

## THE INFLUENCE OF CLUSTERING TECHNIQUE ON STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT SEVENTH GRADE OF MTS MUHAMMADIYAH PADANGPANJANG

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### **Abstract**

*The purpose of this research is to investigate whether any significant influence of using clustering technique on students' descriptive text writing ability at seventh grade of MTs Muhammadiyah Padangpanjang. The population of this research at the seventh grade of MTs Muhammadiyah Padangpanjang. The sample of this research was class seven which consisted of 34 students. The design of this research was pre-experimental research in one group design which divided into two stages consisting of pre-test and post-test in the learning process. Then, the instrument of this research was a writing test, to score the students' descriptive text writing ability on pre-test and post-test the researcher used rubric assessment from Brown (2003). Furthermore, the success criteria were determined on the five indicators of writing namely content, organization, vocabulary, language use/grammar, and mechanics. The researcher analyzed the data by using statistical formulation and Microsoft Excel 2010 with 0,05 significance level. After analyzed the data, the result of the average post-test score is 80, increased from pre-test score is 60. Next, the value of  $t_{count}$  was higher than  $t_{table}$ . It can be seen from  $t_{count}$  is 12,98 >  $t_{table}$  is 2,035 at the significance level 0,05 and degree of freedom (df) = 33. It means that, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It can be concluded that, the use of clustering technique is giving significant influence to students' descriptive text writing ability at seventh grade of MTs Muhammadiyah Padangpanjang.*

**Key Words:** *Clustering Technique, Writing, and Descriptive Text.*

### **Abstrak**

*Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan teknik clustering terhadap kemampuan menulis teks deskriptif siswa kelas VII MTs Muhammadiyah Padangpanjang. Populasi penelitian ini adalah siswa kelas VII MTs Muhammadiyah Padangpanjang. Sampel penelitian ini adalah kelas tujuh yang terdiri dari 34 siswa. Rancangan penelitian ini adalah penelitian pre-experimental in one group design yang dibagi menjadi dua tahap yang terdiri dari pre-test dan post-test dalam proses pembelajaran. Instrumen penelitian ini adalah tes menulis, untuk menilai kemampuan menulis teks deskriptif siswa pada pre-test dan post-test peneliti menggunakan penilaian rubrik dari Brown (2003). Selanjutnya, kriteria keberhasilan ditentukan pada lima indikator penulisan yaitu isi, organisasi, kosa kata, penggunaan bahasa/tata bahasa, dan mekanik. Peneliti menganalisis data dengan menggunakan formulasi statistik dan Microsoft Excel 2010 dengan taraf*

*signifikansi 0,05. Setelah dilakukan analisis data, diperoleh hasil rata-rata skor postes adalah 80, meningkat dari skor pretes yaitu 60. Selanjutnya nilai thitung lebih tinggi dari ttabel. Hal ini dapat dilihat dari nilai thitung sebesar 12,98 > ttabel sebesar 2,035 pada taraf signifikansi 0,05 dan derajat kebebasan (df) = 33. Artinya, hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Dapat disimpulkan bahwa penggunaan teknik clustering memberikan pengaruh yang signifikan terhadap kemampuan menulis teks deskriptif siswa kelas VII MTs Muhammadiyah Padangpanjang.*  
**Key Words:** *Clustering Technique, Writing, and Descriptive Text.*

## INTRODUCTION

English writing is in a part of the four skills that can be dimension of literacy development in a country, it is also has no longer become entrenched yet, especially in Indonesia. Dimension of writing are idea and composition. The idea must have a mutually supportive relationship with other ideas, which can be understood and also have the correct vocabulary, grammar. The ideas also have an attraction known as unity of a paragraphs. In developing paragraph it need some basic idea to combine one main idea to the supporting detail, then give some concrete ideas to build up a good unity of the paragraph. And also a good paragraph will attract to the next paragraph that is well known as and coherence. The coherence will conjunct one paragraph to on the paragraph for example, but, however, yest, by contrast, and whereas. Those conjunction will make the reader become more carefull to read the sentence.

Richard (2002) argued that the most challenging skill for foreign language learners to acquire is writing. They must string together grammatically correct sentences. Writing challenges students to demonstrate their understanding of something. This demonstrating experience at the same time conditions students to organize ideas and evidence in an orderly manner. A huge number of research show that all this time teaching writing handiest makes a speciality of the idea of grammar or writing concept. It does not support the students get teaching writing, but they most effective master the theory, preposition, or the principle how to write.

Furthermore, in teaching writing there are many techniques that make students able to bring out the potential abilities that exist when they write, one of the techniques used is the clustering technique. Clustering is a kind of method which can be used in pre-writing stage. It is introduced by Gabriele Gabrielle (1980), a professor of English and Creativity at San Jose State University, California. It is a technique which provides an alternative way for writers to do the brain storming before starting to write. Rico also claims that clustering is a kind of technique in brain storming which benefits greatly from the right brain (which she called, Design mind<sup>o</sup>), the part of the brain in which non-linear pattern an dimages production occur.

The teacher should concentrate on the Core Competence (KI)and Basic Competence (KD) in the curriculum 2013 when teaching writing. It is stated in Basic Competence (KD) 3.7 and 4.7 of the curriculum 2013 syllabus English for Seven Grade in SMP/MTs. There are only one type of textthat must be taught in junior high school based on the basic competence of teaching writing: descriptive text. According to Peha (2002), the teacher has a significant role in the growth of

students during the teaching and learning process of writing in junior high school. The teacher instructs them on how to write effectively. It covers how to come up with new ideas as well as how to organize them and how to make a good paragraph. In part of the texts that will be used to instruct is descriptive text.

As a descriptive text a text that gives a description, it can be animal, people or things to the readers in specific features, and also descriptive text can be described such as: the aroma, feels, sounds, appearance and the sense of the object. Included a favorite object which the writer adores to someone’s personality, character, and feeling. The writer tries to express the image, feeling, and experience to the readers so that they can imagine or feel involved in it as well (Keraf 2000). So, students write detailed descriptions so that the reader can visualize the object. Besides that, descriptive text also has a purpose. The purpose of descriptive text is to describe and identify a specific person, place, or thing in enough depth or specificity for the reader to visualize it. It is clear that decriptive text is employed to describe all that the writer sees in depth.

Based on observations were done by researcher at MTs Muhammadiyah Padangpanjang on July 18th, 2022 through teachers in the field of English education studies, it was known that use of methods used by English teacher has not varied, so it requires a new variation in order to overcome or resolve the problems that occurred by students in junior high school. To overcome the problems that occur in these students, clustering technique is applied. The implementation of the clustering technique aims to give a new nuance of how they are able to write words well by using stages, both in the form of preparation and stages in the form of writing. Then, the use of this clustering technique helps students in writing descriptive text properly and correctly. Given the importance of this descriptive text, students need to improve their ability and good understanding in learning to write descriptive text. In learning to write descriptive text, clustering technique is in a part of the guided writing techniques that can be applied in teaching writing and can be used to improve students’ writing ability. In addition, this technique can also help students to generate, develop, and organize their ideas, Reid (1993).

Based on the explanation above, the researcher is interested in carrying out a research entitled “The Influence of Clustering Technique on Students’ Descriptive Text Writing Ability at Seventh Grade of MTs Muhammadiyah Padangpanjang”.

**METHOD**

The researcher used experimental research in this research. Arikunto (2010) stated that model of the experimental research is called pre-experimental design, can be seen below:

**Table 1. One Group Design in Experimental Class**

| Group      | Pre-test       | Treatment | Post-test      |
|------------|----------------|-----------|----------------|
| Experiment | 0 <sup>1</sup> | X         | 0 <sup>2</sup> |

Notes:

0<sup>1</sup> = Before give the experimental treatment

X = The experimental treatment

0<sup>2</sup> = After giving the experimental treatment

From design above, it can be seen that there is only one group in experimental, this design called pre-experimental. Purwanto and Dyah (2017) said that pre-experimental research is compare the condition of the target group between before and after the program.

The researcher used quantitative research to explain phenomena by collecting numerical data through statistical analysis. According to Creswell (2003), quantitative research is defined as a method that focuses on investigating the use of positive statement to develop knowledge, use enquiry strategies such as experiment, survey, and collect and get the statistical data on predetermined instrument.

To collect the research data, the researcher used instrument as a tool and method for conducting this research. The test was the systematic procedure where the individual follows the test represented in the set of their answers that snow in number (Sukardi:2007). So the instrumentation of this research was writing test which divide in pre-test and post-test.

After getting the data, the researcher analyzed the data taken from pre-test and post-test in a pre-experimental class. In the pre-experimental research, researcher uses one-group pretest-posttest design.

The researcher calculated the data by the formula as follow:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage of the students who get good/fail

f = The sum of the students who get good/fail

N = Total of sample

Statistics test that be used is t-test:

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{n(n-1)}} \quad \text{and} \quad Md = \frac{\sum d}{n}$$

Where:

d = Deviation of pre-test score with the post-test score

Md = The mean score (d)

Xd = Deviation gain score toward mean (Xd = di – Md)

X<sup>2</sup>d = Square deviation score gain toward mean

N = Total of sample

1. Determine the level of significance  
Where the significance level used was 0,05
2. Determine t count and t table  
Use the formula T table = t (a/2 ; n-k-1)  
Where: n = Sample  
k = Amount of variable  
a = 0,05 = level of confidence = 95%
3. Decision making
  - a.  $t_{\text{count}} > t_{\text{table}}$  (area of rejection H<sub>0</sub>)
  - b.  $t_{\text{table}} < t_{\text{count}}$  (area of acception H<sub>0</sub>)

## FINDING AND DISCUSSION

The researcher got the data were taken based on the text like the following table:

**Table 2. The Students' Pre-Test and Post-Test Score**

| No. | Code of Sample    | X           | Y           |
|-----|-------------------|-------------|-------------|
| 1.  | ACR               | 66          | 89          |
| 2.  | AR                | 50          | 79          |
| 3.  | AL                | 47          | 81          |
| 4.  | AFR               | 49          | 74          |
| 5.  | ARA               | 55          | 70          |
| 6.  | ARS               | 67          | 73          |
| 7.  | AT                | 46          | 72          |
| 8.  | BAS               | 46          | 82          |
| 9.  | ESZ               | 67          | 84          |
| 10. | FRS               | 53          | 80          |
| 11. | FA                | 56          | 71          |
| 12. | FAZ               | 62          | 79          |
| 13. | GA                | 49          | 85          |
| 14. | HYMH              | 47          | 81          |
| 15. | KA                | 57          | 76          |
| 16. | KRP               | 63          | 75          |
| 17. | MAH               | 52          | 74          |
| 18. | MF                | 51          | 77          |
| 19. | MLAG              | 71          | 74          |
| 20. | MZM               | 54          | 73          |
| 21. | NN                | 68          | 77          |
| 22. | N                 | 59          | 84          |
| 23. | NF                | 62          | 78          |
| 24. | NS                | 84          | 85          |
| 25. | RP                | 56          | 89          |
| 26. | RDP               | 64          | 85          |
| 27. | RF                | 64          | 78          |
| 28. | RTN               | 67          | 80          |
| 29. | RPK               | 72          | 88          |
| 30. | RA                | 58          | 73          |
| 31. | SA                | 75          | 95          |
| 32. | SMF               | 71          | 84          |
| 33. | SY                | 67          | 95          |
| 34. | ZHSA              | 65          | 83          |
|     | <b>Total</b>      | <b>2040</b> | <b>2723</b> |
|     | <b>Mean</b>       | <b>60</b>   | <b>80</b>   |
|     | <b>High Score</b> | <b>84</b>   | <b>95</b>   |
|     | <b>Low Score</b>  | <b>46</b>   | <b>70</b>   |

Where:

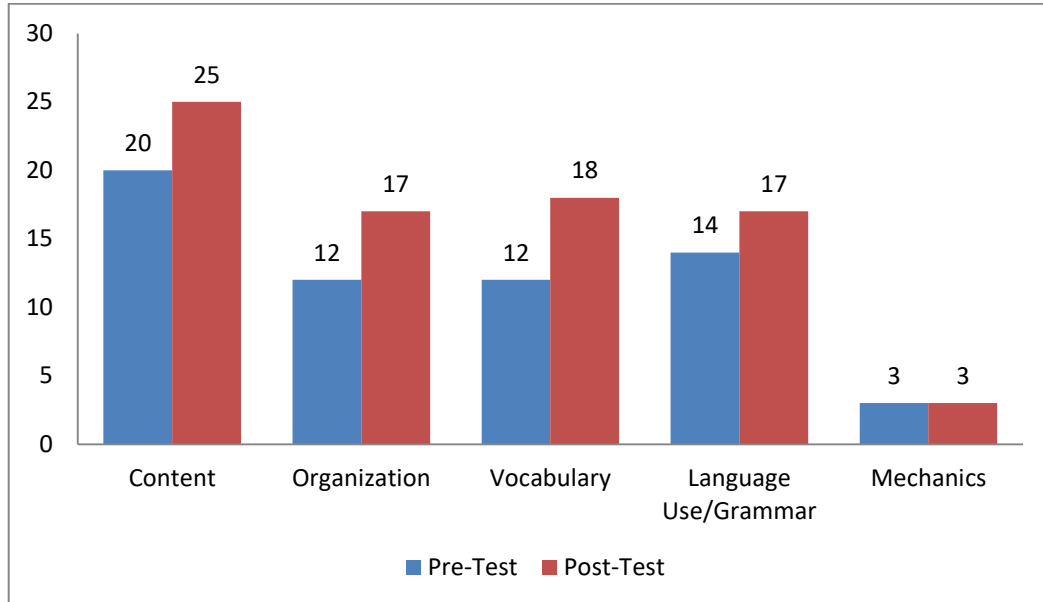
X = Pre-Test Score

Y = Post-Test Score

Table 2 is the result of the pre-test and post-test that the researcher did at VIIA students of MTs Muhammadiyah Padangpanjang. From the table above can be seen that 46 is pre-test minimum score, and 84 is the pre-test maximum score. Then, 60 is the mean score of class in pre-test. While, 70 is the post-test minimum

score, and 95 is the post-test maximal score. Then, 80 is the mean score of class in post-test. From the difference between pre-test and post-test scores, it can be seen that using of Clustering Technique on teaching writing ability is influence.

For comparison, the percentage of each indicator above, before and after using clustering technique to students’ descriptive text writing ability. It can be as follows:



**Figure 1. The Comparison Percentage of Each Indicator in Pre-Test and Post-Test**

**CONCLUSION**

Based on the research, it can be concluded that there is any significant influence of using clustering technique on students’ descriptive text writing ability at seventh grade of MTs Muhammadiyah Padangpanjang. It can be seen from the average post-test score is 80, increased from pre-test score is 60. Next, the value of  $t_{count}$  was higher than  $t_{table}$ . It can be seen from  $t_{count}$  is 12,98 >  $t_{table}$  is 2,035 at the significance level 0,05 and degree of freedom (df) = 33. It means that, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It can be concluded that, the use of clustering technique is giving significant influence to students’ descriptive text writing ability at 7A grade of MTs Muhammadiyah Padangpanjang.

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