

THE USE OF CLUSTERING TECHNIQUE TO TEACH WRITING DESCRIPTIVE TEXT

AN ARTICLE

**BY:
FIKI WIDIYANTI
NIM: F1022131033**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY PONTIANAK
2018**

**THE USE OF CLUSTERING TECHNIQUE TO TEACH WRITING
DESCRIPTIVE TEXT**

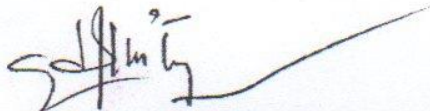
AN ARTICLE

**By:
Fiki Widiyanti
NIM. F1022131033**

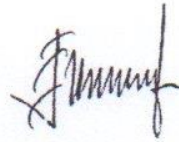
Approved by:

Supervisor I

Supervisor II



Dr. Hj. Endang Susilawati, M.Si
NIP.196202261989032002



Dr. Eni Rosnija, M.Hum
NIP.197201031997022001

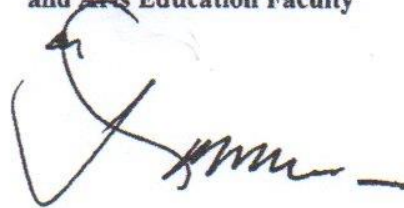
Legalized by:

**Dean of Teacher Training
and Education Faculty**

**Chairperson of Language
and Arts Education Faculty**



Dr. H. Martono, M. Pd
NIP. 196803161994031014



Drs. Nanang Hervana, M.Pd
NIP. 196107051988101001

THE USE OF CLUSTERING TECHNIQUE TO TEACH WRITING DESCRIPTIVE TEXT

Fiki Widiyanti, Endang Susilawati, Ani Rosnija
English Education Study Program FKIP Untan Pontianak
Email : vikyxiaomi2017@gmail.com

Abstract

The purposes of this research are to investigate the significant difference between the pre-test and post-test of the writing descriptive text and to find out the effect size after being taught by using clustering technique of eighth grade students of SMPNegeri 21 Pontianak. The form of this research is a pre-experimental study with one group pre-test and post-test design. The sample of this research is class VIII G of SMP Negeri 21 Pontianak that consists of 37 students. The research findings show that the mean score of pre-test is 49,18 while the mean score of post-test is 76,10. It shows that clustering technique increases the students' writing skill. The result of t-test is 11,30. It is higher than t-critical value ($11,30 > 2,042$) in level of 0,05. As the result, the alternative hypothesis (H_a) is accepted. The calculation of effect size of the treatment is 1,9. It is categorized as "High" based on the table of qualification of effect size as it indicates the result of 1,9 is higher than 0,8. It can be concluded that there is a highly significant effect of clustering technique to increase students' writing descriptive text on the eighth grade students of SMP Negeri 21 Pontianak.

Keywords: *Clustering Technique, Writing Skill, Descriptive Text*

INTRODUCTION

In English, there were four skills that should be mastered by the students, they were: listening, speaking, reading, and writing. Writing was one of the important skills in English. It means that, writing was really important tool for human being, it used for written communication. Besides that writing was not only for written communication, it was the way to express some idea, opinion, experience and information in the form of written language. In other hand, writing was really important skill to daily life, because it could to communicate some idea, opinion, experience, and information.

In learning writing, there were some difficulties faced by the students. First, they did not have ideas to write. Second, they had lack vocabulary. Third, they had difficulties in organizing their ideas. Fourth, they had low motivation to write. Therefore, the teacher should be able to organize good learning teaching activities and prepared a good technique to help students in writing a text.

Problems in descriptive text writing are faced by the students. Based on the teacher's experience in teaching at SMP Negeri 21 Pontianak, most of the students are difficult to compose a text because they had lack vocabulary and they had no idea to develop their writing. They often need a lot of time to did it, so that the teacher in Junior High School will make writing becomes a more fun activity that will students easier to write and more interested in writing, especially in writing descriptive text. Since the problems mostly occurred in the teaching of descriptive writing, the researcher focused on applying a good teaching. Based on the students' problem in writing, the researcher applied clustering technique in helping the students to generate ideas to write personal descriptive text.

A clustering technique helps the writers to generate, develop and arrange their ideas. The technique involves the presenting relevant words at the beginning of each meeting of discussion sections of an

introductory psychology class". Students wrote down any associations they had to the word, followed by a brief explanation. Each student told the class about what he or she had written. At the end of the discussion, students recorded things they did not say in class and summarized their reactions to the discussion. Benefits to instructors are discussed.

Similar study had been done by some other researchers. MutiahK.Sari (2016) conducted a research entitled The Use of Clustering Technique in Teaching Writing. She did the research to eighth grade students of SMP Negeri 03 Mojolaban. Based on the result of the study, she found that clustering technique could help the students to generate ideas and improve in students' behavior and confidence in writing lesson. The students wrote using correct grammar and get new vocabulary, well- utterances. Another research had been done by Inal.S. (2014) the investigated the effects of the clustering pre-writing strategy on Turkish students' writing achievement and their writing attitudes. He did the study to 47 first year university students in Turkey were involved in the research. A descriptive analysis was used to analyze the students' response to open ended questions. She found that, there was highly significant difference between the two groups was found in favor of the experimental group; however, in experimental group could improve vocabulary and generate ideas. The findings may have implications for English learners, teachers, researchers and material developers.

Based on the explanation above, the researcher intended to conduct a pre-experimental study for the eighth grade students by using clustering technique in teaching writing descriptive text. The reason in selecting pre-experimental study was because the researcher wanted to try out implement the technique in the teaching learning process and see the effect of this technique. This technique was expected to give new variation in teaching writing for both of teacher and the students. So, the researcher decided to carry out a research entitled "The Use of Clustering Technique to Teach Writing Descriptive Text". Clustering technique is a teaching to turn a

broad subject into a limited and more manageable topic for a short essay or text. According to Langan (2002), clustering technique is also known as diagramming or mapping. This technique can be used to generate ideas in writing. This technique is helpful to think in a visual way. In clustering technique, there are lines, boxes, arrows, and circle to show relationships among the ideas and details.

The technique involved presenting a relevant word at the beginning of each meeting of discussion sections of an introductory psychology class. Students wrote down any associations they had to the word, followed by a brief explanation. Each student told the class about what he or she had written. At the end of the discussion, students recorded things they did not say in class and summarized their reactions to the discussion. Benefits to instructors are discussed. Hogue (1996) says that: "the clustering technique like listing is another way to get ideas to write about something and write about them in circle or bubbles, around the topic". It means that clustering technique is the writing technique to develop their ideas and write the words or phrases in circles or bubbles.

Clustering is a kind of technique which can be used in prewriting stage. A clustering technique developed to improve writing skills and previously used to facilitate thinking in classroom settings was used as a stimulus for class discussion. Dawson and Esssid (2010) said that clustering is a type of prewriting that allows the writers to explore many ideas as soon as they occur to the writers. Like brainstorming or free associating, clustering allows learners to begin without clear ideas. So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The writers can do it on their own or with friends or classmates to try to find inspiration or ideas.

Moreover, clustering helps the writer to start the writing activity from the new expectation words and develop them in bubbles or circle form. Clustering involves writing down a word or phrase and engaging in free association. Each

association is written down connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced.

Writing is an activity to express feelings, ideas, arguments and thought into written form. From those ideas, writing also defines as communication media among people. According to Alice Oshima (1997:2) 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.

Teaching writing should be attention by English language teacher. Teacher need to focus the students on what they will write whether it is about kind of texts or just like shopping list. According to Brown (2000:335) for many years writing teachers most concerned on the written product. On the other words, the students' attention was directed to the "what" rather than the "how" of the text construction. Its product expected students to only analyses texts in terms of what language they used how they were constructed. Writing is the process, so teaching of writing has to move away from the concentration on the written to emphasize on the process of writing.

However, teachers need to concentrate on the process of writing. Brown (2000:353) stated that, to get good product of writing, students must follow some of writing processes. Students particularly need to realize that they do not have to focus on the product of writing. But, they need to pay attention to the process itself. The beginner, they just have to setting out the first ideas, as a draft. They should not

expect that the words they put on the paper will be perfect right way. In Gebhard (2000:221) "teaching writing in a foreign language has process, where the teacher has to consider with usual things like content, vocabulary, grammar, and mechanics, which associated with writing". Content includes on the thesis statements, details, and supporting details; vocabulary includes on the usage of word choice, correct word, and word function; grammar includes on the correctness of sentences which occur to any text; and mechanic includes on the correctness of spelling, punctuation, capitalization usage. Those criteria lead to the writing skills.

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. The writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices.

Descriptive text is one of the monolog texts which is assumed as one of the texts that difficult to be learned by the students because students need critical thinking to write a paragraph. Gerot (1995) says that: "Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well". A descriptive text is a text which describes features of people, animal, and places. The generic structure of descriptive text consists of identification and description. Identification is the part of text that introduces the character and the description is the part that describes the character. In writing a descriptive text, the students often find some difficulties. They usually feel difficult to organize their ideas to connect one idea to other ideas and to develop their ideas and imagination.

METHODOLOGY

This research was to ensure the problem. It was necessary to describe the design to be used when the research is conducted. In this research, the researcher applied a pre-experimental research. The form of experimental study applied was as follows:

Table 1. THE FORM OF PREEXPERIMENTAL

Pre-Test	Treatment	Post-Test
X ₁	T	X ₂

Pre-test (X₁) was administered to recognize the students' mastery before the giving of the treatment. The treatment (T) was applied after pre-test given to the student. Post-test (X₂) was given when the treatment can be seen by analyzing the result of Pre-test and Post-test.

The population of this research in the second year students of SMP Negeri 21 Pontianak who characteristics as follows: the eighth grade students of SMP Negeri 21 Pontianak who were in Academic Year 2017/2018. The accessible population of the research was the eighth year students of SMP Negeri 21 Pontianak. There were seven classes (VIII A - VIII G). Where amount consist of 280 students.

In this research, the researcher used clustering sampling to choose the sample. Clustering sampling was chosen by taking sample of specific groups in this technique, each class had an equal chance of being chosen in this case. Since this was a pre experimental research, the researcher took one class only and therefore chosen the group that had similar ability among the students. Of the seven classes, the writer take class 8G which consists of 37 students as the sample because this class represented the students who had consider as the suitable class to conduct the research.

To find out the result of the research, the technique of data collecting used in this research was measurement technique. The researcher compared and measured the students' scores before and after the treatments. Before giving treatments, pre-

test was given as the first test to measure the students' achievement in writing descriptive text. After giving treatments, post-test was applied as the second test to examine the effect of the treatments. So, the researcher examined if there is an effect of students' writing skill after being given treatments using clustering technique.

The tools of data collecting of this research are explained below.

The tool of measurement technique in this research is written test. The test used twice in pre-test and post-test. The test is same for both of pre-test and post-test in form of making a simple text of descriptive text. The result compared for pre-test and post-test. In writing descriptive text, the researcher provides some criteria to measure students' writing as follow: Data analysis is used in order to conclude whether or not clustering technique increases students' writing skill on the eighth grade students of SMP Negeri 21 Pontianak. To find out the effect size of the research, the researcher conducted pre-test, treatment, and post-test. The pre-test was implemented before applying the treatment. After applying the pre-test, the researcher conducted the treatment in two times. After conducting the treatment three times, the researcher then gave post-test. The pre-test and post-test given were the same but they were in different topics. The researcher analyzed the score of pre-test and post-test to see the effect size of the treatment. The generic structure of descriptive text consists of identification and description. Identification is the part of text that introduces the character and the description is the part that describes the character. In writing a descriptive text, the students often find some difficulties. They usually feel difficult to organize their ideas to connect one idea to other ideas and to develop their ideas and imagination. From of concept stated previously, it can be known that clustering is a technique that can be used to generate material for writing. This technique is helpful for the writers can use lines, circles and arrows to show relationship among the ideas that occurs to them. The researcher use the pre-experimental research to fix the problems.

Table 2.
Scoring Rubric-Writing Descriptive Text (from Weigle, 2002)

Components of Writing	Score	Indicators
Content	Very Good (15-20)	The topic is complete and clear and the details are relating to the topic.
	Good (10-15)	The topic is complete and clear but the details are almost relating to the topic.
	Average (6-10)	The topic is complete and clear but the details are not relating to the topic.
	Poor (1-5)	The topic is not clear and the details are not relating to the topic.
Organization	Very Good (15-20)	Show the complete parts of identification and description of descriptive text.
	Good (10-15)	Show the only parts of the organization of descriptive text. Description is clear and has unity in each sentence.
	Average (6-10)	Show the only parts of the organization of descriptive text. Description is clear but has no unity in each sentence.
	Poor (1-5)	The writer does not focus on the idea based on the topic an activity. The parts of organization of descriptive text are not clear. The text has no unity
Vocabulary	Very Good (15-20)	Effective choice of words and word forms.
	Good (10-15)	Few misuses of vocabulary, word form, but not change the meaning.
	Average (6-10)	Limited range of confusing words and words form.
	Poor (1-5)	Very poor knowledge of words, words form, and not understandable.
Language Use	Very Good (15-20)	Few or no errors in form of present tense, verb, to be, and adjective.
	Good (10-15)	Occasional errors in form of present tense, verb, to be, and adjective.
	Average (6-10)	Frequent errors in form of present tense, verb, to be, and adjective.
	Poor (1-5)	Dominated by serious errors in form of present tense, verb, to be, and adjective.

Mechanics	Very Good (15-20)	Use correct spelling, punctuation, and capitalization.
	Good (10-15)	Occasional errors of spelling, punctuation, and capitalization.
	Average (6-10)	Frequent errors of spelling, punctuation, and capitalization.
	Poor (1-5)	Dominated by errors of spelling, punctuation, and capitalization.

Data analysis is used in order to conclude whether or not clustering technique increases students' writing skill on eighth grade students of SMP Negeri 21 Pontianak. To find out the effect size of the research, the researcher conducted pre-test, treatment, and post-test. The pre-test was implemented before applying the treatment. After applying the pre-test, the researcher conducted the treatment in two times. After conducting the treatment three times, the researcher then gave post-test. The pre-test and post-test given were the same but they were in different topics. The researcher analyzed the score of pre-test and post-test to see the effect size of the treatment. Students' writing of descriptive text was measured by this following formula:

$$X = \frac{\sum s}{\text{maximum score}} \times 100$$

Where:

X : student's total score

$\sum s$: the sum of total score

Max. score : the highest score (20)

By computing the results of the students in the pre-test and post-test, the researcher compared and measured the effect of this research.

To determine the effect size of the treatment, the score was measure using following formula:

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_X^2 + S_Y^2}{n} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Where:

t = t-test with correlated data

\bar{X} = the students' mean score before the treatments

\bar{Y} = the students' mean score after the treatments

S_X^2 = the students' variant score before the treatments

S_Y^2 = the students' variant score after the treatments

s_1 = the students' standard deviation score before the treatments

s_2 = the students' standard deviation score after the treatments

r = the students' correlation score

n = the number of students

To compute the students' mean score before and after the treatments, these following formulas were used:

(1) The students' mean score before the treatments

$$\bar{X}_1 = \frac{\sum X_1}{n}$$

(2) The students' mean score after the treatments

$$\bar{Y}_2 = \frac{\sum Y_2}{n}$$

Where:

X_1 = Measurement data of pre-test

Y_2 = Measurement data of post-test

n = Number of students

The result of the students' mean score is categorized into its qualification. To know the improvement is as follow:

Table 3
The Criteria of Students' Score

Range	Qualification
80-100	Good to Very Good
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

To compute the students' variant score before and after the treatments, these following formulas were used:

- (1) The students' variant score before the treatments (S_X^2)

$$S_X^2 = \sum \frac{(X_1 - \bar{X})^2}{n - 1}$$

- (2) The students' variant score after the treatments (S_Y^2)

$$S_Y^2 = \sum \frac{(Y_2 - \bar{Y})^2}{n - 1}$$

Where:

S_X^2 = variants sample score of pre-test

S_Y^2 = variants sample score of post-test

To compute the students' standard deviation score before and after the treatments, these following formulas were used:

- (1) The students' standard deviation score before the treatments (S_X)

$$S_X = \sqrt{\frac{\sum(X_1 - \bar{X})^2}{n - 1}}$$

- (2) The students' standard deviation score after the treatments (S_Y)

FINDING AND DISCUSSION

Research Finding

In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis of the effect from the treatment. Pre-test. The pre-test was given before the treatment or the process of teaching. The maximum score of pre-test was 74 and the minimum score of the pre-test was 32. The result of pre-test showed the total score of

$$S_Y = \sqrt{\frac{\sum(Y_2 - \bar{Y})^2}{n - 1}}$$

Where:

S_X = Standard deviation sample of pre-test

S_Y = Standard deviation sample of post-test

"r" in the t-test formula was computed using this following formula:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Where:

r = Value of correlation coefficient

X = Score of pre-test

Y = Score of post-test

To determine the effect size of the treatment, the following formula was use:

$$ES = t \sqrt{\frac{1}{N}}$$

Where:

ES = Effect Size

t = The result of the t_{test}

N = Number of student

Table 4.
The Effect Size Qualification

Effect Size	Qualification
$Es \leq 0.2$	Low
$0.2 \leq Es \leq 0.8$	Moderate
$Es \geq 0.8$	High

the students was $\sum\chi=1.820$ And the mean score was $X=49.18$ and it is qualified was poor. Post-test. The post-test was held after the treatments. The maximum score of post-test was 86 and the minimum score was 64. The total score of the students in this test was $\sum Y=2816$ and the mean score was $Y=76.10$ it is qualified was average to good. The analysis of students' score of pre-test and post-test

After the writer collected the students' scores of pre-test and post-test, the writer compared the result between the pre-test

and post-test scores. The aim of calculating the pre-test and post-test scores is to find out the result of t-test since it is required to be calculated in the formula of finding t-test.

a) The students' mean score of pre-test and post-test

1) Pre-test

$$X = \frac{\sum X}{n}$$

$$\bar{X} = \frac{1820}{37}$$

$$\bar{X} = 49.18$$

2) Post-test

$$Y = \frac{\sum Y}{n}$$

$$\bar{Y} = \frac{2816}{37}$$

$$\bar{Y} = 76.10$$

The students' different score was taken from the students' mean score of post-test minus the students' mean score of pre-test. In this research, the result showed that the students' different score of pre-test and post-test was $X_d = 26.92$.

The students' different score of pre-test and post-test:

$$X_d = \bar{Y} - \bar{X}$$

$$= 76.10 - 49.18$$

$$= 26.92$$

Table 5.
The qualifications of the students' mean score of pre-test and post-test:

Test	Mean score	Qualification
Pre- test	59.74	Poor to Average
Post-test	73.09	Average to Good
Interval	13.35	

The students' variant score of pre-test

$$S1^2 = \sum \frac{(Xi-X)^2}{n-1}$$

$$S1^2 = \frac{4329}{36}$$

$$S1^2 = 120.25$$

The students' variant score of post-test

$$S2^2 = \sum \frac{(Yi-Y)^2}{n-1}$$

$$S2^2 = \sum \frac{3982.18}{36}$$

$$S2^2 = 92.44$$

The students' variant score (S^2) is obtained by squaring the score of standard deviation (S). The aim of calculating variant score is to find out the result of t-test since it is required to be calculated in the formula of finding t-test. The students' variant score of pre-test is 120.25 while in the post-test is 92.44. It shows that the students' variants score in the pre-test is higher than in the post-test. The lower the variant score in the post-test than in the pre-test, the better it would be. It means that the treatments applied have given a positif effect over the research.

The students' standar deviation score of pre-test:

$$S1 = \sqrt{\frac{\sum(Xi-X)^2}{n-1}}$$

$$S1 = \sqrt{\frac{4329.18}{36}}$$

$$S1 = \sqrt{120.25}$$

$$S1 = 10.96$$

The students' standar deviation score of pre-test:

$$S2 = \sqrt{\frac{(Yi-Y)^2}{n-1}}$$

$$S2 = \sqrt{\frac{3328.18}{36}}$$

$$S2 = \sqrt{92.44}$$

$$S2 = 9.61$$

The score of standard deviation is computed from the total of each students' score that has been subtracted with the minimal score determined. The result of standard deviation in the pre-test is 10.96 while in the post-test is 9.61. It shows a difference, that is, the result is lower in the post-test than in the pre-test. It is said to be good if the standard deviation is smaller because it means that the treatments have given a better improvement on the students' writing skill.

Measuring the correlation score (r)

$$r = \frac{1115300}{7022795}$$

$$r = 0.15$$

The “r” or correlation score is obtained to fulfill the calculation of the t-test score because it is concluded in the t-test formula especially for the correlated sample test. The “r” score is used to measure the data that is correlated. It means, between the data or sample to be measured for comparing is similar. Here, the research is measuring and comparing the result of the treatment to the same group, that is to see if there is an effect after being given the treatment in the one class. So, the calculation of the “r” score is needed in this research with two correlated samples.

Computing the t-test

$$t = \frac{-26.92}{2.381}$$

$$t = 11.30$$

t-test is obtained to continue the computation for the effect size. The t-test was resulted and it was 11.30. After computing the t-test, it was continued to determine the t-critical in order to compare both the t-test and the t-critical whether the t-test is higher than the t-critical or the t-critical is higher than t-test, so that it could be decided if null hypothesis

based on the graphic above, it could be concluded that the t-test = ± 11.30 is in the null hypothesis (H₀) rejection area. It means that the alternative hypothesis (H_a) is accepted.

Discussion

From the research findings, the researcher can conclude that the students’ achievement in writing skill increased. In the pre-test, the mean score of the students’ writing achievement was 49,18. After two times treatments were given by the writer before the post-test was given, the significant difference between pre-test and post-test was resulted. In the post-test, the mean score of the students’ speaking achievement was 76,10.

or alternative hypothesis is accepted or rejected.

$$ES = 11.30 \sqrt{\frac{1}{36}}$$

$$.ES = 1.9$$

From the detailed computation above, the effect size of the treatment is 1.9. The effect size is categorized as high because $ES\ 1.9 > 0.8$. So the alternative hypothesis that states clustering technique gave effect the students’ writing skill.

Hypothesis Testing

From the result of computation above, the writer used the significant standard $\alpha = 0.05$. Then, find the t-critical at the distribution of t with determination: $db = n - 1$, $db = 37 - 1 = 36$. So that, $t(\alpha, db) = t(0.05, 30) = 2.042$. The table of critical values in t-distribution can be seen in the table A.4 in appendix 10.

The writer compared t-ratio and t-critical. The value of t-ratio is 11.30 and the value of the table t-critical is 2.042, it concluded t-ratio value > t-critical value. It means that H_a which stated that there is any significant difference between pre-test and post-test of writing descriptive text after being taught by using clustering technique is accepted. For the clearer understanding of these findings, look at the graphic below.

This progress showed that clustering technique in teaching writing descriptive text was successful in increasing the students’ achievement of writing skill. The increasing of the achievement was considered an effect of the treatment. The treatment in this research is clustering technique to increase students’ writing skill. As a result, the treatments that were done by the researcher, in this research showed a significant positive effect to the students’ skill in writing on the eighth grade students of SMP Negeri 21 Pontianak in academic year 2017/2018.

In the post-test, the researcher administered the post-test by distributing the test item which the same test given on pre-test. This post-test was administered to know the students improvement to write

descriptive text after they were given the treatment by the researcher. The researcher found that the significant difference between the pre-test and the post-test score.

This was known that before the treatment, the students' mean score of the pre-test was 49,18 then after the treatment was given the mean score of post-test was 76,10. It means that the finding indicates that the use of clustering technique during the treatment process influences the achievement of students writing descriptive text.

Finally, based on the data analysis, the researcher found that there was an increasing of the students' achievement in writing skill. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' performances in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings, the conclusion of this research can be described as follows: (1) The use of clustering

technique highly significantly increases the students (2)The use of clustering technique as a technique that was applied in teaching descriptive text is considered as an effective technique. It could be seen from the result effect of treatment.

Suggestion

By looking at the research findings and what happened during the research, there are some suggestions that the writer would like to expose to improve the teaching learning process, especially in teaching vocabulary. The suggestions can be described as follows: (1) The researcher suggests the teachers should be creative to choose appropriate teaching technique that is interesting for the students. For example clustering technique capable to improve writing skill and previously used to facilitate thinking in classroom. (2) The teacher should get involved in students' activities as collaborator and gave some guidance or directions to the students that had difficulty in using clustering technique. (3) The researcher suggested to use clustering technique as the technique not only in teaching descriptive text but also in teaching another text type.

REFERENCES

- Abisamra, N. (2005). *Teaching Writing Approaches and Activities*. Retrieved on October 27.2013 from http://nadabs.triod.com/teaching_writing.htm.
- Ary, D., Jacob, L., & Sorenson, C. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Best, J. W. & Kahn, J. V. (2006). *Research in Education (tenth edition)*. United States: Pearson Education Inc.
- Boardman, C. A. (2008). *Writing to Communicate*. New York: Pearson Educational. Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007) *Research Method in Education*. New York: RoutledgeFalmer.
- Collin. (2009). *Descriptive Paragraph*. Retrieved on October 22.2013 from [www.Think.com/liste/market/coss/descriptiveparagraph](http://www.asojournal.com/)
- Gerot, L. and Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney : Antipodean Educational Enterprises.
- Harmer, J. (2004). *How to Teach Writing*. New York: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Essex: Longman.
- Hylan, K. (2004). *Genre and Second Language Writing*. Michigan: The Univerity Of Michigan Perss.
- Inal, S. (2014). The Effects of Clustering Pre-Writing Strategy on Turkish Student's Writing Achievement and Their Writing Attitudes. *Journal of Academic Social Science*, 2(1), 593-611. Retrieved from <http://www.asojournal.com/>

- Langan, J. (2002). *English Skills*. New York: McGraw-Hill Companies.
- Langan, J. (2006). *English Skill: Eighth Edition*. New York: McGraw Hill Higher Education.
- Oshima, A. A. (2007). *Introduction to Academic Writing*. New York: Pearson Education.Inc.
- Oshima, A. (2000). *Writing Academic English*. New York: Longman.
- Pratiwi, K. W. (2016). *Teaching Writing in Recount Text by Using Clustering Technique*. Pontianak: UniversitasTanjungpura.
- Rico, G. (2001). *Writing the Natural Way*. New York: Longman.
- Starkey, L. (2004). *How to Write Great Essays*. New York City: Learning Express.
- Talheimer, W. C. (2002). *How to Calculate Effect Size*. Retrieved from <http://www.bwgriffin.com/>
- Tompkins, G.E. (2000). *Teaching Writing Balancing Process and Product*. New Jersey:Prentice-Hall, Inc.
- Wagner, E, N. (2002). *Express Yourself: Writing Skills for High Schools*. New York: Learning Express.
- Wales, C, I. Y. (2010). *Guidance on the Teaching of Writing Skills*. Cardiff City: Welsh Assembly Government.
- Wardiman, A. Jahur, B. M. Djusma, S. M. (2008). *English in Focuss for Grade VIII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasioanal.