



**THE EFFECT OF CLUSTERING TECHNIQUE ON STUDENT'S WRITING
SKILL IN RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH
SCHOOL**

A THESIS

Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan, as a partial

Fulfilment of The Requirement for S-1 Program (S.Pd)

By :

REYNALDA SAFIRA MARPAUNG

34.16.1.009

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

Reynalda Safira Marpaung. Registration Number: 0304161009. The Effect of Clustering Technique on Students Writing Skill in Recount Text at the Tenth Grade of SMA Negeri 1 Rantau Utara. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

Abstract

The objective of this study is to know the significant effect of Clustering Technique on students' writing skill in recount text at the tenth grade of Senior High School. This study used quantitative research with quasi-experimental design. It was conducted in tenth grade of SMA Negeri 1 Rantau Utara. The researcher took 72 students where 36 students for experimental class and 36 students for control class. In collecting the data, the researcher used test in essay test. The researcher used two test, pre-test was given before treatment and post-test was given after treatment in learning process. Then, the researcher analyzed the data by using statistical formulation and Microsoft Excel 2013 with 0,05 significance level. After analyzed the data, the researcher found that the value of $t_{observed}$ was higher than t_{table} . It can be seen from $t_{observed} (2,055) > t_{table} (1,6)$ at the significance level 0,05 and degree of freedom (df) = 70. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be conclude that Clustering Technique has significant effect on students' writing skills in recount text at tenth grade at SMA Negeri 1 Rantau Utara.

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This thesis entitled *The Effect of Clustering Technique on Students Writing Skills in Recount Text at SMA Negeri 1 Rantau Utara*. It will be created by me, to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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CHAPTER I

INTRODUCTION

This chapter will discuss about background of study, identification of study, formulation of study, objective of study and significance of study.

A. Background of Study

There are four language skills should be mastered by the students who are studying in English. One of them is writing. Writing is one of the skills in English and includes skills that enhance creativity. This means that writing is the result or product of receptive skills possessed by students. They learn how to speak and write by reading or listening to others. Actually, writing skills are the ability to go through the process of turning creative thinking into written communication. Based on this statement shows that writing can improve student's creativity and ways of thinking in writing. Writing can also be used as a tool to communicate with others.

Writing is the process of developing thoughts, ideas, and feelings into written form. Hyland supports that writing is a way of sharing personal meaning to develop their views on a topic in written form. This means that writing is one of the important skills that individuals must learn to develop ideas. Writing will make students learn all aspects of the language such as grammar and language aspects used in writing. In short, writing is a good way to develop abilities in students' English.¹

In fact, writing requires a different approach to the design of learning activities. Activities need to be functional requirements and embrace various stages observed in the writing process. They may focus on the prewriting / rehearsal / revision phase. To help

¹ Hayland, K.. *Second Language Writing*. New York: (Cambridge University Press 2006).

student-writers develop ideas, produce plans, serve initial stimuli to write and provide motivation, certain activities such as recommended below can help students write effectively.²

The fact that occurs is that students who are emphasized to be able to master properly in the ability of teachers. Writing skills are not easy for most students. This assumption occurs for several reasons. First, writing is a difficult skill where students have to develop their mind ideas in writing. In addition to students having problems in generating and organizing ideas, they also have to face problems in turning ideas into texts that can be read clearly by others. In addition, the skills involved in writing are very complex: students must pay attention to how to use correct pronunciation, spelling, choice of words and etc.³

In teaching teachers have an important role in accommodating students to have better creativity in writing English. According to Hamlin the techniques used by teachers in the class guide students who in turn build self-confidence and improve quality while developing students' writing and thinking abilities⁴.

Based on the 2013 curriculum, in class X in SMA Negeri 1 Rantau Utara Rantauapapat, students are able to produce a kind of text genre in writing. Recount text is one genre that is required for students to write well. This is a type of text that retells experiences or moments that have occurred in the past and are usually presented in the form of generic structures.

² Baroudy, I. "A Procedural Approach to Process Theory of Writing: Prewriting Techniques". *The International Journal of Language Society and Culture*, 2008, pp 24.

³ Roya.K..A Solution to the Dilemma of Writing in Foreign Language :*Adaptive Mentorship International Journal for Cross Dicipinary Subject in Education* . 2007 Vol (2).

⁴ Hamlin, C.. *Effective Teaching Strategy*. *Education Journal*. Retrieved on November,2007.

Writing recount text means that students can develop writing skills in the type of text / recount genre form. Recount text is one genre that tells about an event or event that has occurred or an event experienced the past and is one of the genres taught from several that already exist. Genre. Based on research, ideally students are able to make the recount form properly and correctly. Because writing that students write is an idea or ideas that they have experienced in their lives.

When researchers conducted observations at SMA Negeri 1 Rantau Utara about recount texts, many students had difficulty organizing recount text ideas. Based on observations in the field that students in writing are still low. The proof is when I made observations when the teacher gave an evaluation in writing the recount text the test results were poor. Their high marks are below 7,5. Based on the above problem, the researcher conducted an experimental study on the application of clustering techniques in teaching writing recount texts. Clustering techniques are not only teaching techniques, but are predicted to be able to motivate students to write creatively and effectively. This research is expected to be an alternative solution to improve students' writing skills.

So that the purpose of writing recount text is fulfilled or achieved effectively, students are given several guidelines and procedures that can help students in writing text in the form of recount text. However, the way the teacher provides guidelines and procedures does not always have success in teaching and learning to write recount text students have several problems in writing recount text. Many students do not understand how to start writing recount text when the stage where the writer starts writing is very important because it affects the next writing phase and students do not understand the parts contained in the recount text. In addition, when students start writing recount text is not easy because

students must express the beginning of the story then students must follow the procedures for writing recount text, so that the story is interesting for others to read.⁵

Some research is applied to answer the question why students still have difficulty writing recount text, students have been taught how to make good writing, especially recount texts. The method and technique of teaching English are thought to be one of the factors that mostly causes students difficulty in producing a recount text paragraph. The teacher generally asks students to write recount texts without giving them enough encouragement and techniques to develop students' mind ideas in writing recount texts. Considering this problem, there will be techniques that can effectively help students to develop good and effective recount text writing.

One technique that can be used in teaching writing specifically recounting text is to use clustering techniques that can be used during learning to write recount texts. With this technique in teaching recount text writing students can develop or issue ideas of creativity in writing recount text.

Clustering technique is considered as one of the effective techniques which can help students to develop and arrange their ideas until they can produce good writing from recount text as expected. Clustering technique is a kind of pre writing technique that can help students to express or explore their ideas related to topics in the recount text. In this technique, students are allowed to write many words related to topics that have already occurred. In this way it is assumed that it can help students to develop words into sentences that can be understood into paragraphs and in the form of recount text. In conclusion, the

⁵ Mark.A & Kathy. *Text Types in English Australia* : (Macmilan Education Australia Pty.Ltd. 2006)p.48.

clustering technique is claimed as an answer to the question in helping students to write paragraphs of recount text that are good and right.⁶

Based on the background description above, the researcher intends to conduct a research with the title **“THE EFFECT OF CLUSTERING TECHNIQUE ON STUDENTS WRITING SKILL IN RECOUNT TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL”**

B. Identification of Study

Based on the background of the research above, the researcher identified the problem of the study as follow:

1. The students are difficult to understand English Writing Recount Text.
2. The students do not know write the recount text.
3. The teachers are not using current technique and interest strategy in teaching learning so the learning process becomes monotonous.

C. Limitation of Study

This research is concerned on the effect of clustering technique on students' writing ability of recount text.

D. Formulation of Study

Based on the research problems above, the researcher formulated the problem into a research question as follow:

1. Is there any significant effect of using Clustering Technique on students' writing skill in recount text?.

⁶ Robbert.K.. *Motives for Writing Fifth Edition* , New York : (Mc Graw Hill Companies. Inc 2007)

E. Objective of Study

The objective of the research is

1. To find out whether clustering technique significantly effect student's writing skill in recount text.

F. Significance of Study

The researcher expected the result of this study can give significances as follow:

1. Theoretical Significance

Theoretically, the researcher expected the result of this study can provide useful information and extensive knowledge for the readers, specifically about the effect of Clustering Technique on students's writing skills.

2. Practical Significance

- a. For Students

The results of this study are expected to provide many benefits for students who contribute, especially for grade 1 students of SMA NEGERI 1 RANTAU UTARA Rantauprapat.

- b. For Teachers

Hopefully this research can foster insights for teachers in creating creative and effective teaching techniques so that students are interested in participating in learning. Furthermore, if the use of clustering techniques is effective in enriching students' writing in writing texts, especially in writing recount text, teachers can use this technique in their teaching and learning process so that the learning process is effective and efficient.

- c. Researchers

It is hoped that the results of this study can provide useful information and references for other researchers who wish to carry out further studies in the same field.

CHAPTER II

THEORETICAL FRAMEWORK

Here the researcher will discuss about theoretical framework, conceptual framework, relevant previous study, and hypothesis of this study.

A. Theoretical Framework

The theoretical framework aims to provide a clear and detailed picture in this study. This concept leads to a better taken analysis of variables, so the researcher tries to clarify clearly and in detail the terms used in this study so that there is no misunderstanding of the terms between the researcher and the reader about the topic.

A.1. Concept of Writing

A.1.1 Definition of Writing

Writing is a very important skill in student life and becomes a medium for students to express their feelings to others in expressing their ideas. Many experts have several definitions to explain clearly and in detail about the true meaning of writing. Furthermore, there are several mentions by experts regarding the meaning of the writings of the experts. First, according to Nunan, writing is a mental act that creates ideas, ideas, and expresses ideas into sentences and even paragraphs so that the reader's understanding is clear and detailed⁷. Second, Harmer stated that writing is an activity to help students solve problems with their thinking by focusing on using language and structures accurately and developing language into written form clearly⁸. Writing is known as one of the most important academic skills for

⁷ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill, 2008), p. 88.

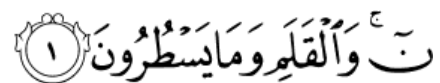
⁸ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Limited, 2006), p. 31.

students. The students need writing skills during their study as well as when they have.⁹ ge learning at school. Among four language skills which are listening, reading and speaking, writing is the most difficult language skill. However, most academic courses might use written tasks to assess students' work. It can be administered as a project with longer deadline for about one or two months or it can be administered as an exam which means it could be finished in shorter time for about an hour.¹⁰

With this statement, it can be concluded that writing is how students or someone can express their ideas of how to express their thoughts into text or paragraphs that can be read and understood using good and correct language.

According to Richards and Renandya, they also state that writing is a difficult skill because the writer not only expresses the meaning of his thoughts but also puts ideas on words and focuses on good and proper spelling, grammar, word selection, and so on¹¹. It expresses an idea of thought or information through organizing thoughts into a good and appropriate arrangement in writing a text.

Based on the statement above, the verses of Al-Quran that supported the above is (Al-Qalam:1):



⁹ Wenger, *Internasional Journal of Teaching Writing with a Collaborative Learning*.(2015), vol.5

¹⁰ Fitriyeni, *Internasional Journal Writing Ability*.(2020),vol.5

¹¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching on Anthology of Current Practice*, (New York: Cambridge University Press, 2008), p. 303.

Meaning : *Nun. By the Pen and by the (Record) which (men) write.*¹²

The above verse contains the write command using xper (pen). Writing is the essence of God. Writing has a good function as a tool to understand human interests in writing. If there is no writing, the knowledge will be lost, the religious route will be uncomfortable. Because writing contains an idea of thoughts, desires, and expressions that will be expressed when writing.

From several definitions of writing, it can be concluded that writing is a complex activity that involves the author's brain to exchange ideas by paying attention to various aspects of writing, such as content, structure, word choice, punctuation, and grammar in the form of appropriate writing.

Another verse that describes writing is Q.S Al-A'raf: 154

وَلَمَّا سَكَتَ عَن مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابِحَ وَفِي نُسُخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْتَهِبُونَ

Meaning: “ *And after Musa's anger subsided, he took (back) aluh-aluh (Torah); and in his writings there is guidance and compassion for those who fear their Lord.* ”¹³

Writing is a language expression in the form of letters, symbols, or words in written form. The main purpose of writing is communication to exchange ideas in written form. People have used many tools for writing including paints, pencils, pens,

¹² Basheer Ahmad Mohyidin, *Quran The Living Truth*, New Delhi: Continental Book Center, (2008), p. 1054.

¹³ Basheer Ahmad Mohyidin, *Quran The Living Truth*, New Delhi: Continental Book Center, (2008), p. 2054.

typewriters, and computers. Then writing can be formed on a cave wall, a sheet of paper, or a computer.¹⁴

As for the hadith which explains about writing (HR. At-Thabarani) :

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Meaning : “ Bind knowledge with writing”¹⁵

Implicitly, the message of the Messenger of Allah in the hadith is intended that writing is a medium of connecting to glue knowledge, so that you don't forget it quickly.

Without writing, we will not know and know the traces of a past civilization. Writing gives a hue and marker about the characteristics of a civilization.

Writing is a skill, like driving or word processing, that you can master with painstaking and thorough work. If you believe in this, you are ready to learn how to be a competent and appropriate writer¹⁶

A.1.2 Genre of Writing

The writing genre is a new approach in the teaching and learning process in writing a text by combining two things, namely the written product and the method or technique or strategy of how the product or writing is produced properly..

¹⁴ UtamiDewi, How to Write, Medan: La Tansa 2010 p. 2-3

¹⁵ H.R. At-Thabrani.2008

¹⁶ JhonLangan, English Skill with Readings, New york: McGraw-Hill Comparies, inc, 7th edition . 2007, p. 12

According to Dirgeyasa, there are some genre of text in writing, such as:

1. Descriptive text

Descriptive is text that describes or illustrates objects, people or ideas through their physical eyes or directly visible.

2. Recount text

Recount text is a text that retells or tells an event or experience in the past or an event that has passed

3. Narrative text

Narrative text is text that can entertain readers, and handle actual or representative experiences in different ways. Narratives deal with problematic events that lead to crises or turning points, which in turn become solutions. Narrative text is fictitious or not real.

4. Procedure text

Procedure text is text that discusses and explains how to make a job to be done. Procedure text is text designed to describe how something is achieved through a series of actions or steps.

5. Report text

Report text is text to describe the ways around our environment to be designed in text form. Usually tells of natural or unnatural phenomena or even social phenomena.

6. Explanation text

Explanation text is a text that describes a formation process in the text. This genre describes why an object exists as it is or to describe how an object works in its surroundings. The genre in this text, the writer in writing this text, is asked the reason why this event happened

7. Discussion text

Discussion text is a text that presents discourses that have a problematic impact. This issue will be discussed from different points of view and have many opinions.

8. Hortatory exposition text

Hortatory exposition is a type of English text that is included in the argumentation class. This text contains content about argumentation.

9. Analytical exposition text

Analytical exposure text is a text that describes the author's ideas about the phenomena that occur around him. This genre often involves writers comparing different viewpoints, analyzing arguments and concluding with exaggerated or conclusive arguments..

10. News item text

News items are texts that inform real events in everyday life and real in human life.

11. Spoof text

Spoof text is a text that tells a funny incident or event that has happened in the past.

12. Anecdote text

Anecdotes are texts that share stories of unusual or funny events, events or experiences with others.

13. Commentary text

Comments are texts that use analysis and interpretation to find patterns of meaning in events, trends or experiences, and ideas in written form.

14. Book review text

Book review is both a description and an evaluation of book. It should focus on the book's purpose, contents, and authority.

15. Critical review text

Critical review is a summary and evaluation of ideas and information in an article that is written in written form..¹⁷

A.1.3. Process of Writing

Process of writing is easy and effective. In the writing process, students can interact and reflect on their ideas in writing. The writing process is a teaching method that provides writing knowledge to students to try out the ideas they want to write and get feedback from the draft so that writing becomes a process of discovery in writing for students. With the writing process students can develop mastery in issuing students' ideas or ideas and develop

¹⁷ Wy.Dirgeyasa. Collage Academic Writing: A Genre-Based Perspective.(Medan: Unimed Press.2014). p.3

their ideas. The process writing approach tends to be framed in three stages of writing such as; prewriting, drafting, revising, and editing¹⁸.

a. Pre-writing

The first stage in the writing process called pre-writing is the point where we discover and explore our initial ideas about a subject in writing. In this process, before writing, someone who wants to write must have a topic that he wants to develop. As teachers, they need to stimulate students' creativity, make them think critically about how to approach a topic in writing. At this stage the most important thing is an idea or idea about the topic to be written, the flow of ideas..¹⁹

b. Drafting

The second step in the writing process is to write a draft, using the outline as a guideline for writing. In writing a draft, just write the ideas on paper according to the desired topic. You may see a lot of mistakes in rough drafts. This is normal and acceptable in the drafting process. In this process, it will be corrected before producing a written product.²⁰

c. Revising/Editing

1) Revising

The next stage is that revising in writing is a process. It's never perfect after the first try at writing. The best part about writing is that there is time to go back and revise and edit the post before submission. Revision is the first step before

¹⁸ *Ibid*,p.227

¹⁹ Oshima and Hague, *Writing Academic English* (3th),2008 p.16.

²⁰ Jerry G Gebhard,*Teaching English as a Foreign or Second Language*,2009 p.18.

completing the first draft in writing. It's best to spend some time between completing the first draft and going through the first written revision process.²¹.

2) Editing

Editing is the final stage in the writing process. Here students see the grammar and structure of the language used itself and do not care how well the language reflects their ideas. In this process the writer sees how the use of grammar, word choice, and word structure is used in writing. When there are no mistakes in grammar, punctuation, or spelling, readers will not think twice about the language used..²²

A.1.4 Purpose of Writing

According to Adam U Kempler, he said that the purpose of writing has many goals, including providing information, fixing, solving problems, managing, entertaining, articulating emotions, expressing imagination, developing ideas in thoughts written in written form.²³

Based on the description above, the researcher concluded that the purpose of writing is the author's efforts to express ideas or thoughts in order to convey information and text content in written form to the reader.

A.2 Recount Text

A.2.1 Definition of Recount Text

Recount text is text that retells what has happened in the past. The purpose of these stories is to tell a series or story of events and evaluate their significance in some way.

²¹ *Ibid*,p.19

²² Oshima and Hague, *Writing Academic English* (3th),2008 p.9

²³ Adam U. Kempler, *Adventures in Writing, An Introduction to the Writing Process with Reading*, Upper Saddle River: Prentice Hall, 2006 p.6.

It has an expression of attitudes and feelings, usually made by the writer about the event that happened. Recount text retells about past events and uses time adverbs, for example: when, one day, at a time, the last holiday, after, before, and others. It's easy to distinguish a recount text from other text stories. Usually in recount text, the subject is I, or the human name.²⁴

In the recount text is to tell others about something that has happened in someone's life, what someone is doing on the weekends. Maybe about interesting things that happened when someone vacationed last year. Talking or writing about past events is called recount text. In short in recount text is a piece of text that retells past events, usually in the order they are experienced. The purpose of the recount text is to give an audience a description of what happened and when it happened. Recount text is a text that retells events or experiences in the past, the social function is to retell events for the purpose of providing information and entertaining for readers. With simple words, recount text is a genre created in order to inform about past activities.²⁵

From the definitions above, the researcher can conclude that recount text is a way of retelling past events or describing a chronological sequence of deep experiences. Because this text tells of something that happened in the past, the form used in this text is the past form. Then the language used and its sequence become an important part of writing recounts for writers so that there are no misunderstandings between the writer and the reader.

A.2.2 Purpose of Recount Text

²⁴ Sri DewiAstuti, *Comparing and contrasting Descriptive and Report Text*, Bekasi: AdhiAksaraAbdi Indonesia,2007 p. 90

²⁵Pardiyono, *PatiBisa! Writing Clues For Better Writing Competence*, Yogyakarta: ANDI,2008p. 164

Purpose of the recount text is to retell the past experiences by the event counter in their original order and provide information about the activities the author experienced in the past. Another purpose of recount text is to inform or entertain readers or viewers in reading the writing. According to Artono Wrdiman, who states that the recount function is text to provide an overview to the audience about what happened and when it happened and to retell events with the aim of providing information and entertainment to readers.²⁶ From this meaning, it means that recount does not only retell activities that occurred in the past, but has a function to inform readers about some information that happened to the author in the past. For example, retelling facts about disasters such as in newspapers or magazines. Then the purpose of the recount text is also to entertain, meaning that the recount text is expected to entertain readers about the thought text he has written.

A.2.3. Types of Recount Text

Based on the purpose of the recount text, there are several types of recount text destinations: personal recount, factual recount, and imaginative recount.

a) Personal Recount

Personal recount is a retelling of events that have been experienced by the author himself before. The purpose of a personal recount is to inform, entertain the audience.

b) Factual Recalculation

Factual recalculation records the details of an event by reconstructing some factual information. The purpose of factual recalculation is to inform factually information or events.

²⁶ ArtonoWardiman, et al, *English in Focus for Grade VII Junior High School (SMPT/MTs)*, Jakarta: PusatPerbukuanDepartemenPendidikanNasional,2008 p. 124

c) Imaginative Recount

An imaginative recount that retells an imaginative story that the events in the story don't happen in real life. It also has an imaginary role and creates imaginary details by applying factual knowledge to interpret and tell events. Imaginative recounts are usually made for educational purposes.²⁷

A.2.4. Generic Structure of Recount Text

Personal stories usually retell experiences in which the author was personally involved in the content in the text of the retelling. It lists and describes past experiences by retelling the events. It presents events chronologically. The purpose of a personal recount text is to provide information, to entertain the audience (listener or reader), or both. Retelling text is one type of story genre, which tells someone's story about something, especially something that you have experienced. According to Rudi Hartono that "recount text is one type of genre, which contains retelling events with the aim to inform or entertain". The text consists of:

- Title (optimal)

This usually summarizes what follows and informs specific participants.

- Part I: Settings or Orientation

This provides background information. It answers the question: who, when, where, why, what experiences.

- Part II: List of events

- Part III: Reorientation

Optimal event closing / ending.

²⁷ M. Sudarwati, *Pathway To English for Senior High School and MA Grade X*, Jakarta: Erlangga, 2014 p. 199

A.2.5 Example of Recount Text

Best Day Ever in Jakarta

Orientation

On November my friend and I went to Jakarta. We want to watched iKON concerts in Jakarta .

Events

First, we meet Ega, Titin and Roma in the hotel. Then, we went too the venue of the concert and look around. After, that we had lunch together at the around the venue. The food was delicious. Before we went to hotel, we took some photogrphs with Ega, Titin and Roma. Then, in the night we enjoyed with the Ikon's concert until in the midnight with them.

Re Orientation

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jakarta again with them again. It was tiring we were very happy.

A.3 Clustering Technique.

A.3.1 Definiton of Technique

Technique is an implementation that occurs or is done in the classroom. It is like certain tricks, strategies, or discoveries used to achieve learning goals effectively.²⁸

Teaching technique is one important factors which influeme the students' writing ability²⁹. In general then, we can think of technique as a method or style of implementation systematic technological knowledge. This general definition of

²⁸ Jack C. Richard and Theodore S. Rodgers, *Approach and Language Teaching*, (New York: Cambridge University Press 2008), p. 15

²⁹ Ramadani. Saptania Ayu. (2013). Improving Students' Writing Ability In Writing Descriptive Text Through Field Trip At SMA N 1 Godeam . P 6

technique is includes cultural behaviors as well as as human interaction with tools and products associated with human arts, crafts, and skills.

Based on the statement above , the verses of Al-Quran that supported above (Q.S.Am-Nahl :125)

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ حَسَنٌ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ

ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِأُمَّةٍ

Meaning:” *Invite (muhammad) to the way of your love lord (i.e islam) with wisdom (i.e with the divine inspiration and the qur'an) and pair technique preaching and argue with the in way that is better, truly, your lord know best who has gone astray from hos path, and He is best aware of those who are guided (QS.An-nahal :125)*³⁰

From this verse, we have to imprpove ourselves with competencies skill, attitudes, with are derived from Allah SWT, so we can improve the quality of education with various way, such as development and improvement of curriculum, teacher staretegy ,technique of teach the learning, supporting books, and improvement of learning methods.

As for the hadith which describes techniques in learning is (HR. Imam Muslim) :

عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا بَعَثَ أَحَدًا مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرٍ قَالَ بَيِّنُوا

وَلَا تُنْفِرُوا وَيَسِّرُوا وَلَا تُعَسِّرُوا (رواه مسلم)

³⁰ Basheer Ahmad Mohyidin, *Quran The Living Truth*, New Delhi: Continental Book Center, (2008), p. 1154

Meaning: *“From Abu Burdah from Abu Musa, he said Rasulullah SAW when sending one of his companions in part of his commandment, Rasulullah SAW said to give them good news and don't make them run away and make it easy for people in religious matters and don't make it difficult for them (HR. Imam Muslim).*

The hadith above explains that the learning process must be made as easy as possible and at the same time fun so that students are not psychologically depressed and feel bored with the atmosphere in the classroom. With the selection of appropriate and appropriate techniques, the learning process will be easy and enjoyable for students. This easy and fun learning atmosphere will affect students' interest in learning to be actively involved in the learning process so that learning objectives can be maximally achieved.

A.3.2 Definition Clustering

One of the techniques used in writing is clustering of writing. There are many definitions of clustering put forward by experts. One of them, according to Karen Blanchard, and State of Root Christine defines clustering as a prewriting technique in another and effective way. It's a visual way of showing how your ideas relate using circles and lines. When you are a group, you draw a diagram of your ideas in writing.³¹

Santi V. Buscemi said that cluestring is a good and effective way to turn a broad and clear subject into one that is easier to organize for essays or short writing and is easy for readers to understand. Also called mapping and diagramming techniques, grouping is another effective way of gathering formations for a good and correct essay. To group ideas,

³¹ Karen.B & Christin.R. Ready to Write: *A First Composition Text 3ed.* Longan: (Pearson Education, Inc 2008.p.42

start with a blank sheet of paper. In the middle, we write and circle the words that reveal the broad subject that should be written. We think of ideas and details related to this subject. This technique will help students to compose or express their ideas before developing effective writing of recount text paragraphs³².

According to Thomas E. Tyner, clustering is a technique for developing an outline of a topic or idea by starting with a general idea or topic title and moving on to more specific details or becoming a subtopic. This is useful for seeing the relationship between details in structure, grammar in organizing information in an orderly manner, and in developing specific support for their main idea of writing recount text..³³

According to John Langan, "Clustering is also called diagrams, or mapping to write text, is another strategy that can be used to produce a written work on paper. This technique is very helpful for people who like to think critically. In clustering techniques, researchers can use lines, boxes, arrows, and circles to show the relationship between ideas and details that occur to them. This means that clustering is a technique that can help students narrow down subjects, especially students who have critical thinking..³⁴

The clustering technique is a technique or a way of developing ideas on paper before the writer starts writing a concept. In using the grouping technique, the writer draws a circle in the middle of the paper and then makes a line while the writer gets an idea. The writer can free the mind from the constraints of sentences and paragraphs to generate ideas. This is the advantage of using a written grouping technique where one can freely write down whatever idea comes to mind without fear of being wrong or worrying about whether or

³² Santi V. B, *A Reader for Developing Researchers*, New York: MacGraw-Hill Companies, Inc., 2008 p.14

³³ Thomas E. Tyner, *Writing Voyage, California: (Wadsworth, Inc. 2006)* p.176-17

³⁴ John.L ,*English Skills with Readings: Sixth Edition*, New York: (MacGraw-Hill Companies, Inc 2005). p.25

not it is appropriate. This is a type of pre writing technique that gives the writer more room to explore ideas.

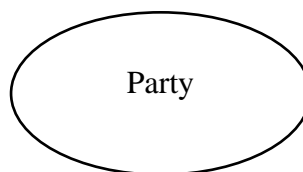
Based on the above definition, the researcher concludes that clustering is the creation of a critical thinking map that allows more creative thinking and can issue ideas in writing. Clustering will help students to associate ideas or write down the ideas they have in mind, and develop ideas into good paragraphs. Clustering can be useful for all types of writing. Researchers use it in the early stages of writing essays to find sub-topics in a topic to organize information. Grouping can be useful for all types of writing. Researchers use it in the early stages of essay planning to find sub-topics in a topic to compile written information. Researchers can use grouping techniques to plan short sections of essay writing

A.3.3 The Steps of Clustering Technique

Clustering is a way of generating and connecting ideas visually. I will use it in the early stages of planning essay in order to find subtopics in a topic or to organize information. Here are the steps of clustering³⁵.

- Take or put down a sheet of paper and write down your main topics you want or the ideas you have. As shown below.. :

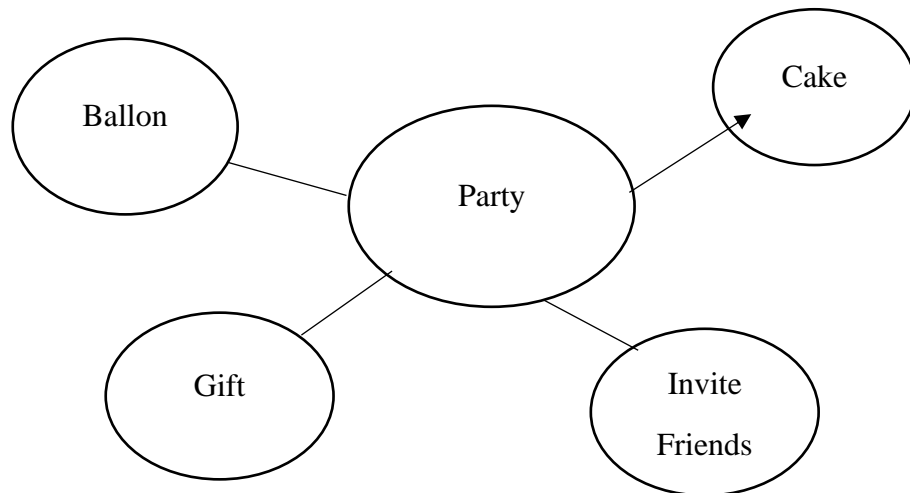
Figure 2.1 The Circle Main Topic (beginning stage)



³⁵ Barbara Fine Clouse, *A Troubleshooting Guides Strategies & Process for Writers*, New York: McGraw Hill, 4th Edition, 2006 p. 24-26

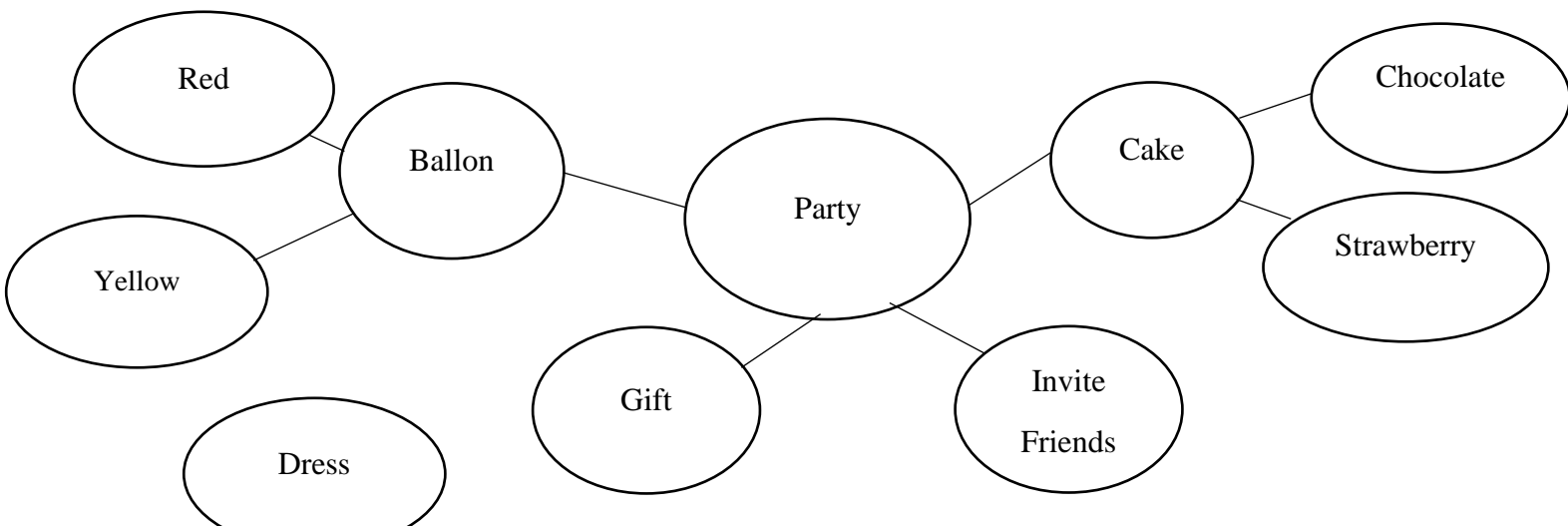
- Then start writing ideas related to the topic you want earlier around it, then circle it, and link it to the central circle. Write, then move to another place, write again, and move to another blank place and keep moving and writing. Like the picture below

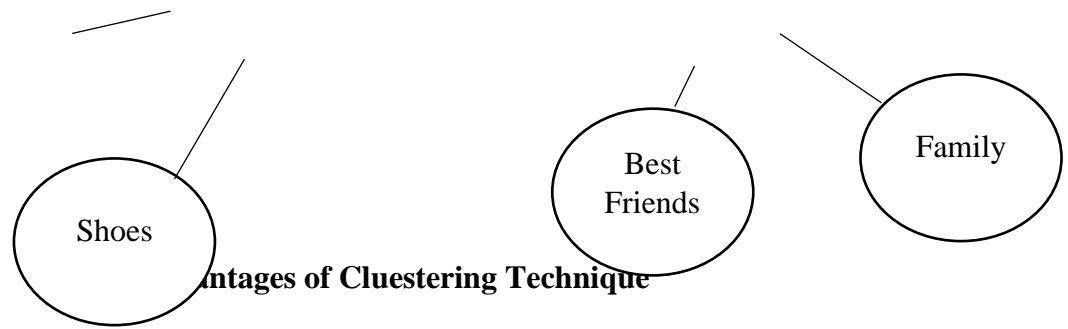
Figure 2.2 Grouping Idea (second stage)



- Then write down any ideas or ideas that you have previously, examples, facts, or other details related to each idea, and then combine them into a circle and give the appropriate arrows.
- Then ,repeat as you write and complete new words and phrases, drawing the line back to the last word, middle word, or other related words to make the perfect word.,.

Figure 2.3 Circles of the Ideas (third stage)





There are several advantages to using grouping techniques in writing. First of all, it has been suggested by Pica which defines the clustering technique as a technique that motivates and creatively and attracts students' interest so that they do not get bored in writing and can develop the author's thinking in writing text effectively.

According to Langan, grouping can generate ideas for important information that students have in mind. That is, this technique helps students to express as many ideas as they have in writing text. Then, organizing is important to organize all ideas into a good writing composition, so that the written product can make it easier for readers to understand it. Another opinion means that the clustering technique allows students to focus on their thinking as much as possible. Hence, it is also easier to adapt and understand for all ages of students than any other pre-writing stage of text writing.³⁶

A.3.5 Implementation Using Clustering Technique in Teaching Writing

Recount Text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. It is a way to think on

³⁶ *Ibid*, p.13

paper about how various ideas and details relate to one another. Here are the following steps in teaching writing recount using clustering technique:

Step 1 : The teacher explains clearly and in detail about the recount text, including the types of recounts, schematic structures, and linguistic features in the recount text.

Step 2 Then the teacher introduces the concept of clustering techniques to students clearly and in detail. Then tell them that the clustering technique will help them in producing a paper.

Step 3 : The teacher provides material to students for discussion and directs students to generate ideas for written work in the form of clustering techniques. Place the topic in the center and circle it or use other shapes to make it more interesting, and put keywords related to the topic using lines or arrows. Students do not need to worry about writing ideas, students are free to organize their ideas as long as they are related to the topic they want.

Step 4 : The teacher asks students to write the first draft based on the clustering technique sample design that has been made to find out that students have the convenience when starting to write using clustering techniques. Furthermore, the teacher also guides or assists students when they start writing the first draft of their writing.

Step 5 : After students are able to use clustering technique, ask them to make their own clustering and leads the students while they work to make clustering of the topic to make a personal recount text referred to their own experience. Students give an evaluation to check their ability in writing and to know their problems in writing.

A.3.6 The Application of Clustering Technique in Writing Recount Text.

This clustering technique is helpful for the writers who like to do their thinking on a critically way. In writing using the clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them.

To begin, take a new sheet of paper and write a common subject in the middle. Then circle the topic. Furthermore, the application of clustering in teaching begins with keywords in a topic or central idea placed in the middle of the page around which students take notes within minutes of all free associations that are triggered by the subject – using only short words. Unlike listings, words or phrases that are generated are placed on a page or board in a pattern formed from the connection of the writer seeing each new thought appear. Complete clusters can look like spokes on wheels or other connected line patterns, depending on how each association is drawn to interconnect. By asking students to share their cluster patterns with other students in the class, the teacher allows students to be exposed to various approaches to the subject matter, which in turn can produce material for writing.³⁷

³⁷ Donald Pharr, and Santi V. Buscemi, *Writing Today Brief Edition*, New York: McGraw-Hill Companies, Inc., 2008, p.34.

Figure 2.4. The Application of Clustering Technique

Setting/Orientation

Part I: Setting/Orientation



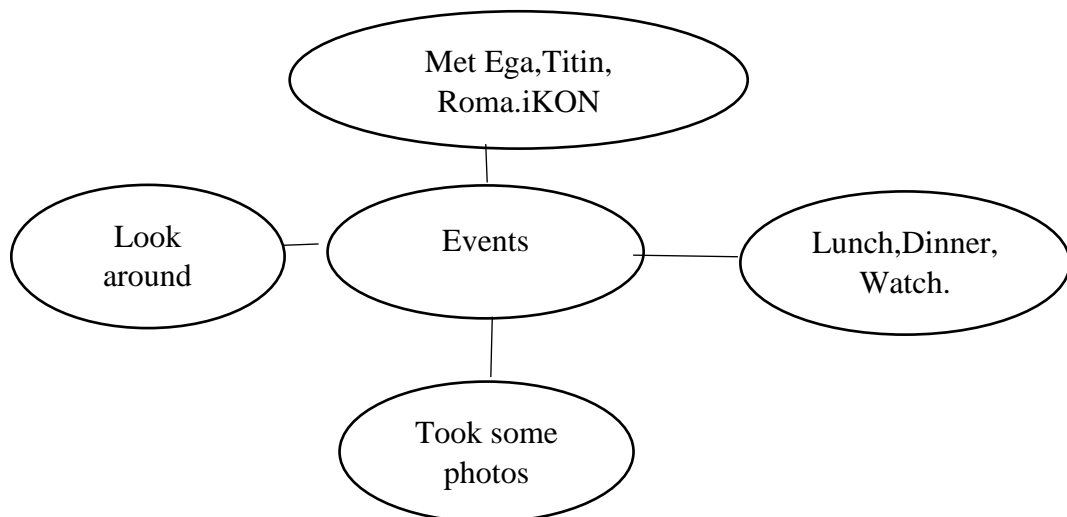
In the setting/orientation explains about who, where, and when.

Who : Tell about the actor or person in the story.

Where : Tell about the place of the story happen.

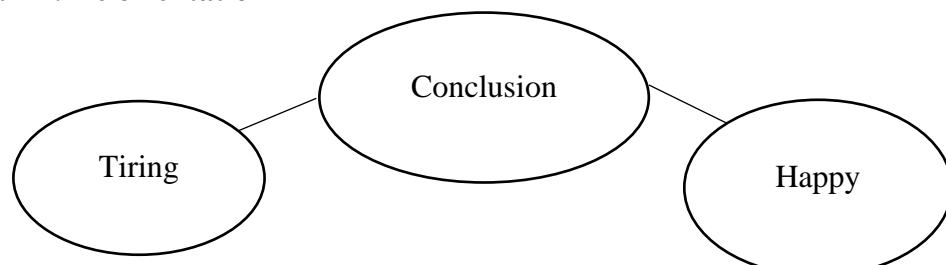
When : Tell about the time of the story happen.

Part II: List of Events



In the events explains about some of events that happen in the story.

Part III: Re orientation



In the Re- Orientation explains ending of the story. It can be happy ending or sad ending.

B. Relevant Previous Study

Before conducting the study, the writer review some related previous studies from the others writer . These previous studies give insight about the issues discussed in this study.

- 1) Meliya Adriati, has conducted research entitled "The Use of Clustering Techniques in Teaching Narrative Text Writing (Quasi-experimental research on class X students in a high school in Bandung). This study uses clustering techniques in writing narrative text. Thus, the specific objectives are to determine: (1) whether the use of clustering techniques is effective and efficient in learning to write narrative text, and (2) students' responses to this technique. The research method used in this research is quasi-experimental with the sample is sixty tenth grade students in a high school in Bandung. Based on data from the pre-test, post-test and interviews, clustering techniques are effective and efficient in increasing students' scores in writing narrative text. Also, students 'responses to this technique increase students' interest in writing narrative tech because grouping has several benefits although it has some disadvantages as well.
- 2) Novela Hayati had conducted a study entitle “The Use of Clustering Technique to Improve Students Achievement in Writing Recount Text (An Action

Research at teth grade of MAS PAB 1 SAMPALI MEDAN)³⁸In conducting this research, researchers used Classroom Action Research (CAR) as a research method. The results of this study indicate that the use of clustering techniques in descriptive writing learning can improve students' writing skills. Student responses indicate that they are interested in learning to write, especially in writing descriptive texts. The finding of this study is that the Clustering Technique can help students improve their writing skills effectively. By using this Grouping Technique, students' scores in writing continued to increase from the orientation test to the second cycle II test. This is evidenced by the data which shows that the mean score of students on the second test with a score of (81.72) is higher than the first test with a score of (68.96) and also higher than the orientation test with a score of (56.41).

- 3) Fikri Fauzi Alawi has conducted a research entitled "Improving Students' Ability in Writing Descriptive Text Using Clustering Techniques. This Classroom Action Research was conducted on VIII MTs in Darul Ma arif arif Cipete-Jakarta)". In conducting this study the researcher used the Action Research Classroom (PTK) as a research method. The results of this study indicate that the use of clustering techniques in descriptive writing learning can improve their writing skills, especially in writing descriptive texts. Student responses indicate that they are interested in learning to write, especially in writing descriptive texts because they find it easier to write using these techniques. In addition, student learning outcomes in the pre-test and post-test

³⁸Novela Hayati, *The Use of Clustering Technique to Improve Students Achievement in Writing Recount Text.*, Medan: Departement of English Education Faculty of Tarbiyah and Teacher Training The State Islamic University of North Sumatera, 2017.

showed a very significant improvement. The average student in the preliminary study with a value of 49.5%. In the first cycle, the average value was 64.8%. While the average score in cycle II was 74.3%. This means that there is an increase in the average score of students in the preliminary learning to the first cycle of 15.2 points or 30% and there is an increase in the average score of 24.7 points or 49.8% of the student's score in the preliminary learning to the second cycle. . From these results, the researchers concluded that teaching writing text, especially in descriptive writing, was done using clustering techniques in class VIII MTs. Darul Ma arif Jakarta can improve his writing skills effectively and efficiently.³⁹.

Nindy Fitrhiani has conducted research entitled "Using Clustering Techniques on Students' Writing Skills in Recount Texts. This research was conducted with Action Research research in Class X SMA Negeri 1. The results of this study indicate that the use of clustering techniques in learning to write text, especially in writing recount text, can improve students' writing skills. Student responses indicate that they are interested in learning to write text, especially writing recount text, because they find it easier to write using this technique. In addition, student learning outcomes in the pre-test and post-test showed a very significant improvement. The mean score of students in the preliminary study was 49.5%. In the first cycle, the average value was 60.8%. While the average score in cycle II with a value is 75.3%. This means that there is an increase in the average score of students in the preliminary learning to the first cycle of 15.2 points or 30% and there is an increase in the average score of 24.7 points or 49.8% of the student's score in the preliminary learning to the

³⁹ Fikri Fauzi Alawi, *Improving Students Ability in Writing Descriptive Text Using Clustering Technique*: Jakarta, English Education Study Program of Indonesia University of Education, 2011.

second cycle. . From the results of this study, the researcher concluded that learning to write recounts with clustering techniques in class X SMA Negeri 1 Gresik could improve their writing ability of recount text.

In addition, the material above is in the form of descriptive text, recount text, and narrative text. While this research is experimental research; This is done in learning to write with clustering techniques, the material is in the form of recount text.

The purpose of this study was to measure the effect of learning to write text on students, especially on recount text by using clustering techniques in learning to write recount text for class X students at SMA 1 Negeri Rantau Utara Rantauprapat

C. Conceptual Framework

Writing is considered difficult where students have to develop a full understanding of the writing process so that they can express themselves more confidently, effectively, and efficiently to make writing. Writing can develop students' creativity in making scientific work in the form of writing or text.

Recount text is telling what and where the story happened in past . The purpose of the story is to tell a series or story of events and evaluate their significance in some way. It has expressions of attitude and feeling, usually made by the writer about the events. Recount text is a text which retells events or experience in the past, the social function is to retell events for the purpose of informing and entertaining.

Clustering is one technique in pre-writing activities that enriches ideas before students begin writing. Clustering techniques direct students to make and think more creatively in writing. In using this technique, the writer can easily develop thought ideas

in writing text. Writing products can make it easier for readers to understand composition coherently.

This technique is also one of the student-centered learning applications because the students will be led to be more active than the teacher in writing recount text. The teacher can use technique in teaching writing recount text. One of them by using Clustering technique. In using this technique, making maps for critical thinking allows thinking more creatively and can put out ideas in writing. Clustering will help students to associate ideas or write down ideas that are in their minds, and to develop ideas into good paragraph unity to make a good recount text.

D. Hypothesis

The research hypothesis is formulated as follows:

H_a = "There is a significant effect of Clustering Technique on the students' ability in writing recount text"

H_0 = "There is no significant effect of Clustering Technique on the students' ability in writing recount text."

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents place and time of the students, research design, population and sample, data collection, data analysis and research procedures.

A. Location of Research

This research was conducted at class X of SMA Rantau Utara 1 Rantauprapat in 2019/2020 Academic Year. This school located in Jl. Mahoni Rantauprapat, Padang Matinggi, Rantau Utara, Rantauprapat, North Sumatera. The researcher chose SMA Rantau Utara 1 Rantauprapat the location of her study because :

1. The data which was needed in this research can be found in this school.
2. The number of students was sufficient to be a representative sample.
3. There was no same research conducted in the same school before and most of the first year student were still having a problem in writing especially in writing recount text.

B. Research Design

This research used quantitative method. In particular, a quasi-experimental design was used in this study. By using quantitative methods, the data uses a mathematical procedure called a statistical procedure that provides information to answer research questions or hypotheses.⁴⁰ Moreover, a quasi experimental design used to specify the possible cause and its effect between the independent variable and the dependent variable.⁴¹

⁴⁰ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Educational, Inc., 2012), p.15.

⁴¹ *Ibid*, p.295.

According to Creswell, the independent variable is a variable that affects or affects the dependent variable, so the dependent variable is a variable or characteristic that is influenced by the independent variable. In other words, this definition can be called the dependent variable and the independent variable affects each other..⁴² The independent variable is clustering technique and the dependent variable is students' ability in writing recount text. Pre-test and post-test were applied as design to a quasi-experimental design as shown in the table 3.1⁴³

Table 3.1
Design of Research

| CLASS | GROUP | STEP I | STEP II | STEP III |
|---------|--------------------|----------|--|-----------|
| X-IPA 1 | Experimental Group | Pre test | Treatment using by clustering technique | Post Test |
| X-IPA 2 | Control Group | Pre test | Treatment using by blank paper as worksheet students | Post Test |

C. Population and Sample

C. 1 Population

Population is all the subject subject of the research⁴⁴. Population is the whole subject consisting of humans, objects, animals, plants, symptoms or events that occur as a source. The population is formulated as all members of a

⁴² *Ibid*, p. 115-116.

⁴³ *Ibid*, p. 310.

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: (PT. Rineka Cipta, 2012)p. 108.

group of events or objects that have been clearly formulated or a larger group that becomes the target of generalization.⁴⁵ Population is a group of people where the researcher wants to draw conclusions after the research is carried out in the field. To identify the target population the researcher needs to set criteria to determine which cases are included and which are not included in the data.⁴⁶

The population of the research is the tenth grade at SMA 1 Rantau Utara Rantauprpat. The number of the population are 180 students that consist of the 5 classes.

TABLE 3.2
THE POPULATION OF THE STUDY

| NO. | Class | Number of students |
|--------------|----------|--------------------|
| 1. | X-IPA 1 | 36 |
| 2. | X- IPA 2 | 35 |
| 3. | X-IPA 3 | 36 |
| 4. | X-IPA 4 | 36 |
| 5. | X-IPA 5 | 36 |
| Total | | 180 |

C. 2 Sample

Sample is part of the number and characteristics possessed by the population. If the population is large and researchers may not learn everything there is in the population⁴⁷.

Sample is a part of total that have the population⁴⁸. In this chance, the researcher divided

⁴⁵ Hidayati Musstafidah, *Penelitian Kuantitatif*. Bandung: (Penerbit Alfabeta, 2012) p.33.

⁴⁶ Syaokani. 2018, *Metode Penelitian Pendidikan*. Medan : (Penerbit Perdana Mulya Sarana 2018) p.35

⁴⁷ Sugiono, *Metode Penelitian Pendidikan*. Bandung : (Penerbit Alfabeta 2018) p.117

⁴⁸ Sudjana, (1997). *Metode Statistika*. Bandung: Tarsito, p. 6.

the population into two classes by using cluster random sampling. In doing research, researcher got two classes as the sample. The sample take randomly by using lottery technique. It was done by writing each class on the slip of paper in the box. The box was shaken, and two slips of paper were taken. The result of sampling was two classes X-IPA 1 consisting of 36 students taught writing recount text by using clustering technique and X-IPA 2 consisting of 36 students taught writing recount text without using clustering technique. So total sample was 72 students.

Table 3.3

The Sample of the Study

| No | Population | Sample |
|--------------|-------------------|---------------|
| 1. | X-IPA 1 | 36 |
| 2. | X- IPA 2 | 36 |
| Total | | 72 |

D. Operational Definition

Writing is a skill in which a student or a writer can develop his ideas in writing, or write like word processing that you can master with hard work. If you want to write, it's that simple. If you believe in this, you are ready to learn how to be a competent writer.

Writing is a language expression in the form of letters, symbols or words. The main purpose of writing is communication or conveying information in written form. People have used many tools for writing including paints, pencils, pens, typewriters, and computers.

E. The Instrument for Collecting Data

To collect data in the field, students are given writing tests. The test was given to students in two groups, namely the experimental and control groups. They are pre-test and post-test. This test design is in the form of an essay. Students are instructed to write recount text according to the topic given by the researcher. Tests were given to both groups; experimental and control groups. Students' ability in learning to analyze recount text by collecting data in the test.

F. Technique for Data Collection

Data collection techniques are techniques or methods used by researchers to collect data in research. Data collection can be interpreted as a research activity to collect large amounts of data in the field where the data will be needed to answer questions and to test hypotheses. This research will use pre-test, treatment, and post test.

F.1 Pre Test

Pre-tests was given before treatment. The same pre-test was given to the experimental and control groups to investigate students' abilities in writing. Both the experimental and control groups were asked to write texts based on the given topic.

F.2 Treatment

The treatment was done after the pre-test in the experimental group, students were taught by used the clustering technique while the control group, the students were taught used blank paper as worksheet students. Both the experimental and control groups were faced with the same material.

F.3 Post Test

Post-test was given after treatment is complete. It aims to get the average score of the experimental group and the control group. This is applied to determine the effect of teaching presentations on both groups

G. Technique for Analyzing Data

Researchers used data through student tests to determine the results of students' writing skills by using clustering techniques which were applied in two classes, namely the experimental class and the control class. In the essay class, the clustering technique was used, then the control class without using the clustering technique in the control class. After all student scores have been obtained, the researcher then analyzes the prerequisite data: normality and homogeneity.

G.1 Normality Test

Before doing a hypothesis examination, it was done condition test that was the normality test and homogeneity test.

The data normality test used by Liliefors test with the following step :

- i. Perception x_1, x_2, \dots, x_n made permanent number z_1, z_2, \dots, z_n by formula $z_1 = \frac{x_1 - \bar{x}}{s}$ which mean $\bar{x} = \frac{\sum x_1}{n}$ and standard deviation $s^2 = \frac{\sum (x_1 - \bar{x})^2}{n}$
- ii. To every this permanent number and by using enlist of permanent normal distribution and then calculated the opportunity $F(z_i) = P(z \leq z_i)$
- iii. Here in after calculated a proportion z_1, z_2, \dots, z_n the smaller is equal to z_i
- iv. Count the difference $F(z_1) - s(z_2)$ and determine its absolute price.
- v. Take the biggest price among absolute price of the difference mention the price by L_0 .
If $L_0 < L$ obtained from critical value price test the Liliefors with real level $\alpha = 0,05$, hence distribution normal.

G.2 Homogeneity Test

To test whether variants of both homogenous sample used by two variants equality test, that is :

$$F = \frac{\text{The Biggest Variance}}{\text{The Smallest Variance}}$$

Here in after compared with the table F

Its criterion if $F_{\text{Calculating}} < F_{\text{table}}$ so both sample are homogenous.

H. Data Analysis

H.1 T-test

T-test is the statistical analysis to know the difference between two means.⁴⁹

After normality and homogeneity test as a requirement of t-test was complete, the researcher collected all the data in post-test from experiment and control class in order to know the significant effect of Clustering Technique on students' writing skill of recount text at teth grade of SMA Negeri 1 Rantau Utara in academic year 2019/2020.

The purpose of t-test is to know the hypothesis that will be accepted or even rejected.

The formula of t-test can be seen as below:⁵⁰

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n1} + \frac{S_2^2}{n2}}}$$

Where:

t = T-test

\bar{X}_1 = The average of the experimental class

\bar{X}_2 = The average of the control class

S_1^2 = Variant of the experimental class

S_2^2 = Variant of the control class

⁴⁹ Sri Wahyuni Saragih, (2017), Statistik Pendidikan, Medan: Fakultas Tarbiyah UINSU, P.80

⁵⁰ Santoso, (2018), *Statistika Hospitalis: Edisi Revisi*, Yogyakarta: Deepublish, P.95

n_1 = The sample of the experimental class

n_2 = The sample of the control class

I. Hypothesis

Hypothesis test is used to know the result of test observation about sample. The criteria of statistical hypothesis as follows:

- a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted.
- b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

As the researcher explained before, the hypothesis of this study is:

- a. Alternative Hypothesis (H_a): There is significant effect of using Clustering Technique on the students' writing skills of recount text at tenth grade of SMA Negeri 1 Rantau Utara.
- b. Null Hypothesis (H_0): There is no significant effect of effect of using Clustering Technique on the students' writing skills of recount text at tenth grade of SMA Negeri 1 Rantau Utara.

J. Scoring the Test

There are five scoring scales in scoring writing, such as: content, organization, vocabulary, language use and mechanics⁵¹.

The specific criteria are described as follows:

⁵¹ Hughes Arthur, *Testing for Language Teachers (Second Edition)*, Cambridge: Cambridge University Press, 2006.

Table 3.4**Analytical Scoring Rubric Adopted from Hughes Arthur**

| Component of Writing | Level | Criteria |
|-----------------------------|--------------|--|
| Content | 30-27 | Excellent , very good: Get acquainted with knowledge, substantive, thorough development of a thesis relevant to the topic |
| | 26-22 | Good to average: Some knowledge of subject, adequate range, limited knowledge of thesis, mostly relevant to the topic but deficiency detail. |
| | 21-17 | Fair to poor: Limited knowledge of an existing subject, little substance, is not sufficient to develop a suitable topic. |
| | 16-13 | Very poor: does not demonstrate knowledge of the subject or is incompatible with the existing subject, non-substantive, irrelevant, or insufficient to evaluate. |
| Organization | 20-18 | Excellent to very good: Smooth expression, clearly stated / supported ideas and details, concise, well-organized, logical sequence, cohesive and clear |
| | 17-14 | Good to average: Slightly choppy, loosely organized but the main idea should remain |

| | | |
|--------------|-------|---|
| | | prominent, limited support, logical order but not complete or clear. |
| | 13-10 | Fair to poor: Not smooth, ideas confused or interrupted, has no logical order and is not developed or unclear or detaileddeveloping |
| | 9-7 | Very poor: does not communicate, no organization, not enough to evaluate |
| Vocabulary | 20-18 | Excellent to very good: Sophisticated and modern coverage, effective and clear choice and use of words / idioms, mastery of word forms, precise and clear registers |
| | 17-14 | Good to average: Adequate range, errors in the choice of word forms / idioms that are rare or inaccurate, usage and meaning is confusing or unclear |
| | 13-10 | Fair to poor: Limited range, frequent errors of word/idiom form choice, usage but meaning bewildered or obscured |
| | 9-7 | Very poor: In essence, translation, taking less knowledge of English vocabulary, idioms, tenses, or not sufficient to evaluate |
| Language Use | 25-22 | Excellent to very good: Effective and clear multiplex construction, minimal agreement errors, tense forms, numbers, word / function sequences, articles, pronouns, |

| | | |
|-----------|-------|---|
| | | prepositions that exist [there is a written context |
| | 21-18 | Good to average: Effective and clear construction but with simple concepts, some misconceptions, word forms, numbers, word forms / functions, articles, pronouns, prepositions but the meaning is rarely obscured in the context of the writing |
| | 17-11 | Fair to poor: The main problem in simple / complex construction, frequent errors in negation, agreement, tension, numbers, word / function order, articles, pronouns, prepositions, a / or fragment, run-ons, deletions, which mean confusion or obscured in the context of the writing |
| | 10-5 | Very poor: There is almost no mastery of sentence construction rules, dominated by errors, not communicating or not sufficiently evaluating a writing. |
| | 5 | Excellent to very good: Show mastery of the conversation, a few spelling mistakes, punctuation, capitalization, paragraphs in the context of writing |
| Mechanics | 4 | Good to average: Some spelling mistakes, punctuation, capitalization, paragraphs, but |

| | | |
|--|---|--|
| | | the meaning is not obscured in the context of the writing |
| | 3 | Fair to poor: There are frequent misspellings, punctuation, capitalization, paragraphs, bad handwriting, meaning unclear or fuzzy writing. In this context there is often a wrong selection of spelling, punctuation, capitalization, paragraphs and etc in writing. |

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

In this research, the sample consist of two groups, namely control and experiment class. X IPA 1 as experimental class, meanwhile X IPA 2 as control class. All of students in each class got a pre-test and post-test to conduct the data. Pre-test was given before the learning process on August 18th, 2020. After that, the students in each class get a post-test was given after the learning process or after the treatment on August 20th, 2020. After conducting the data in research, the researcher collected the student score as the requirements to analyze the data. Before analyze the data, all of the scores in pre-test and post-test in each class was collected in the table.

A.1 The Data of Experiment Class

After collected the data by gave the pre-test and post-test in each class, the score was showed in table. The table below showed the score of pre-test and post-test in control class. Control class consist of 36 students and the score was found as below:

Table 4.1
Score of Experimental Class

| NO. | Initial | Pre Test | Post Test |
|------------|----------------|-----------------|------------------|
| 1. | AM | 70 | 80 |
| 2 | AZP | 75 | 82 |
| 3 | ASTH | 75 | 80 |
| 4. | ARN | 70 | 80 |

| | | | |
|-----|-------|----|-----|
| 5. | AFT | 70 | 83 |
| 6. | AHSP | 75 | 82 |
| 7. | AR | 75 | 80 |
| 8. | ANV | 70 | 83 |
| 9. | BSSD | 70 | 84 |
| 10. | CTS | 75 | 80 |
| 11. | CR | 75 | 80 |
| 12. | CN | 75 | 84 |
| 13. | DQS | 75 | 86 |
| 14. | DAHR | 75 | 85 |
| 15. | EMS | 75 | 84 |
| 16. | TIT | 75 | 86 |
| 17. | HCJG | 75 | 90 |
| 18. | I | 75 | 90 |
| 19. | I | 80 | 100 |
| 20. | JRP | 85 | 100 |
| 21. | JG | 80 | 84 |
| 22. | MRF | 85 | 95 |
| 23. | MAN | 80 | 96 |
| 24. | MHNI | 85 | 95 |
| 25. | MAI | 80 | 95 |
| 26. | MR | 80 | 98 |
| 27. | MTY | 80 | 95 |
| 28. | INTTH | 80 | 95 |

| | | | |
|-----|------------------------------|---------------|-------------|
| 29. | RAP | 80 | 90 |
| 30. | RA | 80 | 100 |
| 31. | SAK | 80 | 98 |
| 32. | SAYS | 80 | 90 |
| 33. | SM | 80 | 90 |
| 34. | TR | 85 | 100 |
| 35. | WP | 75 | 100 |
| 36. | ZSA | 90 | 100 |
| | Σ | 2790 | 3234 |
| | Mean | 77,5 | 89,8 |
| | Standart Deviation(S) | 4,8 | 7,2 |
| | Variants | 23,571 | 52,6 |

Based on the table above, the scores of students in the experimental class who got the lowest pre-test scores were obtained by 5 students with a score of 70. At a score of 75 it was found that there were 15 students. Then there were 12 students who scored 80. And at the value of 85 obtained 3 students. Then for the highest pre-test score of 90 was obtained 1 student and the highest pre-test score was 90. The total number of pre-tests in the experimental class was 2790 and the average was 77.5.

While the lowest score of the post-test was 80 obtained by 6 students, then the score of 82 was obtained by 2 students, the value of 83 was obtained by 2 students, then the value of 84 was obtained by 4 students, the value of 85 was obtained by 1 student, the score of 86 was obtained by 2 students, then the value of 90 was obtained by 5 students, then the value of 95 was obtained by 5 students, the value of 96 was obtained by 1 student and the value of 98 was

obtained by 2 students and the highest score was 100 obtained by the 6 students. on the post-test the total number was 3234 and the mean was 89.8.

A.2 The Data of Control Class

After collected the data by gave the pre-test and post-test in each class, the score was showed in table. The table below showed the score of pre-test and post-test in control class. Control class consist of 36 students and the score was found as below:

Table 4.2
Score of Control Class

| NO | Initial | Pre Test | Post Test |
|-----------|----------------|-----------------|------------------|
| 1. | JN | 70 | 75 |
| 2. | NA | 73 | 75 |
| 3. | AK | 74 | 82 |
| 4. | VAS | 73 | 75 |
| 5. | SCA | 70 | 75 |
| 6. | SN | 75 | 80 |
| 7. | VPP | 74 | 75 |
| 8. | ISH | 73 | 75 |
| 9. | IES | 73 | 75 |
| 10. | RAS | 75 | 83 |
| 11. | AF | 70 | 85 |
| 12. | AS | 70 | 84 |
| 13. | WIL | 70 | 84 |
| 14. | NA | 70 | 86 |

| | | | |
|-----|-------------|--------------|-------------|
| 15. | MN | 75 | 84 |
| 16. | DA | 75 | 86 |
| 17. | CAP | 70 | 90 |
| 18. | NH | 75 | 92 |
| 19. | NW | 70 | 90 |
| 20. | LA | 75 | 90 |
| 21. | R | 77 | 90 |
| 22. | MA | 78 | 87 |
| 23. | R | 77 | 90 |
| 24. | AZ | 78 | 90 |
| 25. | NT | 77 | 96 |
| 26. | N | 85 | 95 |
| 27. | GR | 79 | 95 |
| 28. | MA | 79 | 95 |
| 29. | AFA | 85 | 95 |
| 30. | AS | 90 | 95 |
| 31. | AK | 85 | 94 |
| 32. | NA | 85 | 94 |
| 33. | MS | 79 | 96 |
| 34. | N | 85 | 98 |
| 35. | DA | 79 | 98 |
| 36. | DY | 79 | 95 |
| | Σ | 2753 | 3101 |
| | Mean | 76,47 | 86,1 |

| | | | |
|--|-------------------------------|----------------|--------------|
| | Standart Deviation (S) | 5,3 | 8,0 |
| | Variant | 29,1992 | 64,23 |

Based on the table above, the scores of students in the control class who got the lowest pre-test scores were obtained by 8 students with a score of 70. At a score of 73 it was found that there were 4 students. Then there were 2 students who scored 74. And the value of 75 is obtained 5 students. For the value of 75 obtained by 5 students, the value of 77 was obtained by 3 students and the value of 78 was obtained by 1 student. Then 78 was obtained 1 student, the value of 79 was obtained by 5 students, the value of 85 was obtained by 6 students Then for the highest pre-test score of 90 was obtained 1 student and The highest pre-test score was 90. The total number of pre-tests in the experimental class was 2753 and the mean was 76.47.

While the lowest score of the post-test was 75 obtained by 7 students, then the value of 80 was obtained by 1 student, the value of 82 was obtained by 1 student, then the value of 84 was obtained by 3 students, the score of 86 was obtained by 2 students, the value of 87 was obtained by 1 student Then the value of 90 was obtained by 6 students, then the score of 92 was obtained by 1 student, the value of 95 was obtained by 6 students and the value of 94 was obtained by 2 students, the value of 96 was obtained by 1 student and the highest score was 98 obtained by 2 students. on the post-test the total number was 3101 and the mean was 86.1.

B. Data Analysis

As the researcher said in the previous chapter, there were several parts of data analysis to know the significant of giving treatment in this research. The first step to analyze the data was called as data analysis. Data analysis consist of normality and

homogeneity test. After that, the second step was called as t-test to count the significant of data. And the last part called as hypothesis test. In this step, the researcher got the result and made a conclusion by using statistical hypothesis.

B.1 Normality Test

In this research, normality test was checked by using statistical form of Liliefors test and it was supported with Microsoft Excel 2013 to calculated the score. Normality test is one of requirement besides of homogeneity test in preliminary analysis step for t-test and hypothesis test. The purpose of used normality test is to know whether all of the data are normally distributed or not. The result of normality test was showed as below:

Table 4.3
Normality Test of Pre-Test in Experimental Class

| NO. | X_i | Z_i | $F(Z_i)$ | $S(Z_i)$ | $F(Z_i)-S(Z_i)$ | $ F(Z_i)- S(Z_i) $ |
|-----|-----------|--------------|-------------|-------------|------------------|--------------------|
| 1. | 70 | -1,5625 | 0,059085123 | 0,027777778 | 0,031307345 | 0,031307345 |
| 2. | 70 | -1,5625 | 0,059085123 | 0,055555556 | 0,003529567 | 0,003529567 |
| 3. | 70 | -1,5625 | 0,059085123 | 0,083333333 | -0,02424821 | 0,02424821 |
| 4. | 70 | -1,5625 | 0,059085123 | 0,111111111 | - 0,052025988 | 0,052025988 |
| 5. | 70 | -1,5625 | 0,059085123 | 0,138888889 | - 0,079803766 | 0,079803766 |
| 6. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 7. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 8. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 9. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 10. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 11. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 12. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 13. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 14. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 15. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 16. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 17. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 18. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |

| | | | | | | |
|-----|-----------|--------------|--------------------------|--------------|------------------|-------------|
| 19. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 20. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 21. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 22. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 23. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 24. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 25. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 26. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 27. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 28. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 29. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 30. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 31. | 80 | 0,520833333 | 0,69875856 | 0,555555556 | 0,143203004 | 0,143203004 |
| 32. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 33. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 34. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 35. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 36. | 90 | 2,604166667 | 0,995395102 | 1 | - 0,004604898 | 0,004604898 |
| | | | L_o | 0,143 | | |
| | | | L_{tabel} | 0,145 | | |

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above, $L_{hitung} = 0.143$ After knowing L_{hitung} , it is consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ from the list of critical value of Liliefors table (L_t) = 0,145 (See in appendix 5) .Thus it can be concluded that $L_{hitung} < L_{tabel}$, namely = $0.143 < 0.145$. Therefore, the pretest data before using clustering techniques is normally distributed. Obtained the value of L_{hitung} which is taken from the value of L which is the largest among the differences, so that from the table above, $L_{hitung} = 0.143$ After knowing L_{hitung} , then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ obtained $L_{tabel} = 0.145$. Thus it can be concluded that $L_{hitung} < L_{tabel}$, namely = $0.143 < 0.145$..It can be concluded that the X IPA-1 as experiment class pretest data is **normal**.

Table 4.4
Normality Test of Pre-Test in Control Class

| NO. | X_i | Z_i | $F(Z_i)$ | $S(Z_i)$ | $F(Z_i)-S(Z_i)$ | $ F(Z_i)- S(Z_i) $ |
|-----|-----------|--------------|-------------|-------------|-----------------|--------------------|
| 1. | 70 | -1,5625 | 0,059085123 | 0,027777778 | 0,031307345 | 0,031307345 |
| 2. | 70 | -1,5625 | 0,059085123 | 0,055555556 | 0,003529567 | 0,003529567 |
| 3. | 70 | -1,5625 | 0,059085123 | 0,083333333 | -0,02424821 | 0,02424821 |
| 4. | 70 | -1,5625 | 0,059085123 | 0,111111111 | -0,052025988 | 0,052025988 |
| 5. | 70 | -1,5625 | 0,059085123 | 0,138888889 | -0,079803766 | 0,079803766 |
| 6. | 70 | -1,5625 | 0,059085123 | 0,194444444 | -0,135359322 | 0,135359322 |
| 7. | 70 | -1,5625 | 0,059085123 | 0,194444444 | -0,135359322 | 0,135359322 |
| 8. | 70 | -1,5625 | 0,059085123 | 0,194444444 | -0,135359322 | 0,135359322 |
| 9. | 73 | -0,9375 | 0,174250712 | 0,194444444 | -0,020193733 | 0,020193733 |
| 10. | 73 | -0,9375 | 0,174250712 | 0,194444444 | -0,020193733 | 0,020193733 |
| 11. | 73 | -0,9375 | 0,174250712 | 0,194444444 | -0,020193733 | 0,020193733 |
| 12. | 74 | -0,729166667 | 0,232949859 | 0,194444444 | 0,038505415 | 0,038505415 |
| 13. | 74 | -0,729166667 | 0,232949859 | 0,194444444 | 0,038505415 | 0,038505415 |
| 14. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 15. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 16. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 17. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 18. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 19. | 75 | -0,520833333 | 0,30124144 | 0,194444444 | 0,106796996 | 0,106796996 |
| 20. | 77 | -0,104166667 | 0,458518543 | 0,555555556 | -0,097037012 | 0,097037012 |
| 21. | 77 | -0,104166667 | 0,458518543 | 0,555555556 | -0,097037012 | 0,097037012 |
| 22. | 77 | -0,104166667 | 0,458518543 | 0,555555556 | -0,097037012 | 0,097037012 |
| 23. | 78 | 0,104166667 | 0,541481457 | 0,555555556 | -0,014074099 | 0,014074099 |
| 24. | 78 | 0,104166667 | 0,541481457 | 0,555555556 | -0,014074099 | 0,014074099 |
| 25. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 26. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 27. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 28. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 29. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 30. | 79 | 0,3125 | 0,622669718 | 0,555555556 | 0,067114163 | 0,067114163 |
| 31. | 85 | 1,5625 | 0,940914877 | 0,555555556 | 0,385359322 | 0,385359322 |
| 32. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 33. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 34. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 35. | 85 | 1,5625 | 0,940914877 | 0,888888889 | 0,052025988 | 0,052025988 |
| 36. | 90 | 2,604166667 | 0,995395102 | 1 | -0,004604898 | 0,004604898 |

| | | | | |
|--|--------------------------|--------------|--|--|
| | L₀ | 0,106 | | |
| | L_{table} | 0,145 | | |

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above, Lhitung = 0.106 After knowing Lhitung, it is consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ from the list of critical value of Liliefors table (L_t) = 0,145 (See in appendix 5) .Thus it can be concluded that $L_{hitung} < L_{table}$, namely = 0.106 < 0.145. Therefore, the pretest data before using clustering techniques is normally distributed. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, Lhitung = 0.106 After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ obtained $L_{table} = 0.145$. Thus it can be concluded that $L_{hitung} < L_{table}$, namely = 0.106 < 0.145. It can be concluded that the X IPA-2 as control class pretest data is **normal**.

¶ **Tabel 4.5**

Normality Test of Post Test in Experiment Class

| NO | X | X | z | Fz | Sz | F(Zi)-S(Zi) | F(Zi)-S(Zi) |
|----|----|--------|--------|-------|-------|-------------|-------------|
| 1 | 80 | -9,833 | -1,356 | 0,088 | 0,028 | 0,060 | 0,060 |
| 2 | 80 | -9,833 | -1,356 | 0,088 | 0,056 | 0,032 | 0,032 |
| 3 | 80 | -9,833 | -1,356 | 0,088 | 0,083 | 0,004 | 0,004 |
| 4 | 80 | -9,833 | -1,356 | 0,088 | 0,111 | -0,024 | 0,024 |
| 5 | 80 | -9,833 | -1,356 | 0,088 | 0,139 | -0,051 | 0,051 |
| 6 | 80 | -9,833 | -1,356 | 0,088 | 0,167 | -0,079 | 0,079 |
| 7 | 82 | -7,833 | -1,080 | 0,140 | 0,194 | -0,054 | 0,054 |
| 8 | 82 | -7,833 | -1,080 | 0,140 | 0,222 | -0,082 | 0,082 |
| 9 | 83 | -6,833 | -0,942 | 0,173 | 0,250 | -0,077 | 0,077 |
| 10 | 83 | -6,833 | -0,942 | 0,173 | 0,278 | -0,105 | 0,105 |
| 11 | 84 | -5,833 | -0,804 | 0,211 | 0,306 | -0,095 | 0,095 |
| 12 | 84 | -5,833 | -0,804 | 0,211 | 0,333 | -0,123 | 0,123 |

| | | | | | | | |
|----|-----|--------|--------------------|-------|-------|--------|-------|
| 13 | 89 | -0,833 | -0,115 | 0,454 | 0,361 | 0,093 | 0,093 |
| 14 | 85 | -4,833 | -0,666 | 0,253 | 0,389 | -0,136 | 0,136 |
| 15 | 86 | -3,833 | -0,529 | 0,299 | 0,417 | -0,118 | 0,118 |
| 16 | 89 | -0,833 | -0,115 | 0,454 | 0,444 | 0,010 | 0,010 |
| 17 | 90 | 0,167 | 0,023 | 0,509 | 0,472 | 0,037 | 0,037 |
| 18 | 89 | -0,833 | -0,115 | 0,454 | 0,500 | -0,046 | 0,046 |
| 19 | 88 | -1,833 | -0,253 | 0,400 | 0,528 | -0,128 | 0,128 |
| 20 | 90 | 0,167 | 0,023 | 0,509 | 0,556 | -0,046 | 0,046 |
| 21 | 94 | 4,167 | 0,575 | 0,717 | 0,583 | 0,134 | 0,134 |
| 22 | 90 | 0,167 | 0,023 | 0,509 | 0,611 | -0,102 | 0,102 |
| 23 | 95 | 5,167 | 0,712 | 0,762 | 0,639 | 0,123 | 0,123 |
| 24 | 95 | 5,167 | 0,712 | 0,762 | 0,667 | 0,095 | 0,095 |
| 25 | 94 | 4,167 | 0,575 | 0,717 | 0,694 | 0,023 | 0,023 |
| 26 | 95 | 5,167 | 0,712 | 0,762 | 0,722 | 0,040 | 0,040 |
| 27 | 95 | 5,167 | 0,712 | 0,762 | 0,750 | 0,012 | 0,012 |
| 28 | 96 | 6,167 | 0,850 | 0,802 | 0,778 | 0,025 | 0,025 |
| 29 | 98 | 8,167 | 1,126 | 0,870 | 0,806 | 0,064 | 0,064 |
| 30 | 98 | 8,167 | 1,126 | 0,870 | 0,833 | 0,037 | 0,037 |
| 31 | 100 | 10,167 | 1,402 | 0,920 | 0,861 | 0,058 | 0,058 |
| 32 | 100 | 10,167 | 1,402 | 0,920 | 0,889 | 0,031 | 0,031 |
| 33 | 100 | 10,167 | 1,402 | 0,920 | 0,917 | 0,003 | 0,003 |
| 34 | 100 | 10,167 | 1,402 | 0,920 | 0,944 | -0,025 | 0,025 |
| 35 | 100 | 10,167 | 1,402 | 0,920 | 0,972 | -0,053 | 0,053 |
| 36 | 100 | 10,167 | 1,402 | 0,920 | 1,000 | -0,080 | 0,080 |
| | | | L _o | 0,136 | | | |
| | | | L _{tabel} | 0,145 | | | |

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above, Lhitung = 0.136 After knowing Lhitung, it is consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ from the list of critical value of Liliefors table (L_t) = 0,145 (See in appendix 5) .Thus it can be concluded that Lhitung <Ltabel, namely = 0.136 <0.145. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, Lhitung = 0.136 After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ obtained Ltabel = 0.145.

Thus it can be concluded that $L_{hitung} < L_{tabel}$, namely $= 0.136 < 0.145$. It can be concluded that the X IPA-1 as experiment class posttest data is **normal**.

Table 4.6

Normality Test of Post Test in Control Class

| NO | X | x | z | Fz | Sz | F(Zi)-S(Zi) | F(Zi)-S(Zi) |
|----|----|---------|--------|-------|-------|-------------|-------------|
| 1 | 75 | -11,139 | -1,390 | 0,082 | 0,028 | 0,055 | 0,055 |
| 2 | 75 | -11,139 | -1,390 | 0,082 | 0,056 | 0,027 | 0,027 |
| 3 | 75 | -11,139 | -1,390 | 0,082 | 0,083 | -0,001 | 0,001 |
| 4 | 75 | -11,139 | -1,390 | 0,082 | 0,111 | -0,029 | 0,029 |
| 5 | 75 | -11,139 | -1,390 | 0,082 | 0,139 | -0,057 | 0,057 |
| 6 | 75 | -11,139 | -1,390 | 0,082 | 0,167 | -0,084 | 0,084 |
| 7 | 75 | -11,139 | -1,390 | 0,082 | 0,194 | -0,112 | 0,112 |
| 8 | 77 | -9,139 | -1,140 | 0,127 | 0,222 | -0,095 | 0,095 |
| 9 | 78 | -8,139 | -1,015 | 0,155 | 0,250 | -0,095 | 0,095 |
| 10 | 79 | -7,139 | -0,891 | 0,187 | 0,278 | -0,091 | 0,091 |
| 11 | 82 | -4,139 | -0,516 | 0,303 | 0,306 | -0,003 | 0,003 |
| 12 | 80 | -6,139 | -0,766 | 0,222 | 0,333 | -0,111 | 0,111 |
| 13 | 85 | -1,139 | -0,142 | 0,444 | 0,361 | 0,082 | 0,082 |
| 14 | 82 | -4,139 | -0,516 | 0,303 | 0,389 | -0,086 | 0,086 |
| 15 | 87 | 0,861 | 0,107 | 0,543 | 0,417 | 0,126 | 0,126 |
| 16 | 83 | -3,139 | -0,392 | 0,348 | 0,444 | -0,097 | 0,097 |
| 17 | 84 | -2,139 | -0,267 | 0,395 | 0,472 | -0,077 | 0,077 |
| 18 | 84 | -2,139 | -0,267 | 0,395 | 0,500 | -0,105 | 0,105 |
| 19 | 84 | -2,139 | -0,267 | 0,395 | 0,528 | -0,133 | 0,133 |
| 20 | 90 | 3,861 | 0,482 | 0,685 | 0,556 | 0,129 | 0,129 |
| 21 | 90 | 3,861 | 0,482 | 0,685 | 0,583 | 0,102 | 0,102 |
| 22 | 90 | 3,861 | 0,482 | 0,685 | 0,611 | 0,074 | 0,074 |
| 23 | 90 | 3,861 | 0,482 | 0,685 | 0,639 | 0,046 | 0,046 |
| 24 | 90 | 3,861 | 0,482 | 0,685 | 0,667 | 0,018 | 0,018 |
| 25 | 90 | 3,861 | 0,482 | 0,685 | 0,694 | -0,009 | 0,009 |
| 26 | 95 | 8,861 | 1,106 | 0,866 | 0,722 | 0,143 | 0,143 |
| 27 | 95 | 8,861 | 1,106 | 0,866 | 0,750 | 0,116 | 0,116 |
| 28 | 95 | 8,861 | 1,106 | 0,866 | 0,778 | 0,088 | 0,088 |
| 29 | 95 | 8,861 | 1,106 | 0,866 | 0,806 | 0,060 | 0,060 |
| 30 | 95 | 8,861 | 1,106 | 0,866 | 0,833 | 0,032 | 0,032 |
| 31 | 96 | 9,861 | 1,230 | 0,891 | 0,861 | 0,030 | 0,030 |
| 32 | 94 | 7,861 | 0,981 | 0,837 | 0,889 | -0,052 | 0,052 |
| 33 | 94 | 7,861 | 0,981 | 0,837 | 0,917 | -0,080 | 0,080 |
| 34 | 98 | 11,861 | 1,480 | 0,931 | 0,944 | -0,014 | 0,014 |
| 35 | 96 | 9,861 | 1,230 | 0,891 | 0,972 | -0,082 | 0,082 |

| | | | | | | | |
|----|----|--------|--------------------|-------|-------|--------|-------|
| 36 | 98 | 11,861 | 1,480 | 0,931 | 1,000 | -0,069 | 0,069 |
| | | | L _o | 0,143 | | | |
| | | | L _{tabel} | 0,145 | | | |

Based on the table above, it is obtained that the Lhitung value is obtained which is taken from the L value which is the largest among the differences, so that from the table above, Lhitung = 0.143 After knowing Lhitung, it is consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ from the list of critical value of Liliefors table (L_t) = 0,145 (See in appendix 5) .Thus it can be concluded that Lhitung <L_{tabel}, namely = 0.143 <0.145. Obtained the value of Lhitung which is taken from the value of L which is the largest among the differences, so that from the table above, Lhitung = 0.143 After knowing Lhitung, then consulted through the Liliefors test at the significance level $\alpha = 0.05$ and $n = 36$ obtained L_{tabel} = 0.145. Thus it can be concluded that Lhitung <L_{tabel}, namely = 0.143 <0.145..It can be concluded that the X IPA-2 as control class posttest data is **normal**.

B.2 Homogeneity Test

After calculated the normality of data, the second requirement to check significant of data was homogeneity test. In this research, the researcher used statistical formulation to check the homogeneity of data in pre-test and post-test.

The result of homogeneity test in pre-test can be seen as below:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

$$F = \frac{29,1992}{23,571} = 1,238$$

According to the calculated of statistical above, it can be determined that F is F_o. As it can be seen that F_o= 1,238 and F_t= 4,11(See Appendix 5). It conclude that F_o (1,238) < F_t

(1,860), it means that the variant data of pre-test in experimental class and control are **homogenous**.

Meanwhile, the result of homogeneity test in post-test can be seen as below:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{64,23}{52,6} = 1,221$$

According to the calculated of statistical above, it can be seen that $F_o = 1,221$ and $F_t = 4,11$ (See appendix 5). It means that $F_o (1,221) < F_t (4,11)$, so it can be conclude that the data of variant in post-test from both of control and experimental class are **homogenous**.

C. Hypothesis Test

C.1. Analysis Data

After checked the normality and homogeneity of data were completed, the next step to make a hypothesis was t-test. In this research, t-test was calculated by using statistical formulation. The researcher used t-test to know the significant effect of giving treatment or using one of technique namely Clustering in learning. The statistical formulation that researcher used and the result of t-test can be seen as below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{89,8 - 86,1}{\sqrt{\frac{52,6}{36} + \frac{64,23}{36}}}$$

$$t = \frac{3,7}{\sqrt{\frac{116,83}{36}}}$$

$$t = \frac{3,7}{\sqrt{3,24}}$$

$$t = \frac{3,7}{1,8}$$

$$t = 2,055$$

- a. If t-test (t_o) < t-table (t_t) in significant degree of 0,05 = H_a is rejected and H_0 is accepted
- b. If t-test (t_o) > t-table (t_t) in significant degree of 0,05 = H_a is accepted and H_0 is rejected.

According to the computation above, it can be seen that $t_{\text{observed}} = 2,055$. As it can be known that the basis testing hypothesis was H_a is accepted if $t_{\text{observed}} > t_{\text{table}}$. In this testing hypothesis, the researcher used the calculation of t table with the degree of freedom 70 ($df = N_1 + N_2 - 2$) at the level of significant 0,05. It showed that the critical value of t table was 1,66 (See appendix 5). After calculated the score, it was found that in this research t_{observed} was higher than t_{table} . It means that $t_{\text{observed}} (2,055) > t_{\text{table}} (1,6)$. It means that $t_{\text{observed}} > t_{\text{table}}$. So, it can be conclude that H_a is accepted and is showed that there is a significant effect of using Clustering Technique on students' writing skill in recount text.

C.2 Discussion

Based on the result above, it showed that there is an effect of using Clustering Technique on the students' writing skill in recount text at tenth grade SMA Negeri 1 Rantau Utara. It can be seen from the result or score in experimental class which has higher score that control class. From the result above, it indicated that the use of Clustering Technique as technique in learning writing a text has a significant effect so that the students who got a treatment can reach the score higher than the control who was not use the technique.

The results this research become evidence Thomas E.Tyner said in Chapter II that Clustering Technique can defined as an apporoach to enhance writing a text . This research was also can be list to support the other related study about using Clustering Technique as a technique in learning.

The results of research was related to what Nidy Fithriani found under the tittle "Using Clustering Technique on stundents' writing skills in recount text.The research

conducted in 2018 .This study investigated using clustering technique on students' writing skills in recount text. This study has the significant effect of the results was driven by several things such as the ease of use of techniques for 30 students, so that students felt comfortable using them in the learning process, especially in writing a recount text.

In the final section, the results of this study prove that there is a significant effect of the use of the Clustering Technique on the writing skills of class X SMA Negeri 1 Rantau Utara on students' recount text at tenth grade as an innovative and interesting finishing technique problems in teaching writing and the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the result and discussion of this research, it can be concluded that Clustering Technique is effective on the students' writing skill. It can be seen that $t_{\text{observed}} (t_o) > t_{\text{table}} (t_t)$ in the significant level of 0,05 ($2,055 > t_{\text{table}} (1,6)$). It means that H_a is accepted and H_o is rejected. After that, the significant of this research can be seen from the average of students' post-test which has different score where the experimental class can get 89,8, meanwhile the control class was only got 86,1.

Based on the conclusion above, it can be defined that this research has answered the problem of research and proved that Clustering Technique can be an effective media to improve students' writing skill at tenth grade of Senior High School, especially at SMA Negeri 1 Rantau Utara. This technique can be an attractive and innovative technique in language teaching and learning process in writing.

B. Suggestion

This study showed that writing by using clustering technique could improve students' achievement in writing recount text. As the result of the study, it is suggested that:

1. Since clustering technique is significantly effective, it is suggested that English teacher should use the technique in their attempt to better the students' writing skills.
2. This research is limited to the investigation of clustering technique in writing. It is suggested that a research should be done on writing development.

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APPENDIX I

LESSON PLAN (Experimental Class)

| | |
|-----------------|--------------------------------|
| School | : SMA NEGERI 1 RANTAU UTARA |
| Subject | : English |
| Class | : X- IPA 1(Experimental-Class) |
| Time Allocation | : 6 x 45 minutes |
| Topic | : Recount Text |

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence

1. To comprehend the rhetoric meaning and steps of essay by using written language accurately, fluently, and acceptable in daily life context in form of recount text.

C. Indicator

1. Students are able to define writing.
2. Students are able to define recount text.
3. Students are able to write their experience in a form of recount text.

D. Material

The social function of recount text is to retell past experiences by the recounter of events in the original order.

Generic Structure

1. Orientation : It gives the readers the background information needed to understand the text.
2. Events : Ordered in a chronological sequence.
3. Re-orientation : The event or what happened in the end.

Language Feature

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
3. Focus on specific participant, e.g. I (the writer)
4. Using the conjunctions, such as: then, before, after, etc.
5. Using action verb 2 , e.g. went, stayed.

Example

“Best Camping”

On January 20, after the exams were finished, my friend and I went camping in Brastagi. My friend and I brought our own preparations such as food, tents, etc. I arrived at 6:00 in the evening. It's dark. My friend quickly arranged a tent for us to sleep. My friend and I went to explore the forest and I brought food, a match, a rope and a flashlight in my backpack. Next, I looked at my tent and after we have walked about 2 km, I'm tired. Then, we took a break to do the evening prayer. After a few minutes.

We continue our journey to build a tent. After building the tent we made a bonfire to keep our body temperature warm. After that we had dinner together while telling stories, we enjoyed the camp that night. After dinner we played games each of us had to answer the questions honestly and sing with the guitar late into the night.

Around 2 pm we all slept until we waited for dawn to arrive and enjoy the fresh air of the forest. When the morning air is very fresh which is rarely found when living in the middle of urban areas. For me this is the first camp and the best camp for me. I really enjoy camping. I hope I can do camp again with my friends.

E. Teaching Method

Clustering Technique

F. Learning Media, Tools and Source

1. Media

- Plano Paper

2. Tools

- Whiteboard

- Spidol

3. Source

- Internet
- Dictionary

Buku Bahasa Inggris Untuk Kelas X SMA/SMK .Penerbit Pusat Kurikulum dan Pembelajaran,Balitbang,Kemedikbud.

G. Teaching and Learning Activities

| | | |
|--|---|------------|
| Opening | <ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming | 10 minutes |
| Core Activities Meeting 1 | <p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher shows the plano paper on whoyeboard and asks the students to pay attention on it well . <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the definition recount | 60 Minutes |

text, generic structure, language features of
recount text.

- With the guidance and direction of the teacher, students ask questions about recount text.

Experimenting

- Teacher asks the students to make their own example of generic structure recount text.

Associating

- Teacher introduces the concept of clustering techniques to the students. The teacher can explain how the clustering technique will help them develop ideas for writing recount text.
- Teacher gives students a topic and asks them to discuss about the topic. The teacher can try writing examples of developing ideas on the plano paper as model. Put the main topic in the middle of the blackboard, circle it, and follow it with related ideas around the main theme. Connect them with lines or arrows.
- After students already understand about clustering technique, the teacher asks them to make their own groupings the topic for creating the intended private recount text their own experience.

Communicating

| | | |
|-------------------------|--|--|
| | <ul style="list-style-type: none"> • The students collect their work. | |
| <p>Meeting 2</p> | <p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher shows the plano paper on whoyeboard and asks the students to pay attention on it well . <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the definition recount text, generic structure, language features of recount text. • With the guidance and direction of the teacher, students asks question about recount text. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own example of generic structure recount text. <p>Associating</p> <ul style="list-style-type: none"> • Teacher introduces the concept of clustering techniques to the students. The teacher can explain how to clustering technique will help them develop ideas for writing recount text. | |

| | | |
|-------------------------|---|--|
| | <ul style="list-style-type: none"> • Teacher gives students a topic and asks them to discuss about the topic. The teacher can try writing examples of developing ideas on the plano paper as model. Put the main topic in the middle of the blackboard, circle it, and follow it with related ideas around the main theme. Connect them with lines or arrows. • After students already understand about clustering technique, the teacher asks them to make their own groupings the topic for creating the intended private recount text their own experience. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. | |
| <p>Meeting 3</p> | <p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher shows the plano paper on whoyeboard and asks the students to pay attention on it well . <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the definition recount text, generic structure, language features of recount text. | |

| | | |
|----------------|--|------------|
| | <ul style="list-style-type: none"> • With the guidance and direction of the teacher, students asks question about recount text. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own example of generic structure recount text. <p>Associating</p> <ul style="list-style-type: none"> • Teacher introduces the concept of clustering techniques to the students. The teacher can explain how to clustering technique will help them develop ideas for writing recount text. • Teacher gives students a topic and asks them to discuss about the topic. The teacher can try writing examples of developing ideas on the plano paper as model. Put the main topic in the middle of the blackboard, circle it, and follow it with related ideas around the main theme. Connect them with lines or arrows. • After students already understand about clustering technique, the teacher asks them to make their own groupings the topic for creating the intended private recount text their own experience. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. | |
| Closing | <ul style="list-style-type: none"> • Teacher give conclusion about recount text. | 10 minutes |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Teacher closes the lesson. | |
|--|--|--|

H. Assement
 Make a recount text with theme " best experience".

I. Scoring of The Test

| NO | Criteria | Score |
|--------------|--------------|------------|
| 1. | Content | 30 |
| 2. | Organization | 20 |
| 3. | Vocabulary | 20 |
| 4. | Language Use | 25 |
| 5. | Mechanics | 5 |
| Total | | 100 |

Be cognizant of English Teacher

[Signature]
Herlina Ritonga, S.Pd
 NIP.198009152009032010

Researcher

[Signature]
Reynalda Safira Marpaung
 NIM.0304161009

Principal of SMA NEGERI 1 RANTAU UTARA

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Drs. Jaliludin, M.Pd
 NIP.197201010 199702 1 00

LESSON PLAN

(Control Class)

| | |
|-----------------|-----------------------------|
| School | : SMA NEGERI 1 RANTAU UTARA |
| Subject | : English |
| Class | : X -IPA -2 (Control-Class) |
| Time Allocation | : 6 x 45 minutes |
| Topic | : Recount Text |

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence

- To comprehend the rhetoric meaning and steps of essay by using written language accurately, fluently, and acceptable in daily life context in form of recount text.

C. Indicator

- Students are able to define writing.
- Students are able to define recount text.
- Students are able to write their experience in a form of recount text.

D. Material

The social function of recount text is to retell past experiences by the recounter of events in the original order.

Generic Structure

- Orientation : It gives the readers the background information needed to understand the text.
- Events : Ordered in a chronological sequence.
- Re-orientation : The event or what happened in the end.

Language Feature

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- Focus on specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then, before, after, etc.
- Using action verb 2 , e.g. went, stayed.

Example

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

E. Teaching Method

- **Conventional Method**

F. Learning Media, Tools, Source

1. Media

- Sheet Paper

2. Tools

- Whiteboard
- Spidol

3. Source

- Internet
- Dictionary
- Buku Bahasa Inggris Untuk Kelas X SMA/SMK .Penerbit Pusat Kurikulum dan Pembukuan, Balitbang, Kemedikbud.

G. Learning Activities

| | | |
|--|--|------------|
| Opening | <ul style="list-style-type: none">• Greet the students kindly when entering the classroom• Performing a prayer before starting the lesson• Check the presence of the students• Providing motivation and apperception• Brain Storming | 10 minutes |
| Core Activities Meeting 1 | Observing <ul style="list-style-type: none">• Teacher explains about introduction text clearly and briefly• Teacher shows the plano paper on whoyeboard and asks the students to pay attention on it well . Questioning <ul style="list-style-type: none">• The teacher directs the students to provide and ask question about the definition recount text, generic structure, language features of recount text.• With the guidance and direction of the teacher, students asks question about recount text. Experimenting | 60 Minutes |

| | | |
|------------------|--|--|
| | <ul style="list-style-type: none"> • Teacher asks the students to make their own example of generic structure recount text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task individually about recount text which has been given. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. | |
| Meeting 2 | <p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher shows the plano paper on whoyboard and asks the students to pay attention on it well . <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the definition recount text, generic structure, language features of recount text. • With the guidance and direction of the teacher, students asks question about recount text. | |

| | | |
|-------------------------|---|--|
| | <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own example of generic structure recount text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task individually about recount text which has been given. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. | |
| <p>Meeting 3</p> | <p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher shows the plano paper on whoyeboard and asks the students to pay attention on it well . <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the definition recount text, generic structure, language features of recount text. | |

| | | |
|----------------|--|--|
| | <ul style="list-style-type: none"> • With the guidance and direction of the teacher, students asks question about recount text. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own example of generic structure recount text. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task individually about recount text which has been given. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. | |
| Closing | <ul style="list-style-type: none"> • Teacher give conclusion about recount text. • Teacher closes the lesson. | |

H. Assement

Make a recount text with theme “ best experience”.

I. Scoring of The Test

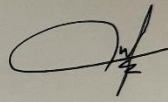
| NO | Criteria | Score |
|----|--------------|------------|
| 1. | Content | 30 |
| 2. | Organization | 20 |
| 3. | Vocabulary | 20 |
| 4. | Language Use | 25 |
| 5. | Mechanics | 5 |
| | Total | 100 |

Be cognizant of
English Teacher



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APPENDIX II

PRE- TEST

Make a recount text with theme “ best experience”.

POST TEST

Make a recount text with theme “best experience” using clustering technique

APPENDIX III

The List Name of X- IPA 1 (Experimental Class)

| NO | Initial | Gender |
|-----------|----------------|---------------|
| 1. | AM | F |
| 2. | AZP | F |
| 3. | ASTH | M |
| 4. | ARN | M |
| 5. | AFT | M |
| 6. | AHSP | M |
| 7. | AR | F |
| 8. | ANV | F |
| 9 | BSSD | F |
| 10. | CTS | F |
| 11. | CR | F |
| 12. | CN | F |
| 13. | DQS | M |
| 14. | DAHR | F |
| 15. | EMS | F |
| 16. | TIT | M |
| 17. | HCJG | M |
| 18. | I | M |
| 19. | I | F |
| 20. | JRP | F |
| 21. | JG | M |

| | | |
|-----|-------|---|
| 22. | MRF | M |
| 23. | MAN | F |
| 24. | MHNI | M |
| 25. | MAI | M |
| 26. | MR | M |
| 27. | MTY | M |
| 28. | INTTH | F |
| 29. | RAP | M |
| 30. | RA | M |
| 31. | SAK | M |
| 32. | SAYS | F |
| 33. | SM | F |
| 34. | TR | F |
| 35. | WP | F |
| 36. | ZSA | F |

The number of students in experimental class : 36 students

Female : 19 students

Male : 17 students

The List Name of X IPA 2 (Control Class)

| NO | Initial | Gender |
|-----------|----------------|---------------|
| 1. | JN | F |
| 2. | NA | F |
| 3. | AK | M |
| 4. | VAS | F |
| 5. | SCA | F |
| 6. | SN | F |
| 7. | VPP | M |
| 8. | ISH | M |
| 9. | IES | M |
| 10. | RAS | F |
| 11. | AF | M |
| 12. | AS | F |
| 13. | WIL | F |
| 14. | NA | F |
| 15. | MN | F |
| 16. | DA | F |
| 17. | CAP | F |
| 18. | NH | F |
| 19. | NW | F |
| 20. | LA | F |
| 21. | R | F |
| 22. | MA | M |

| | | |
|-----|-----|---|
| 23. | R | F |
| 24. | AZ | F |
| 25. | NT | F |
| 26. | N | F |
| 27. | GR | M |
| 28. | MA | M |
| 29. | AFA | M |
| 30. | AS | M |
| 31. | AK | M |
| 32. | NA | F |
| 33. | MS | M |
| 34. | N | F |
| 35. | DA | M |
| 36. | DY | M |

The number of students in control class : 35students

Female : 22 students

Male : 14 students

APPENDIX IV

The Results of Students

Name: Tere Erlangga
ES: X-1013

Pre Test
Make a recipe like with theme "Best Experience"

Holiday in West Sumatra

I spent my holiday in West Sumatra two years ago. I want to visit Sumatra with my family.

We went to visit Sumatra by bus. We visited several tourist spots. The first, we went to Padangjaya (a duplicate the hometown of one of panglima West Sumatra). Then, we went to Air Manih beach for lobster. Then, we visited the beach. And the last, we visited the Samudra. (check point) for visited the beauty of the Samudra at night.

My holiday in West Sumatra was very interesting and enjoyable. I hope I can visit that place again with my friend next time.

C: 20
O: 15
V: 15
W: 15
M: 5

Name: Tere Erlangga

Pre Test
Orientation

My family → I holiday with family → In Sumatra area

I spent my

Event
Sumatra Island
Lose time → Fun → Enjoyed Sumatra area

Conclusion
I want to go Sumatra again

C: 10
O: 10
V: 10
W: 10
M: 5

Name: Cak Rahmawati
Kelas: X IPA 5

Pre Test
Make a recipe like with theme "Best Experience"

Holiday in West Sumatra

I spent my holiday in West Sumatra two years ago. I want to visit Sumatra with my family.

We went to visit Sumatra by bus. We visited several tourist spots. The first, we went to Padangjaya (a duplicate the hometown of one of panglima West Sumatra). Then, we went to Air Manih beach for lobster. Then, we visited the beach. And the last, we visited the Samudra. (check point) for visited the beauty of the Samudra at night.

My holiday in West Sumatra was very interesting and enjoyable. I hope I can visit that place again with my friend next time.

C: 20
O: 10
V: 20
W: 15
M: 5

Name: Cak Rahmawati

Pre Test
Orientation

I, my family → Holiday in West Sumatra → Two Years Ago

Use of Events
Visited Padangjaya
Went to Air Manih beach → Enjoyed → Visited Padangjaya beach
enjoyed the night view of your lodging

Re-orientation
Conclusion
The trip was interesting and enjoyable → Hope to return to that place

C: 20
O: 10
V: 20
W: 15
M: 5

Name: Jacobus Gultom
Class: XI IPA 1

Pre Test
Make a recipe like with theme "Best Experience"

My best friend, I took my five-year-old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of piano drum because his piano teacher advised me to buy one. Willy likes listening to music very much. He also likes asking me anything he wants to know. After his question, sometimes seem ridiculous for a boy of his age. He is very inquisitive.

We went to buy a drum on the way. We saw a policeman standing on a truck right in the middle of the passing cars and other vehicles. He knew his wife's job was to sell drums.

Seeing the policeman holding a drum, Willy asked me at once, "Dad, why is the policeman using a drum? Is it a drum?" Hearing his question, I answered him by saying, "Because he is not a policeman." (check point)

C: 20
O: 20
V: 10
W: 20
M: 5

Name: Jacobus Gultom

Pre Test
Orientation

My experience
Lost water → I took my son → We went to the human music store

Event
We went there by car → He saw a policeman → He asked, why the policeman hold the drum

Re-orientation
He asked again, why a policeman using a drum? Is it a drum?

C: 20
O: 20
V: 10
W: 10
M: 5

Pre test

Nice Holiday with my family

Last year we and my family go to berastagi for holiday. I was very happy even though it was only for a few days, not only to berastagi, one of which was the simalungun area, Lake Toba.

When we arrived at simalungun after passing several hours on the way we visited the beach that is in simalungun, namely Tuanas beach. we feared the beach including the sea. because it was getting dark, we decided to stay at the nearest hotel, namely my radio hotel in the hotel there is a swimming pool and a place to take pictures. after having a hotel room my brother and I went to swim and after swimming we were clean and ready for dinner.

After one day at the simalungun tm, we continued our journey to berastagi. In berastagi we visited one of the tourist attractions called kabuh Hill. we also didn't forget to stop at the cow farm and buy cows milk and ice cream made from cows milk.

The next day we returned to the RanauPapat because my father had to go back to work and we and my brother also back to school. it was a really nice trip and here I can do it again with my family.

1. 20
2. 10
3. 10
4. 15
5. 50



APPENDIX V

1. L- Table

| $n \setminus \alpha$ | 0.01 | 0.05 | 0.10 | 0.15 | 0.20 |
|----------------------|-------------|-------------|-------------|-------------|-------------|
| 16 | 0.2477 | 0.2128 | 0.1956 | 0.1843 | 0.1758 |
| 17 | 0.2408 | 0.2071 | 0.1902 | 0.1794 | 0.1711 |
| 18 | 0.2345 | 0.2018 | 0.1852 | 0.1747 | 0.1666 |
| 19 | 0.2285 | 0.1965 | 0.1803 | 0.1700 | 0.1624 |
| 20 | 0.2226 | 0.1920 | 0.1764 | 0.1666 | 0.1589 |
| 21 | 0.2190 | 0.1881 | 0.1726 | 0.1629 | 0.1553 |
| 22 | 0.2141 | 0.1840 | 0.1690 | 0.1592 | 0.1517 |
| 23 | 0.2090 | 0.1798 | 0.1650 | 0.1555 | 0.1484 |
| 24 | 0.2053 | 0.1766 | 0.1619 | 0.1527 | 0.1458 |
| 25 | 0.2010 | 0.1726 | 0.1589 | 0.1498 | 0.1429 |
| 26 | 0.1985 | 0.1699 | 0.1562 | 0.1472 | 0.1406 |
| 27 | 0.1941 | 0.1665 | 0.1533 | 0.1448 | 0.1381 |
| 28 | 0.1911 | 0.1641 | 0.1509 | 0.1423 | 0.1358 |
| 29 | 0.1886 | 0.1614 | 0.1483 | 0.1398 | 0.1334 |
| 30 | 0.1848 | 0.1590 | 0.1460 | 0.1378 | 0.1315 |
| 31 | 0.1820 | 0.1559 | 0.1432 | 0.1353 | 0.1291 |
| 32 | 0.1798 | 0.1542 | 0.1415 | 0.1336 | 0.1274 |
| 33 | 0.1770 | 0.1518 | 0.1392 | 0.1314 | 0.1254 |
| 34 | 0.1747 | 0.1497 | 0.1373 | 0.1295 | 0.1236 |
| 35 | 0.1720 | 0.1478 | 0.1356 | 0.1278 | 0.1220 |
| 36 | 0.1695 | 0.1454 | 0.1336 | 0.1260 | 0.1203 |
| 37 | 0.1677 | 0.1436 | 0.1320 | 0.1245 | 0.1188 |
| 38 | 0.1653 | 0.1421 | 0.1303 | 0.1230 | 0.1174 |
| 39 | 0.1634 | 0.1402 | 0.1288 | 0.1214 | 0.1159 |
| 40 | 0.1616 | 0.1386 | 0.1275 | 0.1204 | 0.1147 |
| 41 | 0.1599 | 0.1373 | 0.1258 | 0.1186 | 0.1131 |
| 42 | 0.1573 | 0.1353 | 0.1244 | 0.1172 | 0.1119 |
| 43 | 0.1556 | 0.1339 | 0.1228 | 0.1159 | 0.1106 |
| 44 | 0.1542 | 0.1322 | 0.1216 | 0.1148 | 0.1095 |
| 45 | 0.1525 | 0.1309 | 0.1204 | 0.1134 | 0.1083 |
| 46 | 0.1512 | 0.1293 | 0.1189 | 0.1123 | 0.1071 |
| 47 | 0.1499 | 0.1282 | 0.1180 | 0.1113 | 0.1062 |
| 48 | 0.1476 | 0.1269 | 0.1165 | 0.1098 | 0.1047 |
| 49 | 0.1463 | 0.1256 | 0.1153 | 0.1089 | 0.1040 |
| 50 | 0.1457 | 0.1246 | 0.1142 | 0.1079 | 0.1030 |
| OVER 50 | 1.035 | 0.895 | 0.819 | 0.775 | 0.741 |
| | f(n) | f(n) | f(n) | f(n) | f(n) |

2. F-Table

Titik Persentase Distribusi F untuk Probabilita = 0,05

| df untuk penyebut (N2) | df untuk pembilang (N1) | | | | | | | | | | | | | | |
|------------------------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1 | 161 | 199 | 216 | 225 | 230 | 234 | 237 | 239 | 241 | 242 | 243 | 244 | 245 | 245 | 246 |
| 2 | 18.51 | 19.00 | 19.16 | 19.25 | 19.30 | 19.33 | 19.35 | 19.37 | 19.38 | 19.40 | 19.40 | 19.41 | 19.42 | 19.42 | 19.43 |
| 3 | 10.13 | 9.55 | 9.28 | 9.12 | 9.01 | 8.94 | 8.89 | 8.85 | 8.81 | 8.79 | 8.76 | 8.74 | 8.73 | 8.71 | 8.70 |
| 4 | 7.71 | 6.94 | 6.59 | 6.39 | 6.26 | 6.16 | 6.09 | 6.04 | 6.00 | 5.96 | 5.94 | 5.91 | 5.89 | 5.87 | 5.86 |
| 5 | 6.61 | 5.79 | 5.41 | 5.19 | 5.05 | 4.95 | 4.88 | 4.82 | 4.77 | 4.74 | 4.70 | 4.68 | 4.66 | 4.64 | 4.62 |
| 6 | 5.99 | 5.14 | 4.76 | 4.53 | 4.39 | 4.28 | 4.21 | 4.15 | 4.10 | 4.06 | 4.03 | 4.00 | 3.98 | 3.96 | 3.94 |
| 7 | 5.59 | 4.74 | 4.35 | 4.12 | 3.97 | 3.87 | 3.79 | 3.73 | 3.68 | 3.64 | 3.60 | 3.57 | 3.55 | 3.53 | 3.51 |
| 8 | 5.32 | 4.46 | 4.07 | 3.84 | 3.69 | 3.58 | 3.50 | 3.44 | 3.39 | 3.35 | 3.31 | 3.28 | 3.26 | 3.24 | 3.22 |
| 9 | 5.12 | 4.26 | 3.86 | 3.63 | 3.48 | 3.37 | 3.29 | 3.23 | 3.18 | 3.14 | 3.10 | 3.07 | 3.05 | 3.03 | 3.01 |
| 10 | 4.96 | 4.10 | 3.71 | 3.48 | 3.33 | 3.22 | 3.14 | 3.07 | 3.02 | 2.98 | 2.94 | 2.91 | 2.89 | 2.86 | 2.85 |
| 11 | 4.84 | 3.98 | 3.59 | 3.36 | 3.20 | 3.09 | 3.01 | 2.95 | 2.90 | 2.85 | 2.82 | 2.79 | 2.76 | 2.74 | 2.72 |
| 12 | 4.75 | 3.89 | 3.49 | 3.26 | 3.11 | 3.00 | 2.91 | 2.85 | 2.80 | 2.75 | 2.72 | 2.69 | 2.66 | 2.64 | 2.62 |
| 13 | 4.67 | 3.81 | 3.41 | 3.18 | 3.03 | 2.92 | 2.83 | 2.77 | 2.71 | 2.67 | 2.63 | 2.60 | 2.58 | 2.55 | 2.53 |
| 14 | 4.60 | 3.74 | 3.34 | 3.11 | 2.96 | 2.85 | 2.76 | 2.70 | 2.65 | 2.60 | 2.57 | 2.53 | 2.51 | 2.48 | 2.46 |
| 15 | 4.54 | 3.68 | 3.29 | 3.06 | 2.90 | 2.79 | 2.71 | 2.64 | 2.59 | 2.54 | 2.51 | 2.48 | 2.45 | 2.42 | 2.40 |
| 16 | 4.49 | 3.63 | 3.24 | 3.01 | 2.85 | 2.74 | 2.66 | 2.59 | 2.54 | 2.49 | 2.46 | 2.42 | 2.40 | 2.37 | 2.35 |
| 17 | 4.45 | 3.59 | 3.20 | 2.96 | 2.81 | 2.70 | 2.61 | 2.55 | 2.49 | 2.45 | 2.41 | 2.38 | 2.35 | 2.33 | 2.31 |
| 18 | 4.41 | 3.55 | 3.16 | 2.93 | 2.77 | 2.66 | 2.58 | 2.51 | 2.46 | 2.41 | 2.37 | 2.34 | 2.31 | 2.29 | 2.27 |
| 19 | 4.38 | 3.52 | 3.13 | 2.90 | 2.74 | 2.63 | 2.54 | 2.48 | 2.42 | 2.38 | 2.34 | 2.31 | 2.28 | 2.26 | 2.23 |
| 20 | 4.35 | 3.49 | 3.10 | 2.87 | 2.71 | 2.60 | 2.51 | 2.45 | 2.39 | 2.35 | 2.31 | 2.28 | 2.25 | 2.22 | 2.20 |
| 21 | 4.32 | 3.47 | 3.07 | 2.84 | 2.68 | 2.57 | 2.49 | 2.42 | 2.37 | 2.32 | 2.28 | 2.25 | 2.22 | 2.20 | 2.18 |
| 22 | 4.30 | 3.44 | 3.05 | 2.82 | 2.66 | 2.55 | 2.46 | 2.40 | 2.34 | 2.30 | 2.26 | 2.23 | 2.20 | 2.17 | 2.15 |
| 23 | 4.28 | 3.42 | 3.03 | 2.80 | 2.64 | 2.53 | 2.44 | 2.37 | 2.32 | 2.27 | 2.24 | 2.20 | 2.18 | 2.15 | 2.13 |
| 24 | 4.26 | 3.40 | 3.01 | 2.78 | 2.62 | 2.51 | 2.42 | 2.36 | 2.30 | 2.25 | 2.22 | 2.18 | 2.15 | 2.13 | 2.11 |
| 25 | 4.24 | 3.39 | 2.99 | 2.76 | 2.60 | 2.49 | 2.40 | 2.34 | 2.28 | 2.24 | 2.20 | 2.16 | 2.14 | 2.11 | 2.09 |
| 26 | 4.23 | 3.37 | 2.98 | 2.74 | 2.59 | 2.47 | 2.39 | 2.32 | 2.27 | 2.22 | 2.18 | 2.15 | 2.12 | 2.09 | 2.07 |
| 27 | 4.21 | 3.35 | 2.96 | 2.73 | 2.57 | 2.46 | 2.37 | 2.31 | 2.25 | 2.20 | 2.17 | 2.13 | 2.10 | 2.08 | 2.06 |
| 28 | 4.20 | 3.34 | 2.95 | 2.71 | 2.56 | 2.45 | 2.36 | 2.29 | 2.24 | 2.19 | 2.15 | 2.12 | 2.09 | 2.06 | 2.04 |
| 29 | 4.18 | 3.33 | 2.93 | 2.70 | 2.55 | 2.43 | 2.35 | 2.28 | 2.22 | 2.18 | 2.14 | 2.10 | 2.08 | 2.05 | 2.03 |
| 30 | 4.17 | 3.32 | 2.92 | 2.69 | 2.53 | 2.42 | 2.33 | 2.27 | 2.21 | 2.16 | 2.13 | 2.09 | 2.06 | 2.04 | 2.01 |
| 31 | 4.16 | 3.30 | 2.91 | 2.68 | 2.52 | 2.41 | 2.32 | 2.25 | 2.20 | 2.15 | 2.11 | 2.08 | 2.05 | 2.03 | 2.00 |
| 32 | 4.15 | 3.29 | 2.90 | 2.67 | 2.51 | 2.40 | 2.31 | 2.24 | 2.19 | 2.14 | 2.10 | 2.07 | 2.04 | 2.01 | 1.99 |
| 33 | 4.14 | 3.28 | 2.89 | 2.66 | 2.50 | 2.39 | 2.30 | 2.23 | 2.18 | 2.13 | 2.09 | 2.06 | 2.03 | 2.00 | 1.98 |
| 34 | 4.13 | 3.28 | 2.88 | 2.65 | 2.49 | 2.38 | 2.29 | 2.23 | 2.17 | 2.12 | 2.08 | 2.05 | 2.02 | 1.99 | 1.97 |
| 35 | 4.12 | 3.27 | 2.87 | 2.64 | 2.49 | 2.37 | 2.29 | 2.22 | 2.16 | 2.11 | 2.07 | 2.04 | 2.01 | 1.99 | 1.96 |
| 36 | 4.11 | 3.26 | 2.86 | 2.63 | 2.48 | 2.36 | 2.28 | 2.21 | 2.15 | 2.11 | 2.07 | 2.03 | 2.00 | 1.98 | 1.95 |
| 37 | 4.11 | 3.25 | 2.86 | 2.63 | 2.47 | 2.36 | 2.27 | 2.20 | 2.14 | 2.10 | 2.06 | 2.02 | 2.00 | 1.97 | 1.95 |
| 38 | 4.10 | 3.24 | 2.85 | 2.62 | 2.46 | 2.35 | 2.26 | 2.19 | 2.14 | 2.09 | 2.05 | 2.02 | 1.99 | 1.96 | 1.94 |
| 39 | 4.09 | 3.24 | 2.85 | 2.61 | 2.46 | 2.34 | 2.26 | 2.19 | 2.13 | 2.08 | 2.04 | 2.01 | 1.98 | 1.95 | 1.93 |
| 40 | 4.08 | 3.23 | 2.84 | 2.61 | 2.45 | 2.34 | 2.25 | 2.18 | 2.12 | 2.08 | 2.04 | 2.00 | 1.97 | 1.95 | 1.92 |
| 41 | 4.08 | 3.23 | 2.83 | 2.60 | 2.44 | 2.33 | 2.24 | 2.17 | 2.12 | 2.07 | 2.03 | 2.00 | 1.97 | 1.94 | 1.92 |
| 42 | 4.07 | 3.22 | 2.83 | 2.59 | 2.44 | 2.32 | 2.24 | 2.17 | 2.11 | 2.06 | 2.03 | 1.99 | 1.96 | 1.94 | 1.91 |
| 43 | 4.07 | 3.21 | 2.82 | 2.59 | 2.43 | 2.32 | 2.23 | 2.16 | 2.11 | 2.06 | 2.02 | 1.99 | 1.96 | 1.93 | 1.91 |
| 44 | 4.06 | 3.21 | 2.82 | 2.58 | 2.43 | 2.31 | 2.23 | 2.16 | 2.10 | 2.05 | 2.01 | 1.98 | 1.95 | 1.92 | 1.90 |
| 45 | 4.06 | 3.20 | 2.81 | 2.58 | 2.42 | 2.31 | 2.22 | 2.15 | 2.10 | 2.05 | 2.01 | 1.97 | 1.94 | 1.92 | 1.89 |

3. T -Table

Titik Persentase Distribusi t (df = 41 – 80)

| df \ Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|---------|---------|---------|---------|---------|---------|---------|---------|
| | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

APPENDIX VI

Documentation



Picture 1. Teaching in experimental class by using Clustering Technique



A. X IPA 2 (Control Class)



Picture 2. Teaching in control class without Clustering Technique



Picture 3. English Teacher in SMA Negeri 1 Rantau Utara



VISI DAN MISI SMA N 1 RANTAU UTARA

VISI
 "Mewujudkan sumber daya manusia yang berkualitas bertakwa, menguasai IPTEK, serta mampu mengaktualisasikan pada kehidupan bermasyarakat yang bermartabat"


MISI
 Menumbuhkan penghayatan dan pegambilan terhadap ajaran agama budaya bangsa yang diaplikasikan dalam kehidupan sehari-hari.
 Mengembangkan potensi kecerdasan intelektual, emosional, dan spiritual guna memberikan solusi terhadap dinamika permasalahan bangsa dan negara.
 Menumbuhkan pribadi yang mandiri dan tanggung jawab terhadap tugas.
 Menerapkan standar proses pembelajaran yang berorientasi pada mengamati, menanya, mengeksplorasi, menganalisis, dan mengkomunikasikan (SM) yang menciptakan pembelajaran abad 21 (4C) dengan yang harmonis antara sekolah dengan wali, peserta didik, masyarakat, dan lembaga terkait dalam rangka pencapaian visi yang optimal.
 Menciptakan lingkungan sekolah berwawasan lingkungan hidup, lingkungan lingkungan agama, dan lingkungan disiplin.
 Mengembangkan profesionalisme tenaga pendidik & kependidikan melalui IBT, penelitian, dan sejenisnya.
 Menyediakan sarana-prasarana yang mendukung tercapainya visi pengetahuan dan perilaku yang bermartabat."

Picture 4. SMA Negeri 1 Rantau Utara.

APPENDIX VII

Permission Letter

8/14/2020 <https://siselma.uinsu.ac.id/pengajuan/cetakakif/OTA5Nw==>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-9584/ITK/ITK.V.3/PP.00.9/08/2020 14 Agustus 2020
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMA NEGERI 1 RANTAU UTARA

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama : Reynalda Safira Marpaung
NIM : 0304161009
Tempat/Tanggal Lahir : Rantauprapat, 27 September 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JALAN.MANAF LUBIS GANG.AMAL NO.1 RANTAU PRAPAT
LABUHANBATU Kelurahan PADANG BULAN Kecamatan RANTAU UTARA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA NEGERI 1 RANTAU UTARA LABUHANBATU, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Clustering Technique on Student's Writing Skill in Recount Text At SMA NEGERI 1 RANTAU UTARA

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 14 Agustus 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan


Digitally Signed
DRS. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

UIN Sumatera Utara Medan

APPENDIX VIII

Research Respons Letter

 **PEMERINTAH PROVINSI SUMATERA UTARA**
DINAS PENDIDIKAN
SMA NEGERI 1 RANTAU UTARA
Jalan Mahoni Telp.(0624) 21492 Rantauprapat
Email : smansu_ratu79@yahoo.co.id
Website : www.sman1-rantauutara.sch.id 

NSS : 301070708002 NPSN : 10205384

Nomor : 420/291, TU/2020 Rantauprapat, 18 Agustus 2020
Lamp : -
Hal : Izin Penelitian

Berdasarkan Surat Universitas Islam Negeri Sumatera Utara Medan Fakultas Ilmu Tarbiyah Dan Keguruan Nomor : B-9584/ITK/ITK.V.3/PP.009/08/2020

Maka dengan ini kami Memberikan izin untuk mengadakan Penelitian kepada :

Nama : REYNALDA SAFIRA MARPAUNG
NIM : 0304161009
Jurusan : Pendidikan Bahasa Inggris
Jenjang Studi : S-1

Demikian surat izin penelitian ini dikeluarkan untuk dapat dipergunakan seperlunya.

Sekolah,

Drs. JAH UDDIN, M.Pd
NIP. 19930101 199702 1 001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 RANTAU UTARA

Jalan Mahoni Telp.(0624) 21492 Rantauprapat

Email : smansa_ratu79@yahoo.co.id

Website : www.sman1-rantauutara.sch.id



NSS : 301070708002

NPSN : 10205384

SURAT KETERANGAN

Nomor : 420/327.TU/2020

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 1 Rantau Utara Kabupaten Labuhanbatu dengan

ini menerangkan bahwa :

Nama : REYNALDA SAFIRA MARPAUNG
NIM : 0304161009
Jurusan : Pendidikan Bahasa Inggris
Jenjang Studi : S-1

adalah benar telah melaksanakan Penelitian di SMA Negeri 1 Rantau Utara Kecamatan Rantau Utara dari Tanggal 15 Agustus 2020 sampai dengan 07 September 2020.

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



CURRICULUM VITAE

REYNALDA SAFIRA MARPAUNG

0304161009

Mobile Phone : 082384009174

Email : reynaldasafira98@gmail.com

PERSONAL INFORMATION

Date of birth : Rantauprapat, 27th 1998

Adress : Jl.Manaf Lubis Gang.Amal No.1 Rantauprapat
Prov.Sumatera Utara

Gender : Female

Religion : Islam

Material Status :Single

EDUCATION BACKGROUND

Universitas Islam Negeri Sumatera Utara 2016 – 2020

SMA NEGERI 1 RANTAU UTARA 2013 – 2016

MTS NEGERI 1 RATAUPRAPAT

2010 – 2013

SD 112143 RANTAUPRAPAT

2004 - 2010

ORGANIZATION
