THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO ENHANCE STUDENTS' ABILITY IN WRITING

THESIS

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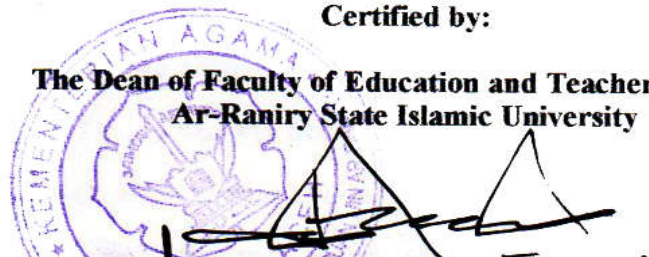Member,

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Banda Aceh, 9 Januari 2019

Darayani Sabrina

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This research was conducted to study about the implementation of Clustering technique to enhance students' ability in writing. The researcher aims to answer two main research questions; (1) How does clustering technique enhance students' ability in writing? (2) What are the students' responses to the use of Clustering technique in teaching writing?. To achieve the aim of this study, the researcher conducted the research in English Language Education Department of UIN Ar-Raniry Banda Aceh. For the sample, the researcher chooses one unit (unit 1) of third semester students of English Language Education Department in academic year 2017/2018. Pre-experimental teaching was applied as a method to gain the data. In this research, the researcher taught writing through clustering technique in class for 9 meetings; the first meeting for pre-test and the last meeting for post-test and questionnaire. Based on the first finding, the mean score of pre-test was 59,34 and the mean score of post-test was 78,19. The result indicates that the post-test score was higher than the pre-test score. This seems to suggest that the implementation of clustering technique can enhance students' ability in writing. For the second finding, the result of questionnaire on clustering technique is significant and effective in teaching and learning process of writing. The students' response toward clustering technique was positive, since it enriches their ideas and supports them in writing. Besides, the students' response showed their interest while learning writing through clustering technique.

Keywords: Clustering Technique, Writing Ability

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is learned as a foreign language (EFL) where it must be taught since elementary school to university level. The teaching of English aims at the mastery of the four skills, namely: listening, speaking, reading and writing. These four skills cannot be separated from one to another because they are in a unity. Writing is one of those four language skills which is used as a medium to communicate with others, in an academic field, as well as in daily life.

Writing skill is a basic need for students to support their academic success. According to Nik et al (2010, p. 54), writing is a skill which is difficult to master and it presents a number of problems to the students. Writing is difficult for them because to write a text, students as the writer need critical thinking to produce ideas, words, sentences, and paragraphs. Gebhard (2000, p. 35) said that students actually cannot develop their ideas in writing. It is important to develop the ideas in writing. Hedge (1988, p. 9) stated that the purpose of writing is to express the ideas about something, to provide information, to persuade and to create something based on the one's interest. Unfortunately, students still have difficulties in expressing and developing the ideas. The students do not know how to start writing because it is hard for them to generate and organize their ideas in pre-writing stage. They do not

know how to start, discover, and choose many ideas which come to their mind. Besides, the students usually focus on how to make a good sentence but they do not care whether the idea is suitable to the topic or not. Whereas, the essence of writing is expressing the ideas, so one of the most important thing is the students should find the appropriate way to express the ideas well.

In addition, the English Department students of UIN Ar-Ranirry University have to take writing subject. Thus, students have to be able to express their ideas in written form. Based on the writer's experience at Writing I and II, most of the students of the English Department of UIN Ar-Ranirry University still had problems in writing. The students are hard to express their ideas directly on a piece of paper. The students commonly start to write without using any techniques. For example, when the lecturer asked them to write a short paragraph in the writing class, most of them always get difficulty to begin the writing. Besides, they are confused by the idea, topic or what content they should write. Even if they have decided the topic, it is still difficult for them to generate their ideas. Thus, the students did not have ability in generating and organizing the ideas into a good paragraph.

In order to solve these problems, the lecturer should choose a good technique to teach writing. As the lecturers, we should try to find out an appropriate way to teach well and make our students master well the material we have delivered to them. There are a lot of techniques that can be applied by the lecturer. In this research, the researcher is interested in applying clustering technique which focuses on writing a paragraph. Nuttal (2006, p. 33) argued

that clustering technique can be used to generate ideas before the students start to organize the ideas based on the rhetorical steps of the paragraph. This means that the clustering technique can help the students in generating the ideas before they start to write something. Therefore, this research is conducted in order to expect the students may compose their writing easily by applying the clustering technique to generate their ideas in writing which focuses in writing paragraph.

According to Oshima and Hogue (1999, p. 8) clustering Technique is brainstorming activity that you can use to generate ideas. Furthermore, there are previous studies which are related to this research. Those studies are conducted by using clustering technique. The first research is entitled "The Efficiency of Cluster Method in Improving Creative Writing Skill of 6th Grade Students of Primary School". It was a journal research which is conducted by Sahbaz and Duran (2011). The aim of the research is to search the effect of the cluster technique on the creative writing skill of 6th grade students at Ulas Primary School in academic year 2010-2011. The researchers conducted an experimental research in which they used some numerical data which analyzed statistically. The sample of this research was 32 students of class 6/A. The students are divided into two groups as control and experiment group. The pre- test and post-test were used to collect the data needed. The findings of this research are (1) the writing product of the students in the experiment group is more developed in the term of word, sentence, and text.

(2) the implementation of clustering technique in teaching writing applied well, and learning writing become fun for the students.

Second, a research is entitled "The Use of Clustering Technique in Teaching Narrative Text" it was a journal research conducted by Adriati (2013). The specific objective was to find out: (1) the use of clustering technique is effective in teaching writing narrative text. (2) the response of the students to the use of clustering technique in learning writing. The research method used in this research was quasi-experimental and the sample was sixty ten-graders in one senior high school in Bandung. The researcher divided two groups as control and experiment group in this research. They were class X-1 as the experimental group and X-3 as the control group with thirty students in each class. The technique was used to collect the data by using (pre-test and post-test) and interview. The data from pre-test and post-test was analyzed and tested statistically. The interview data was transcribed, labeled, and coded according to students' answer. Next, the answers were classified into several categories and analyzed until the trend were recognizing. Based on the data from the test and interview, the researcher found that clustering technique was effective in improving students' score in writing narrative text and the students' response to the technique was positive.

The third research is conducted by Maula (2010) entitled "The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text At The Tenth Grade Students Of SMA PGRI 56 Ciputat". Her research investigated the effect of using clustering technique in teaching

writing of narrative text. The researcher found that clustering technique improve students writing score, the improvement of students' achievement is significant enough. The students' score in experiment class were higher than the students score who learned without it (control class). This research found that the clustering technique can help the students to improve their ideas. This means that the clustering technique had a positive effect on teaching writing of narrative text. Moreover, the researcher investigated the effect of using clustering technique in teaching writing of narrative text by using experimental teaching as her research design. Unlike this research, I would like to investigate the implementation of clustering technique in enhancing students' writing ability focusing on writing a short paragraph by using pre-experimental research design. However, the research of Maula (2010) and this research have the similarity to improve students' ability in writing and use test as the instrument to collect the data needed.

Based on the background above, the writer encouraged to do research about "The Implementation of Clustering Technique to Enhance Students' Ability in Writing"

B. Research Question

Based on the statement above, the writer formulated the question as follows:

1. How does clustering technique enhance students' ability in writing?

2. What are the students' responses to the use of clustering technique in teaching writing?

C. The Aim of Study

Considering the background of the study above, the aims of this research are as follows:

1. To find outthe implementation of clustering technique can enhance students' ability in writing or not.

2. To investigate the students' responses to the use of clustering technique in teaching writing.

D. Research Methodology

The research was conducted in the English department of UIN Ar-Raniry. The researcher used quantitative research method. For the research design, the researcher used a pre-experimental design.

1. Population and Sample

The population of this research was the third semester students of the English department and the total number of students is 205 students. There are 7 units of third semester students of the English department. The researcher chose one unit from the third semester of the English Department as the sample of this research. To select the

sample, the researcher used purposive sampling. Purposive sampling is one of the sampling technique are chosen with judgment of the researcher.

2. Data Collection Technique

To gain the data needed the researcher used the pre-experimental research toward the implementation of clustering technique in teaching writing. However, the researcher also used test and questionnaire to collect the data.

1. Pre-experimental Teaching

Theresearcher employed pre-experimental teaching to implement clustering technique in teaching writing in the third semester students at English department of UIN Ar-Raniry. The researcher applied the pre-experimental teaching in one unit as the experiment class. The researcher taught in the experiment class using clustering technique for 9 meetings.

2. Test

In this research, the researcher conducted pretest and posttest. The researcher used pre-test before treatment and post-test after treatment. The test was used as the instrument to gather the data in order to measure students' achievements in writing before and after the treatment.

3. Questionnaire

Questionnaire is the other instrument that the researcher used in accomplished this thesis. The questionnaire is a list of questions which are distributed to the participant. It was used to obtained additional data on students' responses after the implementation of clustering technique in teaching writing. Therefore, the researcher applied close ended question type. Through this instrument, the researcher knows students' responses in teaching writing using clustering technique.

E. Significance of Study

The result of this research is expected to give a positive contribution to the teachers and the students in teaching writing, especially about how to use clustering technique in enhancing writing ability. The researcher hopes that by using clustering technique, the teacher can help the students in learning writing and solve their problem in writing. In addition, the result of this research is expected to have theoretical significance. It is expected to enrich the theories and references for the reader, especially in study clustering technique to enhance writing ability.

F. Terminology

1. Clustering Technique

Clustering is kind of prewriting activity that enriches idea before start to write something."When you cluster, you produce a visual map of

your ideas"Scarry and Scarry (2013, p.8). It means clustering technique is a mapping activity that generates the ideas in visual way.

> In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches. You can then add more branches to the subject circle or to the related ideas as they occur to you. (Meyers, 2005, p. 6-7).

This technique will help students to collect and generate the ideas in writing something. Clustering technique uses the diagram or circles to get the ideas and connect them like branches. The ideas related to the topic are connected by using the lines like branches. Students can easily gather ideas by writing many words as a keyword that relate to the topic. This technique gives benefit for students when they have difficulty to start writing, especially in writing a paragraph.

2. Writing

Writing is communication. Writing can be interpreted as the way of representing language to communicate in the written form.

> Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is an action of a process of discovering and organizing your ideas, putting them on a paper and reshaping them. (Meyers, 2005, p. 2)

Writing is a skill in forming wordsand writing in this sense can refer to the production of the paragraph. Hogue (1996, p.3) explained that a paragraph is a group of related sentences about a single topic. It means the topic of a paragraph is only one idea. Paragraph can be defined in

terms of length at least five sentences. Each sentence in a paragraph should relate to one another.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is a medium to express and share our thoughts, feelings, and ideas in the piece of papers (Hogue, 1996, p. 2). It is often used as the way to communicate with the readers. Commonly, writing always associated with the process of thinking. In order to write well, the writers need more active in processing and interpreting information.

Writing involves not only just producing words and sentences but also the writer should be able to arrange words and sentences into well organized writing. It is in line with the explanation from Langan (2006, p. 15) writing is a process of discovery which involves a series of steps, and those steps are discovering a point, developing the point, organizing the supporting material, revising and editing.

Trimmer (2004, p. 2) saidthat writing is an opportunity which allows someone to express something about themselves, explore and explain the ideas. Similarly, Hall and Weyrich (2006, p.8) stated that writing is assumed as a way for students to interact with texts and ideas, both as writer and readers. It means that through writing, the students try to communicate their ideas, thoughts and their intentions with the readers. Students can explore the

ideas and recordthemessages on paper. It gives the opportunity for the writer to express their thoughts and reflect on what they want to communicate.

In addition, Creme and Lea (2003, p. 5) argued that writing consists of words and these words were put together in particular formations to make sentences and so on. Writing is the work of producing ideas, thinking about how to express them, and organizing them into paragraphs that will be clear to a reader (Nunan, 2003, p. 88). It means that writing is an activity that arrange the words into a sentence, and sentences into a good paragraph.

2. Purpose of Writing

Writing holds several purposes. According to Reinking and Osten (1996, p.4) there are four common general writing purposes:

1. To inform. Presenting information is the main writing functions. It usually presents the informative writing. The purpose of informational writing is to deliver information accurately. The examples are business report, economic report, and laboratory report.
2. To convince. The writer needs a clear definition on some objects in order to influence the readers. Advertisement in newspaper, magazine, and many others written media are examples of this writing purpose.
3. To express. The writer's purpose is to put thoughts and feelings on the paper. Expressive writing is informal. Expressive writing includes personal essay, fiction, poetry, journal and diaries.
4. To entertain. Some writings tend to amuse. An intention to entertain can add savor to many kinds of writing. Some examples of this writing are stories, poems, comic strips, and so forth.

In addition, writing allows students to express something about themselves,explore and explain ideas. Students can convey their ideas in their mind by organizingthem into a good text.

3. Aspect of Writing

Brown (2000, p.261) classified five major aspects which are used to measure writing. Writing is not only the activity of setting down some words and sentences into the written language, but there are some aspect should be considered by the writer for arranging them into well organized in writing as follows:

1. Content is deal with thesis statement, related ideas, development of ideas through personal experience, facts, and opinion.

2. Organization is like an outline of writing. It helps the writers arranges the ideas and make the readers easy to catch the message of writing.

3. Grammar is deal with the structure of language use to give meaning and function ofa word in order to show an appropriateness of language.

4. Vocabulary includes effective words, capitalization and word forms mastery.

5. Mechanics consist of spelling, punctuation, citation of references, neatness, and appearance.

Furthermore, the researcher concludes that the aspects of writing are mostly linked to organization of ideas, content, grammar, vocabulary, and mechanics. Those components must be incorporated to produce a good piece of writing.

B. Paragraph Writing

1. Definition of Paragraph

A paragraph is a set of related sentences that express or develop a topic (Trimmer, 2004, p.187). It is a complete unit since it expresses an idea. The idea is expressed through the use of sentences that are closely connected one to another. The sentences explain opinion or contain facts. It is in line with the explanation from Folse et al (2002, p. 89) who definea paragraph as something which gives facts, details, and example to make the definition clear to the reader.

According to Oshima and Hogue (1999, p. 17-18) paragraph has three major structural parts: a topic sentence, supporting sentence, and concluding sentence.

a. Topic sentence states the main idea of the paragraph.

b. Supporting sentences develop the topic sentence. Explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

c. Concluding sentences signal the end of the paragraph and leaves the reader with important points to remember.

In addition to the three structural parts of a paragraph, a good paragraph also has the element of unity and coherence.

1. Unity

According to Bram (1995, p.20), all sentences in a paragraph should focus on the one thing expressed in the topic sentences; all of the sentences stick together. Every sentence in a paragraph

should relate directly to the main idea presented by the topic sentence.

2. Coherence

Coherence plays a crucial role in making a paragraph read well. Wyrick (2011, p.69) said that coherence means that all the sentences and ideas in the paragraph flow together to make a clear, logical point about the topic. Oshima and Hogue (1999, p.18) stated coherence means that the paragraph is easy to read and understand because the supporting sentenceswere put in logical order and the ideas are connected with the use of appropriate transition signals in such a way the readers move easily from one sentence to the next.

2. **Developing Ideas for Writing a Paragraph**

According to Leki (1998, p.21), developing ideas for writing a paragraph can be divided as follows:

1. Free writing

Students just write and pour their ideas in a piece of paper without stopping therefore they can explore and develop their ideas (Brandon: 2004,p.64). Similarly, Oshima and Hogue (1999, p.6) stated that free writing helps the student to generate many ideas as possible and to write them without worrying about appropriateness, grammar, spelling, or organization.

2. Listing

   Listing is a brainstorming technique in which thinks about the topic and quickly makes a list of whatever words or phrases come into mind (Ohima and Hogue, 1999, p. 4). In listing, the students write down everything that comes to their mind and possible make lists of words or phrases related their topic in a short time.

3. Clustering

   Students write words related the ideas by double-bubbling in the middle of paper and draw single bubbles of related ideas and branching from the core (Brandon, 2004,p.71).

4. Questioning

   Questioning is a technique for new ideas and let the students' mind run free. They can start with the big-six questions about the subject area: *who, what, where, when, why and how.* Asking questions like these may help the student to clarify exactly what subject to discuss in the text (Leki, 1998, p.25).

3. The Process of Paragraph Writing

Writing is a process that involves a series of stages. Writers go through several steps, each step bringing them closer to a finished paragraph. According to Anker (1998, p.4) the writing process for paragraph may divide into four stages: prewriting, drafting, revising and editing.

1. Prewriting

   Prewriting is planning phase of the writing process. This stage involves a process of developing your ideas, gathering information and giving them shape. This is supported by Trimmer (2004, p.5) said that prewriting as the first stage in the writing process, planning is a series of strategies designed to find and formulate information in writing. The students may difficulty with what topic they write about, or they may wonder how much they have to say about something. This activity is needed to cover the students' problem in starting their writing which involves of effort to discover the ideas and arrange it on writing.

2. Drafting

   "Drafting is the time to put ideas in some kind of order: a beginning, middle, and an end"(Scholes and Comley, 1985, p.23). It means drafting is a process where the writer put the ideas that have been explored in the prewriting stage.

3. Revising

   Revising is a procedure for improving a work in progress. Revising stage for the writers to review, reorganize the work by rearranging, adding, or deleting content, word choices, and make the sentence smoother. As the third stage in the writing process, revising is designed to reexamine and reevaluate the paragraph(Trimmer, 2004, p.6).

4. Editing

Editing is a procedure for presenting the final version of your work. The process of polishing before the text is published. The final stage for the writer to correct errors in grammar and edit the mechanics: checking for errors in spelling, punctuation, and the format. After they have planned, drafted, and revised their text, they need to create the most appropriate form for presenting their writing.

4. Types of Paragraph

Like all forms of writing, paragraphs are written for a specific purpose. The purpose determines what information to include in the paragraph and how to write it. According to Folse et al (2002, p. 89-160) the types of paragraph are:

1. Definition paragraph

A definition paragraph defines something, paragraph that tells what something means. Definition paragraph used to state the meaning of a word or to describe the basic qualities of something.

2. Descriptive paragraph

A descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. Description is writing that creates a clear impression of the topic.

3. Narrative paragraph

    A narrative paragraph is writing that tells a story of an event or an experience.

4. Process analysis paragraph

    A process analysis paragraph is a paragraph that explains how things happen. Process analysis paragraph either explains how to do something or explains how something works.

5. Comparison and contrast paragraph

    Comparison and contrast paragraph is a paragraph that shows similarities and differences. Comparison is writing that shows the similarities among things; contrast shows the differences. Comparing and contrasting paragraph is used to explain things and to help you make a decision between two options.

C. Clustering Technique

1. Definition of Clustering Technique

There are some definitions of clustering that is described by several experts of writing. According to Zadina and Hatler (2003, p.13) clustering is an excellent tool for generating ideas. Similarly,Oshima and Hogue (1999, p.8) argued that clustering is another brainstorming activity that you can use to generate the ideas.

Clustering is a technique that allows the writer to map out their thoughts. It is a strategy that allows the students in exploring and determining the relationship between ideas.

In addition, Brandon (2004, p.71) pointed out that clustering as a technique in which the writers double-bubble the topic and write it down in the middle of the page and draw circle around it, like the hub of a wheel.Here, the students are asked to write a topic and draw a circle around it. Clustering allows the students to bring their ideas together into specific subtopics and details. The students can write their ideas which have connection with the topic.According to Langan (2006,p.25):

> Clustering is also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This technique is helpful for people to think in visual way. In clustering, you use lines, boxes, arrows, and circles show relationships among the ideas and details that occur to you.

This means we can use lines, boxes, arrows, and circle in implementing the clustering to show the ideas and details that are exist in our mind. It helps the students to generate the ideas before they start to write.Clustering is also defined "as one way to help you organize your ideas. It can help you decide what to focus on when a topic is very broad. To make a cluster diagram, write the topic around the paper and connect the ideas that are related." (Segal and Pavlik, 1996, p.82)Lunsford added clustering is a prewriting technique used by writers to produce ideas using a visual scheme and chart (2010, p.57). Clustering is a creative activity, because when creating a clustering people tried to find things related to the topic using visual scheme or chart.

Clustering is a good way to manage topic for a short essay. It is also called mapping, webbing, looping, or diagramming. By using clustering, students have recollected some important details about a number of the title that are given, and it may help students focus on occasion they want to describe in his paper.(Wyrick, 2011, p.13)

From the definitions above, the researcher concludes that clustering is a technique use to generate ideas and organize the ideas by making a visual map that allows thinking more creatively. Clustering will help the students on how to associate the ideas, how to write down the ideas that exist in their mind, and how to develop ideas into a good paragraph unity.

2. The Steps of Using Clustering Technique

Clustering can be useful for any kind of writing (Rico, 2000, p. 39). The writers use it before starting to write in order to find the subtopics in a topic or to explore the information. It is useful for seeing how various ideas relate to one for developing subtopics before starting to compose a paragraph. According to Lyons and Heasley(2006, p. 73) steps of clustering are:

1. Write down your topic in the middle of a blank piece of a paper and circle it.
2. In a ring around the topic circle, write down what you see as the main parts of the topic; draw a smaller circle around each one.
3. In a ring around each main part circle, write down examples, facts or details as you find them out. Each main part, together with the ring of the ideas around it, forms the clusters.

4. As one idea leads to another, you will draw lines to show the connections.
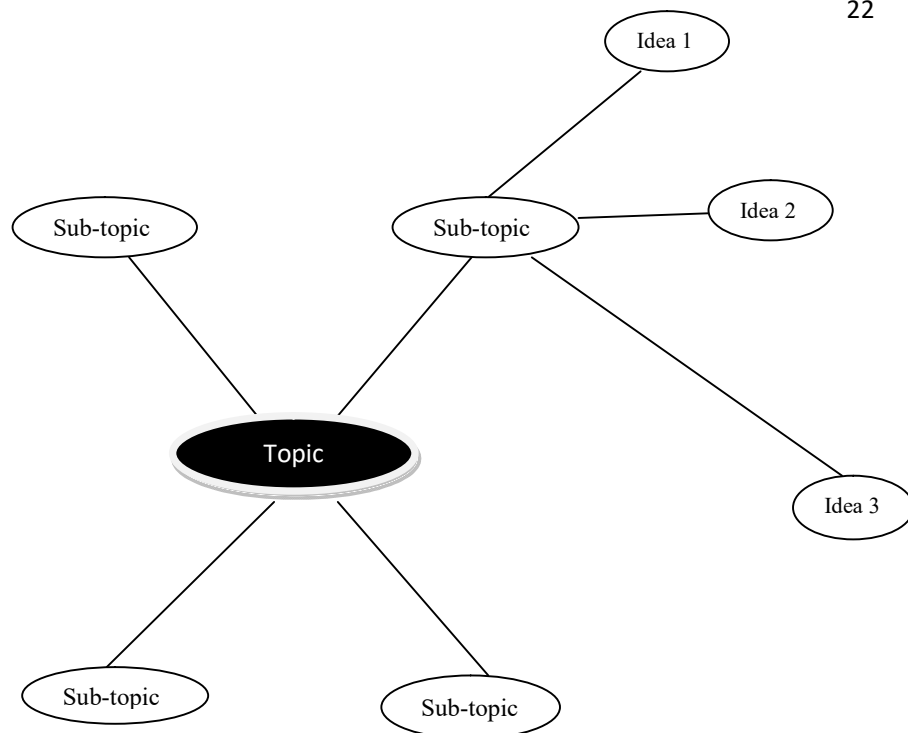
(Source: Lyons and Heasley, 2006)

5. When you think you've finished, look at the paper you've worked on, as a whole: check that each cluster really does represent a clear area that is in some way different from the other areas relating to the main topic.

In addition, clustering is writing freely, starting with a blank sheet by letting our thoughts flow smoothly and writing down any related ideas that come into mind. It is a way of stimulating the idea and imagination. In implementing clustering, writers use lines, boxes, arrows, circles to show relationship among ideas and details that occur to them.

3. Implementation Using Clustering Technique in Teaching Writing

Clustering is an activity that can be used to generate ideas for a paper.To cluster, "In the center of your paper, write your topic and draw a balloon around it. This is your center or core balloon. Then write whatever ideas and make more balloons around them." (Oshima and Hogue, 1999, p. 8)

Zadina and Hatler (2013, p. 13-15) described the procedures of teaching writing using clustering technique as follows:

1. Introduce the concept of clustering to the students. Then, tell them that clustering technique would help them in generate ideas before they started to write something.
2. Teacher gives the students topic to discuss and leading students to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center and circle it. This circle will be the core in generating the other ideas. Then put keywords related to the topic by using arrows or lines. Students do not have to worry in generating ideas. It is free for them to explore their ideas as long as related to the topic given and they can put their ideas in the circles.
3. After the students generate all of their ideas, asks them to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when they started to write by using clustering technique. Next, teacher also guides student in organizing the ideas when they start writing the first draft on their writing.
4. After the students are able to use clustering technique, ask them to make their own clustering through selected topic and leads them while they work to make clustering of the topic. Then, the students are asked to arrange their ideas in paragraph writing. Give students an evaluation to check their ability in writing and to know their difficulties in writing.

Based on the procedures of teaching writing using clustering technique above, it is obvious that clustering technique can enrich the students' ideas in writing. The students are able to cluster and produce their ideas based on the topic. Therefore, the students become easier to arrange their ideas in paragraph writing.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used the quantitative research method. "Quantitative research methods are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form." (Crowl, 1996, p. 10). This research means to find the effect of something given to the subject of the research and to know how effective the technique is used. According to Sugiyono (2016, p. 72) based on the setting, there are three research design such as Experimental, Survey and Naturalistic (qualitative). The researcher chose an experimental research design in this research to gain the data needed. There are four designs for experimental design which are Pre-experimental, True Experimental, Factorial Experimental, and Quasi Experimental.

In this research, the researcher used pre-experimental design, because there is only one class for teaching experiment. One group pretest-posttest is one of the designs of pre-experimental method that has one group of experiment without using control group, to know the significant is by comparing the score of pretest and posttest (Borg, 1989, p. 670). In short, the researcher conducted this pre- experimental design was to compare the results/outcomes of experimental group before and after pre-test and post-test.

B. Population and Sample

A. Population

Population are groups consisting of all people to whom the researcher wishes to apply the findings of a study (Crowl, 1996, p. 15). The population of this research was the entire third semester students of the English Language Education Departmentof UIN Ar-Raniry in academic year 2017/2018.The total number of population is 205 students. They were divided into seven units.

B. Sample

According to Crowl (1996, p. 15), sample is subsets of people used to represent the population. In this research, the researcher used purposive sampling technique because the researcher considers the population's characteristics. Purposive sampling is the sampling technique with particular consideration of the sample (Sugiyono, 2016, p. 85). The researcher chose one unit from the third semester of the English Department as the sample of this research. Then the researcher took unit 1 of the third semester students of English language Education Department in academic year 2017/2018 as the sample. There are 26 students taught by Mr. Habiburrahim. The class is held on Thursday from 14.00 to 15.40.

C. Technique of Data Collection

This research used pre-experimental teaching, test and questionnaire in collecting the data needed.

1. Pre-experimental teaching

Pre-experimental is one of the techniques that used by researcher to gathered the data. One-group pretest-posttest model was applied in this research. One-group pretest-posttest is one class for treatment as the experiment class. According to Sugiyono (2016, p. 74). One-group pretest-posttest design involves three steps: (1) conducting a pretest to measuring the dependent variable, (2) applying the experimental treatment X to the subject, (3) conducting the posttest again measuring the dependent variable.

The researcher was teaching writing by using clustering technique for 9 meetings. The researcher was teaching in one class of third semester students of English Language Education Department in academic year 2017/2018.

2. Test

The test given was to know and measure students' ability in writing. The test of the research is divided into two test, pre-test and post-test. Pre-test was conducted at the first meeting. In this study, the aim of conducting pre-stest was to know the students' ability before the researcher conducted the experimental teaching treatment, whereas post-test will be given after teaching. The aim of conducting the post-test was to know students' achievements in writing after received the teaching treatment (by implementing clustering technique) given by the researcher. Furthermore, in assessing the students' writing test both pre-test and post-test, the researcher used an analytical rubric adopted from Brown (2004, p. 234). The students' writing were scored separately based on several aspects of writing such as, content, organization, grammar, vocabulary, and mechanic.

3. Questionnaire

According to Sugiyono (2016, p. 225) questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting them among existing answer. In this study, the researcher provided closed-ended question which consist of 10 items. The questionnaires were distributed to students in order to investigate their response toward the implementation of clustering technique in teaching Writing for 9 meetings. It was distributed at the last meeting.

D. Technique of Data Analysis

1. Data analysis of test

Method of data analysis is one of the important parts in research, because in this step the researcher will formulated the result of research. In analyzing scores of test, the researcher calculated the mean of students' score in both pre-test and post-test by using a statistical formula (Sudjana, 2009, p. 70):

$$\mathbf{X} = \frac{\sum fixi}{\sum fi}$$

X　　　　= middle score of interval class

fi　　　　= frequency

fixi　　　= the amount of the multiplication between frequency and middle

　　　　　interval

$\sum$　　　= sum of frequency.

Before the researcher calculated the mean of students' scores by using the statistical formula above, there are some steps needed to use as follows:

    a. The range of data

The range data is the difference between the highest score and the lowest score. The formula is:

$$R = H\text{-}L$$

        R = the range score

        H = the highest score

        L = the lowest score

    b. Number of interval class

The formula below used in determining the number of interval and the formula used to find the score is:

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

        K = the amount of interval class

        n = the amount of sample

    c. Class interval

The formula bellow used by the researcher is to know the class interval:

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

    I = length of interval class

        R = range the score

        K = amount of the interval class

2. Data analysis of questionnaire

To obtain additional data, the questionnaire was distributed in this research to answer the second research question. The percentage of the questionnaire result was analyzed by using the following formula:

$$\text{p} = \frac{f}{n} x100\ \%$$

Explanation : P   = Percentage

               f   = Frequency of Respondents

               n   = Number of Participants

        100 % = Constant Value

E. Brief Description of Research Location

Location of this research is at the Department of English Language Education of UIN Ar-Raniry Banda Aceh. It is located in Jl. Syeikh Abdul Rauf Kopelma Darussalam Banda Aceh. The university was established on October 5th in 1963. The status of this Islamic university changed on October 1st in 2013, from IAIN Ar-Raniry into UIN Ar-Raniry. The rector of UIN Ar-Raniry is Prof. Dr. Warul AK, MA. UIN Ar-Ranirry has nine faculties. There are: *Fakultas Syariah dan Hukum, Fakultas Tarbiyah dan Keguruan, Fakultas Ushuluddin dan Filsafat, Fakultas Dakwah dan Komunikasi, Fakultas Adab dan Humaniora, Fakultas Ilmu Sosial dan Pemerintahan, Fakultas Ekonomi dan Bisnis Islam, Fakultas Psikologi,* and *Fakultas Sains dan Teknologi.*

Faculty of Education and Teacher Training (*Fakultas Tarbiyah dan Keguruan)* concentrates on education and educational expert preparation. The

faculty consist of 13 departments; *Pendidikan Agama Islam, Pendidikan Bahasa Arab, Pendidikan Bahasa Inggris, Pendidikan Matematika, Manajemen Pendidikan Islam, Pendidikan Fisika, Pendidikan Biologi, Pendidikan Kimia, Pendidikan Guru Madrasah Ibtidayah, Pendidikan Islam Guru Madrasah Ibtidayah, Bimbingan Konseling, Pendidikan Islam Anak Usia Dini, Pendidikan Teknik Eletro,* and *Pendidikan Teknologi Informasi.*

To collect the data, the researcher chose English Language Education *(PBI)* as the location to conduct the research.The department chairman is Dr. T. Zulfikar, S.Ag., M.Ed. The total number of English department lecturers is 32 lecturers and about 918 students who come from several regions of Aceh. Most of lecturers who teach at English Language Education Department (*PBI)* of UIN Ar-Raniry were graduated from various international universities in many developed countries, such as United Stated, United kingdom, Australia, Netherlands, German, Malaysia, and etcetera. There are many important subjects provided for the students, such as four English skills (listening, speaking, reading and writing), educational subjects (educational knowledge, educational philosophy, and educational methodology), curriculum and material analysis, and other courses to support the students to be a competent English teacher.

The Department of English Language Education also provides some supporting facilities for academic activities such as multimedia room, which provides sound system, radio, television, projector, and computer; and library

which provides academic and non-academic books, cassettes, newspapers, and
dictionaries.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Based on the teaching and learning process in the classroom by using clustering as a technique in writing, the findings were clarified. The experimental teaching was done in 9 meetings, conducted two times for pre test and post test. The questionnaire is the other instrument that the researcher uses in obtaining the data needed. Following the experimental teaching, the researcher analyzed the data by using a statistical calculation.

A. The Description of the Data

The tests were given to the students in order to know their ability in writing. In this research, the researcher used descriptive paragraph as the test. There were two tests in which the students participated; pre test and post test. The researcher took one class as the sample and the pre test was held on November, 9, 2017 while the post test and questionnaire was on January, 9, 2018. The analysis was used in order to investigate if there is a significant differencebetween pre-test and post-test result that was conducted after some treatments were given.

B. The Analysis of Test

In calculating the score of pre-test and post-test, the researcher used the rubric for writing assessment in order to know the students' score (see appendix IV). The score of the tests could be seen in the following table:

Table 4.1
The students' score of pre-test and post-test

No	Students' Initial	Pre-Test Score	Post-Test Score
1	S	40	68
2	AP	68	88
3	N	50	70
4	RUY	58	70
5	F	58	88
6	QA	55	84
7	DA	58	83
8	CVJA	66	88
9	AAZ	75	91
10	FU	64	91
11	ASA	54	70
12	MIAN	75	88
13	EP	54	70
14	SR	61	88
15	R	54	88
16	YA	75	80
17	AYF	41	68
18	WA	63	79
19	DA	63	70
20	IF	54	83
21	OLH	71	75
22	ZM	59	75
23	MA	66	95
24	VW	40	61
25	R	70	71
26	KR	44	70

Based on the table above, it can be seen that the lowest scored of pre-test was 40 and the lowest scored of post-test was 61. Meanwhile, the highest score of pre-test was 75 and the highest score of post-test was 95.

The following steps shows further statistical analysis of pre-test and post-test.

1. The results of pre-test

In calculating the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

40	40	41	44	50	54	54
54	54	55	58	58	58	59
61	63	63	64	66	66	68
70	71	75	75	75		

Then the researcher determined the range of pre-test presented above by using the following formula:

$$R = Hs\text{-}Ls$$
$$= 75\text{-}40$$
$$= 35$$

After finding the range score of pre-test, the researcher find out amount of interval, and the result is:

K = 1+ 3,3(Log n)

= 1 + 3,3 (Log 26)

= 1 + 3,3(1,41)

= 1 + 4,66

= 5,66 ≈ 6

Then, by knowing the length of interval, the researcher counted the class interval by using the formula below:

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

$$= \frac{35}{6}$$

= 5.83 ≈ 6

Based on all the calculated data above, the frequency distribution of pre-test can be seen in the following table:

Table 4.2
The Frequency Distribution Table of Students' Pre-test Score

NO	Students' score	Frequency (F_I)	X_I	$F_I . X_I$
1.	40-45	4	42,5	170
2.	46-51	1	48,5	48,5
3.	52-57	5	54,5	272,5
4.	58-63	7	60.5	423,5
5.	64-69	4	66.5	266
6.	70-75	5	72.5	362,5
	Jumlah	**26**	-	**1543**

Based on the frequency distribution above, the researcher determined the mean score by using the following formula:

$$\bar{X} = \frac{\Sigma F_I . X_I}{\Sigma F_I}$$

$$\bar{X} = \frac{1543}{26}$$

$$\bar{X} = 59,34$$

2. The Results of pre-test

In calculating the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

61	68	68	70	70	70	70
70	70	71	75	75	79	80
83	83	84	88	88	88	88
88	88	91	91	95		

Then the researcher determined the range of post-test presented above by using the following formula:

R = Hs-Ls

  = 95-61

  = 34

After finding the range score of post-test, the researcher finds out the amount of interval, and the result is:

K = 1+ 3,3 (Log n)

  = 1 + 3,3 (Log 26)

  = 1 + 3,3 (1,41)

$$= 1 + 4{,}66$$

$$= 5.66 \approx 6$$

Then, by knowing the length of interval, the researcher counted the class interval by using the formula below:

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

$$= \frac{34}{6}$$

$$= 5{,}67 \approx 6$$

Based on all the calculated data above, the frequency distribution of post-test can be seen in the following table:

Table 4.3
The Frequency Distribution Table of Students' Post-test Score

NO	Students' score	Frequency (F_I)	X_I	$F_I . X_I$
1.	60-65	1	62,5	62,5
2.	66-71	9	68,5	616,5
3.	72-77	2	74,5	149
4.	78-83	4	80,5	322
5.	84-89	7	86,5	605,5
6.	90-95	3	92,5	277,5
	Jumlah	26	-	2033

Based on the frequency distribution above, the researcher determined the mean score by using the following formula:

$$\bar{X} = \frac{\sum F_I \cdot X_I}{\sum F_I}$$

$$\bar{X} = \frac{2033}{26}$$

$$\bar{X} = 78{,}19$$

After analyzed the data, the result showed that there was different mean score between pre-test and post-test. The mean score of pre-test was 59,34 while the mean score of post-test was 78,19. It explained that student who were taught by using clustering technique in teaching writing have increased 18,85 point (78,19 – 59,34 = 18,85) for the mean score. It means that there was a significant improvement of students' writing ability by implementing clustering technique.

As a result, those tests indicated that after getting treatment, students' writing ability was improved. It can be seen from the mean score of students' pre-test and post-test. In the pre-test the mean score of students was 59,34 while in post-test the score was 78,19. Although, the improvement of those score were not too high, but the students' improvement of writing ability before and after implementing clustering technique was increased. Therefore, it can be concluded that clustering technique can enhance students' English writing.

C. The Analysis Of Questionnaire

In order to gained the information of the students' responses in studying writing by using clustering technique, the students were asked to fill in questionnaires. The questionnaire consisted of ten questions and was given to students in the last meeting. The following data would draw students'responses to

the use of clustering technique in studying writing. The questionnaire was delivered to 26 students. The results of the questionnaire would be interpreted as follows:

Table 4.4
The Result of Questionnaire

No	Statements	The result of students answers			
		SA	A	D	SD
1.	I like an English writing activity.	19,2%	80,8%	0	0
2.	Clustering Technique is a suitable technique in learning writing.	80,8%	19,2%	0	0
3.	Clustering Technique helps me in writing.	84,6%	15,4%	0	0
4.	Clustering Technique easy to implement.	69,2%	30,8%	0	0
5.	Writing using Clustering Technique becomes more interesting.	73,1%	26,9%	0	0
6.	I often use Clustering Technique in writing a paragraph.	42,4%	53,8%	3,8%	0
7.	Clustering Technique helps me in gathering ideas before composing a paragraph.	69,2%	30,8%	0	0
8.	I am interested in learning writing a paragraph by using Clustering Technique.	46,2%	53,8%	0	0
9.	I am motivated in solving writing problem by using Clustering Technique.	50%	50%	0	0
10.	I agreed that writing become easier after learning writing by using Clustering Technique.	80,8%	19,2%	0	0
	Means	61,55%	38,7%	3,8%	0

The table above consists of four available options; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). As indicated on the table above, it was obtained that the mean result of the "strongly agree" statement is 61,55% and 38,7% for the "agree" statement. This means that most of students chose to answer strongly agree. Then, the highest percentage is shown in statement no.3 "Clustering technique helps me in writing" that is 84,6% (choosing optional strongly agree). Although, there is one student who answers disagree in statement no.6, but that does not affect the overall response of students. Thus, it can be concluded that students' responses to the use of clustering technique in teaching writing were very good.

D. Discussion

This study is aimed to enhance students' ability in writing through clustering technique. After the researcher collecting and processing all data gained from the test and the questionnaire, in order to answer all proposed research question, it is important to discuss the research findings of the study.

Based on the data obtained during the research, the researcher would be able to answer the research questions sequentially. There are two research questions for this research. The first one is "How doesclustering technique enhance students' ability in writing?" After conducting this research, the researcher found that clustering technique was very useful for the students in improve their ability in writing. Based on the result of the students' writing, there was better improvement of students writing from the preliminary to the students'

writing after teaching experiment. The students' writing became more understandable and more systematic than their writing on the pre-test. It proved that clustering technique help the students to organize their idea more than without clustering technique. By clustering the keywords of the draft, the students could generate their ideas and develop them into a good paragraph. The cluster they made functioned as their writing guidance in producing text. Therefore, their writing would be more organize. It proved by the mean scores of post-test were higher than pre-test. The analysis of the test revealed that the mean score of pre-test was 59,34 and the post-test was 78,19. It could be indicated that the score increased. Thus, student's writing enhanced after implementing the technique.

The second research question is "What are the student's responses to the use of clustering technique in teaching writing?" In answering the second research question of the study, the researcher distributed the questionnaire in order to know students responses toward the use of clustering technique in teaching writing. According to the data from questionnaire analysis, students' response to this technique was positive. The students' response proved the effectiveness of clustering technique in writing. Most of the students stated that clustering technique was easy to implement. The students were interested when learning writing by using clustering technique. They became easier using this technique to generate their ideas in writing and helped them to solve their problem in writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The main purpose of this study is to find out the implementation of clustering technique that is considered to improve students' ability in writing and also to investigate the students' responses to the use of clustering technique in teaching writing. Based on the result and discussions in chapter IV, the researcher would like to draw the conclusions as follow:

1. The implementation of clustering technique can enhance students' writing ability. The students can improve their writing after being taught using clustering technique. It can be seen by students' achievement of writing score resultthat post-test scores was higher than pre-test scores.It was proved by the research findings. The result of the statistic calculation indicated that the mean score of pre-test was 59.34, while the mean score of post-test was 78,19. It can be concluded that clustering technique is effective and helpful in enhancing students' ability in writing.

2. Clustering technique is very helpful for the students to develop and organize their ideas systematically in writing. Applying clustering

can also makes students be able to write better and enjoy the learning of writing very much with a good writing product.

3. The finding from the questionnaire suggested students' positive responses through the implementation of clustering technique in teaching and learning process of writing. They assumed that clustering supports them in writing.In addition, the students' response showed their interest while learning writing through clustering technique. Thus, clustering technique would be alternative strategy in teaching writing.

B. Suggestions

After implementing the experimental teaching, analyzing test and questionnaire the researcher would like to offer some suggestion, such as:

1. Considering the positive result gained from this research, the use of clustering Technique is recommended to be used in English writing class, especially for the teacher as an alternative ways in teaching writing. The researcher believes that using clustering technique in teaching writing give positive effect for the students. Moreover, using clustering technique in writing can be one of the solutions to solve students' difficulties in writing.

2. During the research, the researcher realized that students still hadweakness in writing such as difficult in gaining ideas and less of vocabulary. Therefore, students must practice more in writing in order to have a mastery of writing.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11429/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Desember 2016

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/86/2017 tanggal 10 Januari 2017

Menunjuk Saudara:
1. Drs. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Dr. Mustafa AR, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   :   **Darayani Sabrina**
NIM   :   **231324174**
Program Studi   :   **Pendidikan Bahasa Inggris**
Judul Skripsi   :   **The Implementation of Clustering Technique to Enhance Students' Ability in Writing**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 1 November 2018
An Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-9822 /Un.08/TU-FTK/ TL.00/10/2017   23 Oktober 2017
Lamp : -
Hal   : **Mohon Izin Untuk Mengumpul Data**
      Menyusun Skripsi

Yth,

di-
  Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	:	**Darayani Sabarina**
N I M	:	231324174
Prodi	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	IX
A l a m a t	:	Jl. K. Budiman, No.26, Punge Blang Cut

Untuk mengumpulkan data pada:
UIN Ar-Raniry, Fakultas Tarbiyah dan Keguruan, Prodi Pendidikan Bahasa Inggris, Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Clustering Technique to Enhance Students' Ability in Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan
Nomor: B-509/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-9822/Un.08/ TU. FTK/TL.00/10/2018 tanggal 23 Oktober 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Darayani Sabarina
NIM   : 231324174
Prodi   : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Implementation of Clustering Technique to Enhance Students' Ebility in Writing.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

LESSON PLAN

Name   : **English Department of UIN Ar-Raniry**
Unit/Semester   : **1/3**
Skill   : **Writing**
Time Allocation : **100 minutes**
Meetings   : **9 meetings**

A. Standard Competence

The ability of students to write several types of paragraphs

B. Basic Competence

1. Obtaining the general information and detail from various sources regarding to the types of paragraphs

C. Indicators

1. Make a cluster before writing a paragraph

2. Identify main idea, controlling idea, supporting details and conclusion in descriptive paragraph.

3. Know the generic structure and language features of the descriptive paragraph

4. Make a descriptive paragraph well through clustering technique first

D. Class Activities

❖ **Meeting 1**

➢ **Pre activities**

- Greeting the class

- Introducing self and explaining the purpose of my attendance

- Checking the students' attendance

> **Main activities**

Giving Pre-test

- Distribute the test to the students

- the teacher explain the instruction of the question

- students answer the pre-test given related material to be studied

> **post activities**

- close the learning activities

❖ **Meeting 2**

> **Pre activities**

- Greeting the class

- Check students attendance

- Praying

- The teacher prepares the class condition to study

> **Main activities**

- Teacher activate the students' schemata by asking some questions about the subject that is going to be taught

- Then, teacher make a pre writing activity by written one topic on the board and asking the students to brainstorm it together

- The teacher links them with the lesson for that meeting by introducing the Clustering technique to the students

- Teacher gives and explains the example of clustering technique

- Students identify the material about clustering technique

- Guiding the students to write their own clustering (pre-writing stage)

- Correcting the students' mistake

> **Post activities**

- Asking the students' difficulties in learning process

- Giving students opportunities to ask questions

- Concluding the material

❖ **Meeting 3**

> **Pre activities**

- Greeting

- Checking students' attendance list

- Praying

> **Main activities**

- The teacher begin the subject by stimulate the students with cluster one topic

- Students are asking to write the keyword or ideas into the bubbles

- Teacher lead the students to eliminate unrelated ideas and connect them with the related one

- Then, the teacher prepares topic that will be developed into descriptive paragraph by the students such as describing famous place

- The teacher tries to brainstorm students' schemata through well known topic given

- The teacher elaborates students' answers and attention to develop their ideas by asking question or phrase in order to stimulate them

- Then, teacher write down some of students ideas about the topic and put them into the bubbles and connect them with arrows

- The teacher returns to teaching and explains the descriptive paragraph

- Students identify main idea, controlling idea, supporting detail and conclusion in descriptive paragraph

➢ **Post activities**

- Asking the students' difficulties in learning process

- giving students opportunities to ask questions

- praying

- close the learning activities

❖ **Meeting 4**

➢ **Pre activities**

- Greeting the class

- Checking students attendance list

- Praying

- Asking students about last week's lesson

➢ **Main activities**

- Telling the students they will continue their last week material

- Showing them the picture of famous person

- Develop their ideas by asking WH-question about the picture given

- Student are asking to write down some points about the picture which is asked

- The teacher leads the students to categorize that points into mapping idea

- The teacher encourages students to develop the personal map into some sentences

- Before asking the students to write the paragraph, the teacher gives a model how to organize the idea based on the generic structure and language features of descriptive paragraph

- The teacher shows an example of descriptive paragraph which is written by clustering technique

➢ **Post activities**

- Asking the students' difficulties in learning process

- giving students opportunities to ask questions

- close the learning activities

❖ **Meeting 5**

➢ **Pre activities**

- Greeting

- Checking students attendance list

- Praying

- Reviewing the lesson at the previous meeting

➢ **Main activities**

- The teacher gives a theme (describing a friend)

- The students are asking to make a descriptive paragraph

- The students are asking to cluster their ideas first

- Then, after finishing the paragraph writing, the students exchanged their writing with friends to check their work.

- The students match the paragraph written with the cluster they have made.

- Teacher guiding them in correcting their work

➢ **Post activities**

- Asking the students' difficulties in learning process

- Close the learning activities

❖ **Meeting 6**

➢ **Pre activities**

- Greeting

- Checking students attendance list

- Praying

- Reviewing the lesson at the previous meeting

> **Main activities**

- Telling the students to worked in pairs

- The teacher gives an exercise about descriptive paragraph

- The students are asked to make a descriptive paragraph well through clustering first

- Then, the teacher asks the students to exchange their work with their friends work and lead them to identify generic structure, language features, and find some errors

- The teacher invites the students to give suggestion toward his/her friends work

> **Post activities**

- The teacher asks the students to rewrite the revision of their descriptive paragraph using clustering as their homework

- Close the learning activities

❖ **Meeting 7**

> **Pre activities**

- Greeting

- Checking students attendance list

- Praying

- Reviewing the lesson at the previous meeting

➢ **Main activities**

- The teacher asks the students to make a cluster on the board individually
- Teacher write one topic in the middle of the whiteboard
- The students continuing the process of cluster
- The students explore their ideas freely related to the topic given
- Teacher and students correcting and discussing the cluster they have made together
- Then, the students are asked to write a short paragraph related to the topic

➢ **Post activities**

- Asking the students' difficulties in learning process
- Close the learning activities

❖ **Meeting 8**

➢ **Pre activities**

- Greeting
- Checking students attendance list
- Praying
- Reviewing the lesson at the previous meeting

➢ **Main activities**

- The teacher gives an example of descriptive paragraph with the clustering

- The teacher asks the students to check the cluster made on the text

- The students are asked to identify the generic structure, language features, and find some errors

- Then, the teacher asks the students to rewrite the revision of the writing given

➢ **Post activities**

- Asking the students' difficulties in learning process

- Reviewing an concluding the material

- Close the learning activities

❖ **Meeting 9**

➢ **Pre activities**

- Greeting

- Checking students attendance list

- Praying

➢ **Main activities**

Giving post-test and distributing the questionnaire

- Distributed paper of test to the students

- Giving instruction to the students about the test

- The students answer the written test

- Then, distributed the questionnaire for the students

- Students answer the questionnaire

➢ **Post activities**

- End up the class by saying thanks for their cooperation in this research

INSTRUMENTS

Title   **: The Implementation of Clustering Technique to Enhance Students' Ability in Writing**

Researcher   : Darayani Sabrina

Student ID   : 231324411

Samples   : Students of unit 1, PBI

Lesson   : Writing

PRE-TEST
Instruction:
1. Write your name and student number on the answer sheet!

2. Write a descriptive essay (3 paragraph for minimum).
   Choose one of the following topics below:
   - My high school
   - My favorite person
   - My life goals

POST-TEST
Instruction:
1. Write your name and student number on the answer sheet!

2. Write a descriptive essay with the clustering technique (3 paragraph for minimum). Please choose one of the following topics below:
   - Describe your favorite place
   - Describe your favorite person
   - Describe your life goals

Note: For the other researchers, do not use the same topic on the test (pre-test and post-test).Please give the different topic on the test.

QUESTIONNAIRE
Questionnaire

Name:

Student number:

Instruction: For each the statement below, please indicate the extent of your agreement or disagreement by placing a tick √ in the appropriate box.

Students' responses towardsClustering Technique in writing

Strongly Agree	: SA	Disagree	: D
Agree	: A	Strongly Disagree	: SD

No	Statements	SA	A	D	SD
1.	I like an English writing activity.				
2.	Clustering Technique is a suitable technique in learning writing.				
3.	Clustering Technique helps me in writing.				
4.	Clustering Technique easy to implement.				
5.	Writing using Clustering Technique become more interesting.				
6.	I often use Clustering Technique in writing a paragraph.				
7.	Clustering Technique helps me in gathering ideas before composing a paragraph.				
8.	I am interested in learning writing a paragraph by using Clustering Technique.				
9.	I am motivated in solving writing problem by using Clustering Technique.				
10.	I agreed that writing becomes easier after learning writing by using Clustering Technique.				

SCORING RUBRIC FOR STUDENTS' DESCRIPTIVE PARAGRAPH

ASPECT	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
CONTENT (C) 30% Topic Detailed	4	The topic is complete and clear and the details are relating to the topic	**3x**
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
ORGANIZATION (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	**2x**
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
GRAMMAR (G) 20% Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	**2x**
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
		Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice and words and word forms	**1,5x**
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	**1,5x**
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{score} = \frac{3C + 2O + 2G + 1{,}5V + 1{,}5M}{40} \, x \, 100$$

Adopted from Brown (2004)

STUDENTS WRITING SCORE

Score of Pre-Test

NO	Students' Initial	Aspect to be Evaluated					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	S	2	1	1	2	2	40
2	AP	2	3	3	3	3	68
3	N	2	1	2	2	2	50
4	RUY	3	2	2	2	2	58
5	F	3	3	1	1	3	58
6	QA	2	2	3	2	2	55
7	DA	2	1	3	3	3	58
8	CVJA	3	3	2	3	2	66
9	AAZ	3	3	3	3	3	75
10	FU	2	3	3	2	3	64
11	ASA	2	1	3	3	2	54
12	MIAN	3	3	3	3	3	75
13	EP	2	2	2	3	2	54
14	SR	2	1	3	3	4	61
15	R	2	2	2	3	2	54
16	YA	3	3	3	3	3	75
17	AYF	2	1	2	2	1	41
18	WA	3	3	2	3	1	63
19	DA	2	1	4	4	3	63
20	IF	2	1	3	3	2	54
21	OLH	3	3	3	3	2	71
22	ZM	2	2	3	3	2	59
23	MA	3	2	3	2	3	66
24	VW	2	1	1	2	2	40
25	R	3	2	3	3	3	70
26	KR	2	1	1	2	3	44

Score of Post-Test

NO	Students' Initial	Aspect to be Evaluated					Total
		Content	Organization	Grammar	Vocabulary	Mechanic	
1	S	3	3	3	2	2	68
2	AP	4	4	3	3	3	88
3	N	3	3	2	3	3	70
4	RUY	3	3	2	3	3	70
5	F	4	4	3	3	3	88
6	QA	3	3	4	4	3	84
7	DA	4	3	3	3	3	83
8	CVJA	4	4	3	3	3	88
9	AAZ	4	4	3	4	3	91
10	FU	4	4	3	4	4	91
11	ASA	3	3	2	3	3	70
12	MIAN	4	4	3	3	3	88
13	EP	3	3	2	3	3	70
14	SR	4	4	3	3	3	88
15	R	4	4	3	3	3	88
16	YA	3	4	3	3	3	80
17	AYF	3	3	3	2	2	68
18	WA	4	3	3	3	2	79
19	DA	3	2	3	3	3	70
20	IF	4	3	3	3	3	83
21	OLH	3	3	3	3	3	75
22	ZM	3	3	3	3	3	75
23	MA	4	4	3	4	4	95
24	VW	3	2	2	2	2	61
25	R	3	3	3	2	3	71
26	KR	3	3	2	3	3	70

AUTOBIOGRAPHY

1. Name : Darayani Sabrina
2. Place/Date of birth : Medan/October 10th, 1994
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesian
6. Marital Status : Single
7. Occupation : Student
8. Address :PungeBlang Cut, Banda Aceh
9. Email : darayanisabrin@gmail.com
10. Parents' Name
    a. Father : FahrumSyahrial
    b. Occupation : Wiraswasta
    c. Mother : Cut Mariana
    d. Occupation : Civil Servant
    e. Address : Jl.Ranup dong, Meulaboh, AcehBarat

11. Educational Background
    a. Elementary School : MIN DrienRampak
    b. Junior High School : MTsN Model Meulaboh-I
    c. Senior High School : SMA 4 WiraBangsa
    d. University : UIN Ar-Raniry

Banda Aceh, 9 Januari 2019

Darayani Sabrina