uses the several ways to measure the clustering technique by making the paragraph or writing text.

The writer also establish the measurement of good paragraph in writing. The good paragraph must consist of some sentences. Obviously, the writer decided some measurement as follows:

a. The good topic sentence and supporting sentence that appropriate in cohesion and coherence.
b. The good content of the paragraph has a good cohesion.
c. The good paragraph that consist of the sentences that coherence each other.

Moreover, based on the explanation above, in this researchthe writer will use the clustering technique to conduct a treatment for the students in the first semester of Mts Ma'arif Nu 4 pekalonga in the academic year of 2015/2016. In addition, the writer will collect the data by using a singleessay test. That is making a descriptive paragraph essay depends on the students.

2. Dependent variable

Dependent variables are variables that depend on the independent variable: they are the outcomes or results of the influence of the independent variable. Dependent variable of this research is writing descriptive text that is including content, organization, vocabulary, grammar and mechanic.

Moreover, based on the statment above, that is the indicators of good paragraph in writing text of the eight grade of Mts Ma'arif Nu 4 Pekalongan in academic year 2015/2016. It is refers to the level of students' writing descriptive text.

The writer used the several ways to measure the writing descriptive text by making the paragraph or writing text. The writer also establish the measurement of good paragraph in writing. The good paragraph must consist of some sentences that have good content, organization, vocabulary, grammar and mechanic. Obviously, the writer decided some specifications as follows

Table 3

Specification of Writing Text Performance

Measurement	Indicators	Score
Content	1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure	0-25
Organization	1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclussion	0-15
Discourse	1. The competence in making goal 2. The competence in making material 3. The competence in making steps	0-15
Vocabulary	1. The competence in chhosing vocabularies	0-15
Mechanics	1. The competence in spelling 2. The competence in punctuation	0-15
Grammar	1. The competence in using appropriate grammar	0-15
Total		100

B. Data Collection Method

The data was collected by using several method as follows:

a. Test

Moreover, the researcher use test as data collection method to measureboth of variables. The writer determined some components to know how their composing in descriptive writing text such as from their grammatically, mechanical aspect of writing, vocabulary, organization and development of word.Every component had score.

The researcher measures writing descriptive mastery of the students by giving descriptive mastery test. The students to make a writing descriptive text individually. Furthermore, the researcher used observation as data cillection method to know how teaching descriptive writing using clustering technique works in the class, how the students respond to the technique and they can influence their writing ability, and how clustering can help the students in learning English writing.

b. Observation

The writer used the technique to get the data about student's activities such as students' comprehend in question answer, students' writing activity, and students' good participant. The lecturer and students' activities are observed and notice by the observer.

c. Documentation

Documentation about the condition the teachers and official employees in Junior High School Mts Ma'Arif Nu 4 Pekalongan in the

Academic Year of 2015/2016.Documentation about the qualitative of students of Junior High School Mts Ma'Arif Nu 4 Pekalongan in the Academic Year of 2015/2016.

C. Research Instrument

a. Instrument Bluprint

Research instruments which will be used in this research:

1) The instruments which will be used for documentation method are books, note magazines and other.
2) The instruments with will be used observation as data cillection method to know how teaching descriptive writing using clustering technique works in the class, how the students respond to the technique and they can influence their writing ability, and how clustering can help the students in learning English writing.

b. Instrument Calibration

Instrument calibration is the measurement scale which will be used to determine the instrument standard which will be used in the research. The writer took 35 students.

E. Data Analysis Technique

To investigate whether there is any positive and significant influence of the Clusteringtechnique toward rwriting descriptive text among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in Academic Year 2015/2016, the writer analyzes the data by using t-test. According DonaldAry the formulation of t-test as follows:[27]

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

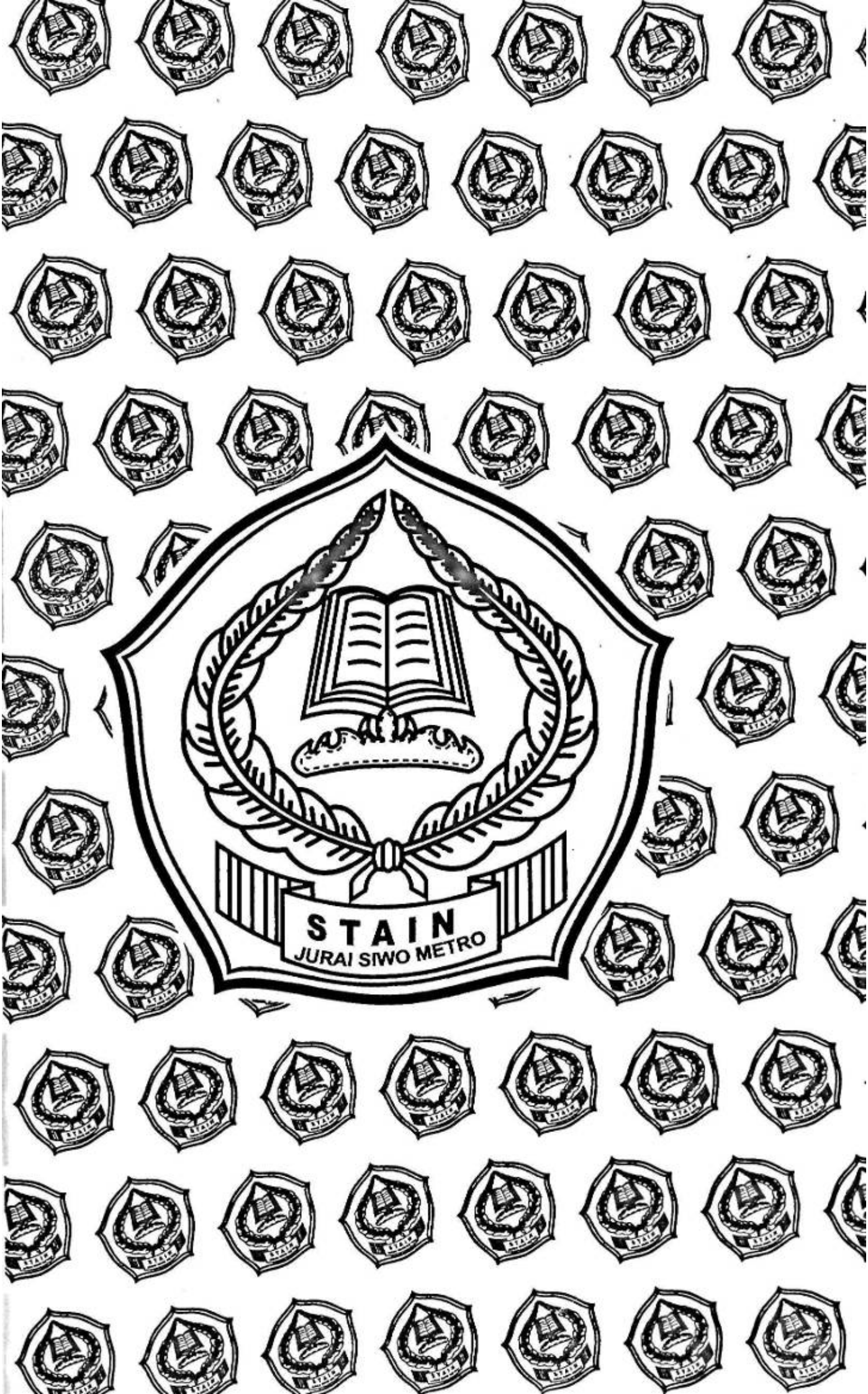
$\overline{D}$ = (*difference*), difference between pre-test score with post-test score

D = The average from difference score (average from D)

D^2 = Square of D

N = Total of participant v

[27]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150.


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Brief History of MTS Ma'Arif Nu 4 Pekalongan

Mts Ma'arif Nu 4 Pekalongan was established on July 16, 1984.based on decision letter of the Mayor of Metro No: 07/MTs/LT/1985. On the establishment of Junior High School Mts Ma'arif Nu 4 Pekalongan. Subdistrict of East Lampung Timur. It was builton the landarea of ±1. 907,75m^2. The students who are registered as students of Mts Ma'arif Nu 4 Pekalongan began to follow the teaching and learning activities on October 15, 1985 in accordance with the calendar date education published by the Department of Education Province of Lampung.in 1984 Filial changed to be Mts Ma'arif Nu 4 Pekalongan difinitif based on the Decree of the Minister of Education Republic of Indonesia number0364/C/1984 dated August 25, 1984 and Decree of the Departmen of Education and Culture of the Lampung Province Number : 930/I. 12-4/I.6/1978, dated March 13, 1985.

b. Infrastructure

Mts Ma'arif Nu 4 Pekalongan has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as:

Table 4

The infrastructure of Islamic Junior High School Mts Ma'arif Nu 4 Pekalongan

No.	Building facility	Quantity
1.	Classroom	3
2.	Computer laboratory	1
3.	Administration room	1
4.	Teacher room	1
5.	Meeting room	1
6.	Kitchen	1
7.	Teacher's toilets	2
8.	Students' toilet	2
9.	Library	1
10.	Room of UKS	1
11.	Room of OSIS	1
12.	Musholla	1
13.	Room of BP/BK	1
14.	Parking area	1

Source: school archive taken on July 30th, 2015.

The data confirms that Mts Ma'arif Nu 4 Pekalongan have 3 classrooms, a headmaster room, a teacher's room, 1 laboratory of computer laboratory, a library, a counseling room, an OSIS room, an UKS

room, and 2 canteens. At Mts Ma'arif Nu 4 Pekalongan there are 2 student toilets.

Some purpose of Mts Ma'arif Nu 4 Pekalongan, that are:

1. Being excellent in curriculum development
2. Being excellent in learning process
3. Being excellent in passing exam
4. Being excellent in education facilities and infrastructure
5. Being excellent in learning media

Beside the purpose above, Mts Ma'arif Nu 4 Pekalongan have visions and missions. The vision is being excellent in achievement based on faith, piety and science. Then the missions are:

1. Doing K13 development
2. Doing the teaching learning activity based on CTL
3. Doing material analysis that appear in national examination
4. Doing extra lesson
5. Doing school management development

c. The condition of teachers and official employers of Mts Ma'arif Nu 4 Pekalongan.

The numbers of teachers and official employers of Mts Ma'arif Nu 4 Pekalongan in the academic year of 2015/2016 are 16 that can be identified as follows:

Table 5

The condition of teachers in Mts Ma'arif Nu 4 Pekalongan

No	Name	L/P	Occuption
1.	Warsono, A.Md.S.H.I	L	Headmaster
2.	H. Ahmad Sulaiman Ms	L	Religions Teacher
3.	Muchibin	L	Religions Teacher
4.	Drs. H. Yas Budaya	L	Indonesian Language Teacher
5.	Mutmainah, S.Pd.I	P	Social Science Teacher
6.	Yulianti, SE	P	Social Science Teacher
7.	Mukminin, S.Pd.I	L	English Teacher
8.	Siti Fadliyah, S.Ag	P	Counselor Teacher
9.	Agus Kenedi, M.MPd	L	Mathematics Teacher
10.	Drs. Sumarlan	L	Civics Teacher
11.	Ahmad Imamudin, S.Pd.I	L	Mathematics Teacher
12.	Laela Fauziah, S.Pd	P	Indonesian Language Teacher
13.	Sarjono, S.Pd.I	L	Natural Science Teacher
14.	Desi Dwi Astutiani, S.Pd	P	Natural Science Teacher
15.	Eni Nur Santi, S.Pd	P	English Teacher
16.	MusyrifahRosyidah,S.Ag	P	Mathematics Teacher

d. Human Source

Mts Ma'arif Nu 4 Pekalongan has 16 teaching staff consist of 10 are civil servants and 6 are erratic teacher. The staff/ TU there are 3 person consist of 1 civil servant and 2 erratic officer. It has 2 employees consist of gardener and security. Meanwhile the totals of students Mts Ma'arif Nu 4 Pekalongan who are registered at the last five years are 65 students. Its leader is Warsono, A.Md. S.H.I

e. The Students Quantity of Mts Ma'arif Nu 4 Pekalongan

The students' quantities of Mts Ma'arif Nu 4 Pekalongan in academic year of 2014/2015 are 65 people which can be identified as follows:

Table 6

The Quantity of the Students at Mts Ma'arif Nu 4 Pekalongan

No	Class	Total
1	VII	17
2	VIII	28
3	IX	20
Total		65

Source: school archive taken on July30th, 2015

2. Research Data

a. Result of Pre-test

To measure the students writing descriptive text the writer used the pre-test before giving the treatment. The student has given the questions that must be answered. The writer was gave the students paragraph of writing descriptive text 45 minutes to finish the test. The result of pretest can be shown as follows:

Table 7

The Pretest Score of Students Writing Descriptive Text ability at the Eighth Graders of Mts Ma'arif Nu 4 Pekalongan

No	Initial Students	The Score of Pre-test
1	AS	79
2	AFA	60
3	AR	22
4	BDW	64
5	MJA	76
6	MA	89
7	NI	44
8	RI	56
9	RA	50
10	YA	55
11	ZF	68
12	MSH	54
13	AS	55
14	LW	54
15	MASW	70
16	MGYP	35
17	MRR	76
18	MR	52
19	MA	56
20	MW	60
21	NKZ	76
22	PTG	66
23	PSA	64
24	RTO	60
25	RE	62
26	SRP	55
27	SA	64
28	SHA	42

Taken on July30th, 2015

From the data above, it can be found that the highest score was 89 and the lowest score was 22. Based on the data, the writer then measured the class interval by using the formula as follows:

K = The Number Of Groups

1+3,3 log = A Fixed Value

N = The Number Of Simples[28]

$K = 1 + 3{,}3 \log n$

$K = 1 + 3{,}3 \log 28$

$K = 1 + 3{,}3 \times 1{,}45$

$K = 1 + 4{,}78$

$K = 5{,}78 \approx 6$

R= highest score – lowest score

R= 89 – 22

R= 67

$I = \frac{R}{K}$

$I = \frac{67}{6}$

$I = 11{,}16 \approx 11$

The total of class interval of this result pretest research was 11. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

[28] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150

Table 8

The Table of Frequency Distribution of Pretest Score

Class	Class Interval	Frequency	Percentage
1.	77-87	1	4%
2.	66-76	4	14%
3.	55-65	7	25%
4.	44-54	12	43%
5.	33-43	3	11%
6.	22-32	1	4%
Total		**28**	**100%**

If the data was put into graphic, it can be seen as follow:

Based on the table frequency distribution and graphic above, it can be inferred that 28 students as the research sample can be divided:

1) For the class interval of 77-87, there was only 1 student or 4%.
2) For the class interval of 66-76, there were 4 students or 14%.
3) For the class interval of 55-65, there were 7 students or 25% .
4) For the class interval of 44-54, there were 12 students or 43% .
5) For the class interval of 33-43, there were 3 students or 11% .
6) For the class interval of 22-32, there was only 1 student or 4%

If the data was put into graphic, it can be seen as follow:

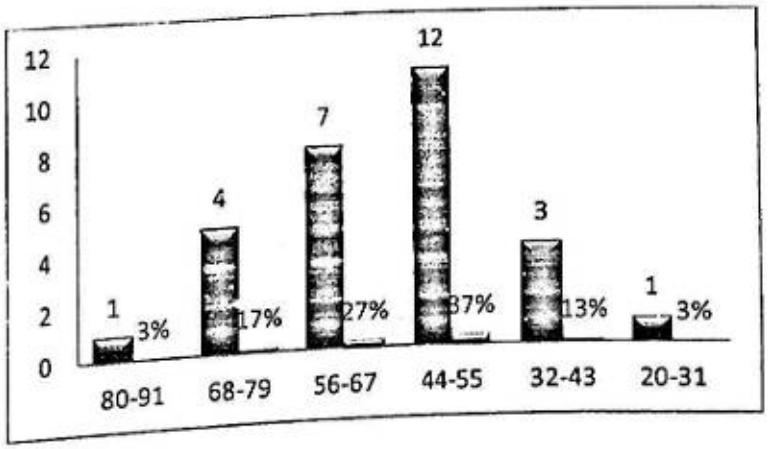


Table frequency distribution shows that the most of students (28 students in control class) scored lower than 22 it means that 4% students, and scored higher than 89 its means that 49%. Has reached minimum standard (KKM) at Mts ma'arif nu 4 Pekalongan.The average score is 54.44, it shows that the result of students' writing descriptive text ability in pre-test was unsatisfactory.

b. Post-test Result

After analyzing the weakness and understanding of students in writing text, the writer conducted the treatment to help the students in understanding of writing descriptive text ability. The writer asked to the students about the difficulties in answering the exercise and gave more explanation about the writing descriptive text ability by using Clustering technique until the students understood. After the students in this class has been given the treatment and they have understood, further the writer gave the post test to measure their knowing of writing descriptive text ability. The result of post test can be shown as follows:

Table 9

The Pretest Score of Students Writing Descriptive Text ability at the Eighth Graders of Mts Ma'arif Nu 4 Pekalongan

No	Initial Students	The Score of Post-test
1	AS	86
2	AFA	64
3	AR	34
4	BDW	86
5	MJA	84
6	MA	90
7	NI	58
8	RI	76
9	RA	63
10	YA	68
11	ZF	84
12	MSH	64
13	AS	84
14	LW	59
15	MASW	75
16	MGYP	56
17	MRR	84
18	MR	64
19	MA	60
20	MW	76
21	NKZ	85
22	PTG	80
23	PSA	72
24	RTO	70
25	RE	90
26	SRP	64
27	SA	76
28	SHA	45

Taken on July30th, 2015

From the data above, it can be found that the highest score was 90 and the lowest score was 34. Based on the data, the writer then measured the class interval by using the formula as follows:

K = The Number Of Groups

1+3,3 log = A Fixed Value

N = The Number Of Simples[29]

$K = 1 + 3{,}3 \log n$

$K = 1 + 3{,}3 \log 28$

$K = 1 + 3{,}3 \times 1{,}45$

$K = 1 + 4{,}78$

$K = 5{,}78 \approx 6$

R= highest score – lowest score

R= 90 – 34

R= 56

$I = \frac{R}{K}$

$I = \frac{56}{6}$

$I = 9{,}3 \approx 9$

The total of class interval of this result pretest research was 9. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

[29] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150

Table 10

The Table of Frequency Distribution of Pretest Score

Class	Class Interval	Frequency	Percentage
1.	79-88	2	7%
2.	70-78	9	32%
3.	61-69	5	18%
4.	52-60	8	29%
5.	43-51	2	7%
6.	34-42	2	7%
Total		**28**	**100%**

If the data was put into graphic, it can be seen as follow:

Based on the table frequency distribution above, it can be inferred that 28 students as the research sample can be divided :

1) For the class interval of 79-88, there were 2 students or 7%.
2) For the class interval of 70-78, there were 9 students or 40%.
3) For the class interval of 61-69, there were 5 students or 10% .
4) For the class interval of 52-60, there were 8 students or 30% .
5) For the class interval of 43-51, there were 2 students or 7% .
6) For the class interval of 34-42, there were 2 students or 7% .

If the data was put into graphic, it can be seen as follow:

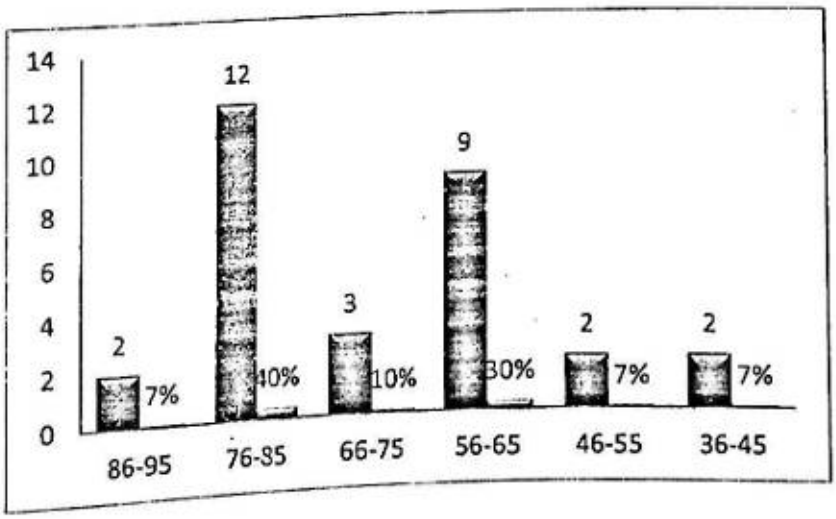


Table frequency distribution shows that the most of students (28 students in control class) scored lower than 34 it means that 7% students, and scored higher than 90 its means that 32%. Has reached minimum standard (KKM) at Mts ma'arif nu 4 Pekalongan. The average score is 65.14, it shows that the result of students' writing descriptive text ability in post-test was unsatisfactory.

B. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of Clustering technique toward the students' writing descriptive text ability at the eighth graders of Mts Ma'arif Nu 4 Pekalongan, as follows:

1. Preparing the table in order to prove whether there is the influence of Clustering technique toward the students' writing descriptive text ability at the eighth graders of Mts Ma'arif Nu 4 Pekalongan.

Table 11.

The List of Pretest Score and Post test Score Students' Writing Descriptive Text at the Eighth Graders of Mts Ma'arif Nu 4 Pekalongan

No	Initial Students	The Score of Pre-test	The Score of Post-test	D	D^2
1	AS	79	86	7	49
2	AFA	60	64	4	16
3	AR	22	34	12	144
4	BDW	64	86	22	484
5	MJA	76	84	8	64
6	MA	89	90	1	1
7	NI	44	58	14	196
8	RI	56	76	20	400
9	RA	50	63	13	169
10	YA	55	68	13	169
11	ZF	68	84	16	256
12	MSH	54	64	10	100
13	AS	55	84	29	841
14	LW	54	59	5	25
15	MASW	70	75	5	25
16	MGYP	35	56	21	441
17	MRR	76	84	8	64
18	MR	52	64	12	144
19	MA	56	60	4	16
20	MW	60	76	16	256
21	NKZ	76	85	9	81
22	PTG	66	80	14	196
23	PSA	64	72	8	64
24	RTO	60	70	10	100
25	RE	62	90	28	784
26	SRP	55	64	9	81
27	SA	64	76	12	144
28	SHA	42	45	3	9
Total				$\sum D$ 333	$\sum D^2$ 5319
$\overline{D}$				11,892857	

The average of D = (333:28) = 11,892857

2. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{11,892857}{\sqrt{\frac{5319 - \frac{(333)^2}{28}}{28(28-1)}}}$$

$$t = \frac{11,892857}{\sqrt{\frac{5319 - (110889 : 28)}{28 \times 27}}}$$

$$t = \frac{11,892857}{\sqrt{\frac{5319 - 3960,3214}{756}}}$$

$$t = \frac{11,892857}{\sqrt{\frac{1358,6786}{756}}}$$

$$t = \frac{11,892857}{\sqrt{1.7971939}}$$

$$t = \frac{11,892857}{1,34059461} = 8,8713$$

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 28-1

= 27

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 12
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pretest – Posttest	11.893	7.094	1.341	14.644	9.142	8.871	27	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 11.893 and it's the standard deviation was 7.094 with standard error mean was 1.341, t observed was 8.871with degree of freedom was 27 to confidence interval of the difference 95%.

After considering the t-test table by using df 27. so it can be found that :

Level of significant	5 %	1 %
df27	1.699	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

From all the data analysis above, it can be found that:

1. "$t_{observed}$" = 8.871
2. " t_{table} " level of 5% = 1.699

   " t_{table} " level of 1% = 2.462

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

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The table above illustrated that the mean of pretest X1 and post test X2 result was 11.893 and it's the standard deviation was 7.094 with standard error mean was 1.341, t observed was 8.871with degree of freedom was 27 to confidence interval of the difference 95%.

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Level of significant	5 %	1 %
df27	1.699	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

From all the data analysis above, it can be found that:

1. "$t_{observed}$" = 8.871
2. " t_{table} " level of 5% = 1.699

   " t_{table} " level of 1% = 2.462

Its mean that "$t_{observed}$" higher than " t_{table} " or it can be written as 1.699<8.871>2.462. From the value above, it can be inferred that there is positive and signficant influence of using Clustering technique toward the writing descriptive text ability among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in academic year 2015/2016.

In this research, all of the tests had done individually by thes tudents. Its benefit was to know the influence of using Clustering technique toward thestudents' writing descriptive text from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and posttest.

- If $t_{observed} > t_{table}$, Ha is a ccepted and Ho is rejected.
- If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

The writer has formulated the Alternative Hypothesis (Ha) such as: "There is a positive and significant influence of using Clustering technique toward the writing descriptive text ability among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in academic year 2014/2015".

Finally, the data confirmed that "$t_{observed}$" = 8.871was higher than "t_{table}" level of significant 5% = 1.699 and "t_{table}" level of significant 1% = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that the rewas a positive and significant influence of using Clustering technique toward the writing descriptive text ability

among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in academic year2014/2015.

C. Discussion

Writing ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer.

Teaching writing needed a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to describe the writing text by using the right technique. In this research, the writer has implemented a technique by using Clusteringtechnique in order to reach the teaching learning objectives.

Before conducting the research, the writer administered pretest in order to found out the basic ability of the students before treatment. The result showed that the highest score was 82 while the lowest was 22 and the average 59.43. After finishing the treatments, the writer administered posttest. The result of the posttest showed that the highest score was 89 while the lowest was 34 and the average score was 71.32.

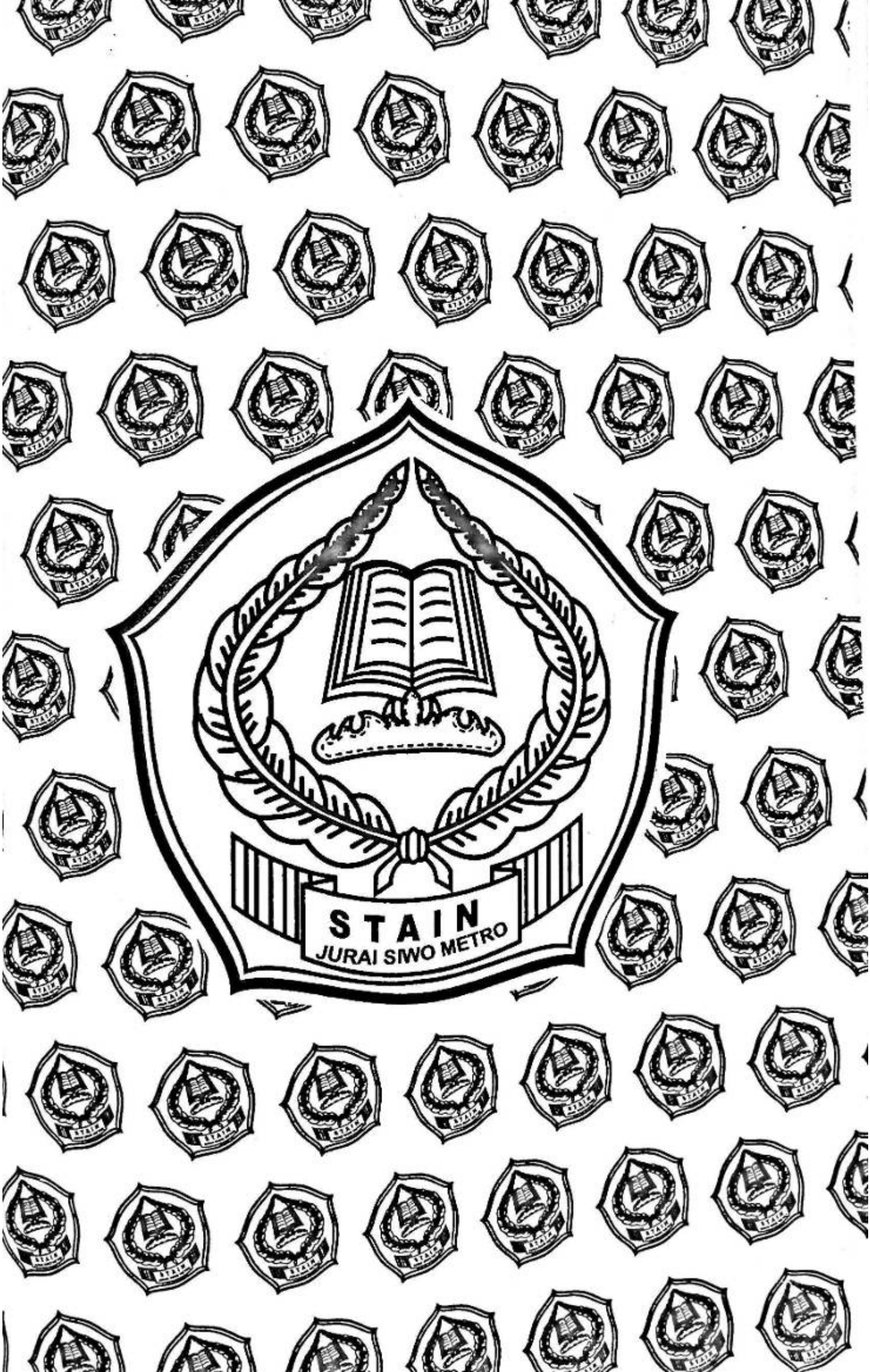
The result indicated that the students' ability in descriptive text the writing text improved after they were taught by using Clustering technique. It was proved by the mean score of pre test that improve from

59.43 before treatment up to 71.32 after the treatment. Further, from the computation of t-test, it was gained that at the significant level of 1% and 5%, $t_{observe}$ was higher than t_{table} that was 1.699<8.871>2.462. This mean that the hypothesis proposed by the witer was accepted.

Referring to all the findings above, it can be concluded that by applying Clustering technique, the students can describe the writing text more easily. Moreover, the result of this research confirmed what Alan H Fielding believed about the influence of Clustering technique toward the students' writing descriptive text was right. He stated that the main purpose of using Clustering is to help students improve their writing descriptive text and improve student learning outcomes which are low.

D. Limitations

This research was conducted at Mts Ma'arif Nu 4 Pekalongan. The subject of the research were the eighth graders at the first semester in academic year 2014/2015. Hence, the result of this research was limited in this circumstance including class, condition and academic year, and this research result not be generalized.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the analysis and result of the research, the writer can conclude that:

1. The students who got the score 77-87 were 1 student or 3%, 66-76 were 4 students or 17%, 55-65 were 7 students or 27%, 44-54 were 12 students or 37%, 33-43 were 3 students or 13% and 22-32 were 1 student or 3%. Referring to the standard value of English in Mts Ma'arif Nu 4 Pekalongan, the students who passed the test were the students who got the score up to 66,5. It indicated there were only 4 students or 20% who passed and 24 students or 80% did not pass the test.
2. The students who got the score 80-89 were 2 students or 7%, 70-79 were 9 students or 40%,61-69 were 5 students or 10%, 52-60 were 8 students or 30%, 43-51 were 2 students or 7% and 34-42 were 2 student or 7%. The score indicated there were 16 students or 53% who passed and 12 students or 47% who did not pass the test.
3. The result of data analysis about the influence of using Clustering technique toward the writing descriptie text ability among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in academic year 2015/2016 was as follows: "$t_{observed}$" = 8.871 and "t_{table}" for the 5% level was 1.699, "t_{table}" for the 1% level was 2.462. It means that "$t_{observed}$" was higher than "t_{table}". Then, the significant value (2-failed) is 0.000 < 0.01 with the

significant correlation at the 0.01 or 1% level. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It can be proved that there is a positive and significant influence of using Clustering technique toward the writing descriptive text ability among the eighth graders of Mts Ma'arif Nu 4 Pekalongan in academic year 2014/2015. So, the hypothesis is accepted.

B. SUGGESTION

Due to the result of the research, the writer gives some suggestion to the side that related as the considered as follows:

1. For the Headmaster
   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
   b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:
   a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by writing descriptive text ability
   b. The English teachers are suggested to help the students increase their ability in writing skill.

c. The English teachers are recommended that they should apply Clustering technique as a variation in writing descriptive text ability which can help them to write well.

3. For the Students:

a. The students should expand the knowledge by writing descriptive text ability well.

b. The students are suggested to increase their ability in writing descriptive text ability.

c. The students recommended that they should improve their ability in writing descriptive text ability by using Clustering technique in the class.

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CURRICULUM VITAE



The name of the writer is Fitri Setyorini. She was born in Bandarjaya (Lampung Tengah) on March 25, 1993. She is the second child out of three children of Rusti and Mutya Indri Prawesti.

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PERPUSTAKAAN STAIN JURAI SIWO METRO