

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a set of rules used by human as a tool of communication. The use of the language is governed by the conventional rules share by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use the language effectively for the sake of their communication. Without language they cannot communicate well, people would not understand what would be communicated with other people. The function of language is not only formaking communication but also show culture of a country. It covers the ability to understand and express opinion, idea, and feeling and to improve knowledge, technology and culture by using language.

English is an international language that is used by many people in the world. Almost all people know English. English is used in some activities such as, education, technology, social status and modernization. In Indonesia English is a foreign language learnt as an important subject. In learning English, students should learn four language skills namely speaking, reading, listening and writing.

Writing has always formed part of syllabus in the teaching of English, according to (Harmer, 2004:31).

So, it is expected that students are able to have competency not only in spoken but alsowritten communication since the four language skills are integrated (listening and reading asreceptive skills; speaking and writing as productive ones). Writing, like any skill, has its‘mechanical components’ including handwriting, spelling, punctuation, and the constructionof well-formed

sentences, paragraphs, and texts, according to (Harmer, 2004:44). And these kinds of components that students have to pay attention to sometimes make them find that writing is difficult.

Writing encourages and emphasizes the abilities of students using language skills based on the context or situation with their environment. In writing, students also have to understand some types of genre with various purposes of communication and should be matched with students' level of education.

There are many genres found in writing. They are descriptive, narrative, recount, procedure, report, explanation, spoof, hortatory, analytical exposition, anecdote, discussion, news item, functional text, and information text. Each genre has its own social function, generic structure, and lexical grammar features. But in this, the writer would focus on narrative paragraph.

Narrative paragraph is any written text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experience in different ways. Narrative text tells the story about fictional or real events, which follows as basic standard format. Narrative includes a plot, setting, characters, structure (orientation, evaluation, complication, resolution, and re-orientation), and theme. The definition of narrative text: according to Rebecca (2003) defined a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

The writer also experienced the same problem while she did her Field Practice Experience (PPL) in grade Ten students of Senior High School in Medan. The writer found that students have problem in writing narrative text. It happened because of some factors, such as minimum completeness criteria is 75, it was very difficult to student's, and then lacking of vocabulary

structure and unfamiliar with the topic, etc. Those factors affected students'. Based on the writer's observation at that school, it is found that learning writing was still in problem.

The technique that can share the above explanation is that It is a technique that is applied to improve students' ability in writing narrative text. By using The clustering technique is one of those concepts we intuitively use and know.

One of its common interpretations is that of mirroring, Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico, a professor of English and Creativity at San Jose State University, California in 1980s. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. It would give stimulation for the students to generate ideas and develop their ideas in the directed way. So it would easier and enjoyable for the students to write a paragraph.

No.	Students' Name	Total Score
1	AH	20
2	AAM	45
3	AG	40
4	AAP	50
5	ARH	40
6	CAGT	45
7	DP	50
8	GAAT	30
9	DSA	60
10	DAN	40
11	DKSS	20
12	ERS	40
13	EF	50
14	ERDP	55
15	FA	50
16	GSS	30
17	GO	65
18	HAN	60
19	MNS	30
20	MPS	60

21	MAR	40
22	NO	50
23	RGA	45
24	RHS	50
25	RA	45
	Total	1110
	Mean	44,4

1.2 The Problem of the Study

Based on the background of the study, the problem of this study can be formulated as the following: “Does clustering technique affect the student in writing narrative text.

1.3 The Objective of the Study

In relation to the problem, the objective of the study is to discover the effect of applying clustering technique in students’ in writing a narrative text.

1.4 The Scope of the Study

Based on the background above, the writer limited the research just focus on the effect of applying clustering technique in students’ in writing a narrative text at the tenth grade students of SMA HKBP Sidorame Medan. As one of the four language skills, writing is considered as a difficult subject. Many of students fail and give up when they get stuck on what else to write, because there are so many things to be well thought of in writing. The fact is a good writing requires creative ideas, good organization, vocabulary mastery, grammatical mastery, and also mechanical mastery. So, to assist students to improve their ability in writing, particularly in writing narrative text, there are some strategy that can be applied. But in this study the writer intends to apply clustering technique which has imagination in the class room, The ability to form images and ideas in the mind, especially of things never seen or never experienced directly, the part of the mind where ideas ,thoughts, and images are formed, the ability to think of ways of

dealing with difficulties or problem, an act of creating a semblance of reality, especially in literature (taken from the Encarta world English dictionary, 1999).

The writer is focused on the clustering technique to affect students' in Writing Narrative. ". The researcher focus on generic structures and the components of generic structures are orientation, evaluation, complication, resolution, and re-orientation.

1.5 Significances of the Study

This Research is expected to be useful in theoretically and practically as follows:

1. Theoretically

The result of the study is expected to be useful for

1. Other researchers, the result of this study is expected to be useful for those are interested in conducting in depth research to this study.

2. Practically

For teachers especially English teachers as a contribution for them in improving and enriching their teaching strategies, and as a means of improving the students' writing ability.

1. For the students, they would get experience of applying clustering technique and help them to improve their ability in writing narrative paragraph .
2. For the others to give further information to those who are interested in conducting study in writing Narrative paragraph through clustering technique.
3. For school principal as an input to improving of school related to the teaching learning language.

1.6 Hypothesis of the Study

The hypothesis of this thesis is formulated as follows:

Ha: “There is a significant effect of using clustering technique on students’ ability in writing narrative paragraph.”.

Ho: “There is no significant effect of using clustering technique on students’ ability in writing narrative paragraph.”.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In theoretical framework, it is needed to explain some context or need to be theoretically explained. The concept will prevent possible misunderstanding between the writer and the reader. In other word, it is important to discuss for clarifying the concept, so that the readers will get the point clearly.

2.2.Clustering

Clustering is a kind of technique which can be used in pre-writing stage. It is introduced by Gabriele Lusser Rico 1980s, a professor of English and Creativity at San Jose State University, California. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write.Rico also claims that clustering is a kind of technique in brainstorming which benefits greatly from the right brain (which she called „Design mind“), the part of the brain in which non-linear pattern and images production occur (Folitt, 2009).

2.2.1Clustering Technique

Clustering is a typical unsupervised learning technique for grouping similar data points. A clustering algorithm assigns a large number of datapoints to a smaller number of groups such that data points in the same group share the same properties while, in different groups, they are dissimilar. (Dr. SankarRajagopalEnterprise DW/BI Consultant Tata Consultancy Services, Newark, DE, USA)

Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the subtopics that interest them most or are considered to be covered by their

competence. Overall, the words or phrases in the cluster provide a starting point for writers to see and understand their world from a new perspective (Folitt, 2009).

2.3 Technique

The technique we are about to propose is an extension of the third technique proposed by Barksdale (1971), which is as follows. The two statements concerning the two sensitive attributes are phrased so that a "Yes" response to one of the two statements would be nonstigmatizing (e.g., the two statements might be "I have never smoked marijuana" and "I am an alcoholic"). The interviewer presents both statements to the respondent on two occasions. On each occasion the respondent picks one of the two statements at random, unknown to the interviewer, but according to some known probability (different for each occasion), and responds to it.

2.4 Genre

Genre is an approach to teaching writing which focuses on creating authentic writing in school. defines a genre as a staged, goal-oriented social process. He explains that teaching genres involves increasing learners' awareness of the conventions of writing to help them produce texts that seem well-formed and appropriate to readers according to Hyland (2002:17)

1. Spoof

The social function is to retell an event with humorous twist.

Generic structure :

1. Orientation : sets the scene
2. Event(s) : tell what happened

3. Twist : provides the punchline

2. Recount

The social function is to retell events for the purpose of informing or entertaining.

Generic Structure :

1. Orientation : provides the setting and introduces participants

2. Events : tell what happened, in what sequence

3. Re-orientation : optional-closure of events

3. Report

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

Generic Structure :

1. General Classification : tells what the phenomenon under discussion is

2. Description : tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behaviours, if living; uses, if non-natural

4. Analytical exposition

The social function is to persuade the reader or listener that something is the case.

Generic Structure :

1. Thesis

Position : introduces topic and indicates writer's position

Preview : outlines the main arguments to be presented

2. Arguments

Point : restates main argument outlined in preview

Elaboration : develops and supports each point/argument

3. Reiteration : restates writer's position

5. News item

The social function is to inform the readers about an event of the day considered newsworthy or important.

Generic Structure :

1. Newsworthy Event(s) : recounts the event in summary form

2. Background Events : elaborate what happened, to whom, in what circumstances

3. Sources : comments by participants in, witnesses to and authorities expert on the event.

6. Anecdote

The social function is to share with others an account of an unusual or amusing incident.

Generic Structure :

1. Abstract : signals the retelling of an unusual incident

2. Orientation : sets the scene

3. Crisis : provides details of the unusual incident

4. Reaction : reaction to crisis

5. Coda : optional-reflection on or evaluation of the incident

7. Procedure

The social function is to describe how something is accomplished through a sequence of actions or steps.

Generic Structure :

1. Goal

2. Material (not required for all procedural texts)
3. Step (i.e. goal followed by a series of steps oriented to achieving the goal)

8. Description

The social function is to describe a particular person, place, or thing.

Generic Structure :

1. Identification : identifies phenomenon to be described
2. Description : describes parts, qualities, characteristics

9. Hortatory exposition

The social function is to persuade the reader that something should or should not be the case.

Generic Structure :

1. Thesis : announcement of issue of concern
2. Arguments : reasons for concern, leading to recommendation
3. Recommendation : statement of what ought or ought not to happen

10. Explanation

The social function is to explain the processes involved in the information or workings of natural or sociocultural phenomena.

Generic Structure :

1. A general statement to position the reader
2. A sequenced explanation of why or how something occurs

11. Discussion

The social function is to present two points of view about an issue.

Generic Structure :

1. Issue : statement, preview

2. Arguments for and against or Statements of differing points of view: point, elaboration
3. Conclusion or Recommendations

12. Narrative

The social function is to amuse and to deal with actual or vicarious experience in different ways.

Generic Structure :

1. Orientation : sets the scene and introduces the participants
2. Evaluation : a stepping back to evaluate the plight
3. Complication : a crisis arises
4. Resolution : the crisis is resolved, for better or for worse
5. Re-orientation : optional

2.5 Narrative

in writing narrative texts in terms of schematic structure and linguistic features. A qualitative case was used in this study. The data of this study were nine junior high school students' narrative texts that came from low, middle, and high levels of achievement. According to Gerot & Wignell (1994: 204). A narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2.5.1 Social Function of Narrative Text

Siahaan and Shinoda (2008:73) state that Narrative text have function to amuse, entertain and to deal with actual or vicarious experience in different ways; narrations deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2.5.2 Generic Structure of Narrative Text

Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially.

The generic (schematic) structures are:

- Orientation : sets the scene and introduces the participants
- Evaluation : a stepping back to evaluate the plight (optional)
- Complication : a crisis arises
- Resolution : the crisis is resolved, for better or for worse
- Re-orientation : optional

Language features are:

- The significant linguistic features are:
 - Focus on specific and usually individualized participants
 - Use of material process
 - Use of relational process and mental process
 - Use of temporal conjunctions and temporal circumstances
 - Use of past tense

2.6 Lexicogrammatical Features of Narrative

Grammar that are used in proofreading tools have one special property that is not shared by all traditional computational grammars. They need to be error-tolerant: parses for sentences with typical grammatical errors (subject-verb disagreement, for example) need to be generated as a necessary prerequisite for successful error correction. In addition, the parser needs to produce enough information in the final parse to indicate that the parse contains a violation of standard grammatical constraints of English. Large-scale computational grammars that do have this capacity include versions of Head Driven Phrase Structure Grammar such as the English Resource Grammar (Cope stake and Flickinger Bender et al. (2004)), grammars

based on Lexical Functional Grammar (Butt et al. (2002), Frank et al. (1998), Reuer (2003)). Written grammatical are often categorized as being in either grammar, usage or mechanics and sometimes include a subset of spelling. Grammars contain specific rules about the syntax and morphology of a language. For example, a prepositional phrase can follow an intransitive verb but a noun phrase cannot. However, grammars generally do not handle questions of usage such as which preposition is the best choice in a given context, or whether the use of the definite or indefinite article or no article at all is more appropriate. point out, language learners can produce misspellings based on either a mis-application of morphological rules or other influences from their native language (L1), or from their incomplete knowledge of the morphology and phonology of the language being learned.

Focus on specific and usually individualized participants

1. Use of material processess
2. Use of relational processes and mental processes
3. Use of temporal conjunctions, and temporal circumstances and use past tense.

2.6.1 The example of narrative paragraph.

FRIGHTENING EXPERIENCE

A huge snake got in my aunt's living room, one day. It was so horrible and could be very harmful to everybody.

First, my aunt was very frightened to see the snake, but she tried to manage herself to be quite. Unfortunately, she failed to do it. She screamed out very loudly to see the snake moving and hissing. Then, she called some neighbors for some help. After that, she ran out and in to try to chase the snake out of the room, but she failed to do so.

Some neighbors suggested using salt to chase it away. Then she went to the kitchen to get a cup of salt. Using her right hand, she spread the salt over the snake and the floor of the living room. Not long after that, the snake slowly began to move its body and through the opened door, it began to leave the room.

My aunt was so relieved to see the snake leaving the room without making any harm to anybody.

(taken from pastibisa's book. 2007 : 100)

2.7. Previous Research

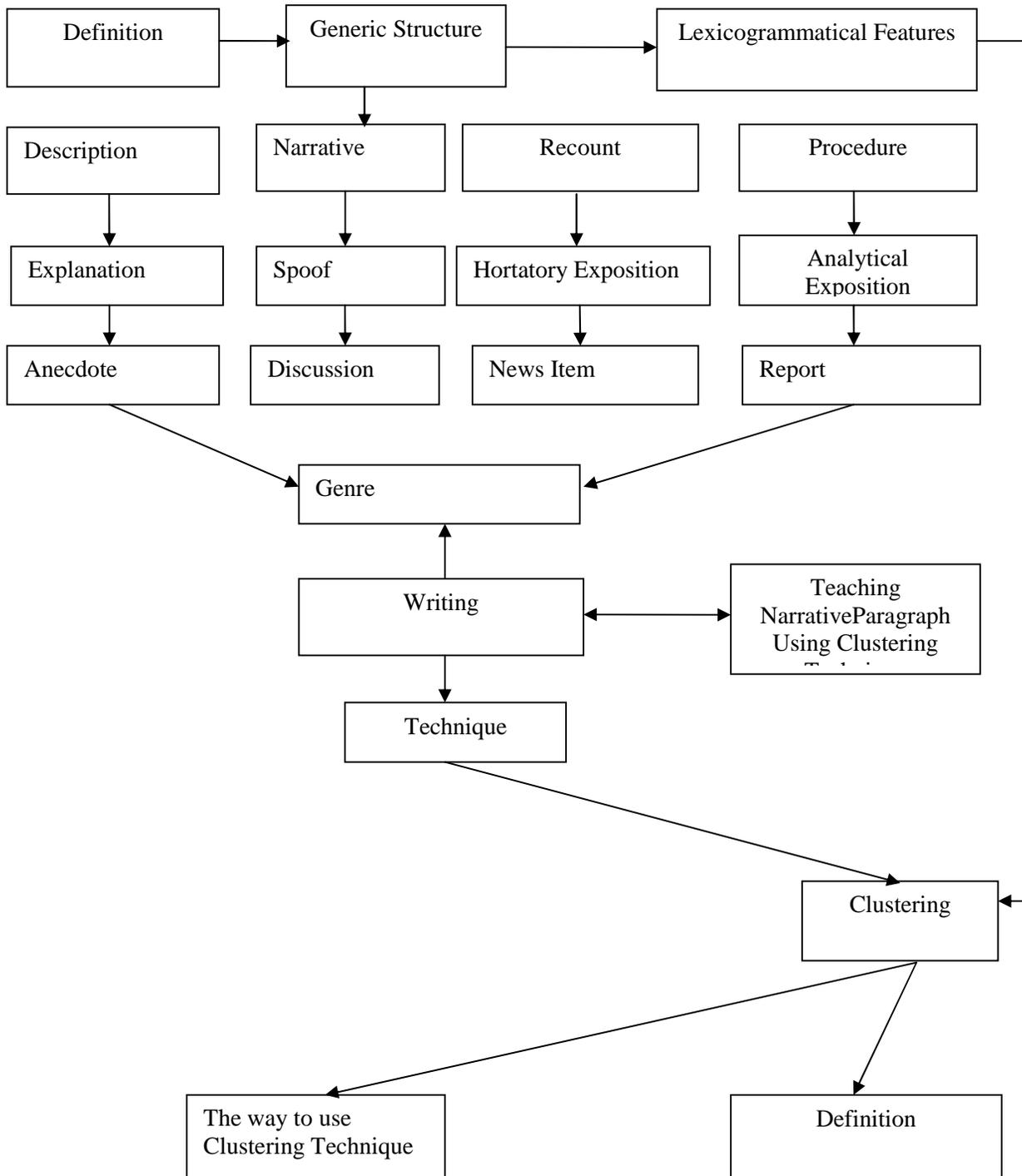
Writer think the review of related literature from other journal. As the principle and the comparison with this research. The first one is taken from journal by Meliyaadriati (2013) entitled The use of clustering technique in teaching writing narrative text, This study investigated the use of clustering technique in teaching writing narrative text. Thus its specific objective will to find out: (1) whether the use of clustering technique is effective in teaching writing narrative text, and (2) the response of the students to this technique. The research method used in this study will be quasi-experimental and the sample was sixty ten-graders in one senior high school in Bandung. Based on data from pre-test, post-test and interview, clustering technique was effective in improving students' score in writing narrative text. Also, students' response to the technique was positive as clustering had several strengths though it had several weaknesses too.

2.8 Conceptual Framework

Writing is an action that has some steps; it is a progress creative act. We already have idea on our mind and we know how to express it while we are writing, after that when we have finished writing, we read all what we have written and make changes and correction continuously until we are satisfied. According to Oshima and Hogue (2007),

Writing help a person to express something about themselves, to explore and explains ideas, and to asses the claim of other people. By formulating and organizing ideas, and finding the right words to present them, the power is gained. Narrative or narration is storytelling, whether a single story or several related ones is related by the story teller. Narrative can be understood as stories with a beginning, middle, and the end that contains a conclusion or some experience of the story teller. To improve students' ability in writing narrative paragraph it is not easy task. Many students find difficulties in writing narrative paragraph. Most of them think writing is difficult, and they have no ideas to write well and also they are unable to organize their ideas into a paragraph. To solve those problem the teachers can apply some methods in teaching. One of them is clustering technique. By applying this method, the students' ability in writing narrative paragraph will improve because clustering technique offers a new idea about how to develop students' ability in writing especially writing a narrative paragraph. Clustering technique provide the list of questions for the learners, by answer and discuss this questions interactively, it will give benefit for the students because it will help them to understand the important component in narrative writing such as character, setting, problem, and solution and also, it will guide the students to get and develop their ideas easier. So, their writing will be focus and better. Besides that, this method also help the students to develop their social ability and help them to be independent thinkers and learners because this method doing in pair interactively.

Figure 1: Conceptual Framework of Research



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research will be conducted by using an experimental quantitative design. In experimental quantitative design, the researcher was attempting to describe a causal relationship between an independent and a dependent variable. In this study clustering technique is determined as independent variable and students' in writing narrative paragraph as dependent variable. The design will be use apply in order to investigate the effect of clustering technique on students' achievement in writing narrative paragraph There were two groups as the sample of this research, namely experimental group and control group. The experimental group taught by using clustering technique, while the control group taught without clustering technique. Both groups were given pre-test and post-test. The design will be present as follows :

Table 3.1.1
Research Design

Group	Pre-Test	Treatment	Post test
1. Experimental group	X1	Using clustering technique	X2
2. Control group	Y1	Without using clustering technique.	Y2

Where :

A1 : pre-test of experimental group

B1 : pre-test of control group

A2 : post-test experimental group

B2 : post-test control group.

3.2 Population and Sample

Population and Sample have a different meaning. Population will be a set(or collection) of all elements processing one or more attributes of interest. While, sample will be a part of population.

3.2.1 Population

Population is group of people that a researcher wants to explore to get data of a research. Arikunto (2010:173) states that population is totally of research subject. The population of this research is take from Senior high school hkbpsidorame academic year 2015. It consist of 2 classes, namely class X-A and X-B. Each class consists of 30 students, so the total number of the students were 60 students.

3.2.2 Sample

According to Arikunto (2010:174) states that sample is partly or representative of population that researched. In selecting the sample, the writer will use random sampling technique. The sample is take from 2 classes. The experimental group was class X-A and control group was class X-B, So It consists of 50 students.

Table 3.2.3

Total sample of the Eighth grade students of SMA HKBP Sidorame Medan

No.	Class	Students
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1	VIII-A(experimental class)	25
2	VIII-B(control class)	25
	Total	50

3.3 Instrument of Collecting the Data

This research will be usewriting test as an instrument of collect is data. Students were asked to write a narrative paragraph about their experience whether it is happy, sad, funny or scary experience. The length of paragraph is minimum 100 words. In this case, the same test in pre-test and post-test were given to experimental and control groups.

The follwing formula is apply :

$$S = \frac{R}{N} \times 100$$

Where:

S = The score

R = The number of the correct answer

N = The number of the question

3.4 Scoring the Test

To score the students performance in narrative paragraph, some criteria is used. According to Weigle (2009:116) states that there are five components that must be paid special attention in scoring writing namely: content, organization, vocabulary, language use,and mechanics. The specific criteria are described in greater detail in the following table.

$$Score = \frac{R}{N} \times 100$$

Table 3.4.1
Criteria of scorings

1. Content

30-27	Excellent to very good : knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
26-22	Good to average : some knowledge of subject, adequate range, limited development of topic sentence, must be relevant to topic but lacks detail.
21-17	Fair to poor : limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor : does not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

2. Organization

20-18	Excellent to very good: fluent expression, idea clearly stated, and cohesive time sequence.
17-14	Good to average : some choppy, loosely organized but main ideas stand out, limited support, logical but incomplete time sequence.
13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
9-7	Very poor : does not communicate, no organization or not enough .evaluate.

3.Vocabulary

20- 18	Excellent to very good : sophisticated range, effective word/idiom, word from mastery, appropriate register.
17-14	Good to average : adequate range, choice, meaning not obscure, occasional errors of word.
13-10	Fair to good : limited range, frequent error of word/ idiom form, usage but

	meaning confused.
9-7	Very poor: essentially translation, little knowledge vocabulary, not enough to evaluate.

4. Language Use

25-22	Excellent to very good : effective, complex construction, few errors of agreement, tense, number, word order, pronoun, and preposition.
21-18	Good to average : simple construction, minor problem, several errors of agreement, meaning seldom obscured.
17-11	Fair to good : mayor problem in simple / complex construction, frequent error of negation, meaning confused.
10-5	Very poor : virtually no mastery of sentence construction, dominated by errors, does not communicate, not enough to evaluate.

5. Mechanics

5	Excellent to very good : demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to avarage : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	Fair to good : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.
2	Very poor: no mastery of convention, dominated by errors, not enough to evaluate.

3.5 The Procedures of Collecting Data

In order to get the data in this study, three procedures is take by the writer namely: pre-test, treatment (teaching presentation) and post-test.

3.5.1 Pre-Test

At the pre-test students in the experimental group and control group were asked to write narrative paragraph about their experience whether it is happy, sad, funny or scary experience. The length of paragraph is minimum 100 words.

3.5.2 Treatment

Both the experimental class and control class were taught by using the same material of narrative paragraph, but they have different instrument. In the experimental class, the writer uses clustering technique as the learning method for the students in writing narrative paragraph and the control group were taught without clustering technique.

3.5.2.1 Teaching Practice in the Experimental Group

The treatment will conducted after doing the pretest. The teacher will teach the material narrative text by using clustering technique, as the learning method and following these procedure

Divided into two groups, namely experimental group and control group. The experimental group will be the group that used clustering streaming technique while the control group will be the group that used traditional or conventional technique. The experimental group is the one who used mind mapping method while the control group who used the conventional method. The research is quantitative research with an experimental method in conducting the research because the researcher will do experiment and give treatment.

Table 3.5.2.1

The Treatment for Experimental Group

Teacher's activities	Students' activities
<ol style="list-style-type: none">1. Teacher gave brainstorming about narrative.2. Teacher divided students into some pairs.3. Teacher explained about narrative paragraph and its features.4. Teacher explained about clustering technique to the students and guide the them to do that.5. Teacher asked the students to write a narrative paragraph and guide them to do that by using clustering technique.6. The students were asked to show their work to the teacher to get some comment and corrective feedback.7. Teacher gave comment and corrective feedback.8. Teacher asked students to collect their writing.	<ol style="list-style-type: none">1. Students answered the questions.2. Students sat with their friends in pairs.3. Students listened and discussed the topic.4. Pairs of students wrote a narrative paragraph based on the teacher instruction.5. Students showed their work to the teacher.6. The pairs paid attention to the teacher explanation and discussed it and then they make the best correction for their writing.7. Students collected their writing.8. These activities were done for three meetings for experimental group

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3.5.2.2 Teaching Practice in the Control Group

The teaching learning process that will be apply in the control class will be without using clustering.

Table 3.5.2.2

The Treatment for Control Group

Teachers' activities	Students' activities
1. The teacher gave brainstorming about narrative. 2. The teacher explained about the narrative paragraph and its features 3. The teacher asked the students write a narrative paragraph about their unforgettable experience. 4. Teacher evaluated the students work	1. The students answered the question. 2. The students listened to the teacher's explanation about narrative paragraph. 3. students wrote a narrative paragraph.

These activities were done for three meetings for control group.

3.5.3 Post-Test

After the teaching presentation both the experimental and control groups, the teacher given a post-test to teach students in both experimental and control groups in order to know their mean score of experimental group and control group after receiving treatment. The writer will be usepost test to know the effect of clustering technique on students writing narrative paragraph.

3.5.4 The Validity of the Test

Arikunto (2009: 67) states that a test is said to have content validity when measuring certain specific goals that align with the subject matter or content that already given. It means that the test which was valid given the appropriate information that is needed by the tester. . It concerned with how well the test measure the subjectmatterand learning outcomes covered during the instruction period.

The text is a good text to measure the students' knowledge of the test and writer try to give the writing test to the students. The writer makes the test in students' writing narrative text by using clustering technique.. Below is the explanation in a specification:

**Table 3.5.5
Table Specification**

	Content	Items	Kinds Of Test	Score
Narrative Text	Orientation	4	Essay	20
	Evaluation	4	Essay	20
	Complication	4	Essay	20
	Resolution	4	Essay	20
	Re –Orientation	4	Essay	20

means for assessment worksheet his students that many number words right and wrong in the sentence at the time the result of the division and in the specification table for many correct words as well as the number of the wrong word in a sentence.

3.6The Technique for Analyzing Data

In order to find out the differences mean of the two groups, the writer will be use the test formula. The result of data will be use to different which is higher between result of test in order to find out if the clustering gives positive or negative effect on students writing narrative paragraph. t-test formula is as follow:

$$t = \frac{Ma - Mb}{\sqrt{\frac{Da^2 + Db^2}{(Na + Nb) - 2} \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Where :

t = the effect

Ma = mean of experimental group

Mb = mean of control group

Da² = the deviation square of experimental group

Db² = the deviation square of control group

Na = the sample of experimental group

Nb = the sample of control gr

3.7 Procedure of Analyzing the Data

There were some steps that will be done in analyzing the data of this research:

The data will analyzed by using some steps:

1. Find out the mean score of each group by using:

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

Where :

M = mean

$d = \text{total score}$

$N = \text{sum of students}$

2. Tabulating the data for control group and experimental group
3. Comparing the score of pre – test and post – test by using t-test
4. Conclude the findings and answer the hypothesis
5. Write the finding