IMPROVING THE STUDENTS' WRITING SKILL BY USING CLUSTERING TECHNIQUE AT TENTH GRADE OF MA AL-KAUTSAR

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ABSTRACT

The objective of the research is find out the effect of Using Clustering technique on students' Writing Skill at Tenth Grade of MA Al-Kautsar. This research used quantitative approach with experimental method. The samples in this study was the tenth grade students of MA Al-Kautsar. The researcher used simple random sampling by making lottery to take the sample. The tenth grade of MA Al-Kautsar was divided into two groups, namely 30 students as group 1 and 30 students as group 2. Group 1 as control group and group 2 as experiment group. The instrument used in the study was a written test in the pre-test and post-test. The data was analyzed by using SPSS. The findings indicate that the students' score pre-test in control group are 1593 where the mean is 53,10 and the students' score post test in control group are 1809 where the mean is 60,30. Before the treatment of clustering technique , the students' prior knowledge in writing descriptive text was less since the pre- test data are 1605 where the mean is 53,50. After the treatment of using clustering technique, the students' ability in writing descriptive text had been improved since the post-test are 2211 where the mean is 73,70. Based on testing hypothesis of post-test scores, it is found tcount (7,91) > ttable (1,69) at the significance level   = 0,05 and degrees of freedom (df)= 29. Ho is rejected and Ha is accepted, it means that there was difference in students learning outcomes by using clustering technique and without using clustering technique. So, From the result, the researcher concluded that using clustering technique effect significantly to improve students' writing skill at tenth grade of MA Al-Kautsar.

Keywords : Writing, Clustering, Technique, Skill.

INTRODUCTION
The Background of the Study

English is an international language which has a very important role in communication and education. In Indonesia, English is considering as a first foreign language and compulsory subject to pass the National Examination (Depdiknas, 2003:11). Now a day, English already becomes to be the important languages. English has been spread in a half of this world include education and business for the country, not only education or business, English can grasp about politics. And even in some country, they using English language as daily activity communication in do their job and interaction with other peoples.

In learning English at school, teachers must apply the four skills of learning language, they are listening, speaking, reading, and writing. From the four basic skill mentioned above, researcher will focus on writing skill.

Writing is the one of language skills that used indirect communication to convey a message or information to the readers. In writing a text, we can explore our ideas, feelings and thoughts which are arranged in words, sentences, and paragraph by using eyes, brain and hand (Een& Eva 2013:11). Writing is a process to write an idea into a written form, using thought, tools and language by following the rule of writing which has the specific purposes. The goal of the writing is to turn the idea into visible product.

While carrying out practical field experience on September- December 2020 at Tenth Grade of MA Al-Kautsar, the researcher found problems on students' writing skill. For example: first the students did not have an idea to write. Second, the students were still confused in organizing the

sentences. Third, the students had low mastery of grammar and punctuation. Fourth, the students have limited vocabulary so they had difficulties to write a right sentence.

The lacking of vocabulary also obstructs them to write. They got difficulty to write or make a composition, especially in text types. The students also get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Besides that, the students have problem in developing the paragraph with a good structure and texture.

Based on students' problems in writing skill, the researcher would like to propose an alternative technique by using clustering technique. According to Langan in Rinawati (2018: 3), clustering technique known as diagramming or mapping is another strategy that can be used to generate material for a paper.

Clustering technique is the task of grouping a set of objects in such a way that objects in the same group (called cluster) are more similar (in some sense) to each other than to those in other groups. This technique is helpful for peoples who likes to think in a visual way. In clustering, the writer can use lines, boxes, arrows, and circle to show relationships among the ideas and details. It can be conclude that clustering is making a visual map to produce a topic related to each other. Moreover, the clustering technique can motivate the students to write their ideas. Besides that, clustering technique will help the students to organize their thinking before they develop in a paragraph.

Based on the explanation previously, this research focused on the tittle, "Improving the Students' Writing Skill by Using Clustering Technique at Tenth Grade of MA Al- Kautsar".

Problem of The Study

Based on the background of the research above, the statement of the problem in this study is "Does the using of Clustering technique effect significantly on students' Writing Skill at Tenth Grade of MA Al-Kautsar?

Objective of the Study

Based on the problem above, the objective of this research intends to find out the effect of Using Clustering technique on students' Writing Skill at Tenth Grade of MA Al-Kautsar.

REVIEW OF LITERATURE
Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is a difficult skill to be learned. This opinion is supported by Richards and Renandya in Rinawati (2018:1), "writing is the most difficult skill for second language learners to master". From the definition above, it can be said that writing can be distinguished from other skills as the most difficult one. Writing is not easy and needs hard to work.

According to Nunan (2003), Writing are physical and mental, it's about discovering ideas, thinking about how to communicate, to develop them into statements and paragraphs that well be comprehensible to a reader. Writing is a process and also a product. The writer creates plans, writes various drafts, revises, edits and publishes and the audience reads is a product.

While, Zamel (2007:207), writing is a process which a people can explore and discover their thoughts and ideas in written form.From this opinion, it is concluded that by writing a person can pour out everything that is on his mind and in his heart. After we put everything our thoughts into a writing, a product that can be read and understood and has a particular meaning is formed.

Writing is one of productive skills that expressed in written mode. People enjoy reading the writing product every day in form of articles in newspapers, novels, magazines, and others. It is shown that the product of writing is very important thing in human life. And with writing we get a lot of information.

Next, Meyers (2012:8) says that writing is way to produce language when you speak. Writing is communicating with others in a verbal way. Meyer states: "Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them".

Finally, Oshima in Widiyanti (2018:5) writing also defines as a progressive activity because when writer first write something down, writer have already been thinking what is writer going to say and how writers are going to say it. Definition of writing might lead us to make our writing better than

the previous writing and we need something that can help us to write in a good form. Then to write in a foreign language, we need someone that can teach writing in a foreign language. Writing is an activity to create notes or information on a medium using character. Writing is usually done on paper media using tools such as pens or pencils. Writing is an activity of exploring opinions and ideas into words. There is no doubt that writing is the most difficult skill for all language users. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Writing can help us become a better speaker and a stronger thinker. We can carefully to think through, organize their idea, and express the idea to develop our experience to write.

The Factors of Influence Writing

There are some factors which can influence the writing, Dhanya in megawati (2019) argue the factors can influence the writing as follow, Motivation, Positive environment, teacher- students relationship, digital technologies, and assessment and feedback. Environment is also very influential in producing on writing. Because, what we see, and what we hear, and even what we feel is closely related to thearound us. Writing activities developed rapidly since the creation of printing techniques, which made people more active in writing.

Elements of Writing

According to Richard (2010:1) on this portfolio argues that there are five elements of good writing include purpose, audience, clarity, unity, and coherence

1. Purpose

   When we talk about the purpose of paragraph, we are talking about the reason that a writer is a particular paragraph. For writers, they must stay focus on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal writing to achieve.

2. Audience

   The second element of good writing is to keep your audience in mind as your write. Good writers should be known who their audience before they start to writing.

3. Clarity

   Clarity refers to how easy it is for the reader to understand your writing. The good writer will explain their material clearly, use a clear pronoun references or use descriptive words. Clear sentence are not vague or indirect, it will be make the readers easy to understand what they wrote.

4. Unity

   Unity in paragraph means that the entiresentences are related to the topic sentences and its controlling idea. Good writers stay on topic by making sure that each supporting sentences relates to the topic sentences.

5. Coherence

   A piece of writing coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When the paragraph that the writer wrote has coherence it will make the readers easily to understandthe main of paper. The importance's of coherence are logical order, repetition of key word, and use traditional word and phrase.

   While, David (1993:203) argues that elements of writing include the following: diction or word choice, sentence structure and syntax, nature of figurative language, rhythm and component sounds and rhetorical pattern. In writing we also have to pay attention to its elements. Both from choosing a good word, and arranging it into a sentence using the right structure, you must also know what form of writing is being written.

Method of Teaching Writing

Teaching writing not doing by perfunctorily. One of the most important things to remember when teaches writing is a process. According to Fleming in Eramona (2014), Brainstorming is a method students can use to generate ideas for writing a paper. In the process of brainstorming we should suspend any concerns about staying organized. The goal is to pour our thoughts into paper worrying about whether they make sense or how they fit together.

Brainstorming is an activity which people are familiar. The object in brainstorming is to compile as a large list as possible of potential example for given topic.
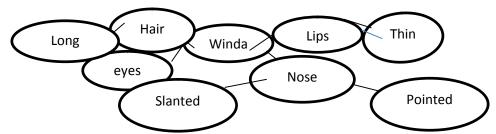
Clustering Technique

     Here, there are many definitions of clustering technique by an expert, Blanchard, and Root in Rinawati (2018:19) state that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using cycles and lines. When you cluster, you draw a diagram of your ideas. Buscemi in Megawati (2019:49) said that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping and diagramming, it is another effective way to gather information for an essay. In clustering, the writers can use lines, boxes, arrows, and circle to show the relationship between the ideas and details that occur to them (Langan in Rabadia 2018:25). It can be said that clustering technique becomes a strategy to understand the lesson sharply in general and to comprehend the writing technique in particular. The procedure should be taken is planning, diagramming, mapping, and listing the certain keywords are understood, the students are able to perceive the use of them in practice to continue writing and seeking the relevant case of the topic.

The Steps of Using Clustering Technique

     Clustering technique can be used for any kind of writing. The writers use it in the early stages of planning an essay in order to find subtopics in a topic or to organize information. To make it simple, according to Axelrod and Cooper in Rabadia (2018: 5), clustering works as follows:
    a. In a word or phrase, write your topic in the center of a piece of paper. Circle it.
    b. Also in a word or phrase, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.
    c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.

     Based on the mentioned above, it can be concluded that clustering technique is easy to be implemented in teaching writing to the students. By using clustering technique in writing descriptive text, it will facilitate the students to construct their ideas before they organize and compose sentences into a paragraph. The application of clustering can be seen on diagram bellow:

RESEARCH METHOD

The Design of Study

     This research use quantitative research because the goal of this research is about how so far clustering can improve students' writing skill. In this research have a treatment when we will collecting the data. The experimental research can interpret as the research method that we use for search the influence of certain treatment in unrestraint condition. Kumar (2011:94) state "a research design is a procedural plan that is adopt by the researcher to answer questions validly, objectively, an accurately, and economically".

     The researcher will use an experimental design that will be conducted in classroom. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes.

Population and Sample

     According to Arikunto (2010), Population is a whole subject in the research. Population can be defined into two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. Acces of population is population that can be accessed when the researcher determines the number of population. And population not only the

quantity in object or the caracteristic in subject or the object. The population of this research will take from the students in tenth grade of MA Al-Kautsar, Karanganom.

Tabel 1 Population of the Data

Class	Quantity
X IPA	33
X IPS	30
TOTAL	63

Source: Tata Usaha MA Al-Kautsar

Sample of Research

In research terms a sample is a group of people, objects, or items that are taken from a larger population to ensure that we can generalize the findings from the research sample to the population as a whole. The sample is a part or representative of the population Arikunto (2006:131).

This researcher was designed to be a true experimental design with two groups, namely the experimental group and the control group. Researcher used simple random sampling by making a lottery to take the sample. The draw was done by giving out 63 rolls of paper of which there were 60 papers with letters 1 and 2 and three blank papers. Letter 1 is the control group, and letter 2 is the experimental group and a blank paper as a backup in case some one is not present. The leader of class takes a roll of paper according to the number in the class. Students who received a roll of paper containing the letter 1 were referred to as the control group, while students who received a roll of paper containing the letter 2 were refered to as the experiment group. There are two groups used in this study, namely the control groups, which consisted of 30 students, and the experimental group which also consisted of 30 students, so that the total sample of this study was 60 students.

Table 2 Sample of Data

Class	Quantity
Group 1	30
Group 2	30

Data and Source of Data

Data can define as the quantitative or qualitative values of variable. Data is plural of datum which literally means to give or something given. Data is thought to be the lowest unit of information from which other measurements and analysis can be done. There are various methods of interpreting data. Data sources are broadly classify into primary and secondary data.

Data of Research

According to Arikunto (2010:129) The data are information or facts used in discussing or deciding the answer of research question. Data is the score of the test. The aim of the research is to get data. The data is important tools in the research which are in the form of phenomenon in the field and number. The data in this research are the writing descriptive text that gets from the tenth grade students of MA Al-Kautsar. The data will be taken by face- to face learning, even though in pandemic conditions.

Source of Data

According to Arikunto (2010:129) Source of data in the study is the subjects from which the data can be collected for the purpose of research. Source of data is the subject of the research. Data can be numbers, images, words, figures, facts, or ideas. Data in itself cannot be understood and to get information from the data one must interpret it into meaningful information. Source of the data is tenth grade students of MA Al-Kautsar.

The Technique of Collecting Data

Data collection method is an important aspect of any type of research study. It can define as the various methods that will adopt by an organization to analyze the accuracy of the data collected. In this research, the data will collect in three steps: 1. Pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell,2008: 301). At the first meeting, the researcher gives pre-test to the students. The pretest is writing in form of descriptive text with the theme "Boarding School of Al-Kautsar" or another theme and decided by the researcher. It will conduct to know the student's score in writing. This test will give in order to know how far the student's ability in writing descriptive text. It determined the readiness for instructional program, and to diagnosed individual's specific strengths and weaknesses in writing descriptive text. 2. Treatment After conducting the pretest, the researcher gives the

treatment to the tenth grade of group 1. The researcher applies the technique or treatment of using clustering technique. There are some steps to conduct a treatment. Those are: a. the researcher divide students to be some groups, each group consist of four students. b. The researcher shows a picture of one object. c. The researcher ask to each group chooses one of the category on the board in which they think they know a lot of words. d. After that, the researcher ask to next group to think, guess and write down as many words as they can related to the category printed in the space. e. Give evaluation to each group to write a descriptive paragraph based on the one of the words which has found and also show the generic structure and language feature of the text. f. Give instruction to students to submit the written evaluation given by teacher 3. Post-test the last method use to collect the data was administering post-test. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The post-test is writing in form of descriptive text with the several theme that was found from use clustering technique, it consist of: person, place, animal, fruit, and hobbies. The purpose of administering post-test in this study was to observe and 30 measure the students' development in writing descriptive text after having the treatment.

The Technique of Analyzing Data

In scoring pre-test and the post-test, the researcher adopted oral proficiency scoring categories developed by Brown in Arikunto (2010:318) it is stated that there are five important items need to be scored such as grammar, vocabulary, comprehension, fluency, and pronounciation. After knowing the score of the students will give the level achievement to the students. The researcher calculating the frequency and normality of the test by using SPSS version 21.0 to analyze the data.

The process of analyzing the data with the following steps:

1. Frequency
   In this table we can see how much the students can reach the KKM.
2. Statistic table
   In this table we can see a lot of data. We can measure and check the students ability in writing by using clustering. The researcher use mean formula. It uses the formulate measure by Arikunto (2010:272) the formula is:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = the average of students score

$\sum X$ = the sum of item score

N = the number of students

3. Test of Normality
   Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formula.
   The interpretation of the test of normality can be conclude as follow:
   a. If the value of asymp. Sig. (2-tailed) is greater tha the rate of 5% alpha (Asymp. Sig. (2-tailed) > 0.005 it can be conclude that the data derived from populations that are normaly distributed.
   b. If the value of Asymp. Sig. (2-tailed) is smaller than the alpha level of 5% (Asymp. Sig.(2-tailed) < 0,005) it can be concluded that the data derived from the population distributed is not normal.
4. Test of Homogeneity
   If the significance is less than 0,05 (Sig. (2-tailed) < 0,05), the variants differ significantly (not homogeneous).
   If the significance is greater than 0,05 (Sig. (2-tailed) > 0,05), the variants are significantly similar (homogeneous).
5. Test of Hypothesis
   To analyze the posttest scores between control and experimental group, the researcher use paired sample T test. The purpose of this test are to find out that the clustering is effect significantly on students writing ability or not. We can see that on tcount is bigger than ttable or lower than table at the significance level of a 0,05. There are two conditions: First, if it is bigger than ttable, it's mean that Ha is accepted and Ho is rejected. Second, if the tcount is lower than ttable, it's mean that Ho is accepted and Ha is rejected. In this process on SPSS Statistics, the researcher entered two

variables data: the post-test scores of control and experimental class. To process the data, the researcher was using the SPSS program.

RESEARCH FINDING AND DISCUSSION
Data and Data Analysis of The Research

Table 4.1 The Scores of Pre-Test in Control Group (X-1)

NO	Name	Pre- test (x)	$(x)^2$
1	Amru Disyacita	56	3136
2	Arya Abriliyan Sabil	63	3969
3	Apriliyanda Mahardiksa	58	3364
4	Atiqah Khairun Zahra	45	2025
5	Bayu Parlaungan	37	1369
6	Erwin Sinaga	51	2601
7	Elvi Saidah Sihombing	50	2500
8	Euis Fitriyani	46	2116
9	Farhan Fadillah	47	2209
10	Fahrisa Hizriani Damanik	49	2401
11	Harvan Evendi Haloho	48	2304
12	Ismi kairunnisa	45	2025
13	Kholilah Wahabibah	62	3844
14	Muhammad Drajat Bima	48	2304
15	Muhammad Rifa'i Saragih	48	2304
16	Miftahurrahma Arnar	62	3844
17	Nuke Vinola	51	2601
18	Novita Syafitri	44	1936
19	Nur Ulinnuha	63	3969
20	Piqri Saukani Purba	60	3600
21	Radith Zibran	59	3481
22	Raflindo Sinaga	42	1764
23	Rainaldo Purba	42	1764
24	Syahrian Saputra	57	3249
25	Selvi Anita	60	3600
26	Siti Khodizah	67	4489
27	Sri Damei Sembiring	54	2916
28	Syahru Fitri	64	4096
29	Vinny Ananda	60	3600
30	Windy	55	3025
Amount		**1593**	**86405**

Table 4.2
Frequency Pre- Test of Control Group (X-1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37,00	1	3,3	3,3	3,3
	42,00	2	6,7	6,7	10,0
	44,00	1	3,3	3,3	13,3
	45,00	2	6,7	6,7	20,0
	46,00	1	3,3	3,3	23,3
	47,00	1	3,3	3,3	26,7
	48,00	3	10,0	10,0	36,7
	49,00	1	3,3	3,3	40,0
	50,00	1	3,3	3,3	43,3
	51,00	2	6,7	6,7	50,0
	54,00	1	3,3	3,3	53,3

55,00	1	3,3	3,3	56,7
56,00	1	3,3	3,3	60,0
57,00	1	3,3	3,3	63,3
58,00	1	3,3	3,3	66,7
59,00	1	3,3	3,3	70,0
60,00	3	10,0	10,0	80,0
62,00	2	6,7	6,7	86,7
63,00	2	6,7	6,7	93,3
64,00	1	3,3	3,3	96,7
67,00	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Based on this table we can see the pre- test score from 30 students in control group: 1 student get score 37 (3,3%), 2 Students get score 42 (6,7%), 1 student get score 44 (3,3%), 2 students get score 45 (6,7%), 1 student get score 46 (3.3%), 1 student get score 47 (3,3%), 3 students get 48 (10 %), 1 student get score 49 (3,3%), 1 student get score 50 (3,3%), 2 students get score 51 (6,7%), 1 student get score 54 (3.3%), 1 student get score 55 (3,3%), 1 students get score 56 (3,3%), 1 student get score 57 (3,3%), 1 student get score 58 (3,3%), 1 student get score 59 (3,3%), 3 students get score 60 (10%), 2 students get score 62 (6,7%), 2 students get score 63 (6,7%), 1 student get score 64 (3,3%), 1 student get score 67 (3,3%). Because of KKM in tenth grade is 70 for English Subject, we can see that no one of students (100%) in Control group can reach the KKM in pre-test.

Table 4.3
Statistics Score of pre-test in Control Group (X-1)

N	Valid	30
	Missing	0
Mean		53,10
Std. Deviation		7,91
Variance		62,645
Minimum		37,00
Maximum		67,00
Sum		1593,00

The statistic table shows that Mean ($\overline{X}$) from pre-test of control group is 53,10 with N (The total students in control group) is 30 students. The minimum score is 37.00 and the high score/ maximum is 67,00, the total score (SUM) is 1593,00 with Std. Deviation 7, 91.

Based on the data we can see that the pre-test score score from 30 students in control group: : 1 student get score 37, 2 Students get score 42, 1 student get score 44, 2 students get score 45, 1 student get score 46, 1 student get score 47, 3 students get 48, 1 student get score 49 , 1 student get score 50, 2 students get score 51, 1 student get score 54, 1 student get score 55, 1 students get score 56, 1 student get score 57, 1 student get score 58, 1 student get score 59, 3 students get score 60, 2 students get score 62, 2 students get score 63, 1 student get score 64, 1 student get score 67. Because of KKM in tenth grade is 70 for english subject, we can conclude that no one of students in control group can past pre-test.

The normality of the pre-test scores of control group is calculated by using Statistic Product Services Solution (SPSS) version 21.0 for windows and the result of the calculation presented at the table below:

Table 4.4
Normality Test from Score of Control Group(X-1)
One- Sample Kolmogorof-Smirnov Test

	PRE-TEST

N		30
Normal Parameters[a,b]	Mean	53,10
	Std. Deviation	7,91
Most Extreme Differences	Absolute	,10
	Positive	,10
	Negative	-,10
Kolmogorov-Smirnov Z		,59
Asymp. Sig. (2-tailed)		,87

a. Test distribution is Normal.

b. Calculated from data.

From SPSS 21.0 we know:

a. If sig >   (0,05), so the test is normal.

b. If sig<   (0,05), so the test is not normal.

Based on the table above, it is found that the pre-test scores of control group is distributed normally because sig in pre-test bigger than   (0,87 > 0,05) in control group.

Table 4.5 The Scores of Pre-test in Experimental Group

NO	Name	Pre- test (x)	(x)^2
1	Abdullah Afandi Saragih	53	2809
2	Arif Kurniawan	51	2601
3	Ade Pratiwi Siregar	42	1764
4	Afiqah Syadzwina	59	3481
5	Astiara Hafidzah	50	2500
6	Aulia Indira	48	2304
7	Cincin Hasani	58	3364
8	Dara Syifa Putri	50	2500
9	Dinda Angelia Siadari	53	2809
10	Dedy Wijaya	58	3364
11	Hanafi Nurhuda Saragih	54	2916
12	Hanif Nurcholis	54	2916
13	Harun Arrasyid Tarigan	43	1849
14	Hafni Pasya	50	2500
15	Ilhamsyah	54	2916
16	Jhon Fredi Gultom	56	3136
17	Karina Amanda Saragih	60	3600
18	Khalaeda ziya	62	3844
19	Muhammad Dimas Khalik	54	2916
20	Muhammad Rafli Aditama	46	2116
21	Muhammad Rival Lubis	60	3600
22	Mutia Salwa Saragih	40	1600
23	Ovtapia Ramadhani	62	3844
24	Putri Munawwaroh Pohan	53	2809
25	Reyhan Marbun	40	1600
26	Sofia Safriani	64	4096
27	Sonia Bugis	55	3025
28	Susi Mariatik Sinaga	61	3721
29	Syadzwina Rasiah	60	3600
30	Uday Abi Pradiva	55	3025
	AMOUNT	1605	87125

Table 4.6
Frequency Pre-Test Experimental Group (X-2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	2	6,7	6,7	6,7
	42,00	1	3,3	3,3	10,0

43,00	1	3,3	3,3	13,3
46,00	1	3,3	3,3	16,7
48,00	1	3,3	3,3	20,0
50,00	3	10,0	10,0	30,0
51,00	1	3,3	3,3	33,3
53,00	3	10,0	10,0	43,3
54,00	4	13,3	13,3	56,7
55,00	2	6,7	6,7	63,3
56,00	1	3,3	3,3	66,7
58,00	2	6,7	6,7	73,3
59,00	1	3,3	3,3	76,7
60,00	3	10,0	10,0	86,7
61,00	1	3,3	3,3	90,0
62,00	2	6,7	6,7	96,7
64,00	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Based on the table we can see the pre-test score from 30 students in experimental group: 2 students get score 40 (6,7%), 1 student get score 42 (3,3%), 1 student get score 43 (3,3%), 1 student get score 46 (3,3%), 1 student get score 48 (3,3%), 3 students get score 50 (10%), 1 student get score 51 (3,3%), 3 students get 53 (10%), 4 students get score 54 (13,3%), 2 students get score 55 (6,7%), 1 student get score 56 (3,3%), 2 students get score 58 (6,7%), 1 student get score 59 (3,3%), 3 students get score 60 (10%), 1 student get score 61 (3,3%), 2 students get score 62 (6,7%), 1 student get score 64 (3,3). Because of KKM in tenth grade is 70 for English subject, we can see that no one of students (100%) in experimental group can't reach the KKM in pre-test.

Table 4.7
Statistic Score of pre-test in Experimental Group (X-2)

N	Valid	30
	Missing	0
Mean		53,50
Std. Deviation		6,58
Variance		43,36
Minimum		40,00
Maximum		64,00
Sum		1605,00

The statistic table shows that Mean $(\overline{X})$ from pre-test of experimental group is 53,50 with N (The total students in control group) is 30 students. The minimum score is 40.00 and the high score/ maximum is 64,00, the total score (SUM) is 1605,00 with Std. Deviation 6,58.

Based on the data we can see the pre-test score from 30 students in experimental group: 2 students get score 40, 1 student get score 42, 1 student get score 43, 1 student get score 46, 1 student get score 48, 3 students get score 50, 1 student get score 51, 3 students get 53, 4 students get score 54, 2 students get score 55, 1 student get score 56, 2 students get score 58, 1 student get score 59, 3 students get score 60, 1 student get score 61, 2 students get score 62, 1 student get score 64. Because of KKM in tenth grade is 70 for English subject, we can see that no one can't reach the KKM from experimental group.

The normality of the pre-test scores of experimental group is calculated by using Statistic Product Services Solution (SPSS) version 21.0 for windows and the result of the calculation presented at the table below

Table 4.8
Normality Test from score of Experimental Group (X-2)
One-Sample Kolmogorov-Smirnov Test

		PRE-TEST
N		30
Normal Parameters[a,b]	Mean	53,50

	Std. Deviation	6,58
	Absolute	,13
Most Extreme Differences	Positive	,07
	Negative	-,13
Kolmogorov-Smirnov Z		,74
Asymp. Sig. (2-tailed)		,63

a. Test distribution is Normal.

b. Calculated from data.

From SPSS 21.0 we know:

a. If sig> (0,05), so the test is normal.

b. If sig< (0,05), so the test is not normal.

Based on the table above, it is found that the pre-test scores of experimental group is distributed normally because sig in pre-test bigger than   (0,63 > 0,05) in experimental group.

Table 4.9 The Scores of Post-test in Control Group (X-1)

NO	Name	Post- test (y)	(y)²
1	Amru Disyacita	65	4225
2	Arya Abriliyan Sabil	70	4900
3	Apriliyanda Mahardiksa	63	3969
4	Atiqah Khairun Zahra	55	3025
5	Bayu Parlaungan	50	2500
6	Erwin Sinaga	60	3600
7	Elvi Saidah Sihombing	55	3025
8	Euis Fitriyani	57	3249
9	Farhan Fadillah	55	3025
10	Fahrisa Hizriani Damanik	62	3844
11	Harvan Evendi Haloho	50	2500
12	Ismi kairunnisa	55	3025
13	Kholilah Wahabibah	65	4225
14	Muhammad Drajat Bima	54	2916
15	Muhammad Rifa'i Saragih	54	2916
16	Miftahurrahma Arnar	65	4225
17	Nuke Vinola	58	3364
18	Novita Syafitri	50	2500
19	Nur Ulinnuha	67	4489
20	Piqri Saukani Purba	64	4096
21	Radith Zibran	65	4225
22	Raflindo Sinaga	60	3600
23	Rainaldo Purba	55	3025
24	Syahrian Saputra	62	3844
25	Selvi Anita	65	4225
26	Siti Khodizah	70	4900
27	Sri Damei Sembiring	62	3844
28	Syahru Fitri	68	4624
29	Vinny Ananda	65	4225
30	Windy	63	3969
Amount		**1809**	**110099**

Table 4.10
Frequency Post- Test Control Group (X-1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	3	10,0	10,0	10,0
	54,00	2	6,7	6,7	16,7
	55,00	5	16,7	16,7	33,3
	57,00	1	3,3	3,3	36,7
	58,00	1	3,3	3,3	40,0
	60,00	2	6,7	6,7	46,7
	62,00	3	10,0	10,0	56,7
	63,00	2	6,7	6,7	63,3
	64,00	1	3,3	3,3	66,7
	65,00	6	20,0	20,0	86,7

67,00	1	3,3	3,3	90,0
68,00	1	3,3	3,3	93,3
70,00	2	6,7	6,7	100,0
Total	30	100,0	100,0	

Based on this table we can see the post- test score from 30 students in control group: 3 students get score 50 (10%), 2 students get score 54 (6,7%), 5 students get score 55 (16,7%), 1 students get score 57 (3,3%), 1 student get score 58 (3,3%), 2 students get score 60 (6,7%), 3 students get score 62 (10%), 2 students get score 63 (6,7%), 1 student get score 64 (3,3%), 6 students get score 65 (20%), 1 students get score 67 (3,3%), 1 student get score 68 (3.3%), 2 students get score 70 (6,7%). Because of KKM in tenth grade is 70 for English subject, we can see that only 2 (6,7%) students of the control group can reach the KKM, the other students of control group 28 (93,3%) in control group can't reach the KKM in this post-test.

Table 4.11
Statistics Score of post-test in Control Group (X-1)

N	Valid	30
	Missing	0
Mean		60,30
Std. Deviation		5,91
Variance		35,045
Minimum		50,00
Maximum		70,00
Sum		1809,00

The statistic table also shows that Mean ($\overline{X}$) from post-test of control group is 60.30 with N (The total students in control group) is 30 students. The minimum score is 50,00 and the high score maximum is 70,00, the total score (SUM) is 1809,00 with Std. Deviation 5,91.

We can see the post-test score from 30 students in control group: 3 students get score 50, 2 students get score 54, 5 students get score 55, 1 students get score 57, 1 student get score 58, 2 students get score 60, 3 students get score 62, 2 students get score 63, 1 student get score 64, 6 students get score 65, 1 students get score 67, 1 student get score 68, 2 students get score 70. Because of KKM in tenth grade is 70 for english subject, we can conclude that no one of students in control group can past pre-test and only 2 from 30 students in control group can reached the KKM in post-test.

The total of pre- test of control group (SUM) is 1593,00 and have mean 53,10 . The total score from post-test of control group (SUM) is 1809,00 and have mean 60,30. The differences score between pre-test and post-test in control group is 7,20.

Table 4.12
One- Sample Kolmogorof-Smirnov Test

		POST-TEST
N		30
Normal Parameters[a,b]	Mean	60,30
	Std. Deviation	5,92
Most Extreme Differences	Absolute	,14
	Positive	,14
	Negative	-,14
Kolmogorov-Smirnov Z		,81
Asymp. Sig. (2-tailed)		,52

a. Test distribution is Normal.

b. Calculated from data.

From SPSS 21.0 we know:

a. If sig> (0,05), so the test is normal.
b. If sig< (0,05), so the test is not normal.
    Based on the table above, it is found that the post test scores of control group is distributed normally because sig post-test is bigger than (0,52 > 0,05) in control group.

Table 4.13 The Scores of Post-test in Experimental Group

NO	Name	Post- test (y)	(y)²
1	Abdullah Afandi Saragih	70	4900
2	Arif Kurniawan	71	5041
3	Ade Pratiwi Siregar	70	4900
4	Afiqah Syadzwina	80	6400
5	Astiara Hafidzah	75	5625
6	Aulia Indira	66	4356
7	Cincin Hasani	81	6561
8	Dara Syifa Putri	70	4900
9	Dinda Angelia Siadari	70	4900
10	Dedy Wijaya	76	5776
11	Hanafi Nurhuda Saragih	72	5184
12	Hanif Nurcholis	80	6400
13	Harun Arrasyid Tarigan	68	4624
14	Hafni Pasya	81	6561
15	Ilhamsyah	70	4900
16	Jhon Fredi Gultom	70	4900
17	Karina Amanda Saragih	74	5476
18	Khalaeda ziya	82	6724
19	Muhammad Dimas Khalik	70	4900
20	Muhammad Rafli Aditama	71	5041
21	Muhammad Rival Lubis	87	7569
22	Mutia Salwa Saragih	70	4900
23	Ovtapia Ramadhani	80	6400
24	Putri Munawwaroh Pohan	79	6241
25	Reyhan Marbun	68	4624
26	Sofia Safriani	71	5041
27	Sonia Bugis	73	5329
28	Susi Mariatik Sinaga	72	5184
29	Syadzwina Rasiah	70	4900
30	Uday Abi Pradiva	74	5476
	AMOUNT	2211	163733

Table 4.14
Frequency Post-Test Experimental Group (X-2)

		Frequency	Percent	Valid Percent	Cumulative Percent
	66,00	1	3,3	3,3	3,3
	68,00	2	6,7	6,7	10,0
	70,00	9	30,0	30,0	40,0
	71,00	3	10,0	10,0	50,0
	72,00	2	6,7	6,7	56,7
	73,00	1	3,3	3,3	60,0
Valid	74,00	2	6,7	6,7	66,7
	75,00	1	3,3	3,3	70,0
	76,00	1	3,3	3,3	73,3
	79,00	1	3,3	3,3	76,7
	80,00	3	10,0	10,0	86,7
	81,00	2	6,7	6,7	93,3
	82,00	1	3,3	3,3	96,7

87,00	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Based on this table we can see the post-test score from 30 students in experimental group: 1 student get score 66 (3,3%), 2 students get score 68 (6,7%), 9 students get score 70 (30%), 3 students get score 71 (10%), 2 students get score 72 (6,7%), 1 student get score 73 (3,3%), 2 students get score 74 (6,7%), 1 student get score 75 (3,3%), 1 student get score 76 (3,3%), 1 student get score 79 (3,3%), 3 students get score 80 (10%), 2 students get score 81 (36,7%), 1 student get score 82 (3,3%), 1 student get score 87 (3,3%). Because of KKM in tenth grade is 70 for English subject, we can see that only 3 (10%) students of the experimental group can't reach the KKM, the other students of experimental group 27 (90 %) in this group can reach the KKM in this post-test.

Table 4.15
Statistic Score of post-test in Experimental Group (X-2)

N	Valid	30
	Missing	0
Mean		73,70
Std. Deviation		5,19
Variance		26,97
Minimum		66,00
Maximum		87,00
Sum		2211,00

The statistic table also shows that Mean $(\overline{X})$ from post-test of experimental group is 73,70 with N (The total students in control group) is 30 students. The minimum score is 66,00 and the high score maximum is 87,00, the total score (SUM) is 2211,00 with Std. Deviation 5,19.

The total of pre- test of experimental group (SUM) is 1605,00 and have mean 53,50 . The total score from post-test of experimental group (SUM) is 2211,00 and have mean 73,70. The differences score between pre-test and post-test in experimental group is 20,20.

The normality of the post-test scores of experimental group is calculated by using Statistic Product Services Solution (SPSS) version 21.0 for windows and the result of the calculation presented at the table below.

Table 4.16
Normality Test from score of Experimental Group (X-2)
One-Sample Kolmogorov-Smirnov Test

		POST-TEST
N		30
Normal Parameters[a,b]	Mean	73,70
	Std. Deviation	5,19
Most Extreme Differences	Absolute	,19
	Positive	,19
	Negative	-,13
Kolmogorov-Smirnov Z		1,08
Asymp. Sig. (2-tailed)		,18

a. Test distribution is Normal
b. Calculated from data

From SPSS 21.0 we know:
    a.   If sig> (0,05), so the test is normal.
    b.   If sig< (0,05), so the test is not normal.

Based on the table above, it is found that the post test scores of experimental group is distributed normally because sig in post-test is bigger than (0,18 > 0,05) in experimental group.

Table 4.17
Homogeneity Variances of the Score Post-test in Control and Experimental Group
Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
1,112	1	58	,296

Determination of varience from several populations has the same varience or cannot be seen from the significance value. This study use a significance level = 0,05. If sig > 0,05 then the data is declared to have the same variant and vice versa if sig < 0,05, then the data are declared not to have the same variant. The table above shows that sig 0,296 > 0,05, and then the data in the two groups have the same variant (homogeneous), meaning that the data come from the same population.

4.3 The Hypothesis Testing

Table 4.18
The Hypothesis Testing
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	Df	
Pair 1	Post test control and post test experiment group	13,40	9,28	1,69	16,86	9,93	7,91	29	,00

Based on the table above, we can see that tcount (7,91) > ttable (1,69) at the significance level = 0,05 and degrees of freedom (df) = 29, Ho is rejected and Ha is accepted. It means that there are significantly differences on students writing ability by using clustering technique and without using clustering technique in English subjects about descriptive text in tenth grade of MA Al-Kautsar.

The Research Findings and Discussion

Reffering to the data analysis above, the research findings could be shown as following as: The students' score pre-test in control group are 1593 where the mean is 53,10 and the students' score post test in control group are 1809 where the mean is 60,30. Before the treatment of clustering technique , the students' prior knowledge in writing descriptive text was less since the pre- test data are 1605 where the mean is 53,50. After the treatment of using clustering technique, the students' ability in writing descriptive text had been improved since the post-test are 2211 where the mean is 73,70. Based on testing hypothesis of post-test scores, it is found tcount (7,91) > ttable (1,69) at the significance level = 0,05 and degrees of freedom (df)= 29. Ho is rejected and Ha is accepted, it means that there was difference in students learning outcomes by using clustering technique and without using clustering technique in English subjects about descriptive text at tenth grade of MA Al-Kautsar.

The errors of students could happen because the students did not have idea to write, still confused in organizing the sentences, low mastery of grammar and punctuation and lacking of vocabulary. With these difficulties, the researcher used clustering techniques to improve their writing skills. The researcher gives one topic to be discussed and writes it on the blackboard and then circles the topic. Then the researcher asked the students to write down the main part of the idea, They also must write down the examples and details of the main part of the idea and circle it. After that, students must connect one word to another using a line, students are required to combine and develop words that have been circled into a paragraph text. Through this technique, students' writing skill increase according to the results of the above analysis.

Conclusion and Suggestion
Conclusion

After conducting the research and analyzing the data, there is an improvement of writing skills in descriptive text by using clustering technique at tenth grade of MA Al-Kautsar. It can be seen from

students' scores of pre-test and post-test. It is shown students' scores before the Effect of using clustering technique are 1605 where the mean is 53,50 and after the treatment, the researcher found that students' scores are 2211 where the mean is 73,30. Based on the table above, we can see that tcount (7,91) > ttable (1,69) at the significance level   = 0,05 and degrees of freedom (df) = 29, Ho is rejected and Ha is accepted. It means that the clustering technique effect significantly to improve students' writing skill at tenth grade of MA Al-Kautsar, because the researcher gives to the students one topic to be discussed and writes it on the blackboard and then circles the topic. Then the researcher asked the students to write down the main part of the idea, They also must write down the examples and details of the main part of the idea and circle it. After that, students must connect one word to another using a line, students are required to combine and develop words that have been circled into a paragraph text. With this technique, researcher can improve their abilities in writing as the result of the analysis.

Suggestion

Referring to the data in the previous chapter and the conclusions, some suggestions are recommended:

1. **For the Teacher**

   Considering the advantages of clustering technique, it is suggested that the English teacher of the apply clustering technique as an alternative way in teaching descriptive text. It is supported by the result finding that clustering technique not only help teacher improve the students' descriptive text writing ability but also teacher's performance and students' participation. The teacher is expected to be motivate the students in order to be excited in learning English since many students regard English Subject is difficult to learn.

2. **For the Students**

   The students can apply and practice the custering technique by following the steps. It will help the students to solve their problems in writing and to improve their writing skills.

3. **For the Future Researcher**

   The researcher suggest the future researcher to conducted classroom action research in using clustering technique to improve students' writing skills especially in writing descriptive text.

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