

THE EFFECTIVENESS OF CLUSTERING TECHNIQUES ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT

(Quasi-experimental Research at the Tenth Grade of MAS PP
Hidayatul Qomariyah Bengkulu City in Academic Years
2021/2022).

THESIS

Submitted as a Partial Requirement for the Degree of *Sarjana Pendidikan* (S.Pd) In English Education Study Program Tarbiyah and Tadris aculty UIN Fatmawati Sukarno of Bengkulu.



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I hereby sincerely state that the thesis titled " The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text (Quasi-Experimental Research at The Tenth Grade of MAS PP Hidayatul Qomariyah Bengkulu City In Academic Years 2021/2022)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2022

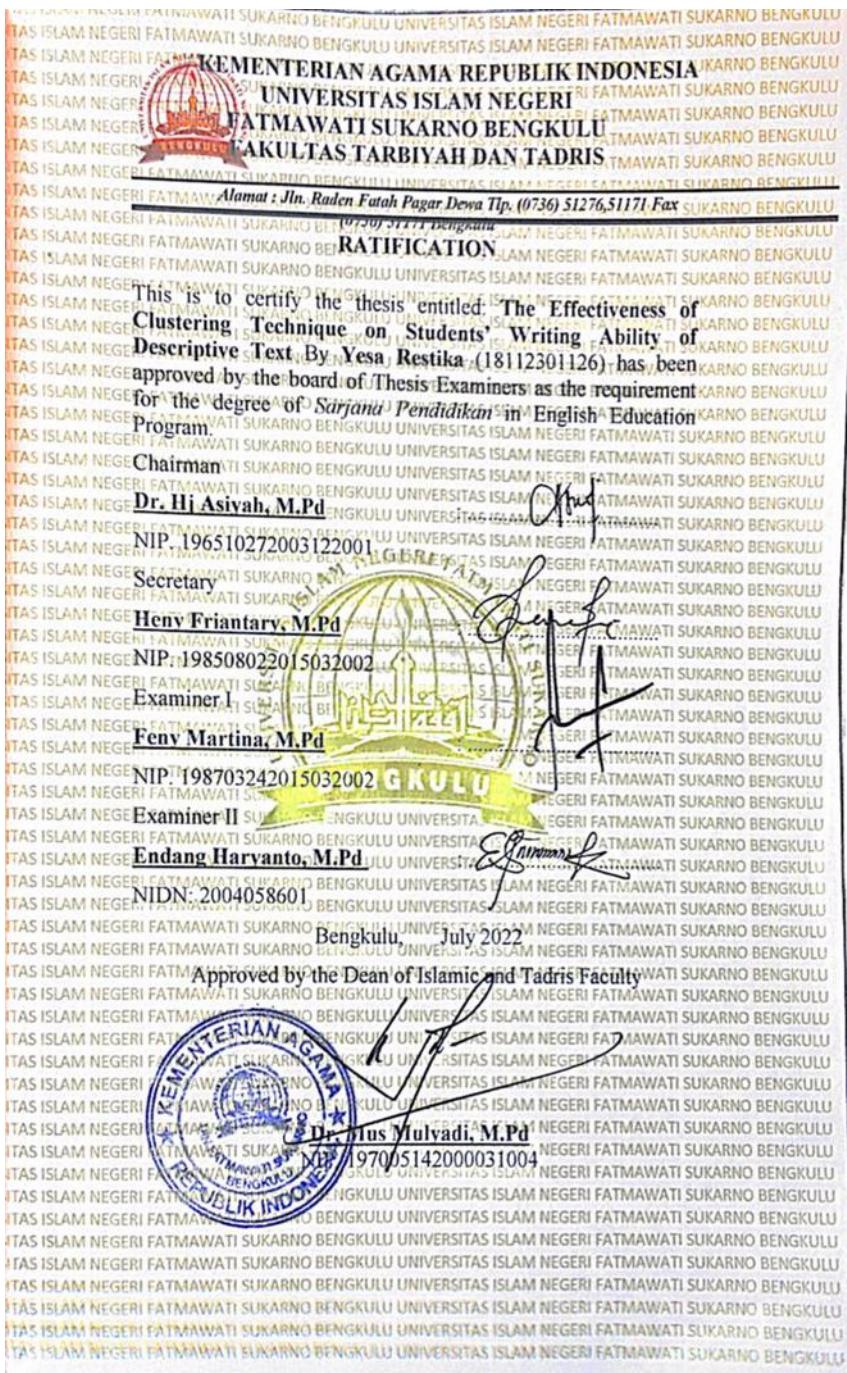
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Subject: Yesa Restika SRN: 1811230162 To: The Dean of Tarbiyah and Tadris Faculty, UINFAS Bengkulu
<i>Assalamu'alaikum Wr. Wb.</i> <p>After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of Name: Yesa Restika SRN: 1811230162 Title: The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text (Quasi-Experimental Research at The Tenth Grade of MAS. PP. Hidayatul Qomariyah Bengkulu) Has already fulfilled the requirements to be presented before The Board of Examiners (imunaqasah) to gain Bachelor Degree in English Education. Thank you for the attention.</p> <p><i>Wassalamu'alaikum Wr. Wb.</i> Bmm Dr. Svamsul Rizal, M.Pd NIP. 196901291999031001 Andri Saputra, M.Pd NIP. 199106262019031014</p>



MOTTOS

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

Artinya: “ Dan bersabarlah kamu, sesungguhnya janji Allah
adalah benar”

(Qs. Ar-Rum: 60)

"Know that victory is with patience, spaciousness is with
adversity, and difficulty is with ease"

"Ketahuilah bahwa kemenangan bersama kesabaran, kelapangan
bersama kesempitan, dan kesulitan bersama kemudahan"

(HR Tirmidzi)

DEDICATION

In the name of Allah the beneficent and the merciful, the final project is dedicated to:

1. To my beloved parents Mr. Dian Azwar, S.Kep and Mrs. Wati, love and respect will always be for them. Thank you very much for your support, prayers, and patience to make my education a success. I love you so much!
2. My dear brother Yuda Adiguna, Amd.Kep and my sister Oviza Nuraida, sister-in-law Dike Darmawan, Amd.Kep.Thank you for providing support, from beginning to end in completing my education.
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7. My Almamater (UINFAS Bengkulu).

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The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this proposal. This is for:

1. Prof. Dr. H. Zulkarnain, M. Pd as the Rector of UIN Fatmawati Sukarno Bengkulu;
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6. Andri Saputra, S.Pd, M.Sc as the second advisor who always provide guidance, advice, and motivation during the preparation of this thesis.

The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu,
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ABSTRACT

Yesa Restika. 2022. The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text (Quasi-experimental Research at the Tenth Grade of MAS PP Hidayatul Qomariyah Bengkulu). A thesis of undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu.

Advisors 1: Dr. Syamsul Rizal, M.Pd Advisors 2: Andri Saputra, M.Sc

This study aims to determine the effect of using clustering techniques on improving the ability to write descriptive texts. The subjects in this study were students' of class X MAS PP Hidayatul Qomariyah Bengkulu in the 2021/2022 academic year. The method used in this study is a quantitative method with a Quasi Experiment Time Series design. The sample of this study was 25 students' of class X MAS PP Hidayatul Qomariyah Bengkulu. The data collection technique are by doing a writing test and documentation. The results showed that there was an increase in student' achievement after being given treatment using the clustering technique in writing descriptive text. The average value of the pre-test was 55.28 and the average value of the post-test was 78.24. This means that the average value of the initial and final tests increased by 22.96. Thus, it can be seen that there is a significant increase in the average student writing test scores between before and after being given treatment. The effect of the clustering technique is to improve students' writing descriptive text skills which can be seen from the difference in the average student' test results where the pre-test and post-test scores increase by 22.96. The final test score is a students' ability to write descriptive text which is then calculated. by using the t-test formula. Based on the pared sample t-test, the value of sig. (2-tailed) = 0.000 <0.05 means that Ha (alternative hypothesis) was accepted and Ho (null hypothesis) was rejected. This means that there is a significant difference on students' in the pre-test and post-test scores. It can be concluded that there is a significant effect on the clustering technique in improving students' writing descriptive text skills.

Keywords: Writing Ability, Descriptive Text, Clustering Technique

ABSTRAK

Yesa Restika, 2022. Keefektifan Teknik Clustering Terhadap Kemampuan Menulis Teks Deskriptif Siswa (Penelitian Kuasi-Eksperimental di Kelas X MAS PP Hidayatul Qomariyah Bengkulu. Tesis. Program Studi Pendididikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Pembimbing 1: Dr. Syamsul Rizal, M.Pd Pembimbing 2: Andri Saputra, M.Sc

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan teknik clustering terhadap peningkatan kemampuan menulis teks deskriptif. Subjek dalam penelitian ini adalah siswa kelas X MAS PP Hidayatul Qomariyah Bengkulu Tahun Pelajaran 2021/2022. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan disain Quasi Experiment Time Series. Sampel penelitian ini adalah 25 siswa kelas X MAS PP Hidayatul Qomariyah Bengkulu. Teknik pengumpulan data yaitu dengan melakukan tes writing dan dokumentasi. Hasil penelitian menunjukkan bahwa terjadi peningkatan prestasi belajar siswa setelah diberikan perlakuan menggunakan teknik clustering dalam menulis teks descriptive. Nilai rata-rata pre test adalah 55,28 dan nilai rata-rata post-test adalah 78,24. Artinya nilai rata-rata tes awal dan akhir meningkat sebesar 22,96. Dengan demikian, dapat diketahui bahwa terdapat peningkatan yang signifikan rata-rata nilai tes menulis siswa antara sebelum dan sesudah diberikan perlakuan. Pengaruh teknik clustering adalah untuk meningkatkan kemampuan menulis teks descriptive siswa yang dapat dilihat dari perbedaan rata-rata hasil tes siswa dimana nilai pre-test dan post-test meningkat sebesar 22,96. Nilai tes akhir adalah tes kemampuan menulis teks descriptive siswa yang kemudian dihitung dengan menggunakan rumus t-test. Berdasarkan uji pared sample t-test didapatkan nilai sig.(2-tailed) = 0,000 < 0,05 yang berarti Ha (hipotesis alternatif) diterima dan Ho (hipotesis nol) ditolak. Artinya terdapat perbedaan yang signifikan pada nilai prestasi belajar siswa pre-test dan post-test. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan terhadap teknik clustering dalam meningkatkan kemampuan menulis teks descriptive siswa.

Kata Kunci: Kemampuan Menulis, Teks Deskriptif, Teknik Clustering

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CHAPTER 1

INTRODUCTION

1. Background of the Research

Writing is known as one of four Basic English skills which consist of reading, speaking, listening, and also writing skills. In writing, someone can deliver about their imagination or experiences to written form to be a meaningful sentence. According (Yuningsih and Novarita, 2020, p. 62) writing is viewed as a means of communication which is commonly used to express and impress. It means the writer can communicate with the reader through writing. Someone realizes the ideas about feelings or experiences through writing with the aimed to inform for the reader. So, writing is a process in realizing and expressing thoughts or ideas into written form. The aimed was to conveyed information clearly for readers or as a means of communication, so the reader can feel about someone's experience through their writing.

According to (Sadiah, 2019, p. 24) writing is the ability to communicate ideas, opinions, and feelings to others via written language. The precision with which concepts are expressed must be backed up by the precision with which the language is utilized, including vocabulary, grammar, and spelling. UNESCO in 2019, identified writing as a basic skill necessary for communication, future learning, full participation in the economy, as well as political and social life and many other aspects of everyday life. Another fact that also emerged based on research is the education system that prioritizes reading activities in learning activities and pays less attention to study writing. In fact, one of the goals of teaching English in secondary schools, according to the 2013 English Curriculum, is students ability to communicate in writing. Because it is an active and productive skill, writing plays an important role as an

indicator of academic performance therefore, it becomes one of the skills that must be learned.

According to (Ridwan, 2018, p. 44) The verse of the Qur'an revealed to the Prophet Muhammad SAW in the fourth verse of Surah *Al-'Alaq* with the word "*allažī 'allama bil-qalam*" which means that teaches humans through kalam (writing), and also to acknowledge the gift of Allah SWT who teaches all scientific intelligence. Writing is useful for storing and disseminating messages and knowledge to others.

According to (Hyland & Jiang, 2017, p. 40) Writing requires composition abilities as well as understanding of texts, settings, and readers, making it one of the most crucial skills to master. The teacher must provide the students with the best possible instruction in writing as one of the language arts. Students can share their views, ideas, and experiences through writing. Students must be taught how to effectively portray their

emotions when writing. In order for the reader to comprehend their writing, they must effectively communicate their thoughts and feelings. Therefore, teacher plays important role in teaching writing. Teacher's creatively and appropriate method should be implemented in the class while teaching writing to students in order to produce quality.

There are particular texts that students in senior high school must master in accordance with both the government's approved senior high school curriculum. One of them is descriptive text, according to (Jayanti, 2020, p. 274) A descriptive text is a type of text that focuses on describing a certain place, person, or object. The researcher typically uses the simple present tense in descriptive language. To describe something, someone, or a location is the aim of the descriptive form of writing. In the teaching writing, the writer found students who have problem in their writing descriptive skill. First, they are

unsure of where to commence describing anything in order to organize their thoughts or for determine the topic that fit in what would be written by them. Second, Students frequently struggle to arrange their thoughts; they make mistakes given the lack of vocabulary understanding, and they are still understanding how to structure the content of their writing. Third, they often bored of the way the teacher teaches them. The students sometimes difficulty with developing their writing abilities. To resolve these problems, it needs the creativity of teachers to use the suitable technique in teaching writing of descriptive text. We must use technique and methods in teaching writing and we must always give the motivation to students to get the English teaching effectively.

According to (Widyawati, 2015, p. 37) A technique that may be employed during the planning stage of writing is clustering, it this introduced by Gabriele

Loser Rico a professor of English and Creativity at San Jose State University California in 1990s it this the way which actually gives the word that closely related to the provided. This technique will assist students in organizing their thoughts, and it also offers writers a another option to do their pre-writing using clustering. Additionally, Rico asserts that clustering is a brainstorming strategy that substantially advantages from of the right brain, or "design mind," the area of the brain where the creation of non-linear patterns and visuals takes place.

Clustering technique can help the students in creating descriptions by using boxes, arrows, and circles to indicate the relationships between the ideas, it means that students need to organize what they are going to write into a related map or draft first before writing their text. They Can use the kinds of shapes and colors when arranging their draft. In clustering technique, the students can make and develop the stage of planning (pre writing)

in order to find an idea for organizing the information. Therefore, it becomes a good way to help them produce a descriptive text.

Writing is a useful tool for improving English proficiency. The majority of students continue to claim that it is challenging to communicate their ideas in writing since doing so requires more effort to organize the composition and the language, which makes it tough for them to begin sentences effectively. Writing can be difficult for many students since it takes more effort than speaking to make words relevant to readers who are not there, according to the state literacy numeracy plan. Writing ability is seen to be more important than other language skills. In order to be able to write well, the students need to be equipped with early and continuous writing experiences. Thus, for certain pupils, the teacher's duty of helping them improve their writing abilities is challenging.

Based on an interview with an English teacher by the researcher at a senior high school in MA Hidayatul Qomariah Bengkulu City, it was discovered that the majority of the students struggled with developing ideas in their writing. Furthermore, the teacher stated that while students may have ideas in their heads, they frequently struggle with expressing and beginning to write, develop, or articulate their ideas in words in the framework of effective writing. Several factors contribute to this condition, including a lack of vocabulary and a poor understanding of grammar.

Researchers provide various some studies to support this research, among others: relevant to this research. According to (Husniah et al., 2016) research by applying the technique clustering in writing ability of descriptive text. This experimental research was conducted to determine the effect of using techniques clustering on students' writing skills. In accordance with

previous research, (Dewi & Ayunisa, 2020) "The Effect of the Use of Clustering Techniques on Student Achievement in Writing Descriptive Texts in Junior High Schools. The researcher found that the clustering strategy helped to motivate students to participate in the writing task by enabling them to respond more imaginatively to the subject. Furthermore, the final assignments showed a substantial improvement from the pretests because they were written more explicitly and organized. (Afika et al., 2020) This research found a substantial the clustering technique in another study. Research that focuses on the application of clustering techniques is also carried out to improve the ability to write descriptive texts for third semester students. (Sari & Wahyuni, 2018) The results of using the clustering technique show that there was a good effect of the clustering technique in improving the ability of third semester students in writing descriptive texts. (Kurais & Wardana, 2021) Application of clustering

techniques to improve writing skills of high school students. This study aims to determine whether the clustering technique can develop Students' writing abilities in terms of vocabulary and substance in composing descriptive prose with the usage of boxes.

Derived from the exceeding, what distinguishes this study to the studies above is that the focus of this study differs from that of previous research. This researcher's main focus is on the item that will be investigated to see if the clustering technique will increase students' capacity to produce descriptive writings in high school first grade. Departing from the above, the researcher aims to focus on studying learning strategies that will use clustering techniques and see the difficulties of students in the creation of descriptive texts.

In addition to the above explanation, the researcher chose this topic to assist educators in realizing the importance of learning strategies in the learning

process. In addition, this research can also inform and show students who have difficulty in writing skills so that they can achieve better learning outcomes. Therefore, with all the explanations previously, the researcher decided to conduct a research entitled "The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text" (A Quasi-experimental Study at the Tenth Grade Students of MA Hidayatul Qomariyah Bengkulu City Academic Years 2021\2022).

2. Identification of the Problem

Based on the pre observation of tenth grade students of MAS PP Hidayatul Qomariyah Bengkulu, the researcher found some certain problems in English, especially writing in descriptive text. For more deeply explanation, the problems was identified as follows:

1. The students were lack of vocabulary and grammar.
2. The students were not be able to express or developed their ideas in writing.

3. The students were difficult in arranging sentence structure.
4. The teachers has not applied the technique and uses the appropriate media in teaching

3. Limitation of the Problem

In this study, there are several problems experienced by students, but the authors focused on students who did not know how to make correct descriptive texts and teachers did not use interesting techniques in the teaching and learning process. Therefore, the authors limits the problem only to the use of Clustering Techniques to Improve Writing Skills for Class X Students of MAS PP Hidayatul Qomariyah Bengkulu City.

4. Research Question

Based on the identification of the problem above, the research question is: is there a significant effect of using clustering technique on the writing ability of class X

students of MAS PP Hidayatul Qomariyah Bengkulu City?

5. Objective of the Research

Based on the research questions above, the purpose of this study is to determine the effect of using the Clustering Technique on Student Achievement in Writing Descriptive Texts at MAS PP Hidayatul Qomariyah Bengkulu City.

6. Significances of the Research

This study's findings were anticipated to be both theoretically and practically valuable.

1. Theoretically

This study theoretically can be one of valuable references especially in writing or for those who are interested in teaching or learning writing.

2. Practically

The findings of this research are expected to be contributed for some elements as following: 1) For Students; this study can be used as pre-writing strategies

or brainstorming before starting to write, in order to make the students easier to generate their idea in writing descriptive text. 2) For English Teacher; the result of this study about technique clustering can be useful in teaching writing ability descriptive text and it is hoped that they can be applied to the teaching and learning process, and 3) For Other Researchers; to conduct further studies especially the teacher, it is hoped that this can give new information as the source of information.

7. Definition of Key Terms

To prevent confusion as well as to make this research easier to understand, I will summarily describe the meaning of terms in research as shown below:

1. According to (Ramalia, Tenia; Nirmala, 2019, p. 19)

Clustering technique is one way of sorting out ideas and putting them in writing on a blank paper as quickly as possible without considering whether what will be written later is right or wrong.

2. According to (Ningsih, 2016, p. 42) writing is an activity of transferring a summary of knowledge in the human mind into written form. Writing is an activity where students can express their opinions by pouring them into written form.

3. According to (Saidatunnur, 2020, p. 12)
Descriptive text is a type of text that is described in detail. The general structure of descriptive text separates it into two sections. They are identification and descriptions.

CHAPTER II

LITERATURE RIVIEW

In this chapter presents the theoretical framework, which includes definitions of concept writing, descriptive text, techniques clustering, previous research and hypotheses.

A. The Concept of Writing

The writing is a process of putting someone else's thoughts, arguments, and ideas into writing by putting them into words. It can be used as a medium for written communication with other people. Writing plays important role to help people communicate with others in this modern era. It is evident in human daily activities of people need to communicate with others in written form, people usually use an application of short message like Whatsapp and Line to share their feelings or their ideas. Writing is not only about constructing the sentence with the words, connecting the sentence with the paragraph, but

also requires the grammatical and lexical knowledge. One of the four language abilities is, writing is very crucial to be learned by students in the school. The aims of this skill is to allows the students convey their ideas, feelings, and opinions on paper in the written form through well structure. Many experts have argued about the definition of writing.

According to (Ismayanti, 2021, p. 6) According to the definition given, "writing is a method of connecting with others in which the writer sends his providing readers with written views and opinions." To help the readers comprehend what the writer is trying to communicate in this situation, the authors should create a clear statement and a series of words. In line with Wingersky, Mandal as cited (Ismayanti, 2021, p. 8) states that through writing process the students get opportunity to share ideas and convey their feelings. It means that writing is a tool that commonly used by a writer to give information to the

readers. Furthermore, according to (Ramadani, 2013, p. 22) The process of writing involves recording thoughts complex planning, writing, and reviewing and revising and also teach the students how to use those complex processes.

Besides that, writing related with the ability. According to (Agustang et al., 2021, p. 19) states that ability is a level of skill or power that is had by people. It means that ability is performance that shows how people do something well. The relation between ability and writing is in writing process it includes the ability how to arrange the words into good sentences and used the grammar correctly. In conclusion, writing ability refers to the capacity to express ideas through the use of language patterns in a way that enables readers to comprehend the concepts that communicated.

1. The process of writing

Before a writer starts writing, several steps must be taken in order to generate quality work. According to (Pratiwi, K. D, 2016, p. 13) claims that students with good grammar may produce quality writing. Because strong grammar may create good writing, grammar is an essential component of writing. Writing assignments and approaches are presented during the writing process. The methods for invention include word mapping, quickwriting, and brainstorming.

a) Brainstorming

Brainstorming is one of the writing processes. Write-outs of the students' opinions on the subject being taught by the teacher are required. Throughout this class, the students plan what they will write in their writing process. The goal of brainstorming is to encourage students to think about and choose one of the most fascinating ideas or concepts.

b) Wordmapping

A blank piece of paper is first filled with an idea by the student in the top or middle. Then, Boxes, circles, and arrows are used to represent students draw links between related ideas or phrases.

c) Quickwriting

Students who practice quickwriting start with a topic and then write quickly. Students put a lot of effort into developing their ideas rather than using perfect spelling, grammar, or punctuation. The researcher should allot the students a particular period of time, typically between 10-15 minutes. Then instruct them to write continuously without pausing and should just wait for their thoughts and the right amount of time to write their first draft.

2. The Steps of Writing

There are different aims of writing, including the generation of varied forms and the process of becoming a

correct writer as noted by (Graham, 2019, p. 77) In the same way that students and teachers jointly initiate writing activities in class, so too do they engage in writing processes, defining meanings, pursuing goals, and producing various texts, or "products." This writing process typically takes the following forms when creating thoughtful writing that we want other people to read:

- 1) Preparation and practice: generating, categorizing, and choosing topics to write about while taking into account the audience and goal, which will affect the genre choice and structure.
- 2) Drafting or composing: the act of detailing thoughts while paying close attention to handwriting, grammar, spelling, and punctuation
- 3) Revising: the process of going back over a text to develop and improve the writing (typically as a consequence of comments from classmates or the teacher).

- 4) Editing: This step involves polishing the copy in preparation for publishing. Spelling, text formatting, grammar, capitalization, and punctuation are all edited.
- 5) Publishing: the process of preparing a text for audience distribution while paying close regard to the shape and style

3. Teaching writing

The teacher needs to impart knowledge to the students in order to teach writing. The teacher is the important figure who can assist and direct pupils in quickly understanding material when teaching writing. As suggested by (Nadia, 2020, p. 88) Teachers must explain concepts to their students, understand, and have the capacity to learn things they did not previously know.

According to (Hossain, 2015, p. 90) Teaching consists of methods and activities related to knowledge transfer. It implies that the teacher should employ

methods for information transfer and make the exercises simple for students to understand when instructing them on the writing process in English class. Using their knowledge and experiences, teachers construct their own sentences. One aspect of education that requires communication between a teacher and students is teaching.

Meanwhile, according to (Permono et al., 2013, p. 141) Teaching involves imparting knowledge, demonstrating or helping someone develop a skill, and making someone understand or know anything. Thus, teaching is a process of education that involves teacher and student contact and imparts knowledge. The teacher imparts knowledge or interactions, conveys information, and directs a student in learning and understand something.

According to the explanation provided above, the researcher can draw the conclusion that the ability to write well refers to the capability of an individual to create written messages from words, phrases, text, and coherence where the readers can comprehend the meaning. The capacity to write clearly and correctly is referred to as writing skill. In addition, a great writer must have a strong command of terminology, use proper grammar, and arrange their thoughts. Writing skills include (a) command of vocabulary, (b) grammar, (c) appropriate sentence structure, (d) ability to organize thoughts, (e) drive, and (f) reading habit.

4. Purpose of Writing

The Purpose of Writing is taught in English classes not only for formal situations but also as a media to enlighten readers about current events, personal experiences, or for enjoyment. The use of proper language and the development of sound concepts can make a piece

of writing more entertaining to read. Related to this statement above, according to (Haris Mayekti et al., 2022, p. 30) Following are some of the purposes for writing:

- 1) To express the writers' feeling.

The author aims to create and communicate what someone feels or believes in writing, as in a diary or a love letter. It is what is so called expressive writing.

- 2) To entertain the readers.

Through textual form, the author hopes to amuse the audience. The writer typically uses artistic content to amuse the audience. It's referred to as literary writing.

- 3) To inform the readers

The readers are intended to receive description or an explanation from the author. It is an informative writing style. As a conclusion to the explanation above, written language is employed to accomplish goals, disseminate knowledge, and amuse. Written language is

employed in the information instance (17) to communicate with people who are separated in space and time.

5. Indicator of Writing

There are five components of indications in writing, according to (Eka Yoandita, 2019, p. 49) content, organization, vocabulary, syntax, and mechanics.

1) Content

At least some argue that the composition has only one main purpose, that it must have unity, coherence, and continuity, and that it must be developed adequately with respect to the components, and that the content of the writing must be clearly visible to the reader so that the reader can learn and receive information from the reader about the message conveyed.

2) Organization

The principles or sequences are written in a structured and ordered manner in order to organize the

writings in question. The goals of written organizing content include coherence, order of meaning, general to particular, specifically to the general, and normally consider from beginning to conclusion.

3) Vocabulary

Effective writing, both specialized and scientific, typically results in effective language use, therefore dictionaries are essential. Vocabulary is an important part of writing. We keep fiddling with vocabulary to communicate a message. Lack of vocabulary makes it difficult to write what one means, and we have a hard time deciding what is needed to properly structure the writing and allow the reader to understand it.

4) Grammar

The use of language in writing descriptions and other types of writing is covered by grammar. Appropriate grammar is one that can produce grammar. We have no choice but to pronounce distinct language components for

different purposes. Grammar can also encourage kids to utilize formal language more.

5) Mechanics

In writing, there are at least two aspects of mechanics: functions and capitalization. This function is significant because it allows context to be clarified. The use of uppercase letters is required. They used to be able to tell the difference between 11 things and specifics. Second, formal statement with the relevant adjective action as the quote's first word. This trait is critical because it aids the reader in quickly comprehending or accepting what the author intended to say plainly.

B. Descriptive Text

Descriptive writing uses words to express information about a person, place, emotion, or item. According to (Harahap, 2018, p. 31) A descriptive text paints a picture for the reader by putting anything, someone, a scene, or an object into words. Meanwhile,

(Husna, 2017, p. 28), illustrate how descriptive text is a summary. It may also trigger feelings like happiness, loneliness, or dread. A sense the perception of how things appear, smell, taste, feel, or sound. This implies that when anything is described in written or spoken form, readers may see how a person, a place, or an object concerning someone experiences appears. The reader is taken to the location through effective writing that uses descriptive language. Descriptive writing is one type of sort of writing based on professional beliefs. The purpose of descriptive writing is to explain anything, a person's starting to feel, or an item in words for the reader.

1. The Generic Structure of Descriptive Text

To achieve a purpose through language, each style of writing ability has a unique structure or series of steps it must be followed to (Aunurrahman et al., 2017, p. 72). It is simple to discern the general structures of descriptive

writing. The following below ate the general structure of descriptive text:

a) Identification:

The process of identifying the phenomena to be described is referred to as "identification." Typically, the opening sentence or a few earlier sentences contain this section. As a generic statement, this section seeks to introduce and identify a particular individual who will be profiled in a descriptive essay. A person, anything, a location, emotion, animal, or event are included as participants.

b) Information :

This section provides details on the characteristic or features of the subject. (contains a a description of the qualities of anything, such as an object, person, place, or animal, shape, color, or anything related to what the author describes).

2. Kinds of descriptive Text

As is common knowledge, Text that is descriptive is used to explain things like people, locations, and objects. When describing anything, like individuals, people frequently characterize each other in terms of age, personality, trait, and so forth. According to (Husna, 2017, p. 28) Two categories of descriptive text:

a) Description of a Place

You can include the controlling notion that expresses a viewpoint or impression about the location being described to make the paragraph more engaging. Additionally, your subject and goal will determine how you organize the data in your description. What should you mention first when describing a location, such a room? the surfaces? The ground? In contrast to a paragraph that is developed chronologically, a descriptive paragraph does not follow a predetermined structure.

Starting with one region and moving on to another is not required. However, the sentences shouldn't be put in any particular order.

The way the description is structured will determine how well the reader can see the situation being described. You can include a governing notion that expresses a viewpoint or impression about the location being described in order to make the paragraph more engaging. Additionally, your subject and goal will determine how you organize the data in your description.

b) Description of a Person

Readers typically find interesting persons to read about. Particularly because it reveals personality, their look is interesting. Character can be shown in a direct or indirect way. The author describes the subject's appearance and personality in direct detail. In an indirect

description, the character is shown by what he or she acts, thinks, or says in a specific context.

c) Description of a Things

The writer has to have a vivid imagination while describing anything in order to do it justice. Additionally, to add intrigue, use appropriate nouns and strong verbs. A few correct nouns, which are, as we all know, the namely of certain people, places, and things, could also be included. Arizona and the University of Tennessee, for instance. It can help our readers understand what we are describing by using appropriate nouns that they are familiar with. While strong verbs are crucial for exposition, they may also significantly enhance a piece of description. Verbs are used by writers to enhance the specificity, accuracy, and intrigue of their descriptions.

3. The purpose of descriptive text

In our daily life, we want to share our experience with others. There are various methods to communicate our experiences, but writing is one of the most popular. We use writing to describe people, places, and other things that we come across. Even now, we convince by description. It implies that description gives us the ability to amuse, exhibit emotion, communicate a personal experience, enlighten, and convince. According (Pohma & Waeji, 2020, p. 103) Description's key objective is to provide enough information for the reader to visualize what do you explain, which implies that the goal of descriptive language is to help readers grasp the subject matter that will be discussed, such as describing people or places. While the (Kurnia & Kareviati, 2021, p. 97) It has been said that the purpose of a descriptive essay is to allow the reader to feel what you are describing with the same level of sensory detail that you did. It follows that

another goal of descriptive texts is to clarify the writer's explanation to the reader.

4. Language Feature of Descriptive Text

The linguistic aspect of the descriptive text is ((Ismayanti & Kholid, 2020, p. 10)

- Accentuate particular participants
- Application of identifying and attributional procedures
- The employment of classifiers and epithets in nominal groupings is common.
- Use of simple present

5. Example of Descriptive Text

My Diva is Raysa Andriana

Identification: Raysa Andriana is popular pop singer. everyone in Indonesia already knows her. She sure looks like an cute. She has a tall, thin, and beautiful. Her hair is brown. She dresses stylishly at all times.

Description: Her voice is charming, but so is her persona. She responsible for a lot and kindness as well. She generously provides to charities. Her activity is unique. As a pet, she maintains a dog. She dislikes to cook.

6. The assesment of Writing Descriptive Text

In order to better accurately score students' work, the author employed analytical scoring. According to (Koswara et al., 2021, p. 83) There are five factors that will serve a particular function in scoring. To indicate the teaching focus, a scale was established.

Tabel 2.1
Assesment of DescriptiveWriting

Aspect	Score	Performance Description
Content (C) 30% Topic, Details	4	The topic is complete to the topic.
	3	The topic is complete but thedetails are almost relating to the topic.
	2	The topic is complete but thedetails are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organizati on(O) 20% Identificati on, Descriptio n	4	Identification is complete and descriptions
	3	Identification is almost complete and description arranged with almostproper connection.
	2	Identificatioon is not complete and descriptions are arranged with misuseof connection.
	1	Identification is not complete and descriptions are arranged with misuseof connectives.
Grammar (G) 20% present Tense	4	Very few grammatical for agreement innacuracies.
	3	Very few grammatical for agreement innacuracies but not effect on meaning.
	2	Numerous grammatical or agreement innacuracies.
	1	Frequent grammatical agreement innacuracies.
Vocabular y(v) 15%	4	Effective choice of words.
	3	Few misuse of vocabularies.
	2	Limited range confusing words
Mechanics	1	Very poor knowledge of words

(M) 15%	4	It uses correct punctuation, capitalization.
	3	It has occasional errors of punctuation, capitalization.

C. Definition of Clustering Technique

1. The Definition of Clustering Technique

Technique refers to the application that occurs in a classroom. It's similar to specific tactics, strategies, or devices employed to achieve a short-term goal. Clustering is the assembling of two or more items from a small group. Focusing on a single concept in great detail and documenting the results is the goal of brainstorming. The clustering strategy can aid pupils in coming up with ideas.

Knowing how to apply clustering is crucial for effective usage of the technique. A subject should be written with a bubble drawn around it to facilitate grouping. This is a balloon's core or center. Then, write down any thoughts that come to mind and let them float around in the center. More activities targeted at a group

are clustered together. This method involves deciding where and when to accomplish a goal that is advantageous to break into smaller, more manageable goals. Creating a cluster involves structuring, sorting, and specializing on a particular target-based group through data analysis.

According to (Yanwar, 2016, p. 79) the technique to separate certain concepts and write them down, use the clustering approach. in a piece of paper without considering the relevant, appropriate or valuable ideas. This technique can be also apply any interesting writing style, for example, report, essay, proposal, short, story, or poem.

2. Teaching Procedure of Clustering Techniques

a. The teacher's role in teaching clustering techniques

According to Eramona and Muhd, (2014) Technique is a procedure or skill to complete a certain task. In the technique and learning process, technique is also an important part. From the previous statement stated

that clustering is one strategy that can be used to produce material for a paper. This technique is very helpful for people who like to do their thinking in a visual way. In grouping you use lines, squares, arrows, and circles to show the relationships between ideas and details that occur to you. There are many teaching techniques that can be applied by teachers in the teaching and learning process in the classroom. This technique also helps the teacher to convey the lesson about the general structure of the text and gives some exercises to the students.

In this phase, the writer chooses the clustering technique in teaching writing descriptive text. In applying the clustering technique, the first thing the researcher did was write a clustering technique diagram. Then, the researcher showed the picture again. The researcher asked the students "Who is he?" What's his job? And what color is her hair?" etc. All answers must be written in the grouping technique diagram. After that, the researcher and students chose the correct characteristics of Raisya Andriana and omitted the others. Next, the researcher invited the students to develop the diagram above into sentences and arrange it into a good descriptive paragraph. "To make descriptive text, you have to start from general information to specific information. The

researcher writes paragraphs on the blackboard as a sample of descriptive text. Then, the researcher explains the generic structure of descriptive text which consists of identification and description. The researcher gives arrows to distinguish the two parts of the generic structure. Then the researcher checked the students' understanding. "Do you understand so far?" Next teacher. While continuing to explain the language features of the text, the researcher asked them to copy them in their notebooks as material for them so that they could study it again at home. Next, the application of clustering in teaching begins with a key word or central idea placed in the center of the page (or on the blackboard) around which the student writes (the teacher uses student generated suggestions) within minutes all free associations are triggered by the subject matter using only the word or short phrases. Unlike a list, the resulting word or phrase is placed on a page or board in a pattern that is formed from the connection the researcher sees as each new one appears. The finished cluster can look like spokes on a wheel or some other connected line pattern, depending on how the individual association shares are drawn to relate to one another. By having students share their cluster patterns with other students in the class, the

teacher allows students to be exposed to a variety of approaches to the subject matter, which in turn can produce written material.

b. The students role of using clustering techniques

Clustering Technique is expected to help the topic is chosen by the students into the subtopic of the idea through circles/boxes, and lines/arrows. There are some steps of using clustering technique as follow:

- a) Take a piece of paper and write down the main topic in the center of paper and draw a circle around it.

Example:

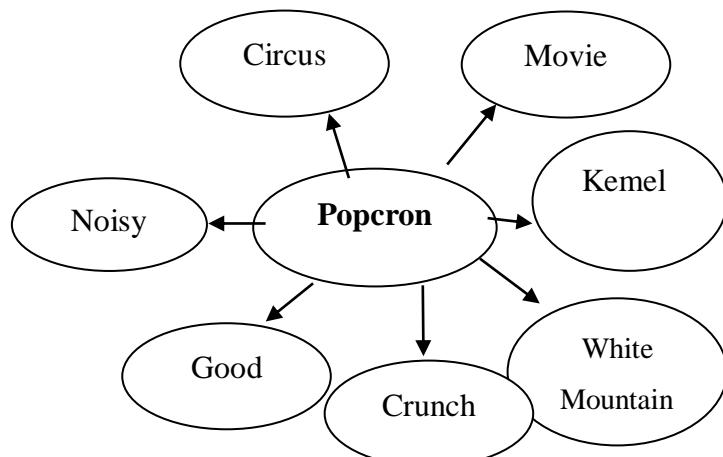
Figure 2.1 The Circle of Main by Olson, (2013)



- b) Any thoughts that occur to you, write them down. related to the main topic around the main topic and circle it all. Relate those concepts to the main topic with a line. The pictures below shows that there

are seven sub-topic about popcorn, such as Circus, Movies, Kernel, White Mountains, Crunchy, Good, and Noisy. It can be shown in the figure below:

Figure 2.2 Grouping Ideas by Olson, (2013)



- c) Write concepts, details, facts, or other information pertaining to each concept and connect them to the relevant circle.

- d) Keep doing this until you run out of ideas.

3. The Advantages of Using Clustering Technique

According to (Eramona & Hafizh, 2014, p. 79)

The clustering approach is regarded as an effective tool for assisting and directing students as they advance their concepts for writing a paragraph, particularly when writing a descriptive text. A helpful strategy for producing a descriptive text is the clustering technique. The following benefits come from using the clustering approach while producing descriptive text:

1) First, This technique supports students in the systematic development and organization of their thoughts. Because it might motivate children to express their ideas in writing, this strategy also promotes kids to think in English.

2) Second, Students that use the clustering technique will be inspired to compose well-written paragraphs, particularly descriptive text.

- 3) Third, Using clustering, it is possible to see how the students are thinking. As a result, their thoughts will be apparent.
- 4) Fourth, The teachers will find it simple to use this technique. The teacher may use it without relying much on teaching aids, and even without them, they can still do it manually by asking a student to serve as a model.

Thus clustering technique is suitable for creative people, who can easily explore their ideas. A paper that needs specifics may be written using the clustering approach, which also helps students come up with ideas and apply them in context while preventing writing assignments from becoming time-consuming tasks.

D. Related Previous Study

There are several previous studies used in this study. The researchers took five previous studies. The first, Nurliah's Thesis (2020) with the title of thesis is "Application of clustering techniques to improve student's writing ability (A Pre-Experimental Research dengan design One Group Time-Series Design which consist one group pre-test and post-test in Class VIII Students of SMPN 11 in the academic year 2019/2020 Maros Baru". The purpose of this study is to discover if techniques clustering may improve students' writing abilities in terms of vocabulary and content. The research method is pre-experimental design. The population in this study is class VIII students who are selected by cluster random sampling technique, while the sample for this study is 30 students. The research instrument is a test that uses pre-test and post-test. -test. This is supported by the mean score of students on the pre-test on the content is 74.1.

This is categorized as good and after the post-test is 69.1 to be fair. The average score on the pre-test in vocabulary is 72.7 This is categorized as good and after post-test 76.3 becomes good too.

The second, Husniah's thesis,(2021) "Applying clustering techniques in writing descriptive text". This experimental study was conducted to determine the effectiveness of using clustering techniques on students' writing skills at SMA Negeri 1 Delima, Pidie Regency. The subjects of this study were grade 10 students who were divided by random sampling into the experimental group and the control group. Three aspects of writing content, language, organization and grammar, which are the main focus of this study, were significantly improved by using the clustering technique.

The thrid title, (2021) by Wanda Notenti with the thesis title "the Effect of Flipped Classroom Model Using

Mobile Assisted language learning in Improving Students' Listening Skills. (A Quasi Experimental Design using Time-Series Design research design (One Group Pretest-posttest) The Effect of Using Flipped Classroom Model Using Mobile Assisted language learning in Improving Students' Listening Skills at MTSN 4 Seluma Academic years 2021/2022) Researchers used the method used in this study is quantitative method as the research method in this study. Class VIII-1 researchers were selected as the experimental group and taught. In conducting this research, there are three stages, namely pre-test, treatment and post-test. The data is taken from the students' listening skills. Based on the findings of this study, the use of the Flipped Classroom Model Using Mobile Assisted language learning in Improving Students' Listening Skills is increasing.

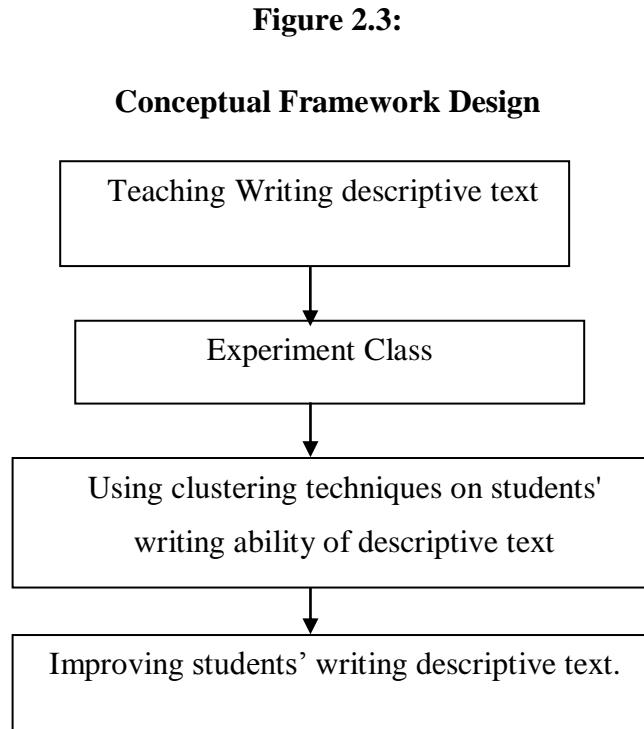
The last, (2021) Randy Aditya Putra with the thesis title "The Influence of Guided Writing Strategy on

Students' Ability In Writing Descriptive Texts". the research in second semester students of the economic sharia majoring at STIESNU Bengkulu. The research used (A Pre-Experimental Research dengan design One Group Time-Series Design which consist one group pre-test and post-test. In conducting this research there are three stages, namely pre-test, treatment and post-test. The purpose of this study is to determine whether the application of clustering techniques has an influence or not on students' writing abilities. descriptive text. The researcher decided a small sample size, namely 10 students majoring in Islamic Economics STIESNU Bengkulu to be used as samples in this study. From the results of this study, the post-test average value of the experimental class was 79.3 higher than the average value of the pretest class Experiment 65.3 It is understood that the strategy has a significant effect on students' ability in writing descriptive texts among students after being given

the treatment of guided strategies in writing descriptive texts and not being given any treatment.

E. Conceptual Framework

Researchers discussed the impact of using techniques clustering on students' writing descriptive text skills in the previous chapter. By using a learning technique called the clustering technique, researchers are trying to improve students' abilities. Researchers apply clustering techniques. During the implementation of the clustering technique, the researcher also observed the class activities and found improvements after the implementation of the clustering technique method. Through the application of behavior, the use of clustering techniques can improve students' writing descriptive text skills. The figure below illustrates the conceptual framework for this study. The conceptual framework figure is as follows:



F. Research Hypothesis

The research hypothesis is as follows:

- 1) Null Ho Hypothesis: There is an effectiveness of clustering techniques on students' writing ability of descriptive text.
- 2) Hypothesis Ha: There is no effectiveness of clustering techniques on students' writing ability of descriptive text

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method and design gives information about the population and sample, data collecting techniques, it also describes the research instrument and research procedures, instrument validity and reliability, and technique analysis data.

A. Research Design

The method used in this research is quasi experimental research. According to (Lodari et al., 2018, p. 65), experimental research is research that knows whether or not there is a treatment result on the subject under study. According to (Sugiyono, 2018, p.89) there are two quasi experimental designs, namely is time series design and non-equivalent control group design. The writer uses time series design in this research, which aims to determine the effect of clustering technique in

improving students' writing descriptive text. Time series research design uses only one group, so it does not require a control group. Supported by (Noprianto, 2017, p. 81), time series design is a design that consists of learning one group, over time, with several pretest and posttest measurements or observations made by the researcher. As a result, it can be said that time series design is a research method which uses one group as the experimental class.

The following is a table of time series designs according to Sugiyono (2019) in this study:

Table 3.1
Research Design Time Series

TIME									
GE	O1	O2	O3	O4	X	O5	O6	O7	O8

Note:

1. O1 O2 O3 O4: Pretest value before treatment
2. X : Treatment using the techniques clustering

3. O5 O6 O7 O8 : Posttest value after being given treatment

Where below are some of the steps of time series design in conducting research on the effect of enriched clustering techniques in improving students' ability to write descriptive texts in learning English:

1. The researcher conducted the first pre-test by giving a test of student learning outcomes.
2. The researcher conducted a second pre-test and then analyzed the students' test results.
3. The researcher conducted the third pre-test and then analyzed the students' test results.
4. The researcher conducted the fourth pre-test and then analyzed the students' test results.
5. After the researchers analyzed the results of the students' pretest abilities, the researchers gave the first treatment using the clustering technique and then conducted the first post-test.

6. The researcher gave the second treatment by using the clustering technique and then did the second post-test.
7. The researcher gave the third treatment using the clustering technique and then did the third post-test.
8. The researcher gave the fourth treatment using the clustering technique and then did the fourth post-test.

B. The Population and Sample

1. Population

According to (Lestari & Dewi, 2022, p. 91) The population is an area for generalization made up of things or topics with certain attributes and characteristics that the author studies in order to make inferences.

According to (Pohma & Waeji, 2020, p. 103) the entire population to be studied is called the population or the universe. The population is all data that concerns us within the scope and time we specify.

Based on the statement above, the population of this study was class X of MAS PP Hidayatul Qomariyah

Bengkulu. After did the observation the X grade of the school was only one class totaling 25 students. So, the research took them as the population of the research.

1. Sample

According to (Hanafiawi et al., 2020, p. 58) The sampling technique is a way to choose the sample that will be utilized in the study. The sampling method is split into two categories, namely: probability sampling and non-probability sampling. In this study, the sampling technique used is non-probability sampling with the technique taken was saturated sampling. When every member of the population is sampled, it is referred to as saturation sampling. Therefore, the population was rather small, the researcher used a saturation sampling strategy to choose a sample.Because in MAS PP Hidayatul Qomariyah Bengkulu in class X there is only one class with a total of 25 students. So the samples used in this

study were all students of class X MAS PP Hidayatul Qomariyah Bengkulu class X, totaling 25 people.

Table 3.2
The sample of Research

Class	Students		Total
	Male	Female	
X	-	25	25

Source: MAS PP Hidayatul Qomariyah Bengkulu

C. Technique of Collecting Data

To determine the effectiveness of the clustering technique in this study, the authors applied three techniques according to Sugiyono (2019) quoted in (Bestari et al., 2020, p. 93), namely pretest, treatment, and posttest which were used to obtain valid and objective data and information as follows:

1. Pre-Test

Pre-test gives participants in an experiment a measurement of a quality or set of qualities before they receive treatment. This test was conducted in the first

meeting before the students got the treatment. The researcher conducted pre-test for classes X experimental class before giving the treatment to the students. The essay test was making paragraph essay of descriptive text about my friend. Required to receive treatment, an assessment of the students' writing abilities was made.

2. Treatment

The treatment conducted after the pre-test. The students were taught by applying technique clustering in writing descriptive text. Students were learning bout indicators in descriptive text writing, namely: content, grammar, vocabulary, grammar, mechanics.

3. Post-test

Post-test after the treatment was given to the experiment class. The test was intended to determine the competence of the students in writing descriptive texts after the treatment was given to the experimental. The

author used clustering as a teaching tool for writing descriptive text in the experimental class.

D. Research Instrument

Instruments were the tools required for gathering the data for the study. According to (Lodari et al., 2018, p. 97) instruments of the research are equipment or tools used by researchers to gather data in order to facilitate their job and produce better organized, manageable results. The researcher employed testing and documentation tools. Writing assessments was employed as a tool when assigning grades to students. Tests and documentation were employed as the research's instruments. Documentation was used as additional data to support the research.

1. Documentation

According to (Ghufron, 2018, p. 87) Finding data and information in the form of documents, written numbers, and images in the form of reports and

information that may help study was done via documentation. Researchers supported test findings with documentation and additional data. Documentation facilities such as photos of student attendance lists, student scores, student test results, learning process, class conditions, MAS PP Hidayatul Qomariyah building, and other data that can be used as supporting evidence.

2. Writing test

The researcher used a writing test to find out whether there was a difference before and after using the clustering technique in writing descriptive text. Test was a tool to collect information that provides answers to instrument questions, and requires students to demonstrate their abilities. The written test was used by researchers as an instrument to obtain data. The researcher asked the students to write about writing descriptive text in the experimental class. The purpose of using treatment was to see if there were a significant effect on students' writing

skills in descriptive texts after using clustering technique treatment. It was to know whether there was or not any progress in students' descriptive text writing skills. The research instruments and writing test indicators are presented in this following table :

Table 3.3
Grid of Writing Test

No	Variable	Components of Writing Skill	Indicator	Items
1	Writing Ability	Content	Relevant to the topic and easily accessible	1
2		Organization	Interpret sentence related to the main idea	1
3		Vocabulary	Effective choice of words and tenses	1
4		Grammar	Identify the use of grammatical forms and patterns	1

(Eka Yoandita, 2019, p. 49)

Table 3.4
Classification of student abilities based on aspects

Interval Value Score	Categories
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Average
50-59	Poor
$< 40-49$	Very Poor

(Koswara et al., 2021, p. 83)

E. Research Procedure

According to Sugiyono (2018, p. 92) that the research time series design in research procedure, the group used for the study cannot be selected randomly. Before being given treatment, the group was given a pretest up to four times, with the aim of knowing the stability and clarity of the group's condition before being given treatment. If the results of the pretest four times have different values, it means that the group is unstable, uncertain, and inconsistent. After the stability of the group condition can be clearly identified, then treatment is

given. This research design uses only one group, so it does not require a control group. The following is a research procedure that uses a time series design:

1. Pre-test

Before applying the clustering technique, the study was given a pre-test four meetings. Students take a writing test with a different theme in each meeting in the form of friends, relatives, favorite rooms, objects, with the aim of seeing the results of students' descriptive text writing skills.

2. Giving treatment

After the pre-test, the researcher gave treatment during the meeting. The experimental class will be treated to teaching writing skills using the clustering technique. In the treatment there were six meetings, as follows:

- 1) Treatment I: The researcher explained in advance about the clustering technique, the researcher asks the material that has been given, and last students

practice writing descriptive text with the theme friends.

- 2) Treatment II: Researchers and students review the material, researchers and students discuss topics and difficulties related to the material, students practice writing descriptive text with the theme of relatives.
- 3) Treatment III: Researchers and students review the material, the researcher instructs the students to make a descriptive text with the room's favorite theme.
- 4) Treatment IV: In the fourth treatment, the researcher discussed with the students about the material, material about descriptive text, descriptive text structure, and examples of types of descriptive text.

- 5) Treatment V: In the fifth treatment, students were asked to write a descriptive text about tourist attractions.
- 6) Treatment VI: In the last treatment, the researcher concluded all the material given about techniques clustering and descriptive text. The researcher instructed the students to make a descriptive in their own language and analyze the students' descriptive text writing task.

3. Post-Test

After the treatment, they were given a final exam by conducting four post-tests. The aim was to see if there was a substantial change in the students' achievement in writing descriptive English texts after they received the treatment.

In addition, it compares the score with the score achieved on the initial test whether the result is increasing,

the same, or decreasing. The calculation of the test results was finally carried out with the help of the SPSS 16.0 computer program.

F. Validity and Reliability Test

a) Validity

A valid test is one that is suitable to use. The validity test, in Arthur's words, "is carried out to determine if the test measures what is meant to be tested." This indicates that the writer employed content and construct validity while determining whether the results of a validity test were valid or not.

a) Content Validity

The degree to which the exam genuinely measures or is explicitly connected to the characteristics for which it is created is referred to as content validity. The validity determined by looking at the course materials, the syllabus, the course objectives, and the opinions of subject matter experts. It implies that the test's instrument should

be in line with the school's curriculum's learning objectives. The test should be able to show how well the students can write, particularly in descriptive texts at the tenth grade of MAS PP Hidayatul Qomariyah Bengkulu City . In this research, the writer consulted the instrument to the English teacher of MAS PP Hidayatul Qomariyah Bengkulu City . It was done to make sure that instruments were valid.

b) Construct Validity

The extent to which test results can be explained by the explanatory structures of a reliable theory is known as construct validity. This indicates that the test's construct validity was concentrated on the components that may evaluate proficiency in writing descriptive texts in particular. The author of this study evaluated the students' writing skills while instructing them on how to produce descriptive texts. The writer took the score from writing scoring rubrics. The writer consulted the instrument to the

English teacher of MAS PP Hidayatul Qomariyah Bengkulu City in order to confirm the validity of the instrument. She determined that the things were legitimate after studying them. She stated that a legitimate instrument ought to be extremely reliable.

1. Reliability

The reliability of the outcomes similar they are for each person reliability is the constant of an instrument's activity from one administration to the next and the consistency of a group of objects. Therefore, in addition to having high validity, a good test should also have high reliability. According to Richards and Schmidt, test dependability is an assessment of how consistently a test's results are produced. If a test provides the same results when administered to various examiners, it is considered to be dependable could two or more examiners, without influencing one another. To get the reability of the test, the writer utilized inter-rater reliability. This reliability count

the level of the reliability base on two series of score gotten by two raters. The first rater was the English lecturer, and the second rater was the English teacher. from the two sets of scores will begin to be discussed and used as a consideration for writing criteria so that reliable test results are obtained.

G. Technique Analysis Data

1. Normality Test

Normality test is a test that determines whether a data set is distributed in a normal curve or not. The Kolmogorov Simonov normality test was used by researchers in this study. The Kolmogorov Simonov method was used to determine sample fit and other distributions. This test compares the mean score and standard deviation of a group of sample data with a normal distribution. Using the statistical test for normality, it is $\alpha = 0.05$.

2. Homogeneity

Homogeneity test is used to know whether the data come from the homogeneous variance or not (Amin, Alimni, Kurniawan, Azzahra, & Septi, 2021). The researcher employs SPSS version 18 to compute the data.

Basis of decision making in homogeneity test:

- a) If the significance value is < 0.05 data is not homogeneous
- b) If the significance value is > 0.05 data is homogeneous.

3. T-test

The results of students' listening achievement were broken down by ability using the paired sample t-test to see if there was a substantial difference between the pre-test and post-test to see if there was a significant improvement in student achievement.

Indonesia after introducing mixed learning with an enhanced virtual model.

Finding the t-count is the first step in using the t-test to evaluate the results. Following that, the t-count was determined, and the t-count was compared to the t-table with the following research conditions for accepting and rejecting hypotheses:

If $t - count \geq t - table$, it means H_0 was rejected and H_a , accepted.

If $t - count \leq t - table$ it means that H_0 was accepted and H_a was rejected.

H. Statistical Hypothesis

H_0 :There was effectiveness of using clustering technique on student's writingability of descriptive text.

H_a :There was no effectiveness of using clustering on students' writing abilityof descriptive text.

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

In this chapter, the results and discussion of the research are presented. The results showed that the use of clustering techniques on the ability to write descriptive text. This finding also includes the results of research that shows whether students using clustering techniques at MAS PP Hidayatul Qomariyah Bengkulu are better, after being taught using clustering techniques or not. The results of the study were obtained based on data analysis.

a. Description of Pre-test and Post-test scores in the experimental class

**Table 4.1
Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	25	44	78	55,28	9,122
Post-Test	25	58	93	78,24	7,612
Valid N (listwise)	25				

In the experimental class the lowest pretest score was 44, then the highest score was 78, then the posttest score was the lowest 58 and the highest score 93. Judging

from the descriptive statistics, the pre-test and post-test are shown in table 4.4. it was found that the mean of the pre-test was 55.28 and the mean of the post-test was 78.24.

1. The Result of Normality of Data Score

a) The Result of Normality Pre-test Data for Experiment class

In analyzing the normality of the pre-test score data, the Kolmogorov-Smirnov test sample was used. The normality of the pretest value can be seen in table 4.4

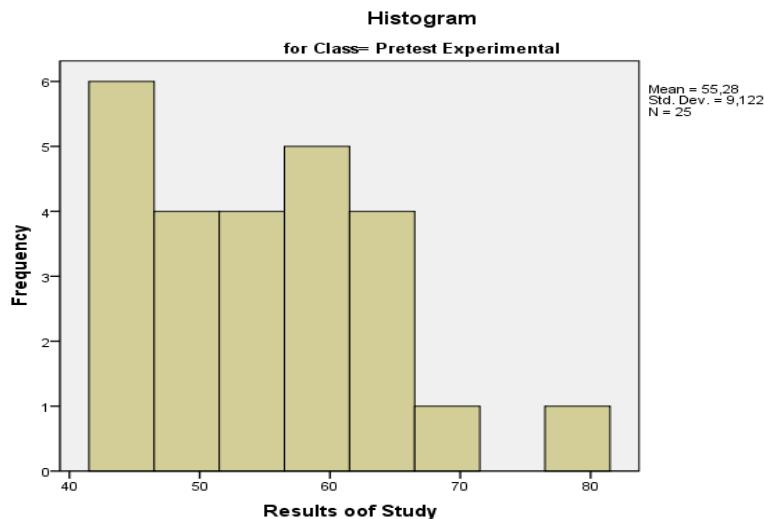
Table 4.4
The normality test of pre-test score

Class	Tests of Normality		
	Statistic	Df	Sig.
Result of Pretest	,119	25	,200*
Shapiro-Wilk			
Statistic		df	Sig.
,933	25	,100	

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Figure 4.1
The Normality Test of Pre-test scores



In the normality test the author uses the Liliefors Significance Correction with SPSS version 18. Based on table 4.1, the significance of student learning outcomes in the pretest for the experimental class is $0.200 > 0.05$. So, based on the decision made in the Kolmogorov-Smirnov normality test, the pretest data for the experimental class is normally distributed.

b) The Result of Normality Post-test Data for Experiment class

In analyzing the normality of post-test score data, the Kolmogorov-Smirnov test sample was used. Normality of post test values can be seen in table 4.5

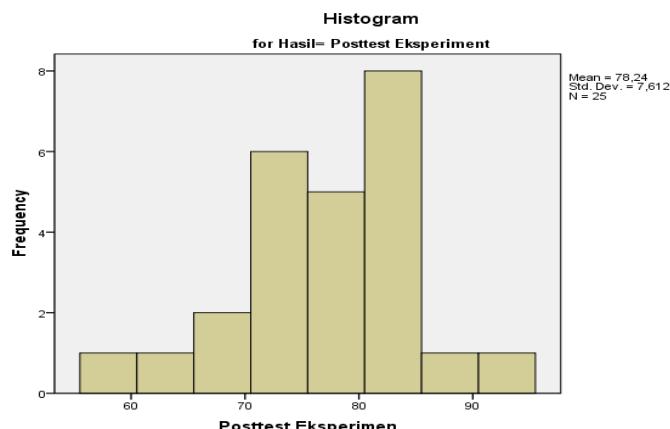
Table 4.5
The normality test of post-test scores
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result of Posttest	,135	25	,200*	,962	25	,462

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Figure 4.2
The Histogram of Normality Data of Post-Test



Based on table 4.5, the results of the normality test of the posttest experimental class above, it can be seen that the significance value of student learning outcomes in the posttest is 0.200. Where is the value of sig. $0.200 > 0.05$. So, based on the decision made in the Kolmogorov-Smirnov normality test, the experimental class's posttest data is normally distributed.

2. The Result of Homogeneity Variance Test

a) Homogeneity of the Pre-test

Homogeneity of the Pre-test Based on the homogeneity test output of the Pre-test score variance, the calculation results can be seen in the "Test of Homogeneity of Variance" table in the source 'Based on Mean', which is presented in the following table:

Table 4.6
Homogeneity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.028	1	48	.316
	Based on Median	.990	1	48	.325
	Based on Median and with adjusted df	.990	1	47.932	.325
	Based on trimmed mean	1.067	1	48	.307

Based on table 4.6, the significance value (sig.) of the variable on student learning outcomes in the Bases on Mean column is 0.316. It means the Sig. > 0.05, so as the basis for decision making in the homogeneity test, it is possible to conclude that the variance of the data from the pretest results of the experimental is homogeneous.

b) Homogeneity of the Post-test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	,146	1	48	.712
	Based on Median	,052	1	48	.826
	Based on Median and with adjusted df	,052	1	47.93 2	.826
	Based on trimmed mean	,160	1	48	.696

Analysis of the results of the homogeneity test of the experimental class students' pre-test scores obtained a probability value (Sig.) = 0.712. Because p-value (sig) > 0.05 then H_0 is accepted, so it can be concluded that the variance of the Post-test value for each data group is the same (homogeneous).

3. T-Test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of the clustering technique on the students' writing skills are tested through the following hypothesis namely: If $\text{Sig. (2-tailed)} < 0.05$, H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted. If $\text{Sig. (2-tailed)} > 0.05$, H_0 (the null hypothesis) is accepted and H_1 (alternative hypothesis) is rejected. In order to test the hypothesis, the one sample t-test is then used to tell us whether we should accept or reject the null hypothesis.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil belajar	Equal variances assumed	1.028	.316	1.663	48	.000	-22.960	2.376	-27.738	-18.182
	Equal variances not assumed			1.663	46.509	.000	-22.960	2.376	-27.741	-18.179

The results of the data analysis above indicate that the hypothesis in this study is accepted. Because there is a significant difference between the average post-test scores for students in the experimental class, it can be concluded that there is a significant effect on the use of clustering techniques in the ability to write descriptive texts. Based on the calculation results, the t-count value is 1.663 with a significance of 0.000. By using t table of 1.382.

Based on these data, t count $1.663 > t$ table 1.382. Then the significance of $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_1 is accepted, this means that there is a significant effect of the clustering technique in improving students' writing skills of descriptive text at MAS PP Hidayatul Qomariyah Bengkulu. that the hypothesis in this study is accepted. Because there is a significant difference between the average pre-test and post-test scores of students in the experimental class, it can be concluded that there is a significant effect of using the clustering technique on students' writing descriptive text skills.

Based on the calculation results, the t-count value is 1.663 with a significance of 0.000. By using t table of 1.382. Based on these data, t count $1.663 > t$ table 1.382. Then the significance of $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_1

is accepted, this means that there is a significant effect of the clustering technique in improving the ability to write descriptive texts for class X students at MAS PP Hidayatul Qomariyah Bengkulu.

B. DISCUSSION

The results of research conducted at MAS PP Hidayatul Qomariyah showed that the number of students in class X was 25 students. The sample used in this study were all students of class X, totaling 25 samples. The purpose of this study was to determine the effect of clustering techniques in improving students' descriptive text writing skills. Researchers conducted a pretest in the experimental class using the clustering technique.

In this study, the researcher guides students by giving treatment through clustering techniques and helps students develop ideas and develop student achievements, such as understanding the concept of writing descriptive

text, and understanding writing techniques. Researchers provide many sources for students to understand the material in the form of links, youtube videos and e-books.

The results showed an increase in student achievement after being given clustering technique treatment in the ability to write descriptive text. The mean value of the pre-test was 55.28 and the mean score of the post-test was 78.24. This means that the average value of the initial and final tests increased by 22.96.

Thus, it can be seen that there is a significant increase in the average student writing test scores between before and after being given treatment. The effect of clustering technique on improving students' writing skills can be seen from the difference in the average test results of students where the pre-test and post-test scores increased by 22.96.

The final test score is a student's listening ability test which is then calculated using the t-test formula. Based on the paired sample t-test, the value of sig. (2-tailed) = 0.000 <0.05, which means H_0 is rejected. This means that there is a significant difference in the pre-test and post-test student achievement scores. It can be concluded that there is a significant effect on the clustering technique in the students' ability to write descriptive text.

The data analysis above was carried out in three stages, namely: normality test, homogeneity test, and hypothesis testing. The normality test was carried out using the Kolmogorov-Smirnov test and it was known that both were normally distributed. While the homogeneity test was carried out using Levene's test for the equation of variance and the results were homogeneous.

Then, the researcher tested the hypothesis by using the independent sample t-test. After the test was conducted, the researcher found that the results showed that there was a significant difference between the post-test mean scores. This means that there is a significant effect of clustering techniques in improving students' writing skills and those who do not.

This can be concluded by looking at the results of hypothesis testing that has been done previously. Based on the results of independent t-test obtained the value of Sig. (2-tailed) is lower than the value of the t-test criteria, which means H_0 is rejected and H_a is accepted. In addition, the statement is also taken by comparing the t-count value with the t-table value. It was found that tcount is higher than and value of t-table. This means that H_0 is rejected and H_a is accepted.

This statement is in line with several research findings, namely: Annisa (2017), concluded that students' ability in writing descriptive texts taught by clustering techniques was higher than students taught by conventional learning models. The difference between the above research and this research is in terms of learning outcomes to write descriptive texts to solve problems using clustering techniques. The result of the score has an average writing ability test of 72.72. Based on the analysis of the results of the posttest using the t-test, it is known that the writing ability of students who are taught by the clustering technique is higher than that of students who are taught by conventional learning models. The difference between the research above and this study is in terms of learning outcomes using clustering techniques with statistical analysis calculations.

Another study was also conducted by Yeyen Vienna. (2019) regarding the use of clustering techniques

in class XI students of SMAN 02 Muaro Jambi. The results showed that the use of scramble method was effective in improving students' descriptive text writing skills. The differences between the research above and this study are based on differences in teaching methods through effectiveness in improving students' writing descriptive text skills for XI SMAN 02 Muaro Jambi with quantitative descriptive research.

In line with the research conducted by Wahyu Budiarto (2020) also conducted the same research regarding the use of clustering techniques for class VIII students of SMP IT Robbani Kendal to improve students' writing skills by using clustering techniques. The results showed that the clustering technique improved students' writing descriptive text skills. Based on some of these studies, it is known that the results of research using clustering techniques have a significant effect on

improving students' writing, this is also the same as the results of research conducted by researchers.

Based on the statement above, the results of research that have been carried out with previous studies both conclude that the clustering technique has a significant effect on improving students' writing descriptive text skills. Which can be seen from the results of the comparison between the first and last tests. There are differences between the research that has been done with previous research, namely in terms of learning outcomes, data collection techniques, and also data analysis techniques. In conclusion, the researcher concluded that the application of the clustering technique had a significant effect on student learning outcomes in improving students' descriptive text writing skills. This indicates that the research problem has been answered

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion, this chapter offers recommendations of research data analysis in chapter IV. Conclusion about the effect of using technique clustering in improving students' descriptive text writing skills. While suggestions are addressed to teachers, students and further researchers.

A. CONCLUSION

In the discussion of the previous chapter, some conclusions are, After conducting research, collecting data, and analyzing it, the researcher found that the results of this study showed a statistically significant effect on the clustering technique in improving students' descriptive text writing skills at MAS PP Hidayatul Qomariyah Bengkulu the 2021/2022 academic year.

There are several reasons why the technique clustering has a significant effect on improving students' writing skills in the experimental class. First, in the experimental class students were given a situation where they carried out discovering exercises that were then actively involved in application and analysis. Second, during the treatment using the clustering technique, it was successful in helping students explore their ability to write descriptive texts by applying a deeper understanding of concepts according to the material in the lesson plans. In addition, students become active participation when the teacher conducts group discussions in class.

Based on statistical analysis, there is a significant effect of applying the use of techniques clustering in improving students' writing skills in the MAS PP Hidayatul Qomariyah class in the 2021/2022 academic year. A significant effect is seen in the results of the study. This shows an increase in student achievement after being

given clustering technique treatment. The mean value of the pre-test was 55.28 and the mean score of the post-test was 78.24. This means that the average value of the initial and final tests increased by 22.96.

The final test score is a student's writing ability test which is then calculated using the t-test formula. Because the value of sig.(2-tailed) is $0.000 < 0.05$, this means that the H_0 is rejected. This means that there is a significant difference in the pre-test and post-test scores. It can be concluded that there is a significant effect of applying the use of clustering techniques in improving students' descriptive text writing skills. The treatment by applying the technique clustering in students writing ability descriptive text can be called successful.

B. SUGGESTION

Based on the conclusions above, there are several suggestions for students, English teachers at MAS PP Hidayatul Qomariyah Bengkulu and further researchers.

This clustering technique can be applied at the SMA/MA/equivalent level, especially in class X to improve students' listening skills.

1. For teachers

Teachers must comprehend that the techniques used in the teaching and learning process are important things that can increase students' learning motivation. Teachers are advised to use clustering techniques in instructing writing, particularly in teaching descriptive texts, so that it is easier for students to generate ideas, process vocabulary for students' writing skills. In teaching the teacher must be creative in making or looking for learning techniques that will be used in accordance with the material contained in the syllabus or RPP design.

2. For students

Writing is a difficult skill for students to learn. Therefore, it is recommended to use alternative methods

to help students generate and develop the ideas they have, grammar accuracy in writing, students also get more vocabulary so that the structure of the text is more focused and easy to understand. such as the technique clustering because the effectiveness of use this technique clustering in generating ideas on students' writing skills has been proven.

3. For further researchers

For those who need to do a similar topic, the writer recommends the next researcher to examine many types of texts such as narrative, procedure and recount, because writing only focuses on descriptive text. In addition, it is also useful for further researchers to conduct research with larger data to find out whether the grouping is appropriate or not if its use in a larger population. In addition, the researcher hopes that this research can be developed even better in applying the Clustering Technique to other writing skills.

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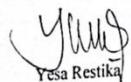
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ATTENDANCE LIST OF STUDENTS EXPERIMENT CLASS

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Ami Santia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Aninda Ramah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Annacy Fitri R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Aprilia Liza	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Aulia Khairun N	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Carolina Abila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Chintia Nurfitri	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Clara Putri Ayu	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Fauza Cahya	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Indah Sari	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Julisa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Laura Desrina A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Lidia Puspita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Lora Sanitia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Melania Putri	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Mutiara Anjelina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Nia Mardalita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Nizahra Nur K	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Nurul Sarmita	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Pratiwi R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Septi Nur H	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Tia Azza Bela	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	Yelli Karnila	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Yepa Supia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Zhevy Yolanda	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Bengkulu, 2022

Researcher



Yesa Restika

NIM. 1811230126

APPENDIX 1

INSTRUMENT OF RPE-TEST

- Skill/Pattern : Writing/Simple present tense
Kind of text : Descriptive Text
Class/time allotment : X Grade/ 80 minutes
Name :
Instructions
1. Write a descriptive text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 word. You may open your dictionary!

.....

My Best friend

Hello, she is one of my best friend. She ^{is} very beautiful and cheerful, and she is a friend who is always there in good and bad times. Her full name is Indah ^{AFC} Rizqi Nurzahmi. Her nick name is Indah and now she is 16 years old. Father's name is Eddy Lurinawati and mother's name is Terna. She has the characteristics of tall and white skin, and a sharp nose. She has a hobby swimming and reading book. favorite food is chicken noodle.

.....

.....

.....

.....

Good luck ^ ^

C : 18

D : 15

G : 17

V : 20

M : 8

(78)

APPENDIX I

INSTRUMENT OF POST-TEST

Skill/Pattern : Writing/Simple present tense
 Kind of text : Descriptive Text
 Class/time allotment : X Grade/ 80 minutes
 Name :

Instructions

1. Write a descriptive text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 word. You may open your dictionary!

Hello, Let me introduce my mother, her name is ...
 Well... My mother beautiful person. She is not tall
 but her heart and she has curly hair and brown
 Her eye color are like honey.
 She is very kind, lovely, friendly, Patient
 and she loves to help people...

Her activities at home are cooking, washing
 Planting flowers. Her favorite food is she loves
 her spouse and children so much that
 she takes care of all the needs of the family

Her favorite foods are fruit and vegetables because
 my mother is very healthy, she like wholes
 and she likes pop and blangolen more.
 I love her so much because she is my everything
 both now in my life.

C = 30

D = 15

B = 15

V = 24

M = 9

(95)

favorite food:
 Jengkol, chicken,
 favorite color:
 green, white
 favorite music:
 dangdut .

Good luck ^ ^

Cooking
 Washing
 Scrubbing clothes
 Planting flowers

Activities

My Mother

Apperance
 beautiful
 not short
 curly hair
 skin colour light
 brown

Characteristic
 lovely
 friendly
 Patient

APPENDIX 1

INSTRUMENT OF RPE-TEST

Skill/Pattern : Writing/Simple present tense

Kind of text : Descriptive Text

Class/time allotment : X Grade/ 80 minutes

Name :

Instructions

1. Write a descriptive text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 word. You may open your dictionary!

She is one my best friends. She is very beautiful and cheerful. And she is a friend who is always there in good and bad times. Full name is Anisa Dwi Puri. Her nick name is Nisa, and now she is 17 years old. Father's name is Devano and mother's is Kalsya Iova. She has characteristics of tall and white skin, and a sharp nose. She has a hobby of drawing. Her favorite food is Fried chicken.

Good luck ^ ^

APPENDIX 1

INSTRUMENT OF POST-TEST

Skill/Pattern : Writing/Simple present tense

Kind of text : Descriptive Text

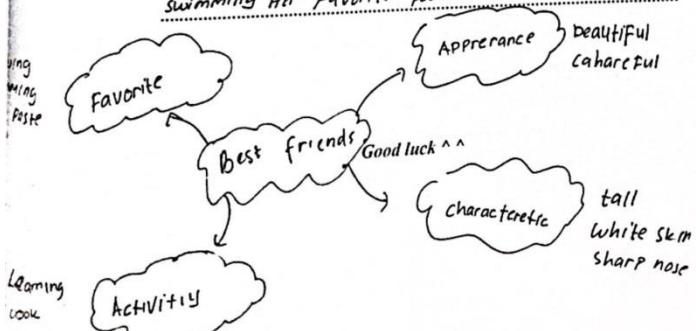
Class/time allotment : X Grade/ 80 minutes

Name :

Instructions

1. Write a descriptive text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 word. You may open your dictionary!

She is one of my best friend. She is very beautiful
and carefree. And she is a friend who is always...
there in good and bad times. Her name is Reina Karna.
water. Her nickname is Vina, and now she is 16 years
old. Father's name is Pavo and mother's name is
Tukiyem. She has characteristics of tall and white skin.
And a sharp nose, she has a hobby of drawing and
swimming. Her favorite food is chili Paste, Sate



THE RESULTS OF PRE-TEST SCORE STUDENT

No	Experimental Class				Average Pretest
	Prestest 1	Prestest 2	Prestest 3	Prestest 4	
1	50	55	58	60	55
2	40	42	48	50	45
3	50	54	56	60	55
4	40	42	48	58	47
5	38	40	48	50	44
6	56	58	62	64	60
7	40	42	48	50	45
8	52	58	60	65	58
9	56	58	62	64	60
10	58	60	64	66	62
11	72	76	80	84	78
12	60	64	68	72	66
13	38	40	46	50	44
14	54	56	60	65	58
15	42	44	46	48	45
16	52	54	58	62	57
17	60	65	75	80	70
18	40	45	52	60	49
19	50	58	62	70	65
20	40	45	55	60	50
21	45	50	55	70	55
22	38	44	48	50	45
23	40	55	60	65	55
24	40	50	53	55	49
25	45	55	65	75	65
Total					1.382
Mean					55,28

THE RESULTS OF POST-TEST SCORE STUDENT

No	Posttest 1	Posttest 2	Posttest 3	Posttest 4	Average Posttest
1	60	65	75	80	70
2	54	56	60	65	58
3	74	84	86	90	83
4	65	70	80	85	75
5	67	72	75	82	74
6	64	70	80	90	76
7	66	72	82	92	78
8	60	70	80	90	75
9	78	82	85	95	85
10	75	78	83	88	81
11	87	92	95	98	93
12	75	80	85	88	82
13	60	75	80	85	75
14	74	80	84	90	82
15	74	78	82	88	80
16	58	64	68	70	65
17	86	88	90	96	90
18	65	70	80	85	75
19	70	74	86	90	80
20	73	80	85	90	85
21	60	65	75	80	70
22	65	70	80	85	75
23	72	76	84	88	80
24	78	82	85	95	85
25	73	83	88	92	84
Total					1.956
Mean					78,24

THE CLASSIFICATION OF THE RESULTS IN PRE-TEST AND POST TEST

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
90-100	Excellent	0	0%	2	8%
80-89	Very Good	0	0%	11	44%
70-79	Good	2	8%	10	40%
60-69	Average	6	24%	1	4%
50-59	Poor	8	32%	1	4%
<40-49	Very Poor	9	36%	0	0
Total		25	100%	25	100%

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Hidayatul Qomariyah

Mata pelajaran : Bahasa Inggris

Kelas / Semester : X / 2 (Genap)

Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1. Mensyukuri rahmat tuhan atas kesempatan dapat mempelajari bahasa inggris sebagai bahasa internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan interpersonal dengan guru dan teman.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan terkait writing descriptive text.
4. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.
5. Menyusun teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Peserta didik dapat menunjukkan kesungguhan belajar bahasa inggris terkait writing descriptive text
2. Peserta didik dapat menunjukkan perilaku santun, peduli, percaya diri, dan tanggung jawab alam melaksanakan komunikasi dengan guru dan teman terkait writing descriptive text.
3. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.
4. Peserta didik dapat mengungkapkan dan menulis contoh descriptive text dengan kaidah bahasa yang benar.

D. TUJUAN PEMBELAJARAN

1. Sikap spiritual
 - Siswa dapat menunjukkan semangat mengikuti pembelajaran
 - Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran
2. Sikap sosial
 - Siswa menunjukkan perilaku santun dan peduli dalam komunikasi interpersonal dengan guru dan teman

3. Pengetahuan

- Siswa dapat mengidentifikasi dan mengetahui ciri-ciri generic structure dari writing descriptive text
- Siswa dapat menyusun paragraf writing descriptive text.

E. MATERI PEMBELAJARAN

Pre-test of writing descriptive text

F. METODE PEMBELAJARAN / TEKNIK

Metode pembelajaran: Technique Clustering

G. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

- 1. Media/alat: papan tulis, spidol

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal 5 menit

- Greeting/ memberi salam dan menanyakan kabar kepada siswa
- Memeriksa students attendance list

2. Kegiatan Inti 65 menit

- Mengkondisikan keadaan kelas agar siswa dapat mengikuti pre-test
- Memberikan lembar instrument yang akan digunakan siswa dalam pre-test writing descriptive text
- Memberikan pilihan tema soal yang akan dibuat
- Menginstruksikan untuk mulai mengerjakan soal latihan sesuai pengarahan
- Mengawasi writing pre-test

3. Kegiatan Penutup 10 menit

- Mengumpulkan lembar latihan writing descriptive text
- Menyimpulkan dan mengevaluasi soal latihan writing descriptive text secara bersama-sama
- Mengajak siswa berdoa bersama

I. PENILAIAN

Teknik : Test Tertulis

Bentuk : Essay

Instrument : Soal Essay Writing

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Hidayatul Qomariyah

Mata pelajaran : Bahasa Inggris

Kelas / Semester : X / 2 (Genap)

Alokasi Waktu : 2 x 40 menit (1x pertemuan)

J. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang-teori.

K. KOMPETENSI DASAR

6. Mensyukuri rahmat tuhan atas kesempatan dapat mempelajari bahasa inggris sebagai bahasa internasional yang diwujudkan dalam semangat belajar.

7. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan interpersonal dengan guru dan teman.
8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan terkait writing descriptive text.
9. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.
10. Menyusun teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

L. INDIKATOR PENCAPAIAN KOMPETENSI

5. Peserta didik dapat menunjukkan kesungguhan belajar bahasa inggris terkait writing descriptive text
6. Peserta didik dapat menunjukkan perilaku santun, peduli, percaya diri, dan tanggung jawab alam melaksanakan komunikasi dengan guru dan teman terkait writing descriptive text.
7. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif.
8. Peserta didik dapat mengungkapkan dan menulis contoh descriptive text dengan kaidah bahasa yang benar.

M. TUJUAN PEMBELAJARAN

4. Sikap spiritual
 - Siswa dapat menunjukkan semangat mengikuti pembelajaran
 - Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran
5. Sikap sosial
 - Siswa menunjukkan perilaku santun dan peduli dalam komunikasi interpersonal dengan guru dan teman

6. Pengetahuan

- Siswa dapat mengidentifikasi dan mengetahui ciri-ciri generic structure dari writing descriptive text
- Siswa dapat menyusun paragraf writing descriptive text.

N. MATERI PEMBELAJARAN

Descriptive text is a kind of text with purpose to give the information for reader or listener. It is a form of text that describes something. For example, the text to describe people, object, animal both in terms of their characteristic, number, shape, and others. The context is description of person, place, animal, emotions, or particular thing. A good description is like "word picture" that the reader or listener can imagine about the object, person or thing into written form.

1. Generic structures of Descriptive text

There are the elements of descriptive text:

- Identification (General Statement)

Identification is to identify the phenomenon to be described. This element as a general statement aims to introduce and identify specific participant to be described. It can be overall description of the content of the topic. Identification is part of the entire text that contains opening sentences and is a description from a general point of view on a topic.

- Description

Description is contains describing the details or information of the specific participant. It is contains by providing the description of its characteristics, appearances, personality, habits or qualities

2. The language features of descriptive text

- Focus on specific participants
- Use of attributive and classifiers in nominal groups

- Use of simple present tense

O. METODE PEMBELAJARAN / TEKNIK

Metode pembelajaran: Technique Clustering

P. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

2. Media/alat: papan tulis, spidol
3. Sumber Belajar: Buku tulis siswa, script contoh descriptive text, internet, youtube.

Q. LANGKAH-LANGKAH PEMBELAJARAN

4. Kegiatan Awal 5 menit

- Greeting/ memberi salam dan menanyakan kabar kepada siswa
- Memeriksa students attendance list
- Menanyakan kembali materi sebelumnya sebagai brainstorming

5. Kegiatan Inti 65 menit

- Mengkondisikan keadaan kelas agar proses belajar mengajar berjalan tertib dan kondusif
- Menjelaskan descriptive text
- Memberikan latihan soal yang untuk melihat siswa telah memahami materi dijelaskan atau belum dengan pilihan tema soal yang akan di pilih siswa.
- Menginstruksikan untuk mulai mengerjakan soal latihan sesuai pengarahan
- Mengawasi proses latihan mengerjakan writing descriptive text

6. Kegiatan Penutup 10 menit

- Mengumpulkan lembar latihan writing descriptive text
- Menyimpulkan dan mengevaluasi soal latihan writing descriptive text secara bersama-sama
- Mengajak siswa berdoa bersama

R. PENILAIAN

Teknik : Test Tertulis

Bentuk : Essay

Instrument : Soal Essay Writing

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Hidayatul Qomariyah

Mata pelajaran : Bahasa Inggris

Kelas / Semester : X / 2 (Genap)

Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1. Mensyukuri rahmat tuhan atas kesempatan dapat mempelajari bahasa inggris sebagai bahasa internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan interpersonal dengan guru dan teman.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan terkait writing descriptive text.
4. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.
5. Menyusun teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait descriptive text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksitransaksional lisan dan tulisan, kalimat deklaratif dan interogatif yang ada di buku paket.
2. Membuat kalimat deklaratif dan interogatif dalam simple presents tense dengan menyiapkan tambahan: always, often, sometimes, never, usually, every.

3. TUJUAN PEMBELAJARAN

1. Sikap spiritual
 - Siswa dapat menunjukkan semangat mengikuti pembelajaran
 - Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran
2. Sikap sosial
 - Siswa menunjukkan perilaku santun dan peduli dalam komunikasi interpersonal dengan guru dan teman
3. Pengetahuan

- Siswa dapat mengidentifikasi dan mengetahui ciri-ciri generic structure dari writing descriptive text
- Siswa dapat menyusun paragraf writing descriptive text.

D. MATERI PEMBELAJARAN

Sentence types or commonly called clause types. There are four types of English sentence, classified by their purpose:

- declarative sentence (statement)
 - interrogative sentence (question)
 - imperative sentence (command)
 - exclamative sentence (exclamation)
1. Declarative Sentence (statement)

Declarative sentences make a **statement**. They tell us something. They give us information, and they normally end with a full-stop/period. Declarative sentences are the most common type of sentence.

The usual word order for the declarative sentence is:

- subject + verb...

Declarative sentences can be positive or negative. Look at these examples:

Positive	negative
I like coffee	I do not like coffee
We watch TV this morning	We did not watch TV this morning

E. METODE PEMBELAJARAN / TEKNIK

Metode pembelajaran: Technique Clustering

F. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

1. Media/alat: papan tulis, spidol
2. Sumber Belajar: Buku paket Bahasa Inggris

3. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal 5 menit

- Greeting/ memberi salam dan menanyakan kabar kepada siswa

- Memeriksa students attendance list

- Menanyakan kembali materi sebelumnya sebagai brainstorming

2. Kegiatan Inti 65 menit

- Mengkondisikan keadaan kelas agar proses belajar mengajar berjalan tertib dan kondusif

- Siswa dan guru mengadakan tanya jawab mengenai pengertian, ciri-ciri, pola dan struktur kalimat present tense

- Guru memberikan penjabaran instruksi pada siswa untuk menganalisis kegiatan/ kejadian yang terjadi atau dilakukan secara berulang-ulang dalam kehidupan sehari-hari

- Guru dan siswa bersama-sama menarik kesimpulan dari materi yang dijabarkan.

3. Kegiatan Penutup 10 menit

- Mengumpulkan lembar latihan writing descriptive text

- Menyimpulkan dan mengevaluasi soal latihan writing descriptive text secara bersama-sama

- Mengajak siswa berdoa bersama

4. PENILAIAN

Teknik : Test Tertulis

Bentuk : Essay

Instrument : Soal Essay Writing

PERANGKAT PEMBELAJARAN

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Sekolah : MAS PP Hidayatul
Qomariyah

Kelas/ Semester : X/2

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaularan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i> dan semacamnya</p> <p><i>Unsur kebahasaan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan /membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan / penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebut 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audi</u> <u>CD/</u> <u>VC</u> <u>D/D</u> <u>VD</u> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> <u>Kor</u> <u>an/</u> <u>maja</u> <u>lah</u> <u>berb</u> <u>ahas</u> <u>a</u> <u>Ingg</u> <u>ris</u> <u>ww</u> <u>w.da</u> <u>ilye</u> <u>nglis</u> <u>h.co</u> <u>m</u> <u>http://am</u> <u>erica</u> <u>neng</u> <u>lish.</u> <u>state</u> <u>.gov</u> <u>/file</u> <u>s/ae/</u> <u>reso</u> <u>urce</u> <u>file</u>
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan Komunitas					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	nikasi transaksional dengan guru dan teman. an: (1) Kata ter kait dengan an hulu bung an ke kel ua rg aa n da n ke ke ra bat an, pr of esi pe ke rja an, ho bi. (2) Kata ke rja dal am si	<p>bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan 	<p>kan jati diri didepan kelas</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komuni 		<p>s • http://learnenGLISH.britishshouncil.org/en/</p>
4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkannya.					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yakan, dan merespons on pemparan jati diri, dengan memperhatika n fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	m ple pr es ent ten se: be, ha ve dal am si m ple pr es ent ten se (3) Ka ta tan ya W ha t? W ho ? W hic h? (4) Uc ap an, tek an an kat a, int on	ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. Mengkomunikasikan • Siswa mendemonstrasikan penggunaan pemparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan	kasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Portofolio • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
(5) menulis surat dan laporan	Topik Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	<p>yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari	Teks lisan dan tulis untuk memuji bersayap (<i>extende</i>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi memuji 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengka 	1 x 2 JP	<ul style="list-style-type: none"> • <u>Audi</u> <u>CD/</u> • <u>SUAR</u> <u>A</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajarnya.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis</p>	<p>d) serta responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p>Ungkapan</p> <p>“Excellent! You really did it well, Tina.”</p> <p>“That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</p> <p>Unsur kebahasaan:</p> <p>Ucapan, tekanan</p>	<p>bersayap.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>pan dan keruntutan struktur teks memuji bersayap</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan / penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya 		<p><u>GU RU</u></p> <ul style="list-style-type: none"> <u>Koran/majalah ber</u> <u>www.wdaileyenglish.com</u> <u>http://americaenglishtest.state.gov/file/saes/resourcefile.s</u> <u>http://learnenenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapannya, memujinya bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespons pujian bersayap, dengan mempe</p>	kata, intonasi	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikaskan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa 	<p>a .</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
rhatika n fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).	<p>responnya ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang	Teks lisan dan tulis untuk menunjukkan perhatian (care) <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, 	1 x 2 JP	<ul style="list-style-type: none"> • <u>Audi</u> <u>io</u> <u>CD/</u> • <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> • <u>Kor</u> <u>an</u> <u>maja</u> <u>lah</u> <u>ber</u> • <u>ww</u> <u>w.da</u> <u>ilye</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
diwujudkan dalam semangat belajar.	guru, teman dan orang lain. <i>Ungkapan</i> Ungkapan untuk memberi perhatian dan cara meresponsnya: <i>You look pale</i> . <i>Are you OK? Not, really. I've got a headache.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	menunjukkan perhatian. <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain,	kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan <ul style="list-style-type: none"> Kesesuaian format penulisan / penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur 		nglis h.co m <ul style="list-style-type: none"> http://am erica neng lish. state .gov /file/s/ae/resource_file_s http://lea rneng lish.briti shco uncouncil.org/en/
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.					
3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care),					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapannya dengan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan</p> <p>serta responnya, sesuai dengan konteks penggunaannya.</p>		<p>dsb.</p> <p>Mengeksplorasi Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. 	<p>dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya mengungkapkan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.		<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	dalam proses pembelajaran di setiap tahapan. <ul style="list-style-type: none"> Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i> Menyatukan rencana Struktur Teks ‘I’d like to tell my name,’	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audi</u> <u>CD/VC</u> <u>D/D</u> <u>VD</u> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> <u>Koran/majalah</u> <u>berbahasa</u> <u>Inggiris</u> <u>www.daileynenglish.co</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	I will tell him about my job, I'm going to introduce my friend <i>Unsur Kebahasaan</i> Kata kerja <i>I'd like to</i> ... , <i>I will</i> ... , <i>I'm going to</i> ... ; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	melakukan sesuatu dengan bimbingan guru • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu	intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan / penyampaian		<p>m</p> <ul style="list-style-type: none"> • http://americanenglish.state.gov/file/s/ae/resource/file/s
3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu		Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu	Cara Penilaian: Pengamatan (observasi) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul		<p>m</p> <ul style="list-style-type: none"> • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukannya sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuatu , sesuai dengan konteks penggunaannya		<p>dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengekslorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai 	<p>kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks		<p>sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
1.1 Mensyukuri kesempatan dapat	Teks lisan dan tulis untuk mengucap	Mengamati	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	2 x 2 JP	<ul style="list-style-type: none"> • <u>Audi</u> <u>io</u> <u>CD/</u> <u>VC</u> <u>D/D</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperlajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>• Ungkap dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkap an baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata dalam tatata</p>	<p>berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>Ungkap an baku dari sumber-sumber otentik.</p> <p>(1) Kata-kata dalam tatata</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan 		<p>VD</p> <ul style="list-style-type: none"> • <u>SU</u> • <u>AR</u> • <u>A</u> • <u>GU</u> • <u>RU</u> • <u>Koran/majalah</u> • <u>berbahasa Inggris</u> • <u>www.wadailylenglisht.com</u> • <u>http://americanenglish.state.gov/file/s/ae/resource_file_s</u> • <u>http://learnenglish.britishsho</u>
Menunjukkan perilaku tanggung jawab, peduli, kerjama, dan cinta damai, dalam melaksanakan Komunikasi fungsional					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespons ucapan selama bertemu dengan konteks penggunaannya.</p>	<p>(2) (3)</p> <p>ba ha sa ba ku Ej aa n da n tul isa nn tan ga n da n cet ak ya ng jel as da n ra pi. Uc ap an, tek an an kat a, int on asi , ket ika me</p>	<p>mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan 	<p>berisi ucapan selamat serta responnya dalam situasi nyata</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung 		uncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ed), dengan memperhatika n tujuan, struktur teks, dengan memperhatika n tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	m pr es ent asi ka n se car a lis an <i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.	dan merespon ucapan selamat yang disampaikan teman dan guru. Mengasosiasi <ul style="list-style-type: none">• Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan <ul style="list-style-type: none">• Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya.	jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan	 Portofolio <ul style="list-style-type: none">• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>nnya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>monolog.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Mensyukuri kesem	Tindakan/kejadian yang	Mengamati • Siswa	Kriteria penilaian:	2 x 2 JP	• <u>Audi</u> <u>CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>patan dapat mempe lajari bahasa Inggris sebagai bahasa pengantar komunikasi internalisional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru</p>	<p>dilakukan/terjadi di waktu lampau yang merujuk pada terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatukan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk pada terjadinya.</p>	<p>mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</p> <ul style="list-style-type: none"> Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan / penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>		<p><u>VC</u> <u>D/D</u> <u>VD</u></p> <ul style="list-style-type: none"> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> <u>Koran/majalah berbahasa Inggris</u> <u>www.wdailenglish.com</u> <u>http://americaenglish.state.gov/file/s/ae/resource_file_s</u> <u>http://learnenenglish.com</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di dalam waktu lampau yang merujuk pada terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan kontek	ya dengan yang merujuk pada kesudahannya <i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered farewell ls to my friends and poured myself into the car</i> <i>My friend has prepared everything before we left</i> <i>Unsur kebahasaan</i> (1) Past Simple,	Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Mengeksplorasi <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain 	Sasaran penilaian <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian 		britishshouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
s penggunaannya. 4.6. Menyusun teks lisan dan tulis untuk menyatakan akan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di dalam waktu lampau yang merujuk k waktu terjadi nya dengan yang merujuk pada kesudahannya , dengan memperhatika	Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun	yang terstruktur. <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam 	belajar <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
n fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	di luar kelas.	<p>bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan 	9 x 2 JP	<ul style="list-style-type: none"> <u>Audi</u> <u>CD</u>/ <u>VC</u> <u>D/D</u> <u>VD</u> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> <u>Koran/</u> <u>maja</u> <u>lah</u> <u>berb</u> <u>ahas</u> <u>a</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasa ma, dan cinta damai, dalam melaksanakan komunikasi fungsi onal	n, mengenal alkan, mengidentifikasi, memuji, mengritik, mempratosmisikan, dsb. <i>Struktur text</i> (1) Penyebutan namanya orang, tempat wisata, dan bangunan bersesuaian dengan terkenal dan namanya bagiannya	pokok, informasi rinci dan informasi tertentu dari teks Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif Mengeksplorasi <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan 	kata, intonasi, ejaan, dan tulisan tangan Unjuk kerja <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks 		Inggiris <ul style="list-style-type: none"> http://www.dailylenglish.com http://americaenglishtest.state.gov/file/s/ae/resource_file_s http://learnglish.britishshouncil.org/en/
3.7.					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.8. Mengakap makna dalam teks deskriptif lisan dan tulis sederhana.	<p>(2) yang dipilih untuk didekripsi dan Penyebutan sifat orang, tempat wisata, dan bangunan bersejara terkenal, sesuai dengan konteks penggunaannya.</p> <p>(3) terkenal dan bagiannya, dan Penyebutan tindakan dari atau terkait dengan</p>	<p>pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar . • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok 	<p>deskriptif</p> <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam 		
4.9. Menyunting teks deskriptif lisan dan tulis, sederhana.					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ana, tentang orang, tempat wisata, dan bangunan bersejara h terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang</p>	<p>oran g, tem pat wisa ta, dan bang unan bers ejara h terk enal.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata bend a yang terkait dengan oran g, tem pat wisa ta, dan</p>	<p>terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks 	<p>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>orang, tempat wisata, dan bangunan bersejarahterkenal, dengann memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>.</p>	<p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersifat terkenal, dengann memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>(3) Ejakan dan tulisan tangan dan ceketak yang jelas dan rapi Uca</p> <p>(4)</p>	<p>bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan 	<p>deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>pan, teka nan kata, into nasi, keti ka me mpr esen tasik an seca ra lisan .</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirau sahaan, nasionalisme, percaya diri.</p>	<p>n tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> • Siswa dapat menggunakan ‘learning journal’ 			
1.1. Mensyukuri kesempatan dapat	Teks tulis berbentuk <i>announcement</i>	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan /membaca teks <i>announcement</i> 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi 	2 x 2 JP	• <u>Audi</u> <u>CD/</u> <u>VC</u> <u>D/D</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 3.8.	<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku tangguh jawab, peduli, kerjama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>Menganalisis</p>	<p>(pemberi tahuhan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkap an yang lazim digunakan dalam teks <i>announcement</i></p>	<p>dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</p> <ul style="list-style-type: none"> • Kelengkapan dan keruntutan struktur teks <i>announcement</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain</p>	<p>sosial</p> <ul style="list-style-type: none"> • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Kesesuaian format penulisan/penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan 	<p>VD</p> <ul style="list-style-type: none"> • <u>SU</u> • <u>AR</u> • <u>A</u> • <u>GU</u> • <u>RU</u> • <u>Koran/majalah berbahasa Inggris</u> • <u>www.wdaileyenglish.com</u> • <u>http://americanenglish.state.gov/file/s/ae/resource_file.s</u> • <u>http://learnenglish.britishsho</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.	<p><i>cement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi , ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulis an dengan tulisan tangan atau</p>	<p>perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari teks lain untuk mendengarkan /membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format 	<p>kelas</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> - kesantunan saat melakukan tindakan komunikasi - perilaku 		unci.l.org/en/
4.11. Meningkatkan makna pembelajaran (<i>announcement</i>). 4.12. Menyusun teks tulis pembelajaran (<i>announcement</i>),					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sangat pendedek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	cetak yang jelas dan rapi <i>Multimedia:</i> Layout, dekorasi, yang membuat tampilan teks lebih menarik	penulisannya melalui strategi yang digunakan. <ul style="list-style-type: none"> • Siswa membandingkan teks <i>announcement</i> yang didengar/dibaca dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. Mengkomunikasikan	tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membuat teks <i>announcement</i> dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (<i>learning journal</i>) 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberita huan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberita huan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tangguhan jawab,	Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/ peristiwa . <i>Fungsi sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/ peristiwa yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount Struktur	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks recount Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Mempertanyakan	7 x 2 JP	<ul style="list-style-type: none"> <u>Audiocassette/ Video/DVD/ VCD/ VC D/D VD</u> <u>SARAGA GU RU</u> <u>Koran/majalah berbahasa Inggris</u> <u>www.wadahilveanglis.hcom</u> <u>http://americaenglish.com</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>peduli, kerjasa ma, dan cinta damai, dalam melaksanakan komunikasi fungsi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/k ejadian /peristiwa, sesuai dengan konteks penggunaannya</p>	<p>a. Menyebutkan tindakan/ peristiwa/k ejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/p eristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata</p>	<p>(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text recount dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci 	<p>Penilaian Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan</p>		<p>lish.state.gov/file/s/ae/resource_file_s</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.13. Menganalisa makna dalam teks <i>recount</i> lisan dan tulis sederhana. 4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan	-kata terka it deng an perjuang an hidup, profesi nalis me dala m bekerja, kejadian/ peristiwa yang sedang banyak ak dibicarak an. (2) Penyebutan kata bend a (3) Ejaan dan tulisan tang	dan informasi tertentu dari teks <ul style="list-style-type: none"> • Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. • Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Mengasosiasi	memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> - kesantunan saat melakukannya tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>unsur kebahasaan, secara benar dan sesuai dengan konteks</p> <p>(4)</p> <p>(5)</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirau sahaan, daya juang, percaya diri,</p>	<p>an dan c etak yang jelas dan rapi Ucap pan, teka nan kata, into nasi, ketika mem pres enta sika n seca ra lisan</p> <p>Ruju kan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirau sahaan, daya juang, percaya diri,</p>	<ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatika 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <p>Penilaian</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tanggung jawab, disiplin.	<p>n fungsi sosial, struktur dan unsur kebahasaannya .</p> <ul style="list-style-type: none"> • Siswa mempresentasi kannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengun	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya 	Pengamatan (observation s): Bukan penilaian formal seperti tes, tetapi untuk tujuan	2 x 2 JP	<ul style="list-style-type: none"> • <u>Audi</u> <u>io</u> <u>CD/</u> <u>VC</u> <u>D/D</u> <u>VD</u> • <u>ww</u> <u>w.yo</u> <u>utub</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 3.11.	Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar Menunjukkan perilaku tangguhan jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsi Menyebutkan fungsi	gkapkan perasaan, mengarakan pesan moral Unsur kebahasan (1) Kata, un gk ap an, da n tat a ba ha sa dal am ka ry a se ni be rb ent uk lag u. (2) Ej aa n da n	<ul style="list-style-type: none"> Siswa menirukan penguncangan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Portofolio</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman 	<ul style="list-style-type: none"> memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan - Kumpulan kemajuan 	<ul style="list-style-type: none"> e • <u>SUARAA GU RU</u> • <u>Koran/majalah berbahasa Inggris</u> • <u>www.wdaileyenglish.com</u> • <u>http://americaenglish.state.gov/file/saes/resource_file_s</u> • <u>http://learnenGLISH.britishsho</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.16. Meningkatkan makna lagu sederhana.	tulisan yang dikenakan dalam lagu. (3)	<p>sebangku</p> <ul style="list-style-type: none"> Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah 	<p>siswa berupa kumpulan lagu yang disalin dengan tulisan tangan berserta kesan terhadap lagu</p> <ul style="list-style-type: none"> kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		unci.l.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lis an <i>Topik</i> Keteladan tentang perilaku yang menginspirasi.</p>	<p>dianalisis tentang pesan di dalam lagu-lagu tersebut</p> <ul style="list-style-type: none"> • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 			

DOCUMENTATION

Figure 1.1 researchers explain learning materials of writing descriptive text.



Figure 1.2 students make a pre-test after being given treatment



Figure 1.3 students do post-test after being given treatment and pre-test





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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 97 /In.1/I/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd. 196901291999031001	P I	Yesa Restika 1811230126	TBI	The use of Clustering Techniques to Improving students' Ability in Writing Descriptive Text for Class X Mipa 1 at SMAN 04 Bengkulu Selatan 2021/2022
2	Andri Saputra, S.Pd, M.Sc 199106262019031014	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 21 November 2021

Plt. Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Yesa Restika, Nim: 1811230126 yang berjudul '**THE EFFECTIVENESS OF CLUSTERING TECHNIQUES ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT**' (A Quasi-experimental Study at the Tenth Grade Students of MA Hidayatul Qomariyah Bengkulu City Academic Years 2021\2022). Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 18 March 2022

Pukul : 13.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 18 March 2022

Penyeminar I

Penyeminar II

M. Arif Rahman Hakim, Ph.D
NIP.199012152015031001

Andriadi, M.A
NIP.198402212019031001



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Website: www.unisbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp :

Kepada Yth. Kajur Bahasa
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Yesa Restika

NIM : 1811230126

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "Using Clustering Techniques to Improve Students' Ability in Writing Descriptive Text. (A classroom Action Research at Tenth Grade of MA Hidayatul Qomariyah Bengkulu City Academic Years 2021/2022). Menjadi :The Effectiveness of Clustering Techniques on Students' Writing Ability of Descriptive Text (A Quasi-experimental Study at the Tenth Grade Students of MA Hidayatul Qomariyah Bengkulu City Academic Years 2021/2022). Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesedianya Bapak/Ibu saya ucapan terimakasih.

Bengkulu, 14 April 2022
Disetujui oleh,

Pembimbing I

Dr. Syamsul Rizal
NIP. 196901291999031001

Pembimbing II

Andri Saputra, S.Pd, M.Sc
NIP. 199106262019031014

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 2567 / Un.23/F.II/TL.00/06/2022
Lampiran : 1 (satu) Exp Proposal

3 Juni 2022

Perihal : Mohon izin penelitian

Kepada Yth,
MAS PP Hidayatul Qomariyah Bengkulu
Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*THE EFFECTIVENESS OF CLUSTERING TECHNIQUES ON STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT (A Quasi-Experimental Study AT The Tenth Grade Students Of MA Hidayatul Qomariyah Bengkulu City Academic Years 2021/2022)*".

Nama : Yesa Restika
NIM : 1811230126
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MAS PP Hidayatul Qomariyah Bengkulu
Waktu Penelitian : 6 Juni s/d 18 Juli 2022

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.





SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 187/MA/PPHQ/VIII/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasta PP Hidayatul Qomariyah, menerangkan bahwa :

Nama : Yesa Restika
NIM : 1811230126
Fakultas : Tarbiyah dan Tadris
Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut diatas BENAR telah melaksanakan penelitian di Madrasah Aliyah Swasta PP Hidayatul Qomariyah dengan judul "The Effectiveness of Clustering Techniques on Students Writing Ability of Descriptive Text"

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Bengkulu, 18 Juli 2022





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SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1743 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Pengaji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Yesa Restika
NIM : 1811230126

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Zubaedi, M.Ag. M.Pd	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Pebri Prandika Putra, M.Hum	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Valismeria Utami, M.Ed	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen pengaji setelah mahasiswa menghadap dan menyatakan kesedianya untuk diujii.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas pengaji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen pengaji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022

Dekan,

Mus Mulyadi

Tembusan:
Yth, Wakil Rektor 1



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Bengkulu, 27 Juli 2022

Nomor : 5201 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Iij Asiyah, M.Pd (Ketua)
2. Heny Friantary, M.Pd (Sekretaris)
3. Feny Martina, M.Pd (Pengudi Utama)
4. Endang Haryanto, M.Pd (Pengudi II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapa/Ibu untuk menjadi Pengudi Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Yesa Restika 1811230126	08.00-08.50 WIB	The Effectiveness of Techniques Clustering on Student Writing Ability of Descriptive Text
2	Tri Melti 1811230114	08.50-09.40 WIB	The Effect of Project-Based Learning on Students' Writing Ability
3	Nevy Nuristi Oktaviani 1811230124	09.40-10.30 WIB	Comparison of Tenth Grade Learning Outcomes in English Speaking Skills in Rural and Urban Schools (A Study at Senior High Schools in Bengkulu Province)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

A circular official stamp of Universitas Islam Negeri Fatmawati Sukarno Bengkulu, featuring the university's name in a circle. Below the stamp is the handwritten signature "Aji Mulyadi".



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa :Yesa Restika
NIM : 1811230126
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I: Dr. Syamsul Rizal, M.Pd.
Judul Skripsi : *using clustering Techniques
TO improving students' ability in writing
Descriptive text*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Senin, 24 -01 - 2022	Cover & Chapter III	-Perbaikan metode Penelitian -Perbaikan judul	/
2.	Rabu, 02 -02 - 2022	Chapter II & Chapter III	-Penambahan literature Review - instrumen penelitian - Collecting data	/
3.	Jumat, 05 - 02 - 2022	Chapter II & Chapter III	- Perbaiki maklumat dan kisi-kisi	/
4.	Senin. 07 - 02 - 2022	Chapter III	-perbaiki tabel kisi-kisi	/
5.	Selasa, 08 - 02 - 2022	Chapter I- III	All	/

Bengkulu, 8/2/2022 ~

Mengetahui,
Dekan

Pembimbing I

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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Nama Mahasiswa : Yesa Restika
NIM : 1811230126
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II: Andri Saputra, S.Pd, M.Sc
Judul Skripsi : *Using Clustering Techniques
To Improving Students' ability in
writing descriptive text.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	19 - 12 - 2021	Chapter I	- Perbaiki identifikasi of the problem.	✓
2.	10 - 01 - 2022	Chapter I	- grammar, structure - background of study - Research problem	✓
3.	29 - 01 - 2022	" — "	acc	✓

Bengkulu, 24 Januari 2022

Mengetahui,
Dekan

Dr. Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Andri Saputra, S.Pd, M.Sc
NIP. 199106262019031014



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Nama Mahasiswa : Yesa Restika
NIM : 1811230126
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I: Dr. Syamsul Rizal, M.Pd
Judul Skripsi : *The Effectiveness of Clustering Techniques on students' Writing Ability of Descriptive Text.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Kamis, 07-Juu-2022	BAB III	→ Improvement of conceptual framework → Add theory that support conceptual framework.	u
2.	Rabu, 12-Juu-2022	BAB II BAB III	→ Add previous study using time series → Add previous references using time series design journal/thesis.	u
3.	Jumat, 15-Juli-2022	Appendices References	→ Add appendices → Edit references to formal mandatey	u
4.	Senin 18-Juli-2022	BAB III	→ Research Design → Research procedure	u
5.	Jumat, July 22, 2022	Chapter I - V	Acc	u

Mengetahui,

Dekan

Dr. Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, July 22, 2022

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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Nama Mahasiswa : Yesa Restika
NIM : 1811230126
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II: Andri Saputra, S.Pd, M.Sc
Judul Skripsi : *The Effectiveness of Clustering Techniques On Students Writing Of Descriptive Text (quasi-experiment at tenth Grade of MAS pp Hidayatul Qomaryah Bengkulu.*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Rabu 29-Juni-2022	CHAPTER IV Discussion	+ find another study which shows that using this techniques doesn't show improvement or not significant. + find some obstacles or issues when use this techniques.	✓
2.	Jumat 01-JULI-2022	CHAPTER 1 Background CHAPTER 3 Validity and Reliability	+ Add descriptive meaning. + Add evidence that evaluator the results of writing test.	✓
3.	Selasa 05-JULI-2022.	CHAPTER 1 - IV	ACC	✓

Bengkulu, 05 Juli 2022.

Mengetahui,

Dekan

Dr. Mu. Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II


Andri Saputra, S.Pd, M.Sc
NIP. 199106262019031014

27/09/2022
Cek turnitin Yesa_TBI Hanura Febriani

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Yesa Restika
NOMOR INDUK MAHASISWA : 1811250216
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TID Dosen Pengaji
1	Kamis , 01 -Juni	13:30	Nurul Hidayah , O	1711230026	An analysis of students' perceptions on Google classroom made used by english teacher during Academic year 2020/2021	Willy
2	Kamis , 01 -Juni	15:30	Ketrine Nurinor , Q	1711230021	The characteristics of learning internet skill during the covid-19 pandemic period by senior students Bengkulu Islamic University Perspective	Muly
3	Kamis , 01 -Juni	15:30	Jhon Kennedy	1711230089	An analysis of EFL teacher problems inducing technology in new normal area	Muly
4	Kamis , 01 -Juni	15:30	Vivian Rosalita	1711230075	The effect of the blended learning implementation on students' learning achievement	Muly
5	Kamis , 01 -Juni	15:30	Elvani Berawati	1711230012	Students' enthusiasm on learning English in the context of October.	Muly
6						