# A COMPARATIVE BETWEEN FREE WRITING AND CLUSTERING TECHNIQUE TO INCREASE STUDENTS' WRITING IN DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY AT SMK N 3 KARANG BARU)

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# STATEMENT OF APPROVAL

## A COMPARATIVE BETWEEN FREE WRITING AND CLUSTERING TECHNIQUE TO INCREASE STUDENTS' WRITING IN DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY AT SMK N 3 KARANG BARU)

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## STATEMENT OF CERTIFICATION

## A COMPARISON BETWEEN FREE WRITING AND CLUSTERING TECHNIQUES TO INCREASE STUDENTS' WRITING IN DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY AT SMKN 3 KARANG BARU)

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Has been defended in *Sidang Munaqasyah* by the Board of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:
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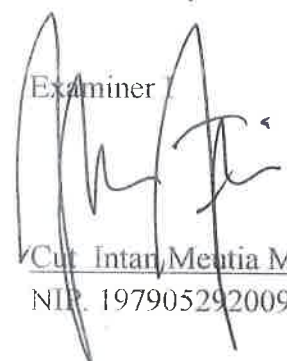Chairman,

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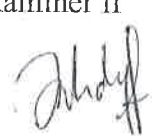NIP. 198405012011012015

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"A Comparative Between Free Writing and Clustering Technique to Increase Students' Writing in Descriptive Text (An Experimental Study at SMK N 3 Karang Baru)"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapatdibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 14 November 2021
Yang membuat pernyataan

Sinta Dwi Devita
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# ABSTRACT

Sinta Dwi Devita 2021    *A Comparative Between Free Writing and Clustering Technique to Increase Students' Writing in Descriptive Text (An Experimental Study at SMK N 3 Karang Baru).*

**Supervisor (1).** Nina Afrida, M.Pd, **(2).** Wahidah, M.Ed

**Abstract**

*The aim of this study was to investigate ithesignificant difference between the use of Free Writing and Clustering Technique in increasing the learners' Descriptive Text writing ability of the Tenth Grade at SMK N 3 Karang Baru. The method used in this study was a quantitative method and the research design was a quasi-experiment. The population of this research was the tenth grade students of SMK N 3 Karang Baru. The sample of this research was the Students of X-1 class as the experimental class, whereas Students of X-2 as the control class. Each class consisted of 30 students. The sample technique of this study was Purposive sampling. The instrument used in this research was a written test on the pre-test and post-test. First data from experiment class and second data from control class. Based on the result of the research, the researcher found that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability. The result of students' score through Clustering Technique is higher than the students' score who were taught through Free Writing Technique. It could be seen by the mean score of posttest in experimental class was 71 and in control class was 70.6. According to hypothetical test, sig.(2-tailed) of posttest is 0.000<0.05, it means that H0 is rejected and Ha is accepted. It means that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.*

**Keywords:** *Writing, Descriptive Text, Free Writing Technique, Clustering Technique*

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First of all the researcher would like to thank Allah the Almighty for giving her strength, health, trust to accomplish this thesis entitled " ***A Comparative Between Free Writing and Clustering Technique to Increase Students' Writing in Descriptive Text (An Experimental Study at SMK N 3 Karang Baru)*** ". Praise be upon prophet Muhammad sallallaahu 'alaihi wasallam who has brought the *ummah* from the brightness of the era and being the best *ummah*.

The researcher realized that in carrying out and writing this thesis, many people have given their valuable suggestion, guidance, advices, sacrifices, and assistance for the completion of writing this thesis. Therefore, the researcher would like to express her deepest sincerely appreciation to:

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thesis.

4. For the names who has not been mentioned above, May Allah SWT be with us, Aamiin.

Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The researcher simcerely appreciates all the critics and suggestion and will accept all of it.

Langsa, November 14<sup>th</sup> 2021

The researcher

**Sinta Dwi Devita**
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# INTRODUCTION

## A.  Background of Study

Writing is a way to send information from the writer to the reader. It affects both the writer and the reader in the process of communication. Consecutively, in writing, we assert our mind and feeling through letters that we arrange to be word forms, and the words are organized to be sentence structures. Thus, by writing the writer can deliver the information widely and explain to the reader what they assumed and felt. It is in line with Siahaan who stated that the aim of writing skills is to communicate information from the author to readers. It is one of language productive skills.[1]

Because of writing is a way of communication, it obviously  need a good writing skill so that the information is clear enough to be understand. But, writing is not easy. This is in line with Richard's opinion that writing is the most difficult skill for foreign language learners to be mastered.[2] Writing needs a process starting with brainstorming up to the final product. Vocabulary, grammar, punctuation, capitalization, and spelling is the elements that are needed to get an excellent writing product. It really need guidance from the certain people like a teacher to help us make a good writing.

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, 1991), p.39.

[2] Jack Croft. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practice* (Cambridge, England; New York: Cambridge University Press, 2002).p.12

In school, students are anticipated to be able to write several texts, for instance, is writing a descriptive text. According to Crimmon, descriptive text is the unity of a paragraph that presents a verbal portrait of a thing, place, and even person.[3] It is in line with Collin who states that descriptive text is to describe specific of places, this text usually describes the location, size, old, content, and other characteristics. Thus, Abisamra states that descriptive text is a text that tells the reader what the thing is, or what the thing does.[4] The generic structure of descriptive text consists of identification and description.[5]

But in reality, both student and teacher struggle in learning and teaching writing. There were some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas. According to Tompkins mentions that the emphasis of writing is shifted from what the writers think and do as they write to the product of writing.[6] Some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. Second, the problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the

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[3] James M. McCrimmon, Writing With a Purpose 8thEdition, (Houghton Mifflin Company,1984), p.163.

[4] FeradillaEramona and Muhd Al Hafizh, "Using The Clustering Technique In Teaching Writing A Descriptive Text To Junior High School Students" 2 (n.d.): 9.Descriptive Paragraph. Retrieved on July15,2021from:www.Think.com/liste/market/coss/descriptiveparagraph

[5] Collin, Descriptive Paragraph. Retrieved on July 15,2021 from:www.Think.com/liste/market/coss/descriptiveparagraph

[6] Gail E. Tompkins, "Teaching Writing : Balancing Process and Product" (Upper Saddle River, N.J.: Merrill, 2000), /z-wcorg/, last modified 2000,https://archive.org/details/teachingwritingb0003tomp.p.3

students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and giving descriptions about the topic. Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas to develop well. Fourth, when students proceed writing something, many problems could be found. Somes students are lack of vocabulary and they also have difficulties in developing their ideas related to their topic.

Therefore, the teacher still applies the conventional ways in teaching writing. The teacher should be able to organize good learning teaching activities and prepare a good technique to help students in writing a text.

To handle the obstacles, the English teacher must find suitable techniques to teach writing in order to help students in writing. It will be easier and effective in teaching writing especially descriptive text to be understood by students. There are many techniques. There are many techniques that can be applied in teaching descriptive text, there are: Free Writings, Fact-Reason-ElaborationShift (FRESH), Mind Mapping, Dictogloss, Clustering and many more. The use of Free Writing and Clustering Technique in teaching descriptive will be focused in this research.

Hogue points out: Free writing is a step to generate ideas. When you start to write you, choose a topic then you deliver everything in your mind in to the words

without worrying making grammar errors, miss spelling, punctuation, and setting the idea in order.[7]

Moreover, Liscawati on her thesis "Using Free Writings towardsStudents' Ability in Writing Narrative Text" agree that free writing is an appropriate technique in teaching descriptive text. It can be concluded that freewriting is the act of writing quickly for a set time from ten to fifteen minutes, just deliver what the students think into words. Without worrying what words that they have been choosen, also they do not needs to review and modify what they have been written.

Meanwhile, clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Gerlach & Elyargue "The effective teacher has a multitude of techniques and must be prepared to select the ones which will be most efficientin leading the learner to desire terminal behavior".[8] According to John Langan, clustering technique also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you."[9] Moreover, the clustering technique can motivate the students to write and to stimulus their ideas. Beside that, this technique will help the students to organize their thinking before they develop in a paragraph.

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[7] Ann. Hogue, *First Steps in Academic Writing* (White Plains, NY: Pearson Education, 2008).

[8] Gail E. Tompkins, "Teaching Writing : Balancing Process and Product" (Upper SaddleRiver,N.J.:Merrill,2000),/z-wcorg/,lastmodified2000,https://archive.org/details/teachingwritingb0003tomp.

[9] John Langan and Zoe L. Albright, *College Writing Skills, with Readings*, 2019.p. 25

Both of the techniques can improve students' writing ability especially in organize their ideas and the students to be able to have a new side of thinking about a simple way which might help them to write easily. Observe the issues above, accordingly the researcher were actuated to conduct a research to compare the effectiveness of the two techniques in writing lesson with the title "A Comparative between Free Writing and Clustering Technique to Increase Students' Writing in Descriptive Text (An Experimental Study at SMK N 3 Karang Baru)".

## B. Research Question

The research question of this study is only one, "Is there any significant difference between the use of Free Writing and Clustering Technique in increasing the learners' Descriptive Text writing ability of the Tenth Grade at SMK N 3 Karang Baru" ?

## C. Purpose of Study

The purpose of the research is "To investigate thesignificant difference between the use of Free Writing and Clustering Technique in increasing the learners' Descriptive Text writing ability of the Tenth Grade at SMK N 3 Karang Baru" .

## D. Significances of Study

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There are some benefits of the research. The result of the study is to know the

difference of students' writing comprehension achievement between the use of Free

Writing Technique and Clustering Technique in increasing the learners' Descriptive

Text writing ability, so it can give important information for the student, teacher and the other researchers as follows:

1. For the students

    The result of this research can motivate the students to use strategy or technique to increase their writing comprehension. It also gives knowledge to determine which strategies or techniques are able to use in improving their writing ability.

2. For the Teachers

    The information can give contribution on the teaching learning process as it will help English teachers design the material and the teaching technique by knowing the factors that influence students writing ability. Teacher also can determine whether the technique can be implemented to their students. Teachers can apply it in the classroom to increase the learning result.

3. For Other Researchers

    It informs others who want to deepen the education, especially in English education to know the factors which can influence students writing ability. Besides that, the result of this sstudy might be useful for the other researcher as a reference to conduct future researches that have relation with this research.

**E. Scope of Study**

    From the idea of the problem above, the writer limits the research focuses to find out the significant difference between the use of Free Writing and Clustering

Technique in increasing the learners' Descriptive Text writing ability of the Tenth Grade at SMK N 3 Karang Baru" .

## F. Terminology

There are some terms correlates to the title that the researcher wants to explain clearly. This explanation is essential to avoid misunderstanding. The following terms will be described as follows:

1. Writing

   Writing is a type of thinking. It means that writing is an action of process to clarify ideas, issues, events, feeling or thinking to the others through written form. Yakhontova states that writing is a complex process that requires a number of various skill.[10]

2. Descriptive Text

   "Descriptive text is a text which describes the features of people, animals, things or places".[11] Based on the definition above can pulled summarize that descriptive text is a kind of text which describes detail the features of something. The generic structure of descriptive text consists of identification and description.

3. Free-Writing

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[10] TV Yakhontova, "English Academic Writing for Students and Researchers," *Lviv: PAIS* (2003). p.18.

[11] Linda. Gerot and Peter. Wignell, *Making Sense of Functional Grammar : An Introductory Workbook* (Queensland (Australia); Gerd Stabler, Antipodean Educational Enterprises, 2001).Stabler Antipodean Education Enterprise, 1995),p.208

Elbow said free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.[12]

4. Clustering Technique

Hoshima and Hogue stated that, define clustering technique as another way of brainstorming technique in pre-writing process besides listing and free-writing that is used generate ideas after topic is chosen and narrowed to a specific focus.[13] According to Langan as cited in Feradilla Eramona,[14] Clustering techniques also known as diagrams or mapping, are a technique that canbe used to construct ideas in writing . This technique is helpful to think in a visual way.

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[12] Tim Fountaine and Peter Elbow, "*Everyone Can Write: Essays toward a Hopeful  Theory of Writing and Teaching Writinh*" College Composition and Communication 54 (June 2003): 669. p.14

[13] Alice. Oshima and Ann. Hogue, *Writing Academic English : A Writing and Sentence Structure Handbook* ([Usa]: Addison Wesley Longman, 1981).p.3

[14] FeradillaEramona and Muhd Al Hafizh, "*Usingtheclustering techniquein teaching writinga descriptive textto junior high school students*" 2 (n.d.): 9.2, 74–81

# CHAPTER II

# LITERTUR REVIEW

## A. Theoritical Frameworks

## 1. Writing

### a. Definition of Writing

Writing is a kind of skill that expects the students to have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. There are several definitions of writing that can be studied, Meyers states:Writing is a way to produce language, which you do naturally when you speak".[15] Writing is speaking to others on paper-or on a computer screen. Writing is a partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper, and revising them. Writing is a way of getting things done. To get things done such as, describing something, telling a story, requesting an overdraft, drafting an essay, and soon, one must follows certain social conventions for organizing messages, and these conventions can be described and taught. [16]

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[15] Alan Meyers, "*Gateways to Academic Writing :Effective Sentences, Paragraphs, and Essays*" (White Plains, NY: Longman, 2005), /z-wcorg/, last modified 2005,https://archive.org/details/gatewaystoacadem00meye.p.2

[16] Ken. Hyland, *Genre and Second Language Writing* (Ann Arbor: University of Michigan Press, 2007).p.5

Oshimastates that writing is not easy for both native speakers and new learners of English. It takes study and practice to develop this skill. Writing is a process, not a product. It means that a composition is never complete, it is always possible to be reviewed and revised many times.[17]

Based on the definition, it can be said that writing is a way to deliver idea in to words which is used to communicate with the other. In writing, students need practice to get amazing result. Moreover, writing is one of the important skills which is need to be mastered.

b. Writing Process

To produce something in written form, the writer must through many stages. There are many elements in writing, namely:

1. Planning

First, the writer need to consider what is the goal of their writing. Because it not only will affect on the type of the text that will be produce by the writer, but also the language and the kind of information.

Second, the writer must aware the target reader that will read their writing. Because this will bring an impact on the form of writing such as the structure of paragraph, furthermore, the writer need to take an extra look on decide what kind of language they use, like a formal or informal language so that the idea of the writer can be understood by the reader.

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[17] Alice. Oshima and Ann. Hogue, *Introduction to Academic Writing, Second Edition.* (White Plains, N.Y.: Longman, 1997).p.3

Third, the writer must devise the information such as arguments, fact, etc. that they have decided to include on their writing.

2.  Drafting

Drafting is a phase in writing process which is the writter develop the first version of a piece of writing. Commonly, the writter will write many draft. At the end of the process, the writter will have rough draft to the next phase.

3.  Editing (reflecting and revising)

Editing is the next step after drafting. In editing, the writer strives to improve their draft at the previous process. In this step, the writer will revise their writing product such as correcting errors, grammar, information, or re-arrange the sentence so that it will be clearer, Adding new words, as effective as possible.

4.  Final version

After the writer get the draft, revise and rearrange anything that is necessary at editing process, they produce their final version. The final process is considerably different from the original plan and draft which need to be edited. In this process, the written product is ready to publish.[18]

Four steps or four main elements of writing should be considered for the researcher such as planning, drafting, editing, and final version. The researcher should be considered and making sure that the four elements in writing have done. The purpose of considering it is for better writer, because

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[18] Jeremy Harmer and Pearson Education., *How to Teach Writing* (Harlow: Pearson Education Limited, 2018).p.4

writing process is the stages a researcher goes through in order to produce something in final written form.

c. Writing Ability

Writing ability is the procedure involving two elements of writing communication simultaneously, for example, the concept of writing and the practice of the language. Connected to the writing ability, the student must be competent to apply the ability to transmit ideas as good as the language skill, then inferring to the description above, the researcher may conclude these five elements, namely: content, form, grammar, style, and mechanic.[19]

As writing is a detailed process, the students should be capable to enforce and produce good integrity of writing for some objectives. Certain capacities needed to be carried out in every cycle of writing. The students should arrange planning and pre-writing to retain lar phases in which the students can discover the appropriate things relate to the given topic. After getting the appropriate thing related to the topic, they will expand their idea in writing ( drafting),     editing, and revising so that text is maximally understandable to the reader.[20]

Based on the description above, it assumed that writing ability is the proficiency to illustrate the ideas, data, or any images in written form t based on every element of writing, such as form grammar, content, mechanic and style.

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[19] Chris. Tribble, *Writing* (Oxford, UK: Oxford University Press, 1996), pp.130-131
[20] Jeremy. Harmer, *How to Teach Writing.* (Printed in Malaysia, 2011), p.86

d. Teaching Writing

Writing is one of the English skills in English that should be comprehended by the students. To encourage the students mastering writing skill the teacher should have obvious method connected to the purpose in order to increase writing skill the students. There are two main approaches in teaching writing: a skill-based approach and the process approach.[21] Herein argues that to succeed the purpose, varied approaches should be analyzed by the teacher, specifically when teaches writing. Furthermore, Harmer said that in teaching writing, teachers focus on the product and the process of writing.[22]

Teaching writing is different from teaching other English skills. Teaching writing is not only focused on how to create nice writing arguments but also improve the learners writing ability to be better. Moreover, the students should know they should put the words in a good form.

Harmer explained that students need to practice and learn how to put the word together in a well-formed sentence, passages, and text.[23] He added in the teaching of writing, the teacher need concentrate on the writing product of or on the process of writing itself. The strategies of teaching writing can be interpreted as follows:

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[21] Peter S. Westwood, "*What Teachers Need to Know about Reading and Writing Difficulties.*" (Camberwell: Australian Council for Educational Research, 2014), /z-wcorg/, last modified 2014, http://qut.eblib.com.au/patron/FullRecord.aspx?p=398435.p.70.

[22] Jeremy Harmer, *The Practice of English Language Teaching* (London; New York: Longman, 1999).p. 257.

[23] Jeremy Harmer, *The Practice of English Language Teaching* (London; New York: Longman, 1999).p. 128.

1. Pre-writing Activity, in pre-writing activity, the teacher ask a question to student so that the student get a perception.

2. Whilst -writing Activity , in whilst -writing activity, the teacher will explain the purposes, instruction and also some elements of writing to create a good writing.

3. Post-writing Activity, in this segment, the teacher will command the students to create a descriptive text. After that the learners review their work to find out the errors of some elements of writing . then, the learners edit their work and submit their work to teacher.[24]

Thus, it can be surmised in teaching writing teacher have to concentrate on the product and the process of writing. The process of writing is the appropriate strategies to teach writing on students. They are pre-writing activity, whilst-writing activity and post-writing activity after the teacher understands the strategies of teaching writing, the teacher needs to improve the student by using those strategies.

e. Assessing Writing Skill

According to Weir, There are two strategies for assessing writing ability.[25] First, writing is divided into discrete categories, e.g grammar, vocabulary, spelling, and punctuation, and these aspects can be examined separately by using objective tests. Second, direct writing tasks of various types could be created.

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[24] Jeremy Harmer, *The Practice of English Language Teaching* (London; New York: Longman, 1999). p. 128.

[25] Weir Cyrill.*Communicative Language Testing.*(Prentice: Hall Europe, 1990), 58.

Madsen speculated there is a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing.[26] Each stage tends to require different types of evaluation. The main reason for the variety of writing tests is to evaluate: vocabulary, mechanics (spelling and punctuation), related content, grammar, diction (word selection), rhetorical matters of several kinds (cohesion, organization, unity; topic, and occasion); as well as experienced concerns such as style and sense.

Madsen explains that there are many strategies for evaluating writing in its varied stages, from pre-writing to free writing. For assessing prewriting, they are as follows:[27]

| Writing | Component Score | Description |
|---------|-----------------|-------------|
| Grammar | 5 | Mastery of grammar taught on course, Only 1-2 minor mistakes. |
| | 4 | A few minor mistakes only (e.g. Only preposition, articles). |
| | 3 | Only 1 or 2 major mistakes but a few minor |

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[26] Madsen Harold S. *Techniques in Testing*. (Oxford: University Press, 1983), 101

[27] Madsen Harold S. *Techniques in Testing*.(Oxford: University Press, 1983)102.

| | | ones. |
|---|---|---|
| | 2 | Major mistakes lead to difficulty in understanding, lack of mastery of sentence construction. |
| | 1 | Numerous serious mistakes, no mastery of sentence construction, almost unintelligible. |
| Style | 5 | Use of wide range of vocabulary taught previously. |
| | 4 | Good use of news words acquired, appropriate synonyms, circum location. |
| | 3 | Attempts to acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms circum location on a few occasions. |
| | 2 | Restricted vocabulary, use a synonym (but not always appropriate), imprecise and vague, affect meaning. |

| | | | |
|---|---|---|---|
| | 1 | Very restrictive vocabulary, inappropriate use of synonyms seriously hinders communications. | |
| Mechanic | 5 | No errors. | |
| | 4 | I or 2 minor errors only. | |
| | 3 | Several errors, do not interfere significantly with communication, not too hard understand. | |
| | 2 | Several errors, some interfere with communication, some words very hard to recognize. | |
| | 1 | Numerous errors, hard to recognize several words, communication is made full difficult. | |
| Content | 5 | All sentences support the topic, highly organized, clear progression of ideas well | |

| | | linked like educated native speaker. |
|---|---|---|
| | 4 | Well organized ideas, links could occasionally be clearer but communication not impaired. |
| | 3 | Some mediocre organization, reading required for clarification of ideas. |
| | 2 | Little or no attempt at connectivity, though reader can deduce some organizations, individual ideas may be clear but very difficult to deduce connection between them. |
| | 1 | Lack of organization so severe that communication is seriously impaired. |
| Form | 5 | Flowing style; very easy to understand, both complex and simple sentences, very effective. |
| | | Quite flowing style; mostly easy to understand, a few complex sentences, very |

| | 4 | effective. |
|---|---|---|
| | 3 | Reasonably smooth style; not too hard to understand mostly (but not all), simple sentences, fairly effective. |
| | 2 | Jerky style; an effort needed to understand and enjoy, complex sentences, confusing mostly (but not all), simple sentences, fairly effective. |
| | 1 | Very jerky; hard to understand, cannot enjoy reading, almost all simple sentences confusing, excessive use of "and". |

1. Sentence combining : is a common pre-writing task carries many aspects. We will look at two of them: combining by putting a connective and setting one clause inside the other.

2. Sentence expansion is another way of pre-writing evaluation.In this part, we adding words such as adjectives and adverbs. Or it can require adding phrases and clauses.

3. Sentence reduction is often provides a clue word to show the way to create new phrase.

4. Copying (sometimes timed) is a way that can bring students awareness of extended discourse and mechanics.

Madsen explains that the objective is to check students' ability to handle controlled or directed writing tasks. Then it uses to expand the outline of an article. Another guided-writing test is dictation. Largely teachers understand this strategy, but only a few teachers handle it appropriately. This is one of the simplest tests to employ, and it offers excellent information on the student's ability. But, the benefit only appears if the teacher prepares, presents, and score it well.

Few teachers command students to make writing without providing them with a specific topic. The main reason is the skills that are used in telling a story are very different from creating analogies or disputing statements. Teachers need to make sure that the test is the thing that they have been taught. Also, teachers need to be sure to give the same kind of task to each student. Otherwise, we cannot make a fair comparison of their writing. For these explanations, we have to give clear and detailed approaches for writing, even for advanced students.

According to Heaton, the minimum criteria for the candidate's are as follows:[28]

1. **Basic Level**: No worry about grammar or vocabulary mistakes; a piece of writing apparent and understandable; able to produce simple sentences.

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[28] J.B Heaton. *Writing English Language Tests: Longman Handbook for Language Teacher, New Edition*. 185.

2. **Intermediate Level**: grammar accuracy, spelling and vocabulary, though conceivably with some errors which do not effect on communication; handwriting normally legible; expression obvious and relevant, using a fair range of language; able to relate topics and points coherently.

3. **Advanced Level**: Extremely high level of vocabulary, spelling and grammar; able to produced coherent writing.

| Aspect | Score | Level | Criteria |
|---|---|---|---|
| Content | 30-27 | EXCELENT TO VERY GOOD | Knowledge-substansive-etc. |
| | | GOOD TO | Some knowledge of subject-adequate range-etc. |
| | 26-22 | AVERAGE | |
| | | | Limited knowledge of subject-little-substance-etc. |
| | 21-17 | FAIR TO POOR | |
| | | | Does not show knowledge of subject-non-substansive-etc. |
| | 16-13 | VERY POOR | |
| Organization | 20-18 | EXCELENT TO VERY GOOD | Fluent expression- ideas clearly stated-etc. |
| | 17-14 | GOOD TO | Somewhat choppy- loosely |

| | | | |
|---|---|---|---|
| | | AVERAGE | organized but main ideas stand out-etc. |
| | 13-10 | FAIR TO POOR | Non-fluent- ideas confused or disconnected- etc. |
| | 9-7 | VERY POOR | Does not communicate- no organization- etc. |
| Vocabulary | 20-18 | EXCELENT TO VERY GOOD | Sophisticated range- effective word/idiom choice and usage- etc. |
| | 17-14 | GOOD TO AVERAGE | Adequate range- occasinal errors of word/idiom form, choice, usage but meaning not obscured. |
| | 13-10 | FAIR TO POOR | Limited range- frequent errors of word/idiom form, choice, usage-etc. |

| | 9-7 | VERY POOR | Essentially translation- litle knowledge of English vocabulary. |
|---|---|---|---|
| Language Use | 26-22 | EXCELENT TO VERY GOOD | Effective complex construction- etc. |
| | 21-19 | GOOD TO AVERAGE | Effective but simple construtions-etc. |
| | 17-11 | FAIR TO POOR | Major problems in simple/complex construction- etc. |
| | 10-5 | VERY POOR | Virtually no mastery of sentence construction rules- etc. |
| Mechanics | 5 | EXCELENT TO VERY GOOD | Demonstrates mastery of conventions- etc. |
| | 4 | GOOD TO AVERAGE | Occasional errors of spelling, punction- etc. |
| | 3 | | |

| | | | Frequent errors of spelling, punctuation, capitalization- etc. |
|---|---|---|---|
| | 2 | FAIR TO POOR | |
| | | VERY POOR | No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- etc. |

One point worth nothing in the scale is that in each classification (e.g. Content, Organization, Vocabulary, etc.) the lowest grade explains as 'Very Poor' ands with the phrase 'Or not enough evaluate.[29]

## 2. Kinds Of Text

Text is a unit that has meaning and information in its context. According to Hartono, the text is a unity of meaning that is appropriate and coherent for the context.[30]It means that text is a set of ideas that are read and comprehended by people. In another way, the text retains meaning in language use. Furthermore,

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[29]J.B. Heaton, *Writing English Language Tests: Longman Handbook for Language Teacher, New Edition*. 146-147.

[30]Rudi Hartono, "Genres of Texts," *Semarang: English Department, Faculty of Language and Art: Semarang State University* (2005).p.4

Siahaan agrees that a text is a unity of linguistic elements that is significant in a context. languages have many resemblances in a text also some differences.[31]

A text can be assumed as something that has meaning in unique language and linguistics. According to the description above, the researcher presumes that the text is a significant linguistic unity that is coherent and suitable in a context. In addition, the text is significant in linguistics. It can be a word or expression or a paragraph or a speech.

a. Kinds Of Text

Based on English Syllabus of School Based Curriculum (K13), text is taught in teaching of writing for students of Senior High School. In English,there are five kinds of text in the teaching writing. Each of text has its ownfunctions and characteristics. Students have to recognize of these text. These are the genre of the texts:as explained below:[32]

1) Descriptive text

Descriptive text is the text that describes what the person, things look like. The purpose to reveal a particular person, place, animals, etc in specific. This is the generic structure of descriptive text :

    a. Identification, is to identifdescribedy the thing that will be depicted and described.

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[31]SanggamSiahaan and Kisno Shinoda, "Generic Text Structure," *Yogyakarta: GrahaIlmu* (2008): 73.p.1

[32]Otong Setiawan Djuharie, *Teknik dan Panduan MenulisMelaluiEksplorasi Model dan Latihan : Essay Writing, Buku* (YramaWidya, Band, 2009), http://kin.perpusnas.go.id/DisplayData.aspx?pId=15027&pRegionCode=SIPERBANG&pClientId=637.p.153

b. Description, it gives information or characteristics of the things.

2) Narrative Text

Narrative is the text that which contains the events in the past in order to amuse moral value to the reader. orientation, complication, evaluation, and resolution are the generic structure of narrative text. Moreover, the language features of narrative text focus on specific participant, the use of time connective, past tense, and conjuction. The example of narrative text is sleeping beauty, cinderella, etc.

3) Recount Text

Recount text is the text that retell the event, activities in the past. The aim of this text is to informing and entertain the reader. The generic structure of recount text, namely :

a. Orientation (provides the background information that needed to be understand )

b. Record of events (reveal events in a chronological sequence)

c. Re-orientation (this part contains the conclusion or the end of the story. This is also include the impressions of the author).

4) Report text

Report text is a written general information. Details in this kind of text is scientific which include the classify of objects, in physical and non-physical. The SIM of the report text is to provide information about the object itself. The report text usually tells about plants, mountain, or oceans. Report text has two generic structure, they are:

a. General classification, (contains general statement of general suspect things)

b. Description, ( provide information and discussion about habit, behavior, nature scientifically)

5) Procedure text

Procedure text is a text that give instruction about how to make something throught a squence of step is called procedure text[33]The example of procedure text is how to make apple juice, how to operate a fan, etc.

The language features of procedure text are using adverbs, action verb, imperative sentence, and temporal conjunction.

There are 3 generic structure of procedure text.

a. Goal ( it contains the aim of the text)

b. Ingridient : the material that is needed in process.

c. Steps : the instruction to make something in goal.

Based on the explanation it can be summarise that there are so manynkind of text that must be understand by students to write and must be elaborated by teacher to the students so that student Understand about the language features and generic structure of each text. In this study, the research er only focus on narrative text to fi d students' ability to write narrative text.

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[33]Mark. Anderson and Kathy. Anderson, *Text Types in English 2* (South Yarra, Vic.: Macmillan, 2003).p.135

### 3. Concept of Descriptive Text

a.  Writing Descriptive Text

Descriptive writing is two wide kinds: objective and subjective. In objective manner,  writer ignores those aspects of the perception of himself and focuses on describing percept in itself. In subjective description a writer explains his point of view feeling.[34]

Pardiyono says that to create the descriptive text, the students must apply the significant part of descriptive besides the genre.[35] It means that if the students want to write descriptive text correctly , they must recognize the structure, purposes of descriptive text.

From all the devinition above, it an be assumed that students' descriptive text writing ability is the capability to illustrate the characteristics of something it can be a place, person or thing so the readers can imagine it well. of aspects of writing like contents, organizations, vocabularies, language, and mechanics.

b.  Generic Structure of Descriptive Text

The students should master the generic structure before they write a descriptive text. It makes the students easier to arrange the word into a good sentences in a descriptive text. The structure of descriptive text follows some

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[34]Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Berkley Books, 2000).p.351

[35]M. Pd Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing :MetodeMengajar Writing Berbasis Genre SecaraEfektif*, Ed. 1. (Yogyakarta: ANDI, 2007).p.34

particular stages the begining middle and last of the text. Each text has its own descriptive text they are:[36]

1)  Identification

Identify phenomenon to be described and description; describes parts,qualities, and characteristics. They add that "the language features for descriptive text are a focus on specific participants, use of the attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense." In line with Artono stated that this stage contains identifications that identifies phenomenon to be describe.[37]Moreover, Djuhari argued that identification is the general description of thing/object, people, animal or place that will be described.[38]

2)  Organization

The Organization helps the reader better understand the ideaspresented. The descriptive writing is organized according to how the person,place, or object exists in the real world. For example, a description of the housemight begin with the outside, then move to the inside, and proceed from room to room.

As Artono stated that, this part describe the part part provides thedetails information about the characteristic of subject, for example

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[36] Imelda Wardani and Abdul Waris, "*Improving the ability in writing descriptive text through guided-questions technique*" 2, no. 1 (2014): 13.

[37]ArtonoWardiman, *English In Focus For Grade VII (SMP/MTS)*, - (Depok: ARYA DUTA, 2008), p. 122.

[38]Otong Setiawan  Djuharie, *Genre: Dilengkapi 700 Soal Uji Pemahaman*  (Yrama Widya, 2007), http://lib.borneo.ac.id/opac/index.php?p=show_detail&id=9077, p. 12.

thecharacteristic of personality, attitude, physic, sfesific feature, quality and soon.[39] In other word, organization is a part of describing of the subject deails.From the devinitions above, it can be concluded that there are two parts ofgeneric structure of descriptive text they are; identification and organizationwhere the organization is the introduction of the details of when, where and whoof the main subject that will be describe. And organization is a part of describingthe details of the subject such as characteristic, apperance etc. Here is the example Of Descriptive Text[40] :

**Identification:**

I have a toy. It is a doll, a bear doll,and I call it Teddy. Teddy bear is anAmerican origin. My dad bought it as apresent for my tenth birthdayanniversary last year.

**Organization/Description:**

The doll is small, fluffy, and cute. Ithas thick brown fur. When I cuddle it,the fur feels soft.  I wash it at laundry at least once amonth. Every night Teddy accompaniesme sleeping. When I am at school, Teddy stays inmy bed. Teddy bear is really nice,adorable, and charming toy. I love myTeddy bear very much.

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[39]Otong Setiawan Djuhari, Genre Dilengkapi 700 Soal Uji Pemahaman, (Bandung YramaWidya, 2007), p. 12.

[40]Imelda Wardani and Abdul Waris, "Improving The Ability In Writing Descripptive Text Through Guided-Questions Technique" 2, no. 1 (2014): 13.

Based on the explanation above, it can be concluded that descriptivetext has two essential parts, namely generic structure which consists ofidentification and description.

c. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function toimprove the learners' knowledge, they are:[41]

1) Focus on specific participants; it uses specific noun or subject.

2) Use of attributive and identifying process; relation processes inole statesof being (including having). They can be classified according to whetherthey are being used to identify something or to assign a quality tosomething.

3) Frequent use of epithets and classifiers in nominal groups is epithets useand functional grammar.

4) Use of simple present tense.Based on the explanation above, it can be concluded that there areseveral considerations that is grammatical features to make a descriptive textthat should be considered in order to make a good descriptive text.

d. Purpose of Descriptive Text

According to Hartono , "the descriptive text aims to describe a particular person, place, or thing".[42]It means that descriptive text aims at giving vivid

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[41]Linda. Gerot and Peter. Wignell, *Making Sense of Functional Grammar : An Introductory Workbook* (Queensland (Australia); Gerd Stabler, Antipodean Educational Enterprises, 2001).p.220.

details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description of another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

### 4. Concept of Free Writing Technique

a. Definition of Free Writing Technique

Free writing is a technique to create ideas as the first step as the main exploration of the statements that the writer have to the topic.[43]This technique will be useful for the learners, because they will write everything on their main without outline and worriying about what they have written.

This is in line with Dickson who agree that free writing technique is has so much benefical for English student, despite some obstacles for English students.[44] Moreover, free writing is known as the main thing in teaching writing which is a way to create ideas.[45]

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[42]Rudi Hartono, "Genres of Texts," *Semarang: English Department, Faculty of Language and Art: Semarang State University* (2005).p.6

[43] H. Douglas Brown, *Teaching By Principles, second edition,* (San Fransisco: Longman, 1997), p.350

[44] Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University. Available athttp://lteslj.org/Technique/Dickson-Freewriting.html accessed on August 1, 2021.

[45] Briggs T.J., *Towards a Pedagogy of Free Writing*, available at http://www.hastac.org/Towards-a-pedagogy-of-Free writing.Accessed on August, 1, 2021.

To make this technique more effective, the teacher need to set time while the student start writing. This way is conducted in order to make sure that the ideas that have been written by students not too much.

Moreover, Elbow found that Free writing can help student to improve their writing skill simply and without worriying whether they use good words or not. This technique is designed to assist students genererate the ideas in writing without worriying on Grammar, Punctuation, and anothe writing elements.[46] But it does not mean that they will not take an attention on their grammar and another writing elements. Free writing is lead student to write everything comes to their mind so that they will deliver their ideas easily buat after writing, teacher need to give direction on how to make a good writing.

According to Oshima and Hogue, free writing is such an activity of brain-storming which you can write freely relate to a topic because you are looking for a certain focus. When you free write, you write "freely" without deciding to stop on a topic for a specific amount of time. You just write down sentences no matter ifthe sentences are correct or not.[47]

In addition, Oshima and Hogue also believe that, as listening, the objective of free writing is to create as many ideas as possible and deliver them into words without worrying grammar, spelling, logic, appropriateness,

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[46] Peter Elbow, *Writing with Power,* (New York: Oxford University Press, 1891), p.14.
[47] Alice Oshima and Ann Hogue, (3thEdition)*Introduction to Academic Writing* (New York: Pearson Education, 2007), p.34.

and organization.[48] Thus, free writing is a strategy to write everything comes to your mind without worrrying the limit.

The students will put down thing without considering to structure or grammar and without correction. If the students have no idea to write, they need to keep writing until they discover another line of thinking. At time, the students need to focus on freewriting. Allow them to decide structure that they think and explain the topic. This technique assists the researcher investigating a particular subject before formulating ideas into a more main context.

It can be assumed free writing is a technique which write down whatever is in the writer's mind, without hesitating about the words and without going back to revise what has been written. The point is the students should keep writing and never stopping until the time is end.

b.  Procedure of FreeWriting Technique

Elbow, agree that Freewriting technique can be implement by these following procedure :

1)  Chosee the idea that interest you.

2)  Write down the ideas on the slice of your paper.

3)  Write constantly abou the topic in 10 minutes.

4)  Write down anything comes on your mind.

5)  Do not Evaluate your idea

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[48] Alice Oshima and Ann Hogue, (3thEdition)*Introduction to Academic Writing* (New York: Pearson Education, 2007), p.35.

6) Do not concern your spelling and grammar

7) If you run out of things to say, just write down everything comes to your mind.[49]

c. Teaching Descriptive Text through Free Writing

1) Teacher elaborates the free writing concept. Then, the teacher practices the use of free writing in descriptive text. Teacher decided one topic and write anything related to the topic.

2) Teacher gives a topic than ask student to describe the topic in a limit time. Learner must transfer their ideas into their sheets and they are not allowed to stop until the time is over.

3) Teacher need to revise the student written.

4) Teacher explains the elements in writing that should be consider by student in writing descriptive text.

5) Teacher ask the student to arrange descriptive text based on the students ideas that they have written.

d. Advantages and Disanvantages of Using Free Writing Technique

There are some advantages of using free writing techniques are as follows:

1) Freewriting is a way to help students in generating ideas into their worksheets easily.

2) Help students to study simply without concerning the words that they arrange on their worksheet.

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[49] Peter. Elbow, *Writing with Power : Techniques for Mastering the Writing Process* (New York: Oxford University Press, 1998). p. 13

3) Freewriting assists students in writing.

4) In freewriting trains us to just say anything in our mind about the topic. Moreover, it makes the writing process is transparent. Freewriting is a useful outlet. We have a lot of issues in our heads that make it difficult to assume and write clearly: we are angry at someone, say something, depressed around everything.

5) Freewriting will encourage you to write related to the topic. Just keep writing then it will bring you into ideas, people, experiences that relate to the topic.

6) Freewriting provides practice in this particular mode of concentrating but not attempting, it supports you stand out of the path and admit words be selected by the sequence of the phrases themselves or the opinion, not by the attentive self.[50]

By using free writing assists students to generate and explore idea easily to increase creativity, focus, attention and optimist as well as more writing. Here are many disadvantages of the use of the freewriting technique :

1) Freewriting also brings coherence to our essay and it so instantly. We cannot write incoherently if we write quickly. We may do some incorrect things in writing, we may change orientations before the writer has said anything meaningful.[51] Furthermore, in

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[50]Peter. Elbow, *Writing with Power : Techniques for Mastering the Writing Process* (New York: Oxford University Press, 1998). p. 13

[51]Peter. Elbow, *Writing with Power : Techniques for Mastering the Writing Process* (New York: Oxford University Press, 1998). p. 13

freewriting, it is so difficult for the writer to write incorrect forms because they do not have enough time to check the spelling or grammar.

2)  When we conclude at the end of writing,  the conclusion is different from the ones we had been writing.[52]

had been writing.[53]

## 5. Concept of Clustering Technique

a.      Definition of Clustering Technique

Clustering is a kind of technique that contributes an alternative direction for writers to make brainstorming the first path in writing.[54] It also is claimed as a prewriting technique used by writers to generate opinions.[55] It is yet another effective pre-writing technique. Clustering is important for comprehending the connection between the components of a topic and for developing the sub-topic.[56] Therefore, the clustering technique does not only

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[52]Peter. Elbow, *Writing with Power : Techniques for Mastering the Writing Process* (New York: Oxford University Press, 1998). p. 16

[53] Peter. Elbow, *Writing with Power : Techniques for Mastering the Writing Process* (New York: Oxford University Press, 1998). p. 16

[54] MeliyaAdriati, "*The Use OF Clustering Technique In Teaching Writing Narrative Text (A Quasi-Experimental Study of Tenth Graders in One Senior High School In,"Journal of English and Education* (2013): 8 .p. 40

[55] Alice Oshima and Ann Hogue, *Writing Academic English.*(White Plains, NY: Pearson, 2006).p.48.

[56] Liz. Hamp-Lyons and Ben. Heaasley, *Study Writing : A Course in Written English for Academic and Professional Purposes.* (Cambridge UK: Cambridge, 2006).p.73

increase the student's enthusiasm which is crucial in learning English, but also the student writing integrity.

According to Rico, the clustering technique is known as the fundamental of natural writing can be used to produce ideas for writing in many forms: essays, poems, short stories, business reports, song lyrics, even novels.[57] This technique also contributes an alternative strategy for writers before starting writing by doing the brainstorming. Reid recognition that the invention of clustering assists writers to develop their arguments. To conclude, clustering encourages the students in expanding their opinion.[58]

There are many points to do the Clustering Technique, students illustrate a box, and circle in the center of the sheet as the shape of the main idea and then make a narrow as the branch of the center which is used to write a supporting sentence of mind idea. The supporting idea clarifies where it happens, when it appears, the way it appears, and interprets the character of the things. Those steps are supported by Lunsford:[59]

1) in the center of a piece of paper, put down your topic and circle it.

2) write down what you recognize as the important aspects of the topic in a ring around the topic circle and make a narrow from it to the topic.

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[57]Gabriele L. Rico, *Writing the Natural Way: Using Right-Brain Techniques to Release Your Expressive Powers* (New York, N.Y.: Tarcher/Putnam, 2000).p. 38.

[58] Joy M. Reid, *Teaching ESL Writing* (Englewood Cliffs, New Jersey: Prentice Hall, 1993). p. 6.

[59] Andrea A. Lunsford et al., *The St. Martin's Handbook* (Boston; New York: Bedford/St. Martin's, 2010).p.57

3) Assume more arguments, illustrations, facts, or others relating to each central part. Make a circle and put the idea relate to the topic then draw a narrow from it to the main part.

4) Repeat this way with a new circle until you do not have any idea to put down that relates to the topic.

Langan argues that the applications of the clustering technique are: start your subject in a few words in the center of a piece of paper. Then, insert them in circles around the subject and draw lines to unite them and the subject.

According to the arguments above, the researcher surmises that the clustering technique is a way of prewriting technique to earn ideas for the writing in any form. The clustering technique also encourages the learners to begin the writing activity from the new possibility words and develop them in circles form. This technique is expected to help student who lack in grammar and poor in vocabulary.

b.    Procedure of Using Clustering Technique

From the concept noted previously, it can be known that clustering is a procedure to help students think visually to get ideas that relate to the topic. To begin, have a piece of paper and write down a common subject in the center. Then circle the world.[60] Keep in your mind that there is a correction

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[60] Betty M. Dietsch, *Reasoning & Writing Well : A Rhetoric, Research Guide, Reader, and Handbook* (Boston: McGraw-Hill, 2003).p. 26-27

for the right and wrong words in clustering or diagramming. It is such a way to speculate on paper about a variety of ideas which are interrelated.[61]

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.[62]

Furthermore, the application of clustering in teaching begins with a keyword or central idea placed in the center of a page (or on the blackboard around which the student (or teacher using students generated suggestion shots down in a few minutes all of the free associations triggered the subject matter using simple woBy having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate writing material.[63]

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[61] JohnLangan and Sharon. Winstanley, *English Skills with Readings* (Toronto: McGraw-Hill Ryerson, 2000). p. 25

[62] D. Pharr and S. V. Buscemi, *Writing Today: Brief with Student Access to Catalyst* (McGraw-Hill Higher Education, 2004), https://books.google.co.id/books?id=TDJXbjHkXAUC.p. 34

[63] Marianne. Celce-Murcia, "*Teaching English as a Second or Foreign Language*" (Boston, Mass.: Newbury House, 1991), /z-wcorg/, last modified 1991, http://catalog.hathitrust.org/api/volumes/oclc/23218591.html.p. 253
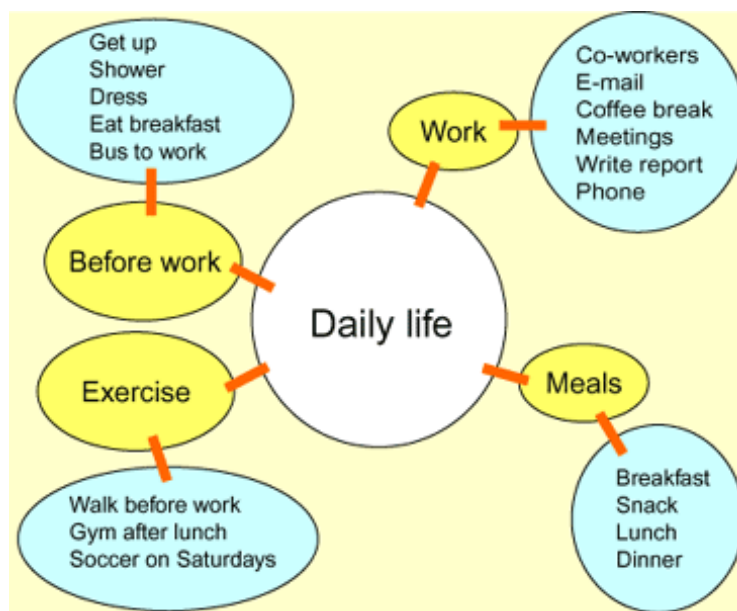
c. Teaching Descriptive Text through Clustering Technique

Clouse classify many steps using clustering technique in teaching writing, they are:

Step 1: Introduce the concept of the clustering technique to learners. Inform them that in generating ideas, the clustering technique helps them greatly.

Step 2: the teacher Leads learners to create ideas by using the clustering technique on the whiteboard as a model. Draw a box or another shape to set the topic in it then put keywords connected to the topic by using arrows. Students do not need to worry about the ideas that they have written as long as related to the topic.

Step 3: the teacher asks learners to create the first draft based on the rule of clustering technique that has been explained by the teacher.

Step 4: After learners practice the clustering technique, give them a topic to create  a descriptive text. Evaluate their writing skills and find their difficulties in writing.[64]

Based on the explanation above, it can be assumed that the clustering technique is simple to be implemented to the students in teaching writing. By employing the clustering technique in writing descriptive text, it will stimulate the students to create their ideas before they arrange sentences into a paragraph.

d.    Advantages and Disadvantages of Using Clustering Technique

There are some advantages of using clustering technique.[65]

1) Clustering technique built the writers idea and generate it into a boxes arrow, shape, and much more.

2) Clustering is a technique prewriting to collect the ideas before starting to write the topic that will be developed.

3) Clustering is a technique for drawing and using the raw materials of one is experience and giving them a tentative shape. In short, it is a discovery process.

4) Clustering is ancasy way to generate the idea into a paragraph.

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[64] Barbara Fine. Clouse, *A Troubleshooting Guide for Writers : Strategies and Process* (Boston: McGraw-Hill, 2005).p.26

[65] SabarunSabarun, "*The Effect of  Clustering Technique on Writing Expository Essays of EFL Students,*" *Journal on English as a Foreign Language 3* (March 4, 2013)p. 12.

5) Clustering is a simple way to associate the ideas. Even its use unlike with a traditional way but it seems an effective way, to help the student's ingenerating the idea especially for the students who are a kinenstheticlearner.

6) Clustering is the way to organizing the information and generating the idea is useful in process of writing. Meanwhile, clustering build the connection between the students experience and new information.

Based on the advantages of clustering teachnique above, the student has many key words and enriches their vocabulary which may be used in their writing. It helps students in constructing alternative for them to writing. It empowers their imagination and creats fun atmosphere throughout their learning writing in classroom.

There are some disadvantages of using free writing technique are as follows:[66]

1) The clustering technique is not a good technique when it used to write an essay writing which has long paragraph.

2) The writing technique sometimes makes the learner are confused how to use it because the learner confuse how to start to write.

3) It may lead the students to ignore the grammatical aspects in their writing.

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[66] SabarunSabarun, "*The Effect of Clustering Technique on Writing Expository Essays of EFL Students*," *Journal on English as a Foreign Language 3* (March 4, 2013)p. 12.

Based on the explanation above, it can be assumed that the clustering technique is simple to be implemented to the students in teaching writing. By employing the clustering technique in writing descriptive text, it will stimulate the students to create their ideas before they arrange sentences into a paragraph.

## B. Previous Study

There are some previous research which is used in this research. The researcher takes 4 previous researches.

The first research was conducted by Alawi. The objective of this research is to improve students' writing ability using clustering technique for the eighth year of MTs Darul Ma'arif Jakarta. The researcher apply Classroom Action Research (CAR). In gathering and analyzing the data, the researcher apply interview, questionnaire, observation and the students' achievement in pre-test and post-test in to support the data.

Secondly, the research of Rima Aulia under the tittle "*The Influence of Using Clustering Technique Towards Students" Descriptive Paragraph Writing Ability*" the present research has shown that clustering technique can develop the students" descriptive paragraph writing ability. The result show that the students" post test was higher than pretest. Besides that, clustering technique can also develop all aspects of students" writing including content, organi zation, vocabulary, language, and mechanic.

Thirdly,the research was written by Nurfiryalianti Jamiluddin Hastini entitled "*Improving Writing Skill By Using Free Writing Technique*". The quasi-

experimental wa apply as the research design. The purpose of the research is to find out the use of free writing technique in improving students' writing skill especially in writing descriptive paragrap. She conducted the research at SMP Negeri 1 Pasangkayu. In her research, the population was the eighth grade students, and the sample was VIIIC as control class  and VIIIB as experimental class. After analysing the research, she assumed the use of free writing technique effective to improve the students writing skill especiallly in writing descriptive paragraph particularly in learning the elements of writing such vocabulary,grammar, and the paragraph organization.

Fourthly,  thesis that relevant with this research is a research was conducted by Faizatul Muthmainnah entitled improving writing ability by using free writing technique at the eighth grade students of SMPN 2 Kalibaru in the academic year of 2015/2016. This research apply class room action research as research design and to gathering the data this research used observation checklist of each cycle. Then, the aim of this research was to explain the use of free writing technique in improving the eighth grade students' writing ability.

This research is different from the other research that the researcher did because there are some differences in data collection techniques , research design, and the objective of the research.The problems above were acted out in a research entitled: A Comparativebetween Free Writing Technique and Clustering Technique to Increase Students  Writing in Descriptive Text.

## C. Hypothesis

Concerning the frame of thinking above, the hypotheses will beformulated as follows:

Ho: There was no significant difference between the use of Free Writing Techniqueand Clustering Technique to increasing the learners' descriptive text writing ability.

Ha: There was significant difference between the use of Free Writing Techniqueand Clustering Technique to increasing the learners' descriptive text writing ability.

# CHAPTER III

# RESEARCH METHOD

## A.  Research Design

Research method is the way used by the researcher to get the data and information about all the things related to the problem.There are two data in this research; pre-test and post-test, and the two will be compared. First data from experiment class and second data from control class.

Darmawan  states that experimental research is one kind of research by using quantitative approach or objective and include in the positivistic concept. The purpose of experimental research is to find the influence of a certain approach toward to the indication of a certain group comparing with other group by using different intervention. [67] Moreover, Creswell states that in an experiment, you also compare scores for different interventions on an outcome.[68] Therefore, the researcher used experiment to find the significant difference before and after intervention.

This research was conducted with quasi-experimental research design because researcher is attempting to search the effect of a variable to another variable. [69]  In the case of quasi experimental design, the writer chose nonequivalent control group design.  The research design willbe illustrated as follows:

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[67] Darmawan, D. 2014. *Metode Penelitian Kuantitative.* Bandung: PT Remaja Rosdakarya. p.226

[68] Creswell, John.W. 2008. *Educational Research; Planning,Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Education.  p.302

[69] Sudjana. 2009.*Penelitian dan Penilaian Pendidikan.* Bandung: Sinar Baru Algesindo. p 19

**Table: 1.1**

**The Research Design**

| Class | Pretest | Treatment | Posttest |
|---|---|---|---|
| Experimental Class | $O_1$ | $X_1$ | $O_3$ |
| Controlled Class | $O_2$ | $X_2$ | $O_4$ |

Where :

$O_1, O_2 = $ Pre-test

$O_3, O_4 = $ Post-test

$X_1 = $ Treatment (Teaching writing descriptive text using clustering technique)

$X_2 = $ Treatment (Teaching writing descriptive text using free writing technique).[70]

## B. Place and Time of Research

This study was conducted at SMK N 3 Karang Baru. This research was focused in the students of Senior High School especially tenth grade at 2020/2021 academic year. The researcher choose SMK N 3 Karang Baru as the research location because: First, they hardly get ideas to write. Second, they are lack of vocabulary. Third, they found difficulty in organizing the paragrahs. The last, they have a low motivation in writing.

## C. Population and Sample

1. Population

Population is a subjects which will be investigated in the study.[71]According to Sugiyono, population is general objects or subjects that

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[70] Sugiyono, *Statiska untuk Penelitian* ( Bandung: ALFABETA, 2003), p.112

have specific quality and characteristic decided by the researcher to explorer and then take a conclusion.[72] The population of this study was the tenth grade students of Senior High School at SMK N 3 Karang Baru, there were seventh classes in academic year 2020/2021.

2. Sample

The study was conducted at the tenth grade students, X-1 for the experimental class and X-2 for the controlled class. The writer took 30 students for each class. The total participants in this study were 60 students. The sampling technique used in this study was purposive sampling. Cohen stated that purposive sampling, is often used in quantitative research in which the reseacher choosing the informant deliberately due to the qualities the informant's spesific needs. "As its name suggests, the sample has been chosen for specific purpose.[73] Moreover, the writer choose those classes is based on the teacher's recommendation of the students score and consideration about the sample, X-1 and X-2 have the similar quality.

**D. The Technique of Data Collection**

There were some techniques in collecting data, they were:

1. Pre-test

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[71] SyahrumSyahrum, *MetodologiPenelitianKuantitatif*, ed. Rusydi Ananda (Citapustaka Media, 2014).p.113

[72] Prof Dr Sugiyono, "MetodePenelitian Pendidikan," *Pendekatankuantitatif* (2010).p. 80

[73] Louise Cohen, Lawrence Manion, and Keith Morrison, *Research Method In Education, 6th Edition*, (USA ; Routledge, 2007) , p. 114-115

A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.[74] The pre-test was conducted in order to find out the learners' scores of writing ability in descriptive text before treatment and to diagnose individual specific strengths and weaknesses in writing descriptive text. This test was given in experiment class and control class. In pre-test, the learners were asked to write the descriptive text based on the provided topics. The topics were My Classroom, My Garden, and My Toy.

2. Post-Test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.[75] The post-test was done after the learners in experimental class and control class were given the treatment. It was done to know the learners' descriptive text writing ability after teaching by using Free Writing and Clustering Technique. The system and the difficulty of post-test are similar as pre-test but with different with topic. The topics were My Classroom, My Garden, and My Toy.

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[74] Creswel, John W. 2012. *Educational Research: Planning and Conducting Quantitativeand Qualitative Research.* Boston: Pearson Education. p.297

[75] Creswel, John W. 2012. *Educational Research: Planning and Conducting Quantitativeand Qualitative Research.* Boston: Pearson Education. p.297

### E. Validity and Reliability of the Test

1. Validity of the Test

The validity is the most important consideration in developing and evaluating measuring instruments.[76] It means that a good test should have validity, so the test can be measured based on the aspects that will be measured. In other hand, validity is measurement which shows the level of validity of instrument. A valid instrument has a high validity. An instrument can be called valid if the instrument can show the data of variables researched correctly.[77] This research there are several aspects that consider to measure validity of the test.

a. Content Validity

Based on standard of content school-based curriculum of writing descriptive text at the tenth grade of senior high school, the teaching was intended to enable the learners to make descriptive text. The test was adapted to teach based on this standard of the content. Therefore, the test was along with standard of content. To get the content validity of the test, the material was arranged based on the objectives of teaching according to curriculum for the tenth grade of senior high school. Then, the instrument was consulted to English teacher at SMK N 3 Karang Baru, Ms. Nurasiah, S.Pd to make sure whether the instrument was valid or not.

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[76] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8ᵗʰedition), *Introduction To Research in Education*, Canada, Wadsworth Cengange Learning, 2010, p.225.
[77] J ohn W, Creswel. *Educational Research: Planning and Conducting Quantitativeand Qualitative Research.* Boston, Pearson Education. 20121, p.86

b. Construct Validity

Construct validity is used to measure perception, language behavior, motivation, even the language ability. Consequently, construct validity should focus on kind of the test what will be measured the ability, that is descriptive text writing test. In this research, a writing test was composed to measure the learners' descriptive text ability based on some criteria of descriptive text writing's scoring rubric. It consists of content, organization, vocabulary, language and mechanic. The instrument was consulted to the English teacher of SMK N 3 Karang Baru to make sure whether the instrument valid or not.

1. Reliability of the Test

Fraenkel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.[78] Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the researcher will use inter rater reliability. This inter rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. The statically formula for counting the inter rater reliability can use *cronbach's kappa*. The formula is as follows:

$$k = \frac{Pr(a) - Pr(e)}{1 - Pr(e)}$$

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[78] Jack R. Fraenkel and Norman E. Wallen, *How to Design and EvaluateReseachin Education*, (New York, McGraw-Hill, 7th ed., 2009), p.154

Pr(a) = observed percentage of agreement

Pr(e) = expected percentage of agreement

The criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.060 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is medium

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low[79]

     c. Data Analysis

After collecting the data, the data was analyzed by using t-test. There are two assumptions that must be done, before the data was analyzed by using t-test.

1. Normality Test

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.[80] In this research the statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

     Ho: The data have normal distribution.

     Ha: The data do not have normal distribution

While the criteria of acceptance or rejection of hypotheses for normality test

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[79] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education, (7th Ed.),* (New York: Mc Graw-Hill, 2009), p. 154

[80] Budiyono, *StatistikaUntukPenelitian*, (Surakarta: SebelasMaret University Press, 2004), p.170.

are as follows:

$H_o$ is accepted if Sig.$> \alpha = 0.05$

$H_a$ is accepted if Sig. $< \alpha = 0.05$

2. Homogeneity Test

Homogeneity test had been used to know whether the data is homogeneous or not. In this research, the statistical computation by using SPSS (Statistical Program for Social Science) version 20.

The hypotheses for the homogeneity test are formulated as follows:

$H_o$ = the variance of the data is homogenous

$H_a$ = the variance of the data is not homogenous

While the criteria for acceptance of the homogeneity test is as follows:

$H_o$ is accepted if Sig (P value) $> \alpha = 0.05$

$H_a$ is accepted if Sig (P value) $< \alpha = 0.05$

3. Hypothesis Test

The data of this research have been analyzed statistically. If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, in this research it have been used independent sample t- test. In this case, the statistical computation by using SPSS (Statistical Program for Social Science) to calculate the independent-test.

The hypotheses are:

Ho: There was no significant difference between the use of Free Writing Techniqueand Clustering Technique to increasing the learners' descriptive text writing ability.

Ha: There was significant difference between the use of Free Writing Techniqueand Clustering Technique to increasing the learners' descriptive text writing ability.

While the criterion of hypothesis:

$H_o$ is refused, if the score of $t_{observed}$< t-critical, in other case $H_a$ is administrated

$H_a$ is accepted, if the score of $t_{observed}$> t-critical, with $\alpha = 0.005$ (5%)

# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

## A. The Research Finding

### 1. Data Description

The researcher collected the data from the pretest and posttest score in writing descriptive text. The researcher gave the pretest before treatment for both class and gave the posttest after the treatment was conducted. The students from X-1 Class was taught by clustering technique as experimental class and the students from X-2 Class was taught by free writing technique as control class.

Before the researcher gave the first treatment, pre-test was given to both control class and experimental classes which given on October 12th, 2021. The first treatment was conducted in control class at 09.00 a.m., while in experimental class was given at 11 a.m. in October 13th, 2021. Experimental class and control class consist of 30 students with the total students of two class were 60.

In the next day, the researcher gave the second treatment for both class in the same time. The last treatment has been done in October 14th, 2021 with the same time. After gave the last treatment, the researcher gave the posttest for experiment class and control class.

**Table 1: Criteria Mastery of Control Class**

| Level | Score Range | Pretest | | Posttest | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| Excellent | 91-100 | 0 | 0% | 0 | 0.00% |
| Very Good | 81-90 | 2 | 6.67% | 5 | 16.67% |
| Good | 71-80 | 8 | 26.67% | 11 | 36.67% |
| Fair | 61-70 | 13 | 43.33% | 10 | 33.33% |
| Poor | 51-60 | 6 | 20% | 4 | 13.33% |
| Very Poor | Less than 50 | 1 | 3.33% | 0 | 0.00% |
| Mean Score | | 66.8 | | 70.6 | |

Based on the result of control class above, there were 2 students who had very good criteria with the presentace was 6.67%, there were 8 students who had good criteria with the presentace was 26.67%, there were 13 students who had good criteria with the presentace was 43.33%, there were 6 students who had poor criteria with the presentace was 20% and there were 11 students who had very poor criteria with the presentace was 3.33% in pretest.

In post-test, there were 5 students who had very good criteria with percentage was 16.67%, there were 11 students who had good criteria with the percentage was 36.67%, there were 10 students who had fair criteria with the presentace was 33.33%, and there were 4 students who had poor criteria with the percentage was 13.33%. In control class, the mean of pretest was 66.8 and the mean of post-test was 70.6.

**Table 2: Criteria Mastery of Experiment Class**

| Level | Score Range | Pretest | | Posttest | |
|---|---|---|---|---|---|
| | | Frequency | Percentage | Frequency | Percentage |
| Excellent | 91-100 | 0 | 0% | 2 | 6.67% |
| Very Good | 81-90 | 0 | 0% | 4 | 13.33% |
| Good | 71-80 | 8 | 26.67% | 15 | 50.00% |
| Fair | 61-70 | 12 | 40% | 3 | 10.00% |
| Poor | 51-60 | 6 | 20% | 4 | 13.33% |
| Very Poor | Less than 50 | 4 | 13.33% | 2 | 6.67% |
| Mean Score | | 66.4 | | 71 | |

Based on the result of experiment class above, there were 8 students who had good criteria with the presentace was 26.67%, there were 12 students who had fair criteria with the presentace was 40%, there were 6 students who had poor criteria with the presentace was 20%, and there were 4 students who had very poor criteria with the presentace was 13.33% in pretest.

In post-test, there were 2 students who had excellent criteria with percentage was 6.67%, there were 14 students who had very good criteria with percentage was 13.33%, there were 15 students who had good criteria with the presentace was 50%, there were 3 students who had fair criteria with the presentace was 10%, there were 4 students who had poor criteria with the presentace was 13.33%, and there were 2 students who had very poor criteria with

the percentage was 6.67%. In experiment class, the mean of pretest was 66.4 and the mean of post-test was 71.

According to the research, the mean of pretest was 66.8 and the mean of post-test was 70.6 in control class. It means that the difference score between pretest and posttest in control class was 3.8. In experiment class, the mean of pretest was 66.4 and the mean of post-test was 71. It means that the difference score between pretest and posttest in experiment class was 4.6.

## 2. The Analysis of Research Finding

### a. Validity and Reliability

The validity is the most important consideration in developing and evaluating measuring instruments[81]. In this research, to measure the validity of the test, the researcher used constructed validity and content validity. In order to get the content validity of the test, the material was arranged based on the objectives of teaching according to curriculum for the tenth grade of senior high school. Then, the instrument was consulted to English teacher of SMK N 3 Karang Baru to make sure whether the instrument was valid or not.

Construct validity is used to measure perception, language behavior, motivation, even the language ability. In this research, a writing test was composed to measure the learners' descriptive text ability based on some criteria of descriptive text writing's scoring rubric. It consists of content, organization, vocabulary, language and mechanic.

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[81] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th edition), *Introduction To Research in Education,* (Canada: Wadsworth Cengange Learning, 2010), 225

The instrument was consulted to the English teacher of SMK N 3 Karang Baru to make sure whether the instrument valid or not. After consulted with English teacher of SMK N Karang Baru, the researcher got the result that the instrument was valid.

To know the reliability of the test, the researcher analyzed the statements by using Cronbach's alpha. Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of mainstays about something. Reliability means the data can be believed so it can be relief on. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test[82].

The result of reliability test in this research could be seen in the calculation below.

**Table 3: The Result of Reliability Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .867 | 5 |

After calculated the reliability test, we could see the interpretation of reliability test in the table below[83].

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[82]Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th edition), *Introduction To Research in Education,* (Canada: Wadsworth Cengange Learning, 2010), 225

[83] Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research in Education,* (7th), (New York: Mc Graw-Hill, 2009), 154

**Table 4: The Criteria of Reliability Test**

| Criteria | Interpretation |
|---|---|
| 0,00 – 0,20 | Very Low Reliable |
| 0,21 – 0,40 | Low Reliable |
| 0,41 – 0,60 | Medium Reliable |
| 0,61 – 0,80 | High Reliable |
| 0,81 – 1,00 | Very High Reliable |

The reliability from the test was 0.867. Based on the calculation, it was known that the reliability of the test was very high reliability (0.80-1.00).

## 3. Normality Test

Normality test used to know whether the data is normally distributed or not. The researcher used SPSS in this research with Kolmogorov-Smirnov test by the value of significance ( $\alpha$ ) = 0.050.

The result could be seen in the table below:

**Table 3: The Result of Normality Test**

**Tests of Normality**

| | kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| hasil belajar | pre eks 1 | .126 | 30 | .200[*] | .962 | 30 | .356 |
| | post eks 1 | .108 | 30 | .200[*] | .969 | 30 | .506 |
| | pre eks 2 | .080 | 30 | .200[*] | .983 | 30 | .909 |
| | post eks 2 | .098 | 30 | .200[*] | .970 | 30 | .537 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The standard significant in this research is 0.05 ($\alpha$ = 5%). In order to determine if the data was normal distribution or not, it could be seen from the result of data normality testing. Based on the output from SPSS above, all of the

significance value from the test were0,2 and higher than 0.05(0,2> 0.05). It can be conclude that the data was distributed normally.

## 4. The Result of Homogeneity Testing

Homogeneity test was used to know whether the data in experimental class and control class are homogenous or not. To know the homogeneity, the researcher used Test of Homogeneity of Variances with SPSS by the value of significance ( α ) = 0.050. The result could be seen in the table below:

**Table 4: The Result of Homogeneity Testing**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| hasil belajar | Based on Mean | 1.474 | 3 | 116 | .225 |
| | Based on Median | 1.476 | 3 | 116 | .225 |
| | Based on Median and with adjusted df | 1.476 | 3 | 101.834 | .225 |
| | Based on trimmed mean | 1.475 | 3 | 116 | .225 |

The standard significant is 0.05 (α = 5%). The test called homogeny if the significant score more than 0.05. Based on the table above, the test is homogeny because 0.225> 0.05. It can be conclude that the data is homogeny.

## 5. The Result of Hypothetical Test

This hypothetical test was used to know whether there is difference between the use of Free Writing Technique and Clustering technique in increasing the learners' descriptive text writing ability or not. Based on the calculation, the test were normal and homogen. So hypothesis testing which is used in this research was is t-test.

$H_0$:  There was no significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

$H_a$:  There was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

With the criteria:

Ho is accepted if t-observed < t-critical

Ha is accepted if t-observed > t-critical

**Table 5: The Result of Hypothetical Test**

**Paired Samples Test**

| | | | Paired Differences | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | pre_eks_1 - post_eks_1 | -4.60000 | 4.47676 | .81734 | -6.27165 | -2.92835 | -5.628 | 29 | .000 |
| Pair 2 | pre_eks_2 - post_eks_2 | -3.83333 | 4.63185 | .84566 | -5.56289 | -2.10377 | -4.533 | 29 | .000 |

Based on the calculation above, it can be concluded that sig.(2-tailed) of posttest is 0.000<0.05, it means that $H_0$ is rejected and Ha is accepted. It means that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

## B. Discussion

Based on the research that has been done in SMK N 3 Karang Baru, the Clustering Technique is suitable to be used in teaching writing in Descriptive Text. This technique could be able to help the students in building plans before write

something. This statements was suitable with the theory that has been stated by Rico and Reid. He said that the clustering technique was the fundamental of natural writing can be used to produce ideas for writing in many forms: essays, poems, short stories, business reports, song lyrics, even novels.[84] This technique also contributes an alternative strategy for writers before starting writing by doing the brainstorming. Reid recognition that the invention of clustering assists writers to develop their arguments. To conclude, clustering encourages the students in expanding their opinion

In this research, the researcher gave the pretest before treatment for both class and gave the posttest after the treatment was conducted. The students from X-1 Class was taught by clustering technique as experimental class and the students from X-2 Class was taught by free writing technique as control class.

Before the researcher gave the first treatment, pre-test was given to both control class and experimental classes which given on October 12th, 2021. The treatments have been done in three meetings in each class. The treatments start from October 12th, 2021 to October 14th, 2021 with both of class consist of 30 students. In the last meeting, the researcher gave the posttest for the experiment class and control class.

Based on the research that has been done by the researcher, there was a significant difference between using Free Writing Technique and Clustering Technique to increase the students' writing ability in descriptive text at the Tenth Grade Students in SMK N 3 Karang Baru. It could be seen from the result of

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[84] Gabriele L. Rico, *Writing the Natural Way : Using Right-Brain Techniques to Release Your Expressive Powers* (New York, N.Y.: Tarcher/Putnam, 2000).p. 38.

teaching writing by using Clustering Technique gave higher result than by using Free Writing Technique.

After calculated the posttest, it can be said that there is significant difference between the experimental class which was taught through Clustering Technique and the control class which was taught through Free Writing Technique. The result of students' score through Clustering Technique is higher than the students' score who were taught through Free Writing Technique. It could be seen by the mean score of post-test in experimental class was 71 and in control class was 70.6.

According to hypothetical test, sig.(2-tailed) of posttest is 0.000<0.05, it means that $H_0$ is rejected and Ha is accepted. It means that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

From the previous research, Herein said that Clustering Technique in the teaching and learning writing skill can help the learners to be better in writing. He said that this technique is suitable for the teachers if they want to improve their learners' score and help to create plans before writing something.

Based on the result that has been explained above, it can be concluded that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the calculation from the result, the researcher found that there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability. The result of students' score through Clustering Technique is higher than the students' score who were taught through Free Writing Technique. It could be seen by the mean score of post-test in experimental class was 71 and in control class was 70.6. Clustering Technique is suitable to be used in teaching writing in Descriptive Text. This technique could be able to help the students in building plans before write something and also contributes an alternative strategy for writers before starting writing by doing the brainstorming

## B. Suggestion

According to the conclusion above, the researcher gives some solutions as follows:

1. The English Teachers are suggested to use Clustering Technique in teaching Writing Descriptive Test in order to improve the students' ability in writing skill.

2. The students should be creative with their ideas to improve them in learning English process. And Clustering technique is one of techniques which can help them to learn English with creatively and enjoy.

3. The students should be more creative in improving their writing with clustering technique and not only learn writing at school, but also at all ocassion.

4. Other researchers are suggest to do the deep research about the comparative study between Clustering Technique and Free Writing Technique in order to know another perception about the result of this study.

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**Appendix 1**

## PRETEST SCORE OF EXPERIMENTAL 1 CLASS
### Clustering Technique

| No | Students | Content | Organization | Vocabulary | Language | Mechanics | Total |
|----|----------|---------|--------------|------------|----------|-----------|-------|
| 1  | Student 1  | 26 | 18 | 16 | 17 | 3 | 80 |
| 2  | Student 2  | 13 | 8  | 7  | 13 | 3 | 44 |
| 3  | Student 3  | 15 | 10 | 8  | 10 | 3 | 46 |
| 4  | Student 4  | 15 | 12 | 12 | 18 | 3 | 60 |
| 5  | Student 5  | 23 | 18 | 18 | 22 | 3 | 84 |
| 6  | Student 6  | 20 | 13 | 10 | 20 | 3 | 66 |
| 7  | Student 7  | 17 | 10 | 12 | 18 | 3 | 60 |
| 8  | Student 8  | 23 | 14 | 10 | 20 | 3 | 70 |
| 9  | Student 9  | 20 | 13 | 13 | 18 | 3 | 67 |
| 10 | Student 10 | 13 | 9  | 12 | 17 | 3 | 54 |
| 11 | Student 11 | 20 | 18 | 18 | 21 | 3 | 80 |
| 12 | Student 12 | 18 | 10 | 10 | 10 | 3 | 51 |
| 13 | Student 13 | 13 | 10 | 8  | 8  | 3 | 42 |
| 14 | Student 14 | 25 | 17 | 17 | 22 | 4 | 85 |
| 15 | Student 15 | 17 | 13 | 15 | 20 | 3 | 68 |
| 16 | Student 16 | 18 | 15 | 12 | 15 | 3 | 63 |
| 17 | Student 17 | 21 | 12 | 17 | 17 | 3 | 70 |
| 18 | Student 18 | 13 | 12 | 12 | 20 | 3 | 60 |
| 19 | Student 19 | 18 | 15 | 12 | 15 | 3 | 63 |
| 20 | Student 20 | 21 | 12 | 17 | 17 | 3 | 70 |
| 21 | Student 21 | 13 | 12 | 12 | 20 | 3 | 60 |
| 22 | Student 22 | 27 | 20 | 17 | 21 | 4 | 89 |
| 23 | Student 23 | 20 | 18 | 17 | 22 | 3 | 80 |
| 24 | Student 24 | 21 | 13 | 14 | 19 | 3 | 70 |
| 25 | Student 25 | 18 | 17 | 10 | 17 | 3 | 65 |
| 26 | Student 26 | 20 | 16 | 12 | 17 | 3 | 68 |
| 27 | Student 27 | 15 | 10 | 10 | 10 | 3 | 48 |
| 28 | Student 28 | 22 | 18 | 18 | 19 | 3 | 80 |
| 29 | Student 29 | 17 | 15 | 10 | 16 | 3 | 61 |
| 30 | Student 30 | 27 | 18 | 18 | 22 | 4 | 89 |

**Appendix 2**

## POSTTEST SCORE OF EXPERIMENTAL 1 CLASS
### Clustering Technique

| No | Students | Content | Organization | Vocabulary | Language | Mechanics | Total |
|----|----------|---------|--------------|------------|----------|-----------|-------|
| 1 | Student 1 | 25 | 17 | 17 | 22 | 3 | 84 |
| 2 | Student 2 | 13 | 8 | 8 | 13 | 2 | 44 |
| 3 | Student 3 | 18 | 10 | 7 | 13 | 3 | 51 |
| 4 | Student 4 | 17 | 12 | 13 | 17 | 3 | 62 |
| 5 | Student 5 | 25 | 18 | 17 | 20 | 3 | 83 |
| 6 | Student 6 | 25 | 15 | 14 | 18 | 4 | 76 |
| 7 | Student 7 | 20 | 12 | 12 | 18 | 3 | 65 |
| 8 | Student 8 | 20 | 16 | 13 | 20 | 3 | 72 |
| 9 | Student 9 | 23 | 14 | 13 | 18 | 3 | 71 |
| 10 | Student 10 | 15 | 8 | 12 | 17 | 3 | 55 |
| 11 | Student 11 | 22 | 18 | 15 | 20 | 3 | 78 |
| 12 | Student 12 | 18 | 10 | 13 | 10 | 3 | 54 |
| 13 | Student 13 | 15 | 10 | 13 | 8 | 3 | 49 |
| 14 | Student 14 | 27 | 20 | 18 | 23 | 4 | 92 |
| 15 | Student 15 | 20 | 18 | 15 | 23 | 4 | 80 |
| 16 | Student 16 | 20 | 14 | 15 | 20 | 3 | 72 |
| 17 | Student 17 | 20 | 15 | 17 | 19 | 3 | 74 |
| 18 | Student 18 | 18 | 15 | 17 | 20 | 3 | 73 |
| 19 | Student 19 | 20 | 14 | 15 | 20 | 3 | 72 |
| 20 | Student 20 | 20 | 15 | 17 | 19 | 3 | 74 |
| 21 | Student 21 | 18 | 15 | 17 | 20 | 3 | 73 |
| 22 | Student 22 | 27 | 18 | 19 | 23 | 4 | 91 |
| 23 | Student 23 | 22 | 19 | 17 | 20 | 3 | 81 |
| 24 | Student 24 | 23 | 15 | 16 | 18 | 3 | 75 |
| 25 | Student 25 | 17 | 17 | 10 | 18 | 3 | 65 |
| 26 | Student 26 | 20 | 17 | 13 | 18 | 3 | 71 |
| 27 | Student 27 | 15 | 12 | 10 | 13 | 3 | 53 |
| 28 | Student 28 | 25 | 17 | 15 | 18 | 3 | 78 |
| 29 | Student 29 | 20 | 16 | 15 | 20 | 3 | 74 |
| 30 | Student 30 | 26 | 20 | 18 | 20 | 5 | 89 |

**Appendix 3**

**PRETEST SCORE OF EXPERIMENTAL 2 CLASS**
**Free Writing Technique**

| No | Students | Content | Organization | Vocabulary | Language | Mechanics | Total |
|----|----------|---------|--------------|------------|----------|-----------|-------|
| 1 | Student 1 | 19 | 13 | 13 | 17 | 3 | 65 |
| 2 | Student 2 | 13 | 10 | 12 | 17 | 3 | 55 |
| 3 | Student 3 | 20 | 15 | 15 | 15 | 3 | 68 |
| 4 | Student 4 | 13 | 12 | 14 | 18 | 3 | 60 |
| 5 | Student 5 | 27 | 15 | 15 | 15 | 4 | 76 |
| 6 | Student 6 | 17 | 13 | 14 | 17 | 3 | 64 |
| 7 | Student 7 | 25 | 15 | 15 | 18 | 3 | 76 |
| 8 | Student 8 | 20 | 10 | 10 | 13 | 3 | 56 |
| 9 | Student 9 | 25 | 18 | 19 | 20 | 4 | 86 |
| 10 | Student 10 | 20 | 15 | 15 | 18 | 3 | 71 |
| 11 | Student 11 | 18 | 15 | 15 | 15 | 4 | 67 |
| 12 | Student 12 | 20 | 15 | 15 | 15 | 3 | 68 |
| 13 | Student 13 | 13 | 12 | 14 | 18 | 3 | 60 |
| 14 | Student 14 | 27 | 15 | 15 | 15 | 4 | 76 |
| 15 | Student 15 | 20 | 15 | 15 | 17 | 3 | 70 |
| 16 | Student 16 | 18 | 13 | 15 | 17 | 3 | 66 |
| 17 | Student 17 | 13 | 10 | 13 | 15 | 3 | 54 |
| 18 | Student 18 | 17 | 13 | 12 | 18 | 3 | 63 |
| 19 | Student 19 | 24 | 15 | 13 | 17 | 3 | 72 |
| 20 | Student 20 | 13 | 10 | 12 | 13 | 3 | 51 |
| 21 | Student 21 | 23 | 15 | 17 | 20 | 3 | 78 |
| 22 | Student 22 | 28 | 15 | 18 | 20 | 4 | 85 |
| 23 | Student 23 | 23 | 15 | 15 | 18 | 3 | 74 |
| 24 | Student 24 | 17 | 12 | 16 | 14 | 3 | 62 |
| 25 | Student 25 | 27 | 15 | 15 | 17 | 3 | 77 |
| 26 | Student 26 | 18 | 10 | 15 | 15 | 3 | 61 |
| 27 | Student 27 | 18 | 12 | 13 | 15 | 3 | 61 |
| 28 | Student 28 | 16 | 14 | 15 | 17 | 3 | 65 |
| 29 | Student 29 | 18 | 14 | 14 | 17 | 4 | 67 |
| 30 | Student 30 | 13 | 8 | 10 | 15 | 3 | 49 |

**Appendix 4**

## POSTTEST SCORE OF EXPERIMENTAL 2 CLASS
### Free Writing Technique

| No | Students | Content | Organization | Vocabulary | Language | Mechanics | Total |
|----|----------|---------|--------------|------------|----------|-----------|-------|
| 1 | Student 1 | 25 | 15 | 15 | 19 | 4 | 78 |
| 2 | Student 2 | 14 | 10 | 12 | 18 | 3 | 57 |
| 3 | Student 3 | 21 | 17 | 13 | 17 | 4 | 72 |
| 4 | Student 4 | 15 | 14 | 15 | 19 | 3 | 66 |
| 5 | Student 5 | 25 | 15 | 15 | 15 | 4 | 74 |
| 6 | Student 6 | 19 | 14 | 13 | 17 | 3 | 66 |
| 7 | Student 7 | 28 | 17 | 15 | 20 | 3 | 83 |
| 8 | Student 8 | 21 | 12 | 15 | 15 | 3 | 66 |
| 9 | Student 9 | 24 | 18 | 18 | 19 | 3 | 82 |
| 10 | Student 10 | 23 | 16 | 15 | 17 | 4 | 75 |
| 11 | Student 11 | 15 | 15 | 14 | 15 | 4 | 63 |
| 12 | Student 12 | 21 | 17 | 13 | 17 | 4 | 72 |
| 13 | Student 13 | 15 | 14 | 15 | 19 | 3 | 66 |
| 14 | Student 14 | 25 | 15 | 15 | 15 | 4 | 74 |
| 15 | Student 15 | 23 | 18 | 17 | 20 | 3 | 81 |
| 16 | Student 16 | 20 | 13 | 13 | 17 | 3 | 66 |
| 17 | Student 17 | 13 | 12 | 15 | 17 | 3 | 60 |
| 18 | Student 18 | 20 | 14 | 15 | 19 | 4 | 72 |
| 19 | Student 19 | 24 | 16 | 14 | 20 | 3 | 77 |
| 20 | Student 20 | 15 | 12 | 10 | 15 | 3 | 55 |
| 21 | Student 21 | 25 | 15 | 15 | 20 | 4 | 79 |
| 22 | Student 22 | 25 | 18 | 18 | 19 | 4 | 84 |
| 23 | Student 23 | 25 | 17 | 18 | 20 | 4 | 84 |
| 24 | Student 24 | 20 | 15 | 17 | 15 | 3 | 70 |
| 25 | Student 25 | 25 | 14 | 15 | 17 | 4 | 75 |
| 26 | Student 26 | 20 | 12 | 15 | 18 | 3 | 68 |
| 27 | Student 27 | 20 | 13 | 12 | 18 | 4 | 67 |
| 28 | Student 28 | 13 | 16 | 15 | 15 | 3 | 62 |
| 29 | Student 29 | 20 | 15 | 14 | 19 | 4 | 72 |
| 30 | Student 30 | 13 | 9 | 10 | 18 | 2 | 52 |

**Appendix 5**

## EXPERT VALIDATION FORM WRITING TEST
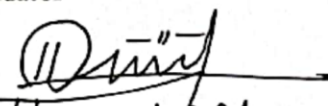
Direction:

Please gives the response by ticking (V) in a box in order to representing your answer for each question.

| No | Questions | Yes | No | Comments |
|---|---|---|---|---|
| 1. | Do the themes appropriate? | ✓ | | |
| 2. | Do the indicators in the test instrument have covered generic structure that consists of introduction and description? | ✓ | | |
| 3. | Do the indicators in the test instrument have covered all the aspect of writing that consists of content, organization, vocabulary, language, and mechanics? | ✓ | | |
| 4. | Does the time allocation quite effective? | ✓ | | |

More Suggestions :

Validator

Nurasrah S.Pd
The English Teacher

**Appendix 6**

<div align="center">

**THE RESULT OF RELIABILITY TEST**

</div>

**Pretest Score of Experimental 1 Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .840 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| content | 47.4667 | 91.292 | .759 | .778 |
| organization | 52.5667 | 104.599 | .800 | .764 |
| vocabulary | 53.3000 | 102.907 | .797 | .763 |
| language | 49.0667 | 101.651 | .683 | .799 |
| mechanics | 63.3333 | 165.885 | .535 | .886 |

**Posttest Score of Experimental 1 Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .867 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| content | 50.5667 | 85.220 | .787 | .815 |
| organization | 56.2000 | 89.131 | .857 | .792 |
| vocabulary | 56.6667 | 99.885 | .763 | .820 |
| language | 52.8333 | 89.247 | .769 | .819 |
| mechanics | 67.8667 | 146.326 | .589 | .905 |

**Pretest Score of Experimental 2 Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .741 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| content | 47.3333 | 29.954 | .655 | .764 |
| organization | 53.4667 | 52.602 | .852 | .578 |
| vocabulary | 52.4667 | 59.982 | .724 | .642 |
| language | 50.2333 | 67.978 | .461 | .717 |
| mechanics | 63.5667 | 82.185 | .482 | .769 |

**Posttest Score of Experimental 2 Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .699 | 5 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| content | 50.2000 | 24.579 | .664 | .643 |
| organization | 56.0000 | 46.345 | .705 | .551 |
| vocabulary | 56.0667 | 51.995 | .609 | .604 |
| language | 52.9667 | 61.068 | .329 | .695 |
| mechanics | 67.1667 | 68.902 | .452 | .712 |

**Appendix 7**

## THE RESULT OF NORMALITY TEST

### Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| pre_eks_1 | 30 | 42.00 | 89.00 | 66.4333 | 13.04550 |
| post_eks_1 | 30 | 44.00 | 92.00 | 71.0333 | 12.41657 |
| pre_eks_2 | 30 | 49.00 | 86.00 | 66.7667 | 9.26872 |
| post_eks_2 | 30 | 52.00 | 84.00 | 70.6000 | 8.57261 |
| Valid N (listwise) | 30 |  |  |  |  |

### Tests of Normality

|  | kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
|  |  | Statistic | df | Sig. | Statistic | df | Sig. |
| hasil belajar | pre eks 1 | .126 | 30 | .200[*] | .962 | 30 | .356 |
|  | post eks 1 | .108 | 30 | .200[*] | .969 | 30 | .506 |
|  | pre eks 2 | .080 | 30 | .200[*] | .983 | 30 | .909 |
|  | post eks 2 | .098 | 30 | .200[*] | .970 | 30 | .537 |

[*]. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Appendix 8**

## THE RESULT OF HOMOGENEITY TEST

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| hasil belajar | Based on Mean | 1.474 | 3 | 116 | .225 |
| | Based on Median | 1.476 | 3 | 116 | .225 |
| | Based on Median and with adjusted df | 1.476 | 3 | 101.834 | .225 |
| | Based on trimmed mean | 1.475 | 3 | 116 | .225 |

**Appendix 9**

## THE RESULT OF PAIRED SAMPLES TEST

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | pre_eks_1 | 66.4333 | 30 | 13.04550 | 2.38177 |
| | post_eks_1 | 71.0333 | 30 | 12.41657 | 2.26695 |
| Pair 2 | pre_eks_2 | 66.7667 | 30 | 9.26872 | 1.69223 |
| | post_eks_2 | 70.6000 | 30 | 8.57261 | 1.56514 |

**Paired Samples Correlations**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | pre_eks_1 & post_eks_1 | 30 | .939 | .000 |
| Pair 2 | pre_eks_2 & post_eks_2 | 30 | .868 | .000 |

**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 | pre_eks_1 - post_eks_1 | -4.60000 | 4.47676 | .81734 | -6.27165 | -2.92835 | -5.628 | 29 | .000 |
| Pair 2 | pre_eks_2 - post_eks_2 | -3.83333 | 4.63185 | .84566 | -5.56289 | -2.10377 | -4.533 | 29 | .000 |

**Appendix 10**

## PRETEST

### Experimental and Control Class

**Name  :**

**Class  :.**

**Instruction:**

1. Choose one of your favorite person and describe him/her into a good descriptive text! (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

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## POSTTEST

## Experimental Class

**Name :**

**Class :**

**Instruction:**

1. Choose one of your favorite person and describe him/her into a good descriptive

   text!    Using Clustering Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and

   *description*                well.

3. You have 60 minutes to do the best.

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# POSTTEST

## Control Class

**Name :**

**Class :**

**Instruction:**

1. Choose one of your favorite person and describe him/her into a good descriptive text! Using Free Writing Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

| |
|---|
| ................................................................................................................................................ |

**Appendix 11**

**LESSON PLAN ( *Control Class)***

School            : SMK N  3 Karang Baru

Class             : X-2 / ( *Control Class)*

Aspect of Skill   : Writing

Topic             : Descriptive text

Time Allocation   : 2 x 40 minutes

Meeting           : 1

## A.  Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive  untuk berinteraksi dengan lingkungan terdekat.

## B.  Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

## C.  Indicator Achievement

1.  Define descriptive text.

2.  Mention and identify the generic structure of descriptive text.

3.  Arrange the paragraph into descriptive text.

4.  Make sentence relating to the theme.

5.  Make descriptive text.

## D.  Outcomes

At the end of the learning process the students are expected to:

1.  Able to define descriptive text.

2.  Able to mention and identify the generic structure of descriptive text.

3.  Able to arrange the paragraph into a correct descriptive text.

4. Able to make sentence in form of simple present tense relating to the theme given.

5. Able to make descriptive text.

### E. Materials

## DESCRIPTIVE TEXT

1. Definition of Descriptive Text

   The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

   ➢ Identification

   The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

   ➢ Description

   Describing physical, appearance, quality, behavior, etc.

3. Language Features

   • Simple present tense

   -Using adjective

   S + to be + Adj

   She is beautiful -Using noun phrases

   S + V + Adj + N

   That is a big building!

   • Particular nouns (example: teacher, house, my rabbit, etc.)

   •  Adjectives (example: strong, tall, short, etc.)

   • Adverbials (example: at the tree house, in the forest, etc.)

*Example of Descriptive text:*

| Identification | My classroom is large and always clean. We sweep it every morning. |
| --- | --- |

| Description | My classroom located in front of the teachers office. It is beside the science laboratory. It has twenty tables. There are forty chairs and there is a big whiteboard in front of the class. There is a teacher near the whiteboard. We put a vase on it. And there is a big clock on the wall. |
| --- | --- |

4. Communicative Function

   To describe a particular person, place or thing.

## F. Technique: Free Writing Technique

Free writing is a technique in which you write freely about a topic because you will look for a specific focus. It is a simple process which is the basic for other discovery techniques.

## G. Activities

| NO | Learning Process | Time Allocation |
| --- | --- | --- |
| 1. | **Pre-Activity**<br><br>• The teacher greets the students.<br><br>• The teacher leads to pray together.<br><br>• The teacher checks the student's attendance list.<br><br>• The teacher raises the brainstorming of students' mind.<br><br>• The teacher writes "Classroom" on the whiteboard.<br><br>• The teacher asks the students to think about the word or sentence related to topic quickly in the limit of time. | 15 minutes |

| | | |
|---|---|---|
| | • The teacher writes the ideas that have been collected by the students. | |
| 2. | **Main Activity**<br>**Exploration:**<br>• The teacher explains about the definition, generic structure and language features of descriptive text.<br>• The teacher explains about the concept of free writing technique.<br>• The teacher gives simple example of descriptive text about describing place through free writing technique.<br>**Elaboration**:<br>• The teacher gives the lottery about the topic of descriptive text to the students.<br>• Each student picks one lottery.<br>• The teacher asks the students to write word or sentences related to the topic.<br>• The teacher asks the students to make a descriptive text based on the ideas that have been collected by the students before.<br>• The teacher gives the students the post-test.<br>**Confirmation:**<br>• The teacher asks the students whether any difficulties or not.<br>• The teacher re-explain a little about descriptive text. | 55 minutes |
| 3. | **Post Activity**<br>• The teacher arises the students reflection by asking them what they have got and what they have learnt.<br>• The teacher asks the problem that faced by students in understanding descriptive text.<br>• The teacher gives the summary.<br>• Pray together.<br>• The teacher closes the class while greeting the student. | 10 minutes |

**H. Media**

1.Media : Whiteboard, picture, and lottery.

I. Scoring

1. Technique : Written

2. Form : Paragraph

**I. Scoring Instrument**

| NO | The Element of Writing | Score |
|----|------------------------|-------|
| 1. | Content | 30 |
| 2. | Organization | 20 |
| 3. | Vocabulary | 20 |
| 4. | Language | 25 |
| 5. | Mechanics | 5 |
| | **Total** | **100** |

**J. Scoring Process**

a. Scoring Technique

- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.

**LESSON PLAN (*Experimental Class)***

School          : SMK N  3 Karang Baru

Class           : X-1 / (***Experimental Class)***

Aspect of Skill : Writing

Topic           : Descriptive text

Time Allocation : 2 x 40 minutes

Meeting         : 1

## A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan terdekat.

## B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive*.

## C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

## D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.

2. Able to mention and identify the generic structure of descriptive text.

3. Able to arrange the paragraph into a correct descriptive text.

4. Able to make sentence in form of simple present tense relating to the theme given.

5. Able to make descriptive text.

## E. Materials

### DESCRIPTIVE TEXT

1. Definition of Descriptive Text

   The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure
   
   ➢ Identification
   
   The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.
   
   ➢ Description
   
   Describing physical, appearance, quality, behavior, etc.

3. Language Features
   
   • Simple present tense
   
   -Using adjective
   
   S + to be + Adj
   
   She is beautiful -Using noun phrases
   
   S + V + Adj + N
   
   That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)

- Adjectives (example: strong, tall, short, etc.)

- Adverbials (example: at the tree house, in the forest, etc.)

*Example of Descriptive text:*

Identification

> My classroom is large and always clean. We sweep it every morning.

Description

> My classroom located in front of the teachers office. It is beside the science laboratory. It has twenty tables. There are forty chairs and there is a big whiteboard in front of the class. There is a teacher near the whiteboard. We put a vase on it. And there is a big clock on the wall.

4. Communicative Function

    To describe a particular person, place or thing.

**F. Technique: Clustering Technique**

Clustering is making visual map to produce a topic related to each other. In the early stages of planning, an essay should be composed in order to find subtopic in a topic of to organize information. After that we may try and discard several clusters before find the suitable one.

**G. Activities**

| NO | Learning Process | Time Allocation |
|---|---|---|
| 1. | **Pre-Activity**<br><br>• The teacher greets the students.<br><br>• The teacher leads to pray together. | 10 minutes |

| | | |
|---|---|---|
| | • The teacher checks the student's attendance list.<br><br>• The teacher raises the brainstorming of students' mind.<br><br>• The teacher writes the ideas that have been collected by the students. | |
| 2. | **Main Activity**<br>**Exploration:**<br>• The teacher explains about the definition, generic structure and language features of descriptive text.<br><br>• The teacher explains about the concept of clustering technique.<br><br>• The teacher writes several places on the whiteboard. Example: Market, Classroom, etc.<br><br>• The students mention vocabularies related to Class Room.<br><br>• The teacher writes the vocabulary around the topic give<br><br>• it line and then circled it.<br><br>• Teacher helps the students to understand word cases such as verb, noun, and adjective related to the people.<br><br>• Teacher gives the simple example of descriptive with all the information collected.<br><br>**Elaboration:**<br>• The teacher gives a piece of paper to all the students.<br><br>• Students write the topic related to the topic given by the teacher.<br><br>• The students write the topic at the center of paper, and then circled it.<br><br>• The students write several vocabularies related to the topic around the topic.<br><br>• The students give lines connector between the topic and vocabularies related to the topic.<br><br>• The students write the word classes of the vocabularies | 60 minutes |

| | | |
|---|---|---|
| | on the paper (*noun, verb, and adjective*).<br>• The teacher asks several students to come in front of the class to present it on the whiteboard.<br>• The teacher asks the students to make simple sentences related to the vocabularies then make the complete descriptive text from the sentences. Example: *The classroom is located in front of teachers office.*<br>• The teacher gives the students the post-test.<br>**Confirmation:**<br>• The teacher asks the students whether any difficulties or not.<br>• The teacher re-explain a little about descriptive text. | |
| 3. | **Post Activity**<br>• The teacher arises the students reflection by asking them what they have got and what they have learnt.<br>• The teacher asks the problem that faced by students in understanding descriptive text.<br>• The teacher gives the summary.<br>• Pray together.<br>• The teacher closes the class while greeting the student.<br>• | 10 minutes |

**H. Media**

1) Media : Whiteboard, picture, and lottery.

I. Scoring

1. Technique : Written

2. Form : Paragraph

**I. Scoring Instrument**

| NO | The Element of Writing | Score |
|---|---|---|
| 1. | Content | 30 |
| 2. | Organization | 20 |
| 3. | Vocabulary | 20 |
| 4. | Language | 25 |
| 5. | Mechanics | 5 |
| | **Total** | **100** |

**J. Scoring Process**

a. Scoring Technique

- Attitude      : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.

**Appendix 12**

## DOCUMENTATION

# PRETEST

## (Experimental Class)

Name : Students 30 : Zahrahul Ayifa.

Class :. X-1

**Instruction:**

1. Choose one of your favorite person and describe him/her into a good descriptive text!

   (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description*

   well.

3. You have 60 minutes to do the best.

Ok Guys. I want to tell you my friend. His name is Fatan. He is my class mates. He is ugly but handsome. He is ugly when he does not take a bath. He is handsome when he buys me a snack.

Fatan have tall body and brown skin. He likes play soccer so much. He has long foot and can play soccer well. He is the best classmate that I have in junior high school.

89

**PRETEST**
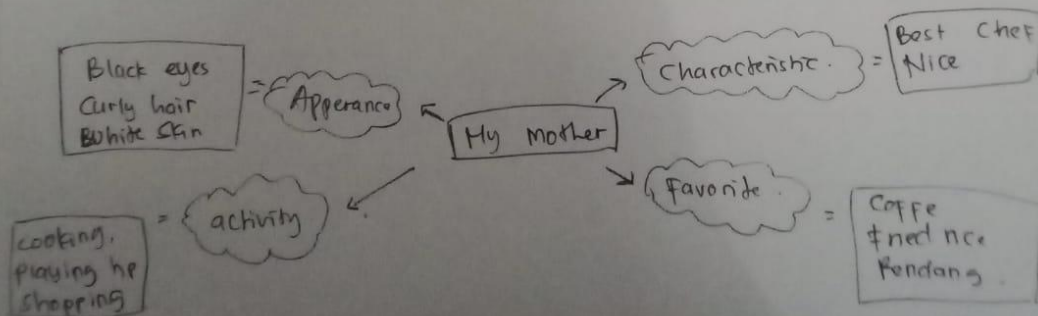
**(Experimental Class)**

**Name** : Students 22 : Fiski Hur Aminah.

**Class** : X-1

**Instruction:**

1. Choose one of your favorite person and describe him/her into a good descriptive text! (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

One two theree. I love my family. Hi everyone, today I want to tell you about my sister. Her name is. Alisca. She is the first daughter in my family. She always play handphone at home. My mother always angry with her when she plays handphone.

She have black hair. But, her hair is curly. I always borrow her cloth when I don't have outfit. But, she gives it to me.

89

**POSTTEST**

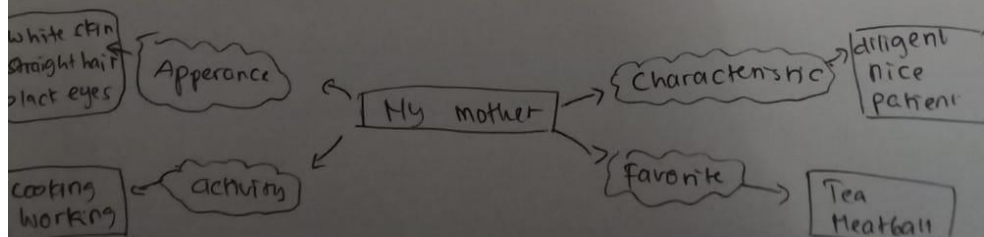**Experimental Class**

Name : Zahrahul Awgita (student 30)

Class : X-1

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text! Using Clustering Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

My mother is my favorite person I have. Her name is Santi. She have black eyes and curly hair. She have white skin and nice person.

She is the best chef. She likes cooking somuch. She likes eating fried rice and rendang. She likes coffe too. In rest time, she likes to playing handphone to see shoppee. she likes shopping so much.



Black eyes / Curly hair / Buhite skin = Apperance ← My mother → Characteristic = Best Chef / Nice

cooking, playing hp shopping = activity

Favorite = Coffe / fried nce / Rendang

91

## POSTTEST

### Experimental Class

Name : Riski Hur Aminah (Students 22)

Class : X-1

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text! Using Clustering Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

My mother is Riana. She has white skin and black eyes. she have has straight hair. She is beautiful. She is nice person and patient.

She is diligent mother. Besides working, she likes cookins. She can cook meatball. She likes to drink tea. I love her so much than every person in the world.

white skin
straight hair
black eyes
[Apperance]
cooking
working
[activity]
[My mother]
[Characteristic]
diligent
nice
patient
[favorite]
Tea
Meatball

**PRETEST**

**(Control Class)**

Name : Raisa Rusnia Jhuna (Students 23)

Class : X-2

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text! (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

---

Hi. ♥ I have a friend his name Zaki. He is my friend around my house. Zaki have brown skin and tall body. He likes play football/Tiktok. I always play tiktok with him and every time we go home together. Her His favorite food are Fried rice and noddle.

He always handsome. He uses jacket everytime he goes to school to make him feel cool.

**PRETEST**

**(Control Class)**

Name : Students 1 : Ainul Hardiah

Class :. X-2

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text! (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

I have a friend. His name is Meilinda. He is my classmates. He always sit beside me. Everytime she always go to canteen with me. She is kind person. But she is not like share his homwork.

I like to be her friend. He is beautiful so much. She have white skin and slim body. There are a lot of man love her. She is the best friend I have ever have.

(84)

**POSTTEST**

**Control Class**

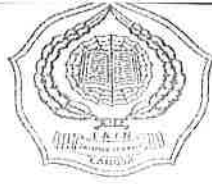Name : Students 23 : Raisa Rusnia Jhuna .

Class : X-2

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text!
   Using Free Writing Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description*
   well.

3. You have 60 minutes to do the best.

I have mother. My mother name are Yusnidar. Her zodiac was cancer. I love her so much. She cooks me a meal and breakfast before I go to school.

My mother have pointed nose and white skin. She uses home dress at home. She is the best chef. Itis food is so delicious.

**POSTTEST**

**Control Class**

Name : Students 7 : Halimatun sya'diah

Class : X-2

Instruction:

1. Choose one of your favorite person and describe him/her into a good descriptive text! Using Free Writing Technique (minimum 60 words)

2. Write your text by using generic structure that consist of *introduction* and *description* well.

3. You have 60 minutes to do the best.

---

I have friend. The name is Aura. She is my friend around my house. I always play with her. She has white skin and brown eyes.

I always play with her everyday. She is kind person. She likes drink strawbery milk and oat meatballs. She is diligent. She helps me do my homework everytime the teacher gives homework. She was so much beautiful with her smile.

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

| | | |
|---|---|---|
| Menimbang | : | a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi; |
| | | b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut. |
| Mengingat | : | 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | | 2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi; |
| | | 3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa; |
| | | 4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri ( IAIN ) Langsa; |
| | | 5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri ( IAIN ) Langsa yang definitif; |
| | | 6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021 , tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa; |
| | | 7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020; |
| Memperhatikan | : | Hasil Seminar Mahasiswa Tanggal 14 Desember 2020 |

**MEMUTUSKAN :**

| | | |
|---|---|---|
| Menetapkan | : | Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa |
| Kesatu | : | Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa : |

1. **NINA AFRIDA, M.Pd**
   (Membimbing Isi)
2. **WAHIDAH, M.Ed**
   (Membimbing Metodologi)

| Untuk membimbing Skripsi | : | |
|---|---|---|
| N a m a | : | Sinta Dwi Devita |
| Tempat / Tgl.Lahir | : | Langsa, 14 September 1999 |
| Nomor Pokok | : | 1042017067 |
| Fakultas/ Program Studi | : | FTIK/Pendidikan Bahasa Inggris |
| Judul Skripsi | : | A COMPARATIVE BETWEEN FREE WRITING AND CLUSTERING TECHNIQUE TO INCREASE STUDENTS WRITING IN DESCRIPTIVE TEXT |

| | | |
|---|---|---|
| K e d u a | : | Bimbingan harus diselesaikan selambat-lambatnya selama 1 ( satu ) tahun terhitung sejak tanggal ditetapkan; |
| K e t i g a | : | Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa; |
| K e e m p a t | : | Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya; |
| | | Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya |

Ditetapkan di  Langsa
Pada Tanggal  1 Februari 2021

Dekan,

ZAINAL ABIDIN

| | | |
|---|---|---|
| Nomor | : 1540/In.24/FTIK/TL.00/10/2021 | Langsa, 07 Oktober 2021 |
| Sifat | : Biasa | |
| Lampiran | : - | |
| Perihal | : *Mohon Izin Untuk Penelitian* | |

Kepada Yth,

**Kepala SMKN 3 Karang Baru**
**Aceh Tamiang**
di --

    Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat,

    Dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

| | | |
|---|---|---|
| N a m a | : | **SINTA DWI DEVITA** |
| N I M | : | 1042017067 |
| Semester | : | IX (Sembilan) |
| Fakultas /Prodi | : | FTIK / Pendidikan Bahasa Inggris (PBI) |
| A l a m a t | : | Desa Paya Bujok Seuleumak Kec. Langsa Baro Kab. Kota Langsa |

    Bermaksud mengadakan penelitian di Sekolah yang Bapak/Ibu pimpin, sehubungan dengan penyusunan Skripsi yang berjudul :

*A COMPARATIVE BETWEEN FREE WRITING AND CLUSTERING TECHNIQUE TO INCREASE STUDENTS WRITING IN DESCRIPTIVE TEXT*

    Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

    Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Dekan,

Zainal Abidin

Tembusan :
- Ketua Prodi PBI

## SURAT KETERANGAN PENELITIAN
Nomor : 850/423.1-SMKN.3.KB/X/2021

Kepala Sekolah Menengah Kejuruan (SMK) Negeri 3 Karang Baru dengan ini menerangkan :

| | |
|---|---|
| Nama | : SINTA DWI DEVITA |
| Nim | : 1042017067 |
| Semester / Unit | : IX ( sembilan ) |
| Fakultas / Prodi | : FTIK / Pendidikan Bahasa Inggris ( PBI ) |
| Alamat | : Desa Paya Bujok Seuleumak, Kec. Langsa |
| | Baro, Kota Langsa |

Benar nama tersebut di atas telah melakukan penelitian di SMK Negeri 3 Karang baru, pada tanggal 11 Oktober 2021, dengan judul : *" A COMPARATIVE BETWEEN FREE WRITING AND CLUSTERING TECHNIQUE TO INCREASE STUDENTS WRITING IN DESCRIPTIVE TEXT "*

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mana mestinya

Karang Baru, 11 Oktober 2021
Kepala SMK Negeri 3 Karang Baru,

WARDIANA, S.Pd
Pembina Tk.I / IV.b
Nip. 19690718 200212 2 0061

**Appendix 13**

## CURICULUM VITAE

### A. Personal Identity

Name : Sinta Dwi Devita

Students' Number : 1042017067

Place/ Date of Birth : Langsa, 14 September 1999

Occupation : Students

Marital Status : Single

Nationality / Ethnic : Indonesian / Achenese

Hobbies : Travelling

Adress : Desa Paya Bujok Seuleumak, Kec. Langsa Baro, Langsa City

### B. Background of Education

Elementary School : SD N 2 Banda Aceh

Junior High School : SMP N 6 Langsa

Senior High School : SMK N 1 Langsa

University : IAIN Langsa

### C. Family

Father's Name : Zulfikar

Mother's Name : Dewi Rosa Linda

Brother's Name : M Fitra Syaifullah

M Rafli Haikal