

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS  
WRITING SKILL IN SMAN 1 MOMUNU**



**THESIS**

Submitted as a partial Fullfilment of the Requirements for the Proposal  
Examination (S.Pd.) at English Tadris Study Program Faculty of Tarbiyah and  
Teachers Training at UIN Datokarama Palu

**By**

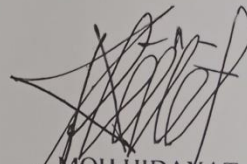
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2024**

**Statement of the Thesis Authenticity**

I hereby declare that this thesis entitled: "The Use of Clustering Technique to Improve Students Writing Skill in SMAN 1 MOMUNU" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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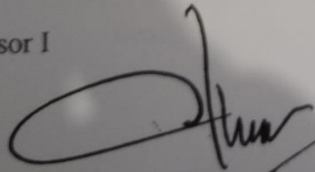
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#### APPROVAL PAGE

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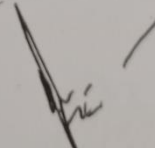
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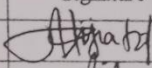

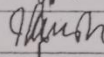




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## LEGALIZATION

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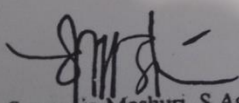
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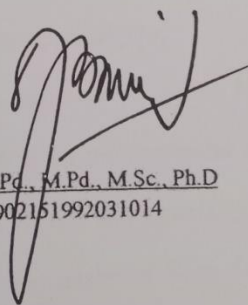
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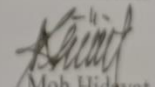
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Moh Hidayat  
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## **ABSTRACT**

Name : Moh Hidayat

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Research title : The Use of Clustering Technique to Improve Students Writing Skill in SMAN 1 MOMUNU

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Writing skill is one the skill in English. Writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. The teacher stated that the students' English skills at this high school were very low and very weak in writing.

Based on the description above, this research aimed to find out is there any improvement students writing skill in SMAN 1 MOMUNU? This research was quantitative. The data in this research was collected quantitatively by using test. This research was basically used one group pretest-posttest design.

The population of this research was the eleventh grade students of SMA Negeri 1 Momunu. The sample of this research was XI IIS 4 which consisted of 10 students. The instrument of this research was test. The data were analyzed by compare t-counted with t-table.

The result of the research showed there is improvement student writing skill by used scanning technique in SMAN 1 MOMUNU". Where the improving as much 7%. That t-value was higher than t-table ( $4.745 > 2, 101$ ) and the value of significant level was  $0.00 < 0.05$ . The mean score of posttest (40.2) was higher than the pretest (30.10).

From the conclusion obtained, Clustering technique is very easy to use and attracts attention. It is recommended that teacher use this technique, and for the students, the use of clustering technique is one of good technique in writing skill, so they can use in school life

## **CHAPTER 1**

### **INTRODUCTION**

#### ***A. Background of the Research***

English is a global language and used in such activities, education, and technology and social status. Ramelan said, in Indonesia English has become the first foreign language which is taught from elementary level up to university.<sup>1</sup> English is also intensively used in international communication, in written as well as in spoken communication.

In addition, many books of science and technology, art, and other published issues are written in English. There are four skills to be mastered in English. They are listening, speaking, reading and writing. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

As Jack C. Richard and Willy A. Renandya said, writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.<sup>2</sup> According to the School Based Curriculum, all types of texts in English must be mastered starting from junior high school; one of them is recount text.

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<sup>1</sup> "Introduction to Linguistics Analysis," Tahta Media. 2022, p,6

<sup>2</sup> Richards Jack C and Renandya Willy A. Methodology in Language Teaching: An Anthology of current practice, (New York, Cambridge University Press: 2016), 303.

According to Anderson & Anderson, the definition of recount is a part of text that retells past events, usually in the order in which they happened.<sup>3</sup> It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved. Recount text should have been applied since junior high school. Most of the students don't know or don't understand how to find ideas and write them into a story in the form of a recount text. Therefore, the role of a teacher is needed to teach it. There are many techniques a teacher can do to teach this. One of them is to use clustering technique.

Based on 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.<sup>4</sup> Similar strategies to clustering named by others with different names such pattern notes, mind mapping, relational network, webbing concept, diagraming and idea mapping but they all carry the same notion. Moreover, the clustering technique can motivate the students to write and to stimulate their ideas. Besides, this technique will help the students to organize their thinking before they develop in a paragraph.

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<sup>3</sup> Matt Anderson and Katie Anderson. *Type Text in English 1-2*. Australia: Macwullan Education Australia PTY LTD. 2017, 15.

<sup>4</sup> John Langan, *English Skills*, (New York: McGraw-Hill Companies, Inc. 2016), 25.

Researcher conducted a small research on SMA Negeri 1 Momunu Kab Buol, in this school have 2 majors MIPA and IIS. At the eleventh grade don't know how to find some idea to start write story. This information the researcher got when he contacted one of the English teachers who taught in all eleven grades. The teacher stated that the students' English skills at this high school were very low and very weak in writing. This research also focuses on writing recount text using clustering techniques to improve the English skills of students at the high school.

### ***B. Research Question***

Based on the explanation above, the researcher decides the research question is "is there any improvement on students writing skill by used clustering technique in SMAN 1 MOMUNU?"

### ***C. Objective and Significant of the Research***

#### **1. Objective of the Research**

Based on the problem statement above, the objectives of this research is to find out the improvement of students writing skill by used clustering technique in SMAN 1 MOMUNU.

#### **2. Significant of the Research**

- a. For the teacher: Teaching writing with use clustering technique can give good role and enrich their teaching technique.

- b. For the students: The use of clustering technique is one of good technique in writing skill, so they can use in school life.
- c. For the next research: the results of this research are expected will help them in doing the same research.

#### ***D. Outline of the Content***

This research consists of four chapters and several sub-chapters.

Chapter I, Introduction, Background, Research question, Objective and Significant of the Research, and Outline of the Content

Chapter II, literature reviews, Previous Researcher, Theoretical Review, conceptual of Framework, and Hypothesis.

Chapter III, Research Methodology, Research Design, Population and Sample, Variables of the Research, Operational Definition, Instrument of the Research. Technique of Collecting Data, technique of Data Analysis.

Chapter IV, Research Finding and Discussion.

Chapter V, Conclusion and Suggestion.



## **CHAPTER II**

### **LITERATURE REVIEWS**

#### ***A. Previous Research***

The researcher found some previous studies in clustering technique by Fitriani. The method used in this study was Collaborative Classroom Action Research (CCAR). The research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMAN 1 Gresik in doing this research. This study was conducted by following Kurt Lewin model of planning, acting, observing, and reflecting procedure in two cycles. The results of the study show that by doing clustering technique, the students' ability in writing recount text improve. It can be proved from the increasing score in writing recount text. In addition, there is a positive response from the students and English teacher about implementing the action. For about 70% or 21 students agree that clustering technique develops their idea in writing recount text. In conclusion, clustering technique can be used in writing recount text in tenth grade students' of SMAN 1 Gresik.<sup>5</sup> The next research by Utami was basically quantitative research which used one group pre-test post-test design. The result of research showed that t-value was higher than t-table ( $19.747 > 2.042$ ) and the value of significant level was  $0.00 < 0.05$ .

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<sup>5</sup> Nindy Fitriani. Using Clustering Technique in Teaching Writing Recount Text at Tenth Grade Students in SMAN 1 Gresik. A Thesis. Sunan Ampel State Islamic University, Surabaya. 2018

The mean score of post -test (78.61) was higher than the pre-test (58.00) and the gain was 20.61. It means that there was an improvement in the students' recount text writing ability after being taught using clustering technique. Briefly, referring to the result above, it can be said that clustering technique can be applied to improve students' ability in writing recount text.<sup>6</sup>

Fikri as the researcher was conducted this research by used Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four steps, they were: Planning, action, observation, and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in one month and one day. To collect and analyze the data, the researcher used the information from interview, observation, questionnaire, and the students' achievement in pre-test and post-test in order to support the data collected. The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. It means that there was<sup>7</sup> 15.2 points or 30% of mean improvement from the students' score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of

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<sup>6</sup> Helidatasa Utami. The Effectiveness of Teaching Writing of Recount Text through Clustering Technique at the First Grade SMA13 Bandar Lampung. Bandar Lampung: University of Lampung. 2017, 5.

<sup>7</sup> Fikri Fauzi Alawi. Improving Students' Ability in Writing Descriptive Text Using Clustering Technique, 2017, 4.

mean score improvement from the students' score in preliminary study to the second cycle. From this result, the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

Nindy Fitriani's research uses the CCAR method and data collection following Kurt Lewis' model of planning, acting, observation and reflection produce in two cycles. While my research uses a quasi-experimental method and does not use Kurt Lewin's model. The next is research from Helidatasa Utami almost same like my research using quasi-experimental method too but, she focus on many things like grammar, content and the other. And then the research from Fikri, it is same like Nindy Fitriani. The different just the text, this research used descriptive text. And my research just only focused in how to make writing a story.

This research was conducted to investigate the effect of using clustering techniques on the student achievement in writing recount text. Therefore, an experimental research was conducted to obtain the data, the population of this study were the first school year in the academic year 2019/2020 of SMA DHARMAWANGSA Medan which has two classes consisted of 80 students. They were taken as the sample. 40 students in the experimental group were taught using clustering techniques while the other 40 students in the control group were taught using free writing technique. Writing test was used to acquire to obtain data. The result the data analyzing indicated that there is a large effect of using clustering technique on the students' achievement in writing recount text since

the result to be observed  $t_{table}$  or  $2.568 > 2.06$ . Thus, the null hypothesis is rejected while the alternate hypothesis is accepted. This the student who are taught using clustering technique could achieve better achievement than students who were taught rewriting technique. Result of data analyzing suggests that teachers should consider the use of clustering techniques in writing recount text to their students.

## ***B. Research Variable***

### **1. Clustering Technique**

Clustering is a technique to turn broad subjects into topics that are limited and more manageable for short essays. Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your idea<sup>8</sup>. This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners. Clustering technique is pre-writing where we take words that are related to the story that we will write later.

#### ***a. Steps of Using Clustering Technique***

From the opinions of the experts above, we can conclude that clustering technique is a strategy used in making a story. The steps of using clustering technique as follow:

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<sup>8</sup> Karen Blanchard and Christine Root, Ready to Write; a First Composition Text. Longman: Pearson Education, Inc., 3ed. 2018, 42.

- 1) Take a sheet of paper and write main topic in the middle of sheet of paper and circle it.

**Figure 2.1**

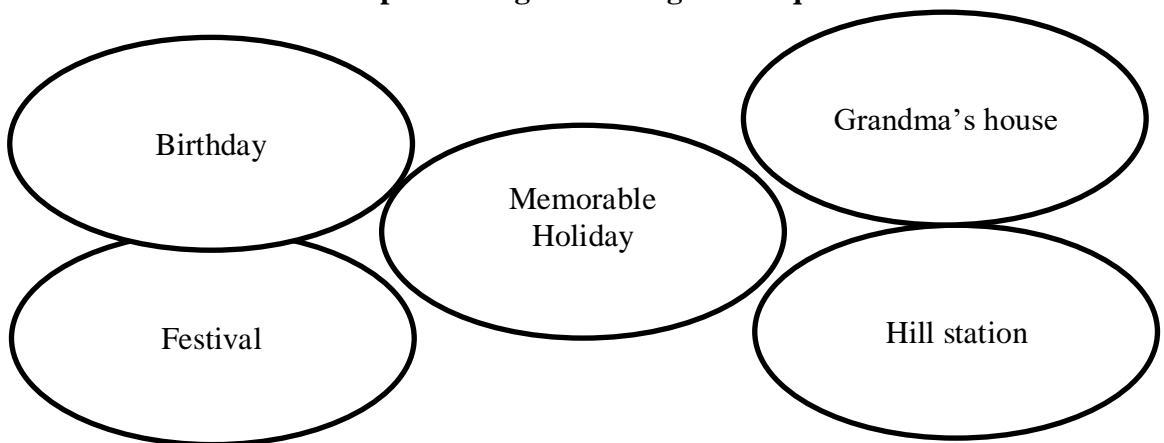
**First Steps of Using Clustering Technique**



- 2) Write ideas that relate to the topic around it, circle them, and connect them to the central circle. Write them quickly, move into another space, write some more down, move to another blank, and just keep moving around and writing.

**Figure 2.2**

**Second Steps of Using Clustering Technique**

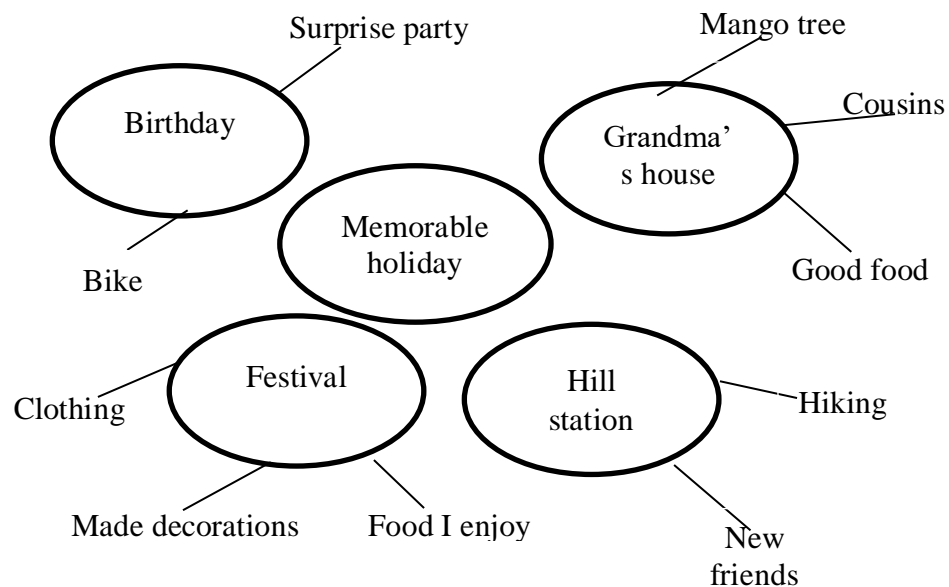


- 3) Write down ideas, examples, facts, or other details relating to each idea and join to the appropriate circles.
- 4) Repeat. As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.

5) Keep going until we can think nothing else relating to our topic. Then see a set of cluster that have done, if one particular circle of the clustering is enough to begin a draft, we can cluster again to expand the branches and we also can cross out the words and phrase that seem irrelevant, and begin to impose some order by clustering and begin to a first draft in writing.

**Figure 2.3**

**Last Steps of Using Clustering Technique**



*b. The Procedures of Clustering Technique*

According Smalley and Ruetten the procedures of Clustering Technique are:<sup>9</sup>

- 1) The teacher gives the students a blank of paper.

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<sup>9</sup> Smalley Regins L, and Marry K. Ruetten. Refining Composition Skill Rhetoric and Grammar. New York: 5ed. Heinle &Heinle Publisher. 2018, 57.

- 2) The students write the topic from the teacher in the middle of the blank of paper and draw a circle around it.
- 3) Then draw a line out from the circle and write an idea associated with the topic.
- 4) Continue to map or cluster until you cannot think of any more ideas.

*c. The advantages of clustering technique includes:<sup>10</sup>*

- 1) It helps students to generate and develop their ideas.
- 2) It allows the students focus on an occasion they want to describe in his paper.
- 3) Clustering technique makes their writing flow coherently because they write the paragraph by following the plan.
- 4) Clustering technique can help students arrange their ideas in the sense that they will not include any irrelevant thought or unimportant points.

*d. Disadvantages of The Clustering Technique Includes:<sup>11</sup>*

- 1) Clustering technique is not a good technique when it is used to write an essay writing which has long paragraph.
- 2) Clustering technique will confuse the students how to start their writing.

## **2. Recount Text**

Many experts argue about recount text. First, Mark Anderson and Kathy Anderson stated that recount text is a piece of text that retells past events, usually

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<sup>10</sup> Sosilawati, Eka Dewi. Improving Students' Ability in Writing Descriptive Text through Word Cluster at the Second Year Students of SMA Negeri 3 Metro. University Lampung . Press. 2019, 25.

<sup>11</sup> Styati, Erlik Widiyani. The Effectiveness of Clustering Technique to Teach Writing Viewed From Students' Linguistic Intelligence. Unpublished. Sebelas Maret University. 2019, 25.

in the order in which they happened.<sup>12</sup> Recount is used to retell about an event that has occurred in the past.<sup>13</sup> It means a recount text tells about something that happened in the past events chronologically. Even though recount text follows a basic structure, the relationship between the text and the reader will change the language that is used.<sup>14</sup> Language used is becoming awareness in writing in order to give clearness and understanding for the reader. Another definition, according to Pardiyono states, Recount text is a text that aims to retell or informs the reader about the past events.<sup>15</sup> The examples of this text are newspaper and events that happens in the past.

*a. Structure of Recount Text*

According to Hyland, there are three generic structure of Recount text, they are:<sup>16</sup>

- 1) Orientation: provide the setting and produce participants. It provides information about Whom, Where, and When.
- 2) Record of Event: tell what happen, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and evaluative remarks, which are interspersed throughout the record of event.

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<sup>12</sup> Mark and Kathy Anderson, Text Type. South Yara: Macmillan Education, 3ed 2019, 50.

<sup>13</sup> Joko Priyana, et al, Scaffolding English for Junior High School Student grade VIII. (Pusat Perbukuan Nasional. 2ed 2018), 69.

<sup>14</sup> "Targetting Text" Recount, Procedure, Exposition Middle Primary, Sydney: Blake Education, 4ed. 2018, 4.

<sup>15</sup> Pardiono. Genre: Mastering English through Context. Yogyakarta: Andi Publisher. 2016, 15.

<sup>16</sup> Ken Hyland. Second Language Writing. Cambridge: Cambridge University Press. 5ed. 2019, 14.



- 3) Re-orientation: optional-closure of event. It is “rounds off” the sequence of events.

*b. Types of Recount Text*

There is several type of recount text according to Derewianka:<sup>17</sup>

- 1) Personal recount. It is a recount text that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). It has language features such as, (a) the use of pronouns of I, we, (b) personal responses to the events can be included in the end, (c) detail are often chosen to add interest or humour.
- 2) Factual recount. It is a recount that records the particulars of an accident (e.g. report of a science experiment, police report, news report, historical recount).
- 3) Imaginative recount. It is a recount which is bring on an imaginary role giving details (e.g. a day in the life of a Kingston’s Castile: how I invited to come to the party there).

*c. The Purpose of Recount Text*

According Gerot & Wignell, The purpose of recount text is to retell events for the purpose of informing or entertaining.<sup>18</sup> According Artono Wadirman, recount text is to give the reader a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.<sup>19</sup>

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<sup>17</sup>Derewianka. Exploring How Text Works. Newton: Primarily English Teaching Association. 6ed. 2018, 25.

<sup>18</sup> Linda Gerot. & Peter Wignell. 1994. Making Sense of Functional Grammar. 7ed 2018, 18.

<sup>19</sup>Artono Wadirman, English in Focus for Grade VIII Junior High School (SMP/MTs), (Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional, 2018), 124.

From that purpose, it means that recount is not only retelling the past activities that happened, but also to inform the reader.

### ***C. Conceptual Framework***

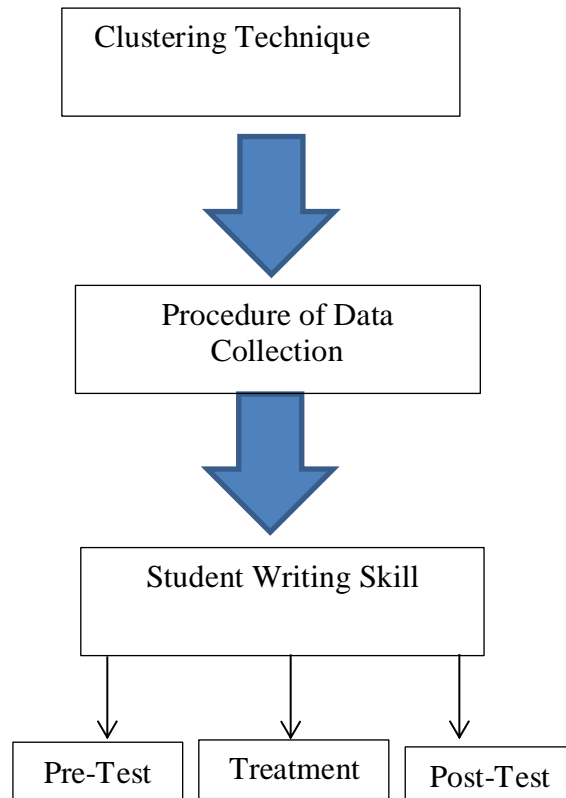
Conceptual framework is a model or also a picture in form of a concept in which it explains a relationship between one variable and another. In quantitative research, a foundation is needed underlying research so that research is more focused. Therefore, it is needed framework for developing more research context, methodology, as well use of theory in research. Compiled explanations were combined between the theory and the issues raised in this study. Framework of thinking in a study needs to be stated if the researcher if the relevant or relating to the focus research.

The role of students is very important in this research. This researcher use test to collect the data. To collection the data the researcher use pre-test and post-test and analyze by use SPSS application. The first the researcher used pre-test, secondly treatment, and last post- test.

Online learning at SMAN 1 MOMUNU has been implemented since the pandemic occurred. But, this research held offline with modification according from the school

**Figure 2.1**

**Theoretical Framework**



***D. hypothesis***

Hypothesis is a possible to answer to the problem posed. Weinstein and Eric said, hypothesis that is proposition that is consistent with known data, but has been neither verified nor shown to be false<sup>20</sup>.

$$H_o = t_o \leq t\text{-table}$$

$$H_a = t_o \geq t\text{-table}$$

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<sup>20</sup> Weisstein and Eric. "hypothesis Testing". From Math Word-A Walfram. 2021. P,25.

1. If the t-counted was higher than the t-table, it means than the research hypothesis was accepted. In other word, there is improvement student writing skill by used clustering technique.
2. If the t-counted was lower than t-table, it means than the research hypothesis was rejected. It means, there is no improvement student writing skill by used clustering technique.

## **CHAPTER III**

### **METHODOLOGY**

#### ***A. Approach and Research Design***

##### **1. Approach**

Approach is the procedure selected by the researcher to collect, analyze, and interpret data<sup>21</sup>. This research used quantitative research as approach. This research used quasi-experimental as a research design. The form of this research design was a development of quasi-experimental design, which was difficult to do. This design has a control group, but it couldn't fully function to control the outer variables that affect the conduct of the research<sup>22</sup>.

##### **2. Research Design**

The researcher used a quasi-experimental research design to find out the data to collect. The researcher take two groups for this research namely class XI IIS-3 and class XI IIS-4 as the experimental class and the control class. These two groups were taken from the population of class XI IIS. The researcher was gave two tests, namely pre-test and post- test. The experimental group and the control group was gave a pre-test. The researcher was gave a pre-test to measure the students' ability to understand the recount text. Then, the researcher also gave a post-test for the two groups. However, the control class didn't give an experiment while the experimental class was gave treatment.

Quasi-experimental research with control and experiment groups was used to collect data. As sabarwal and white argued that involved the creation of a

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<sup>21</sup> John W. Cresswell. Education Research: Planing, Conduction, evaluation quantitative and qualitative. Boston: Pearson. 2017, 30.

<sup>22</sup> Sugiyono. Metode Penelitian Kuantitatif Kualitatif dan R&D. (Alfabeta. 2017), 77.

comparison group are most often used when it are not possible to randomize individuals or groups to treatment and control group<sup>23</sup>. In this research, the researcher was used pre-test and post-test to obtain the data. The researcher was take two classes which to find out whether clustering technique to improvement the students' reading comprehension by use recount text.

The researcher was taken two classes, namely the experimental class and the control class. Before gave the treatment, the researcher was gave a pre-test to the two classes. Then the researcher was teach the experimental class and control class. In experimental class, the researcher was applied clustering technique while the control class didn't give any treatment. After that, gave post-test to the two classes. Knowledge of the used clustering technique gave to see the efficiency of student writing skill.

This research was conducted on the pandemic era in year 2021. Which is this researcher was adapted with the situation, to the rules by the government, and the rules implemented by the school. So that's why this research could only be held twice a week included with pre and post-test.

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<sup>23</sup> Howard White & Shagun Sabarwal. Quasi-experiment Design and Methods, Methodological Briefs: Impact Evaluation 8ed. Florence: UNICEF Office of Reseach 2018, 10.

## ***B. Population and Sample***

### **1. population**

According to Cresswell, a population are a group of individuals who have similar characteristic.<sup>24</sup> While Mujis, population are the group you want to simplify your findings to.<sup>25</sup> In the eleventh grade at SMA Negeri 1 Momunu there are two majors MIPA and IIS. There are two class of MIA (Matematika dan Ilmu Alam) and three classes of IIS (Ilmu-Ilmu Sosial). Each class there were thirty students (30 students) in IIS, while in MIPA there were twenty five students (25 students). All of the population was one hundred forty (140)

### **2. Sample**

Arikunto asserted that sample is the representative of the whole population that's being examined.<sup>26</sup> Martono said, Saturation sample are technique of sampling where all of population becoming the sample.<sup>27</sup> My sample are class IIS-3 total 10 students for the experiment class, and class IIS-2 total 10 students for the control class. In this research only used 10 students because the school could only provide half of whole class because of pandemic corona virus.

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<sup>24</sup> John. W. Creswell. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Boston: Pearson. 4ed. 2018, 30.

<sup>25</sup> Daniel Mujis. Doing quantitative research in education. London: Sage publications. 5ed. 2019, 25.

<sup>26</sup> Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta. Edisi ke-8. 2019, 45.

<sup>27</sup> Nanang Martono. Metode Penelitian Kuantitatif. Jakarta: PT Raja Grafindo Persada Edisi ke-6.. 2019, 31.

### ***C. Variable of the Research***

Variable are known as the characteristic that are going to controlled and observed. There are two variables and this research. Variable consisting of two types: independent and dependent. The independent variable of this research was clustering technique, while the dependent was students' writing skill.

### ***D. Operational Definition***

#### **1. Clustering Technique**

Clustering is a technique to turn broad subjects into topics that are limited and more manageable for short essays.<sup>28</sup> It is a technique which provides as an alternative way for students to do the brainstorming before starting to write. In this study, clustering technique will be an important variable that used as a new technique in teaching-learning.

#### **2. Recount text**

According to Anderson & Anderson, the definition of recount is a part of text that retells past events, usually in the order in which they happened.<sup>29</sup> It means a recount text tells about something that happened in the past chronologically.

### ***E. Instruments of The Research***

Research instrument are a tool designed to measure the variable, characteristics, or information of interest. A research should have at least one

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<sup>28</sup> Alice Oshima and Ann. Introduction to Academic Writing. (New York: 2016), 20.

<sup>29</sup> Ibid., 2



instrument used to collect data. The instruments that used in this research were test. The test consists of two kinds: pre-test and post-test. And the test was essay test.

#### ***F. The Procedure of Data Collection***

##### **1. Pre-test**

The pre-test was given to measure of students before applied the treatment. The function of the pre-test was to know the average score of the experimental group and the control group who received the treatment. The post-test was given after the researcher gave treatment.

##### **2. Treatment**

The treatment was given before the pre-test and post-test. The experimental group oriented to the Clustering Technique. This was done as following:

- E. Explanation about recount text
- F. Explanation about Clustering Technique and the rules form
- G. An example of recount text which construct by using Clustering Technique
- H. Discuss the example
- I. Exercise of recount text using Clustering Technique.

For the control group, researcher used different treatment. The following the steps:

- a. Researcher asked the students to make recount text based on the topic.

- b. Researcher gave essay test (10 minutes) to finish writing.
- c. The researcher was collecting their writing and assigns it.

### **3. Post-test**

The function of the post-test are to know the mean score applied, to know the effect of teaching in both classes. The post-test are same with pre-test. And the post test was giving after second treatment.

### ***G. Technique of Data Analysis***

This experimental research was used experimental class and class control. The proper data analysis was used independent sample t-test. The data from pre-test and post-test in this research was analysed by SPSS application (statistic product and statistic solution).

#### **1. Descriptive Analysis**

Data analysis was conducted to get answer is there any improving students writing skill by used scanning technique. The analysis was used simple linear regression and  $t_{test}$ . Where simple regression is a linear relationship between one independent variable (X) and dependent variable (Y) this analysis was done to find out the direction of the relationship between independent variable and dependent whether positive or not. This analysis was also to predict the value of dependent variable if the value of independent variable improving or not. Decryption is done using SPSS to get Mean (M), Standard Deviation (SD), Modus (MO), and Median (ME) of each variable.

## 2. Prerequisite Test Analysis

The prerequisite test analysis was to find out if the data collected meets the prerequisite to be analyzed or not used the planned analysis technique. The prerequisite test must be meet normality, linearity, and homogeneity.

### a. Normality

Test normality to see if independent and dependent variables were normally distributed, close to normal or not. A good regression model should be normally distributed or approaching normal. Normality analysis by used SPSS. Normal decision making or not data was decided by looking at the value *Asymp,sig.* if the value of *Asymp,sig* is more than 0.05 that it could be concluded the data tested has a normal distribution. Similarly, if it smaller than 0.05 the data has an abnormal distribution.

### b. Linearity

Linearity was to measure to know the linearity of the relationship between independent and dependent variables that are use clustering technique to improve students writing skill. Where the calculation was used SPSS application. Then the criteria used if the p nutrient on the *dev.from linearity path* was more than the price of  $\alpha = 0.05$  state the regression is linear. If p nutrient smaller than the price of  $\alpha = 0.05$  it was stated the direction of regression price was meaningless.

c. Homogeneity

Homogeneity test was conducted to see the overall correlation between variable X and Y. This research the purging was done with the Glaser test. If a non-existent free variable statistically effect of bound variable then it could be concluded that the regression model doesn't contain tetroxide, therefore the data could be said to be homogeneous. This could be seen from the probability value of its significant above its speed level.

d. Testing Hypothesis

After the data has been declared normal distribution then this research was conducted hypothesis test. Where the data analysis used simple linear regression analysis that is to knew the effect of free variable (X) on bound variable (Y). This hypothesis test serves to determine whether the regression coefficient was significant or not.

The hypothesis was being tested in the research are:

$H_0$  = There is no improving student writing skill by use scanning technique (Y).

$H_a$  = there is improving student writing skill by use scanning technique (X).

This research was formulated statically, namely:

$$H_0 = p = 0$$

$$H_a = p \neq 0$$

The criteria used to make a decision whether improving or not (in the sense that variable X effect Y) this hypothesis test was done by comparing  $t_{count}$  value with  $t_{table}$ . This calculation with used SPSS.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### *A. Research Finding*

This research only focusing in eleventh grades, class IIS-3 as experiment class, and class IIS-2 as control class. The research has analyzed and presented the data obtained test instruments. The researcher analyzed the data obtained from experiment class and control class. The test to both sample classes measuring the student's ability in recount text after treatment. Every classes in this school have thirty students. Because this research conducted in corona virus, the school only gave teen of every class. The result of each test was compared to measure there is improvement students writing skill by used clustering technique.

#### **1. Finding of the Pre-Test**

The researcher calculated the individual score as follows;

$$\Sigma = \frac{x}{n} \times 100$$

$\Sigma$  = Standard score

$x$  = The number of student who answered the item correctly

$n$  = The total number of student who attends item

100 = Constant score

a. Control Class

**Table 4.1**

**Pre-test Control Class**

No	Initial (N)	The Students Score		Score (x)
		Use of Language	Vocabulary	
1	A	13	15	28
2	B	17	13	30
3	C	16	13	29
4	D	16	15	31
5	E	16	15	31
6	F	15	15	30
7	G	13	14	27
8	H	14	16	30
9	I	17	20	37
10	J	13	15	28
<b>TOTAL SCORE</b>				301
<b>DATA</b>		<b>PRE-TEST</b>		
		<b>CONTROL CLASS</b>		
<b>MEAN</b>		30,10		
<b>MAXIMUM</b>		37		
<b>MINIMUM</b>		27		
<b>MEDIAN</b>		30		
<b>MODUS</b>		30		
<b>STANDARD DEVIATION</b>		2.767		

Based on table above, it can be seen that the highest pre-test score in the control was 37, and the lowest value was. 27. The researcher calculated the average grade of student by using statistical calculation through SPSS application. From the data above, it could be see that the mean score of students in in control class was 30.10.

b. Experiment class

**Table 4.2**  
**Pre-test Experiment Class**

No	Initial (N)	The Students Score		Score (x)
		Use of language	Vocabulary	
1	A	15	15	30
2	B	17	14	31
3	C	16	13	29
4	D	15	15	30
5	E	16	15	31
6	F	25	15	30
7	G	13	14	27
8	H	13	17	30
9	I	20	17	37
10	J	13	15	28
<b>TOTAL SCORE</b>				303
<b>DATA</b>			<b>PRE-TEST</b>	
			<b>EXPERIMENT CLASS</b>	
<b>MEAN</b>			30,30	



<b>MAXIMUM</b>	37
<b>MINIMUM</b>	27
<b>MEDIAN</b>	30
<b>MODUS</b>	30
<b>STANDARD DEVIATION</b>	2.669

Based on table above, it can be seen that the highest pre-test score in the experiment class was 37, and the lowest value was. 27. The researcher calculated the average grade of student by using statistical calculation through SPSS application. From the data above, it could be see that the mean score of students in in experiment class was 30.10.

## 2. Finding of Post-Test

### a. Control Class

**Table 4.3**

#### **Post-Test Control Class**

<b>No</b>	<b>Initial (N)</b>	<b>The Students Score</b>		<b>Score (x)</b>
		<b>Use of language</b>	<b>vocabulary</b>	
1	A	15	25	40
2	B	20	20	40
3	C	18	15	33
4	D	17	15	32
5	E	17	15	32
6	F	17	20	37
7	G	17	15	32
8	H	16	15	31

9	I	18	20	38
10	J	15	16	31
<b>TOTAL SCORE</b>				346
<b>DATA</b>		<b>POST-TEST</b>		
		<b>CONTROL CLASS</b>		
<b>MEAN</b>		34.6		
<b>MAXIMUM</b>		40		
<b>MINIMUM</b>		31		
<b>MEDIAN</b>		32.5		
<b>MODUS</b>		32		
<b>STANDARD DEVIATION</b>		3.718		

Based on table above, it can be seen that the highest post-test score in the control class was 40, and the lowest value was. 31. The researcher calculated the average grade of student by using statistical calculation through SPSS application. From the data above, it could be see that the mean score of students in in control class was 34.6.

b. Experiment class

**Table 4.4**

**Post-Test Experiment Class**

No	initial (N)	the students score		Score (x)
		Use of language	vocabulary	

1	A	25	21	46
2	B	25	25	50
3	C	20	18	38
4	D	20	17	37
5	E	18	16	34
6	F	20	25	45
7	G	19	20	39
8	H	18	18	36
9	I	19	20	39
10	J	19	19	38
<b>TOTAL SCORE</b>				402
<b>DATA</b>			<b>POST-TEST</b>	
			<b>EXPERIMENT CLASS</b>	
<b>MEAN</b>			40.2	
<b>MAXIMUM</b>			50	
<b>MINIMUM</b>			34	
<b>MEDIAN</b>			38.50	
<b>MODUS</b>			38	
<b>STANDARD DEVIATION</b>			5.073	

Based on table above, it can be seen that the highest post-test score in the experiment class was 50, and the lowest value was. 34. The researcher calculated the average grade of student by using statistical calculation through SPSS application. From the data above, it could be see that the mean score of students in in experiment class was 40.2.

### 3. Normality Test

Normality test were calculated to prove the population is normally distributed or not. This calculation used Kolmogorov Smirnov test. Decision make was making if the significance value more than 0.05. The data was declared normal. The result of the normality test could be seen in the table below:

**Table 4.5**

**Normality Test Calculation Result**

<b>sig. asymp test Kolmogorov Simonov</b>	<b>Conclusion</b>
<b>0,8 &gt; 0.05</b>	<b>Normal</b>

Description:

Based on output table of SPSS above, it could be seen that the value of significant Asymp is 0.8 more than 0.05. Based on basic decision making in Kolmogorov Simonov's normality test, it can conclude the data was normally distributed. Thus, the assumptions or statement of normality in the regression have been fulfilled.

### 4. Linearity Test

Linear test were calculated to determine the relationship between a free variable and bound variable. The guideline for determining the degree linearity could to look at the result of analysis on *deviation from linearity*. For determine

meaning of the direction of regression by paying attention to the results of analysis on linearity lanes. If the sig, *deviation from linearity* value is more than 0.05 then the relationship of free variable with variable is bound linearity, and vice versa if the relationship of the two variables is linear. If sig, *deviation from linearity* is less than 0.05, then the direction of regression means and vice versa.

The results of linearity calculation are show below:

**Table 4.6**

**Linearity Test Calculation Result**

Mean	Standard Deviation	N
40.2	5.073	10

Description:

The respondents who became sample was 10 students. The mean of post-test in experiment class was 40.2. With standard deviation were 5.073.

**Table 4.7**

**Anova Table**

Model	Sum of squares	df	Mean square	F	Sig.
Regression	208.933	5	41.787	7.374	0.38
Residual	22.667	4	5.667		
Total	231.600	9			

Description:

From the data above, the test result of anova used F obtained  $F_{\text{count}}$  value is 7.374 with a significant value of 001 from the result of comparing  $F_{\text{count}}$  with  $F_{\text{table}}$ . Based on the result of linearity test know sig, deviation from linearity value  $7.374 > 001$  then it could be concluded there is any improving students writing skill by use scanning technique. The  $F_{\text{count}}$  score 7.374 with the  $F_{\text{table}}$  score 2.101. Thus, the simple linear regression could be used in predicting of scanning technique to improve students writing skill.

## 5. Homogeneity Test

Homogeneity test were conducted to see the overall correlation between variable X and Y. If none of the free variables significantly affect the bound variable then it could be the regression doesn't contain heteroskesasitas, then data is to be homogeneous. The probability value above was 0.05. The result could be seen below:

**Table 4.8**

**Homogeneity Test Calculation Result**

<b>Levene statistic</b>	<b>Df1</b>	<b>Df2</b>	<b>sig</b>
711	2	4	544

The table shows that *the test of homogeneity of variance* has significant of 544. The value indicated the value  $\text{sig} > \alpha$  or  $544 > 0.05$ . The distribution of data was homogeneous.

## 6. Hypothesis Testing

The hypothesis formulation tested in this research is “there is any improvement student writing skill by use scanning technique in SMAN 1 MOMUNU”. After a prerequisite test of data analysis, it was concluded that the data was normal, linear and homogeneous. That further could be done hypothesis test with SPSS. Another way that could be used is by comparing  $T_{\text{count}}$  with  $T_{\text{table}}$ .

$H_0$  accepted, if  $T_{\text{count}} < T_{\text{table}}$

$H_a$  received, if  $T_{\text{count}} > T_{\text{table}}$

**Table 4.9**

### Hypothesis Test Calculation Result

Model Summary		Anova		Coefficient				able
$R^1$	$R^2$	$F_{\text{count}}$	Sig	a	b	$T_{\text{count}}$	Sig	2.101
859	0.07 (7%)	7.374	0.03	6.30	8.59	4.745	0.01	

From the table result above, it could be seen that  $T_{\text{count}}$  value is 4.745 and the significant value 0.01 The  $T_{\text{table}}$  value is 2.101 obtained by means of (dk)  $N_x + N_y - 2 = 10 + 10 - 2 = 18$ . From the result of comparison it turns out that the value of  $T_{\text{count}}$  was more than  $T_{\text{table}}$  ( $4.745 > 2,101$ ) and the significant smaller than 0.05.

It means that  $H_0$  is rejected, “there is any improvement students writing skill by use scanning technique in SMAN 1 MOMUNU”. Where the improving as much 7%

## 7. T-table Test

However, before deciding whether the hypothesis was accepted or rejected the researcher needed to know the critical t-table by using 0, 05 level significant and the degree of freedom (df)  $N_x + N_y - 2 = 10 + 10 - 2 = 18$ .

**Table 5.0**

**The T-Table**

cum. Prob one-tail	$t_{.50}$ 0.50	$t_{.75}$ 0.25	$t_{.80}$ 0.20	$t_{.85}$ 0.15	$t_{.90}$ 0.10	$t_{.95}$ 0.05	$t_{.975}$ 0.025	$t_{.99}$ 0.01	$t_{.995}$ 0.005	$t_{.999}$ 0.001	$t_{.9995}$ 0.0005
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587



11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	<b>Confidence Level</b>										

## ***B. Discussion***

In this section, the researcher discusses the result of the research. The researcher conducted it amid the coronavirus pandemic. The researcher was

adapted with the situation and the rules were given by the school. Basically in class XI (eleventh) have five classes, three classes IIS (Ilmu-Ilmu Sosial) and two classes MIPA (Matematika dan Ilmu Alam). This research used class eleventh as population. The sample in this research was class IIS-3 total 10 students for the experiment class and IIS-2 total 10 students as control class. Because of this research was conducted in pandemic corona virus. However, the homeroom teacher and English teacher at SMAN 1 MOMUNU brought two classes but not one whole class. The principal gave permission only two meetings for every class. That's why the researcher teaches only two meetings. The researcher used learning allocation no more than 40 minutes for every meeting.

In the first research meeting, the researcher gave the pre-test face to face with the students. The researcher explained the kind of text in writing text. Afterward, the researcher explained the definition of recount text, the structure of recount text, and the type of recount text. After that the researcher explains about clustering technique and the example. Before closing the class, the researcher gave some homework. The type of homework was essay test used recount text and without used clustering technique.

In the second meeting, the researcher gave post-test face to face too. Before explained the material, the student read the homework before. And then the researcher explained about characteristic recount text. The next researcher explained about clustering technique and used 5W+1H only to the experimental

class and gave the example of how to make recount text with the used clustering technique. Moreover, the last the researcher gave homework to make recount text with used clustering technique. Before closed the class the researcher give phone number if they wanted to give the homework by picture format.

Every meeting from experiment and control class used direct method. For the control class the researcher only gave material about recount text without technique. In experiment class the researcher used clustering technique.

In chapter three the researcher stated that, this research would be carried out for more a month. Due to the coronavirus pandemic, this research only had two meetings. The school just gave the researcher to conduct this research just only twice every week. And every meet the school only gave no more than 45 minutes. This research planned to use online learning. Nevertheless, the school, especially the principal and the English teacher, really wants the implementation of this research to run offline. After discussing with the principal, English teacher, and homeroom teacher, this research was carried out offline, although with a limited number of students. Students' enthusiasm was excellent even though it was only two meetings and not the teacher who taught directly.

Clustering is a technique to turn broad subjects into topics that are limited and more manageable for short essays. This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them.

The used of clustering technique for high school is very good, as we can see from the result of the comparison above.

Although the students there are very lacking in terms of vocabulary but, they are interested to learning about English. Four out of ten students very concentrate learning with this technique, and the other doesn't want to learn English because there are really don't know how to pronounce word and lack of vocabulary.

Based on data at appendices, all of the students used personal recount text. This can be seen from students who used activities when they are on vacation or spending free time. And there is also a significant improvement in the used of grammar and vocabulary. Which at the beginning of pre-test there were errors in the use of grammar in all samples. And on post-test it degreased to four students.

Based on the result of the pre-rest analysis from the experiment class showed the highest score achieved by 10 students was 17 and the lowest was 13. From the result of the calculation statistics obtained mean (M) 302, median (Me) 300, modus (Mo) 300, and standard deviation (Sd) 27,669. While in the control class the highest score obtained was 17 and the lowest was 13. From the calculation of statistics obtained mean (M) 302, median (Me) 301, Modus (Mo) 300, and standard deviation (Sd) 27,669.

Furthermore in the result of the statistical analysis of post-test score in the experiment class respondent obtained the highest score 17 and the lowest 60.

Based on the calculation of the analysis obtained mean (M), median (Me), modus (Mo) and standard deviation (Sd). In the control class the highest post-test was 90 and lowest was 30. From the statistical analysis obtained mean (M), median (Me), modus (Mo) and standard deviation was.

The result of output of normality test could be seen that the value was good as sig.asymp is 0.200 more than 0.05 so based on the basic of decision making in Kolmogorov Smirnov's normality test, it could be known that the data is normally distributed.

The Anova table using test  $F_{\text{count}}$  value was 0.244 with a significant value of 0.938 from comparing  $F_{\text{count}}$  and  $F_{\text{table}}$ . The table showed that  $F_{\text{count}} < F_{\text{table}}$ . The  $F_{\text{count}}$  was 0.244 while the  $F_{\text{table}}$  was 2,664. The simple linear regression could be used in predicting the students writing skill by used scanning technique. If the sig value  $> 0.05$  it means the variable has a relationship. From the linearity test known the sig value deviation from linearity was  $0.938 > 0.05$ . It can be say that,  $H_0$  was unacceptable in the sense that there is improvement students writing skill by used scanning technique.

The *test table homogeneity of variance* showed significant of 0.718. The value sig  $> \alpha$  or  $0.718 > 0.05$ . The distribution of data was homogeneous. The data table of experiment class showed the regression equation model to scanning technique can improve student writing skill with highest improve was 84,4% and students writing skill improved.

While in the control class doesn't use scanning technique was also improved but not as much as in the experiment with used scanning technique. The presentation is 72.2% below the experiment class.

The calculation of regression coefficient in the experiment class was the  $T_{\text{count}}$  was 12,303 and the significant was 0.000. The  $T_{\text{table}}$  was 2,001 obtain by  $dk = N_x + N_y - 2 = 10 + 10 - 2 = 18$ . The result of comparison it turns out that  $T_{\text{count}}$  was more than  $T_{\text{table}}$  ( $12.303 > 2.001$ ) and the significant of 0.000 smaller than 0.05. That means  $H_0$  was rejected.  $H_a$  was accepted.

$H_0$ : there is no improvement student writing skill by use scanning technique.

$H_a$ : there is any improvement student writing skill by used scanning technique.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### ***I. Conclusion***

Based on the research finding above, the researcher concludes that "There is improvement student writing skill by used scanning technique in SMAN 1 MOMUNU". Where the improving as much 7%. the result of the data analysis shows the result of t-counted (4.745) and the significant value 0.01 The  $T_{table}$  value is 2.101 From the result of comparison it turns out that the value of  $T_{count}$  was more than  $T_{table}$  ( $4.745 > 2,101$ ) and the significant smaller than 0.05.

#### ***B. Suggestion***

1. The further researcher has to observe the students' difficulties in learning English before applying the technique at the school in order to help the students' in solving the problem.

2. The teacher has to know that clustering technique could be an alternative technique of the teaching learning process especially in recount text.
3. The teacher should provide learning experience to the students' by use clustering technique to increase their writing skills.
4. The students expected to apply this technique in the learning process especially on writing.

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"English Language Teaching" Prima Journal, Vol. 1, No. 2. 2020 e-ISSN: 2686-1526

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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**MASA PANDEMI COVID-19**  
**EXPERIMENT CLASS**

Satuan Pendidikan	: SMAN 1 MOMUNU
Kelas/ Semester	: XI IIS-2 / Genap
Tahun Pelajaran	: 2021 / 2022
Mata Pelajaran	: Bahasa Inggris

Alokasi Waktu : 40 menit

#### A. TUJUAN PEMBELAJARAN

1. Diharapkan siswa dapat mengetahui pengertian, struktur, tipe dari dari recount text
2. Diharapkan siswa dapat mengetahui definisi dari clustering technique.

#### B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	Guru mengucapkan salam kepada siswa Guru memperkenalkan diri dan mengingatkan siswa untuk tetap menjaga kesehatan selama pandemic covid-19 Guru mengajak siswa untuk berdoa Guru memeriksa daftar hadir siswa Guru mengali pengetahuan awal siswa terkait dengan materi Guru menyampaikan manfaat dari materi yang akan diajarkan	<b>10 menit</b>
<b>Inti</b>	Guru meberikan materi recount text Guru menjelaskan materi recount text (definisi, struktur, dan tipe) Guru menjelaskan tentang clustering technique Guru memberikan contoh dari clustering technique Guru menyiapkan pertanyaan yang sesuai dengan recount text Guru memberikan pekerjaan rumah untuk menuliskan cerita sesuai dengan recount text tanpa menggunakan clustering technique	<b>20 Menit</b>
<b>Penutup</b>	Guru memotivasi siswa untuk terus semangat belajar Guru menutup pembelajaran dengan berdoa kemudian salam	<b>10 Menit</b>

### RENCANA PELAKSANAAN PEMBELAJARAN MASA PANDEMI COVID-19 EXPERIMENT CLASS

Satuan Pendidikan : SMAN 1 MOMUNU

Kelas/ Semester : XI IIS-2 / Genap

Tahun Pelajaran : 2021 / 2022

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 40 menit

#### C. TUJUAN PEMBELAJARAN

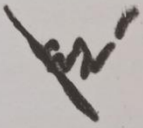
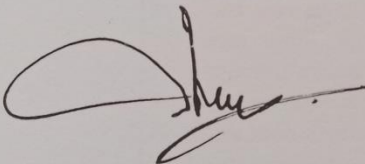
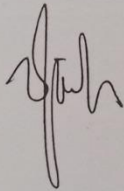
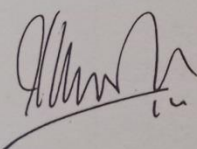
Diharapkan siswa dapat menuliskan recount text dengan menggunakan clustering technique

#### **D. KEGIATAN PEMBELAJARAN**

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	Guru mengucapkan salam kepada siswa dan mengingatkan siswa untuk tetap menjaga kesehatan selama pandemic covid-19 Guru mengajak siswa untuk berdoa Guru memeriksa daftar hadir siswa Guru mengali pengetahuan awal siswa terkait dengan materi Guru menyampaikan manfaat dari materi yang akan diajarkan	<b>10 menit</b>
<b>Inti</b>	Peserta didik menceritakan pengalaman pribadi mereka berdasarkan recount text pada pertemuan sebelumnya Guru memberikan dan menjelaskan materi recount text. Peserta didik diminta untuk membaca materi yang diberikan. Guru memberikan siswa pertanyaan dengan pertanyaan 5W+1H. contohnya. With whom he/she go to the vacation? Guru melakukan tanya jawab dengan siswa terkait dengan masalah yang dihadapi	<b>20 Menit</b>
<b>Penutup</b>	Guru memotivasi siswa untuk terus semangat belajar Guru menutup pembelajaran dengan berdoa kemudian salam	<b>10 Menit</b>

**MATRIX PERBAIKAN SEMINAR PROPOSAL/  
HASIL PENELITIAN/UJIAN TESIS**

Nama : MOH Hidayat  
 Nim : 17.116.0099  
 Judul Skripsi : The Use of Clustering Technique to Improve Students Writing Skill  
 in SMAN 1 MOMUNU  
 Tanggal Ujian : Jum'at, 25 Agustus 2023  
 Tanggal Revisi :

No.	DOSEN PENGUJI/PEMBIMBING	MATERI PERBAIKAN
1.	Fitriingsih, S.S., S.Pd., M.Hum  NIP. 19850622 201503 2 002	<ul style="list-style-type: none"> <li>• Cover</li> <li>• Abstract</li> <li>• Table of Content</li> <li>• Kti</li> <li>• Chapter III</li> </ul>
2.	Dr. Hj. Nur Asmawati, S.Ag., M.Hum  NIP. 19740726 200003 2 002	<ul style="list-style-type: none"> <li>• Statetment of the Skirpsi Authenticity</li> <li>• Abstract</li> <li>• Chapter V</li> <li>• Chapter III</li> </ul>
3.	Dzakiah, M.Pd  NIP. 199206292019032017	<ul style="list-style-type: none"> <li>• Title</li> <li>• Abstract</li> <li>• Aknowledgment</li> <li>• Operational Definition</li> <li>• Grammatical error P. 3, 11, 14, 15, 16, 35</li> <li>• Previous research P. 7</li> <li>• Population and sample P.15</li> <li>• RPP</li> </ul>
4.	Ma'rifah Nurmala, M,Pd  NIP. 1984092320190820001	<ul style="list-style-type: none"> <li>• Grammatical Errol p. 3, 14, 15, 16, 17, 23, 26, 36, 37, 40</li> <li>• Footnote P. 1</li> <li>• Aknowledgment</li> <li>• Rpp</li> <li>• scoring on Chapter III</li> <li>• technique of Data Analysis</li> <li>• Research Finding on Chapter IV P. 27, 30, 33.</li> </ul>

**PICTURE 1. With the Principal 01**



**PICTURE 2. With the Principal 02**



**PICTURE 3. With the Principal 03**



**PICTURE 4. With the Principal 04**





**PICTURE 5. With the Homeroom Teacher 01**



**PICTURE 6. With the Homeroom Teacher 02**



**PICTURE 7. With the English Teacher**



**PICTURE 8. The Learning Process 01**



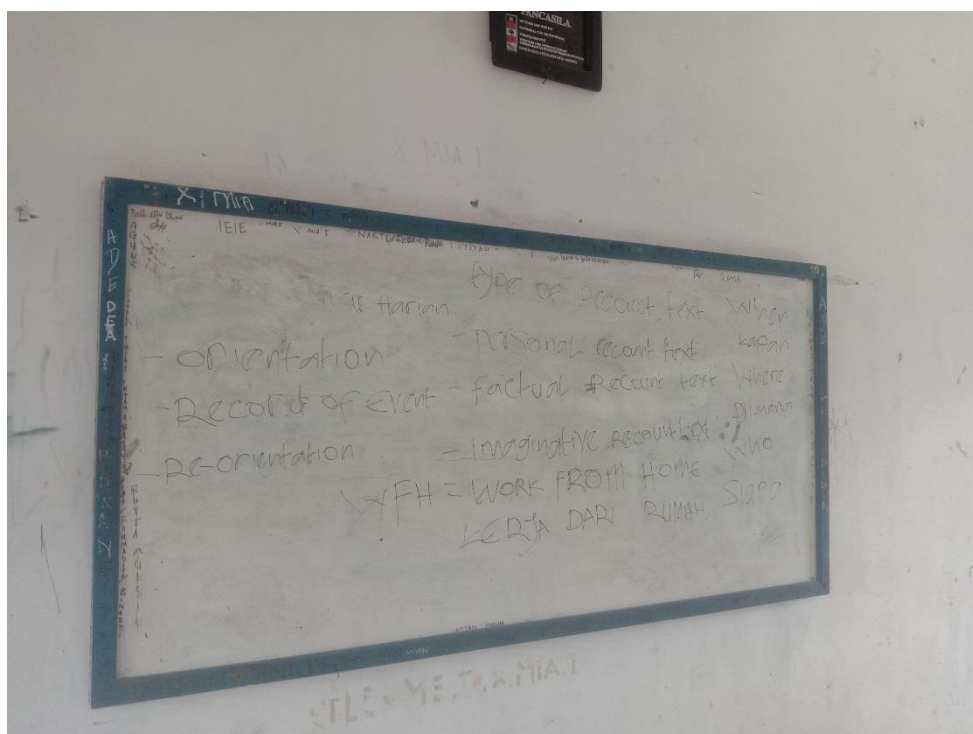
**PICTURE 9. The Learning Process 02**



**PICTURE 12. With the Students**



**PICTURE 13. The Material**



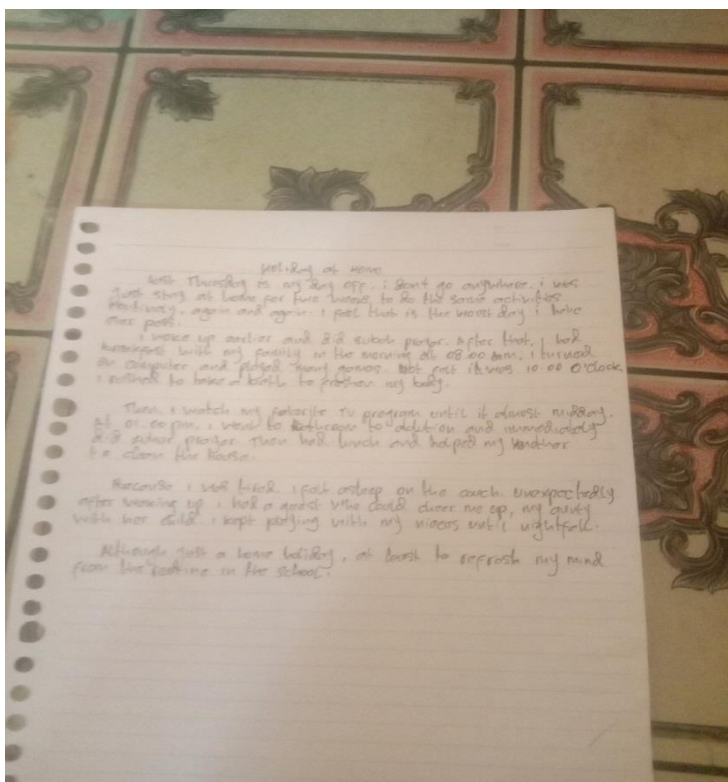


**PICTURE 10. Learning Process 03**

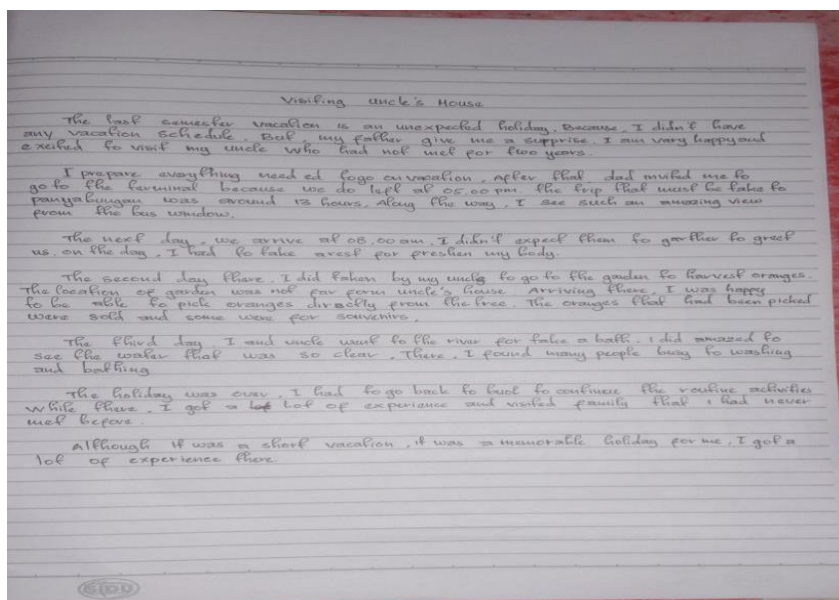


**PICTURE 11. Learning Process 04**

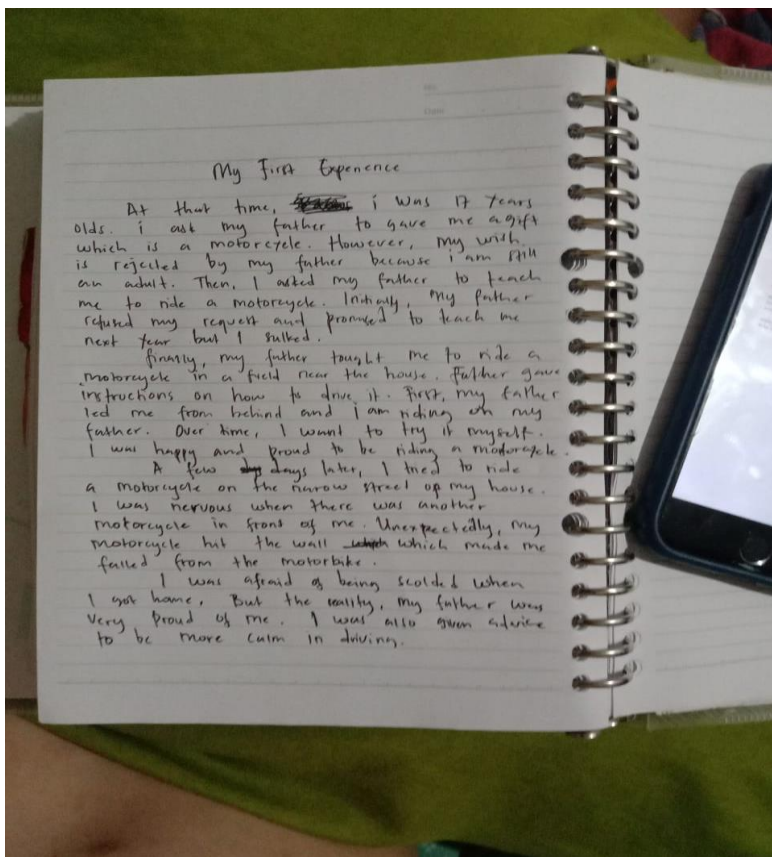




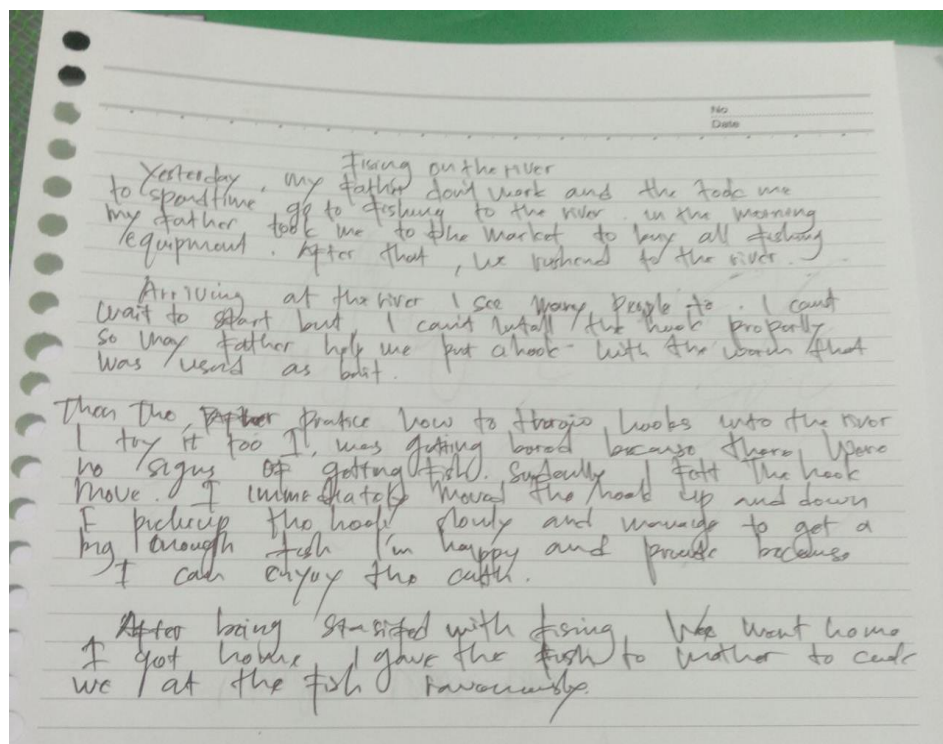
PICTURE 14. Pre-Test Student 01



PICTURE 15. Pre-Test Student 02



PICTURE 16. Pre-Test Student 03



PICTURE 16. Pre-Test Student 04

### Came Late to School

Last Wednesday, I am late for school. That's because I play online games until 3:00 am.

At 5:30 am, my mom try to wake me up. But, I ignored mother's words and continued to sleep again. Suddenly, I was jolted from my sleep and see it is after 06:30. Without thinking, I took a towel and immediately run towards the bathroom. I saw breakfast that had been served by my mother. But, I didn't have time to breakfast.

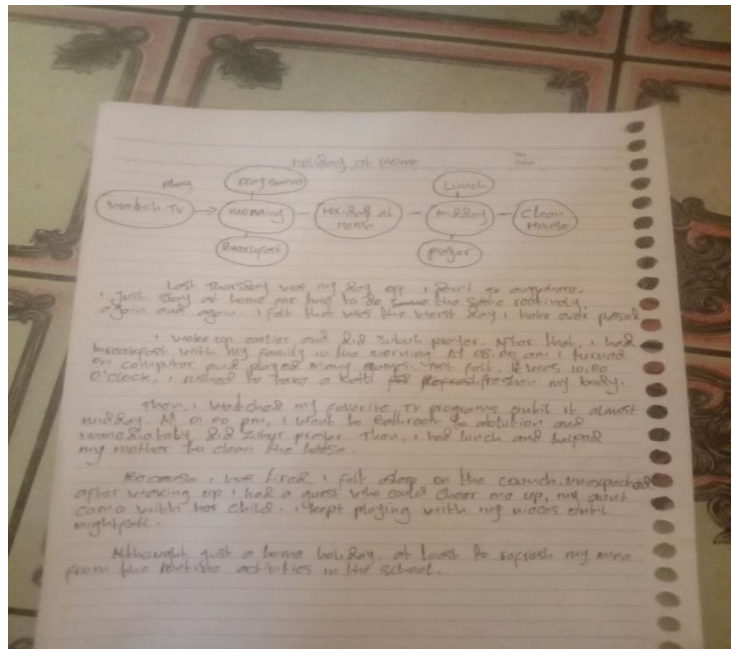
Usually, I go to school with my mother. But, mother had gone to the office before I wake up. Finally, I went to school by public transportation.

It showed at 06:49, the public transportation that I wanted arrived. The trip to school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time.

I arrived at school at 7:10. While the class starts at 07:00. I ran to the classroom, but the teacher didn't let me in because it was past schedule.

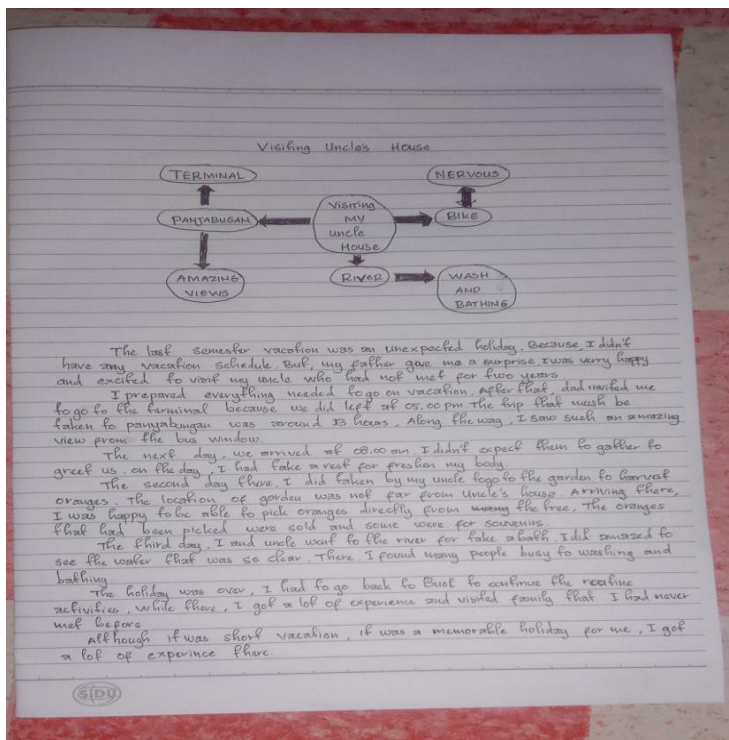
Finally, I had to stand outside the classroom and lost one lesson. I was embarrassed and promised not to repeat it again.

PICTURE 17. Pre-Test Student 05

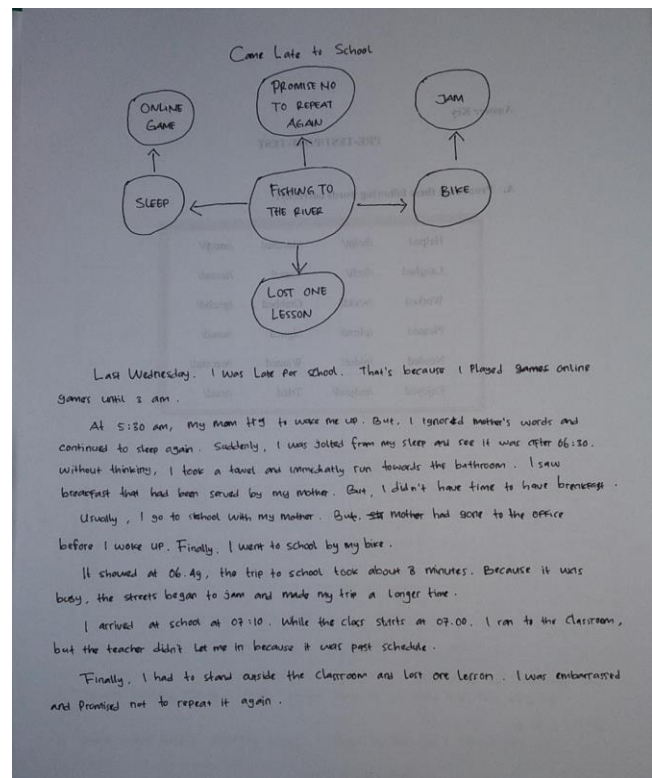


PICTURE 18. Post-Test Student 01





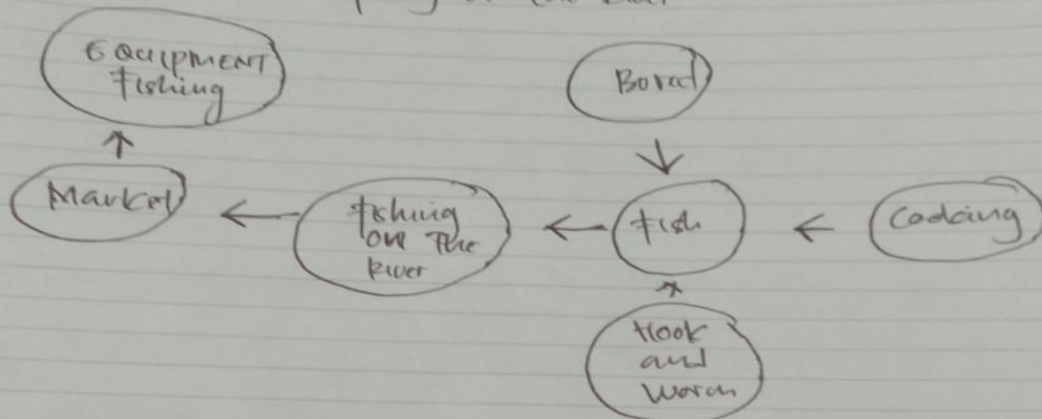
PICTURE 19. Post-Test Student 02



PICTURE 20. Post-Test Student 03



## Fishing on the river

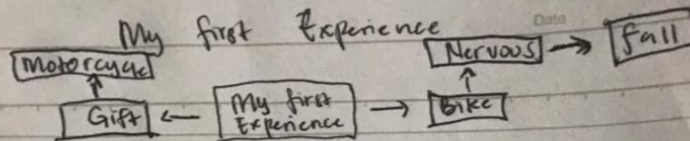


Yesterday, my father don't work and he took me to spend time going fishing on the river. In the morning, my father took me to the Market to buy all fishing Equipment. After that, we rushed to the river.

Arriving at the river, I see many people fishing too. I can't wait to start, but, I can't install the hook properly so my father help me put a hook with the worm that was used as bait.

Then, after practice he to throw hooks into river I try it too. I was getting bored because there were no signs of getting fish. Suddenly I felt the hook move. I immediately moved to the hook up and down. I picked up the hook slowly and managed to get a big enough fish. I'm happy and proud because I can enjoy the catch. After being started with fishing went home. When I got home I gave the fish to the mother to cook. We ate the fish happily.

PICTURE 21. Post-Test Student 04



At that time, I was 17 years ~~old~~ old. I asked my father to give me a gift which is a motorcycle. However, my wish was rejected by my father because I was still an adult. Then, I asked my father to teach me to ride a motorcycle. Initially, my father refused my request and promised to teach me next year, but I sulked.

Finally, my father taught me to ride a motorcycle in a field near the house. Father gave instructions on how to drive it. First, my father led me from behind and I am riding on my father. Over time, I want to try it myself. I was happy and proud to be riding a motorcycle.

A few days later, I tried to ride a motorcycle on the narrow street of my house. I was nervous when there was another motorcycle in front of me. Unexpectedly, my motorcycle hit the wall which made me fall from the motorbike.

I was afraid of being scolded when I got home. But the reality, my father was very proud of me. I was also given advice to be more calm in riding.

## CURICULUM VITAE

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### PERSONAL DETAIL



Name : Moh Hidayat  
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### Formal Education

2017 – 2023 : UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
2013 – 2016 : SMA NEGERI 1 MOMUNU  
2010 – 2013 : SMP NEGERI 2 BIAU  
2006 – 2010 : SD NEGERI 17 LIPUNOTO



PICTURE 22. Post-Test Student 05