

**A COMPARATIVE STUDY BETWEEN THE USE OF FREE WRITING
TECHNIQUE AND CLUSTERING TECHNIQUE IN INCREASING THE
LEARNERS' DESCRIPTIVE TEXT WRITING ABILITY AT THE
SECOND SEMESTER OF THE SEVENTH GRADE LEARNERS
AT SMP IT AR RAIHAN BANDAR LAMPUNG
IN ACADEMIC YEAR OF 2017/ 2018**



Study Program: English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
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IN ACADEMIC YEAR OF 2017/ 2018**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

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ABSTRACT

A COMPARATIVE STUDY BETWEEN THE USE OF FREE WRITING TECHNIQUE AND CLUSTERING TECHNIQUE IN INCREASING THE LEARNERS' DESCRIPTIVE TEXT WRITING ABILITY OF THE SECOND SEMESTER OF THE SEVENTH GRADE LEARNERS AT SMP IT AR RAIHAN BANDAR LAMPUNG IN ACADEMIC YEAR OF 2017/ 2018

By:
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Based on classroom teaching and learning activities, it was found that some learners experienced difficulties in learning writing. They were low-motivated in writing. They were also confused how to start writing. In addition, the technique used by the teacher was monotonous, which made the learners bored to join English lesson especially writing. It was proven by the learners' writing score in which 55% of the learners got <75. For that reason, Free Writing and Clustering technique are the best answer to support success in teaching learning process to improve the learners' descriptive text writing. The objective of this research is to find out whether there is significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability.

This study used Control Group Pre-Test and Post-Test design. Pre-test and post-test were implemented to collect the data. The populations of this research were 7th grade learners of 2nd Semester at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018. Two classes were chosen as 1st and 2nd experimental class by using Cluster Random Sampling. 1st experimental class was treated by using Clustering Technique while 2nd experimental class was treated by using Free Writing Technique.

The result shows that there is significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability. It was proven by the result of statistical computation using t-test formula. It is obtained that T observed is 10.189, while T critical is 2.056. Because T observed is higher than T critical value, it means that the use of Free Writing and Clustering Technique has significant difference in increasing learners' descriptive text writing ability.

Keywords: Free Writing Technique, Clustering Technique and Descriptive Text



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DECLARATION

This thesis entitled *A Comparative Study between the Use of Free Writing Technique and Clustering Technique in Increasing the Learners' Descriptive Text Writing Ability at the Second Semester of the Seventh Grade Learners at SMP IT Ar Raihan Bandar Lampung in the Academic Year 2017/ 2018* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.

Bandar Lampung, September 2018
Declared by,

Tri Handayani



MOTTO

لَا يَجِدُ الْعُسْرَ وَالْيُسْرَ إِلَّا مَعًا
وَإِذَا عَسَا فَعَسَىٰ أَلْوَنًا
لَا يَأْتِي الْعُسْرَ إِلَّا مَعَ الْيُسْرِ
وَإِذَا يَسَّرْنَا لَهُ شَاءَ رَبِّنَا
لَا يَجِدُ الْعُسْرَ إِلَّا مَعَ الْيُسْرِ
وَإِذَا عَسَا فَعَسَىٰ أَلْوَنًا
لَا يَأْتِي الْعُسْرَ إِلَّا مَعَ الْيُسْرِ
وَإِذَا يَسَّرْنَا لَهُ شَاءَ رَبِّنَا

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.
”¹

(Surah Al-Inshirah: 5-6)

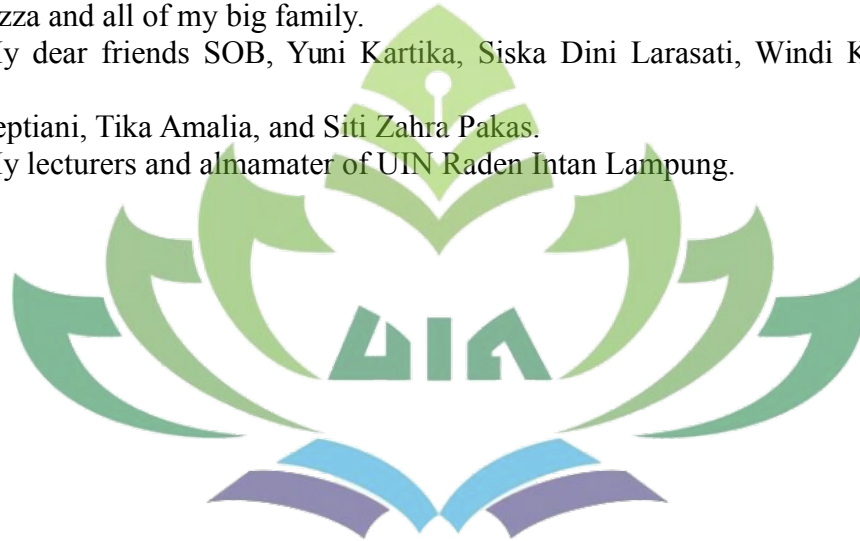


¹ The precedency of Islamic Research, UFTA,CALL, Guidance, The holly Qur’an Translation of the meaning and commentary, Al-Maidah, King Fahd Qur’an Printing Complex, 1410 H, p. 1970.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Hasir N. and Maysaroh, who already prayed, supported and guided me to be success in my study and my life.
2. My brothers, Agustiawan and the late brother Wawan Diana, who always give me spirit and suggestion.
3. My handsome and beautiful nephew and niece, Abdulah Azzam and Atsaniya Azza and all of my big family.
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CURRICULUM VITAE

Tri Handayani was born in Giham Sukamaju, July 4th 1995. Being the third child of a harmonious couple, Hasir and Maysaroh, and the only sister of Agustiawan and Wawan Diana, she lives on Jl. Pemangku 1, Giham Sukamaju, West Lampung.

SDN 1 Giham Sukamaju was her primary education which started in 2002 and graduated in 2008. She pursued her study in SMPN 1 Sekincau. After she graduated from Junior High School in 2011, she continued her study to SMAN 1 Sekincau in 2011 and graduated in 2014. In 2014, she registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty from SBMPTN program in Raden Intan State Islamic University of Lampung (UIN).

On November 2017, she became one of tutors of Luckizzy.Co English Course and also became an English private teacher since 2016. She accomplished her Teacher Training Program as one of the requirements for Tarbiyah and Teacher Training Program students in SMPN 25 Bandar Lampung.

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Finally, it has to be admitted that nobody is perfect and there are still many weaknesses in this thesis. Therefore, any criticisms and suggestions from the readers

to enhance the quality of this thesis are sincerely welcomed. Furthermore, the thesis is expected to be useful especially for those who are involved in English teaching profession.

Bandar Lampung, September 2018
Acknowledged by,



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CHAPTER I INTRODUCTION

A. Background of the Problem

Different languages are used by people from different countries to communicate since a lot of languages exist on earth. Therefore, to ease the interaction among people all around the world, international language is required. English is the answer of this need. It becomes the global language people use to communicate across the countries and the cultures. According to Richards and Rodgers, today English is the world's most widely studied foreign language.¹ Therefore, this phenomenon makes English become the most essential language to be grasped all over the world because it is international language which is widely applied in most countries whether as second or foreign language.

In this global era, many people all over the world communicate using English. English takes crucial role as means of communication used in numerous fields i.e. trading, bilateral relationship, politic, science and technology. Besides, the language is used to connect and share the idea among different background of

¹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.1.

societies. Therefore, English should be understood and mastered in order to maintain the social interaction and to link with the development of the world. Although as a foreign language, English must be learned by learners and common persons to help them to interact with foreigner. It supports by Al-Quran in Q.S An-Nahl: 78, as follows:

وَمَا كُنَّا بِمُعْجِزِينَ لَهَا وَلَئِنَّ اللَّهَ لَخَبِيرٌ بِمَا كُنَّا
 نَعْمَلُونَ وَمَا كُنَّا بِمُعْجِزِينَ لَهَا وَلَئِنَّ اللَّهَ لَخَبِيرٌ بِمَا
 كُنَّا نَعْمَلُونَ وَمَا كُنَّا بِمُعْجِزِينَ لَهَا وَلَئِنَّ اللَّهَ لَخَبِيرٌ
 بِمَا كُنَّا نَعْمَلُونَ

“And Allah has extracted you from the wombs of your mothers not knowing a thing, and Allah made for you hearing, vision and intellect that perhaps you would be grateful”.²

From the Quran verse above, it can be seen that everybody who was born in this world in condition not knowing anything and Allah gives ears, eyes and brain to learn more, including language.

Facing the need of mastering English, language learning is considered as main subject at school and university. To enable learners to communicate in English oral and written form is the objective of language learning. In the process of language learning, there are four basic skills that must be mastered. They are listening, reading, speaking, and writing.³

In the context of learning English, getting success in writing

²Dr. Muhammad Taqi Din Al-Hilali and Dr. Khan Muhsin, *Translation of the Meaning of the Noble Qur'an in the English Language*, (Madinah: King Fahd Complex for the Printing of the Holy Quran), p.347.

becomes an essential target. Hence, they take many language courses in different institutes to improve their writing abilities.

Among those skills, writing seems more complicated and it needs a long process starting from brainstorming up to final product. It also involves certain elements i.e. content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling. Rimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁴ Consecutively, when we write literally we express our mind or feeling by symbols letter that is arranged to be word form and the word is arranged to be sentence form. Thus, by writing the writer can give the information or tell the reader about what they thought and felt.

Meanwhile, obstacles in writing are often noticed by both learners and teacher. Furthermore, the teachers still use conventional teaching to teach English. Consequently, more or less, affect the learners' learning outcomes and the process.⁵ Herein, writing has long process, starts from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. In order to

3 Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215.

4 Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3.

5 Nguyen Ho Hoang Thuy, *Teaching ELF Writing in Vietnam: Problem and Solutions a Discussion from Outlook of Applies Linguistics* (VNU Journal of Science Foreign Language, 25. 2009), pp. 61-66.

solve the learners' problem, the teacher is hoped to be able to find the solution to improve learners' writing skill. To solve the problems effectively, the teachers can use techniques in teaching and learning process.

According to School Based Curriculum, one of English materials for junior high school level is descriptive text. According to Crimmon, description is a text for presenting a verbal portrait of a person, place, or thing.⁶ When we talk about description, it discusses how to presents specific information about an object. It depends on details, **not action** to hold the readers' interest. Thus, the purpose of this text is to describe a particular person, thing or place specifically.

It can be concluded that descriptive text elucidate the details about something, which is include what happen, who was involved, where it took place, when it happened and why it occurred.

Based on the preliminary research on January 29th 2018, the learners' ability at the second semester of the Seventh Grade at SMP IT Ar Raihan Bandar Lampung was still under average and unsatisfactory. The seventh grade learners at SMP IT Ar Raihan faced several problems relating to their writing. The learners' descriptive text writing ability can be seen on the table below:

Table 1
Learners' Score of Writing at the Seventh Grade of SMP IT Ar Raihan
Bandar Lampung in the Academic Year of 2017/2018

No	Class	Learners' Score		Number of Learners
		≥ 75	< 75	

⁶ James M. McCrimmon, *Writing With a Purpose 8th Edition*, Houghton Mifflin Company, 1984, p.163.

1	VII A	13	14	27
2	VII B	12	16	28
3	VII C	13	14	27
4	VII D	12	16	28
Total		50	60	110
Percentage		45%	55%	100%

Source: English Teacher in SMP IT Ar Raihan Bandar Lampung

From the table above, it can be concluded that 60 learners got < 75 . In addition to, the learners' writing ability is still under average and not suitable from the criteria of minimum mastery at the school, the criteria of minimum mastery of this school is 75. Consequently, many learners who got the score that is below the specified standard that has been set.

Based on the result of interview with Rika Damayanti, S.Pd as one of English teacher at SMP IT Ar Raihan Bandar Lampung showed that the learner's ability in writing is still under average because of several causes. She said that the learners have low motivation in writing, they have low vocabulary, the learners are not interested in the writing materials, and the learner is confused how to start when they are going to write something.⁷

After the questionnaire given to seventh grade learners at SMP IT Ar Raihan, it can be known that learners faced several problems relating to their writing. It can be seen on the table below:

Table 2
The Result of the Questionnaires

NO	Statements	A	SA	N	D	SD
	Interested in writing	27.4%	22.1%	16%	18.7%	15.8%
	Face problem in grammar	13.2%	7.3%	11.2%	36.6%	31.7%

⁷ Source: Ms. Rika Damayanti, S.Pd as English Teacher at SMP IT Ar Raihan Bandar Lampung.

Low vocabulary	29.3%	12.1%	9.8%	31.4%	17.4%
Cannot use the proper punctuation	20.2%	12.1%	9.1%	34.2%	24.4%
Difficult to express the idea	29.3%	38.9%	17.2%	14.6%	0%
Cannot elaborate the paragraph related to the topic	12.3%	17.8%	21.5%	26%	22.4%

Based on the table above, it can be seen that 27.4% of the learners have low motivation in writing, 36.6% bad in grammar, 31.4% of the learners have low vocabulary, 34.2% agree that they cannot use proper punctuation, 38.9% of learners are difficult to express their idea through written form, and 26% of learners are difficult in elaborating the paragraph.

To handle these problems, an English teacher should find appropriate technique or aid that can be used to help learners increase their participation in the class and make they interested in writing, then the teacher must choose the suitable technique. It will be easier and quicker in teaching writing especially descriptive text writing to be acknowledged and understood by the learners if the teacher uses the suitable technique. There are many techniques that can be applied in teaching descriptive text, there are: Free Writings, Fact-Reason-Elaboration-Shift (FRESH), Mind Mapping, Dictogloss, Clustering and many more. The use of Free Writing and Clustering Technique in teaching descriptive will be focused in this research.

Free writing is purposed to make the learners write whatever comes to their mind and they will be easy to get their idea, and after that they are given the

direction how to make a good writing. Moreover, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process which is the basic for other discovery techniques.

According to Oshima and Hogue, free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. When you free write, you write “freely” without stopping on a topic for a specific amount of time. You just write down sentences as sentences are correct or not.⁸ Herein, free writing is purposed to write whatever comes to our mind as much as possible freely without thinking the limit.

According to the previous research by Apriyanti on her thesis “Using Free Writing to Improve Students’ Recount Paragraph Writing Ability” students who got high frequency of Free Writings got better score than the students without using Free Writings in teaching recount paragraph writing.⁹ The other previous research by Sahaja Talenta Imanisa on his thesis “Improving Students’ Ability in Writing Descriptive Text”, the score of the students who are taught by using Free Writings is higher than those who are taught without Free Writing.¹⁰ It can be said that through Free Writing can improve learner’s writing ability.

⁸ Alice Oshima and Ann Hogue, (3th Edition), *Introduction to Academic Writing* (New York: Pearson Education, 2007), p.34.

⁹ Apriyanti, *The Influence of Using Free Writing to Improve Students’ Recount Paragraph Writing Ability at Second Grade of SMP N 2 Pulau Beringin South Oku Regency*. Tarbiyah Faculty The State Institute of Islamic Studies Raden Intan Lampung, 2012. p.53.

Additional, Liscawati on her thesis “Using Free Writings towards Students’ Ability in Writing Narrative Text” said that Free Writing is a good technique for teaching writing, so this technique is better if the teacher uses it for teaching writing.¹¹ It is showed that this technique suitable for the teachers if they want to improve their learners’ score.

It can be concluded that freewriting is the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. The point is the learners should keep writing and never stopping until the time is end. Besides Free Writing there is another technique, called Clustering technique.

Clustering technique is one of the prewriting activities that can help to generate the ideas. It is in line to Rico, clustering technique is the basic of natural writing can be used to generate ideas for writing of any form; essays, poems, short stories, business reports, song lyrics, even novels.¹² In addition to, this is a

¹⁰ Sahaja Talenta Imanisa, *Improving Students’ Ability In Writing Descriptive Text at The Second Grade Of SMPN 23 Bandar Lampung*. Teacher Training and Education Faculty University of Lampung, 2017. p.51.

¹¹ Liscawati, *The Influence of Using Free Writing towards Students’ Ability in Writing Narrative Text at the First Semester of the Eleventh Class at SMA N 1 Natar Lampung Selatan*. Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Bandar Lampung 2014. p. 52.

¹² Gabriele Rico, *Writing the Natural Way*, (New York, J.P. Tarcher, 2000), p.38.

technique which provides an alternative way for the learners to do the brainstorming before start to write.

As Langan said that clustering also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This technique is helpful for people to think in a visual way.¹³ Herein, clustering is a creative activity, because when creating a clustering people try to find things related to the topic.

According to previous research by Sri Wahyuni, on her thesis “The Influence of Using Clustering Technique towards Students’ Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Tanggamus, Lampung”, she said that this technique is to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar. It gives the influence in quality of writing.¹⁴ Another previous research, Rima Aulia on her thesis “The Influence of Using Clustering Technique towards Students’ Descriptive Paragraph Writing Ability at the Second Semester of the Tenth Class of MA Nurul Iman Sidodadi, Pardasuka” said that using clustering technique is one of good technique in

¹³ John Langan, *English Skills Seventh Edition*, (New York: McGraw-Hill Companies, Inc, 2001), p. 7.

¹⁴ Sri Wahyuni, *The Influence of Using Clustering Technique towards Students’ Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Tanggamus, Lampung*, Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Raden Intan Lampung, 2016. p.66.

motivating in learning English, especially in descriptive paragraph.¹⁵ It can be said that through clustering technique can improve learner's writing ability and motivate them in learning English.

Besides, Tita Nurul Fajriyani on her thesis "Improving Students' Writing Ability through Clustering Technique" said that clustering technique can improve students' writing ability. It showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. In addition to, this technique is suitable for the teachers if they want to improve their learners' score and help to create plans before write something.

Thus, clustering is making visual map to produce a topic related to each other. In the early stages of planning, an essay should be composed in order to find subtopic in a topic of to organize information. After that we may try and discard several clusters before find the suitable one. Clustering can also use to plan brief sections of an essay as they are drafting. Our ideas will be stimulated by this technique, thus we can make a good paragraph in every types of writing.

The problems above were acted out in a research entitled: A Comparative study between the Use of Free Writing Technique and Clustering Technique in Increasing the Learner's Descriptive Text Writing Ability at the Second Semester

¹⁵ Rima Aulia, *The Influence of Using Clustering Technique towards Students' Descriptive Paragraph Writing Ability at the Second Semester of the Tenth Class of MA Nurul Iman (IAIN) Raden Intan Lampung*, 2011, p.55.

of the Seventh Grade at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018.

B. Identification of the Problem

Referring to the background of the study above, the identification of the problems is as follows:

1. The learner is confused how to start when they are going to write.
2. The learners have low motivation in writing.
3. The learners have low vocabulary and grammar.
4. The teacher does not use appropriate technique.

C. Limitation of the Problem

Referring to the identification of the problem above, this research was intended to find out the significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability of the Seventh Grade at SMP IT Ar-Raihan Bandar Lampung in academic year of 2017/ 2018.

D. Formulation of the Problem

Based on the background above, the problem was formulated as follows:
Is there any significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text writing ability of the Seventh Grade at SMP IT Ar Raihan Bandar Lampung in academic year of 2017/ 2018?

E. Objective of the Research

The objectives of the research was intended to find out whether there is significant different between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive text writing ability.

F. Use of the Research

a Use of the Research

1 Theoretically

Theoretically, the result of the research is expected to be used to support the theory which will be explained in the next chapter about a comparative study between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability of the seventh grade of junior high school.

2 Practically

a For the learners

The learners will get easy technique to write descriptive text by using Free Writings technique and Clustering Technique.

b For the teacher

To give information for the English teacher, especially at the Seventh Grade of SMP IT Ar Raihan Bandar Lampung in the academic year of 2017/2018, that Free Writing Technique and Clustering Technique are more effective to be used in teaching descriptive text writing ability.

c For the researcher

The researcher will know about the learners' descriptive text writing ability especially by using Free Writing Technique and Clustering Technique and the research can carry out the technique to the next teaching and learning in the classroom.

G. Scope of the Research

Scope of the research is as follows;

a. Subject of the Research

The subject of the research was learners of the Seventh Grade at SMP IT Ar Raihan Bandar Lampung in the academic year of 2017/2018.

b. Object of the Research

The object of the research was the use of Free Writing Technique and Clustering Technique as well as the learners' descriptive text writing ability.

c. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.

d. Place of the Research

The research was conducted at SMP IT Ar Raihan Bandar Lampung.



CHAPTER II FRAME OF THEORIES

A. Concept of Teaching English as Foreign Language

Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning. Successful teaching depends on the ability of the teacher in managing the classroom, optimizing skills in teaching and comprehending four teacher competencies. The four competencies are personality, pedagogic, professional, and social competencies. Personality competence is virtuous manner which teachers must possess. It is essential since they are model for the learners. Pedagogic competence is the ability to recognize how to teach and how to educate the learners. Professional competence is about teachers' preparation of the appropriate materials, strategies, techniques and assessments during teaching accomplishment. The last, there should be good social relationship among teacher and learners, staffs and stake holder in achieving learning goals.

Different from Malaysia or India who utilize English as the second language, Indonesia considers English as foreign language in. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.¹ Herein, language learners in Indonesia use English not for their need in daily communication but only for focusing on learning English at certain

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

circumstances. Thus, English is very important to be learned by learners of elementary school up to university.

According to Harmer, “English as a foreign language is generally taken to apply the learners who one studying general English at the schools and institutes in their own country or transitory visitors in a target-language country”.² End-to-end, the learners only have chance to practice English at school and institution. In this case the teachers are required to encourage learners to practice English in their daily activities.

Thus, teaching English as foreign language means facilitate the learners to grasp the language as a tool of communication after the first language and not as primary language. In teaching English as foreign language, the teacher should assist, guide, show, and provide the knowledge to the learners in mastery the material in order to encourage learners to practice English every time in their daily activities.

B. Concept of Writing

Writing becomes one of the ways to send the message or information from writer to the reader. Therefore, it involves both the writer and the reader in communication process. Siahaan stated that writing skill aims to communicate information from the writer to readers. It is one of language productive skills.³

Additionally, Hyland said that writing is a way of sharing personal meanings and

² Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, 1991), p.39.

³ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

writing courses emphasize the power of the individual to construct his or her views on a topic.⁴ Herein, one of the methods that people can do to transmit information and give their views on some topics in written form is writing.

According to Rimes, writing is a skill in which we express ideas which are arranged in words, sentences and paragraphs by using eyes, brain, and hand.⁵ Consecutively, when we write we literally express our mind and feeling through symbols letter which arranged to be word forms, and the words are arranged to be sentence forms. Thus, by using writing the writer can give the information or tell the reader about what they thought and felt.

Most of learners agree that writing is one of the difficult English skills to master. Because in writing, if they are going to write something, they have to pay attention to the right structure and vocabulary related to what they are going to write. McCrimmon stated that writing is hard work, but writing also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will

⁴ Ken Hyland, (1st Published), *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9.

⁵ Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3.

enable you to overcome frustration a writing assignment may present.⁶ It is in line with Siahaan who states that writing considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.⁷ Herein, even writing is hard work, but through writing big opportunity to convey and to express our idea can be achieved. In Islam, the importance of writing is also stated in holy Quran on the first verse of surah Al-Qalam:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 ن وَالْقَلَمِ
 وَمَا يَدْرَأَى
 الْيَدُ مَا كَتَبَتْ
 وَاللَّهُ عَلِيمٌ
 خَبِيرٌ

“*Nun. By the pen and that which they write (therewith)*”. (Q.S Al-Qalam).

Qolam in the verse means a pen which is used to write the knowledge. It means that everyone who writes something, actually they are in process of thinking to create idea in writing and understand its meaning and purpose.

If we talk about writing, it is not only about combining the letters, but also write something consider to some components. Based on Harmer, writing has its ‘mechanical’ components like handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text.⁸ In addition to, there

⁶ James M. McCrimmon, *Writing With a Purpose*, (New Jersey: Houghton Mifflin Company, 1983), p.6.

⁷ Sanggam Siahaan, *The English Paragraph*, Yogyakarta, Graha Ilmu, 2007, p.2.

⁸ Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.44.

are several mechanical components of writing that must be applied in writing to be good sentence, paragraph, and text. To make it happen, those components must be placed in right way.

Based on statement above, it can be concluded that one of productive language skill which can express our ideas through written form is writing. Statement that appears in mind will express and state on the paper by using the correct procedure and mechanical components such as handwriting, spelling, punctuation, in order to make it as good sentence and understandable.

C. Concept of Writing Process

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write and how we are going to do it. It can be concluded that writing is never a one-step action, or in other words it is a process that has several steps. According to Heaton, writing process is the stages a write goes through in order to produce something in its final written form.⁹ When we are going to write something we need several steps to achieve it. When we will explore our mind in form of written we should through several stages. Harmer states that writing process divides into four stages. They are:¹⁰

1. Planning

⁹ J.B. Heaton, *Writing English Language Tests*, (Longman Group UK Limited, 1988), p. 135.

¹⁰ *Ibid*, p.4.

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some researchers this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.

3. Editing (Reflecting and Revising)

Once researchers has produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t.

4. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Based on the elucidation above, it can be concluded that writing process is an activity to express the idea through certain stages. There are many factors related in writing process, not only about the stages, but also the content or message of the writing. Herein, writing is rather hard to do because in order to make the reader understand and get the specific information of the writing, the information should be conveyed.

D. Concept of Writing Ability

Writing considered as a complex process. It is because in writing, the only one process is not only expressing ideas and then elaborate them in a written form but also think how could the information conveyed well, correctly and coherently. According to Siahaan, writing ability is the skill of a writer to communicate information to a reader or group of readers.¹¹ Thus, writing is the way to communicate the information.

In writing activity, the writers are successfully in their writing contains some fundamental aspects of writing. There are five aspects which have to fulfill. According to Heaton, “Five major aspects are accompanied by explicit description of what is mean by the different band-scales”.

The five aspects of writing are as the criteria of good writing are:¹²

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure).
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

In evaluating the learners’ descriptive text writing Burhan’s scale will be used. In scoring the learners’ descriptive text, it will consider to several indicators. They are Content, Organization, Vocabulary, Language, and Mechanics. It can be seen on the table 3 below:

Table 3
The Rubric’s Score of Writing

¹¹ Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p.22.

¹² J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988),p.135.

Writing Ability	Score	Level	Indicator
CONTENT	27-30	Excellent	The learners really understand the content of writing. Their writing is really wide, and complete. It's very suitable with the title.
	22-26	Good	The learner can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The learners less understand the content. Their writing is less complete and less detail.
	13-16	Poor	The learners do not understand to content of writing.
ORGANIZATION	18-20	Excellent	Writing really organized and neat. It's really clear, much ideas and the sequence is very logic.
	14-17	High	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	10-13	Fair	Writing is less organized and neat, it is less ideas and the sequence is less logic.
	7-9	Poor	The sequence is not logic.
VOCABULARY	18-20	Excellent	The learners have many vocabularies. They use the words very effective and appropriately.
	14-17	High	The learners have good vocabularies; use the words effectively and appropriately.
	10-13	Fair	The learners have little vocabularies; the words less effective and less appropriate.
	7-9	Poor	The learners do not master the words and their writing like translation.
LANGUAGE	22-25	Excellent	The learners can master the grammar well.
	18-21	High	The learners uses and arranges the sentence simply.
	11-17	Fair	The learners are difficult in using and arranging the simple sentence.
	5-10	Poor	The learners do not master the grammatical in their writing.
	5	Excellent	The learners can master the mechanics

			in writing.
MECHANICS	4	High	The learners master the mechanics in writing.
	3	Fair	The learners less master the mechanics in writing and many mistakes.
	2	Poor	The learners do not master the mechanics in writing and their writing are difficult to be read. ¹³

Based on the statement above, in order to be able to express the idea and what we thought through written form we should consider to several components such as content, organization, vocabulary, language use and mechanic.

E. Concept of Teaching Writing

Writing is one of the language skills in English that should be grasped by the learners. To help the learners to master writing skill the teacher should have certain approach related to the goal in order to improving learners' writing ability. Conventionally, there have been two main approaches to teaching writing: a skill-based approach and more recently, the process approach.¹⁴ Herein, to achieve the goal, several approaches should be considered by the teacher, especially when teaching writing. Furthermore, Harmer said that teaching writing is focus on product and writing process.¹⁵ Consecutively, teaching writing to the learners

¹³ Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, BPFE Yogyakarta, Yogyakarta, 2001, pp. 307-308.

¹⁴ Peter Westwood, *What Teacher Needs to Know about Reading and Writing Difficulties*, (Australia: ACER Press, 2008), p.70.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1999), p. 257.

focus on what learners can produce through long process starting from brainstorming up to final product.

Teaching writing is different from teaching any other language skill. In addition, teaching writing covers teaching of language ability, because the process of this activity engaging the combination of all teaching process. Teaching writing is not only about how to make good writing ideas, but also make the learners' writing ability better than before. End-to-end, the learners should know precisely where they should put the position of their words. Harmer said that students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.¹⁶ He added in the teaching of writing, the teacher can focus on the product to that writing or on the writing process itself. The procedures of teaching writing can be described as follows:

1 Pre-writing Activity

In pre-writing activity, the teacher will give apperception to the learners by asking the questions.

2 Whilst-writing Activity

In while-writing activity, the teacher will explain the goals, the objective of instructions and also some aspects of writing used to make a good writing for example of descriptive text.

3 Post-writing Activity

The last is post-writing activity. In this section, the teacher will ask to the learners to make a descriptive text. After that the learners should check their work. It should be done to find out the mistakes of some aspects of writing. After that the

¹⁶ *Ibid*, p.128.

learners can rewrite their work and the teacher asks the learners to submit their work.¹⁷

Thus, it can be concluded that teaching writing is focused on the product and writing process. The writing process is the procedures when teaching writing to the learners. They are pre-writing activity, whilst-writing activity and post-writing activity, after the teacher knows the procedures of teaching writing, she/he can focus on how to improve learners' writing ability by those certain processes.

F. Concept of Text

According to Siahaan, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.¹⁸ In addition to, in a text contain of meaning morpheme, phrase, clause, sentence and discourse or another linguistic unit. A text is not only ideas that conveyed in form of written but also ideas or information delivered orally such as speech, conversation, etc.

Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece of text is created. There are two main categories of texts - literary and factual.¹⁹ In line, text is arranging of words to be a sentence in order to deliver a message or information.

1 Literacy Texts

¹⁷ *Ibid.*

¹⁸ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1.

¹⁹ Mark Anderson, Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan, 1997), p.1.

Literacy text include Aborigin dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literacy text can make the readers laugh or cry. These are the main text types in this category: narrative, poetic, and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

2 Factual texts

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, report and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

From explanation above, there are several kinds of text related to teaching and learning English.

G. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for learners of Junior High School involves the teaching of paragraphs or text. In English we can find many kinds of text in teaching writing to the learners. Each of these texts has its own characteristics and functions. Text in English can be classified into several genres, they are:²⁰

²⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia; Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

1. *Spoof Text*

Spoof text is to retell an event with a humorous twist.

- a Generic (schematic) structure:
 - 1 Orientation: sets the scene.
 - 2 Event (s): tell what happened.
 - 3 Twist: provides the “punch line”.

- b Significant lexicogrammatical features:
 - 1 Focus on individual participants.
 - 2 Use of material processes.
 - 3 Circumstances of time and place.
 - 4 Use past tense.

2. *Recounts Text*

Recount text is to retell events for purpose of informing or entertaining.

- a Generic Structure
 - 1 Orientation: provides the setting and introduce participants.
 - 2 Events: tell what happened, in what sequence.
 - 3 Re-orientation: optional-closure of events.
- b Significant Lexicogrammatical Features:
 - 1 Focus on specific participants.
 - 2 Use of material processes.
 - 3 Use past tense.
 - 4 Focus on temporal sequence.

3 *Report Text*

Report is to describe the way things are, with reference to a range of natural of natural, made, and social phenomena in our environment.

- a. Generic Structure:
 1. General classification: tells what the phenomenon under discussion.
 2. Description: tells what the phenomenon under discussion is like in term of:

Parts (and their functions), qualities, and habits or behaviors, if living: uses,
if non-natural.

- b Significant Lexicogrammatical features:
 - 1 Focus on generic participants.
 - 2 Use of relational processes to states what is and that which it is.
 - 3 Use simple present tense.
 - 4 No temporal sequence.

4 *Analytical Exposition Text*

Analytical exposition text is to persuade the reader or listener that something is the case.

a Generic Structure:

- 1 Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).
- 2 Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/ argument).
- 3 Reiteration: restates writer's position.

b Significant Lexicogrammatical Features:

- 1 Focus on generic human and non-human participants.
- 2 Use simple present tense.
- 3 Use of relational processes.
- 4 Use internal conjunction to stage argument.

5 *Descriptive Text*

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

a Generic Structure

1. Identification: identifies phenomenon that will be described.
2. Description: describes parts, qualities, characteristics, etc.

b Significant lexicogrammatical features:

1. Significant participant
2. Use present tense
3. Use action verb

6 *Narrative Text*

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis of some kind, which in turn finds a resolution.

a. Generic Structure

- 1 Orientation: sets the scene and introduces the participants.
- 2 Evaluation: a stepping back to evaluate the plight.
- 3 Complication: a crisis arises.
- 4 Re-orientation: optional.

b. Significant lexicogrammatical features:

- 1 Focus on specific and usually individualized participants.
- 2 Use of material processes.
- 3 Use of relational processes and mental processes.
- 4 Use past tense.

Based on explanations above, it can be concluded that there are many kinds of text that must be mastered by the learners in writing for increasing the learners' writing ability. In this case, the researcher only focuses in learners' descriptive text writing ability as the form of writing that will be investigated because this kind of writing form will be the material that should be learned by the learners of seventh grade.

H. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive writing depends on details of language to bring a subject to life. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind. Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.²¹ Additional, Hornby says "descriptive text is saying what somebody or something is like, to describe a particular person, place, or thing".²² In addition to, certain object will be

²¹ *Op.Cid*, p.89.

²² Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, First Edition, Gerd Stabler. p. 208.

described specifically in descriptive text. It is better to give the detail explanation with specific and concrete description. Moreover, in writing descriptive, make sure that we illustrate the description as real as possible, so the object can be imagined and seen as the real.

According to Setiawan, “the purpose of the descriptive text is to describe person, something, place and animal with specific”.²³ End-to-end, descriptive text is clarifying person, thing, place, or animal with special manner. There is more information about an object that will be described in descriptive text such as information about person, thing, place or specific animal with explicit and detail. Descriptive text often used specific noun, detailed noun phrase, relational process, figurative language and kind of adjective.

It can be concluded that descriptive text is used to describe not only physical but also the appearance and personality of people, places, things or objects, feelings and emotions specifically.

2. The Generic Structure of Descriptive Text

Descriptive text is a type of written text, which has specific function to give description about an object (human or non-human). Based on the rhetorical structure in descriptive text, the generic structure of descriptive text consists of identification and description. Identification is the statement which describing an object that will be described and description give the describing

²³ Otong Setiawan, *Essay Writing*, (Yrama Widya, Bandung, 2009), p. 153.

about an object such as location, means of transport, people, weather, size, etc. Description is describing physical appearance, quality, behavior, etc.²⁴

Identification ⇒

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

Description ⇒

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I washed it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

Based on the explanation above, it can be concluded that descriptive text has two essential parts, namely generic structure which consists of identification and description.

3. Grammatical Features of Descriptive Text

²⁴ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p.34.

The descriptive text has grammatical features that have function to improve the learners' knowledge, they are:²⁵

- a Focus on specific participants; it uses specific noun or subject.
- b Use of attributive and identifying process; relation processes inole states of being (including having). They can be classified according to whether they are being used to identify something or to assign a quality to something.
- c Frequent use of epithets and classifiers in nominal groups is epithets use and functional grammar.
- d Use of simple present tense.

Based on the explanation above, it can be concluded that there are several considerations that is grammatical features to make a descriptive text that should be considered in order to make a good descriptive text.

4. Purpose of Descriptive Text

There are so many purposes of descriptive text developed by some experts. Setiawan said that "the purpose of the descriptive text is to describe person, something, place and animal with specific".²⁶ Writing any description requires the details about certain subject, focusing not only on what eyes can see but on the other sense impression, touch, taste, smell, hearing as well. Thus, it can be said that description is drawing a subject through the words to make the reader see and fell the subject.

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Antipadean Educational Enterprises Publishing, 1994), p.220.

²⁶ Otong Setiawan, *Essay Writing*, (Yrama Widya, Bandung, 2009), p. 153.

Meanwhile, White said that there are several aims of descriptive text:

- a *To see*, means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.
- b *To explain*, means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.
- c *To persuade*, means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.
- d *To re-create*, means make a reader making something. For example: the description allows the reader to re-create the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.
- e *To demonstrate*, means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.²⁷

It can be concluded that when make a descriptive text it means that the writer does not only putting words down on the paper but literally express something that has meaning and purpose.

²⁷ Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), pp. 61-62.

I. Concept of Descriptive Text Writing Ability

Writing is among the most important skills that students need to develop. Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.²⁸ It means that writing is the way to transfer the personal meanings to others in written form. Then, Gerot and Wignell define descriptive text as a text which has social function to describe a particular person, place, or thing.²⁹ It can be said that descriptive text is a text which tells a details of something looks like. Descriptive writing expresses and develops image through the use of precise sensory words and phrases.

To master descriptive text writing ability, there are some aspects should be concerned about by the students. In making a good descriptive text, the students should know and understand the generic structure and the grammatical features of descriptive text. Then, it should be balance with the five criteria of good writing, which are, content, organization, vocabulary, languages, and mechanics.

²⁸Christopher Tribble, *Writing*. (New York: Oxford University Press, 1996), p.130.

²⁹Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia; Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

Based on those explanations, it can be concluded that descriptive text writing ability is an ability of language learners to describe something such as person, thing, or place as real as it is in written form which fulfills good mastery of aspect of writing including content, organization, vocabulary, language and mechanics.

J. Concept of Free Writing

1. Definition of Free Writing

Free writing is a technique to generate ideas; it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.³⁰ It also can be a useful technique in order to help learners start to write because it frees the learners to write whatever they want to. According to Dickson, free writing is beneficial technique for students of English, despite some of obvious difficulties for students of English.³¹ Moreover, free writing has become a staple in teaching writing as a heuristic for generating ideas.³²To

30 H. Douglas Brown, *Teaching By Principles, second edition*, (San Fransisco: Longman, 1997), p.350.

31 Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University. Available at <http://lteslj.org/Technique/Dickson-Freewriting.html> accessed on September 11st, 2018.

32 Briggs T.J., *Towards a Pedagogy of Free Writing*, available at <http://www.hastac.org/Towards-a-pedagogy-of-Free-writing>. Accessed on September, 11st 2018.

make this technique more effective, a period time should be given to the learners so their idea is not too much or not too little because it will give an impact to their written.

Moreover, Elbow also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.³³ Herein, this technique is designed to help the learners' ideas come in their mind without worrying about the grammar, punctuation or other elements of writing. But, it does not mean that they will not care about grammar, punctuation and other elements of writing. However, to make a good writing there are some requirements and elements should be considered about. Free writing is purposed to the learners write whatever comes to their mind and they will be easy to get their idea, but after that they are given the direction how to make a good writing.

According to Oshima and Hogue, free writing is a brain-storming activity in which you write freely about a topic because you are looking for a specific focus. Another pre-writing technique is free writing. When you free write, you write “freely” without stopping on a topic for a specific amount of time. You just write down sentences as sentences are correct or not.³⁴ In other page according to Oshima and Hogue also support that, as with listening, the purpose of free writing is to generate as many ideas as possible and to write

³³ Peter Elbow, *Writing with Power*, (New York: Oxford University Press, 1891), p.14.

³⁴ Alice Oshima and Ann Hogue, (3th Edition), *Introduction to Academic Writing* (New York: Pearson Education, 2007), p.34.

them down without worrying about appropriateness, grammar, spelling, logic, or organization.³⁵ Thus, free writing is a technique to write whatever comes to our mind as much as possible freely without thinking the limit.

The learners will write thing without regarding to structure or grammar and will make no correction. If the learners reach the point when they cannot think anything to write, they will continue write until they find another line of thinking. At time, the learners may also do focus on free writing. Let them to choose the topic structure they think and elaborate the topic. This technique helps the researcher exploring a particular subject before putting ideas into a more basic context.

It can be concluded free writing is a technique which placing down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. The point is the learners should keep writing and never stopping until the time is end. Moreover, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques.

2. Procedure of Using Free Writing Technique

To use free writing in the class in order to get the goal of teaching and learning process, the teacher should know the procedures of using it clearly.

According to Oshima and Hogue steps of free writing are:

- a. Write the topic at the top of your paper.

³⁵ *Ibid*, p.6.

- b. Write as much as you can about the topic until you run out of ideas.

Include such supporting items as facts, details, and examples that come into your mind about the subject.

- c. After you have run out of ideas, reread your paper and circle the main ideas(s) that you would like to develop.

- d. Take each main idea and free writing again.³⁶

3. Teaching Descriptive Text Writing Skill through Free Writing

Based on statements above, here are the following steps in teaching descriptive text writing ability:

- a. Teacher explains about the concept of free writing. Then, teacher gives an example of using free writing in writing descriptive text. Teacher chooses one topic then writes whatever about that.
- b. Teacher gives the topic which has to be described by the learners in a limit of time. Learners write down whatever comes to their mind about it in a sheet of paper. Teacher reminds them that they are not allowed to stop until the limit of time.
- c. Learners either submit or write it on the board in order to teacher help them to revise their written.
- d. Teacher explain them the elements of writing that should they consider about in writing descriptive text.
- e. Teacher asks them to make a descriptive text based on their ideas that they have written before.

4. Advantages and Disadvantages of Free Writing

³⁶ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (England: Addison Wesley Long, 1999), p.268.

According to Elbow there are some advantages and disadvantages of free writing use. First, there are some advantages offered by free writing:

- a. It makes writing easier by helping the learners with the root psychological or existential difficulty in writing.
- b. It helps the learners learn to write when they don't feel like writing.
- c. It teaches the learners to write without thinking about writing.
- d. It is a useful outlet.
- e. It helps the learners to think of topics to write about.

Besides those advantages, there are some disadvantages of free writing:

- a. The learners cannot write *really* incoherently if they write quickly.
- b. The learners may violate the rules of correctness.³⁷

From statements above, it can be said that free writing helps the learners to get the idea that will be written into a text, especially in this research is descriptive text. However, there are disadvantages of free writing should be considered about and overcome by teacher in teaching and learning descriptive text writing using free writing. Teacher should be a real role in using free writing so the students understand what they have to do in writing. Then, teacher should guide them as long as teaching and learning process occur to make sure that students do not feel confused while they are writing.

K. Concept of Clustering Technique

1. Definition of Clustering Technique

When people are going to write rely heavily to find out what they know about a topic, the first stage of writing process is prewriting. Prewriting

³⁷ Peter Elbow, *Op.Cit*, p.14-16.

can help to generate a topic. One of the techniques which can be used in teaching writing in the classroom is the clustering technique. Cooper and Axelrod viewed that clustering is an invention activity which reveals possible relations among facts and ideas.³⁸ In addition to, clustering is a kind of creative activity, because when creating a clustering writer tries to find things related to the topic. Furthermore, Cooper and Axelrod said that clustering requires a brief period of initial planning.³⁹ It can be said, clustering is an activity before writing a text by making a note in advance about the ideas that are owned and the relevance of the fact that the text will be written.

As Langan said, clustering also known as diagramming or mapping is another strategy that can be used to generate material for a paper. This technique is helpful for people to think in a visual way.⁴⁰ In addition, clustering is another technique that can be used to generate material for a paper.

Clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics, and

³⁸ Charles R. Cooper and Rise B. Axelrod, *Guide to Writing*, (New York: St. Martin's Inc, 1985), p.461

³⁹ *Ibid*, p.461.

⁴⁰ John Langan, *English Skills Seventh Edition*, (New York: McGraw-Hill Companies, Inc, 2001), p. 7.

yields related details.⁴¹ It can be summarized that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing.

According to Eramona and Hafidz, clustering is a technique to turn a board subject into a limited and more manageable topic for a short essay or text.⁴² In this technique, there are lines, arrows, and circles to show relationships among the ideas and details. End-to-end, clustering is a technique which stimulates the ideas and organizes them before they developed into paragraph.

It can be concluded that clustering is making a visual map that allows thinking more creatively and to begin without clear ideas before we make the real text. In the early stages of planning, an essay should be composed in order to find subtopic in a topic to organize the information. After that we may try and discard several clusters before find the suitable one.

2. Procedure of Using Clustering Technique

Clustering can be useful for any kind of writing. It can be used in the early stages of planning an essay in order to find subtopics in a topic or to

⁴¹ Betty Mattix Dietsch. *Reasoning & Writing Well*. (Ohio: McGraw-Hill., 2003), p. 26.

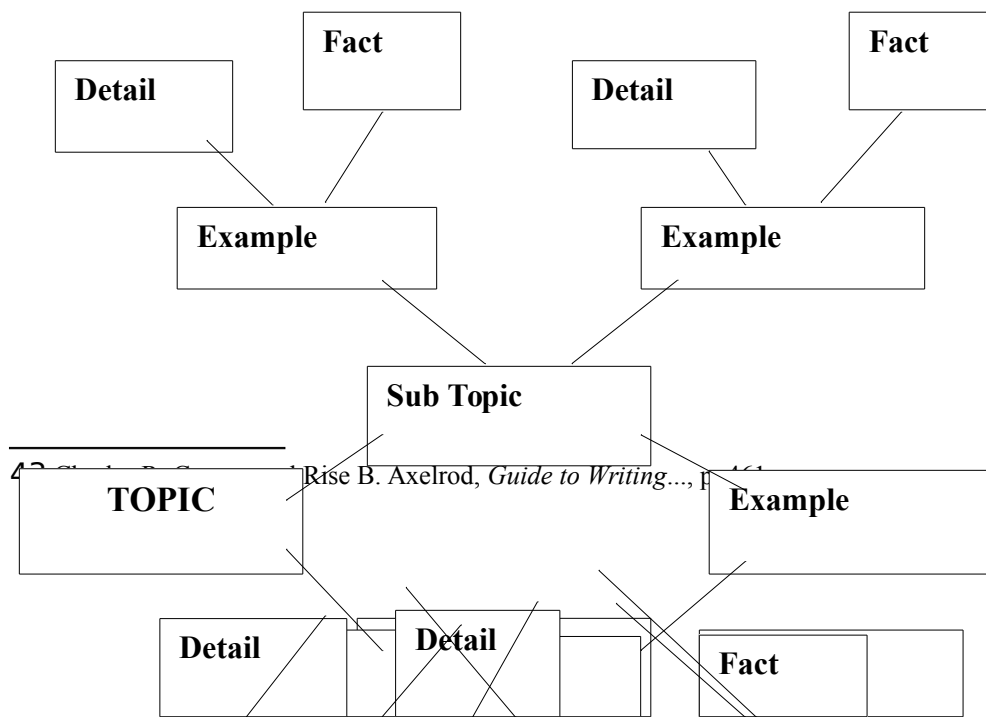
⁴²Feradilla Eramona, Muh. Al-Hafidz, “Using the Clustering Technique in Teaching Writing a Descriptive Text to Junior High School Student”. *JELT Vol. 2 No. 2 Series A*. March (2014), p.75.

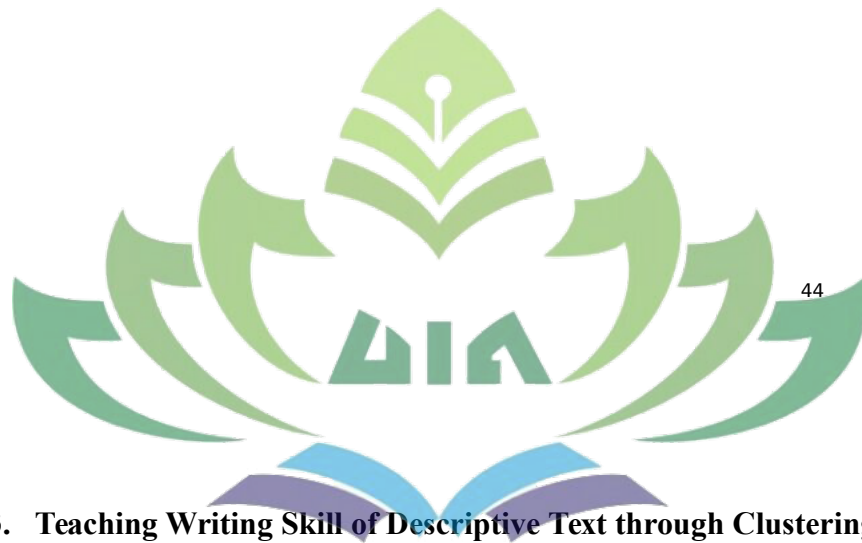
organize information. They may try and discard several clusters before finding one that is promising. Clustering works as follows:⁴³

- a. In a word or phrase, write your topic in the center of a piece of paper.
Circle it.
- b. Also in a word or phrase, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.
- c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.



Figure 1
Example of Clustering Technique





3. Teaching Writing Skill of Descriptive Text through Clustering Technique

The followings are steps in teaching writing using clustering technique:

- a Introduce the concept of clustering technique to learners. Tell them that clustering technique would help them in generate ideas when they started to write.
- b Leading learners to generate ideas in form clustering technique on the whiteboard as a model. Put the topic in the center by using box or other shapes to make it more interesting, and put keywords related to the topic

by using lines or arrows. Learners don't have to worry in generating ideas; it is free for them to organize their ideas as long as related to the topic given.

- c Ask learners to write the first draft based on the design of clustering technique samples that have been made on the whiteboard to know that learners have easy when started to write by using clustering technique.
- d After learners are able to use clustering technique, ask them through selected topic to make a procedural descriptive text referred to what they are going to write. Give learners an evaluation to check their ability in writing and to know their problems in writing.

4. Advantages and Disadvantages of Using Clustering Technique

Clustering technique is known as a useful technique to help and guide learners in generating their ideas in writing a paragraph, especially in writing a descriptive text. The use of clustering technique in writing descriptive text gives some advantages.

- a. This technique is helpful for the learners to develop and organize their ideas systematically. This technique also

- encourages them to think in English because it can stimulate them to deliver their ideas in written form.
- b. By using Clustering technique, the learners will be motivated to write a good paragraph, especially a descriptive text, because this technique is interesting.
 - c. Clustering technique can clearly show what the learners think. So, their ideas will appear clearly.
 - d. This technique is easy to be applied by the teacher. The teacher can apply it without using a lot of teaching media. Moreover, if there is no media, the teacher still can do it manually by asking one of the learners to be a model.

Besides those advantages, there are some disadvantages by using Clustering Technique. Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing.

1. It is only the surface of technique in teaching writing literally, so it does not a good technique when it is used to write an essay writing which has long paragraph.
2. Sometimes the learners are confused how to use it because they confused where to start writing.

L. Frame of Thinking

Technique is the way for learners to solve problems encountered in constructing meaning in any context. Unlike skills, techniques chosen by learners are modified to fit the demands of the learning situation. Strategic learners know how and when to alter, modify, combine, and test individual techniques against their prior knowledge, beliefs, and experiences.

Based on the statement above, it can be explained that teaching and learning English by using technique can motivate and improve the learners' interest in study English. The learners can also easy to understand the material that will be taught by the teacher. Thus, it can make the teaching and learning English more effective. Moreover, the difference of Free Writing Technique toward writing ability can be explained as follows:

The influence between descriptive text concept and Free Writing Technique, this technique is appropriate for the learners to improve their ability in writing skill.

Clustering technique is relatively straight forward and structured enough to be understood by both learners and new or emerging teachers. It is a good place to start in terms of applying good communicative language teaching in the classroom. It has also been criticized considerably for the very characteristic that makes it the easiest technique for 'beginner' teachers.

Based on the explanation above, Free Writing Technique and Clustering Technique are the techniques that can be applied in teaching descriptive text

writing. By using those techniques, the teacher can teach the learners to get sub topic by imagine finding out the main idea to make a descriptive text easily and enjoyable.

The procedures of teaching descriptive text by using Free Writing Technique and Clustering Technique are:

1. The learners must understand about Free Writing Technique and Clustering Technique.
2. The learners generate ideas by using Free Writing Technique and Clustering Technique.
3. The learners write descriptive text by using Free Writing Technique and Clustering Technique.

From the explanation above, it can be inferred that the use of Free Writing Technique and Clustering Technique are to increase the learners' descriptive text writing ability.

M. Hypothesis

Concerning the frame of thinking above, the hypotheses will be formulated as follows:

H₀: There is no significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text Writing Ability at the Second Semester of the Seventh Grade Learners at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018.

H_a : There is a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text Writing Ability at the Second Semester of the Seventh Grade Learners at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Experimental research design has been done in this research. According to Ary *et.al*, experimental design is the general plan to carrying out a study with an active independent variable.¹ The design of this research was control group pre-test and post-test design. This kind of design gives a pre-test to the learners before treatment and at the end of the program a post-test will be given.² The one who was not the real teacher at the school where they conducted the research can choose this kind of design. Two groups – 1st experimental class and 2nd experimental class - were chosen as the subjects of the research. In this research, tests were provided for both classes with the same material but different techniques in order to find out the significant differences in achievement between the learners who are taught through Clustering Technique in 1st experimental class and Free Writing Technique in 2nd experimental class. Besides, pre-test was conducted to measure the learners' writing ability before treatment, while post-test was given to measure the improvement after treatment.

The research design can be formulated as follows:

- 1 Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.301.
- 2 Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.143.

K1	T1	X1	T2
K2	T1	X2	T2

Notes:

K1 : 1st Experimental Class
 K2 : 2nd Experimental Class
 T1 : Pre-Test
 T2 : Post-Test
 X1 : Treatment Using Clustering Technique

X2 : Treatment Using Free Writing Technique

In this research, both 1st experimental class and 2nd experimental class were received the treatments.³ As mentioned before, tests were provided for both classes with the same material but different techniques in order to find out the significant differences in achievement between the learners who are taught through Free Writing and Clustering Technique.

B. Variable of Research

According to Nunan, variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studies.⁴ There are two variables in this research namely: independent and dependent variable. Independent variable is variable selected by the writer to determine their effect on the relationship with

3 *Ibid*, p.131.

4 David Nunan. *Research Method in Language Learning*. Cambridge University Press:Cambridge, 1992, p. 24-25.

dependent variable. The dependent variable is observed to determine what effect, if any other types of variable may have on it.⁵

In this research there were two variables, Independent and Dependent Variable.

1. The Independent Variables were two techniques, Free Writing and Clustering technique.
2. The Dependent Variable of research was learners' descriptive text writing ability.

C. Operational Definition of Variables

Operational definitions of variables in this research were:

1. Free Writing Technique

Free writing is a technique to generate ideas; it should be used as a beginning, as an initial exploration of the ideas that you have about a topic. It also can be a useful technique in order to help learners start to write because it frees the learners to write whatever they want to. To make this technique more effective, a period time should be given to the learners so their idea is not too much or not too little because it will give an impact to their written.

2. Clustering Technique

Clustering is activity before writing a text by making a note in advance about the ideas that relevance with the fact of the text that will be written by the learners. In this technique, there are lines, arrows, and circles to show

5 Jack R. Fraenkel, Norman E wallen, *How to Design and Evaluate Research in Education*, (New York: Mc Graww-Hill, 2009), p.42.

relationships among the ideas and details. End-to-end, clustering is a technique which stimulates the ideas and organizes them before they developed into paragraph.

3. Descriptive Text Writing Ability

Descriptive text writing ability is the learner's capability to elucidate the details about something, which is include what happen, who was involved, where it took place, when it happened and why it occurred, and fulfills the five aspects of writing: content, organization, vocabulary, language use, and mechanics to get good writing.

D. Population, Sample, and Sampling Technique

1. Population

According to Kumarsingh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.⁶ Based on the definition above, it can be concluded that the population is the whole subject that was studied in the research.

The population in this research was the learners at the seventh grade learners of SMP IT Ar Raihan, Bandar Lampung in the academic year of 2017/2018. The total population in this research were 110 learners which were divided into four classes. In this research, two classes were used, one class as

⁶ Yongesh Kumarsingh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Limited, 2006), p.82.

the 1st experimental class and the other as the 2nd experimental class. Below is the table of population at the seventh grade learners of SMP IT Ar Raihan, Bandar Lampung in the academic year of 2017/2018.

Table 4
The Learners at the Second Semester of the Seventh grade learners of SMP IT Ar Raihan Bandar Lampung in the academic year of 2017/2018

Class	Number of Learners		Total
	Male	Female	
VII A	13	15	27
VII B	20	8	28
VII C	17	10	27
VII D	17	11	28
Total	67	44	110

Source:
Document
of SMP IT
Ar Raihan
Bandar
Lampung in
the
Academic
Year 2017/
2018

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁷ Herein, sample is part of individual members which is chosen to represent the whole population. Based on the population above, the sample of the research were two classes, VII A as the 1st experimental class and VII C as the 2nd experimental class.

3. Sampling Technique

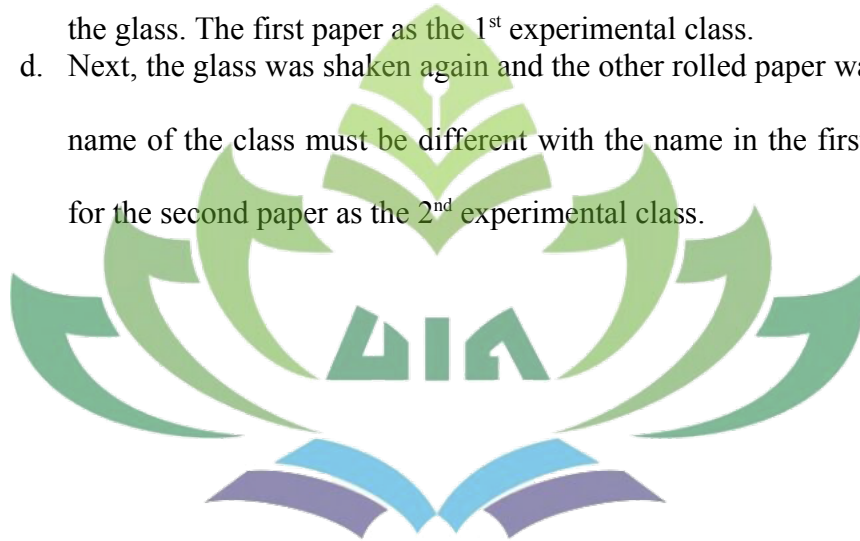
The sampling technique is the technique to take the sample.⁸ In taking the sample, cluster random sampling technique was used. The selection of

⁷ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309.

⁸ Sugiyono, *Op.Cit*, p. 81.

groups, or clusters of subjects rather than individuals is known as cluster random sampling.⁹ The research was conducted at the seventh grade which consists of five classes. The steps in determining the 1st experimental class and 2nd experimental class as follows:

- a. The first, the lottery was made.
- b. The second, five pieces of small paper which each piece was the name of each class were provided then they were rolled up and put into a glass.
- c. Third, the glass was shaken and one of pieces of the paper was taken from the glass. The first paper as the 1st experimental class.
- d. Next, the glass was shaken again and the other rolled paper was taken. The name of the class must be different with the name in the first shaking, so for the second paper as the 2nd experimental class.



E. Data Collecting Technique

There were some techniques in collecting data, they were:

1. Pre-Test

9 Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc,2009),p.95.

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.¹⁰ The pre-test was conducted in order to find out the learners' scores of writing ability in descriptive text before treatment and to diagnose individual specific strengths and weaknesses in writing descriptive text. This test was given in 1st experiment class and 2nd experimental class. In pre-test, the learners were asked to write the descriptive text based on the provided topics. The topics were My Home, Cat, My Family, My Best Friend, and Smartphone.

2. Post-Test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.¹¹ The post-test was done after the learners in 1st experimental and 2nd experimental class were given the treatment. It was done to know the learners' descriptive text writing ability after teaching by using Free Writing and Clustering Technique. The system and the difficulty of post-test are similar as pre-test but with different with topic. The topics were My Teacher, My Father, School, My Bedroom, and Computer.

F. Instrument of the Research

Arikunto states that research instrument is a device used by the writer during the data collection by which the work is easier as the data are complete and systematic.¹² In a row, instrument is a tool to collect the data of the research. The instrument was written test. The instrument material was chosen based on the

10 John W. Creswell, *Op. Cit.*, p. 297.

11 *Ibid.*

school curriculum at the seventh grade of SMP IT Ar Raihan Bandar Lampung in the academic year of 2017/2018.

The instruments were pre-test and post-test. Both 1st experimental and 2nd experimental class were received the same pre-test and post-test. The learners were asked to write descriptive text with the provided topics, and each of them chose one topic to be written.

In evaluating the learners' descriptive text writing, Burhan's scale was used as the indicator writing score. In scoring the learners' descriptive text, it was considered to several indicators. There were:

- 1 Content (the ability to think creatively and develop thoughts).
- 2 Organization (the ability to write in appropriate manner).
- 3 Vocabulary (the ability to use of word/idiom).
- 4 Language use (the ability to write appropriate structure).
- 5 Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

G. Research Procedures

There were three steps which have been done by the researcher;

1. Planning

Some steps were made, the steps were:

a. Determining the Subject

The second year learners of SMP IT Ar Raihan Bandar Lampung were chosen as the subject. One class as the 1st experimental class and the other one was the 2nd experimental class.

b. Prepare the Pre-Test

12 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.149.

A test (called pre-test) was given to the learners. The pre-test was conducted in order to find out the learners' score of writing ability in descriptive text before treatments. The learners were assigned to write descriptive text by using generic structure that consists of identification and description based on the topic "My Home, Cat, My Mother, My Best Friend, and Smartphone".

c. Determining the Material

The materials that have been taught to the learners were determined. The material was descriptive text writing and it was taught by using Clustering Technique at the 1st experimental class and Free Writing Technique at the 2nd experimental class.

d. Preparing the Post-Test

A test (called post-test) was given to the learners at 1st experimental class and 2nd experimental class after treatment by using Free Writing Technique and Clustering Technique given. By giving the post-test, whether their writing ability will increase or not will be known. The learners were assigned to write descriptive text with appropriate generic structure which consists of identification and description based on the topics provided. They were "My Teacher, My Father, School, My Bedroom, and Computer".

2. Application

After making the planning, the research procedures that already planned were applied. There were some steps in doing this research:

- a. In the first meeting, the pre-test was given. The test was instruction that consists of 4 instructions. The topics were “My Home, Cat, My Mother, My Best Friend, and Smartphone”.
- b. In the second meeting, the treatments was given to the 1st experimental class by using Clustering Technique, and at the 2nd experimental class the treatment was conducted by using Free Writing Technique. The treatments at those two classes were given until three times.
- c. In the last meeting, the post-test was given to the learners at two experimental classes. The test was instruction that consist of 4 instructions. The topics were “My Teacher, My Father, School, My Bedroom, and Computer”.

3. Reporting

In the last point that was done in the research is reporting. There were several steps as follows:

- a. Analyzed the data from pre-test and post-test
- b. Made a report of the findings

H. Validity, Reliability, and Readability of the Test

1. Validity of the Test

The validity is the most important consideration in developing and evaluating measuring instruments.¹³ It means that a good test should have validity, so the test can be measured based on the aspects that will be measured. In other hand, validity is measurement which shows the level of validity of instrument. A valid instrument has a high validity. An instrument can be called

13 Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th edition), *Introduction To Research in Education*, Canada, Wadsworth Cengage Learning, 2010, p.225.

valid if the instrument can show the data of variables researched correctly.¹⁴ In this research there are several aspects that consider to measure validity of the test.

a. Content Validity

Based on standard of content school-based curriculum of writing descriptive text at the seventh grade of junior high school, the teaching was intended to enable the learners to make descriptive text. The test was adapted to teach based on this standard of the content. Therefore, the test was along with standard of content. To get the content validity of the test, the material was arranged based on the objectives of teaching according to curriculum for the seventh grade of junior high school. Then, the instrument was consulted to English teacher at SMP IT Ar Raihan Bandar Lampung, Ms. Rika Damayanti, S.Pd to make sure whether the instrument was valid or not.

b. Construct Validity

Construct validity is used to measure perception, language behavior, motivation, even the language ability. Consequently, construct validity should focus on kind of the test what will be measured the ability, that is descriptive text writing test. In this research, a writing test was composed to measure the learners' descriptive text ability based on some

14 *Op.Cit*, p.86.

criteria of descriptive text writing's scoring rubric. It consists of content, organization, vocabulary, language and mechanic. The instrument was consulted to the English teacher of SMP IT Ar Raihan to make sure whether the instrument valid or not.

2. Reliability of the Test

Arikunto says that "Reliability shows that the instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough. Reliability shows the degree of mainstays about something. Reliability means the data can be believed so it can be relief on.¹⁵ A good test should have high reliability besides having high validity. To get the reliability of the test, inter-rater reliability was used. It was used when scores on the test are independently estimated by two or more judges or rater. In this case, they were the English teacher at SMP IT Ar Raihan Bandar Lampung, and the researcher, who examined the learners' writing test of descriptive text.

To estimate the reliability of the descriptive text writing test, the rank order correlation was used as follow:

$$=1 - \frac{6(\sum d^2)}{N(n^2-1)}$$

Notes:

ρ : Reliability

d : The different of rank correction

N : Number of learners.¹⁶

15 Bambang Setiyadi, *Loc. Cit*, p.19.

Furthermore, to know the degree or the level of the reliability of writing test the researcher consulted with the criteria as follows:¹⁷

1. A very low reliability ranges from 0.00 to 0.19
2. The low reliability ranges from 0.20 to .39
3. An average reliability ranges from 0.40 to 0.59
4. A high reliability ranges from 0.60 to 0.79
5. A very high reliability ranges from 0.80 to 1.00

From the data gained, the reliability of post-test was 0.99. Based on the category, it was known that the reliability of post-test was very high since score of reliability test on 0.80-1.00. The result of reliability of post-test was: 0.99. (See Appendix 12 and 13)

3. Readability of the Test

Readability tests were indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹⁸ To know readability of the procedure test instrument, Kouame's research was followed. The learners were asked to evaluate the instructions of the test and the

16 *Ibid*, p.317.

17 Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.311.

18 Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi-Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p.133.

understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.¹⁹

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.²⁰ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above was 1.89 (lower than 4.46), it means that the instrument was readable. (see appendix 11)

I. Data Analysis

1. Fulfillment of the Assumptions

a. Normality Test

To analyze the data, normality test used to know whether the data is normally distributed or not. According to Sugiyono, the normality test will use to measure whether data in the 1st experimental class and 2nd

19 *Ibid*, p.133.

20 *Ibid*, p.134.

experimental class are normally distributed or not.²¹ The hypotheses for the

normality test are formulated as follows:

H₀: the data are not normally distributed

H_a: the data are normally distributed

- 1) Arrange the samples' data from the lowest until the highest
- 2) Determine the score of Z_i from each datum by using the following

formulation:

$$Z_i = \frac{X_i - \bar{X}}{s}$$

Note:

S: Standard of deviation

X_i : Single datum

\bar{X} : The average score

$$L = \max |F(Z_i) - S(Z_i)|$$

Note:

$$F(Z_i) = P(Z \leq Z_i); Z \sim N(0,1)$$

$S(Z_i)$ = Number proportion $Z \leq Z_i$ towards all of Z_i

- 3) Determine the L_0 score with the highest score compare to the L_0 score

from the table of lilifors.

$$L_0 = L_{(\alpha/n)}$$

- 4) The criteria are as follows:

Refuse Ho if $L_{\text{observed}} > L_{\text{table}}$

Accept Ho if $L_{\text{observed}} \leq L_{\text{table}}$

b. Homogeneity Test

21 Anas Sugiyono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 254.

Homogeneity test was used to know whether the data in 1st experimental class and 2nd experimental class are homogenous or not. The homogeneity test used two variances of *fisher test*.²² We can see the variances as follows:

$$F = \frac{S^2_1}{S^2_2}, \text{ where } S^2 = \frac{\sum (x_i - \bar{x})^2}{(n-1)}$$

F = Homogeneity

S²₁ = the highest variance

S²₂ = the lowest variance

The hypotheses for the homogeneity test are formulated as follows:

H_o : data have not homogenous variances

H_a : data have the homogenous variances

Here are the criteria of homogeneity test:

H_o is refused if $F_{\text{observed}} > F_{\text{table}}$

H_a is accepted if $F_{\text{observed}} \leq F_{\text{table}}$ ²³

c. Hypothetical Test

In this research quantitative analysis was used to know whether there is difference between the use of Free Writing Technique and Clustering technique in increasing the learners' descriptive text writing ability or not. Because the data was taken from homogeneous population and normally

²² Sudjana. *Op.Cit.* p.249.

²³ *Ibid.* p.239.

distributed, the hypothetical was used. The t-test formula was used as follows:

Variance (S^2) will be determined by using the following formula:

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

The formula used in this research was independent sample t-test as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t: The result of calculating all data

\bar{X}_1 : The average score of experimental class 1

\bar{X}_2 : The average score of experimental class 2

S_1^2 : The variance of experimental class 1

S_2^2 : The variance of experimental class 2

n_1 : The learners of experimental class 1

n_2 : The learners of experimental class 2²⁴

The hypothetical formulas are:

Ho: $\mu_1 = \mu_2$ (there was no significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability).

Ha : $\mu_1 \neq \mu_2$ (there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing ability).

Testing criteria:

Ho is accepted if t-observed < t-critical

Ha is accepted if t-observed > t-critical

The steps to use the formula are as follows:

1. Count the mean of both of experimental 1 and experimental class 2 using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M = mean
 $\sum x$ = total score of post-test
 N = number of subject

2. Count of deviation of both of 1st experimental and 2nd experimental class by using the following formula:

$$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$$

Notes:

$\sum x^2$ = average deviation

N = number of subject



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

After having an approval from the headmaster and English teacher at target school, this research was conducted from April until May 2018 through the following stages:

1. Determining the subject of research, i.e. the seventh grade learners at the 2nd semester of SMP IT Ar Raihan Bandar Lampung.
2. Designing pre-test and post-test forms.
3. Determining the research samples by using cluster random sampling.
4. Piloting the readability test (it was given to non-research sample learners).
5. Managing pre-test in order to identify the learners' scores in descriptive text writing ability before the treatments.
6. Analyzing the data acquired from pre-test.
7. Giving treatment to the research samples by comparing learners' descriptive text writing scores which taught through Free Writing Technique and those who taught through Clustering Technique.
8. Organizing post-test in order to identify the learners' scores in descriptive text writing ability after the treatments.
9. Analyzing the data acquired from post-test. It was completed by using manual data calculation.
10. Tested the hypothesis and made the conclusion.

B. Data Description

In line with the syllabus, English was taught twice a week at SMP IT Ar Raihan Bandar Lampung. Before giving the first treatment, pre-test was given to both 1st and 2nd experimental classes which given on May 1st, 2018. The first treatment was conducted in 1st experimental class at 09:30 a.m., while in 2nd experimental class was given at 10:50 a.m. on Tuesday, May 8th, 2018. 1st experimental class consists of 27 learners and in 2nd experimental class also consists of 27 learners. All the learners in both 1st and 2nd experimental classes

were in attendance. Then, on Wednesday, May 9th, 2018 the second treatment was provided in 2nd experimental class at 10:50 am and on the next day second treatment was given to 1st experimental class at 09:30 am. There was no learners absent both in the 1st experimental class and 2nd experimental class.

The last treatment was managed on Tuesday, May 15th, 2018. There was no learner absent in 1st experimental class but one was absent in 2nd experimental class. In 1st experimental class, the treatment began at 09:30 a.m. followed by 2nd experimental class at 10:50 a.m.. For the last meeting, the post-test was provided to the learners in 1st experimental class and 2nd experimental class.

1. Description of the First Treatment

The first treatment was accomplished on Tuesday, May 8th, 2018. In teaching pre-activity, the learners were greeted, they were asked to pray together. Then the attendance list was checked and gave them apperception about the materials. The material about descriptive text including generic structures, and grammatical features was explained in detail both in the 1st and 2nd experimental classes. Besides, Free Writing and Clustering Techniques and the steps how to use them in creating descriptive text were elaborated. The topic for the first meeting was about “describing people”. They seemed nervous at first.

In whilst activity, the learners in the 1st experimental class were required to write descriptive text by using Clustering Technique while the 2nd experimental class used Free Writing Technique. They did it individually. After finishing the project, they submitted it.

In post activity, the reflection was delivered and opportunity for the learners to ask questions related to the material was given.

2. Description of the Second Treatment

The second treatment was done on Wednesday, May 9th, 2018. The result is better than the first one because the learners enjoying the learning process more than before. The learners were given another topic then practiced to create descriptive text by using Clustering Technique for the 1st experimental class and Free Writing Technique for the 2nd experimental class individually. The topic of second meeting was about “describing things”.

In teaching pre-activity, the learners were greeted and asked to pray together. Then the attendance list was checked and apperception about the material was given. Before continuing the lesson, the material was reviewed. In whilst activity, the learners were asked to write a descriptive text individually related to the topic by using Clustering Technique for the 1st experimental class and Free Writing Technique for the 2nd experimental class. Then, they submitted their writing and discussed it together. In post activity, the lesson was summarized and gave a chance to the learners to ask questions related to the material. The learners seemed interested in learning process.

3. Description of the Third Treatment

The third treatment was done on Tuesday, May 15th, 2018. It can be said that the learners' progress in last treatment is better than second treatment, because the learners felt accustomed in teaching learning process through Clustering Technique at the 1st experimental class and Free Writing Technique at the 2nd experimental class. Step by step which must be done by the learners was not hard to be explained. The topic in the last meeting was about “Famous Place in Indonesia”. The learners were given treatment through the same technique.

In pre teaching activity, the learners in the class was greeted, asked them to pray together before teaching and learning process, then attendance list was checked and apperception about the materials was given to the learners. Before continuing the lesson, the material was reviewed. In whilst activity, the learners were asked to make a descriptive text by using Clustering Technique at the 1st experimental class and Free Writing Technique at the 2nd experimental class individually. Then, they submitted their work. In post activity, the lesson was summarized then gave a chance to the learners to ask questions related to the material. In addition, the learners' progress was told since first until last treatment. The learners seemed enjoy the explanation about their progress. The post test was held on the same day as the day for last treatment. In the post test activity, the written test was given.

C. Findings

The research was aimed to know whether there was any difference between the learners' descriptive text writing ability after giving treatment by using Clustering Technique at the 1st experimental class and Free Writing Technique at the 2nd experimental class in this research. The research was conducted on the second semester of the seventh grade at SMP IT Ar Raihan Bandar Lampung. The number of population was 110 learners of the second semester. Two classes as sample of research, they were VII A and VII C. In this case, Cluster Random Sampling was chosen when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

1. Result of Pre-Test and Post-test

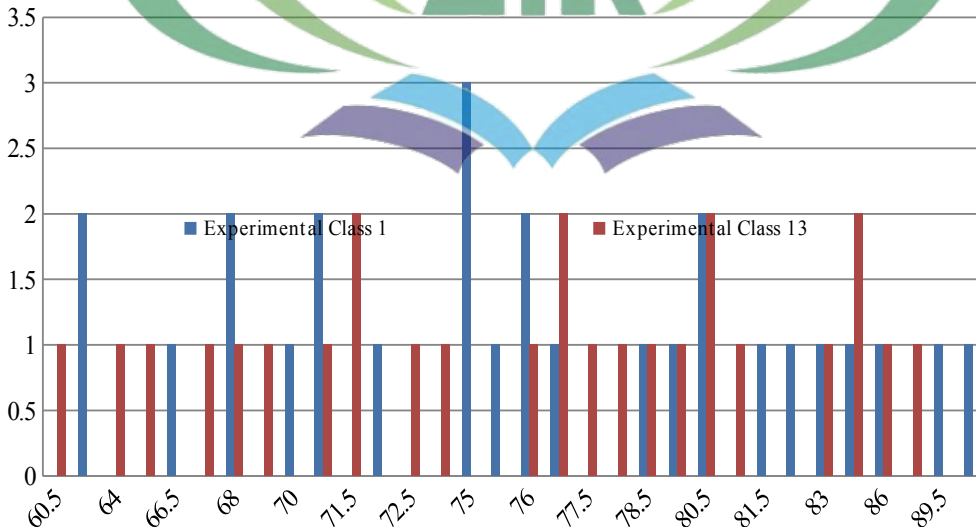
Before conducting three meetings of treatments, the pre-test was given to the learners. Then, after treatments applied, the post-test was conducted to the sample. The pre-test will be given to the learners before treatment and at the end of the program a post-test will be given

both in 1st experimental class and 2nd experimental class in order to find out whether there was significant differences of learners' writing ability between the learner those who are taught through Free Writing and the learners those who are taught through Clustering Technique.

The analysis showed that the mean score of pre-test in 1st experimental class was 68.11. The highest score was 90 and the lowest score was 43.5. The median score was 69.5. While in 2nd experimental class the mean score was 68.01. The highest score was 84.5 and the lowest score was 46. The median score was 66.25. (see appendix 17)

Mean score of post-test in 1st experimental class was 76.26. The highest score was 92,5 and the lowest score was 63. The median score was 76 and mode score was 75. While in 2nd experimental class the mean score was 75.74. The highest score was 87,5 and the lowest score was 60,5. The median score was 77 and mode score was 71.5. (see appendix 18)

Learner's Score of Post Test in 1st Experimental Class and 2nd Experimental Class



2. Result of Normality Test

The normality test was used to measure whether the data in the 1st experimental class

and in the 2nd experimental class were normally distributed or not. The score of normality test for post-test of both classes were marked by $L_{observed}$.

The hypothesis formulas as follows:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution

The criteria acceptance:

H_a is refused if $L_{observed} > L_{critical}$ it means that the distribution of the data is not normal.

H_0 is accepted if $L_{observed} \leq L_{critical}$ it means that the distribution of the data is normal.

Table 5
Normality of the Pre Test in 1st Experimental Class and 2nd Experimental Class

Class	Pre-Test		Calculation
	$L_{observe}$	$L_{critical}$	
1 st Experimental	0.10122	0.1610	Normal
2 nd Experimental	0.08278	0.1610	Normal

Based on the Table 5, it can be seen that in the 1st experimental class and 2nd experimental class showed if $L_{observe} < L_{critical}$. So, the calculation is normal. (See appendix 19 and 20)

Table 6
Normality of the Post Test in 1st Experimental Class and 2nd Experimental Class

Class	Post-Test		Calculation
	$L_{observe}$	$L_{critical}$	
1 st Experimental	0.0727	0.1610	Normal
2 nd Experimental	0.0675	0.1610	Normal

Based on the Table 6, it can be seen that in the 1st experimental class and 2nd experimental class showed if $L_{observe} < L_{critical}$. So, the calculation is normal. (See appendix 21 and 22)

3. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

H_0 : data have the homogenous variances

H_a : data have not homogenous variances

The criteria acceptance:

H_0 is accepted if $F_{\text{observed}} < F_{\text{critical}}$, it means that the variance of the data is homogenous.

H_a is refused if $F_{\text{observed}} \geq F_{\text{critical}}$, it means that the variance of the data is not homogenous.

Table 7
Homogeneity of 1st Experimental Class and 2nd Experimental Class

	The biggest Variance (1 st Experimental Class)	The smallest Variance (2 nd Experimental Class)	F_{observed}	F_{critical}	Calculation
Pre-Test	186.0833	93.2977	1.88733	1.9	Homogenous
Post-Test	56.7379	49.7764	1.13986	1.9	Homogenous

Based on Table 7, it can be seen that the result of pre test was 1.88733 and the result of post-test was 1.13986, while the F_{critical} at the significant level of 0.05 is 1.9. It proves that H_0 is accepted because F_{observed} is $< F_{\text{critical}}$. It means that the variance of the data is homogenous. (See appendix 23 and 24)

4. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the following t-test by independent t-test for hypothetical of test was used.

The hypotheses as follows:

H_0 : There was no significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text Writing Ability at the Seventh Grade of Second Semester at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018.

H_a : There was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text Writing Ability at the Seventh Grade of Second Semester at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018.

The criteria of the test as follows:

H_0 is refused, if the score of $T_{\text{observed}} < T_{\text{critical}}$, on other case H_a administered.

H_a is accepted, if the score of $T_{\text{observed}} > T_{\text{critical}}$, with $\alpha = 0.05$ (5%)

The result was showed in table 8 below:

Table 8

The Result of Hypothesis Test

The Difference	T-observed	T-critical	Conclusion
	10.189	2.056	Significant

In this case the significant level of 0.05 was used. Based on the result of T-test calculation (Table 8), it showed that T-observed was higher than T-critical; the result was $10.189 > 2.056$ which means that H_a was accepted because $T_{\text{observed}} > T_{\text{criteria}}$. Thus, it can be assumed that there was significant difference between using Free Writing and Clustering Technique in increasing learners' descriptive text writing ability. (see Appendix 25)

D. Discussion

English was taught twice a week at SMP IT Ar Raihan Bandar Lampung. Before giving the first treatment, pre-test was given to both 1st and 2nd experimental classes which given on May 1st, 2018. The first treatment was conducted in 1st experimental class at 09:30 a.m., while in 2nd experimental class was given at 10:50 a.m. on Tuesday, May 8th, 2018. 1st experimental class consists of 27 learners and in 2nd experimental class also consists of 27 learners. All the learners in both 1st and 2nd experimental classes were in attendance. Then, on Wednesday, May 9th, 2018 the second treatment was provided in 2nd experimental class at 10:50 am and on the next day second treatment was given to 1st experimental class at 09:30 am. There was no learners absent both in the 1st experimental class and 2nd experimental class.

The last treatment was managed on Tuesday, May 15th, 2018. There was no learner absent in 1st experimental class but one was absent in 2nd experimental class. In 1st experimental class, the treatment began at 09:30 a.m. followed by 2nd experimental class at 10:50 a.m.. For the last meeting, the post-test was provided to the learners in 1st experimental class and 2nd experimental class. The learners seemed so excited.

Based on the research that had been conducted, there was a significant difference between the use of Free Writing Technique and Clustering Technique in increasing the learners' Descriptive Text Writing Ability at the Seventh Grade of Second Semester at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/2018. It can be seen from the result of teaching writing by using Clustering gave better and higher result than by using Free Writing Technique. Nonetheless, all of learners in the 1st experimental class and 2nd experimental class gave good response. They showed their enthusiastic in teaching learning process especially teaching through Free Writing and Clustering Technique.

After the treatments and post-test were conducted, it can be said that there is significant difference between the 1st experimental class which was taught through Clustering Technique and 2nd experimental class which was taught through Free Writing Technique. The result of teaching descriptive text writing through Clustering Technique is higher than those who were taught through Free Writing Technique. It could be seen the mean score of post-test in 1st experimental class was 76.26 and in 2nd experimental class was 75.74.

Based on data analysis and the testing of hypothesis, the result of the calculation showed that the null hypothesis (H_0) is refused while the alternative hypothesis (H_a) is accepted. The data analysis showed that the result of T-test is 10.189 and the result of T-critical is 2.056. Because the $t_{\text{observed}} > t_{\text{critical}}$, it means that there was significant different achievement between the learners who are taught by using Free Writing Technique and those who are taught by using Clustering Technique towards learners' descriptive text writing ability.

From the analysis above, it can be concluded that the learners who obtained high frequency of Clustering get better result than Free Writing. So, in this case, it can be said that Clustering Technique is good technique in motivating the learners in learning English, especially in descriptive text writing. Likewise, Clustering Technique can improve learners' descriptive text writing.

It is supported by the previous research which has done by Sri Wayuni. It says that this technique is effective to solve the problem because learners usually get difficulties to develop their idea in writing activity due to lack of vocabulary and grammar. Furthermore, this technique is suitable for the teachers if they want to improve their learners' score and help to create plans before

writing something.¹ Herein, by using Clustering Technique in the teaching and learning writing skill can help the learners to be better in writing.

As mentioned in the holy Quran on surah Ali-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا آيَةً لِّرِجَالٍ يَدْعُونَ إِلَى الْبِرِّ ۖ أَذْهَبُوا بِاللَّيْلِ مِنَ الْمَدِينَةِ فَأَنبَتُوا الْبَصِيطَ ۖ وَجَاءَ الْفَوْزُ بِغَيْرِ الْحَرْبِ ۗ وَأَلْفَ مَوْجِبَاتٍ ۗ أَلَمْ يُجِيبْ أَسْفَلَ الْوَادِي ۖ وَأَلْفَ مَوْجِبَاتٍ ۗ أَلَمْ يُجِيبْ أَسْفَلَ الْوَادِي ۖ وَأَلْفَ مَوْجِبَاتٍ ۗ أَلَمْ يُجِيبْ أَسْفَلَ الْوَادِي ۖ وَأَلْفَ مَوْجِبَاتٍ ۗ

“And Allah made it not except as (a sign of) good tidings for you and to reassure your heart thereby. And victory is not except from Allah, the Exalted in Might, the Wise” (QS. Ali-Imran 3:126)²

To make learners think freely about what they are going to write and help them in generating ideas, the teacher should give the method or technique in order to help them write well. Al ‘aziizi in this verse means as an assist (technique) which is used to help the learners in learning writing. In this case, Clustering Technique motivates the learners to be more active in writing process. It was proven by the post-test score of the learners which is higher when write through Clustering Technique than Free Writing Technique.

Thus, it can be concluded that Clustering Technique is a good technique to be implemented to help learners in creating plans before writing and also increasing their score especially writing score.

¹ Sri Wahyuni, *The Influence of Using Clustering Technique towards Students' Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Tanggamus, Lampung*, Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Raden Intan Lampung, 2016. p.66.

² Allama Abdulah Yusuf Ali, *The Holy Quran: Arabic Text with English Translation* (New Delhi: Millat Book Center, 2006), p.66.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The data statistically has been analyzed. Based on the outcome, it can be concluded that there is improvement of learners' descriptive text writing in the post-test score of 1st experimental class (Clustering Technique). Meanwhile, there is no improvement of learners' descriptive text which can be seen from the learners' post-test score at 2nd experimental class (Free Writing Technique). The mean score of post-test in 1st experimental class is statistically higher than the post-test in 2nd experimental class.

It can be concluded that there is difference of learners' descriptive text writing outcome between those who were taught through Free Writing Technique and those who were taught through Clustering Technique. It is supported by $T_{observed} > T_{critical}$ is $10.189 > 2.056$ which means that there is advantages of using Clustering Technique towards learners' descriptive text writing at the second semester of the seventh grade at SMP IT Ar Raihan Bandar Lampung in the Academic Year of 2017/ 2018.

B. Suggestion

1. For the Teacher

- a. Clustering Technique as an alternative technique of the teaching process is a good way to be implemented at the seventh grade of SMP IT Ar Raihan Bandar Lampung to improve learners' descriptive text writing ability.
- b. Using Clustering Technique in teaching English writing of descriptive text is recommended for English teachers, especially for junior high school to attract learners' interest and as solution in learning English.

2. For the Learners

- a. The learners should learn and be more serious in learning English in order to develop their descriptive text writing skill.
- b. The learners should practice the language they have learned whether with their friends and teacher.

3. For the School

- a. The school should provide more modern media when teaching English so they will be interested in learning process.
- b. The school should provide other facilities for the learners to practice English competency.

- c. The school should provide more English books to be read by learners, so they can increase their knowledge.

4. For the Other Researcher

- a. In this research Free Writing Technique and Clustering Technique were applied to increase learners' descriptive text writing ability. The other researcher can use those two techniques more effectively if the time is enough, so after giving Free Writing and Clustering Technique, they can give explanation more clearly by face to face with the learners.
- b. In this research, the treatments had done in three meetings. Other researchers can spend more time in giving the treatments to the learners so that the targets can get more exercises.
- c. In this research, Free Writing and Clustering Technique were used to help the learners of junior high school, especially in descriptive text writing. Further researchers can implement these techniques in different level of learners, senior high school for instance.
- d. The research was focused on comparison between Free Writing Technique and Clustering Technique in increasing learners' descriptive text writing ability. Therefore, it is suggested for the next researcher to compare between Free Writing and Clustering Technique in increasing other English skills such as listening, speaking, or reading skill.

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APPENDICES



Appendix 1

The Result of Interview with the English Teacher in Preliminary Research

Interviewer : Tri Handayani

Interviewee : Rika Damayanti, S.Pd

Day/ date : Monday, January 29th 2018

Time : 14.00 a.m

Place : SMP IT Ar Raihan Bandar Lampung

No	Questions	Answer	Conclusion
1	How long have you been teaching English?	Formally, I have been teaching English for two years in this school, SMP IT Ar Raihan.	Based on preliminary research, the teacher teaching English since 2015.
2	Can you explain your experience in teaching English, especially in teaching writing descriptive text?	Okay. Actually my experience is just so so. In teaching descriptive text, firstly we have to attract the students with their interest. For example from animals, plants, flowers. And then after they are feeling excited enough, then we come to the next level that is teaching them the vocabularies related to the descriptive text. They have to describe by their own word first, and then after that we explain exactly the technique in writing descriptive text.	The teacher attracts the students with their interest. And then the teacher will teach them the vocabularies related to something that they interest in.
3	Do you have problem in teaching writing descriptive text?	Yes, of course. Almost all the students have the same problem. The problem was the vocabularies of the students are very poor. They often speak in Indonesian because they don't understand the vocabulary. So it is one of the difficulties.	The teacher's problem when teach descriptive text is vocabularies and motivation of the students.

		Besides, the students' motivation is low. Because at first they think that English is hard, so it will be difficult in reality. So the problem is vocabularies and motivation.	
4	Do you have methods strategies, techniques and methods in teaching writing?	Yes I have. Honestly I don't know the name, when I teach descriptive text I share the picture first to the student. And then, they have to give one word related to the picture or other realia.	The teacher used media such as picture and realia when teaching writing.
5	What is the suitable technique in teaching writing descriptive text based on your opinion?	The suitable technique especially for junior high school is works in pair or divides them into groups. It will be fun for students of junior high school like them.	The suitable technique in teaching writing based on the teacher is works in pair or group.
7	Do they have problem in understanding descriptive text material?	Yes, of course. Not only in understanding descriptive text, but also most of the kind of text such as report, procedure, and narrative they usually found problem. As I said before, about the students' motivation to read, at first when they see the long text they will be dizzy. Moreover, when I asked to write something it will be more difficult.	Yes they have. The students' motivation in learning English is low.
8	What are the things that become big problems or difficulties for the learners in writing?	Maybe from the teacher, maybe the suitable technique that has to apply by the teacher is the problem. Because, applying suitable technique it is still difficult for the teacher. The motivation of the students is also the big problem. Because most of the students prefer to study other subject such as	Several problems for the learners in understanding and making descriptive text are the suitable technique didn't apply by the teacher and the students' motivation is low.

		sport and art.	
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Appendix 2

Students' Questionnaires

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujurnya dan se jelas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk pengisian:

1. Tulislah nama (data pribadi) anda dalam kolom yang telah disediakan.
2. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
3. Berilah tanda silang (X) pada alternatif jawaban yang telah disediakan sesuai dengan keadaan anda.

Keterangan Alternatif Jawaban:

1. S : Setuju
2. SS : Sangat Setuju
3. N : Normal
4. TS : Tidak Setuju
5. STS : Sangat Tidak Setuju

Responden :

Kelas :



Berilah tanda silang (X) pada alternatif jawaban yang telah disesuaikan dengan kondisi yang kalian alami.

NO	PERTANYAAN	KETERANGAN				
		S	SS	N	TS	STS
1	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya menulis					
2	Saya mampu menempatkan tanda baca yang tepat					
3	Saya mampu mengembangkan paragraph sesuai dengan topik					
4	saya mampu menyesuaikan bentuk waktu (tenses) dalam menyusun paragraf tertentu					
5	Saya mampu menulis menggunakan pilihan kosakata yang sesuai dengan konteks					
6	Saya mampu merangkai paragraph berkesinambungan satu sama lain					
7	Saya menemukan kesulitan ketika akan menulis sesuatu					
8	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris					

Appendix 3

THE RESULT OF QUESTIONNAIRES

NO	Statement	Explanation					Conclusion
		A	SA	N	D	SD	
1	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya menulis	27.4 %	22.1%	16%	18.7%	15.8%	Most of the students faced difficulties in learning writing
2	Saya mampu menempatkan tanda baca yang tepat	20.2%	12.1%	9.1%	34.2 %	24.4%	Most of the students cannot use the right punctuation
3	Saya mampu mengembangkan paragraph sesuai dengan topik	12.3%	17.8%	21.5%	26%	22.4%	Most of the students cannot elaborate the paragraph
4	Saya mampu menyesuaikan bentuk waktu (tenses) dalam menyusun paragraf tertentu	13.2%	7.3%	11.2%	36.6 %	31.7%	Most of the students faced difficulties in grammar
5	Saya mampu menulis menggunakan pilihan kosakata yang sesuai dengan konteks	29.3%	12.1%	9.8%	31.4 %	17.4%	Most of the students have low vocabulary
6	Saya mampu merangkai paragraph berkesinambungan satu sama lain	28.6%	2%	19.5%	12.3%	37.6 %	Most of the students faced problem in making paragraph coherently
7	Saya sering merasa malas ketika belajar bahasa Inggris khususnya menulis	24.4 %	17%	18.1%	21.5%	19%	Most of the students did not feel bored when learning writing
8	Saya menemukan kesulitan ketika akan menulis sesuatu	29.3%	38.9 %	17.2%	14.6%	0%	Most of the students found the difficulties when they are going to write.
9	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris	11.2%	7.3%	13.2%	36.6 %	31.7%	Most of the students did not like the technique which used by the teacher in teaching writing.

Note:

A : Agree

D : Disagree

SA : Strongly Agree

SD : Strongly Disagree

N : Normal

Appendix 4

Students' Score of Writing

Kelas : Abu Bakar As Shidiq (VII-A)

No.	Nama Peserta	JK	Nilai
1	Aliya Luthfiya Ramadhani	P	70
2	Ayu Rachmadani	P	80
3	Cinta Putri Aulia Nugroho	P	70
4	Dimas Kusumo Budi Nugroho	L	55
5	Dzakia Zahranni Putria Subing	P	60
6	Earlene Nur Athifah Prasetyo	P	85
7	Intan Maya Sanita	P	85
8	Jessica Claribella	P	75
9	Kresna Dimas Abiyasa	L	80
10	M. Hanif Firjananda	L	60
11	M. Mustafa Fagan	L	40
12	Majdi Fathi Abdulloh	L	60
13	Muhammad Azka Syuhada	L	65
14	Muhammad Farisi Suyitno	L	85
15	Muhammad Nabil Risky Fauzan	L	65
16	Muhammad Zaki Fadlillah Ara	L	75
17	Nabila Marsya	P	80
18	Nadya Syifa Taufik	P	70
19	Nailah Kalyca Yulfia	P	55
20	Radin Ghina Aisiya Syarel	P	90
21	Raisya Putri Wijaya	P	85
22	Rameyza Elya	P	80
24	Rizqi Adittiya	L	80
25	Sabda Eka Ayandy	L	65
26	Surya Iqbal Haqqu Malik	L	65
27	Tengku Rafif Rahmadhana S	L	70
28	Umabhika Rofie Atmaja	L	70

Bandar Lampung, 30 Agustus 2017
Guru Mata Pelajaran,

Rika Damayanti, S.Pd
30061108082

Students' Score of Writing

Kelas : Umar Bin Khattab (VII-B)

No.	Nama Peserta	JK	Nilai
1	Adn Mafaazat	P	70
2	Aisyah Safira	P	90
3	Alodia Gita Pratiwi	P	65
4	Alya Zahra	P	75
5	Amru Rizky Alvarrel	L	50
6	Andina Salsabila	P	65
7	Athaya Salsabila	P	70
8	Aurel Vanessa Putri	P	80
9	Denaya Azzahra	P	50
11	Kalycha Tivona	P	70
12	Lilian Dara Dianta	P	65
13	M. Fariz Az Zikra	L	80
14	M. Kevin Abd. Fathir	L	65
15	M. Raja Fahlevy	L	60
16	M. Rizky Subagia Ramadhan	L	80
17	Mar Atus Shaleha	P	60
18	Marchel Nabil Falih	L	70
19	Muhammad Daffa Alva Rezel D	L	50
20	Muhammad Omar Sajid	L	95
21	Muhammad Rizky Putra R	L	60
22	Mustika Ayu Sanova	P	55
23	Nasuha Haris Putri	P	85
24	Putri Naiya Ramadhani	P	65
25	Ramadhanta Anando Raharjo	L	80
26	Revalina Utami Salsabilla	P	60
27	Syafalah Rezky Arrajab	L	60
28	Zaleta Puananta	P	75

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Students' Score of Writing

Kelas : Utsman Bin Affan (VII-C)

No.	Nama Peserta	JK	Nilai
1	Achmad Aqeel Ansori	L	70
2	Adinda Farhani Sumali	P	65
3	Adinda Maharatu Syahadat	P	75
4	Afifah Rahmadini	P	75
5	Ahmad Ihsan Maulana	L	65
6	Daffa Asmara Santha	P	85
7	Ellora Arshinta Putri Agung	P	80
8	Ergi Zakariel Ferdinand	L	80
9	Esa Firmany	L	85
10	Faiza Azmi Amansyah	L	50
11	Fazila Nayyara Gusmana Ayu	P	60
12	Ghaban Fata Ahmad	L	90
13	Hawa Nayra	P	55
14	Intan Eka Safitri	P	60
15	Javier Rakha Mangunang N	L	60
16	Malik Fajar	L	50
17	Muhammad Ariq Rizqullah	L	35
18	Mutiara Pinkan Prayendri	P	70
19	Nadya Ajeng Ayu Setiyawan	P	60
20	Najla Tiara Ramdhani	P	70
21	Najwa Maharani	P	90
22	Rahma Aulia Putri	P	60
23	Rayhan Mohammad Rizqy A	L	65
24	Syaqina Anindia Gusvi	P	75
25	Tegar Dewantara Adif	L	70
26	Willson Raihan Mahardika	L	70
27	Ze Sterra Skipper Dalopez	L	80

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Students' Score of Writing

Kelas : Ali Bin Abi Thalib (VII-D)

No.	Nama Peserta	JK	Nilai
1	Adinda Nadia Purnamasari	P	55
2	Afifullah Ajuna Putra	L	50
3	Aghnia Fauziyah Harahap	P	60
4	Aryasatya Widyatna Akbar	L	85
5	Bintang Mulia Syarief	L	75
6	Dian Baitissa	P	55
7	Friza Naufal Zaky	L	80
8	Hafizh Al Fayyadh	L	90
9	Khansa Sabira Kurnia	P	75
11	M. Rafi Athallah Putra Neandri	L	45
12	M. Rava Yusri Divanka	L	80
13	Malika Aziza Ayudya	P	60
14	Mudham Matan	L	75
15	Muhammad Abi Satria Pradinata	L	80
16	Muhammad Emir	L	75
17	Muhammad Fathir Rizqi	L	75
18	Muhammad Iqbal Syaiful Hidayat	L	45
19	Muhammad Nazer Putra	L	60
20	Muhammad Nino Farhansyah	L	85
21	Nahla Putri Areta	P	95
22	Neo Patriot Islam	L	70
23	Richter Abednego Nussy	L	65
24	Shahira Ratu Aqeela	P	60
25	Surya Alsistani Mashaq	L	80
26	Tania Calista Syafitri	P	75
27	Zevima Alwa	P	70
28	M. Zaki Daffa	L	60

Bandar Lampung, 30 Agustus 2017
Guru Mata Pelajaran,

Rika Damayanti, S.Pd
30061108082

Appendix 5

SILABUS PEMBELAJARAN

Sekolah : SMP IT Ar Raihan

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi :12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat 2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan teks fungsional. 4. Tanda Baca 5. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: <i>noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative</i> 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis	Menulis teks fungsional pendek berbentuk : - Instruksi - Daftar barang - Pengumuman - Ucapan Selamat • Menulis kalimat sederhana	Test tulis Tes tulis Penugasan	Melengkapi Menyusun kata acak Esai bebas Tugas rumah	1. <i>Complete the sentences</i> 2. <i>Rearrange the words into good sentences</i> 3. <i>Write down your own shopping list based on the situation given.</i> 4. <i>Write down list of instructions to be on time to</i>	4x40 menit	- Buku teks - Alat peraga - Tempat-tempat umum yang ada teks fungsional

		fungsional pendek 5. Membuat teks tulis fungsional pendek dipimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas			<i>school</i> 5. Write a greeting card to your friend on his/her birthday Listen and make a draft of retelling descriptive/procedure text			
Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar	Teks monolog berbentuk <i>Descriptive / procedure</i> <i>Unsur bahasa terkait teks.</i>	1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang	Melengkapi teks <i>- descriptive</i> <i>- procedure</i> Menyusun teks Menulis teks	Tes tulis	melengkapi menyusun teks	1. Complete the blank spaces Correctly. 2. Arrange the jumbled sentences into a good descriptive/procedure	6x40 menit	Buku teks Alat peraga Teks otentik

<p>dan berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/ procedure</i></p>	<ul style="list-style-type: none"> • <i>Langkah retorika terkait teks.</i> • <i>Spelling</i> • <i>Tanda baca</i> 	<p>berkaitan dengan penulisan teks monolog deskriptif / prosedur</p> <p>3. Memperhatikan dan membaca teks deskriptif / prosedur.</p> <p>4. Menulisi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.</p> <p>5. Menulisi teks deskriptif / prosedur dengan struktur teks yang benar.</p>	<p>berbentuk - <i>Descriptive/ procedure</i></p>	<p>Esai</p>	<p><i>text</i></p> <p>3. <i>Write down a simple descriptive/procedure text based on the picture / with your own words</i></p>		
<p>Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>							

Acknowledged,
Head Master of SMP IT Ar Raihan

ZAIYAD NAMIRI, M. Pd. I
NIK. 30061108031

Appendix 6

LESSON PLAN

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive Text
 Time Allocation : 2 x 40 minutes
 Meeting : 1

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
2. Able to mention and identify the generic structure of descriptive text.
3. Able to arrange the paragraph into a correct descriptive text.
4. Able to make sentence in form of simple present tense relating to the theme

given.

5. Able to make descriptive text.

E. Materials

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describing physical, appearance, quality, behavior, etc.

3. Language Features

- Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)

- Adjectives (example: strong, tall, short, etc.)

- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

I have a favorite singer. His name is Maher Zain. He was born on 16th July 1981 in Tripoli, Lebanon. He is 37 years old now. He is a muslim singer. Many of his song was sang with English, but there are some was sang with various language like Arabic, Urdu, France, Turkish, Malay, and even Indonesia.

Description ⇒

Maher Zain is one of the biggest stars in modern Islamic music. He is handsome. He is tall and strong. His nose is pointed. He has black hair, short, and straight hair. His eyes are small and brown. He has tick eyebrows. There are some characteristics that make him has many fans. He is strong religious muslim man. He is kind to every people, whatever they rich or poor. Besides, he is a diligent man. He always learns more about islam. He also a humble man, that is why everyone likes him.

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Clustering Technique

Clustering is making visual map to produce a topic related to each other. In the early stages of planning, an essay should be composed in order to find subtopic in a topic of to organize information. After that we may try and discard several clusters before find the suitable one.

G. Activities

NO	Learning Activity	Time Allocation
1.	Pre Activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming the students' mind. • The teacher informs the students about the material that they are going to learn. 	10 minutes

2.	<p>Main Activity</p> <p>Exploration:</p> <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains the concept of clustering technique. • The teacher writes several names on the whiteboard. Example: Maher Zain, Agnes Mo, Jokowi, etc. • The students mention vocabularies related to Maher Zain. • The teacher writes the vocabulary around the topic give it line and then circled it. • Teacher helps the students to understand word cases such as verb, noun, and adjective related to the people. • Teacher gives the simple example of descriptive with all the information collected. <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives a piece of paper to all the students. • Students write the topic related to the topic given by the teacher. • The students write the topic at the center of paper, and then circled it. • The students write several vocabularies related to the topic around the topic. • The students give lines connector between the topic and vocabularies related to the topic. • The students write the word classes of the vocabularies on the paper (<i>noun, verb, and adjective</i>) • The teacher asks several students to come in front of the class to present it on the whiteboard. • The teacher asks the students to make a simple sentences related to the vocabularies then make the complete descriptive text from the sentences. <p>Example: <i>Maher Zain is a muslim singer. He is tall and handsome.</i></p>	60 minutes
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	<p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • The teacher re-explains a little about descriptive text. 	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them what they have got and what they have learnt. • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	10 minutes

H. Source and Media

- 1) Source : Priyana, Joko, dkk. Scaffolding: English for Junior High School Grade VII. 2008. Jakarta.
- 2) Media : Whiteboard, power-point and piece of paper.

I. Scoring

1. Technique : Written
2. Form : Paragraph

J. Scoring Instrument

NO	The Element of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language	25
5.	Mechanics	5
	Total	100

K. Scoring Process

a. Scoring Technique

- Attitude : Observation

- Knowledge : Written and Oral
- b. Remedial
- Remedial will be done by the students whose Standard Competence do not complete yet.
 - Remedial will be done by give the students an assignment.
- c. Enrichment
- For those who standard competence already achieved will give enrichment.

Bandar Lampung, 4th July 2018

Acknowledged,
English Teacher

Students

RIKA DAMAYANTI, S.Pd
NIK. 300061108082

TRI HANDAYANI
NPM. 1411040371

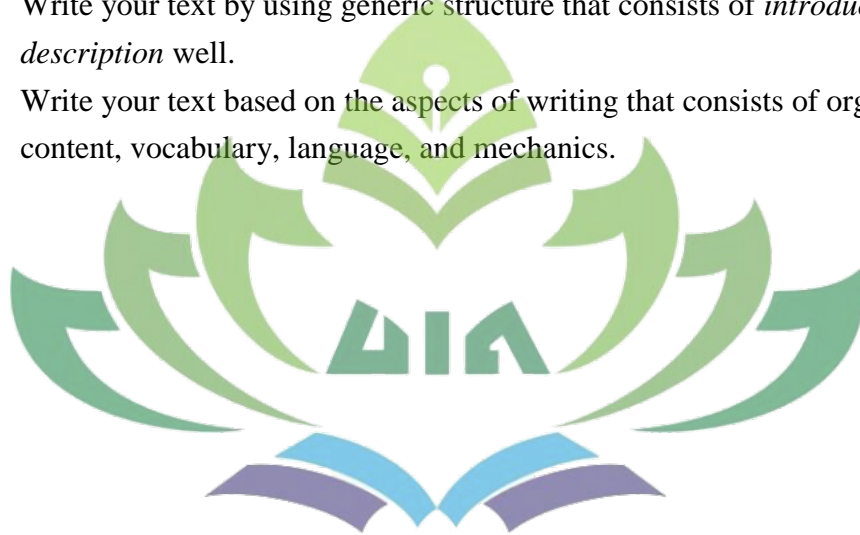
Acknowledged,
Head Master of SMP IT Ar Raihan

ZAIYAD NAMIRI, M. Pd. I
NIK. 30061108031

Appendix

Test 1

1. Write a descriptive text related to the topics provided.
 - a. Jokowi
 - b. Justin Bieber
 - c. Agnez Mo
 - d. Afgan
 - e. Raisha
2. Write your text by using generic structure that consists of *introduction* and *description* well.
3. Write your text based on the aspects of writing that consists of organization, content, vocabulary, language, and mechanics.



LESSON PLAN

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive Text
 Time Allocation : 2 x 40 minutes
 Meeting : 2

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
2. Able to mention and identify the generic structure of descriptive text.
3. Able to arrange the paragraph into a correct descriptive text.
4. Able to make sentence in form of simple present tense relating to the theme

given.

5. Able to make descriptive text.

E. Materials

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describing physical, appearance, quality, behavior, etc.

3. Language Features

• Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

• Particular nouns (example: teacher, house, my rabbit, etc.)

• Adjectives (example: strong, tall, short, etc.)

• Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

Description ⇒

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I washed it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Clustering Technique

Clustering is making visual map to produce a topic related to each other. In the early stages of planning, an essay should be composed in order to find subtopic in a topic of to organize information. After that we may try and discard several clusters before find the suitable one.

G. Activities

NO	Learning Activity	Time Allocation
1.	Pre Activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming the students' mind. • The teacher informs the students about the material that they are going to learn. 	10 minutes
2.	Main Activity Exploration: <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains the concept of clustering technique. 	60 minutes

	<ul style="list-style-type: none"> • The teacher writes several names of things on the whiteboard. Example: doll, bicycle, umbrella, book, etc. • The students mention vocabularies related to Doll. • The teacher writes the vocabulary around the topic give it line and then circled it. • Teacher helps the students to understand word cases such as verb, noun, and adjective related to the things. • Teacher gives the simple example of descriptive with all the information collected. <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives a piece of paper to all the students. • Students write the topic related to the topic given by the teacher. • The students write the topic at the center of paper, and then circled it. • The students write several vocabularies related to the topic around the topic. • The students give lines connector between the topic and vocabularies related to the topic. • The students write the word classes of the vocabularies on the paper (<i>noun, verb, and adjective</i>) • The teacher asks several students to come in front of the class to present it on the whiteboard. • The teacher asks the students to make simple sentences related to the vocabularies then make the complete descriptive text from the sentences. Example: <i>Teddy bear is a doll, it is a cute and adorable doll.</i> <p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • The teacher re-explains a little about descriptive text. 	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them what they have got and what they have learnt. 	10 minutes

	<ul style="list-style-type: none"> • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	
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H. Source and Media

- 1) Source : Priyana, Joko, dkk. Scaffolding: English for Junior High School Grade VII. 2008. Jakarta.
- 2) Media : Whiteboard, power-point and piece of paper.

I. Scoring

1. Technique : Written
2. Form : Paragraph

J. Scoring Instrument

NO	The Element of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language	25
5.	Mechanics	5
	Total	100

K. Scoring Process

a. Scoring Technique

- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.

Bandar Lampung, 4th July 2018

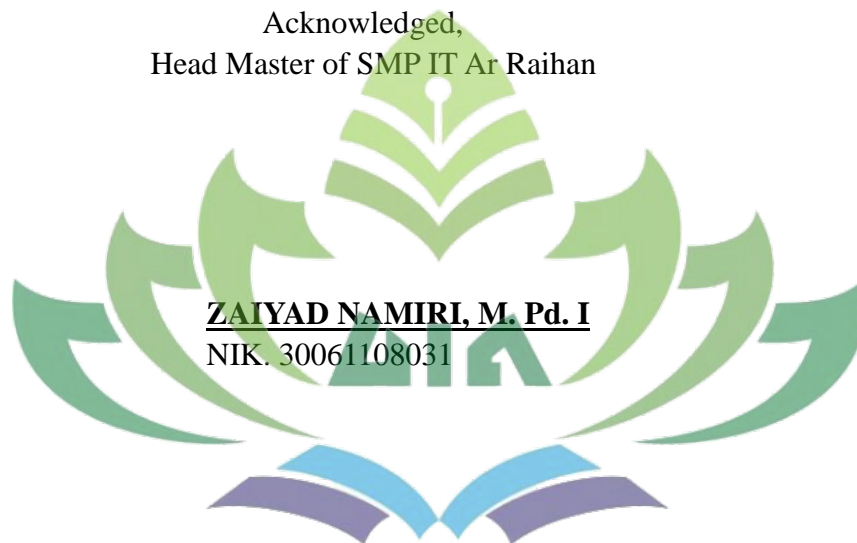
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English Teacher

Students

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NIK. 300061108082

TRI HANDAYANI
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Head Master of SMP IT Ar Raihan

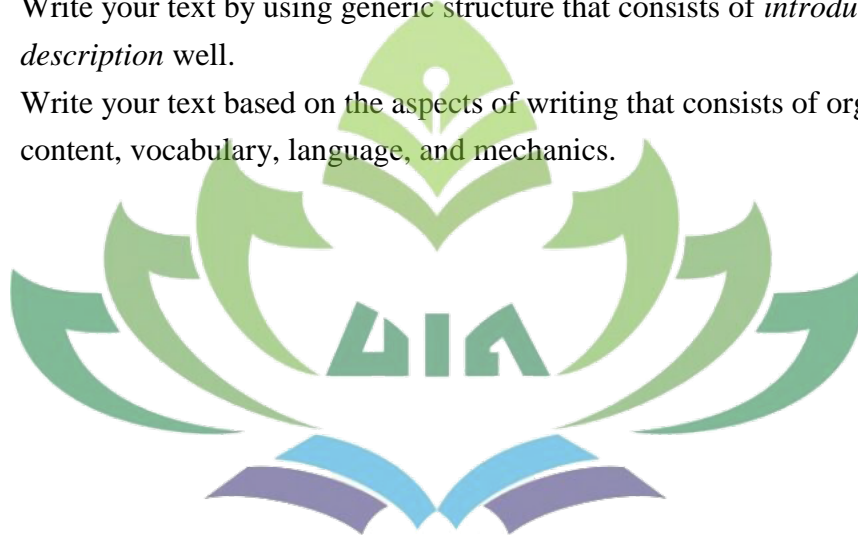


ZAIYAD NAMIRI, M. Pd. I
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Appendix

Test 1

1. Write a descriptive text related to the topics provided.
 - a. Bicycle
 - b. Bag
 - c. Shoes
 - d. Robot
 - e. Book
2. Write your text by using generic structure that consists of *introduction* and *description* well.
3. Write your text based on the aspects of writing that consists of organization, content, vocabulary, language, and mechanics.



LESSON PLAN

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive Text
 Time Allocation : 2 x 40 minutes
 Meeting : 3

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
2. Able to mention and identify the generic structure of descriptive text.
3. Able to arrange the paragraph into a correct descriptive text.
4. Able to make sentence in form of simple present tense relating to the theme

given.

5. Able to make descriptive text.

E. Materials

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describing physical, appearance, quality, behavior, etc.

3. Language Features

- Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)

- Adjectives (example: strong, tall, short, etc.)

- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

My classroom is large and always clean. We sweep it every morning.

My classroom located in front of the teachers office. It is beside the science laboratory. It has twenty tables. There are forty chairs and there is a big whiteboard in front of the class. There is a teacher near the whiteboard. We put a vase on it. And there is a big clock on the wall

Description \Rightarrow

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Clustering Technique

Clustering is making visual map to produce a topic related to each other. In the early stages of planning, an essay should be composed in order to find subtopic in a topic of to organize information. After that we may try and discard several clusters before find the suitable one.

G. Activities

NO	Learning Activity	Time Allocation
1.	<p>Pre Activity</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming the students' mind. • The teacher informs the students about the material that they are going to learn. 	10 minutes
2.	<p>Main Activity</p> <p>Exploration:</p> <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains the concept of clustering technique. • The teacher writes several places on the whiteboard. Example: Market, Classroom, etc. • The students mention vocabularies related to Class Room 	60 minutes

	<ul style="list-style-type: none"> • The teacher writes the vocabulary around the topic give it line and then circled it. • Teacher helps the students to understand word cases such as verb, noun, and adjective related to the people. • Teacher gives the simple example of descriptive with all the information collected. <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives a piece of paper to all the students. • Students write the topic related to the topic given by the teacher. • The students write the topic at the center of paper, and then circled it. • The students write several vocabularies related to the topic around the topic. • The students give lines connector between the topic and vocabularies related to the topic. • The students write the word classes of the vocabularies on the paper (<i>noun, verb, and adjective</i>) • The teacher asks several students to come in front of the class to present it on the whiteboard. • The teacher asks the students to make simple sentences related to the vocabularies then make the complete descriptive text from the sentences. Example: <i>The classroom is located in front of teachers office.</i> • The teacher gives the students the post-test. <p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • The teacher re-explains a little about descriptive text. 	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them 	10 minutes

	<p>what they have got and what they have learnt.</p> <ul style="list-style-type: none"> • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	
--	---	--

H. Source and Media

1) Source : Priyana, Joko, dkk. Scaffolding: English for Junior High School Grade VII. 2008. Jakarta.

2) Media : Whiteboard, power-point and piece of paper.

I. Scoring

1. Technique : Written

2. Form : Paragraph

J. Scoring Instrument

NO	The Element of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language	25
5.	Mechanics	5
	Total	100

K. Scoring Process

a. Scoring Technique

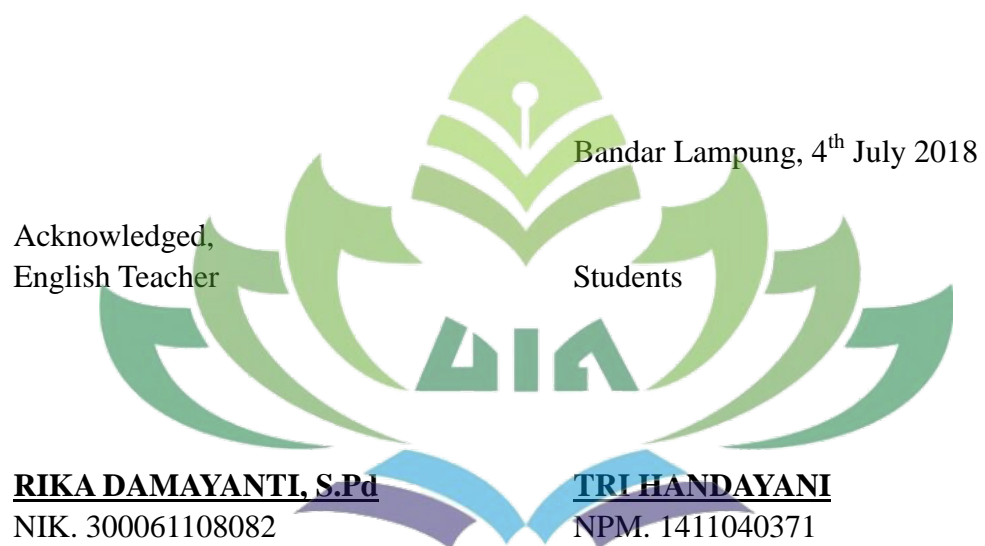
- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.



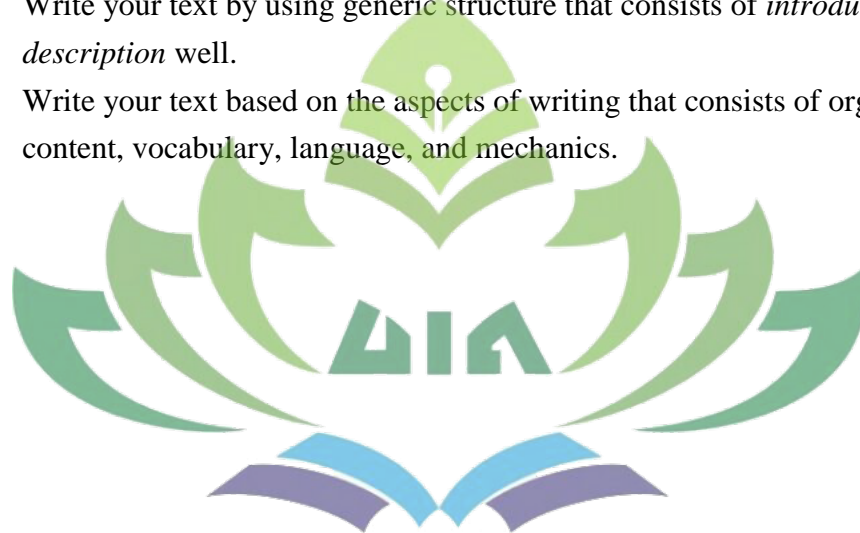
Acknowledged,
Head Master of SMP IT Ar Raihan

ZAIYAD NAMIRI, M. Pd. I
NIK. 30061108031

Appendix

Test 1

1. Write a descriptive text related to the topics provided.
 - a. Station
 - b. Dining Room
 - c. Kitchen
 - d. Hospital
 - e. Canteen
2. Write your text by using generic structure that consists of *introduction* and *description* well.
3. Write your text based on the aspects of writing that consists of organization, content, vocabulary, language, and mechanics.



Appendix 7**LESSON PLAN**

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive text
 Time Allocation : 2 x 40 minutes
 Meeting : 1

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
2. Able to mention and identify the generic structure of descriptive text.
3. Able to arrange the paragraph into a correct descriptive text.
4. Able to make sentence in form of simple present tense relating to the theme

given.

5. Able to make descriptive text.

E. Materials

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describing physical, appearance, quality, behavior, etc.

3. Language Features

• Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

• Particular nouns (example: teacher, house, my rabbit, etc.)

• Adjectives (example: strong, tall, short, etc.)

• Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

I have a favorite singer. His name is Maher Zain. He Was born on 16th July 1981 in Tripoli, Lebanon. He is 37 years old now. He is a muslim singer. Many of his song was sang with English, but there are some was sang with various language like Arabic, Urdu, France, Turkish, Malay, and even Indonesia.

Description →

Maher Zain is one of the biggest stars in modern Islamic music. He is handsome. He is tall and strong. His nose is pointed. He has black hair, short, and straight hair. His eyes are small and brown. He has tick eyebrows. There are some characteristics that make him has many fans. He is strong religious muslim man. He is kind to every people, whatever they rich or poor. Besides, he is a diligent man. He always learns more about islam. He also a humble man, that is why everyone likes him.

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Free Writing Technique

Free writing is a technique in which you write freely about a topic because you will look for a specific focus. It is a simple process which is the basic for other discovery techniques.

G. Activities

NO	Learning Process	Time Allocation
1.	Pre-Activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming of students' mind. 	15 minutes

	<ul style="list-style-type: none"> • The teacher writes “Maher Zain” on the whiteboard. • The teacher asks the students to think about the word or sentence related to topic quickly in the limit of time. • The teacher writes the ideas that have been collected by the students. 	
2.	<p>Main Activity</p> <p>Exploration:</p> <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains about the concept of free writing technique. • The teacher gives simple example of descriptive text about describing people through free writing technique. <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives the lottery about the topic of descriptive text to the students. • Each student picks one lottery. • The teacher asks the students to write word or sentences related to the topic. • The teacher asks the students to make a descriptive text based on the ideas that have been collected by the students before. <p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • .The teacher re-explain a little about descriptive text. 	55 minutes
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them what they have got and what they have learnt. • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	10 minutes

H. Source and Media

- 1) Source : Priyana, Joko, dkk. Scaffolding: English for Junior High School Grade VII. 2008. Jakarta.
- 2) Media : Whiteboard, power-point and lottery.

I. Scoring

1. Technique : Written
2. Form : Paragraph

J. Scoring Instrument

NO	The Element of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language	25
5.	Mechanics	5
	Total	100

K. Scoring Process

a. Scoring Technique

- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.

Bandar Lampung, 4th July 2018

Acknowledged,
English Teacher

Students

RIKA DAMAYANTI, S.Pd
NIK. 300061108082

TRI HANDAYANI
NPM. 1411040371

Acknowledged,
Head Master of SMP IT Ar Raihan

ZAIYAD NAMIRI, M. Pd. I
NIK. 30061108



Appendix

Test 1

1. Write a descriptive text related to the topics provided.
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 - b. Justin Bieber
 - c. Agnez Mo
 - d. Afgan
 - e. Raisha
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LESSON PLAN

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive text
 Time Allocation : 2 x 40 minutes
 Meeting : 2

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B. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/ procedure*.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
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D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
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5. Able to make descriptive text.

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DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

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Describing physical, appearance, quality, behavior, etc.

3. Language Features

• Simple present tense

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• Particular nouns (example: teacher, house, my rabbit, etc.)

• Adjectives (example: strong, tall, short, etc.)

• Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

Description ⇒

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I washed it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Free Writing Technique

Free writing is a technique in which you write freely about a topic because you will look for a specific focus. It is a simple process which is the basic for other discovery techniques.

G. Activities

NO	Learning Process	Time Allocation
1.	<p>Pre-Activity</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming of students' mind. • The teacher writes "Doll" on the whiteboard. • The teacher asks the students to think about the word or sentence related to topic quickly in the limit of time. • The teacher writes the ideas that have been collected by the students. 	15 minutes
2.	<p>Main Activity</p> <p>Exploration:</p> <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains about the concept of free writing technique. 	55 minutes

	<ul style="list-style-type: none"> • The teacher gives simple example of descriptive text about describing things through free writing technique. <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives the lottery about the topic of descriptive text to the students. • Each student picks one lottery. • The teacher asks the students to write word or sentences related to the topic. • The teacher asks the students to make a descriptive text based on the ideas that have been collected by the students before. <p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • .The teacher re-explain a little about descriptive text. 	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them what they have got and what they have learnt. • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	10 minutes

H. Source and Media

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I. Scoring

1. Technique : Written
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J. Scoring Instrument

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1.	Content	30
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K. Scoring Process

a. Scoring Technique

- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
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c. Enrichment

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Bandar Lampung, 4th July 2018

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English Teacher

Students

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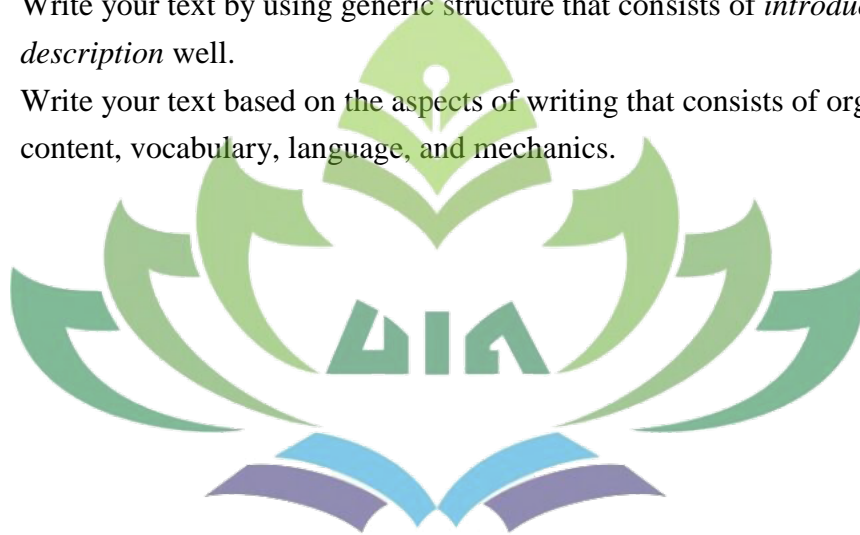
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1. Write a descriptive text related to the topics provided.
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 - c. Shoes
 - d. Robot
 - e. Book
2. Write your text by using generic structure that consists of *introduction* and *description* well.
3. Write your text based on the aspects of writing that consists of organization, content, vocabulary, language, and mechanics.



LESSON PLAN

School : SMP IT Ar Raihan Bandar Lampung
 Class/ Semester : VII (Seventh) /2nd
 Subject : English
 Aspect of Skill : Writing
 Topic : Descriptive text
 Time Allocation : 2 x 40 minutes
 Meeting : 3

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

B. Basic Competence

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.

C. Indicator Achievement

1. Define descriptive text.
2. Mention and identify the generic structure of descriptive text.
3. Arrange the paragraph into descriptive text.
4. Make sentence relating to the theme.
5. Make descriptive text.

D. Outcomes

At the end of the learning process the students are expected to:

1. Able to define descriptive text.
2. Able to mention and identify the generic structure of descriptive text.
3. Able to arrange the paragraph into a correct descriptive text.
4. Able to make sentence in form of simple present tense relating to the theme

given.

5. Able to make descriptive text.

E. Materials

DESCRIPTIVE TEXT

1. Definition of Descriptive Text

The part that describes the person in details (for example how he/she looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and leg). Sometimes a descriptive text has a general comment at the end, for example: He is a good person and we love him very much.

2. Generic Structure

➤ Identification

The statement which describing an object that will be described and description give the describing about an object such as location, means of transport, people, weather, size, etc.

➤ Description

Describing physical, appearance, quality, behavior, etc.

3. Language Features

- Simple present tense

-Using adjective

S + to be + Adj

She is beautiful

-Using noun phrases

S + V + Adj + N

That is a big building!

- Particular nouns (example: teacher, house, my rabbit, etc.)

- Adjectives (example: strong, tall, short, etc.)

- Adverbials (example: at the tree house, in the forest, etc.)

Example of Descriptive text:

Identification ⇒

My classroom is large and always clean. We sweep it every morning.

Description ⇒

My classroom located in front of the teachers office. It is beside the science laboratory. It has twenty tables. There are forty chairs and there is a big whiteboard in front of the class. There is a teacher near the whiteboard. We put a vase on it. And there is a big clock on the wall.

4. Communicative Function

To describe a particular person, place or thing.

F. Technique: Free Writing Technique

Free writing is a technique in which you write freely about a topic because you will look for a specific focus. It is a simple process which is the basic for other discovery techniques.

G. Activities

NO	Learning Process	Time Allocation
1.	<p>Pre-Activity</p> <ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads to pray together. • The teacher checks the student's attendance list. • The teacher raises the brainstorming of students' mind. • The teacher writes "Classroom" on the whiteboard. • The teacher asks the students to think about the word or sentence related to topic quickly in the limit of time. • The teacher writes the ideas that have been collected by the students. 	15 minutes
2.	<p>Main Activity</p> <p>Exploration:</p> <ul style="list-style-type: none"> • The teacher explains about the definition, generic structure and language features of descriptive text. • The teacher explains about the concept of free writing technique. • The teacher gives simple example of descriptive text about 	55 minutes

	<p>describing place through free writing technique.</p> <p>Elaboration:</p> <ul style="list-style-type: none"> • The teacher gives the lottery about the topic of descriptive text to the students. • Each student picks one lottery. • The teacher asks the students to write word or sentences related to the topic. • The teacher asks the students to make a descriptive text based on the ideas that have been collected by the students before. • The teacher gives the students the post-test. <p>Confirmation:</p> <ul style="list-style-type: none"> • The teacher asks the students whether any difficulties or not. • The teacher re-explain a little about descriptive text. 	
3.	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher arises the students reflection by asking them what they have got and what they have learnt. • The teacher asks the problem that faced by students in understanding descriptive text. • The teacher gives the summary. • Pray together • The teacher closes the class while greeting the students. 	10 minutes

H. Source and Media

- 1) Source : Priyana, Joko, dkk. Scaffolding: English for Junior High School Grade VII. 2008. Jakarta.
- 2) Media : Whiteboard, power-point and lottery.

I. Scoring

1. Technique : Written
2. Form : Paragraph

J. Scoring Instrument

NO	The Element of Writing	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language	25
5.	Mechanics	5
	Total	100

K. Scoring Process

a. Scoring Technique

- Attitude : Observation
- Knowledge : Written and Oral

b. Remedial

- Remedial will be done by the students whose Standard Competence do not complete yet.
- Remedial will be done by give the students an assignment.

c. Enrichment

- For those who standard competence already achieved will give enrichment.

Acknowledged,
English Teacher

Bandar Lampung, 4th July 2018

Students

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Acknowledged,
Head Master of SMP IT Ar Raihan

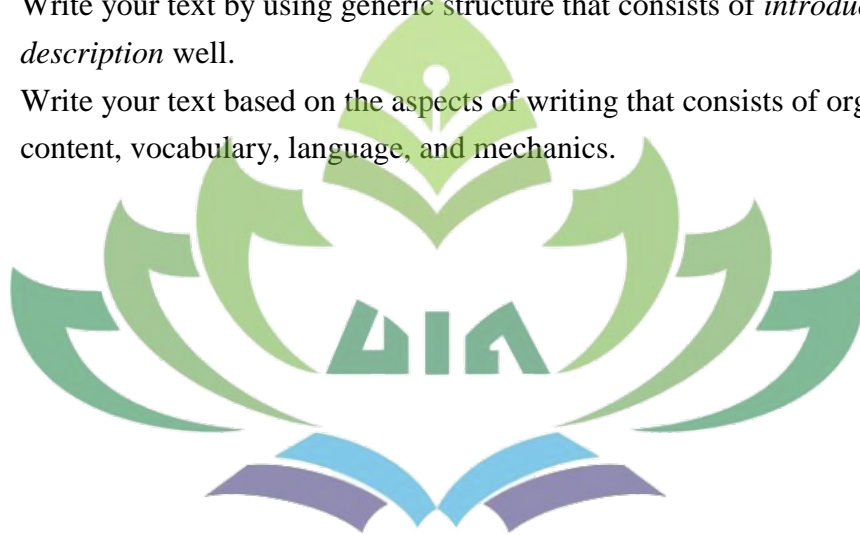
ZAIYAD NAMIRI, M. Pd. I

NIK. 30061108031

Appendix

Test 1

1. Write a descriptive text related to the topics provided.
 - a. Station
 - b. Dining Room
 - c. Kitchen
 - d. Hospital
 - e. Canteen
2. Write your text by using generic structure that consists of *introduction* and *description* well.
3. Write your text based on the aspects of writing that consists of organization, content, vocabulary, language, and mechanics.



Appendix 9

EXPERT VALIDATION FORM WRITING TEST

Direction:

For each question, please give your response by ticking (V) a box representing your choice.

No	Questions	Yes	No	Comments
1.	Do the themes appropriate?			
2.	Do the indicators in the test instrument have covered generic structure that consists of introduction and description?			
3.	Do the indicators in the test instrument have covered all the aspect of writing that consists of content, organization, vocabulary, language, and mechanics?			
4.	Does the time allocation quite effective?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....

.....

.....

Validator

Rika Damayanti, S.Pd



READIBILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Questions	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahi tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction dan description?				
3.	Apakah anda memahami aspect of writing yang terdiri dari content, organization, vocabulary, language, and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item that is difficult to read.**

Appendix 10

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Questions	Yes	No	Scale (1-10)	Comment
1.	Apakah anda memahi tema yang diberikan?				
2.	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari introduction dan description?				
3.	Apakah anda memahami aspect of writing yang terdiri dari content, organization, vocabulary, language, and mechanics?				
4.	Apakah anda memahami alokasi waktu yang diberikan?				

***1 describes an item is easy to read and 10 describes an item that is difficult to read.**

Appendix 11

The Result of Readability of the Writing Test

N O	Code	Scale				Total	Averag e
		1	2	3	4		
1	T-1	2	2	3	1	8	2
2	T-2	2	2	2	1	7	1.75
3	T-3	1	1	3	2	7	1.75
4	T-4	2	2	3	2	9	2.25
5	T-5	2	2	1	2	7	1.75
6	T-6	1	3	2	1	7	1.75
7	T-7	2	2	2	1	7	1.75
8	T-8	2	2	3	2	9	2.25
9	T-9	2	1	4	1	8	2
10	T-10	1	2	2	2	7	1.75
11	T-11	1	1	2	1	5	1.25
12	T-12	1	2	1	2	6	1.5
13	T-13	2	2	2	2	8	2
14	T-14	3	2	3	2	10	2.5
15	T-15	2	4	3	1	10	2.5
16	T-16	2	1	4	1	8	2
17	T-17	1	1	5	2	9	2.25
18	T-18	1	2	2	1	6	1.5
19	T-19	1	1	2	2	6	1.5
20	T-20	2	2	2	1	7	1.75
21	T-21	1	3	3	1	8	2
22	T-22	2	2	3	2	9	2.25
23	T-23	2	2	2	1	7	1.75
24	T-24	1	2	2	1	6	1.5
25	T-25	1	1	1	2	5	1.25
26	T-26	2	3	3	2	10	2.5
27	T-27	1	2	2	1	6	1.5
28	T-28	2	3	3	1	9	2.25
Total Mean							211
Mean							1.89

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

Based on the mean of the items (instrument) of writing text above the mean is 1.89 (lower than 4.46) it means that the instrument is readable.



Appendix 12

The Reliability for Pre-Test in Experimental Class 1

NO	Criteria	Score		Rank		D(R1-R2)	D2	
		R1	R2	R1	R2			
1	Content	517	556	1	1	0	0	
2	Organization	377	487	3	2	1	1	
3	Vocabulary	353	382	4	4	0	0	
4	Language	469	401	2	3	-1	1	
5	Mechanics	84	86	5	5	0	0	
Total								2

The statistical formula:

$$\rho = 1 - \frac{\sum_{i=1}^6 D_i^2}{6(2)}$$

$$\rho = 1 - \frac{12}{27(729-1)}$$

$$\rho = 1 - \frac{12}{27 \times 728}$$

$$\rho = 1 - \frac{12}{19656}$$

$$\rho = 1 - 0,0006105$$

$$\rho = 0.999389$$

The result of reliability for Post Test in Experimental Class 1 was 0.999389 and the criteria of reliability were very high.

Appendix 13

The Reliability for Post-Test in Experimental Class 1

NO	Criteria	Score		Rank		D(R1-R2)	D2	
		R1	R2	R1	R2			
1	Content	566	621	1	1	0	0	
2	Organization	419	540	3	2	1	1	
3	Vocabulary	400	432	4	4	0	0	
4	Language	503	452	2	3	-1	1	
5	Mechanics	90	96	5	5	0	0	
Total								2

The statistical formula:

$$\rho = 1 - \frac{\sum_{i=1}^k D_i^2}{n(n^2 - 1)}$$

$$\rho = 1 - \frac{6(2)}{27(729 - 1)}$$

$$\rho = 1 - \frac{12}{27 \times 728}$$

$$\rho = 1 - \frac{12}{19656}$$

$$\rho = 1 - 0,0006105$$

$$\rho = 0.999389$$

The result of reliability for Post Test in Experimental Class 1 was 0.999389 and the criteria of reliability were very high.



Appendix 14

The Reliability for Pre-Test in Experimental Class 2

NO	Criteria	Score		Rank		D(R1-R2)	D2
		R1	R2	R1	R2		
1	Content	523	551	1	1	0	0
2	Organization	385	393	3	2	1	1
3	Vocabulary	357	394	4	4	0	0
4	Language	448	478	2	3	-1	1
5	Mechanics	86	92	5	5	0	0
Total							2

The statistical formula:

$$\rho = 1 - \frac{\sum D^2}{6n}$$

$$\rho = 1 - \frac{6(2)}{27(729-1)}$$

$$\rho = 1 - \frac{12}{27 \times 728}$$

$$\rho = 1 - \frac{12}{19656}$$

$$\rho = 1 - 0,0006105$$

$$\rho = 0.999389$$

The result of reliability for Post Test in Experimental Class 1 was 0.999389 and the criteria of reliability were very high.

Appendix 15

The Reliability for Post-Test in Experimental Class 2

NO	Criteria	Score		Rank		D(R1-R2)	D2
		R1	R2	R1	R2		
1	Content	857	630	1	1	0	0
2	Organization	422	520	3	2	1	1
3	Vocabulary	398	432	4	4	0	0
4	Language	481	454	2	3	-1	1
5	Mechanics	86	92	5	5	0	0
Total							2

The statistical formula:

$$\rho = 1 - \frac{\sum D^2}{6n}$$

$$\rho = 1 - \frac{6(2)}{27(729-1)}$$

$$\rho = 1 - \frac{12}{27 \times 728}$$

$$\rho = 1 - \frac{12}{19656}$$

$$\rho = 1 - 0,0006105$$

$$\rho = 0.999389$$

The result of reliability for Post Test in Experimental Class 1 was 0.999389 and the criteria of reliability were very high.



Appendix 16

List of Sample of the Research

Experimental Class 1			Experimental Class 2	
No	Code	Name	Code	Name
1	E1 - 1	Aliya Luthfiya Ramadhani	E2 - 1	Achmad Aqeel Ansori
2	E1 - 2	Ayu Rachmadani	E2 - 2	Adinda Farhani Sumali
3	E1 - 3	Cinta Putri Aulia Nugroho	E2 - 3	Adinda Maharatu Syahadat
4	E1 - 4	Dimas Kusumo Budi Nugroho	E2 - 4	Afifah Rahmadini
5	E1 - 5	Dzakia Zahranni Putria Subing	E2 - 5	Ahmad Ihsan Maulana
6	E1 - 6	Earlene Nur Athifah Prasetyo	E2 - 6	Daffa Asmara Santha
7	E1 - 7	Intan Maya Sanita	E2 - 7	Ellora Arshinta Putri Agung
8	E1 - 8	Jessica Claribella	E2 - 8	Ergi Zakariel Ferdinand
9	E1 - 9	Kresna Dimas Abiyasa	E2 - 9	Esa Firmany
10	E1 - 10	M. Hanif Firjananda	E2 - 10	Faiza Azmi Amansyah
11	E1 - 11	M. Mustafa Fagan	E2 - 11	Fazila Nayyara Gusmana Ayu
12	E1 - 12	Majdi Fathi Abdulloh	E2 - 12	Ghaban Fata Ahmad
13	E1 - 13	Muhammad Azka Syuhada	E2 - 13	Hawa Nayra
14	E1 - 14	Muhammad Farisi Suyitno	E2 - 14	Intan Eka Safitri
15	E1 - 15	Muhammad Nabil Risky Fauzan	E2 - 15	Javier Rakha Mangunang N
16	E1 - 16	Muhammad Zaki Fadlillah Ara	E2 - 16	Malik Fajar
17	E1 - 17	Nabila Marsya	E2 - 17	Muhammad Ariq Rizqullah
18	E1 - 18	Nadya Syifa Taufik	E2 - 18	Mutiara Pinkan Prayendri
19	E1 - 19	Nailah Kalyca Yulfia	E2 - 19	Nadya Ajeng Ayu Setiyawan
20	E1 - 20	Radin Ghina Aisiya Syarel	E2 - 20	Najla Tiara Ramdhani
21	E1 - 21	Raisya Putri Wijaya	E2 - 21	Najwa Maharani
22	E1 - 22	Rameyza Elya	E2 - 22	Rahma Aulia Putri
23	E1 - 23	Rizqi Adittiya	E2 - 23	Rayhan Mohammad Rizqy A
24	E1 - 24	Sabda Eka Ayandy	E2 - 24	Syaqina Anindia Gusvi
25	E1 - 25	Surya Iqbal Haquq Malik	E2 - 25	Tegar Dewantara Adif
26	E1 - 26	Tengku Rafif Rahmadhana S	E2 - 26	Willson Raihan Mahardika
27	E1 - 27	Umabhika Rofie Atmaja	E2 - 27	Ze Sterra Skipper Dalopez

Appendix 17

Score Pre-Test of Experimental Class 1 and Experimental Class 2

No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1 - 1	22	25	18	17	18	15	19	18	3	3	80	78	79
2	E1 - 2	17	20	15	16	10	15	16	20	3	3	61	74	67.5
3	E1 - 3	27	26	18	20	18	18	22	20	4	5	89	89	89
4	E1 - 4	15	17	12	12	12	13	18	17	3	3	60	62	61
5	E1 - 5	23	25	18	18	18	17	22	20	3	3	84	83	83.5
6	E1 - 6	20	25	13	15	10	14	20	18	3	4	66	76	71
7	E1 - 7	17	20	10	12	12	12	18	18	3	3	60	65	62.5
8	E1 - 8	26	25	18	17	16	17	17	22	3	3	80	84	82
9	E1 - 9	13	13	8	8	7	8	13	13	3	2	44	43	43.5
10	E1 - 10	15	18	10	10	8	7	10	13	3	3	46	51	48.5
11	E1 - 11	20	22	18	18	18	15	21	20	3	3	80	78	79
12	E1 - 12	18	18	10	10	10	13	10	10	3	3	51	54	52.5
13	E1 - 13	23	20	14	16	10	13	20	20	3	3	70	72	71
14	E1 - 14	20	23	13	14	13	13	18	18	3	3	67	71	69
15	E1 - 15	13	15	9	8	12	12	17	17	3	3	54	45	49.5
16	E1 - 16	18	20	15	14	12	15	15	20	3	3	63	72	67.5
17	E1 - 17	21	20	12	15	17	17	17	19	3	3	70	74	72
18	E1 - 18	13	18	12	15	12	17	20	20	3	3	50	73	61.5
19	E1 - 19	13	15	10	10	8	13	8	8	3	3	42	52	47
20	E1 - 20	25	27	17	20	17	18	22	23	4	4	85	92	88.5
21	E1 - 21	17	20	13	18	15	15	20	23	3	4	68	80	74
22	E1 - 22	27	27	20	18	17	19	21	23	4	4	89	91	90
23	E1 - 23	20	22	18	19	17	17	22	20	3	3	70	75	72.5
24	E1 - 24	21	23	13	15	14	16	19	18	3	3	70	75	72.5
25	E1 - 25	18	17	17	17	10	10	17	18	3	3	65	65	65
26	E1 - 26	20	20	16	17	12	13	17	18	3	3	68	71	69.5
27	E1 - 27	15	15	10	12	10	10	10	13	3	3	48	53	50.5
1	E2 - 1	20	21	10	12	10	15	13	15	3	3	56	66	61
2	E2 - 2	25	24	18	18	19	18	20	19	4	3	86	82	84
3	E2 - 3	20	23	15	16	15	15	18	17	3	4	71	75	73
4	E2 - 4	24	24	15	16	13	14	17	20	3	3	72	77	74.5
5	E2 - 5	13	15	10	12	12	10	13	15	3	3	39	56	47.5
6	E2 - 6	17	19	13	14	14	13	17	17	3	3	64	66	65
7	E2 - 7	25	28	15	17	15	15	18	20	3	3	73	83	78
8	E2 - 8	23	25	15	17	15	18	18	20	3	4	74	84	79
9	E2 - 9	17	20	12	15	16	17	14	15	3	3	62	70	66
10	E2 - 10	27	25	15	14	15	15	17	17	3	4	77	75	76

11	E2 - 11	18	15	15	15	15	14	15	15	4	4	67	63	65
12	E2 - 12	20	21	15	17	15	13	15	17	3	4	68	72	70
13	E2 - 13	13	15	12	14	14	15	18	19	3	3	60	66	63
14	E2 - 14	27	25	15	15	15	15	15	15	4	4	76	74	75
15	E2 - 15	20	23	15	18	15	17	17	20	3	3	70	81	75.5
16	E2 - 16	18	20	13	13	15	13	17	17	3	3	66	66	66
17	E2 - 17	13	13	10	12	13	15	15	17	3	3	53	60	56.5
18	E2 - 18	17	20	13	14	12	15	18	19	3	4	63	72	67.5
19	E2 - 19	19	25	13	15	13	15	17	19	3	4	65	68	66.5
20	E2 - 20	13	14	10	10	12	12	17	18	3	3	55	57	56
21	E2 - 21	23	25	15	15	17	15	20	20	3	4	78	79	78.5
22	E2 - 22	28	25	15	18	18	18	20	19	4	4	85	84	84.5
23	E2 - 23	16	13	14	16	15	15	17	15	3	3	65	64	64.5
24	E2 - 24	18	20	14	15	14	14	17	19	4	4	67	72	69.5
25	E2 - 25	13	13	8	9	10	10	15	18	3	2	49	43	46
26	E2 - 26	18	20	10	12	15	15	15	18	3	3	61	68	64.5
27	E2 - 27	18	20	12	13	13	12	15	18	3	4	61	67	64



Appendix 18

Score Post-Test of Experimental Class 1 and Experimental Class 2

No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E1 - 1	25	26	17	18	17	17	20	22	3	4	82	87	84.5
2	E1 - 2	22	23	16	17	15	16	19	21	4	4	76	81	78.5
3	E1 - 3	27	27	19	20	17	19	24	23	4	5	91	94	92.5
4	E1 - 4	17	19	14	16	14	15	18	20	4	4	67	74	70.5
5	E1 - 5	25	27	18	19	17	18	19	22	4	3	83	89	86
6	E1 - 6	21	25	16	15	14	16	15	16	3	3	69	75	72
7	E1 - 7	19	20	15	17	12	16	17	17	3	4	66	74	70
8	E1 - 8	23	25	18	18	17	19	18	19	4	4	80	85	82.5
9	E1 - 9	16	18	12	13	12	13	17	19	3	3	60	66	63
10	E1 - 10	18	20	14	15	14	14	14	18	3	3	63	70	66.5
11	E1 - 11	25	27	17	18	14	16	20	21	4	4	80	86	83
12	E1 - 12	19	23	16	17	14	16	19	20	3	4	71	80	75.5
13	E1 - 13	24	24	16	18	17	17	19	20	3	3	79	82	80.5
14	E1 - 14	22	25	13	15	14	14	18	21	4	4	71	79	75
15	E1 - 15	19	19	11	10	12	13	18	19	3	3	63	63	63
16	E1 - 16	23	26	12	15	13	15	20	20	3	3	71	79	75
17	E1 - 17	20	24	13	15	11	13	17	17	3	3	64	72	68
18	E1 - 18	18	20	16	16	15	16	20	23	3	3	72	78	75
19	E1 - 19	14	19	12	16	15	15	19	20	3	3	63	73	68
20	E1 - 20	26	27	17	18	16	18	24	24	4	5	87	92	89.5
21	E1 - 21	21	24	18	20	16	17	18	20	3	4	76	85	80.5
22	E1 - 22	21	21	14	18	15	17	18	20	4	4	72	80	76
23	E1 - 23	20	22	18	18	16	17	19	21	3	4	76	82	79
24	E1 - 24	20	22	18	17	16	16	18	19	3	3	75	77	76
25	E1 - 25	20	21	16	18	17	17	19	20	3	3	75	79	77
26	E1 - 26	24	27	17	18	16	16	19	20	3	3	79	84	81.5

27	E1 - 27	17	20	16	17	14	16	17	18	3	3	67	74	70.5
1	E2 - 1	22	25	14	16	16	17	18	19	3	4	73	81	77
2	E2 - 2	24	25	18	18	17	18	20	21	4	4	83	86	84.5
3	E2 - 3	22	24	17	17	14	16	19	20	3	3	75	80	77.5
4	E2 - 4	26	28	17	18	17	17	21	23	4	4	85	90	87.5
5	E2 - 5	18	20	14	16	12	15	17	18	3	3	64	72	68
6	E2 - 6	19	22	16	16	13	15	17	17	3	3	68	73	70.5
7	E2 - 7	27	28	17	18	15	16	18	20	3	4	80	86	83
8	E2 - 8	23	25	17	18	15	17	18	18	3	3	76	81	78.5
9	E2 - 9	20	22	16	17	16	18	19	20	3	3	74	80	77
10	E2 - 10	24	27	16	17	16	16	17	19	3	3	76	82	79
11	E2 - 11	18	20	15	16	14	16	19	19	3	3	69	74	71.5
12	E2 - 12	23	23	15	17	16	16	17	19	3	3	74	78	76
13	E2 - 13	20	23	14	16	15	15	17	19	3	3	69	76	72.5
14	E2 - 14	24	27	17	17	15	16	18	20	3	4	77	84	80.5
15	E2 - 15	22	25	16	18	14	16	18	20	3	4	73	83	78
16	E2 - 16	19	21	16	17	13	16	17	18	3	3	68	75	71.5
17	E2 - 17	14	18	15	17	12	15	15	18	3	3	59	71	65
18	E2 - 18	25	26	18	18	15	16	17	19	3	4	78	83	80.5
19	E2 - 19	27	27	17	18	17	17	20	21	4	4	85	87	86
20	E2 - 20	15	17	13	15	13	15	17	17	3	3	61	67	64
21	E2 - 21	23	26	17	18	16	17	18	20	3	4	77	85	81
22	E2 - 22	25	25	16	18	15	16	17	19	4	4	77	82	79.5
23	E2 - 23	16	18	12	12	12	13	15	17	3	3	58	63	60.5
24	E2 - 24	26	27	15	18	16	17	20	22	4	4	81	88	84.5
25	E2 - 25	15	17	15	16	15	15	17	19	3	3	65	70	67.5
26	E2 - 26	20	23	16	17	15	16	17	19	3	3	71	78	74.5
27	E2 - 27	18	21	13	15	14	15	18	19	3	3	66	73	69.5

Appendix 19

Normality Test Score Pre-Test of Experimental Class 1

NO	X	X ²	Mean	S	Z	K	Table	F(z)	R	S(z)	Lo
1	43.5	1892.25	68.1111	13.3	-1.85045	0.5	0.4678	0.0322	1	0.037037	-0.004
2	47	2209	68.111	13.3	-1.5873	0.5	0.4429	0.0571	2	0.0740741	-0.016
3	48.5	2352.25	68.111	13.3	-1.47451	0.5	0.4292	0.0708	3	0.1111111	-0.040
4	49.5	2450.25	68.111	13.3	-1.39933	0.5	0.4177	0.0823	4	0.1481481	-0.065
5	50.5	2550.25	68.111	13.3	-1.32414	0.5	0.4066	0.0934	5	0.1851852	-0.091
6	52.5	2756.25	68.111	13.3	-1.17376	0.5	0.379	0.121	6	0.2222222	-0.10
7	61	3721	68.111	13.3	-0.53469	0.5	0.2019	0.2981	7	0.2592593	0.0388
8	61.5	3782.25	68.111	13.3	-0.49709	0.5	0.1879	0.3121	8	0.2962963	0.0158
9	62.5	3906.25	68.111	13.3	-0.42189	0.5	0.1625	0.3375	9	0.3333333	0.0041
10	65	4225	68.111	13.3	-0.23391	0.5	0.091	0.409	10	0.3703704	0.0386
11	67.5	4556.25	68.111	13.3	-0.04594	0.5	0.016	0.484	12	0.4444444	0.0395
12	67.5	4556.25	68.111	13.3	-0.04594	0.5	0.016	0.484	12	0.4444444	0.0395
13	69	4761	68.111	13.3	0.06683	0.5	0.0239	0.5239	13	0.4814815	0.0424
14	69.5	4830.25	68.111	13.3	0.104427	0.5	0.0398	0.5398	14	0.5185185	0.0212
15	71	5041	68.111	13.3	0.217209	0.5	0.0832	0.5832	16	0.5925926	-0.009
16	71	5041	68.111	13.3	0.217209	0.5	0.0832	0.5832	16	0.5925926	-0.009
17	72	5184	68.111	13.3	0.29239	0.5	0.1141	0.6141	17	0.6296296	-0.015
18	72.5	5256.25	68.111	13.3	0.329917	0.5	0.1255	0.6255	19	0.7037037	-0.078
19	72.5	5256.25	68.111	13.3	0.329917	0.5	0.1255	0.6255	19	0.7037037	-0.078
20	74	5476	68.111	13.3	0.442737	0.5	0.17	0.67	20	0.7407407	-0.070
21	79	6241	68.111	13.3	0.81871	0.5	0.291	0.791	22	0.8148148	-0.023
22	79	6241	68.111	13.3	0.81871	0.5	0.291	0.791	22	0.8148148	-0.023

						5						
23	82	6724	68.111	13.3	1.04427	0.5	0.3508	0.8508	23	0.8518519		-0.0010
24	83.5	6972.25	68.111	13.3	1.15705	0.5	0.3749	0.8749	24	0.8888889		-0.0139
25	88.5	7832.25	68.111	13.3	1.53299	0.5	0.437	0.937	25	0.9259259		0.0110
26	89	7921	68.111	13.3	1.57059	0.5	0.4418	0.9418	26	0.962963		-0.021
27	90	8100	68.111	13.3	1.64578	0.5	0.4495	0.9495	27	1		-0.05
Total		1839										
Mean		68.1111										
Stand Dev		13.3										
L Observed		0.1012										
L Critical		0.161										
Conclusion		The data has normal distribution										

Counting the differential of $L = \text{Max } F(Z_i) - S(Z_i)$

Determining the *L observed* score with the highest score, compare to the *L critical*, and score from the table of *liliefors*.

Hypotheses formula:

Ho : The data have normal distribution.

Ha : The data do not have normal distribution.

Criteria test:

Accepted Ho if $L_{observed} < L_{critical}$ and refused Ho if $L_{observed} > L_{critical}$ at significant level = 5% = 0.05

From distribution list *L critical* retrieved value: L Critical:0,161

From the calculation value: L Observed: 0,10122

Because: $0.10122 < 0.161$ or $L_{observed} < L_{critical}$.

Conclusion:

Based on the test criteria, $L_{\text{observed}} < L_{\text{critical}}$ then H_0 accepted. This means that the data from a population that is normally distributed.



Appendix 20

Normality Test Score Pre-Test of Experimental Class 2

NO	X	X ²	Mean	S	Z	K	Table	F(z)	R	S(z)	
1	46	2116	68.0185	9.65907	-2.27956	0.5	0.4884	0.0116	1	0.03703	
2	47.5	2256.25	68.0185	9.65907	-2.12427	0.5	0.483	0.017	2	0.07407	
3	56	3136	68.0185	9.65907	-1.24427	0.5	0.3925	0.1075	3	0.11111	
4	56.5	3192.25	68.0185	9.65907	-1.19250	0.5	0.383	0.117	4	0.14814	
5	61	3721	68.0185	9.65907	-0.72662	0.5	0.2642	0.2358	5	0.1851	
6	63	3969	68.0185	9.65907	-0.51956	0.5	0.195	0.305	6	0.22222	
7	64	4096	68.0185	9.65907	-0.41603	0.5	0.1591	0.3409	7	0.25925	
8	64.5	4160.25	68.0185	9.65907	-0.36427	0.5	0.1406	0.3594	9	0.33333	
9	64.5	4160.25	68.0185	9.65907	-0.36427	0.5	0.1406	0.3594	9	0.33333	
10	65	4225	68.0185	9.65907	-0.31250	0.5	0.1217	0.3783	11	0.40740	
11	65	4225	68.0185	9.65907	-0.31250	0.5	0.1217	0.3783	11	0.40740	
12	66	4356	68.0185	9.65907	-0.20897	0.5	0.0793	0.4207	13	0.48148	
13	66	4356	68.0185	9.65907	-0.20897	0.5	0.0793	0.4207	13	0.48148	
14	66.5	4422.25	68.0185	9.65907	-0.15721	0.5	0.0596	0.4404	14	0.51851	
15	67.5	4556.25	68.0185	9.65907	-0.05368	0.5	0.0199	0.4801	15	0.5555	
16	69.5	4830.25	68.0185	9.65907	0.15337	0.5	0.0596	0.5596	16	0.59259	
17	70	4900	68.0185	9.65907	0.20514	0.5	0.0793	0.5793	17	0.62962	
18	73	5329	68.0185	9.65907	0.51573	0.5	0.195	0.695	18	0.66667	
19	74.5	5550.25	68.0185	9.65907	0.67102	0.5	0.2486	0.7486	19	0.7037	
20	75	5625	68.0185	9.65907	0.72278	0.5	0.2642	0.7642	20	0.74047	
21	75.5	5700.25	68.0185	9.65907	0.77455	0.5	0.2794	0.7794	21	0.77778	
22	76	5776	68.0185	9.65907	0.82631	0.5	0.2939	0.7939	22	0.81148	
23	78	6084	68.0185	9.65907	1.03337	0.5	0.3485	0.8485	23	0.85119	
24	78.5	6162.25	68.0185	9.65907	1.08514	0.5	0.3599	0.8599	24	0.88889	
25	79	6241	68.0185	9.65907	1.13690	0.5	0.3708	0.8708	25	0.925259	
26	84	7056	68.0185	9.65907	1.65455	0.5	0.4505	0.9505	26	0.96963	
27	84.5	7140.25	68.0185	9.65907	1.70632	0.5	0.4454	0.9454	27	1	
Total	1836.5										
Mean	68.01851 9										
Stand Dev	9.659074 5										
L Observed	0.082778										
L Critical	0.161										
Conclusion	The data has normal distribution										

Counting the differential of $L = \sum F(Z_i) - S(Z_i)$

Determining the $L_{observed}$ score with the highest score, compare to the $L_{critical}$, and score from the table of *liliefors*.

Hypotheses formula:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.

Criteria test:

Accepted H_0 if $L_{observed} < L_{critical}$ and refused H_0 if $L_{observed} > L_{critical}$ at significant level = 5% = 0.05

From distribution list $L_{critical}$ retrieved value:

$L_{Critical}$: 0,161

From the calculation value:

$L_{Observed}$: 0.082778

Because: $0.082778 < 0.161$ or $L_{observed} < L_{critical}$.

Conclusion:

Based on the test criteria, $L_{observed} < L_{critical}$ then H_0 accepted. This means that the data from a population that is normally distributed.

Appendix 21

Normality Test Score Post-Test of Experimental Class 1

NO	X	X2	Mean	S	Z	K	Table	F(z)	R	S(z)	Lo
1	63	3969	76.2593	7.532	-1.7603902	0.5	0.460 8	0.039 2	2	0.0740741	-0.0348741
2	63	3969	76.2593	7.532	-1.7603902	0.5	0.460 8	0.039 2	2	0.0740741	-0.0348741
3	66.5	4422.25	76.2593	7.532	-1.2957062	0.5	0.401 5	0.098 5	3	0.1111111	-0.0126111
4	68	4624	76.2593	7.532	-1.0965559	0.5	0.362 1	0.137 9	5	0.1851852	-0.0472852
5	68	4624	76.2593	7.532	-1.0965559	0.5	0.362 1	0.137 9	5	0.1851852	-0.0472852
6	70	4900	76.2593	7.532	-0.8310222	0.5	0.296 7	0.203 3	6	0.2222222	-0.0189222
7	70.5	4970.25	76.2593	7.532	-0.7646388	0.5	0.276 4	0.223 6	8	0.2962963	-0.0727
8	70.5	4970.25	76.2593	7.532	-0.7646388	0.5	0.276 4	0.223 6	8	0.2962963	-0.0727
9	72	5184	76.2593	7.532	-0.5654885	0.5	0.212 3	0.287 7	9	0.3333333	-0.0456333
10	75	5625	76.2593	7.532	-0.1671879	0.5	0.063 6	0.436 4	12	0.4444444	-0.0080444
11	75	5625	76.2593	7.532	-0.1671879	0.5	0.063 6	0.436 4	12	0.4444444	-0.0080444
12	75	5625	76.2593	7.532	-0.1671879	0.5	0.063 6	0.436 4	12	0.4444444	-0.0080444
13	75.5	5700.25	76.2593	7.532	-0.1008045	0.5	0.039 8	0.460 2	13	0.4814815	-0.0212815
14	76	5776	76.2593	7.532	-0.034421	0.5	0.012	0.488	15	0.5555556	-0.0675556
15	76	5776	76.2593	7.532	-0.034421	0.5	0.012	0.488	15	0.5555556	-0.0675556
16	77	5929	76.2593	7.532	0.0983458	0.5	0.035 9	0.535 9	16	0.5925926	-0.0566926
17	78.5	6162.25	76.2593	7.532	0.2974961	0.5	0.1141	0.614 1	17	0.6296296	-0.0155296
18	79	6241	76.2593	7.532	0.3638795	0.5	0.140 6	0.640 6	18	0.6666667	-0.0260667
19	80.5	6480.25	76.2593	7.532	0.5630298	0.5	0.212 3	0.712 3	20	0.7407407	-0.0284407
20	80.5	6480.25	76.2593	7.532	0.5630298	0.5	0.212 3	0.712 3	20	0.7407407	-0.0284407
21	81.5	6642.25	76.2593	7.532	0.6957967	0.5	0.254 9	0.754 9	21	0.7777778	-0.0228778
22	82.5	6806.25	76.2593	7.532	0.8285636	0.5	0.293 9	0.793 9	22	0.8148148	-0.0209148
23	83	6889	76.2593	7.532	0.894947	0.5	0.313 3	0.813 3	23	0.8518519	-0.0385519

24	84.5	7140.25	76.2593	7.532	1.0940973	0.5	0.362 1	0.862 1	24	0.8888889	-0.0267889
25	86	7396	76.2593	7.532	1.2932476	0.5	0.401 5	0.901 5	25	0.9259259	-0.0244259
26	89.5	8010.25	76.2593	7.532	1.7579316	0.5	0.459 9	0.959 9	26	0.962963	-0.003063
27	92.5	8556.25	76.2593	7.532	2.1562322	0.5	0.484 2	0.984 2	27	1	-0.0158
Total		2059									
Mean		76.2593									
Stand Dev		7.532									
L Observed		0.0727									
L Critical		0.161									
Conclusion		The data has normal distribution									

Counting the differential of $L = \text{Max } F(Z_i) - S(Z_i)$

Determining the *L observed* score with the highest score, compare to the *L critical*, and score from the table of *liliefors*.

Hypotheses formula:

Ho : The data have normal distribution.

Ha : The data do not have normal distribution.

Criteria test:

Accepted Ho if $L_{observed} < L_{critical}$ and refused Ho if $L_{observed} > L_{critical}$ at significant level = 5% = 0.05

From distribution list *L critical* retrieved value:

L Critical: 0,161

From the calculation value:

L Observed: 0,0727

Because: $0.0727 < 0.161$ or $L_{observed} < L_{critical}$.

Conclusion:

Based on the test criteria, $L_{observed} < L_{critical}$ then Ho accepted. This means that the data from a population that is normally distributed.

Appendix 22

Normality Test Score Post-Test of Experimental Class 2

NO	x	x ²	mean	s	Z	k	table	F(z)	r	s(z)	
1	60.5	3660.25	75.74074	7.0552	-2.16021	0.5	0.4842	0.0158	1	0.037037	-0.
2	64	4096	75.74074	7.0552	-1.66412	0.5	0.4515	0.0485	2	0.0740741	-0.
3	65	4225	75.74074	7.0552	-1.52238	0.5	0.4357	0.0643	3	0.1111111	-0.
4	67.5	4556.25	75.74074	7.0552	-1.16803	0.5	0.377	0.123	4	0.1481481	-0.
5	68	4624	75.74074	7.0552	-1.0971	0.5	0.3621	0.1379	5	0.1851852	-0.
6	69.5	4830.25	75.74074	7.0552	-0.88455	0.5	0.3106	0.1894	6	0.2222222	-0.
7	70.5	4970.25	75.74074	7.0552	-0.74281	0.5	0.2704	0.2296	7	0.2592593	-0.
8	71.5	5112.25	75.74074	7.0552	-0.60108	0.5	0.2257	0.2743	9	0.3333333	-0.
9	71.5	5112.25	75.74074	7.0552	-0.60108	0.5	0.2257	0.2743	9	0.3333333	-0.
10	72.5	5256.25	75.74074	7.0552	-0.45934	0.5	0.1736	0.3264	10	0.3703704	-0.
11	74.5	5550.25	75.74074	7.0552	-0.17586	0.5	0.0675	0.4325	11	0.4074074	0.
12	76	5776	75.74074	7.0552	0.03674	0.5	0.012	0.512	12	0.4444444	0.
13	77	5929	75.74074	7.0552	0.17848	0.5	0.0675	0.5675	14	0.5185185	0.
14	77	5929	75.74074	7.0552	0.17848	0.5	0.0675	0.5675	14	0.5185185	0.
15	77.5	6006.25	75.74074	7.0552	0.24935	0.5	0.0948	0.5948	15	0.5555556	0.
16	78	6084	75.74074	7.0552	0.32022	0.5	0.1255	0.6255	16	0.5925926	0.
17	78.5	6162.25	75.74074	7.0552	0.39109	0.5	0.1517	0.6517	17	0.6296296	0.
18	79	6241	75.74074	7.0552	0.46196	0.5	0.1772	0.6772	18	0.6666667	0.
19	79.5	6320.25	75.74074	7.0552	0.53283	0.5	0.2019	0.7019	19	0.7037037	-0.
20	80.5	6480.25	75.74074	7.0552	0.67457	0.5	0.2486	0.7486	21	0.7777778	-0.
21	80.5	6480.25	75.74074	7.0552	0.67457	0.5	0.2486	0.7486	21	0.7777778	-0.
22	81	6561	75.74074	7.0552	0.74545	0.5	0.2704	0.7704	22	0.8148148	-0.
23	83	6889	75.74074	7.0552	1.02892	0.5	0.3461	0.8461	23	0.8518519	-0.
24	84.5	7140.25	75.74074	7.0552	1.24153	0.5	0.3925	0.8925	25	0.9259259	-0.
25	84.5	7140.25	75.74074	7.0552	1.24153	0.5	0.3925	0.8925	25	0.9259259	-0.
26	86	7396	75.74074	7.0552	1.45414	0.5	0.4265	0.9265	26	0.962963	-0.
27	87.5	7656.25	75.74074	7.0552	1.66675	0.5	0.4515	0.9515	27	1	-
Total		2045									
Mean		75.74074									
Stand Dev		7.0552									
L Observed		0.067556									
L Critical		0.161									
Conclusion	The data has normal distribution										

Counting the differential of $L = \text{Max } F(Z_i) - S(Z_i)$

Determining the $L_{observed}$ score with the highest score, compare to the $L_{critical}$, and score from the table of *liliefors*.

Hypotheses formula:

H_0 : The data have normal distribution.

H_a : The data do not have normal distribution.

Criteria test:

Accepted H_0 if $L_{observed} < L_{critical}$ and refused H_0 if $L_{observed} > L_{critical}$ at significant level = 5% = 0.05

From distribution list $L_{critical}$ retrieved value:

$L_{Critical}$: 0,161

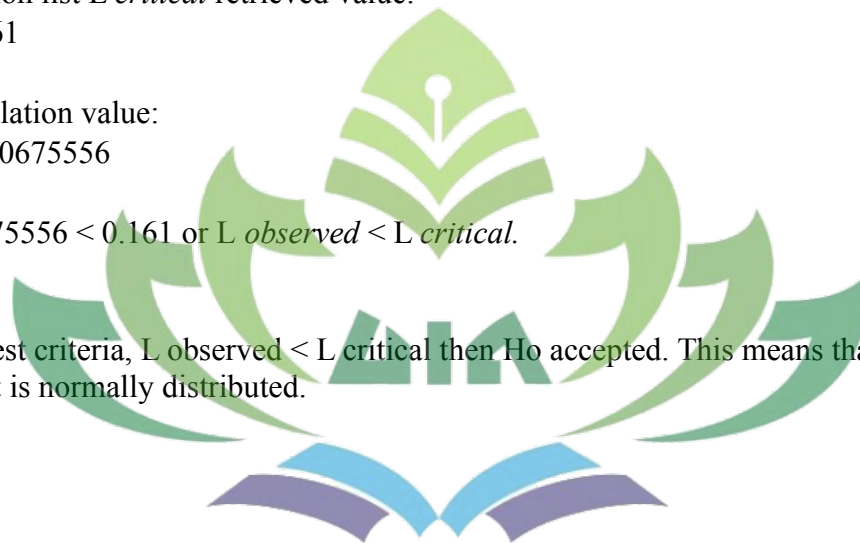
From the calculation value:

$L_{Observed}$: 0,0675556

Because: $0.0675556 < 0.161$ or $L_{observed} < L_{critical}$.

Conclusion:

Based on the test criteria, $L_{observed} < L_{critical}$ then H_0 accepted. This means that the data from a population that is normally distributed.



Appendix 23

Homogeneity of Pre-Test

Experimental Class 1					Experimental Class 2			
No	Code	X	X - mean	(x-mean) ²	Code	X	X-mean	(X-mean) ²
1	E1 - 9	43.5	-24.611111	605.706790 1	E2 - 25	46	-22.018519	484.8151578
2	E1 - 19	47	-21.111111	445.679012 3	E2 - 5	47.5	-20.518519	421.0096023
3	E1 - 10	48.5	-19.611111	384.595679	E2 - 20	56	-12.018519	144.4447874
4	E1 - 15	49.5	-18.611111	346.373456 7	E2 - 17	56.5	-11.518519	132.6762689
5	E1 - 27	50.5	-17.611111	310.151234 5	E2 - 1	61	-7.0185185	49.25960222
6	E1 - 12	52.5	-15.611111	243.706790 1	E2 - 13	63	-5.0185185	25.18552814
7	E1 - 4	61	-7.111111	50.5679012 2	E2 - 27	64	-4.0185185	16.1484911
8	E1 - 18	61.5	-6.611111	43.7067901 1	E2 - 23	64.5	-3.5185185	12.37997258
9	E1 - 7	62.5	-5.611111	31.4845678 9	E2 - 26	64.5	-3.5185185	12.37997258
10	E1 - 25	65	-3.111111	9.67901233 9	E2 - 6	65	-3.0185185	9.111454056
11	E1 - 2	67.5	-0.611111	0.37345678 9	E2 - 11	65	-3.0185185	9.111454056
12	E1 - 16	67.5	-0.611111	0.37345678 9	E2 - 9	66	-2.0185185	4.074417016
13	E1 - 14	69	0.8888889	0.79012345 9	E2 - 16	66	-2.0185185	4.074417016
14	E1 - 26	69.5	1.3888889	1.92901234 9	E2 - 19	66.5	-1.5185185	2.305898496
15	E1 - 6	71	2.8888889	8.34567901 9	E2 - 18	67.5	-0.5185185	0.268861456
16	E1 - 13	71	2.8888889	8.34567901 9	E2 - 24	69.5	1.4814815	2.194787376
17	E1 - 17	72	3.8888889	15.1234568	E2 - 12	70	1.9814815	3.926268856
18	E1 - 23	72.5	4.3888889	19.2623456 9	E2 - 3	73	4.9814815	24.81515774
19	E1 - 24	72.5	4.3888889	19.2623456 9	E2 - 4	74.5	6.4814815	42.00960218
20	E1 - 21	74	5.8888889	34.6790123 6	E2 - 14	75	6.9814815	48.74108366
21	E1 - 1	79	10.888889	118.567901 3	E2 - 15	75.5	7.4814815	55.97256514

22	E1 - 11	79	10.888889	118.567901 3	E2 - 10	76	7.9814815	63.70404662
23	E1 - 8	82	13.888889	192.901234 6	E2 - 7	78	9.9814815	99.62997254
24	E1 - 5	83.5	15.388889	236.817901 3	E2 - 21	78.5	10.481481	109.861454
25	E1 - 20	88.5	20.388889	415.706790 2	E2 - 8	79	10.981481	120.5929355
26	E1 - 3	89	20.888889	436.345679 1	E2 - 2	84	15.981481	255.4077503
27	E1 - 22	90	21.888889	479.123456 8	E2 - 22	84.5	16.481481	271.6392318
	Total	1839		4578.16666 7		1837		2425.740741
	Mean	68.111				68.0 2		
	S²	176.0 8				93.3		
	F Observed	1.887 3						
	F Critical	1.9						
	Conclusion	The data is homogenous						

Criteria test: accepted H_0 if $F_{observed} < F_{critical}$

Hypotheses test:

$$F = \frac{\text{Largest Varians}}{\text{Smallest Varians}}$$

$$F = \frac{176,083}{93,2977}$$

$$F = 1.887327$$

From the calculation $F_{observed} = 1,887327$

From the list distribution F with $\alpha = 0.05$ obtainable

$F_{0.05} (27-1, 27-1) = 1.90$ (see fisher table)

from the calculation: $1,887327 < 1.90$ or $F_{observed} < F_{critical}$

Conclusion:

$F_{observed} < F_{critical}$ then H_0 accepted. It means that the data has the same variance or homogenous.



Appendix 24

Homogeneity of Post Test

Experimental Class 1					Experimental Class 2			
No	Code	X	X - mean	(x-mean) ²	Code	X	X-mean	(xi-mean) ²
1	E1 - 9	63	-13.259259	175.80796	E2 - 23	60.5	-15.240741	232.2
2	E1 - 15	63	-13.259259	175.80796	E2 - 20	64	-11.740741	137.7
3	E1 - 10	66.5	-9.7592593	95.243141	E2 - 17	65	-10.740741	115.3
4	E1 - 17	68	-8.2592593	68.215364	E2 - 25	67.5	-8.2407407	67.9
5	E1 - 19	68	-8.2592593	68.215364	E2 - 5	68	-7.7407407	59.9
6	E1 - 7	70	-6.2592593	39.178326	E2 - 27	69.5	-6.2407407	38.9
7	E1 - 4	70.5	-5.7592593	33.169067	E2 - 6	70.5	-5.2407407	27.4
8	E1 - 27	70.5	-5.7592593	33.169067	E2 - 11	71.5	-4.2407407	17.9
9	E1 - 6	72	-4.2592593	18.141289	E2 - 16	71.5	-4.2407407	17.9
10	E1 - 14	75	-1.2592593	1.5857339	E2 - 13	72.5	-3.2407407	10.5
11	E1 - 16	75	-1.2592593	1.5857339	E2 - 26	74.5	-1.2407407	1.53
12	E1 - 18	75	-1.2592593	1.5857339	E2 - 12	76	0.2592593	0.06
13	E1 - 12	75.5	-0.7592593	0.5764746	E2 - 1	77	1.2592593	1.58
14	E1 - 22	76	-0.2592593	0.0672154	E2 - 9	77	1.2592593	1.58
15	E1 - 24	76	-0.2592593	0.0672154	E2 - 3	77.5	1.7592593	3.09
16	E1 - 25	77	0.7407407	0.5486968	E2 - 15	78	2.2592593	5.10
17	E1 - 2	78.5	2.2407407	5.0209191	E2 - 8	78.5	2.7592593	7.61
18	E1 - 23	79	2.7407407	7.5116598	E2 - 10	79	3.2592593	10.6
19	E1 - 13	80.5	4.2407407	17.983882	E2 - 22	79.5	3.7592593	14.
20	E1 - 21	80.5	4.2407407	17.983882	E2 - 14	80.5	4.7592593	22.6
21	E1 - 26	81.5	5.2407407	27.465364	E2 - 18	80.5	4.7592593	22.6
22	E1 - 8	82.5	6.2407407	38.946845	E2 - 21	81	5.2592593	27.6
23	E1 - 11	83	6.7407407	45.437586	E2 - 7	83	7.2592593	52.6
24	E1 - 1	84.5	8.2407407	67.909808	E2 - 2	84.5	8.7592593	76.7
25	E1 - 5	86	9.7407407	94.88203	E2 - 24	84.5	8.7592593	76.7
26	E1 - 20	89.5	13.240741	175.31722	E2 - 19	86	10.259259	105
27	E1 - 3	92.5	16.240741	263.76166	E2 - 4	87.5	11.759259	138.
Total		2059		1475.1852			2045	1294.1852
Mean		76.2593					75.7407	
S²		56.7379					49.7764	
F observed		1.13986						
F critical		1.9						
Conclusion		The data is homogenous						

Criteria test: accepted H_0 if $F_{observed} < F_{critical}$

Hypotheses test:

$$F = \frac{\text{Largest Varians}}{\text{Smallest Varians}}$$

$$F = \frac{56,73789}{49,77635}$$

$$F = 1.139856$$

From the calculation F observed = 1,139856

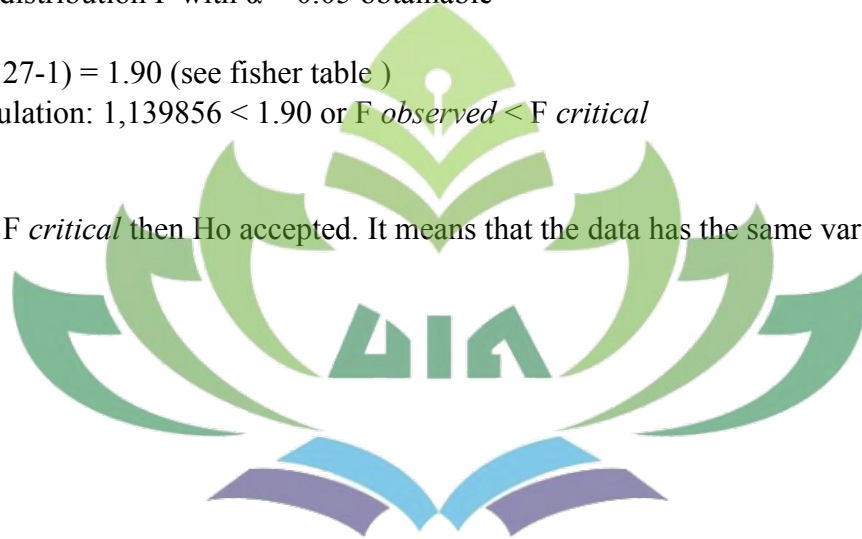
From the list distribution F with $\alpha = 0.05$ obtainable

F 0.05 (27-1, 27-1) = 1.90 (see fisher table)

from the calculation: $1,139856 < 1.90$ or $F_{\text{observed}} < F_{\text{critical}}$

Conclusion:

$F_{\text{observed}} < F_{\text{critical}}$ then H_0 accepted. It means that the data has the same variance or homogenous.



Appendix 25

Hypothetical Test

To measure the hypothesis test, the researcher used the formula as follows:

$$T\text{-test} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

While the criteria of the test are:

H_0 is refused, if the score of T observed $<$ T criteria, in other case H_a administrated.

H_a is accepted, if the score of T observed $>$ T criteria, with $\alpha = 0.05$ (5%)

Where:

$$X_1 = 1949$$

$$X_2 = 1940,75$$

$$n_1 = 27$$

$$n_2 = 27$$

$$S_1^2 = 9,97438$$

$$S_2^2 = 7,729307$$

$$\text{So, } T\text{-test} = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\begin{aligned}
&= \frac{1949 - 1940,75}{\sqrt{\frac{(26)9,97438 + (26)7,729307}{27+27-2} \left(\frac{1}{27} + \frac{1}{27}\right)}} \\
&= \frac{8,25}{\sqrt{\frac{259,3339 + 200,962}{27+27-2} \left(\frac{1}{27} + \frac{1}{27}\right)}} \\
&= \frac{8,25}{\sqrt{\frac{460,295862}{52} \left(\frac{2}{27}\right)}} \\
&= \frac{8,25}{0,80974} \\
&= 10,18835
\end{aligned}$$

While the criteria of the test are:

Ho is refused if the score of T observed < T criteria, on other case Ha administered.

Ha is accepted if the score of T observed > T criteria, with $\alpha = 0.05$ (5%)

T criteria = 2,056

So, T observed > T criteria that was $10.189 > 2.056$

Based on the calculation, Ha is accepted because T observed > T criteria that was $10.189 > 2.056$. It means that there was significant difference between using Free Writing Technique and Clustering Technique in increasing the learners' descriptive text writing

ability at the eighth grade of SMP IT Ar Raihan Bandar Lampung in the academic year of 2017/ 2018.





The researcher gave the treatment in Experimental Class 1



The researcher gave the treatment in Experimental Class 2



The researcher gave the learners written test in Experimental Class 1



The researcher gave the learners written test in Experimental Class 2