

CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the four fundamental skill that students must acquire in order to learn English is writing. Writing aims to make the students use the target language communicatively and avoid misunderstanding in written work. By having a good writing skill, students will have a capacity to clearly express their ideas in language that is easily understood. According to Ortlieb et al. (2017) writing is a complex problem-solving process that involves managing the text, achieving the goal of writing, generation of an idea that is then constructed and communicated from sources of information for the intended audience. To write effectively, someone needs a thorough understanding of the components of writing. It requires producing written work concerning grammar structure, vocabulary, and the ability to find ideas and then arrange them to be coherent and cohesive paragraphs.

However, when studying English as a second language, writing tends to be the most difficult skill. Purandina (2022) state that mastering writing is a challenging skill for students to master. The challenge not just in creating, developing, and arranging ideas, as well at expressing them into simple and clear language. Good writing skill are needed for all the students to communicate each piece of writing to the readers. Writing is an important tool that must be taught to students because it is a valuable skill that can help them in many ways, but writing cannot be done instantly. Writing takes time to master because it has to be done and practiced throughout the process. To produce good written products, writing has

several steps that students need to be mastered. Therefore, writing skill are an important skill in developing a written product so that students can communicate it well to readers.

They must be able to pay attention to the steps involved in producing a great written to prevent writing problems. According to Johnson (2008:203) writing is the act of having ideas, arranging them, and expressing them. Punctuation, grammar, and spelling are used as a tool to achieve an intended result, instead of being the goal. This means that writing requires time to produce good writing and is not an instant skill. The longer of studying writing, the better the results. Students require enough time for thinking to figure out what they want as content for writing. Producing quality work requires a lengthy process, and writers must figure out how to convey meaning to represent their ideas clearly.

According to Aliotta (2018) suggest that writing is a continuous process that need more creative thinking and more of ideas. This means the writing process includes a multitude of steps for writers. Writing should be carefully created, using concise and coherent language, to provide the greatest clarity of information. Oshima (2020) state that process writing consists of four stages: generating ideas, composing a rough draft, revising, and evaluating or editing. These procedures are crucial and must be completed in an orderly and precise way. These processes should be executed in every writing process. By consistently and carefully following these steps in writing, writers can convey meaning and produce well-organized written compositions of various genres.

Unfortunately, the problem generally faced by class seventh-grade students at SMP N 1 Kuta Utara is the difficulty in writing good paragraph, particularly in

generating and arranging ideas in the construction of descriptive paragraph. Therefore, they lack competence in organizing paragraphs effectively, including appropriate formatting, grammar, and mechanics. This problem arises due to students' lack of mastery of the basic elements of writing. As a result, students get low ratings at composing paragraphs and lose interest in writing. They created the identical paragraph as the example when the teacher's request to create a descriptive paragraph. This suggests that they are still struggling to organize their ideas when writing descriptive paragraphs. In a way to assist them, teachers should employ suitable teaching techniques.

Considering the previous problems experienced by students, the researcher is interested to carried out research using the Clustering Technique to enhance students' writing skill specifically in producing descriptive paragraphs. Clustering is a technique that is employed to compress a large subject into a short and manageable topic for simple sentences or paragraphs. The writer can start to determine which ideas to keep and which to toss out by using this technique (Hogue, 2008). In the exercise, students begin with writing a circled main topic in the middle of a piece of paper. Then they are instructed to elaborate the ideas related to the surrounding topics by connecting them to the central topic with lines. The same process is followed for the subtopics. By this technique, students get an opportunity to select and organize the components they want to include into their written work.

Using the Clustering Technique to enhance writing skill helps students to engage more actively in the pre-writing process. Students have the capacity to show creativity in generating ideas. The ideas that they find help the generation of

sentences that can effectively be delivered to the reader. Langan (2010:22) suggests that Clustering Technique is another strategy that may be used to produce material by utilizing line, box, arrow, and circle to indicate the relationship between ideas and details. This helps them write faster because this technique can make it easier for them to organize and connect their ideas while writing paragraphs. Apart from that, the Clustering Technique is a simple teaching step because it can help students write down the objects they want to describe and help students develop their ideas. Therefore, employing the appropriate writing technique in writing process may greatly help students in composing paragraphs.

Based on the background of the study, the researcher is interested in using the Clustering Technique in the classroom learning process with the purpose of improve students' descriptive paragraph writing skill. This technique may also assist students in integrating the ideas they have thought about, as students often struggle to transform them into a coherent writing that can be delivered. Apart from that, this technique stimulates students to produce good written products. Thus, to enhance the skill of students in composing descriptive paragraphs, researcher is interested in conducting research at SMP N 1 Kuta Utara in the academic year 2024/2025.

1.2 Research Problem

Considering that writing is recognized as most significantly difficult skill to master in the process of learning English, students faced various obstacles that impact the achievement of their learning goals. Researcher found that a lot of students struggle with developing ideas and have a lack in grammar while engaging in writing activities. As a result, they were confused and have difficulties expressing their wanted ideas in writing. Based on the research background above, the

researcher recommended using the Clustering Technique to encourage students' creative thinking in expressing ideas and enhance their grammatical skill for communicate these ideas. The research problem of this research might be stated as follows: Can the writing skill of the seventh-grade students of SMP N 1 Kuta Utara in the academic year 2024/2025 be improved trough the Clustering Technique?

1.3 Objective of the Study

Research objective refers to the specific goals that a research study targets to accomplish upon completion. Based on the information provided in the preceding section, it is crucial for students to learn an understanding of writing as part of their English language education. The goal is to enable students to effectively communicate in the target language and steer clear of misunderstandings in their written work. The aim of the current research is to get answers to research problems. This research would be used an appropriate technique to improve and develop students' writing skill. Thus, the main objective of this research was to find out whether the writing skill of seventh-grade students of SMP N 1 Kuta Utara in the academic year 2024/2025 can be improved through the Clustering Technique.

1.4 Limitation of the Study

Research limitations are crucial to narrow down the discussion of the research problem and make it more focused and feasible for further investigation. Based on the problem formulation, this research was limited in improving the writing skill of seventh-grade students at SMP N 1 Kuta Utara in the academic year 2024/2025 through the Clustering Technique. It was hoped that this research can develop student's creativity in thinking and producing ideas in written form. This research is used descriptive paragraphs as learning material for writing. Apart from that, it

uses Clustering Technique to help develop student's ideas. It uses Clustering Technique to help them find ideas and appropriate grammar in writing descriptive paragraph about person.

According to the Learning Objective (7.8) *Alur Tujuan Pembelajaran*, the focus of learning is on the study of writing descriptive paragraph. In accordance with the learning objectives, it is stated that when students give several topics, they can create great descriptive paragraph that meet the criteria. Thus, the writing skill focused on this research were centered around the generation of descriptive paragraph about person that clearly describe an object. Furthermore, a paragraph must conform to a complete and standardized form, including an introduction, body, and conclusion. Additionally, the paragraph must comply to the scoring rubric criteria developed by Oshima & Hogue (2007), which specifically assesses on format, punctuation and mechanic, content, organization, as well as grammar and sentence structure. Therefore, students must be willing to write descriptive paragraphs well and meet the criteria based on the assessment rubric above.

1.5 Significance of the Study

This study focuses on using the Clustering Technique to improve the writing skill of seventh grade students at SMP N 1 Kuta Utara. The outcomes of this study are expected to have both theoretical and practical impact for the process of teaching and learning. In addition, it is anticipated that the use of both theoretical and practical Clustering Techniques would enhance students' writing skill and offer them with many benefits. To ensure that this research would have valuable, it is crucial to have both theoretical and practical significance. In addition, theory and

practice can support and strengthen the explanations presented well. The importance of this research can be explained as follows:

Theoretically, this research hopes to serve as a reference or guide for the study of classroom action research theory, specifically in enhancing writing skill using the Clustering Technique. The outcome of this research is expected to prove the effectiveness of the Clustering Technique in improving writing skill. It could be used by researchers or linguists to gain more information on the development of language skill in written form. In addition, the theory applied in this research can be used as reference already in place and support explanations. For teachers, this research can be used as a reference for choosing effective techniques in teaching writing, especially descriptive paragraphs. By using Clustering Technique, it is also envisaged that the research findings could be helpful as a guide or reference for raising the caliber of student writing at SMP N 1 Kuta Utara in the academic year 2024/2025.

Practically, this research is anticipated to provide fresh insights and advantages for teachers, students, and other researchers. For teachers, it is anticipated that this research can enhance the way of teaching writing, particularly in find an idea and the use of grammar so that student's skill gets better in using grammar effective and efficient in writing. It is hoped that this research can be used as a guide for teaching writing. Through the Clustering Technique, it is thought that students would be able to develop their writing skill about paragraph description and acquire new insight in writing. For other researchers, it is intended that the findings of this study can hopefully be a worthy reference, and beneficial for

informing readers about Clustering Techniques which is useful for improving students' writing skill.

1.6 Definition of Key Terms

Key terms are some common words used in research. Definitions of key terms are necessary to give readers a clear knowledge of the topic and to prevent misunderstandings about the research. In this research, researchers have several key terms related to research. The key terms are explained as follows:

1. Writing Skill

Writing skill in the present study is operationally defined as the skill of the seventh-grade students of SMP N 1 Kuta Utara in academic year 2024/2025 to write a descriptive paragraph about person. The writing skill focuses on producing 6-12 sentences of the descriptive paragraph that based on its generic structure, which consists of identification, description, and conclusion.

2. Clustering Technique

Clustering Technique is operationally defined as the technique of visually creating and generating ideas. It would be used to improve the writing skill of the seventh-grade students at SMP N 1 Kuta Utara. Clustering Technique is employed to help the students in creating and developing the ideas. The teacher gives the main idea and asks the students to write the topic within the big circle positioned in the center of paper. Next, it is essential to delineate a line in order to determine the specific subtopic that is being referred to in the little circle. The subtopic generated has the potential to generate additional ideas inside the subsequent circle. The subtopic should be closely connected

to the main topic, making it easier for students to compose descriptive paragraphs using the ideas created.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a crucial aspect of this research. A particular study must be carried out on a theoretical basis. Several theories related to concepts and strategies are reviewed to support understanding the research problem. This research aims to discover that using Clustering Technique can improve the writing skills of seventh-grade students. Several theories related to writing skills are reviewed to support the problem formulation discussed in the previous chapter. This allows the readers to understand the points discussed in the current research. This chapter has several important points to support the research, including relevant theoretical reviews from related literature. The academic reviews used in this research were collected from relevant sources and experts. This research examines several important related issues with the current research: writing skill, descriptive paragraph, Clustering Technique, and writing assessment.

2.1.1 Writing Skill

Writing skill is a way of expressing thoughts, opinions, problems, and feelings regarding something that someone reads, sees, or experiences to others through written form. Writing is a kind of productive communication that necessitates the use of creativity to effectively convey ideas, feelings, and thoughts. During the process of teaching and learning, students build their creativity through writing by conveying their thoughts and sharing them with others. Writing is the act of expressing personal significance, and it allow individuals to express their

perspectives on a subject Hyland (2003:9). Consequently, the written work has the potential to convey an individual's personal emotions, and the subject topic derives from diverse circumstances encountered in daily existence.

Apart from that, this is due to the challenging task of making decisions and choices, including at the level of ideas and creativity, to get quality results, students must be able to connect all things or thoughts. One of the things that students must do is hone their creativity in determining and placing the ideas they have before composing a sentence. According to Brown (2004), writing as a written product is often the result of thinking and revising that requires specialized skill. Students must know how to use grammatical structures properly and correctly. In good writing, the critical criteria are accuracy and clear exposition (Hyland, 2003). Students should explain the meaning to the readers so that their writing is not misunderstood.

In addition, based on Harmer (2004:246), writing is considered a productive skill that must be cohesiveness and coherence in certain types of writing. Coherent writing can be comprehended when it conforms to an organized arrangement of ideas and main themes. On the other hand, cohesive writing emphasizes the technical aspects of connecting concepts in phrases and sentences. Writing encompasses various elements, including grammar, vocabulary, handwriting, spelling, punctuation, and written content product. Therefore, it is imperative for students to possess an extensive knowledge of language organization to effectively arrange letters, words, sentences, and paragraphs and achieve suitable writing outcomes. According to Patel and Jain (2008:125), writing is a skill that must be taught and regular practiced. Students must consider to develop coherent and

unified information inside a paragraph to ensure that their writing is meaningful and easy understandable to readers.

Moreover, writing is a difficult process that cannot be quickly achieved as it requires the writer to follow a series of processes to produce high-quality writing. Oshima & Hogue (2007) state that, writing is a process that involves several steps and is not completed in one action. The writing process usually consists of four main stages: generating ideas, arranging ideas, composing a preliminary draft, and refining the text through editing and revision. Furthermore, understanding the writing process is crucial for students as it enables them to figure out the intricate details of writing gradually and minimize problems with writing. The writing process seeks to help students' understanding of the significance of each stage. Essentially, the writing process enhances students writing skill to produced accurate and high-quality written work.

The process of writing is a complex task that cannot be easily done, since it takes the writer to follow a series of planned steps in order to produced excellent written work. According to Ramet (2007:1), consistently writing something and every day would develop the discipline and dedication needed by students to effectively generate good-quality written work. Simply, when writing, students were faced with expressing their ideas and constructing a well-crafted paragraph on a specific topic. Furthermore, the students must engage in daily practice in order to achieve mastery in the skill of writing. Moreover, the development of writing skill is of crucial significance for students. Writing is an invaluable means for students to express themselves effectively through spoken word. By using this approach, students can benefit on the opportunity to enhance their writing skill.

However, learning writing is crucial in learning English. Students' creative processes and self-expression are supported when they write. According to Graham (2008:2), writing is a difficult skill that takes a lot of time and effort to perfect. If teachers want their students to learn how to write effective and disciplined, they must give the writing process a great deal of effort and care. Besides from that, writing can be considered a tool for communicating ideas to the wider readers; those who wish to improve their English in real life can turn to it. Through writing, students focus on improving their English writing skill while also learning how to communicate their thoughts in written form. Writing can also encourage writers to clarify ideas and information so that readers can totally understand them.

More practice is needed in written language. To write a paragraph that is cohesive and coherent, students need to pay attention to the writing process. It will be challenging for someone who has never written a lot to learn the writing process because it is not a natural process and takes more process and practice to become competent. When writing, students have more time for thought than when communicating Harmer (2004:31). It is necessary to understand writing to write. They can process what they already know in mind. They can also refer to a dictionary, grammar guide, or mastery order reference for helping them when writing. This indicates that in order to develop language that complies with writing guidelines, writing practice and increased reference are crucial. The writing process consists of various processes that are required to generate a written effectively, readable piece of writing.

Moreover, according to Ur (1991), the main purpose of writing is to convey ideas. Writing is commonly recognized as a technique of communicating ideas,

facts, and thoughts. This means that writing needs students to engage in creative and innovative thinking to generate appropriate ideas. Before expressing their thoughts in written work, students must first generate ideas that will be conveyed through language in written work. This writing can serve as a medium for communication, therefore, the selection of well-organized words impacts the quality of the writing composition. Writing is a skill that demands effective instruction and diligent practice. Writing is crucial since it serves as a highly efficient way for improving vocabulary, spelling, and sentence structures.

In conclusion, writing is the process by which authors convey their thoughts through written text, which needs to be understandable and coherent. Writing needs skill; it is not a simple task. Writers must pay attention to the writing steps to produce good work. Writing is a complex skill, so authors need to follow the writing process to generate great written work. To write effectively, authors have to know what they will need during the writing process. This study intended to employ the theory of Patel and Jain (2008:125). Therefore, writing is the product of constructing many writing-related elements. Students need to be able to write well and effectively for their writing skill work, but this is a difficult process that takes time to mastered.

2.1.2 Descriptive Paragraph

Students must have the skill to produce written products, as writing is an effective skill that provides concrete results. The written product referred to in this instance is a paragraph. A paragraph is a structured unit consisting of a series of connected sentences that together elaborate on a main topic. Normally paragraph is often composed of three aspects: an introduction line, known as the topic sentence,

followed by supporting sentences or description, and finally, a concluding sentence that emphasizes the primary idea or offers comments. A paragraph can range in length from a single sentence to as much as ten sentences. According to Zemach & Rumisek (2005), a paragraph often consists of five to ten sentences, it depends on the topic being discussed. Thus, when the author successfully organizes the paragraphs in a coherent way, the readers will simply understand the main point given by the writers.

A paragraph is a coherent set of sentences that a writer constructs to explain about a certain subject or object. Zemach & Islam (2005) state that a paragraph usually consists around 6 to 12 sentences that focus on one topic. Every of these statements discusses the writer's central idea regarding that topic. A paragraph serves the purpose of presenting information, expressing an opinion, describing a concept, or telling a brief story. An effective paragraph is a paragraph that allow the reader to clearly imagine the thing being discussed. While, in descriptive paragraph, the explanation about the topic can be imagined by the reader. Therefore, in making descriptive paragraph, various components can be used, such as an introduction followed by a detailed description, ending in a concluding statement at the paragraph's conclusion. Usually, the third component mentioned is a format that the writer must adhere to. They can enhance reader understanding, so assisting the achievement of the paragraph's intended objective.

Furthermore, descriptive paragraphs are among the several forms of paragraph. The goal of the descriptive paragraph is to provide a detailed description of an object. According to Fiderer (2002:17), descriptive paragraphs give an accurate description of people, place, and things. Descriptive refers to the act of

explaining something by offering further details. The purpose of a description is to provide a detailed description of items to aid visualization of the next explanation. An effective description provides the reader with an accurate image of the object. Descriptive paragraphs serve as a way for writers to assist readers in visualizing the topic given inside a single paragraph. So descriptive paragraphs need a distinct goal and a clear structure to ensure that readers may simply understanding the writing they are reading.

Descriptive paragraphs provide detailed explanations of the look or feel of something. Kane (2000:351) suggests that descriptive paragraphs generally focus on sensory information, including hearing, seeing, and feel experiences. The description paragraph should give information that clearly and accurately describes the object. This logical explanation aims to describe an excellent paragraph. Oshima & Hogue (2007) state that an effective description serves as a visual illustration of a word, allowing the reader to imagine the object. When composing a descriptive paragraph, it is essential to take into consideration three main structures: identification, description, and conclusion. A good description is an effectively organizing words and following to the principles of structuring an effective descriptive paragraph.

Moreover, descriptive paragraph is a paragraph that is discusses the use of adjectives. Adjectives play a crucial part in descriptive paragraphs. They are like spices. They improve the taste of their writing. Descriptive paragraphs employ adjectives to express the visual or sensory characteristics of a person or object to the reader. Zemach and Rumisek (2005:25) argue that descriptive paragraphs describe the visual or sensory characteristics of a person or object. This paragraph

use adjectives to convey to student the visual, felt, smells, auditory, and tastes qualities of an object. In addition, prepositions are essential to indicate the organization of the area. Therefore, learning writing is necessary to help students' skill to effectively express their thoughts through written form.

In addition, there are three components of descriptive organization: introduction, body paragraph, and conclusion (Savage & Mayer, 2005). Evans (2000) states that a descriptive paragraph usually consists of an introduction, main body, and conclusion, all of them serve to support the previous theory. The author provides an overview of a paragraph, encompassing descriptions of places, people, objects, or animals in the introduction. In the body paragraph, the primary focus is on providing detailed and precise descriptions. When describing someone, you can provide information on their physical appearance, characteristics, hobbies, habits, and so on. The final one is the conclusion. It could show up as the author's emotions, opinions, or even suggestions. The process of organizing a paragraph according to a specific arrangement is referred to as spatial order (Oshima & Hogue, 2007). Spatial planning refers to the strategic organization and layout of an object or space. Applying spatial regularity patterns assists the writer in effectively conveying the clearly imagine of objects to the reader.

According to Oshima & Hogue (2007), descriptive paragraphs provide detailed information about the looks, feel, smell, and sound aspects of something. An effective descriptive paragraph serves as a clear representation, allowing the reader to picture the object, place, or person being described. The level of information in a descriptive paragraph directly influences a reader's capacity to accurately visualize the subject being described. Every detail should engage all five

senses. They should provide readers with descriptions of the visual appearance, the smell perception, audio experience, taste sensation, and physical impression. They be able to write about various aspects such as colors, sizes, shapes, sounds, and textures. The key to creating descriptive paragraphs is for students to provide a clear and accurate description that allows readers to readily visualize the subject.

Based on the explanation previously, a descriptive paragraph is a type of paragraph that provides a detailed description of an object, such as a person, place, or thing that has a generic structure. The composition of descriptive paragraphs should clearly offer information that helps readers' understanding of the written work. In the context of theoretical techniques, researchers utilize the theory proposed by Zemach and Rumisek (2005), which suggest that descriptive paragraphs have written explanations of the visual or physical aspects of a person, thing, animal, or place. In addition, researchers employ the theory proposed by Zemach and Islam (2005), which says that a paragraph consists of about 6-12 sentences that are concentrated around a one topic. These theories may be useful as good guidelines to this study.

2.1.3 Clustering Technique

The term technique is often used in the process of teaching and learning. Technique means the ways that are used by a teacher to facilitate the learning process and improve students' understanding of the subject. Clustering Technique is either of the technique used in the process of learning writing activities. According to Brown (2004:14), techniques are specific actions that are consistently implemented in the classroom in keeping with a method and in harmony with the approach. Effective teaching techniques are crucial for teachers to implement in the

classroom. If that the teaching technique is accurate, the learning environment will become more conducive and comfortable for students.

Clustering is an innovative process. When developing Clustering Technique, individuals used visual schemes or graphs to find ideas that are connected with a specific topic. Clouse (2005:24) state that, clustering is a technique of visually creating and generating ideas. Clustering, also known as an ideas-unlocking technique for writing and must be done quickly and uncritically. Clustering is a useful technique to employ when individuals are uncertain about how to convey their views. Furthermore, the used of Clustering Technique gives students the chance to actively engage in the process of teaching and learning. Clustering Technique can enhance the development of writing skill. To apply this technique, the author could begin by encircling the main topic at the center of the paper, next drawing a line from the circle and writing ideas connected with the topic. By employing this technique, the writer can effortlessly structure his thoughts into a written composition. This technique enables the writer to encapsulate all information pertaining to the main subject within big circles, while connect subtopics themes to smaller subtopics utilizing lines.

Clustering Techniques were commonly employed in the field of writing, especially during the pre-writing stage. Clustering Technique can assist students in generating descriptive paragraphs. Clustering Technique is useful for writers to provide ideas visually Langan (2005). This technique was used to enhance the students' ideas before writing. This means that the writers can see their ideas written on a piece of paper through clustering. Clustering refers to the process of summarizing or organizing ideas, helping students to effectively categorize their

thoughts when they are prepared to write. During the pre-writing stage, students generate a set of ideas to incorporate into their writing. This technique effectively shows the relationships between ideas. Grouping techniques assist students in arranging their thoughts before expanding them into paragraphs. At first, the writer places the topic in the center of the page and encircles it. Next, the writer has the option to move in one of two directions.

Beside that, Savage and Mayer (2005:57) suggest that Clustering Technique is one of the appropriate techniques that can used to limit the subject. Clustering Technique starts by writing words then next encircling them as the main subject in the middle of the paper. After that, you can convey related ideas through putting them in circle formations surrounding the central topic. Clustering Technique can effectively provide writers with a clear direction for their writing, making them particularly beneficial for students. This technique also liberates writers from the constraints of linear expression, allowing them to fully explore their own creativity. This will facilitate the task for the writer. While the writer can express their views, it is crucial for them to focus on the main theme to ensure a coherent and organized arrangement of paragraphs. Therefore, the outcomes may help readers in comprehending the text as they read.

Clustering is one of the techniques that can be employed to produce content. According to Langan (2008:31), clustering can give an initial understanding of idea and concept to an individual. Like brainstorming or free associating, clustering allows the writer to generate ideas. Clustering Technique employs a pictogram to visually represent the relationship and sequence of ideas. The main supporting idea connects to the central through lines and cycles, while lesser supporting elements

are also included into each circle that include the main information. Clustering allows students to convey the connections between ideas using lines, arrows, and circles. Furthermore, the Clustering Technique can be used in situations where individuals are unable to express their thoughts.

Besides that, Clustering is a paragraph writing technique that look similar the process of categorization or grouping. Clustering is a writing process where ideas are organized into clusters based on the identify and relevancy, which helps in structuring the paragraph. At the pre-writing stage of the writing process, the students are instructed to engage in the Clustering Technique as a practice exercise. It is anticipated that this experience may cause to students to recognize that writing is a complicated skill that must be learned through several steps. By implementing this technique during the writing process, students can simply produce their ideas and develop their interested in learning to compose descriptive paragraphs.

By implementing this technique during the writing process, students can simply produce ideas and develop their excitement for learning to create descriptive paragraphs. The use of Clustering Technique is advised to enhance students' motivation. In addition, researchers used the theory proposed by Oshima & Hogue (2016) because the step were simple and easy to understand. This will facilitate researchers in explaining the procedural of the Clustering Technique. The process of implementing the Clustering Technique were carefully and systematically developed from Oshima & Hogue (2016). The procedure for the Clustering Technique are as follows:

1. The teacher presents a topic and ask the students to write it in a large circle in the middle of paper.

2. The teacher asks students to think about the topic for one or two minute and write each new-idea that comes into their minds in smaller circles around the large circle.
3. Next, the teacher asks them to think about the idea in each smaller circle for one or two minutes and write each new idea in even smaller circles.
4. The teacher asks students to review the group circle and cluster their ideas.
5. The teacher asks them to write a good descriptive paragraph based on the clusters.

In addition, Clustering Technique is a valuable technique that can inspire students' creative thoughts when composing a paragraph. In writing class, the teacher gives a topic to the students. Teacher instructed the students to write down the topic in a sizable circumference at the center of a sheet of paper. Students begin in thinking by generating ideas related to the topic, writing every new idea within small circles positioned around central circle, and then making connections to the main idea using lines. Students continue in adding ideas, with each one circled and linked by a line to form a coherent train of thinking. The students continue till they encounter a circle group. Furthermore, students can simply develop and structure their thoughts in a systematically manner.

2.1.4 Assessing Writing

Assessment plays an essential role in the teaching-learning process since it directly impacts students' achievement to understand and retain the material being taught. Assessment is an ongoing procedure that has a wider scope. According to Brown (2004), the teacher automatically assesses the student's performance whenever they answer the question, make a comment, or try to use a new phrase or

structure. Assessment is a form of evaluation, apart from that teachers should evaluate students using objective criteria rather than subjective ones. Consequently, teachers in the classroom are highly involved in assessment and prioritize the outcomes. intervention in a student's life is a direct and involved action, without any sense of distance or neutrality. Without the data got from evaluations, it would be difficult to figure out discrepancies between a student's present and target performance and to ascertain their progress.

Assessment refers to various ways of collecting information on learners' language ability or achievement. There is some function of assessment, such as measuring their ability to master the material, measuring the students' experience, and measuring to what extent the students catch the material that the teacher gives in the teaching and learning process. Miller et al. (2009:28) state that the assessment is a general term that includes the full range of procedures used to gain information about student learning (observation, rating, performance, or project paper and pencil test) and the information of value judgments concerning the learning process. Furthermore, the teacher should prepare a test design to assess the students' skills.

Carter and Nunan (2001:138) also mentioned that assessments are conducted to collect data on individuals' language competency and accomplishments, which may be employed by stakeholders in language learning programs for many objectives. Evaluating student learning daily is certainly one of the most crucial, complex, and challenging responsibilities of teachers. There are various evaluation functions, such as evaluating mastery of the content, measuring student experience, and assessing the level of understanding of the material provided by the teacher during the teaching and learning process. Teachers play a crucial role in assessing

student's skill, therefore they must ensure that classroom assessment techniques are of high quality and utilize them in a manner that optimally facilitates student learning.

According to Hyland (2003:312), assessment is not simply a matter of setting exams and giving grades. Score and evaluate feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being judged fairly. There is nothing distant or neutral about intervening in the lives of learners. Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning. therefore, assessment is an important stage in the teaching and learning process.

Assessing written work would be a challenging task for teachers. According to Brown (2004), writing evaluation is a complex undertaking that evaluates students' writing skill. Teachers require explicit objectives or criteria to evaluate students' writing skill. Usually, one clarifies objectives or criteria such as handwriting skill, accurate spelling, writing grammatically correct phrases, constructing paragraphs, or developing an essential point logically. When assessing writing, teachers prioritize the examination of content and form, which includes language ability, organizational structure, logical reasoning, grammatical accuracy, and punctuation usage. Furthermore, the writing rubric assesses other factors, specifically format, punctuation, mechanics, content, organization, as well as language and sentence structure. These factors will provide a distinct orientation for assessment. Additionally, student writing assessment criteria give an objective

assessment of what is considered suitable for student writing. Well-defined assessment criteria facilitate teachers in conducting assessments with ease.

According to Harmer (2001), there were four categories of tests. The first category is a placement test, which is administered to students entering an institution to assess their skill level in a specific field. This helps determine the appropriate group for the student based on their abilities. The second category is a diagnostic test, which assists students in recognizing differences so that they can determine the specific challenges they are facing. Teachers can assist students in resolving these challenges. The third kind of progress test is designed to assess students' understanding of the material presented, typically in relation to the syllabus they are studying. The final category is the evaluate of students based on the offered content, allowing teachers to provide grades based on the students' performance at the conclusion of the teaching and learning process.

As stated by Brown (2004), there were two distinct types of assessment: formative and summative. Formative assessment is beneficial for enhancing student competence and skill during the growth phase. Formative tests are also utilized to assist teachers to assess the initial level of students' skill during the learning process. Teachers commonly use formative tests for classroom assessment. Meanwhile, summative test is designed to evaluate or summarize the skill of students in the information taught and often happen at the conclusion of a teaching. Summative assessment has an indirect impact on the learning process, but it frequently influences decisions that can influence students' learning. Teachers will employ summative assessments at the end of the academic term to measure the extent to which students' skill and knowledge have progressed. The formative and

summative assessment seeks to provide a report evaluation of their progress in teaching and learning.

Assessment plays a crucial role in the teaching and learning process as it can assess the effectiveness of each teaching and learning activity and measure the advancement of the subject. In this current study's researcher focus in assessing students' skill in producing descriptive paragraphs. The researcher would provide the paragraph construction task by Brown (2004) as a means of assessing or creating written tests. The researcher intended to use two tests, specifically a pre-test and a post-test. The researcher instructed the students to compose descriptive paragraphs according to examples. The paragraph contains instructions for composing descriptive paragraphs and would be given several topics about person, thing, animal, and place that should be described. The researcher would use a scoring rubric that adapted from (Oshima & Hogue, 2007). So, student would attempt to create an effective paragraph by following these specific criteria.

2.2 Empirical Review

An empirical review refers to a depth review derived from previously conducted study by other researchers. The empirical review aims to improve this research by reviewing the findings and determining if this research would achieve the same level of success as the pertinent studies in the empirical review. Additionally, it serves to collect information related to current studies. The data collected would be serve as a reference to enhance this study. Furthermore, knowledge with empirical review evidence can assist researchers in avoiding inadvertent duplication of past study findings and maintaining a more advantageous

stance in relation to the outcomes of their research. In this study, researchers would apply two relevant prior studies. Researchers interested to improve students' writing skill through using of the Clustering Technique. The following relevant studies that researchers would review as an empirical review are:

The first empirical study was conducted by Dembo (2019) entitled "Improving Writing Ability of the Eighth Grade Students of SMP PGRI 6 Denpasar in Academic Year 2018/2019 through Clustering Technique". This study is being conducted using a classroom action research approach. The objective of this study is to determine the effectiveness of the Clustering Technique in improving students' descriptive paragraph writing skill at SMP PGRI 6 Denpasar. The research findings show that the implementation of the Clustering Technique had a beneficial impact on student's skill to create descriptive writing. This is evident from the growth in writing skill, as evidenced by the average score on the pre-test, which further improved in post-test 1 and 2. This indicates that the research conducted has been well executed. The learning done by Dembo is great because the researcher gave a clear explanation of the actions for implementation of the Clustering technique. This is enable students to visualize what they should to do with this technique.

The second study, was conducted by Septiari (2023), entitled "The Use of Clustering Technique in Improving Writing Ability of the Eighth-grade Students of SMPN 1 Payangan in Academic Year 2022/2023." The objective of this study is to find out the efficacy of the Clustering Technique in improving students' ability in producing descriptive paragraphs. Clustering is a technique that students can employ to generate descriptive paragraphs encompassing their ideas. The findings of this study demonstrate that the application of clustering techniques can enhance

students' skill in composing descriptive texts. This is seen from the improvement in student scores between the pre-test and post-test. In addition, they responded well to the use of the technique, as shown by the results of the submitted questionnaire.

Previous studies have shown that the use of the Clustering Technique provides significant improvements in students' writing skill. They can produce paragraphs that are accurate and comprehensive. This demonstrates that the Clustering Technique can significantly improve students' skill in composing paragraphs or texts. Both researchers used concepts from theory. Oshima & Hogue (2007) introduced the Clustering Technique and provided an explanation of the steps involved in its implementation through a theoretical review. However, the instructions provided just offer a general overview without providing a detailed, step-by-step explanation. Furthermore, in the lesson design they fail to make clear the appropriate timing for students to categorize their written ideas into cluster. And it will make confusing for students to create a paragraph. Thus, in this study the researcher would clearly explain the logical procedures for integrating the Clustering Technique within the teaching module. These stages would comply with the theoretical principles proposed by Oshima & Hogue (2016). Therefore, it is hoped that the sequential procedures for implementing the Clustering Technique would help students in structuring and enhancing their paragraphs, particularly descriptive paragraph undoubtedly, this will have an impact on their writing skill.