THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON NARRATIVE TEXT FOR THE EIGHTH GRADE STUDENTS OF SMP NUSANTARA TUNTANG IN THE ACADEMIC YEAR 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd.) in the English Education Department of Teacher Training and Educational Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

AAM AMALIAH

113 13 130

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)

SALATIGA

2018
DECLARATION

In the name of Allah

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except quoted overtly.

This declaration is written with the full concern of the researcher.

Salatiga, March 15th 2018

The researcher

Aam Amaliah
NIM.113-13-130
Salatiga, March 15th 2018

Mashhihatul Umami, M.A
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Aam Amaliah’s Graduating Paper

Dear: Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and connecting Aam Amaliah’s graduating paper entitled THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS’ WRITING SKILL ON NARRATIVE TEXT FOR THE EIGHTH GRADE STUDENTS OF SMP NUSANTARA TUNTANG IN THE ACADEMIC YEAR 2017/2018 I have decided and would like to propose that this paper will be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

\[\text{Signature}\]

Mashhihatul Umami, M.A.
NIP. 19800513 200312 2003
GRADUATING PAPER
THE USE OF LISTEN-READ-DISCUS (LRD) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION
(A Classroom Action Research in the Second grade students of SMK Pancasila Salatiga in the academic Year of 2017/2018)
WRITTEN BY:
Ismatun Ni’mah
NIM. 113 – 13 – 149

has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April, 02th 2018, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English and Education.

Board of examiners

Head : Noor Malihan, Ph. D
Secretary : Hammad, Ph. D
1stExaminer : Norwanto, Ph. D
2ndExaminer : Dr. Ruwandi, M.A

Salatiga, March 13th 2018
Dean

NIP. 19620121 199903 1 002
MOTTO

“The rational person is not the one who can tell what is good from what is bad; the rational person is the one who can tell what is the best of two goods and the worst of two evils”

(Majmu fatawa, 20:54)
DEDICATION

The graduating paper is sincerely dedicated for:

1. My beloved parents Mr. Aman Abdurrahman and Mrs. Jumliah, who always guide me in doing good thing, they are my everything, thanks for all generosity, finance, and encouragement, and thanks for love, trust, and everlasting prying. Allah bless you mom and dad.

2. My beloved sisters Siti Nurasiah and Rihat Uswatun Hasanah, who always supports me to keep forward no matter how hard the problems are, thanks for your kindness, support and prayer.

3. My beloved family in Salatiga, Mr. lili and Mrs. Dewi, thanks for being my second family, kindness, and support.

4. My beloved friends are Mbak Nurma, Mbak Elly, Mbak Ayu, Mba Eky, Aida, Jesika, Dewi and Maya, thanks for your sharing, support and advices.
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Bismillahirrahmanirrahim

Assalamu’alaikum Wr. Wb.

Alhamdulillahirabil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish this graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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3. Noor Maliah, M. Hum, Ph. D. as the Head of English Education Department.
4. Mashlihatul Umami, M. A. as a counselor of this graduating paper. Thanks for all your suggestion, recommendation and support for this graduating paper from beginning until the end.
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9. Mrs. Sri Widmyningiah as English teacher in SMP Nusantara who help me in doing my research.

10. The big family of SMP Nusantara Tuntang.

Finally, this graduating paper is expected to able to provide useful knowledge and information to the reader.

Wassalamu’alaikum Wr. Wb.

Salatiga, March 15th 2018

The writer,

[Signature]

Amaliah

NIM 113-13-130
ABSTRACT


This research focused on the use of clustering technique to improve students’ writing skill on narrative text in eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018. The objectives of the research are to describe the implementation and to know whether clustering technique could significantly improve students’ writing skill on narrative text.

The method of the research used Classroom Action Research (CAR). There were two cycles each cycles comprised planning, implementing action, observing, and reflecting. The techniques of collecting the data are observation, test, and documentation.

The result of the research shows that the pre-test score in cycle 1 is 63.5 and post-test score is 69.25. Meanwhile, the cycle 2 shows that the pre-test score is 70.5 and post-test is 77. The cycle 1 shows the percentage of minimum passing grade in pre-test cycle 1 is 40% and post-test is 65%. While in the cycle 2, the minimum passing grade in pre-test is 80% and post-test is 100%. The result of t-calculation in cycle 1 (3.526) and cycle 2 (4.792) are higher than t-table (2.093). This indicates that clustering technique can improve students’ writing skill on narrative text in eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018.

Keywords: Writing, Narrative Text, Clustering Technique, Classroom Action Research
# TABLE OF CONTENTS

| TITLE | ........................................................................................................... | i |
|-------|...........................................................................................................|   |
| DECLARATION | .......................................................................................... | ii |
| ATTENTIVE COUNSELOR’S NOTE | .................................................................................. | iii |
| CERTIFICATION PAGE | .................................................................................. | iv |
| MOTTO | .......................................................................................... | v |
| DEDICATION | .................................................................................. | vi |
| ACKNOWLEDGMENT | .................................................................................. | vii |
| ABSTRACT | .......................................................................................... | ix |
| TABLE OF CONTENTS | .................................................................................. | x |
| LIST OF TABLES AND FIGURES | .................................................................................. | xiii |

## CHAPTER I: INTRODUCTION

A. Background of the Research ................................................................. 1
B. Problem Questions ............................................................................... 4
C. Objective of the Research ................................................................. 4
D. Significance of the Research .............................................................. 5
E. Limitation of the Research ................................................................. 5
F. Outline of the Research ..................................................................... 6

## CHAPTER II: THEORITICAL FRAMEWORK

A. Review of Previous Research............................................................. 7
B. Writing ............................................................................................. 10
   1. Definition of Writing ................................................................. 10
CHAPTER III: RESEARCH METHODOLOGY

A. General Description of SMP Nusantara ........................................... 26
B. Subject of the Research ................................................................... 28
C. Method of the Research .................................................................. 29
D. Procedure of the Research .............................................................. 30
E. Technique of Collecting Data .......................................................... 32
F. Technique of Data Analysis .............................................................. 34

CHAPTER IV: DATA ANALYSIS

A. Research Findings ........................................................................... 37
   1. Cycle 1 ......................................................................................... 37
   2. Cycle 2 ......................................................................................... 46
B. Analysis and Discussion .................................................................. 54
CHAPTER V: CLOSURE

A. Conclusions ..............................................................................56

B. Suggestions ..............................................................................57

BIBLIOGRAPHY

APPENDICES
LIST OF TABLE AND FIGURE

Table 2.3 Writing Skill Evaluation Rubric ..........................................................25
Table 3.1 The Identity of School.................................................................26
Table 3.2 The List of Students .................................................................28
Figure 3.3 Procedure of CAR.................................................................33
Table 4.1 The Student’s Observation Sheet Cycle 1.................................40
Table 4.2 The students’ Score Pre-test and Post-test in Cycle 1..............43
Table 4.5 The Student’s Observation Sheet Cycle 2.................................48
Table 4.6 The students’ Score Pre-test and Post-test Cycle 2 .................51
Table 4.7 Table of data Analysis ...............................................................54
A. Background of the Research

Language has very important role in social relationship among human being. It is a media of communication that can help people to interact, converse, and to share with other people in the world especially use English language. English is the important language in the world, because English as an international language. However, English used to communicate with the people in other country. It is the reason why many people want to study about English.

English has gained it is popularity all over the world including Indonesian country. English has a compulsory subject in school that covers four skills namely: listening, reading, speaking and writing. The writer focus on writing skill, because writing is considered the most difficult and complicated language skill to be learned.

In the processing of classroom learning, students are not only required to be able to listen to what the teacher talking or reading a text, then speaking well, but they are also required to be able to write a word, a sentence or a paragraph well. Otherwise, in this case one of the complex problems is writing. Generally, the students have difficulties organizing ideas in appropriate choice of sentence and paragraph organization into a readable text. Therefore, the purpose of writing it’s self especially in expressing ideas.
Writing in a foreign language often presents the greatest challenge to the students at all stages in improving writing skill.

Writing is one of the important skills in English because it takes a part as important communication tools. People need to learn English writing because it is a process of expressing idea, opinion, experience and information in the form of written language. In fact, the students still get some difficulties when they asked to write English text. Especially narrative text. Most of them get low scores in their writing. It is caused by the students’ lack of knowledge how to write. In practice, writing is the last part which is taught by teachers after have taught listening, speaking, and reading but it does not mean that is not important.

Based on writer’s experience, the most difficult skill to be learned is writing. There were some problems found in the field. The writer observed during activity at SMP Nusantara Tuntang. One of the problems is that students’ writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentence are not well organized.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, method and also technique or strategy to make the students understand and apply clustering technique in practice writing process. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching-learning
process. There are a lot of methods and techniques to get the English teaching effectively.

Edward Anthony in Richard (2002:15) that technique is implementation that which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective.

Considering the facts above, there is an urgent need to use a technique in teaching learning process that can help them to solve their problems. One of the techniques that can be used to solve the problem is using clustering technique. DePorter and Hernacki (2012) in Amanda Yanwar (2016:475) states that clustering is the way to classify the ideas and share into a piece of paper by making the connection with the core of the idea. It means that the students write a noun or phrase to show the main idea. Then they draw some shapes or lines to connect the other ideas with the core. If they want to develop their ideas becoming good paragraphs, they will not be confused because they have focused in arranging the ideas. Moreover, clustering technique is a good technique to help them to develop their idea in writing text, especially, narrative text.

Based on the explanation above, the writer is interested to do the study about the use of clustering technique to improve students’ writing skill to the eighth grade students of SMP Nusantara Tuntang to help students write English easier particular in writing narrative text. The writer takes the title of this graduating paper “The Use of Clustering Technique to Improve
Student’s Writing Skill on Narrative text for the Eighth Grade Students of SMP Nusantara Tuntang in the Academic Year 2017/2018”.

B. Statement of the Problems

The problems of the research can be stated as follows:

1. Is there any improvement of using clustering technique to the students’ writing skill on narrative text for the eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018?

2. How far is clustering technique improve students’ writing skill on narrative text for the eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018?

C. Objective of the Research

Generally, the research aims to improve the students’ writing skill specifically it is to:

1. To know whether any improvement of students’ writing skill on narrative text using clustering technique in learning process for the eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018.

2. To find out what extent of the use clustering technique in improving students’ writing skill on narrative text for the eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018.
D. Significance of the Research

The result of this research can provide useful information for:

1. Students
   - The result of this research will give an input to the students to improve their ability in writing.

2. Teachers
   - The result of this research is useful for English teacher to get information about teaching writing on narrative text using clustering technique.

3. Other researcher
   - For further researcher who is interested in teaching narrative writing at junior high school level can get the basic information from this study to do the further research.

E. Limitation of the Research

In this research, the writer focuses on the eighth grade students of SMP Nusantara Tuntang in the academic year 2017/2018, the problems will be limited in the use of clustering technique to improve students' writing skill on narrative text.
F. Outline of the Research

The writer organizes this research paper is divide in five chapters, in order to make the reader understand to content of the paper are:

CHAPTER I is introduction. In this chapter, the writer presents the background of the study, statement of the problems, objective of the study, significance of the study, limitation of the problems and research paper organization. CHAPTER II is theoretical framework. It discusses the review of previous studies, definition of writing, factor of writing process, writing process, purpose of writing, principles of writing technique, definition of narrative text, purpose of narrative text, structure and example of narrative text, definition of clustering technique, and the application of clustering technique in writing narrative text. CHAPTER III is research methodology. This chapter presents research methodology, which discusses about the location of the study, subject and time of the study, method of study, procedures of the study, method of collecting data, and technique of data analysis. CHAPTER IV is finding and data analysis. It is loaded of the implementation of the study and result of the test. CHAPTER V is closure. It consist of conclusion and suggested of this study.
CHAPTER II

THEORETICAL FRAMEWORK

On this section, the researcher describes everything that are related with writing skill and clustering technique consist of review of related of previous research, definition writing and clustering technique, application of clustering technique etc.

A. Review of Previous Research

First, Thesis under title “Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique” by Fikri Fauzi. This research is conducted in order to improve students’ writing ability using clustering technique at eighth grades of MTs Darul Ma’arif Jakarta. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four steps, they were planning, action, observation and reflection. Each cycle was conducted in their meetings, so the researcher conducted this research in one month in one day. To collect the data, the researcher used the information from interview, observation, questionnaire, and the students’ achievement in pre-test and post-test in order to support the data collected.
Second, thesis under title “The Use of Clustering Technique to Improve Students’ Ability in Writing Analytical Expositions for Senior High School” by Afrilia Suheni. The topic of this study is The Use of Clustering Technique to Improve Students’ Ability in Writing Analytical Expositions for Senior High School (An Experimental Research at the Students of the State Senior High School 1 Weru Sukaharjo of the Eleventh Year in the academic year 2010/2011). The purpose of this study is to find how effective clustering technique can improve the students’ ability in writing analytical expositions. An experimental research was designed to gather data gave students’ questionnaire to support the data. The writer used some tests to gather the data. The test was writing test. It can be shown by differences of student mark and the average of the scores in every test. There were several pedagogical implications. The first is that teacher should find out different technique, style, or method in teaching the students. The students do not only understand the material well but also they can enlarge and enrich their knowledge. The second is that the teacher should create a comfort atmosphere in the class, and a good relationship between the teacher and the students or between the students themselves. Furthermore, it is also important that teacher use time allotted effectively, so that the students can practice a lot and get more exercise without ignoring other material.
Third, thesis under title “The Implementation of Clustering Technique to Improve Students’ Writing Skill in Descriptive Text of the Eighth Graders of Mts Darul Ulum Purwoasri Sukosewu Bojonegoro in the Academic year of 2012/2013” by M. Ali Ghufron. This research is aimed at finding out whether the implementation of clustering technique can improve students’ writing skill in descriptive text. This research is categorized as Classroom Action Research (CAR) in which there are two cycles in this research. The population of this research was the eighth graders of Mts Darul Ulum in the Academic year of 2012/2013, which consist of 32 students. The result shows that the implementation of clustering technique can improve the students’ writing skill in descriptive text significantly of the eight graders of Mts Darul Ulum Purwosari Sukosewu Bojonegoro in the Academic year of 2012/2013.

Fourth, thesis under title “Improving Students’ writing Ability through Clustering Technique” by Fajriyani. This study was carried out to improve the students’ writing ability through clustering technique in the second year of SMP Al Hasra academic year 2010-2011. The subject of the study was consisted of 31 students. The method in this study was classroom action research (CAR). The classroom action research applied was a collaborative. It means that the writer collaborated with the English teacher of SMP AL-Hasra. This student was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in
two cycles. Each cycle consisted of two meetings. The data were gathered in this study through interview, field notes, questioner, and test.

Fifth, thesis under title “The Effectiveness of Using Clustering Technique in Teaching Writing Narrative Text” by Zakiyyah. In this research, the researcher used quantitative experimental research as design of the research. The researcher used one group with pre-test and post-test. Population of the research was the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 before being taught by using clustering technique was 58.96. After being taught by using clustering technique was categorized well. Based on data above, the researcher conclude that clustering technique is effective to improve writing ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 in writing narrative text after being taught by using clustering technique is better before being taught by using clustering technique.

B. Writing

1. Definition of Writing

Writing is a way of life. Without some abilities to express yourself in writing, you do not pass the course. Edward (2013:1) says, “Writing is a process of expressing ideas or thoughts in words. It is often thought of as the most difficult of the four skills. It can remain a problem long after the others have become familiar.” In other words, writing is an integrated intellectual activity that involves the entire
English language skills. It is one of conveying of ideas, the ideas by
doing a variety of findings, opinions and others are clearly so easily
understood by the reader.

There are many different definitions about writing given
experts from many resources. Lines and Nunan (2006) in Astrina
Marzelia (2014:1) states that writing is the combination between
proses and product. The process is when collecting the ideas that can
create product that can be ready by the readers. As a result, writing is
not only the activity of setting down some word or sentences into the
written language, but also the activity of arranging words into well-
organized of writing. It can be seen that writing is more complex than
other language skills since it involves ideas clearly and correctly. One
things is that students can learn to write different effectively when
teachers give them encouragement to express their ideas, thoughts,
experience, and feeling into written language.

Meyers (2005) in Amanda Yanwar (2016:475) states that
writing is way to produce language, which you do naturally when you
speak. Writing is too much different, except that you take more time to
think about your subject, the person or people you will be discussing.
In addition, the goal you hope to achieve in that discussion and you
also take more time to revise your work. The explanation above shows
that writing is a process to produce language. It is like our
conversation or dialogue we usually perform in our daily life.
However, we can have more time to correct and revise our statement after we reread the draft.

2. Writing Process

According to Richard & Renandya (2002) in Retno Triza (2016:1-3), writing is a process that involves several steps. At least, there are three steps in the writing process:

a. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise.

There are several ways to warm up before start writing:

1) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject. The purpose is to make a list of many ideas as possible without worrying about how you will use those.

To brainstorm, follow these steps:

a) Begin with a broad topic

b) Write down as many ideas about the topic as you can in five minutes.

c) Add more item to your list by answering the questions what, how, when, where, why, and who.

d) Group similar items on the list together.
e) Cross out items that do not belong.

2) Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.

b. Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph, use the ideas we generated from prewriting as guide.

As you write, remember to:

1) Begin with a topic sentence that states the main idea
2) Include several sentences that states the main idea
3) Stick to the topic
4) Arrange the sentences so that the order of ideas make sense
5) Use the signal words to help the reader understand how the ideas in your paragraph are connected.

c. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.
When students revise, they review their text based on the feedback given in the previous stage. They have reexamine what was written to see how effectively they have communicated their meanings to the reader.

3. Purpose of Writing

According to Kate (2001:10), there are purpose of writing will be trying to do at least one of the following things:

a. Writing to entertain

It does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story.

b. Writing to inform

It tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. However, entertaining the reader is not their main purpose that is just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.
c. Writing to persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. I mentioned above that imaginative writing occasionally pretends to be a true story, but if you are writing to inform or persuade, you should not make things up. It tries to convince the reader of something.

As mentioned, writing has purpose and goals to the writers and readers, they are entertain, inform, and persuade. Therefore, writing is the process of complex activity for writers that give advantages to entertain so they can explore their imagination in processing writing. Then, it gives some information’s for reader to get something from written. Moreover, writing is persuade which give information for readers or listener so, they know contains of information.

4. Principles of Writing Technique

According to Brown (2007:403), there are principles for designing writing technique:

a. Incorporate practice of “good” writers

As a teacher, contemplates devising a technique that has a writing goal in it. Consider the various things that efficient writers do, and see if the technique includes some of these practices. Good
writer focus on a goal or main idea in writing, they perceptively gauge their audience, and spend some times planning to write and easily let their first ideas flow onto the paper.

b. Balance process and product

Writing is a composing process and usually requires multiple draft an effective product is created. So make sure that students are carefully led through appropriate stages in the process of composing.

c. Account for cultural/literary background

Teachers should make sure that their techniques do not assume that their students know English rhetorical conventions. If there are some apparent contrasts between students’ native traditions and those that the teachers are trying to teach, try to help students to understand what it is by bringing them to the use of acceptable English rhetoric.

d. Connect reading and writing

Students learn to write by carefully observing what is already written. Thus, they learn by observing or reading the written word. By reading and studying a variety if relevant types of text, students can get important insight about how they should write and subject matter, become their topic.
e. Provide as much authentic writing as possible

Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for dramatic presentation, writing a resume can be categorized as authentic writing.

f. Frame your technique in terms of pre-writing, drafting, and revising stages

g. Strive to offer techniques that are as interactive as possible.

h. Sensitively apply methods of responding to and correcting students’ writing. As a teacher, must respond to your students’ writing and corrects their tasks. Remember that you are there as an ally, as a guide as a facilitator

i. Clearly instruct students on the rhetorical, formal conventions of writing.

C. Narrative Text

1. Definition of Narrative Text

According to Knapp and Watkins (2005) in Retno Triza (2016:12), narrative text is “not only to entertain readers”, Meanwhile, narrative text is “kind of text to tell series of events from time to time that are translated from the initial event triggering the crisis and then reach a resolution”. There were three generic structures: orientation meant introducing what is in the story, the topic of the story, the
characters involved in it, when, and where the story took place. Complication means contains event or events that befall characters. Resolution means it is the part where the characters solve the problems that arise because of conflicts. Therefore, it means that narrative text is kind of text that has purpose to entertain the readers and tell story from the initial event, complication, until resolution.

According to George Braine and Claire (1995) in Ika P and Simulingga (2014:5) states that when the description is about events, such as story, we say that writer is using narration. Although, narration usually refers to the telling of story, the term is use here to describe the relating of an experience. That experience maybe in the past (past narration) or it may be a typical experience (what people usually do) or it may be going on now (present narration).

2. **Purpose of Narrative Text**

Mark and Kathy Anderson (1998) in Fikri Fauzi (2011:20) states that there are some examples of narrative text that can be founded are fantasy novel, bedtime stories, historical fiction, and stories. The narrative text type tells a story. Its purpose is to present a view of the world that entertains of informs the reader or listener. Another purpose are, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.
The social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events that lead to a crisis or turning point of some kind, which in turn finds a resolution. It has the following characteristic (Toendam, 2009:105).

According to Joanna Thornborrow and Jennifer Oates, (2005) in Meliya Adrianti (2013:3) states that narrative constitutes an important discursive resource used by speakers across a range of social contexts and setting to accomplish many different social functions. It is clearly the case that “narratives are highly portable discursive units”. Stories can be told to entertain (jokes, folktales, anecdotes), to justify and (accounts, and descriptions of events), to instruct (the cautionary tale, fables), and to establish social norms. However, even more importantly, stories tell us who we are: they are central to our social and cultural identity.

3. **Structure of Narrative Text**

a. Generic structures of a narrative text are as follows:

1) **Orientation**

   In this paragraph, the narrator tells the audiences who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going.

2) **Complication**
This is part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the character. The complication is the trigger.

3) Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The event can be told in chronological order or with flashback. The audience is given the narrator’s point of view.

4) Resolution

In this part of the narrative where the complication sorted out on the other hand, the problem is solved (Toendam, 2009:105).

b. Generic features of narrative text are:

1) Noun

2) Adjective formed noun phrase; long black hair, two red apples, etc.

3) Time connectives; then, before, soon, etc.

4) Adverb and adverbial phrase; here, in the mountain, etc.

5) Action verb in past tense; stayed, dimed, etc.

6) Saying verb and thinking verb; said, told, felt, etc (Toendam 2009:105).
D. 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 can helps to generate a topic. One of strategies that can be used in teaching writing in the classroom is clustering technique.

Rico (1983) in Amanda Yanwar (2016:475) states that clustering technique is technique to divide some ideas and write them in a piece of paper without considering the relevant, appropriate or valuable ideas. This technique can be also used any kind of writing texts, for example, report, essay, proposal, short story, or poem.

Clustering technique is one of the prewriting activities that can help to generate the ideas. According to Noel (2005) in Ika P and Sinulingga (2016:5), clustering is a method of “mapping” your ideas as they come into your mind. It is similar to brainstorming, though it is visual. To cluster, put word, phrase, or sentence in a circle in the center and show it is relationship to previous idea by drawing a line to another circle. The further you carry each branch or arm, the more detail the information becomes.

Cooper and Axelrod (1985) in Namik and Duran (2011:23) viewed that clustering is an invention activity that reveals possible relations among fact and ideas. It means that clustering is a creative
activity. Because when creating a clustering people tries to find things related to the topic. Based on the definition, clustering is activity before writing text and relevance of the fact that the text will be written.

According to Rico (2000) in Meliya Adiyanti (2013:44), Clustering is a technique that gives access to patterns and associations of design mind that provides essential two things: choice from which to formulate and develop thought, and focus meaningful enough to implement you write. In other words, we can say that clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally.

2. Application of Clustering Technique

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use line, boxes, and circles to show relationship among ideas and details that occur to them (Langan, 2006:27).

To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word keep in mind that there is no right or wrong way of clustering or diagramming. It is way to think on paper about how various ideas and details relate to one another (Langan, 2006:28).
According to Pharr & Buscemi (2005) in Canakke Onsekiz (2014:595) says “in clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.”

Furthermore, the application of clustering in teaching begins with a keyword or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students – generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter using simply words or short phrase. Unlike listing, the word or phrase generated are put on the page or board in a pattern which take shape from the connection the writer sees as each new thought emerges. Complete cluster can look like spokes from the on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing (Murcia, 1991:253).

Meade (2010) in Ghufron (2014:14) mentions that there are some procedures to do clustering technique: (a). Write a word or phrase on a clean piece of paper; (b). Circle the word and let connection flow, write down each new word or phrase that comes to
mind, circle it, and connect it with a line; (c). Keep the hand moving all the time; (d). Cluster for a while; (e). Continue adding to the cluster; (f). Write a piece without worrying about perfection.

E. Analytical Scoring Rubric Writing Skill

According to Weigle (2002) in Astrina (2014:4), there are five components presented in the analytical scoring rubric for writing skill are content, organization, vocabulary, language use, and mechanics. The analytical scoring rubric using as follows:

Table 2.1 Analytical scoring rubric writing skill adapted from weigle (2002) in Astrina (2014:4)

<table>
<thead>
<tr>
<th>Writing component</th>
<th>Score</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Accordance with the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Quite accordance with the topic but not easily understand</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>In accordance with the topic but not easily understood</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite accordance with the topic</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Most sentences related with main idea</td>
</tr>
<tr>
<td>Category</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Composition</td>
<td>3</td>
<td>Some sentences related with main idea</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences related with main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Sentences are not related to the main idea</td>
</tr>
<tr>
<td>Vocabulary and Mechanics</td>
<td>4</td>
<td>Slight errors in word choice, spelling, and punctuation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some errors in word choice, spelling, and punctuation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Many errors in word choice, spelling, and punctuation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Often errors in word choice, spelling, and punctuation</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>Slight errors in grammar</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some errors in grammar</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Frequent errors in grammar</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Often errors in grammar</td>
</tr>
</tbody>
</table>
CHAPTER III
RESEARCH METHODOLOGY

A. General Description of SMP Nusantara Tuntang

SMP Nusantara Tuntang located on Jalan Raya Muncul Salatiga Gedangan Tuntang. This research was held at the eight-year students of SMP Nusantara Tuntang. In this research, the use of clustering technique to improve students’ writing skill on narrative text. SMP Nusantara Tuntang has some supporting infrastructures; there are library, laboratory, auditorium and mosque.

Here is the statistics data of this school:

<table>
<thead>
<tr>
<th>Table of 3.1 Identity of School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of school</strong></td>
</tr>
<tr>
<td><strong>NSS</strong></td>
</tr>
<tr>
<td><strong>NPSN</strong></td>
</tr>
<tr>
<td><strong>School Status</strong></td>
</tr>
<tr>
<td><strong>Form of Education</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>RT</strong></td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>RW</td>
</tr>
<tr>
<td>Name of Village</td>
</tr>
<tr>
<td>Name of Hamlet</td>
</tr>
<tr>
<td>Postal Code</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>Regency</td>
</tr>
<tr>
<td>Province</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>School of Establishment</td>
</tr>
<tr>
<td>Date of Establishment</td>
</tr>
<tr>
<td>Operational Permit</td>
</tr>
<tr>
<td>Accreditation</td>
</tr>
<tr>
<td>Date of Accreditation</td>
</tr>
<tr>
<td>Name of Bank</td>
</tr>
<tr>
<td>Unit</td>
</tr>
<tr>
<td>Account</td>
</tr>
<tr>
<td>On Behalf Account</td>
</tr>
</tbody>
</table>
B. Subject of the Research

The subject of this research is the eighth grade students of SMP Nusantara Tuntang in the academic year of 2017/2018. There are 20 students on the class with 5 female students and 15 male students.

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>M</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>DB</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>DP</td>
<td>M</td>
</tr>
<tr>
<td>5</td>
<td>DPNS</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>EG</td>
<td>M</td>
</tr>
<tr>
<td>7</td>
<td>EYA</td>
<td>M</td>
</tr>
<tr>
<td>8</td>
<td>EM</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>EM</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>HP</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>KH</td>
<td>M</td>
</tr>
<tr>
<td>12</td>
<td>MCA</td>
<td>M</td>
</tr>
<tr>
<td>13</td>
<td>MR</td>
<td>M</td>
</tr>
</tbody>
</table>
C. Method of the Research

In this research, the writer uses classroom action research (CAR) as a method because the study focuses on students in a certain classroom. There are some definitions of action research. Elliot (1991:69) states that action research defined as the study of social situation with a view to improving the quality of action within it. Moreover, action research is the process through which teachers collaborate in evaluating their practice jointly.

According to Hopkins (1993:8) states that action research is a form of self – reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationally and justice of their own social or educational practices, their understanding of these practices, and the situation in which the practices. Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of the teaching and learning of school in
education since it can diagnose and solve the problem in teaching learning activity.

This action research comprised two cycles. For each cycle, consist of planning, action, observation. In addition, a cycle comprised two meetings. Moreover, the writer uses classroom action research. The research aim to overcome the student’s problem in improving their writing narrative text using clustering technique. The researcher collaborates with the teacher in implementing the action research. The teacher teaches this technique for implementing of the action research. This is shows whether clustering technique in writing can improve students writing skill.

D. Procedure of the Research

This study used classroom action research, so in this case the researcher used two cycles consist of two meetings for each cycle. In each cycle consist of one meeting, the steps were planning, acting, observing, and reflecting.

The researcher has the role as teacher and observer. The researcher delivered material to the students. In addition, teacher composed note about the process of teaching learning writing through authentic material started. The researcher used sheet observation and lesson plan as guidance when teaching procedure text and composed her note.

In this research, researcher used classroom action research, and the researcher used two cycles consists of two meeting for each cycle. The procedures of each cycle were as follows:
a. Planning

The activities are:

a) Preparing materials, making lesson plan, and design the step in doing action
b) Preparing list of students’ name and scoring
c) Preparing teaching-aids
d) Preparing sheets for students and teachers observation sheet
e) Preparing a test for pre-test and pro-test

b. Acting

The activities are:

a) Giving pre-test for students.
b) Teaching material.
c) Giving chance for students to ask any difficulties.
d) Giving post-test for students.

c. Observing

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open eyed’ and ‘open-minded’ tools to collect information about what is happening (Kemmis and Mc Taggart in Mutiah, 2017:7).
d. Reflecting

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of action research to improve the situation even more, or to share story of four research with others as part of your ongoing professional development (Kemmis and Mc Taggart in Mutiah, 2017:8).

![Figure 3.3. Repetitive activity (Kemmis and Mc Taggart in Mutiah, 2017:9).](image)
E. Technique of Collecting Data

1. Observation

Creswell, (2012:213) states that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Observation is important because give opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing ideas.

The researcher conducting research by using observation more be easy to get the data and this activity can help her more understand the problems when teaching and learning process and the student's activities.

2. Interviews

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into computer a file for analysis explained (Creswell, 2012:223). Interviews provide useful information when cannot directly observe participants and they permit participants to describe detailed personal information. The interviews has better control over the types of information received, because the interviewer can ask specific questions to elicit the information.
3. Test

Linn, (1995:5) says, “A test is particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable condition for all students”. The researcher uses pre-test and post-test is given toward students before the teacher use her strategy in teaching learning process.

4. Scoring

According to Weigle in Astrina Marzelia (2002:4) there are five components presented in the analytical scoring rubric for writing, are content, organization, vocabulary, language use, and mechanics.

5. Documentation

Hopkins (1993:140) states that document-surrounding curriculum or other educational concern could illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available. This method used to know the condition of students and teacher, structure of school organization, profile, and location of SMP Nusantara Tuntang.

F. Technique of Data Analysis

The data of this study were taken from two kinds of data namely quantitative data and qualitative data that were taken from the eighth grade students of SMP Nusantara Tuntang. The subject of the study was one
class consisting of 20 students. The research was accomplished in two cycles. Every cycle consisted of four steps of action research namely: planning, action, observation, and reflection.

The data were analyzed qualitatively and quantitatively. The qualitative data involved the data, which were obtained from observation sheet, while the quantitative data by scoring students’ writing test carried out in two cycles of classroom action research.

To analyzed data of the research, the writer use t-test to know validity of the differences of pre-test and post-test from Anas Sudijono (2010:86), the formula is:

1. Mean of Pre-test and Post-test

\[ M = \frac{\sum x}{N} \]

Explanation:

\[ M = \text{Mean of the students’ score} \]
\[ \sum x = \text{Sum of the students’ score} \]
\[ N = \text{Total number of the students} \]

According to sudijono (2010:305-307), to calculate t-test, the researcher used the following formula:

2. Calculated mean difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\[ MD = \text{Mean of difference} \]
\[ \sum D = \text{Total of difference between pre-test and post-test} \]
3. Standard Deviation Calculation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

SD_D = Standard Deviation

D = Difference Pre-test and Post-test

N = Number of students

4. Looking for \( t_0 \) by using the following formula:

\[ t_0 = \frac{t_{-value \ of \ observation}}{MD} \]

MD = Mean of difference

\( SE_{MD} \) = Standard error of mean difference

\( d.b. = N-1 \)
CHAPTER IV

FINDING AND DATA ANALYSIS

As stated in previous chapter that this research is focused on the analyzing students’ writing skill on narrative text using clustering technique by the eighth class grade students of SMP Nusantara Tuntang, the data for the research findings consist of the result of pre-test and post-test from the classroom action research. The research implementation arranges two cycles use the treatments of clustering technique to improve students’ writing skill on narrative text.

A. Research Finding

In this research, the researcher describes and discusses the research implementation. The researcher wants to identify the improvement of students’ writing skill on narrative text and to find out how the use of clustering technique to improve students’ writing skill on narrative text. The researcher arranged two cycles, each cycles consists of planning, action, and reflection. The further explanation can be seen as below:

1. Cycle 1
   a. Planning

Before conducting the research, the researcher prepared the instruments of the research, they are:
1. Preparing the material and lesson plan.

2. Designing the steps of doing the action in the class.

3. Preparing list of students’ name and scoring.

4. Making an observation sheet for classroom observation (to know the situation of teaching learning process when the technique was implemented).

5. Preparing pre-test and post-test.

b. Implementation of the Action

The cycle 1 was conducted on Thursday, January 11th 2018 started at 10.00 a.m. The teacher and the researcher (observer) entered the classroom. The situation of the classroom was crowded because; the students take a rest before begun the lesson. Therefore, the teacher waited them to prepare the English lesson time. The teacher began the lesson. After that, the teacher invite the students for praying together and checking the students’ attendance.

Before the lesson, the teacher gave 15 minutes for students to do pre-test. The teacher also gave instructions how to do pre-test. After pre-test finished, she began the teaching learning process. She gave apperception to describe the material that would be learned. After that, the teacher gave information about concept would be learned about writing skill on narrative text used clustering technique. The teacher gave explained material wrote it on the whiteboard. The teacher introduced to the students about clustering technique. Most of students
were adapted used clustering technique to make a narrative text. To make students more understand about clustering technique, the teacher draw clustering technique wrote on the whiteboard. After that, she gave example short text about narrative entitled “The Lake Toba” to stimulate students.

The teacher asked students to express their ideas about the title “The Lake Toba”, but they are afraid to express their ideas. Most of the students were silent. Finally, the teacher pointed students one by one present their ideas about the title. Then, the students speak up by mentioning the student’s number. The teacher wrote their ideas used clustering technique. After that, the teacher and students wrote their ideas on narrative text.

After the teacher finished gave material, the teacher gave assignment to write a narrative text using clustering technique. The teacher gave 15 minutes to do it. After they finished their assignment, they submitted their assignment sheet. Most of students looked so disappointed and the other satisfied with their assignment. Finally, the time was up. She closed the meeting.

c. Observation

The researcher observed the teaching learning process by monitoring the students’ activity and attention during the action in
cycle 1. Observation made at the time of learning activities before and after used clustering technique focus on writing skill.

From the result of this action, the researcher can see that most of the students looked confused in doing the pre-test and post-test. They felt difficult to make a narrative text used clustering optimally. Some of them understood how to make a narrative text used clustering technique and some of them not.

In the cycle 1, the research and her observer observed teaching and learning process. The researcher made observation sheet for the students. The explanation of the result of the teacher’s observation sheet are as follows:

Table 4.1 Observation Sheet for Students in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active writing (i.e., ability to write ideas and creative on writing process)</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Practicing (i.e., try to make a narrative text from their ideas used clustering technique)</td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Expressing their creative thinking (i.e., think how various ideas and details relate to the topic).</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Giving opinion related the material</td>
<td>V</td>
</tr>
<tr>
<td>7.</td>
<td>Explaining the material about narrative text.</td>
<td>V</td>
</tr>
<tr>
<td>8.</td>
<td>Commenting about what they learned</td>
<td>V</td>
</tr>
<tr>
<td>9.</td>
<td>Fixing their errors and completing their note along or after the learning process</td>
<td>V</td>
</tr>
<tr>
<td>10.</td>
<td>Making conclusion</td>
<td>V</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total score</strong></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td><strong>Category</strong></td>
<td>Enough</td>
<td></td>
</tr>
</tbody>
</table>
Description of score:

A = 5 (paying full attention and giving responses actively)

B = 4 (paying attention and giving response when they are asked)

C = 3 (paying attention and giving response rarely)

D = 2 (paying low attention without any response)

E = 1 (not paying attention and response)

\[ NP = \frac{R}{SM} \times 100\% \]

Category:

Excellent = if it reaches 81-100%

Good = if it reaches 61-80%

Enough = if it reaches 41-60%

Bad = if it reaches 21-40%

Very bad = if it reaches < 21%

\[ NP = \frac{R}{SM} \times 100\% \]

\[ NP = \frac{22}{50} \times 100\% \]

\[ NP = 44\% \]
d. Reflection

Based on the observation of the cycle 1, the students’ writing skill on narrative text was improve. It can be seen by the average of post-test higher than pre-test. However, they needed to the next cycle because, most of them cannot reach the minimum passing grade (KKM). The following table is the result of students’ score in cycle 1:

**Table 4.2 Pre-test and post-test scores in cycle 1 of eight grade of SMP Nusantara Tuntang in the Academic Year of 2017/2018**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test 2</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>3</td>
<td>DB</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>DP</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>DPNS</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>EG</td>
<td>65</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>EYA</td>
<td>70</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>EM</td>
<td>50</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>EM</td>
<td>65</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>HP</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>KH</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>MCA</td>
<td>65</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>MR</td>
<td>65</td>
<td>70</td>
<td>15</td>
<td>225</td>
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<tr>
<td>14</td>
<td>MA</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
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<tr>
<td>15</td>
<td>MNA</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16</td>
<td>MFC</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>PS</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>RDA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>VR</td>
<td>70</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>AM</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1270</td>
<td>1385</td>
<td>135</td>
<td>1525</td>
<td></td>
</tr>
</tbody>
</table>

1. Mean Calculation
   - Pre-test

   \[ M = \frac{\Sigma x}{N} \]

   \[ M = \frac{1270}{20} \]

   \[ M = 63.5 \]

   - Post-test

   \[ M = \frac{\Sigma y}{N} \]
2. Calculation of the mean difference

\[ MD = \frac{\Sigma D}{N} \]

\[ MD = \frac{135}{20} \]

\[ MD = 6.75 \]

3. Standard Deviation

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{1525}{20} - \left(\frac{135}{20}\right)^2} \]

\[ SD = \sqrt{76.25 - 6.7} \]

\[ SD = \sqrt{69.55} \]

\[ SD = 8.339 \]

4. T-test Calculation

\[ SE_{MD} = \frac{SD}{\sqrt{N-1}} \]

\[ SE_{MD} = \frac{8.3}{\sqrt{20-1}} \]

\[ SE_{MD} = \frac{8.339}{\sqrt{19}} \]

\[ SE_{MD} = \frac{8.339}{4.358} \]

\[ SE_{MD} = 1.930 \]

\[ t_0 = \frac{MD}{SE_{MD}} \]
\[
\frac{6.75}{1.980} = 3.526
\]

From the data of cycle 1, the mean of the pre-test was 63.5 and the mean of the post-test was 69.25. It could be seen that the mean of the post-test was bigger than the mean of the pre-test. The researcher found that the T-test was 3.526 and the T-table with N-1 was 2.093. The significant level was 5%. The data showed that the value of the T-test was bigger than the T-table. Therefore, the researcher concluded that there was significant result in cycle 1. However, the researcher would still conduct the cycle 2 because, the students who passed the minimum passing grade were less.

2. **Cycle 2**

   a. **Planning**

      Before conducting the research, the researcher prepared the instruments of the research, they are:

      1. Preparing the material and lesson plan.
      2. Designing the steps of doing the action in the class.
      3. Preparing list of students’ name and scoring.
      4. Making an observation sheet for classroom observation (to know the situation of teaching learning process when the technique was implemented).
      5. Preparing pre-test and post-test.
b. Implementation of the Action

On Tuesday, January, 17th 2018 at. a.m. The teacher and observer (researcher) entered the classroom. The situation of the classroom was not crowded because the time was in the morning, so the students were fresh and were ready to begin the lesson. The teacher opened the lesson by greeting and praying, and checked the students’ attendance.

Before the lesson, the teacher gave 15 minutes for students to do pre-test. The teacher also gave instructions how to do pre-test. After pre-test finished, she began the teaching learning process. The teacher reviewed the previous material by gave some questions to the students. He asked them about the narrative text. Most of them forgot about it. Just several of them remember about narrative text. After that, the teacher also asked them about clustering technique. Several students answer the question and some of them just silent.

The teacher asked the students what they already knew about the title “Candi Prambanan”. The teacher asked students to express their ideas about the title used clustering technique. They looked more active than the previous meeting because, the topic had similarity with the previous topic. After that, the students’ assignment was making narrative text used clustering technique from their ideas about the title “Candi Prambanan”. The teacher gave 15 minutes to do it. They
looked responsible with their assignment. After they finished their assignment, they submitted their assignment sheet.

Because the time was up, before closing the lesson, teacher gave some motivations for the students to learn English more, especially writing skill. After that, the students praying. She closed the meeting.

c. Observation

In the cycle 2, the observer observed the teaching learning process by monitoring the students’ activity and attention during the action. Observation made for students learning activities and after using clustering technique focus on writing skill.

The researcher made observation sheet for the students. The explanation of the result of the teacher’s observation sheet are as follows:

Table 4.3 Observation Sheet for Students in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active writing (i.e., ability to write ideas and creative on</td>
<td>V</td>
</tr>
<tr>
<td>Writing Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3. Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4. Practicing (i.e., try to make a narrative text from their ideas used clustering technique)</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>5. Expressing their creative thinking (i.e., think how various ideas and details relate to the topic)</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>6. Giving opinion related the material</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>7. Explaining the material about narrative text</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>8. Commenting about what they learned</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>9. Fixing their errors and completing their note along or after the learning process</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>10. Making conclusion</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>Total score</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td></td>
<td><strong>64%</strong></td>
</tr>
<tr>
<td><strong>Category</strong></td>
<td></td>
<td><strong>Good</strong></td>
</tr>
</tbody>
</table>
Description of score:

A = 5 (paying full attention and giving responses actively)

B = 4 (paying attention and giving response when they are asked)

C = 3 (paying attention and giving response rarely)

D = 2 (paying low attention without any response)

E = 1 (not paying attention and response)

\[ NP = \frac{R}{SM} \times 100\% \]

Category:

Excellent = if it reaches 81-100%

Good = if it reaches 61-80%

Enough = if it reaches 41-60%

Bad = if it reaches 21-40%

Very bad = if it reaches < 21%

\[ NP = \frac{R}{SM} \times 100\% \]

\[ NP = \frac{29}{50} \times 100\% \]

\[ NP = 64\% \]
d. Reflection

Based on the observation of the cycle 2, the students writing skill on narrative text was improved. It can be seen by the average of pre-test that higher than post-test. After that, most of them can reach the minimum passing grade (KKM). The following table is the result of students’ score in cycle 2:

**Table 4.4 Pre-test and post-test scores in cycle 2 of eight grade of SMP Nusantara Tuntang in the Academic Year of 2017/2018**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test 2</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>DB</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DP</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>DPNS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>EG</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>EYA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>EM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>EM</td>
<td>80</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>HP</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>KH</td>
<td>80</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>MCA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>MR</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>325</td>
</tr>
<tr>
<td>14</td>
<td>MA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>MNA</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16</td>
<td>MFC</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>PS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>RDA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>VR</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>AM</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1410</td>
<td>1565</td>
<td>185</td>
<td>1600</td>
</tr>
</tbody>
</table>

1. Mean Calculation
   - Pre-test

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{1410}{20} \]

\[ M = 70.5 \]
• Post-test

\[ M = \frac{\Sigma Y}{N} \]

\[ M = \frac{1565}{20} \]

\[ M = 78.25 \]

2. Calculation of the mean difference

\[ MD = \frac{\Sigma D}{N} \]

\[ MD = \frac{185}{20} \]

\[ MD = 9.25 \]

3. Standard Deviation

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{1600}{20} - \left(\frac{185}{20}\right)^2} \]

\[ SD = \sqrt{80 - 9.25} \]

\[ SD = \sqrt{70.75} \]

\[ SD = 8.411 \]

4. T-test Calculation

\[ SE_{MD} = \frac{SDD}{\sqrt{N-1}} \]

\[ = \frac{8.4}{\sqrt{20-1}} \]

\[ = \frac{8.411}{\sqrt{19}} \]

\[ = \frac{8.411}{4.358} \]

\[ = 1.93 \]
\[ t_0 = \frac{MD}{SEMD} \]

\[ = \frac{9.25}{1.930} \]

\[ = 4.792 \]

In the cycle 2, the data was calculated from the mean of the pre-test was 70.5 and the mean of the post-test was 78.25. After that, the result of t-test higher than t-table. T-table N =20 was 2.093 and t-test calculation was 4.792. It means that there is significant difference between pre-test and post-test. All of students could pass the minimum passing grade. In concluding, there was improvement using clustering technique to improve writing skill.

B. Analysis and Discussion

From the result of analysis in cycle 1 and cycle 2, there is significant improvement on the students’ writing skill on narrative text that the use of clustering technique will be explained in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>63.5</td>
<td>70.5</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>69.25</td>
<td>78.25</td>
</tr>
</tbody>
</table>
Based on the table above, it showed that the mean of pre-test and post-test in each cycle increases significantly. The mean of pre-test in cycle 1 is 63.5 and post-test in cycle 1 is 69.25. After that in cycle 2, the mean of pre-test is 70.5 and mean post-test is 78.25. However, the table showed that the t-calculation is higher than t-table. The result calculation in cycle 1 is 3,526 and cycle 2 is 4,792. From the explanation above, it can be seen that using clustering technique can improve writing skill on narrative text.

The improvement can be examined from the result of the observation sheet. The students’ activeness improves about 20%, in cycle 1 they got 44% (enough). In cycle 2, they got 64% (good). They can easily to make a narrative text, used clustering technique before write text without spending too much time. They are more active and pay more attention when the teacher explanation the materials. The use of clustering technique helped the students to write their ideas easily.

Based on the result of this research, clustering technique can prove the theory in chapter II. "Clustering technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the researcher can use line, boxes, and circles to show relationship among ideas and
details that occur to them” (Langan, 2006:27). According to Noel (2005) in Ika P and Sinulingga (2016:5) says "Clustering is a method of “mapping” your ideas as they come into your mind. It is similar to brainstorming, though it is visual. To cluster, put word, phrase, or sentence in a circle in the center and show it is relationship to previous idea by drawing a line to another circle”. Based on this theory, it appears that clustering technique can helpful for the students write their thinking or ideas through the technique.

Based on the previous research, it is conducted by Zakiyyah (2013) entitled “The Effectiveness of Using Clustering Technique in Teaching Writing Narrative Text”. Clustering technique is effective to improve writing ability in writing narrative text after being taught by using clustering technique is better before being taught by using clustering technique. The researcher concludes that using clustering technique is appropriate used in teaching writing.
CHAPTER V

CLOSURE

A. Conclusions

After conducting the research using clustering technique to improve students’ writing skill on narrative text, the researcher can concluded based on the findings discussed in the previous chapter that:

1. The implementation of clustering technique for the eighth grade students of SMP Nusantara Tuntang can improve students’ writing skill on narrative text. After using Clustering technique, the students can write be better. They can write a narrative text easily and quickly. Besides that, the students were enjoyable and interested in learning writing narrative text using clustering technique. It is shown by the mean of pre-test and post-test increase each cycles. The mean score of pre-test in cycle 1 is 65.5, the mean score of post-test is 69.25. Meanwhile, the mean score of pre-test in cycle 2 is 70.5, the mean score of post-test is 78.25. The researcher analyzes that the writing skill of the students increases from cycle 1 and cycle 2.

2. The improvement can be shown by the score of pre-test and post-test, which increases in each cycle. The researcher can calculate the count of the students who can pass the passing grade. The percentage score of pre-test in cycle 1 who passed the passing grade (KKM) is 40%
while in the post-test, there is 65%. The cycle 2 shows that the percentage score of pre-test is 80% and post-test is 100% who passed the passing grade. From the data above, the researcher could conclude that there is improvement from the pre-test who pass the passing grade. Moreover, in the cycle 2, all of students can pass the passing grade (KKM). It means that there is a significant difference between pre-test and post-test eighth grade of SMP Nusantara Tuntang in the academic year 2017/2018, that using clustering technique can improve students’ writing skill.

B. Suggestion

Based on the result of this study, the use of clustering technique to improve students writing skill on narrative text. The following suggestions are offered:

1. For the English teacher
   a. English teacher is suggested to choose and apply clustering technique to improve students’ writing skill so that students can be helped in expressing their ideas and thoughts.
   b. English teacher have to control the teaching learning process while the students apply clustering technique in the classroom.
   c. English teacher should be creative to make the class alive, so the students do not get bored in teaching learning process.
   d. Teacher should motivate the students also to learn English creatively.
2. For the Students
   a. The students should improve their skill in writing because they have to understand the topic that has been introduced by the teacher.
   b. The students have to learn and practice writing using clustering technique in order to help easier to get idea.
   c. The students are suggested to be more active, creative, and enjoy in exploring their ability in writing.
   d. Students should learn more writing materials especially narrative text.

3. To the other researchers
   In this research, clustering technique is also able to improve the situation in the classroom. In the teaching and learning process, the students took participation when implementing clustering technique in learning writing. In addition, the result of the study can be used as additional reference to further research with different sample and skill.
BIBLIOGRAPHY


Ika P & Sinulingga. 2014. Improving Students’ Achievement on Writing Narrative Text by Using Clustering Technique: (A Classroom Action Research at the Second Grade students of SMA Perguruan Sumatera Tanjung Morawa in Academic year 2012/2013).


APPENDICES
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:
Name : Aam Amaliah
NIM : 113-13-130
Faculty : Teacher Training and Education Faculty
Department : English Education Department
Declares that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, March 15th 2018

The researcher

Aam Amaliah
NIM.113-13-130
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 1

Nama Sekolah : SMP NUSANTARA TUNTANG
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Alokasi Waktu : 40 x 2 Menit
Aspek : Menulis
Topik Pembelajaran : Narrative Text

A. Standar Kompetensi
Memahami makna teks fungsional pendek dan esai berbentuk narrative text dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar
Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative

C. Indikator
1. Mengidentifikasi makna teks narrative
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative
3. Menulis teks narrative
4. Mengetahui cara menulis menggunakan teknik clustering
5. Menemukan ide melalui teknik clustering
6. Memilih dan menyusun ide untuk menyusun teks narrative
D. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengetahui makna teks narrative
2. Mengetahui langkah retorika dan ciri kebahasaan teks narrative
3. Memilih dan menyusun ide untuk menyusun narrative teks
4. Memahami penggunaan teknik clustering dalam menulis teks narrative
5. Menemukan ide melalui teknik clustering
6. Memilih dan menyusun ide untuk menyusun teks narrative

E. Materi Pembelajaran

1. Definition of narrative text
   - A narrative text is an imaginative story to entertain people
2. Generic structure
   - Orientation
   - Complication
   - resolution
3. Language features
   - Using the simple past tense
4. Example of narrative text

**The Lake Toba**

A long time ago, there lived a young orphan farmer in the northern part of the island of Sumatera. The areas is very dry. Syahdan, the young man lived from farming and fishing. One day he was fishing a fish so beautiful. The color is golden yellow. So holding, the fish turned into a lovely princess. The daughter of a woman who was condemned for violating a ban. He will turn into a kind of creature that first touch. Therefore, human touches it, it turns into a princess.
Fascinated by her beauty, the young farmer's daughter asked her to be his wife. The proposal is accepted on condition that the young man would not tell its origin from the farmer fish. Syahdan the term agreed. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.

One they the boy was eating all the food from their parents. The young man was very upset saying: “basic off spring of fish!” that statement by it self. thus unlock the secrets of their promise has been violated.

His wife and son disappeared mysteriously. The land of their former footing sprigs. The water that flows from the spring growing bigger and bigger. And being a vast lake is now called lake toba.

5. Memperkenalkan clustering technique
The proposal is accepted.

The couple blessed.

Their son has a bad habit.

Not tell it’s origin from farmer fish.

A boy.

Never satiated.

Resolution

The boy was eating.

My wife and son.

Disappeared mysteriously.

Secret their promise.

Has been violated.

Parents’ food.
F. Metode Pembeajaran
   a. Menulis
   b. Tanya jawab
   c. Penugasan

G. Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td>10 Menit</td>
</tr>
<tr>
<td>- Guru memasuki ruang kelas dan mengucapkan salam dengan ramah kepada siswa <em>(santun, peduli, religius)</em></td>
<td></td>
</tr>
<tr>
<td>- Pengkondisian kelas <em>(nilai yang ditanamkan: disiplin)</em></td>
<td></td>
</tr>
<tr>
<td>- Motivasi belajar <em>(nilai yang ditanamkan: peduli, santun)</em></td>
<td></td>
</tr>
<tr>
<td><strong>B. Kegiatan Inti</strong></td>
<td>65 Menit</td>
</tr>
<tr>
<td><strong>Eksporasi</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan kepada siswa tentang narrative text fungsi sosialnya, ciri kebahasaannya, struktur teksnya <em>(ingin tahu)</em></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan contoh narrative text kepada siswa untuk dipelajari <em>(ingin tahu)</em></td>
<td></td>
</tr>
<tr>
<td>- Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks narrative tersebut <em>(tanggung jawab, kerjasama)</em></td>
<td></td>
</tr>
<tr>
<td>- Guru memperkenalkan teknik clustering dan menjelaskannya <em>(ingin tahu)</em></td>
<td></td>
</tr>
<tr>
<td>- Memberikan contoh design clustering untuk</td>
<td></td>
</tr>
</tbody>
</table>
menemukan ide dalam menulis teks narrative

(ingin tahu)

**Elaborasi**
- Guru meminta siswa untuk membuat design clustering technique untuk menemukan ide dalam menulis teks narrative *(mandiri)*
- Siswa menemukan ide untuk menulis teks narrative *(berfikir kritis, kreatif dan inovatif)*
- Siswa membuat teks narrative yang telah mereka buat dalam bentuk clustering technique sebelumnya *(berfikir kritis, kreatif dan inovatif)*

**Konfirmasi**
- Guru meminta siswa untuk mengumpulkan design clustering yang telah dibuat siswa dalam bentuk teks narrative *(santun, disiplin)*
- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas *(tanggung jawab, disiplin)*

**C. Penutup**
- Guru menyimpulkan pelajaran yang telah dipelajari *(tekun, kerjasama)*
- Mengingatkan siswa bahwa dipertemuan selanjutnya akan membuat teks narrative *(ingin tahu)*
- Memberi salam perpisahan *(santun, peduli)*

5 Menit
H. Sumber dan Media Belajar

a. Sumber
   1. Buku paket yang relevan
   2. Kurikulum yang berlaku
   3. Silabus SMP Kelas VIII

b. Media Belajar
   1. Alat pembelajaran
   2. Kertas latihan

I. Penilaian

Untuk hasil tulisan diambil dengan cara scoring rubic dibawah ini:

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<td></td>
<td>1</td>
<td>Sering sekali terjadi kesalahan pada grammar</td>
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</table>

Salatiga, 11 Januari 2018

Guru Kelas VIII      Peneliti

Sri Widyaningsih      Aam Amaliah

Mengetahui,
Kepala Sekolah SMP Nusantara Tuntang

Siti Rofiah
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 2

Nama Sekolah : SMP NUSANTARA TUNTANG
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Alokasi Waktu : 40 x 2 Menit
Aspek : Menulis
Topik Pembelajaran : Narrative Text

A. Standar Kompetensi
   Memahami makna teks fungsional pendek dan esai berbentuk narrative
text dalam konteks kehidupan sehari-hari untuk mengakses ilmu
pengetahuan
B. Kompetensi Dasar
   Merespon makna dan langkah retorika dalam esai yang menggunakan
ragam bahasa tulis secara akurat, lancar dan untuk mengakses ilmu
pengetahuan dalam teks berbentuk narrative
C. Indikator
   1. Mengidentifikasi makna teks narrative
   2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative
   3. Menulis teks narrative
   4. Mengetahui cara menulis menggunakan teknik clustering
   5. Menemukan ide melalui teknik clustering
   6. Memilih dan menyiapkan ide untuk menyusun teks narrative
D. Tujuan Pembelajaran
   Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:
1. Mengetahui makna teks narrative
2. Mengetahui langkah retorika dan ciri kebahasaan teks narrative
3. Memilih dan menyusun ide untuk menyusun narrative teks
4. Memahami penggunaan teknik clustering dalam menulis teks narrative
5. Menemukan ide melalui teknik clustering
6. Memilih dan menyusun ide untuk menyusun teks narrative

E. Materi Pembelajaran

1. Definition of narrative text
   - A narrative text is an imaginative story to entertain people
2. Generic structure
   - Orientation
   - Complication
   - resulation
3. Language features
   - Simple past tense
4. Language features
5. Memberikan contoh teks narrative menggunakan clustering technique
His son called Bandung Bondowoso to war against Princess Roro Jongrang beautiful. Between Boko and Pengging, the King Boko died. He wanted to marry.
Candi Prambanan

In the old days of java island, in region called Prambanan. Lies two kingdom. Kingdom of Pengging and kraton Boko. Pening kingdom is gifted with a fertile and get prospereouse. The kingdom is lead by a wise king named Prabu Damar Moyo and has a male son named Raden Bandung Bondowoso while Kraton Boko is kingdom that obey under the rules of Penging. The Boko king is very cruel, he is strong and tall, like a giant. The people of Boko always afraid of the kings anger. Although the king were not handsome, he has a very beautiful daughter called Princess Roro Jongrang.
One day, the king of Boko wants to rebels against the Pengging. Lead by the Boko prime minister, the giant race, Gopolo, the Boko army is prepared to announce the war between Boko and Pengging. They even raid its own people’s properties to support the campaign. Fierce war happens in the borders of the Pengging territorial mark. Many victims were falling on both sides and people Pengging be suffering because of war, many people hunger and poverty. Knowing his people suffer and have many victims soldiers who died in the borders, than Prabu Damar Moyo sent his son Raden Bondowoso go to war against King Boko. The young Bondowoso is able to defeat king Boko. Seeing the king died, the prime minister Gupolo escape. Raden Bondowoso pursue Patih Gupolo to Kraton Boko.

After reaching Kraton Boko. Patih Gupolo reported on princess Roro Jongrang that his father had been lost in the battlefield, by a knight named Raden Bandung Pengging Bondowoso. Princess Roro Jongrang wept, saddened his heart because his father had been killed on the battlefield. Raden at Kraton Boko Bondowoso arrived, soon the troubled to see Priness Roro Jongrang beautiful, so he wanted to marry Princess Roro Jongrang as his wife.

As the Boko Kingdom is lost in the rebels, and save her father kindom, the Roro Jonggrang accept the prince, with the some request. She did not want to marry Bondowoso because he kill his father. To reject the proposal Raden Bondowoso, the princess Roro Jonggrang
have a strategy. The first request, Princess Roro Jonggrang asked for Jatunda while the second request, asked for him to make 1000 temples in one night. Raden Bondowoso Agreed.

The leader of the genie reported to Bondowoso that they have stopped to make the temple because the morning has arrived. Princess Roro Jonggrang told to count the temples and its only 999 temples, not 1000. So Bondowoso won’t be able to marry the princess because he failed to complete the request.

F. Metode Pembeajaran

1. Menulis
2. Tanya jawab
3. Penugasan

G. Langkah Pembelajaran

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<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
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<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
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<tr>
<td>- Guru memasuki ruang kelas dan mengucapkan salam dengan ramah kepada siswa (<em>santun, peduli, religius</em>)</td>
<td>10 Menit</td>
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<tr>
<td>- Pengkondisian kelas (<em>nilai yang ditanamkan: disiplin</em>)</td>
<td></td>
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<tr>
<td>- Motivasi belajar (<em>nilai yang ditanamkan: peduli, santun</em>)</td>
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</tr>
<tr>
<td><strong>B. Kegiatan Inti</strong></td>
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<tr>
<td><strong>Eksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan kepada siswa tentang narrative text fungsi sosialnya, ciri kebahasaannya, struktur</td>
<td>65 Menit</td>
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<tr>
<td>Elaborasi</td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- Guru meminta siswa untuk membuat design clustering technique untuk menemukan ide dalam menulis teks narrative (mandiri)</td>
<td></td>
</tr>
<tr>
<td>- Siswa menemukan ide untuk menulis teks narrative (berfikir kritis, kreatif dan inovatif)</td>
<td></td>
</tr>
<tr>
<td>- Siswa membuat teks narrative yang telah mereka buat dalam bentuk clustering technique sebelumnya (berfikir kritis, kreatif dan inovatif)</td>
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<td>- Guru meminta siswa untuk mengumpulkan design clustering yang telah dibuat siswa dalam bentuk teks narrative (santun, disiplin)</td>
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<tr>
<td>- Guru mememberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas (tanggung jawab, disiplin)</td>
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<th>C. Penutup</th>
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<tr>
<td>- Guru menyimpulkan pelajaran yang telah dipelajari (teknik, kerjasama)</td>
<td>5 Menit</td>
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<tr>
<td>- Melakukan refleksi terhadap jalannya</td>
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</table>
pembelajaran pada hari itu (*ingin tahu*)
- Memberi salam perpisahan (*santun, peduli*)

<table>
<thead>
<tr>
<th>H. Sumber dan Media Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sumber</td>
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<tr>
<td>1. Buku paket yang relevan</td>
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<td>2. Kurikulum yang berlaku</td>
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<td>3. Silabus SMP Kelas VIII</td>
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<td>1. Alat pembelajaran</td>
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<td>2. Kertas latihan</td>
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Salatiga, 17 Januari 2018

Guru Kelas VIII                      Peneliti

Sri Widyaningsih                    Aam Amaliah

Mengetahui,

Kepala Sekolah SMP Nusantara Tuntang

Siti Rofiah
Teaching and Learning Process
Pre-test and post-test cycle 1

TIMUN MAS

Long time ago in the island Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buto Ijo to give the children.

Buto Ijo was a ferocious and powerful monster. He granted their wish on the condition. Several moths later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buto Ijo ca, see to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buto Ijo that Timun Mas was still a child. They asked him to postpone. Buto Ijo agreed. He promised to come again. The following year Buto Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buto Ijo come their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

“Timun, take these things!”

“What are these things!”

“These are your weapons. Buto Ijo will chase you. He will eat you alive. So runs as fast as you can. And if he will catch you spread this to the ground. Now go!”

Timun Mas was scared so she ran as quickly as she could. When Buto Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buto Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds cucumber. In seconds they turned into many vines of cucumber. The exhausted Buto Ijo was very thirsty so he grabbed and ate them. When Buto Ijo was busy eating cucumber Timun Emas could run away.

But soon Buto Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo forest. Buto Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buto Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into lake. Buto Ijo was busy to save himself so Timun Mas threw dressing. This time it turned into a lake. Buto Ijo was busy to save himself. So Timun Mas ran away. But Buto Ijo could overcome it continued chasing her.

Finally when Timun Mas was almost caught she throw her salt. Soon the land where Buto Ijo stood turned into ocean. Buto Ijo was drowned and died instantly. Timun Mas was thankful to god and come back to her home.
C. Answer the following questions!
1. What type of the text is used by the writer?
2. How many characters were in this story?
3. The generic structure of the text is?
4. Why Timun Mas ran away to hide?
5. What was the ending of the story?

1. description
2. two many
3. 1
4. But
5. Finally when Timun Mas was almost caught she threw her sail, soon the land where Buto Ujo stood turned into ocean. Buto Ujo was drowned and died instantly. Timun mas was thankful to god and come back to her come. Timun Mas happy.

The legend of Rawa Pening

one day There are little boy he is hungry and little boy it poor, little boy it go to small village and old women gave one and Then old woman it was knocked and Nobody and little boy plugged sick and Then old woman came saw water large in ground and then became lake and city it lose became lake

Henv P
Pre-test and post-test cycle 2

1. Orientation
   - Poor woman
   - A boy
   - A daughter
   - A child

Upon time, there are was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

2. Complication
   - Power
   - Beautiful
   - Flower
   - Passed
   - Died

One day, a poor woman wanted was children. She hopes to fairy and fairy gave seed placed then poor woman it. Plant seed flower it in flower pot and then grew up beautiful flower.

3. Resolution
   - Surprisingly
   - Saw
   - Inside
   - Thumb
   - Cold

Surprisingly, the woman saw. Little girl inside flower and woman give name: Thumbelina.
one day moose deer went to down to the river to take a dip. However he knew that the crocodile might be waiting underwater to eat him so he said aloud: "I wonder if the water's warm. I will put my leg and find out."

Of course moose deer didn't put in his leg. He picked up a stick instead and put one end into the water. "Chompo..." crocodile grabbed the stick and pulled it underwater. Moose deer laughed: "Ha... Ha... Ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then moose deer ran off to drink somewhere else.

In the next day, moose deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that crocodile looked like a log when he pointed. Moose deer did not want to be eaten by crocodile. He wanted me to count all the crocodiles so he could prepare enough meal for you.

"Really... Tell me what to do," said crocodile. "you must line up from this side of the river to the other side," said moose deer. "one," he counted. He jumped onto the next crocodile. "two," "just enough," said moose deer. He laughed as he ran to the forest.
LEMBAGA PENDIDIKAN MA’ARIF
SMP NUSANTARA TUNTANG
Alamat : Desa Gedangan Kec Tuntang Kab Semarang 50773

SURAT PERNYATAAN
No : 22/SMP Nus / III/18

Yang bertanda tangan di bawah ini Kepala SMP Nusantara Tuntang, Kabupaten Semarang menyatakan bahwa:

- Nama : Aam Amaliah
- Tempat Tanggal Lahir : Pandeplang, 1 Januari 1995
- Alamat : IAIN Salatiga
- NIM : 113 13 130
- Jurusan : Tadris Bahasa Inggris

Nama tersebut diatas benar-benar telah melakukan Penelitian di SMP Nusantara Tuntang dengan judul “The use of clustering technique to improve writing skills on narrative text” mulai tanggal 16 s.d 28 Januari Januari 2018.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

[Signature]
Lamongan, 5 Maret 2018
Kepala Sekolah
S.S.Pd
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon (0296) 8031364 Kode Pos 50716 Salatiga
Website: http://terbimbing.iainsalatiga.ac.id e-mail: terbimbing@iainsalatiga.ac.id

Nomor : B-08/In.21/D1.1/PP.07.3/04/2017
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 20 April 2017

Kepada
Yth. Ibu Mashlihatul Umami, M.A

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : AAM AMALIAH
NIM : 113-13-130
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS’ WRITING SKILL ON NARRATIVE TEXT (CLASSROOM ACTION RESEARCH FOR EIGHTH GRADE STUDENTS’ OF SMP NUSANTARA TUNTANG IN ACADEMIC YEAR OF 2017/2018)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]

Wakil Dekan Bidang Akademik

[Tanggal]

[Signature]

Dekan

Mulyani, S.Ag., M.Phil.

19690617 199603 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : B- 1545 /In.21/D1/PN.03.00/07/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Ydh. Kepala SMP Nusantara Tuntang, Kab. Semarang
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menyerahkan bahwa:

Nama : AAM AMALIAH
NIM : 113-13-130
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan mememahai salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul Skripsi:
THE USE OF CLUSTERING TECHNIQUE TO IMPROVE WRITING SKILL OF NARRATIVE TEXT (A CLASSROOM ACTION RESEARCH FOR THE EIGHTH GRADE STUDENTS OF SMP NUSANTARA TUNTANG IN THE ACADEMIC YEAR 2017/2018)

Dengan Pembimbing : Masilhatul Ummami, M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memerlukan izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 24 Juli 2017 s.d selesai .
Kemudian atas pemberian izin Bapak/Ibu, kami sanggup terima kasih.

Wassalamualaikum w.w.

Salatiga, 21 Juli 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Nam disclosure]
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
### DAFTAR NILAI

**SATUAN KREDIT KEGIATAN MAHASISWA**

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Salatiga, 13 Maret 2018

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Salatiga, 13 Maret 2018

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Wakil Dekan Bidang Kemahasiswaan

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NIP. 197005510 199803 1 003
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa: Ann Amaliah
NIM: 116 - 13 - 130
Dosen Pembimbing: M. Mohd. Hadi, M.A.

Judul Skripsi pada surat penunjukan pembimbing skripsi:

*The Use of Cloze-Testing Technique to Improve Writing Skill on Narrative Text (A Classroom Action Research For Eighth Grade Students Of SMK, November 2009).*

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Dosen Pembimbing:

[Signature]

Catatan:

Jika ada perubahan judul skripsi, harus dicantumkan dalam surat konsultasi, tidak ada penggantian Surat Panunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
CURRICULUM VITAE

Name : Aam Amaliah

Place of Birth : Pandeglang

Date of Birth : 01 January 1995

Sex : Female

Religion : Islam

Address : Pamarayan 07/01 Jiput, Pandeglang

E-mail Address : amalihaam@gmail.com

Number

Education : 2001- 2007 : SD Negeri Pamarayan 03

2007- 2010 : SMP Negeri Jiput 01

2010- 2013 : SMK Ibnu Hajar

Salatiga March 15th 2018

The writer

Aam Amaliah

NIM. 113-13-13