

**THE EFFECT OF CLUSTERING TECHNIQUE IN  
WRITING DESCRIPTIVE TEXT AT GRADE X OF MA-  
ALWASHLIYAHKEDAISIANAM IN 2021/2022 ACADEMIC  
YEAR**

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**ABSTRAK**

This study aims to determine the significant effect of clustering techniques on the achievement of tenth graders in writing descriptive texts. This research is conducted at a private school in MA Alwashliyah Kedaisianam, Batubara. The research is conducted using an experimental research design and the sample consist of 80 students consisting of: two groups. They are the experimental group which is taught with clustering technique and the control group which is taught without special technique. Each group consists of 40 students. The instrument used to collect data is a descriptive text writing test. The data obtained were analyzed using t-test. The test found that the scores of students in the experimental group is significantly higher than the scores of students in the control group (observed t-value 5.35 > t-table value 1.91). the conclusion is the clustering technique has a significant effect on student achievement in descriptive writing.

Key Word : Writing, Descriptive text, Clustering Technique.

## A. Background of the Study

Language is a very important communication tool for humans. Language learning is important for human's social development. English is one of the international languages that are used by many people in the world and in many areas of everyday life. In the English subject, there are four skills to learn. There are listening, speaking, writing, and reading. That must be mastered by the students. This study focuses on writing skill. In fact, writing is a very important skill because writing requires practice and writing is quite a difficult subject for students.

According to Hyland (2004:20) writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences. According to Pranoto (2004; 9) writing means pouring thoughts into written form or telling something to others through writing. Harris (1997:38) states that the students can use writing to express their ideas, opinions, realities, and point of view.

Based on the opinion of experts, by writing we can express something or opinion and develop new ideas. Writing is taught after listening, speaking, and reading. Writing activities cannot be separated from a text. In English there are several types of texts, namely narrative, recount, descriptive, report, explanation, procedure. This study focuses on descriptive text. To write

a descriptive text, students need to know the information about the object to be written.

According to Gerot and Wignell (1994: 208), "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". According to Collin (2009) Descriptive text is to describe specific of places, this text usually describe about location, size, old, content and other characteristic. The conclusion from the above explanation is descriptive text has many ideas or topic will be described. Descriptive text has text elements and rhetorical structure, it is identification and description. Identification is an introduction, which is in the form of a general description of a topic. This section is located in the first paragraph which describes the object in general. Description is a section that describes the special characteristics of the object being discussed. This section is located in the second paragraph and so on. There were several problems that students found. First, students do not understand the generic structure in descriptive text. Second, students do not know how to express their ideas according to the generic structure.

An example paragraph "the one-horned rhino is one of the animals that can only be found in Indonesia. The uniqueness of this rhino is its single horn. This four-legged animal

is an animal that is protected by the state because it is rare and almost extinct”. Students must determine that the paragraph is an identification or description in the descriptive text. Students answered that the paragraph above is a description. The answers given by students are not in accordance with the paragraph, which is an identification that describes objects in general or introduces objects discussed in the text.

An example of a description is, “This animal has a long snout and has large nostrils. Just above the snout is a horn or horn that bends sharply. Meanwhile, the ears are wide at the back of the head and almost at the neck or hump. His body is big and muscular. In fact, it is known that the one-horned rhino is the largest animal on the island of Java. It can weigh up to 1.5 tonnes”.

How are students of class X MA-Alwasliyah Kedaisianam able to write descriptive texts with appropriate techniques with the desired results. For that we need an appropriate learning technique. In this study, we want to know how the effect of the technique used in writing descriptive text, namely using the clustering technique.

Intan Noor (2013) clustering is a technique for collecting thoughts around some stimulus, for finding a focus, and for allowing a sense of the whole configuration to emerge even though all the details are not yet

apparent.

Clustering technique is a way of expressing the concept of thinking in the process of writing skills activities that can be poured without hesitation. Clustering is a way of prewriting that can be used by students to develop, organize or collecting ideas and finding direction in writing easily by using circles and lines.

Based on the explanation above, the research is interested in conducting a study entitled “ The Effect of Clustering Technique in Writing Descriptive Text at Grade X of Ma-Alwasliyah Kedaisianam 2021/2022 Academic Year “.

## **B. Scope of the Study**

The scope of this research is focused on knowing how The Effect of Clustering Techniques in Writing Descriptive Texts for class X of MA-Alwasliyah Kedaisianam students for the 2021/2022 Academic Year.

## **C. Objective of the Study**

In a study, this research must also write down the purpose of the research problem. Based on the formulation of the study above, it can be seen that the purpose of this research problem is to find out The Effect of Clustering Technique in Writing Descriptive Text at Grade X of Ma-Alwasliyah Kedaisianam in 2021/2022 Academic Year.

#### **D. Hypothesis of the Study**

By using clustering technique in writing descriptive text. It can be seen an effect of students writing descriptive text at grade X of MA Alwashliyah Kedaisianam in 2021/2022 academic year. The hypothesis of this research is formulated as :

Ha : There is an effect of clustering technique in writing descriptive text at grade X of MA Alwashliyah Kedaisianam 2021/2022 acadmic year.

Ho : There is no effect of clustering technique in writingdescriptive text at grade X of MA Alwashliyah Kedaisianam 2021/2022 acadmic year.

#### **E. Research Method**

This chapter present the methodology used in this study starting with research design, research location, population and sample. This study conducted in experimental design. Experimental design is a predictive research, which predicts the effect of a variable on the dependent variable.

There are two groups of student, namely control group and experimental group. The experimental group was taught by clustering techniques and the control group was taught conventionally. In collecting data, this research used pre-test and post-test on students.

#### **F. Data and Data Analysis**

##### **1. Research Finding.**

Researching Finding is an evaluation that can be achieved by resting the hypothesis. The mean of the experimental group and the control group was different. The post-test mean of the experimental group was higher than the control group. Each test involves making one or more predictions about what should happen, whether the hypothesis is true or not. Assessing whether or not predictions are met depends on the collection and analysis of observational or experimental data.

From data finding in this research that :

1. The highest and the lowest score of the pre-test experimental group were 55 and 35 score, while the highest and the lowest of the post-test experimental group were 90 and 70 score, so it was higher than in pre-test.
2. The highest and the lowest score of the pre-test control group were 50 and 20 score, while the highest and the lowest of the post-test control group were 85 and 65 score, so it was higher than in pre-test.
3. The total score of pre-test experimental group is 1780 and in pre-test of control group is 1420. So, the total score of pre-test of experimental group is higher than the pre-test of control group.

4. The total score of post-test of experimental group is 3.210 and in post-test of control group is 2.940. So, the total score of post- test of experimental group is higher than the post-test of controlgroup.

This research concluded that  $H_a$  is accepted if  $T\text{-test} > T\text{-table}$  and  $H_0$  is accepted if  $T\text{-test} \leq T\text{-table}$ . In this research calculation of the scores by using T-test for the degree of freedom (df) 78 at level significance 0,05 where the T-table is = 1,91. The result of computing the T-test shown that T-test is higher than T-table or it can be seen as  $T\text{-test} > T\text{-table}$  (0,005) with df 78 or  $5,35 > 1,91$  (0,05) with df 78.

After calculating the significant score of pre-test and post-test, the author explains data were analyzed using the t-test formula. it means that the alternative hypothesis ( $H_a$ ) is accept and express the hypothesis by using the clustering technique can effectively help students in writing descriptive text.

## 2. Discussion

From the statistical measurement above shown that  $H_0$  (Null Hypothesis) is not accepted or rejected;  $H_a$  (Alternative Hypotehsis) is accepted, because value of  $t_{\text{count}}$  is higher than of t- table (value of critic "t"). It means :

- a) "There is significant difference in students writing

descriptive text using clustering technique between pre-test and post-test in class X IPA A"

- b) "There are significant differences in students writing using and without using clustring technique of grade X at IPA MA Alwashliyah Kedaisianam in 2021/2022 Academic Year"

"There is effect to students in writing descriptive text clustering technique more than without clustering technique"

## G. Conclusion

Based on the data analysis of the results and research findings and discussed in the previous chapter, the researcher concludes that the effect of grouping techniques in writing descriptive texts has a significant effect. This is evidenced by the t-test value, namely t-test is higher than t-table or it can be seen that  $t\text{-test} > T\text{-table}$  (0.005) with df 78 or  $5.53 > 1.91$  (0.05) with df 78.

$H_a$  is accepted and it was revealed that the hypothesis using clustering technique in writing descriptive text is affective because using clustering technique.

## H. Suggestion

There is some suggestion from the researcher for the teacher,

students, and further research as follows :

1. Suggestion for the students  
Students should learn more about other components in descriptive text such as: Definition of descriptive text, generic structure of descriptive text and others.
2. Suggestion for the teachers  
Teachers should use certain techniques that minimize students' problems in writing. Teachers must use media or techniques in conveying material to students so that students can be happy and like to follow and understand the delivery of material from the teacher. By using the right media or techniques, students can more easily understand what they are going to write.
3. Suggestion for other researchers  
Other researchers must have good mastery of teaching materials and good delivery skills in explaining material in class about clustering techniques. The suggestion above are given based on the research that was done by the researcher. The researcher hope the suggestion can give positive contribution for improving the teaching and learning process in MA Alwashliyah Kedaisianam.

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