THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARD STUDENTS' WRITING SKILL IN PROCEDURE TEXT AT 9th GRADE OF SMP NEGERI 2 BOBOTSARI PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State
Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)
Degree

By:

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2025

STATEMENT OF ORIGINALITY

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Assalaamualaikum Warahmatullaahi Wabarakaatuh

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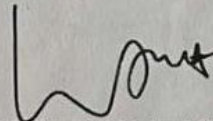
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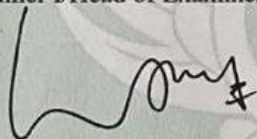NIP. 199212152018012003

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This thesis, entitled

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Written by, Yunia Maulidya (Students Number. 2017404077) English Education Study Program, Faculty Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on March 18th, 2025 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.
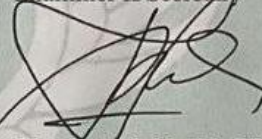
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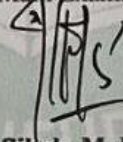**Desi Wijayanti Ma'rufah, M. Pd.**
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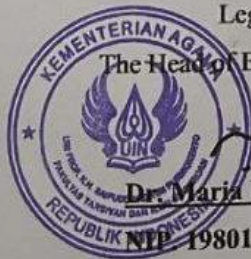
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MOTTO

"Whoever takes the path to seek knowledge, Allah will make
easy for him the path to paradise."

- H.R.Muslim (2699)

DEDICATION

With gratitude and all my love, I dedicated this thesis to:

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Purwokerto, 12th March 2025
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By

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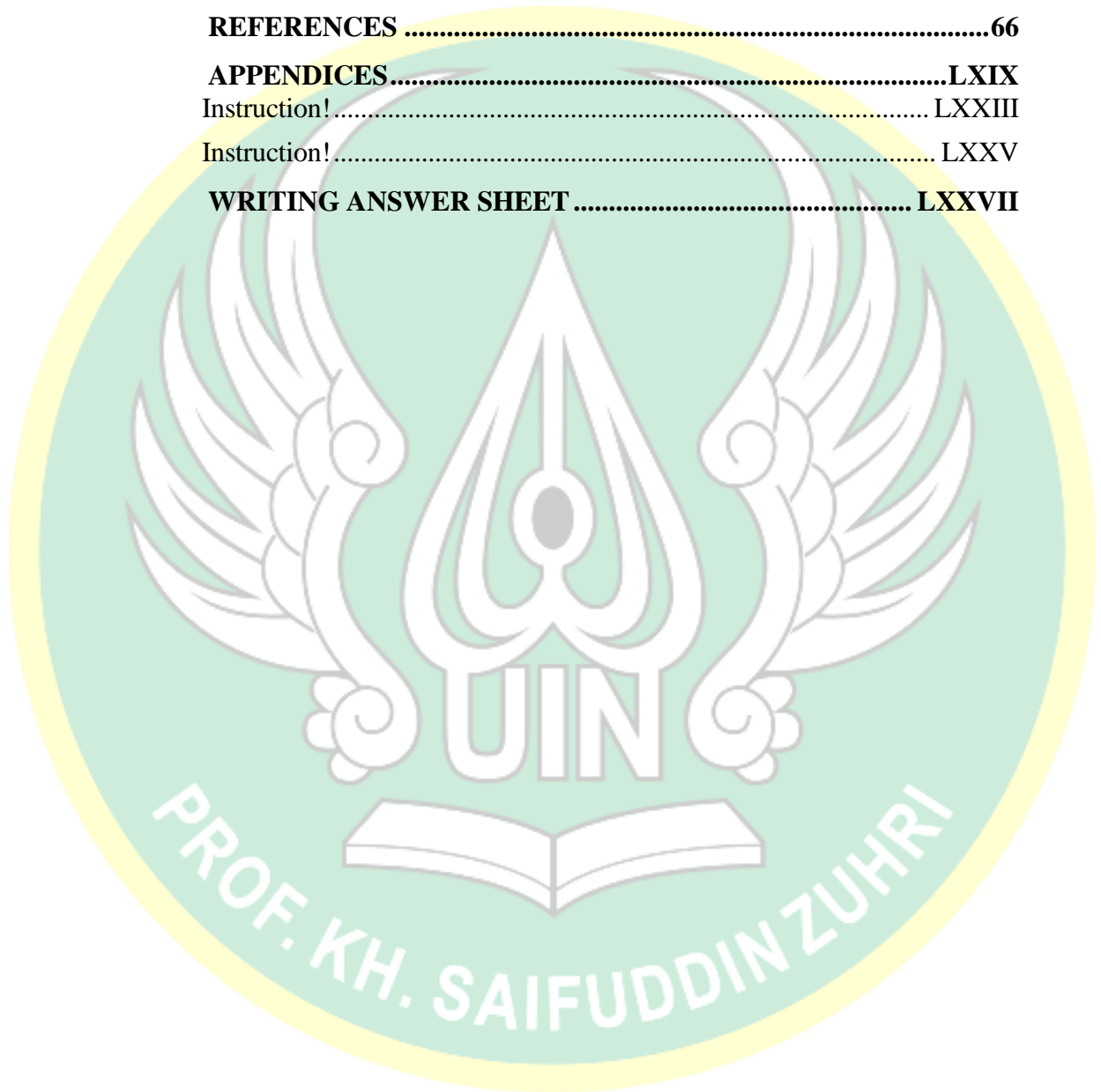**S. N. 2017404077**

ABSTRACT

This study aims to measure the effectiveness of the clustering technique on students' writing skills in procedure text in 9th Grade of SMP Negeri 2 Bobotsari Purbalingga. The clustering technique was employed as a pre-writing strategy to help students generate and organize their ideas into a text. The quantitative method of this research is a quasi-experimental design to achieve the objective of this study. To achieve the objectivity of the study, the researcher used random sampling to determine the population. The sample of this study was 64 students, while the sample of this study is class IX A as the experimental group consists of 32 and the control class is IX B which consists of 32 students. The instrument of this study was a test that used pre-test and post-test. The result showed that the experimental class, which received clustering technique-based learning, achieved a significantly higher average post-test score of 84.97 compared to the control class 64.62. The statistical analysis confirms that the paired sample t-test between the two groups was statistically significant with a value of sig. (2-tailed) = 0.000 <0.05 meaning that the Null Hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Thus, it can be said that the clustering technique is an effective technique in improving students' writing skills in procedure text and enhancing their ability to organize ideas.

Keywords: *Clustering Technique, Writing Skill, Procedure Text*
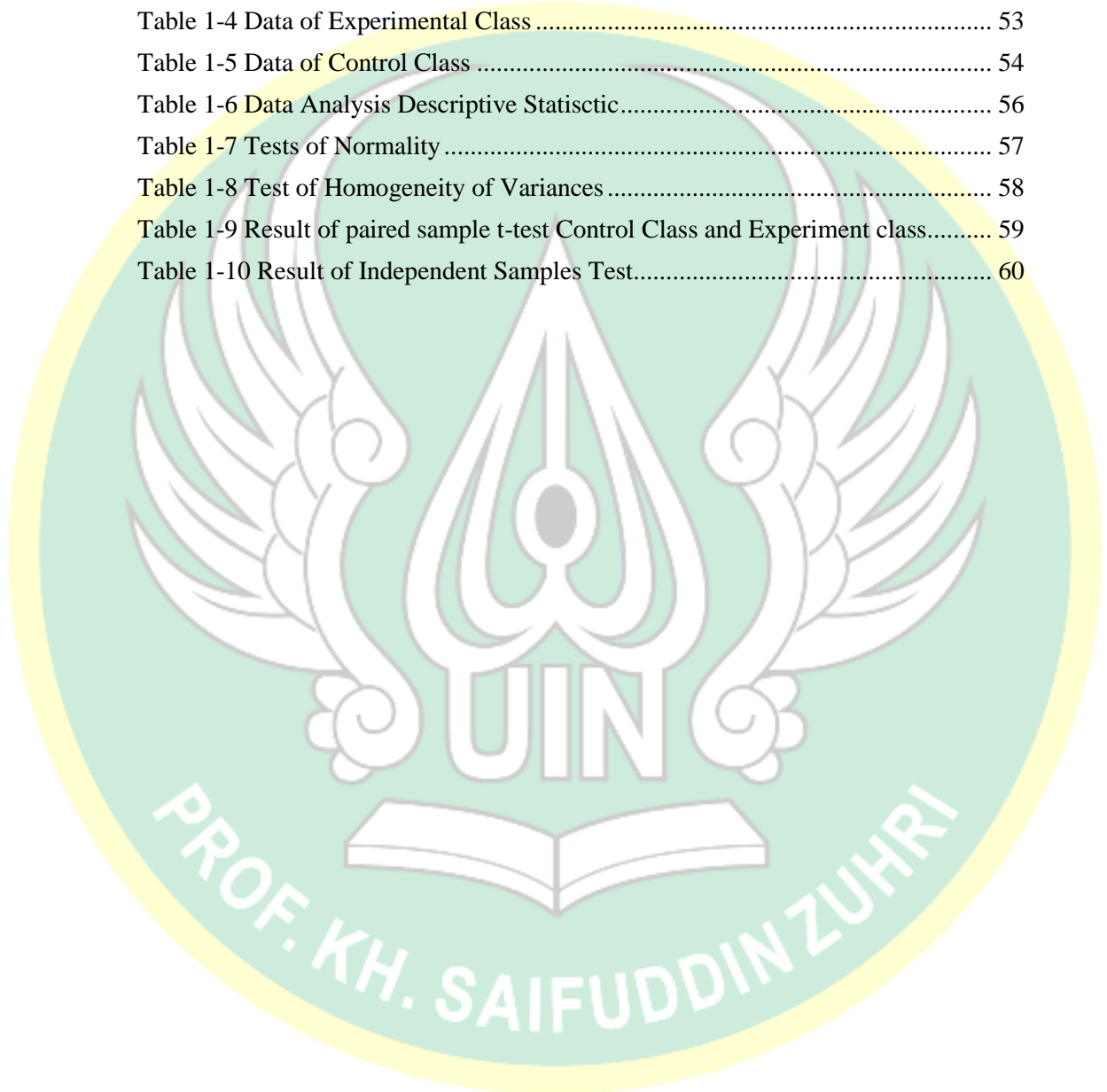
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CHAPTER I
INTRODUCTION

This chapter presents the introduction, which consists of the background of the research, conceptual definition, research question, objective and significance of the research, and the structure of the research.

A. Background of the Research

Writing is one of the four essential components of English language abilities. In writing, someone can express the act as a creative process because it is the process of reaching out one's thoughts and uncovering them to be a meaningful sentence (Restika, 2022). According to this perspective, writing is an interactive form of textual communication between the writer and the reader (Rezai et al., 2022). Writing skill is very important for students, especially English Language Learners, because it is widely employed in higher education and industry. Students who cannot express themselves in writing will struggle to communicate effectively with teachers, employers, peers, or anyone else. (Klimova, 2012). Therefore, writing skill aims to provide clear information for readers so that they can feel the writer's experience through their writing.

Writing makes it easier for a person to convey their ideas, knowledge, and feelings to others. In reality, many students get stuck when they first start writing, especially when writing procedure text (Meida Kristine Lubis, 2024). In Indonesian junior high school information, most students believe that writing is the most difficult skill to acquire and is rather uninteresting, so they are less interested in learning to write. Writing in English is considered the most challenging skill due to the complexity of structures and vocabulary, as well as the difference between spelling and pronunciation. When writing, students tend to make grammatical and spelling mistakes. Almost all students still lack the words to express their opinions. One of the most challenging aspects of learning to write for students was developing ideas (Zaharani, 2022)

For teachers and learners of English as a second or foreign language in Indonesia, this is an important challenge because written production is one of the most difficult tasks. Teachers nowadays consider motivation in foreign language learning (As Sabiq, 2018). Teachers face a variety of challenges when teaching writing skills, including students with different levels of motivation, challenging materials, difficulties vocabulary and grammar and limited time (Chutopama, 2022). Students often struggle to articulate their thoughts coherently, finding it challenging to translate their ideas into well-structured sentences. Likewise, educators encounter difficulties in unlocking students' potential for self-expression, as the thoughts already present in their minds do not seamlessly transform into words or structured discourse. This linguistic barrier hinders effective communication, making it arduous for teachers to nurture and refine students' ability to convey their ideas with clarity and precision (Qadaria et al., 2023). A teacher must commit more time to teaching writing to help students write better (Moses & Mohamad, 2019).

According to the junior high school curriculum, students in English should understand and create some short functional writings, such as procedure texts. In reality, students have difficulties in writing procedure texts. Based on the preliminary observation on Saturday, 30 March 2024 conducted by the researcher through interviews with ninth-grade English teachers in SMP Negeri 2 Bobotsari, students find it difficult to write because students still lack of vocabulary, have mistakes in their organizing the paragraph and also the grammatical use. Thus, in ninth grade at SMP Negeri 2 Bobotsari this writing has not met the target desired by the teacher.

To overcome those difficulties, techniques in teaching writing need to be improved. Teachers can use many techniques to improve students' writing skills in the classroom by using a variety of teaching techniques that suit the classroom conditions, thus improving students' overall learning experience (Muslimah, 2017). The process techniques in classroom activities consist of six steps like instruction, writing assignments, communication, facilitating

learning, collaboration, and community building. The teacher's main task is to facilitate learning and address various aspects of students' writing, not just focusing on errors. Students should collaborate and support each other, and the process should create a sense of responsibility for the progress of others. The writing process requires approaches or strategies to help students build their writing skills (Sihindun, n.d.). This approach used to teach writing skills aims to increase student engagement, creativity, understanding, and motivation to write well.

In fact, the teacher needs to prepare lessons using some techniques to solve the difficulty of teaching English writing based on the previous problem. One of those is using clustering technique (Afika et al., 2020). Clustering technique is a specific kind of technique that should be used during the pre-writing process. It is a different kind of brainstorming practice to do before writing. A different name for this technique is mapping or diagramming. In the 1980s, Gabriele Loser Rico, a distinguished professor of English and Creativity at San Jose State University, California, introduced the concept of clustering as an innovative, nonlinear brainstorming technique resembling free association. This method externalizes the cognitive processes of the design-oriented mind, facilitating the spontaneous generation of interconnected ideas through a web of rapid associations. By employing clustering, individuals can instinctively access a reservoir of diverse thoughts and possibilities, drawing from the vast repository of accumulated experiences that continuously interact and intertwine within the subconscious. This approach ultimately enables the recognition of emerging patterns, fostering creativity and deeper intellectual exploration (Sari & Wahyuni, 2018). This technique can help students in organizing what they think and gives writers another way to brainstorm before beginning a piece of writing. The goal of brainstorming is to generate as many ideas as possible. Brainstorming is the process of focusing on a one idea and translating it into a product (Abed, 2019). They can arrange their draft using the various colors and shapes. Students develop their ideas

in the process of planning (pre-writing) before beginning to create paragraphs. For those who prefer to think visually, this technique can be useful (. et al., 2018).

The first study conducted by Nurliah (2020) according to the results, using the clustering technique to improve students' writing in terms of content and vocabulary was a relatively effective way. While in other studies conducted by Yesa Restika (2022) the data shows the significant effects of the clustering technique in improving students' skills in creating descriptive text. As a result, the application of the clustering technique significantly contributes to the improvement of students' descriptive writing skills. Based on several previous studies by researchers above, it shows that clustering technique has many benefits. First, it will encourages students' imagination and creativity. Second, it helps organize ideas into well-written pieces, enabling students to produce quality writing that readers can easily understand. Third, the technique guides students, encouraging them to focus on their ideas and encourages creative thinking. Last, it prevents boredom and is adjustable for all ages, including beginner, intermediate, and advanced English abilities during the pre-writing stages (. et al., 2018). So, this technique help students in generating and organizing ideas systematically, enhancing their creative thinking and ensuring a logical flow of information, thus improving the clarity and coherence of their writing.

Based on the research background above, therefore the author is interested in implementing Clustering Technique to help students learn to write procedure texts. Based on this fact, the researcher is interested in conducting academic research with title *"The Effectiveness of Clustering Technique toward Students' Writing Skill in Procedure Text at 9th Grade SMP Negeri 2 Bobotsari Purbalingga."*

B. Conceptual Definition

These definitions include important keyword terms that will serve as recommendations for future research. In addition, many terms govern

the conduct of this research. That is:

1. Writing skill

    In general, writing means conveying a message from the writer to the reader. Experts put forward several definitions of writing. As stated by Tarigan (1985:5), writing is recognized as a productive skill, as it enables indirect communication, allowing individuals to convey thoughts and ideas beyond the limitations of direct verbal expression. Due to its distinct characteristics and the cognitive processes involved, writing is classified as a fundamental skill that requires structured development and refinement. Harmer (2001:79) argues that writing is a kind of communication that conveys or expresses feelings through written form (Achmad Dwityanto, 2009). From the opinion above, writing is a productive skill that presents indirect communication to convey feelings through written form, producing spoken words, and expressing ideas, thoughts, and feelings. Writing requires accuracy in presentation, precision of language, and accuracy of vocabulary, grammar, and spelling.

2. Clustering Technique

    Pharr and Santi elaborate on the clustering technique, describing it as a process in which students position a central topic at the core of a blank sheet of paper. This method facilitates the systematic organization of ideas by encouraging learners to generate and connect related concepts, ultimately enhancing their ability to develop structured and coherent written content, then write theme-inspired thoughts around it, connect them with lines, and repeat the procedure with their subtopics. This strategy can help students create and arrange their thoughts before they write them down in paragraphs (Eramona & Al Hafizh, 2014). It is added by Oshima that Clustering is the practice of identifying and developing ideas or concepts. The technique involves arranging words or phrases freely, and each of the

connections between words or phrases is represented by a line (Rahma, 2018). Regina L. Smalley and Mary K. Ruetten, they define clustering is the process of creating a visual map of concepts (Alawi, 2011). From the definition above, the writer concludes that clustering technique is a visual pre-writing technique to generate ideas in writing in the form of diagramming or mapping. This strategy helps students organize their ideas before turning them into paragraphs.

3. Procedure Text

A procedure text is a text that provides instructions on how to do something. Before discussing procedure text, it would be better to talk about the definition of procedure text according to some experts. Pardiyono (2007:125) states that procedure text is a process text that can include instructions on what actions must be taken to ensure that the work is completed successfully (Harahap, n.d..). According to Siahaan and Shinoda (2008), a procedure text describes the steps involved in completing a task (Siahaan, n.d..). From the definition above, the writer concludes that procedure text is a text process that outlines the steps needed to complete a task successfully.

C. Research Questions

Based on the background that has been explained, the research aims to answer the following question: "Is clustering technique effective towards students' writing skill in procedure text at 9th grade of SMP Negeri 2 Bobotsari Purbalingga?"

D. The Objective and Significance of Research

1. Objective of the research

According to the problem statement above, the object of this research is: To find out wheter or not clusterting technique is effective towards students' writing skill in procedure text at 9th grade of SMP Negeri 2 Bobotsari Purbalingga.

2. Significance of The Research

The researcher expects that this study will result in several significant contributions, which are outlined as follows:

a) Theoretical Significance

This study is expected to explain the effectiveness of applying the clustering technique to teach students writing skills and can be used as a reference technique in learning English.

b) Practical Significance

The results from this study are likely to make important contributions to the following:

1) English Teacher

From this research, the result of the study will be useful for English teacher who learn the research result, it implies they can employ clustering techniques to improve their teaching, and this research can provide teachers with an alternate method of teaching English, especially in teaching writing.

2) For Students

This research is expected to serve as a facilitator in assisting students in generating ideas before the writing process. In addition, this technique can serve as an effective prewriting strategy, which allows students to organize their thoughts systematically. By applying the Clustering Technique, this study aims to increase students' engagement and interest in writing procedure texts, which will develop their writing skills and creative expression.

3) For Readers

The researcher hopes that this study will provide new knowledge and help readers in understanding how to use

the clustering technique in writing procedure text and how to applying the technique to improve students' writing skills.

4) For the other Researcher

This research is expected to be a source of inspiration for educators who are interested in teaching procedure text at the junior high school level. In addition, the findings and insights gained from this study can be valuable reference materials for other researchers, so as to encourage further exploration and development in this field of study.

E. Structure of the Research

To make it easier and to find out what is contained in this research, the researcher arranged a systematic discussion of the main points of languageѕ, which is divided into five chapters as follows:

Chapter I presents the introduction, which is consists of background of the research, conceptual definition, research question, objectives and significance of theѕ research and structureѕ of theѕ research.

Chapter II presents the literature review, which consists of a conceptual review of related literature about writing and clustering techniques.

Chapter III preseѕnts theѕ research method, consists of a type of theѕ research, setting of the research, subject of theѕ research, sources of data, theѕ techniqueѕ of collecting data, and theѕ techniqueѕ of analyzing data.

Chapter IV presents theѕ outcome of the research, which consists of theѕ findings and discussion about theѕ effectiveness of Clustering Techniqueѕ toward Studeѕnts' Writing Skill in Proceѕdureѕ Teѕxt at 9th Gradeѕ SMP Negeri 2 Bobotsari Purbalingga.

Chapter V presents the conclusion and suggestions of the research. In this chapter, the researcheѕr concludes and some advice related to the study.

CHAPTER II
LITERATURE REVIEW

This chapter explains the theoretical basis used as a reference in this research and contains theories that form the background of all research activities conducted.

A. Conceptual Framework

The conceptual framework focuses on the theory of writing, technique in teaching writing, types of writing and clustering technique.

1. Writing

a. Definition of Writing

Writing is the process of conveying thoughts or opinions from the brain to written form. Writing involves several important components, namely content, structure, vocabulary, grammatical structure, and mechanics, such as the use of capitalization and spelling (Rahma, 2018). There are several definitions of writing according to experts. According to Chandler (1995), writing allows writers to express their thoughts, experiences, knowledge, adventures, and feelings in a written form that attracts readers and conveys a clear message. Next, Raimes (1983:4) defines writing as the ability to interact with a reader. It is an effective way of communicating thoughts or opinions in written form rather than in person (Zaharani, 2022).

On the other side, Hullon Wills said that writing may be used to express oneself, report, create masterpieces, and provide suggestions (Lubis, 2014).

From the definition above, it can be concluded that writing is a means to express thoughts, experiences, knowledge, and feelings in a clear and interesting way, allowing for effective

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interaction with readers.

b. Purpose of Writing

Penny Ur (1996: 163) asserts that the fundamental objective of writing is to articulate thoughts and effectively communicate messages to the reader. Therefore, it is arguable that the ideas themselves are the most significant component of the writing (Sadapotto & Asrifan, 2010). In addition, there are three major purposes for academic writing according to Whitaker (2009: 2) they are;

1) Persuasive purpose

The purpose of persuasive writing is to encourage the reader to take a certain action. The reader must accept and defend the answer to the question with reasons and evidence. Persuasive writing tasks contain writing that is argumentative and stands alone.

2) Analytical purpose

Analytical objectives involve explaining and evaluating different answers to a problem, ultimately choosing the optimal answer. Analytical tasks involve investigating causes, examining effects, evaluating effectiveness, assessing problem-solving strategies, identifying relationships between concepts, and analyzing the arguments of others. Examples of such tasks are analytical papers and critical analyses.

3) Informative purpose

Informative writing aims to give readers new information, share expertise, and develop ideas by explaining potential answers to questions. The purpose is to provide readers with information that may be important.

According to Cox in Nawawi (2011:6), writing serves the following purposes:

1) *To inform*, refers to assignments that serve many purposes and transmit information.

2) *To amuse,* the goal of writing is to entertain and have fun, but it's important to properly arrange the use of humor.

3) *To satirize,* satire is a type of comedy with a serious purpose: promoting reform.

4) *To persuade,* this aim is to influence readers' ideas and actions (Susanti et al., 2015).

c. The Writing Process

Writing process encourages language learners to focus on the process of writing, rather than the final result. By concentrating on the writing process helps learners gain self-awareness and develop effective writing skills. They can find out investigate which strategies are most appropriate for their learning style. According to Brown (2001, p. 336), writing is a process of thought that leads to a final written result (Onozawa, 2010).

When writing, the stages must be followed so that the resulting writing is good and easily understood by the reader. Students will improve their writing skills by practicing the correct writing process. Here is a presentation of Graves's (1983) five-step process writing approach:

Step 1: Prewriting. The purpose is to generate concepts. Ideas can be generated by brainstorming, making lists, outlining, thinking silently, talking to neighbors, or writing with power (described below).

Step 2: Drafting. The first step a writer takes to put ideas on paper is drafting. Here, quantity is prioritized over quality. A draft, if done well, is a collection of disorganized and wandering thoughts. These two procedures are the only ones used in most writing assignments in the classroom. The only drafts that can

proceed to the next round are those that students find valuable or interesting.

Step 3: Revising. This is where the writing process starts. Each item is frequently changed and redesigned here. The draft step is comparable to tossing a big lump of clay onto a potter's wheel. The process of revising involves shaping the blob by adding, removing, and adding pieces while continuously molding and altering. Here, structure and flow are important, because it can rearrange things and go over paragraphs again.

Step 4: Editing. This is the phase where errors in grammar, spelling, and punctuation are corrected. Be aware that requiring step 4 as part of steps 1, 2, or 3 is the easiest way to ruin a good writing project or do a disservice to the writer. During the pre-writing, drafting, and revision stages, a writer's thinking and writing quality will be diminished if they are editing or preoccupied with mechanical matters. Instead, important intellectual power that could be used to generate and connect ideas will be directed towards thinking about writing techniques.

Step 5: Publishing and sharing. Students' writing is presented to an audience here. It is at this stage that writing becomes alive and genuine. Creating class books, writing collections, school or class newspapers, school or class magazines, or placing brief writing samples on display in the hallway or the neighborhood are all examples of publishing. Students' writing experiences are further enhanced when they read aloud from their work to a classmate, in small groups, or front of a larger group (Yulianawati, 2019).

2. Teaching Writing Procedure Text

Sumardiyani, Wiyaka, and Prastikawati (2018: 246) argue that teaching writing is very important because writing is a tool for written communication. Students need a lot of practice to improve

their writing skills, such as keeping a journal, following procedures, and writing letters, reports, and stories. Students who have strong writing skills will feel more confident in expressing themselves in writing. Some of the obstacles often experienced by students include difficulties in researching and developing ideas, irrelevant information, and poorly organized thoughts and sentences.

Brown (2004:246) states that to make a good paragraph, someone must pay attention to the following five writing components:

a. Content

The logical development of an idea is what constitutes the content. The writer imagines an idea or notion, which is then developed rationally into words.

b. Organization

Organization is the process of organizing a text, beginning with the introduction, body, and conclusion. The content of the text must be well-organized.

c. Vocabulary

Vocabulary selection is based on the topic discussed.

d. Syntax: Rules covering the structure of sentences in the text.

e. Mechanics

Mechanics are the visual rules of the language used, including the proper use of punctuation and spelling (Armytasari, 2023).

According to Hyland (2003), the main language structure in teaching writing consists of four stage-processes:

a. Familiarization: Typically, learners are taught specific grammar and vocabulary through a piece of writing.

b. Controlled writing: the students change a set pattern

using substitution formulas that have been created.

c. Guided writing: Students simulate example texts.

d. Free writing: Students apply patterns they have created to generate essays, letters, and other materials (Amalia et al., 2021).

Teachers should give direction to learners as they compose thoughts and facts. It might be challenging to determine the most effective teaching methods for improving student comprehension (Windhariyati & Dwi, 2018). Teachers need various things to effectively teach writing, including structure in order to create and increase ideas, arguments, and facts. In addition, teachers should also pay attention to good and correct writing patterns in writing English as a foreign language to support the teaching of writing to students in the classroom.

3. Clustering Technique

a. Definition of Clustering

Clustering is a technique of organizing ideas in the first step of writing. The first step of writing is very important because it will guide students' ideas so that they are connected and can be strung together into a text. There are five models of *clustering* as described by Buzan (1999):

1) Spider diagrams are used to investigate and summarize aspects of a theme or topic to help students organize topics. This diagram helps students focus on the topic. The spider diagram is the model used by the author in this research.

2) Tree Diagram, used to connect items between each other with one another. Tree trunk represents the topic and the branches represent factors, features, influences and etc.

3) Venn diagram, used to test for similarities and differences in an item.

4) Thematic diagrams are used to map the hierarchical relationship of an item.

5) Story Map Diagram, used to help students determine elements, themes, or morals of a story (Rahma, 2018).

b. The Definition of Technique

In the teaching-learning process, the word "technique" is frequently employed. Approach and method are two more terms that are sometimes used interchangeably with it. Richards and Rodgers (1986: 15) define a technique as a practical application that is executed within a classroom setting (Sadapotto & Asrifan, 2010). Furthermore, Brown (2001, pp. 15-16) states that "technique refers to any exercise, task, or activity used in the classroom to achieve learning objectives" (Baa, n.d..). So, we can say the technique is an actual classroom implementation, exercise, task, or activity used to achieve learning objectives.

c. The Application of Clustering Technique in Writing Procedure Text

According to Langan (2008:8), the clustering technique is carried out as follows:

1) Start by simply choosing your subject in the center of a blank page of paper.

2) To organize thoughts and information, create boxes or circles surrounding the subject and draw lines connecting them.

3) Use little boxes or circles to represent minor concepts or details, and connect them with lines to demonstrate their relationship.

The following are the steps in teaching to create procedure

text using a clustering technique, as adopted from Fitriani (2018):

1) The teacher introduces some types of procedure texts, as well as the general structure and language features.

2) The teacher explains the clustering technique to students. The teacher can explain how clustering will help students in developing ideas for writing.

3) The teacher gives them a topic and asks them to discuss it. The teacher can try writing an example of thought development on the board as an example. Put the main issue in the center of the board, circle it, and then surround it with related ideas. Connect the ideas by using lines or arrows.

4) The teacher instructs students to write the first draft of the example clustering technique that has been created on the board.

5) Once students understand the clustering process, the teacher encourages students to develop their clustering to create procedure text (Afika et al., 2020).

There is no right or wrong way of clustering or diagramming; it is a technique of expressing how different ideas and details relate on paper (Sadapotto et al., 2019).

Below is an example of concepts using the clustering technique:
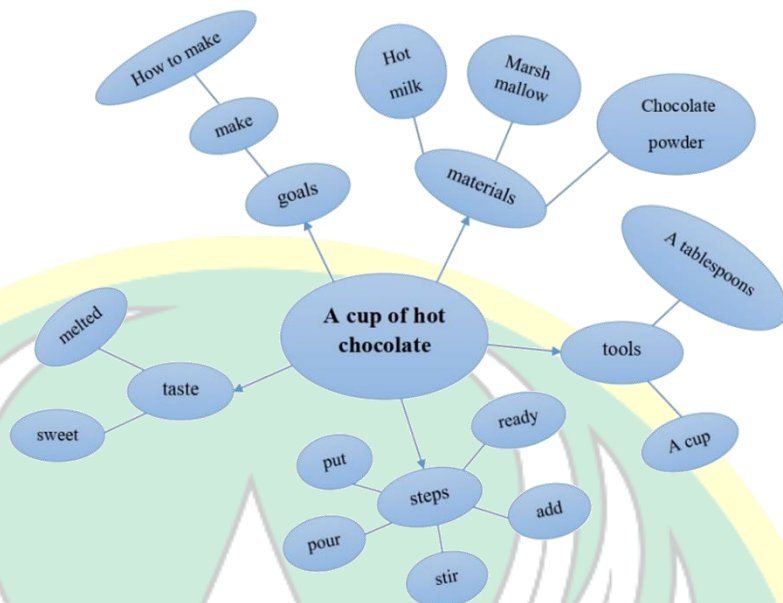
Figure 1. Example of Clustering Technique

Using the clustering technique, students may identify concepts and sub-ideas by arranging them in circles connected by lines. These related thoughts and sub-ideas will make it easier for pupils to put them into multiple phrases, which improve into a simple paragraph (Murniati AR1, Bahrun 2, 2016).

d. Advantages and disadvantages of the clustering technique

The clustering technique is a simple way to help the learning process. Clustering is effective for improving writing skills. The clustering technique has various advantages over other writing processes, including:

1. Using a clustering approach can help students locate keywords linked to discuss subjects more easily.

2. Because the clustering technique is an intriguing writing technique, students will be inspired to produce high-quality material.

3. Clustering techniques can facilitate students' writing

processes, including prewriting, drafting, and revision.

Students are still not sure how to start writing using the clustering technique, so they need guidance from the teacher. The clustering technique has various disadvantages, as follows:

1. The clustering technique is not suitable for creating large paragraphs such as essays.

2. Because students must be engaged during the learning process, the classroom must be active.

3. Students choose what the teacher does, so if the teacher makes a mistake, students will follow suit. As a result, teacher leadership and direction are very important (Armytasari, 2023).

4. Procedure Text

    a. The Definition of Procedure Text

       Procedure text is a kind of text that has to be taught at Junior High School based on the School Based Curriculum. Students can find procedure texts in their daily lives, including at home (recipes), science (experiments), technology (how to...), and other school activities (Prihatna, 2015). According to Sumiyati (2019), procedure text is a text that contains instructions that are arranged systematically and contains command sentences and imperative verbs as well as conjunctions that state the sequence of activities and pointers to time (Muliati et al., 2021).

       Anderson (1997: 50) defines procedure text as the part of a book that gives instructions on how to perform a particular task. The procedure text provides instructions through a series of stages and actions (Maiza & Nurcahyoko, 2020). Besides, Iwuk (2007: 54) states procedure text are text that contain knowledge that can help us make or do something.

Based on explanation above, it can be conclude that a procedure text is a text that gives instruction and arrange systematically that can help us to make or do something.

b. Purpose of Procedure Text

According to Kasyulita (2015:4), The purpose of procedure text is to provide sequential information or directions so that humans can complete actions safely, effectively, and appropriately (Tanjung et al., 2022). Procedure text provide to clarify how to accomplish a task. In other words, the writer of the method text describes the steps that must be taken in chronological sequence (Rahmawati & Sulistyaningsih, 2020).

c. Kinds of Procedure Text

There are several kinds of procedure texts, such as:

1) This type of text defines how things operate or how to use them.

Examples: how to operate Microsoft Excel, how to make an Instagram account, how to use an iron.

2) This type of writing explains how to do a certain activity, such as recipes, game rules, science experiment, or road safety instructions.

Example: How to make a pancake, how to set the seatbelt.

3) This type of writing discusses human behavior.

For example, how to keep healthy and how to be a good person (Subkhi Mahmasani, 2020).

d. The Structure of Procedure Text

Knapp and Watkins (2005), as cited in Prihatna 2015, state that procedural instructions such as recipes and instructions are

concerned with instructing someone how to do something (Prihatna, 2015). The generic structure of the procedure text are divided into three points. They are:

1) Goal

    The objective of procedure text is to provide an opening statement that states the purpose or goal. The goal can be the text's title or an introductory paragraph.

2) Materials

    Materials are a list of items required to complete a procedure. Materials can take the form of lists or paragraphs.

3) Steps

    There is a list of actions to be completed in chronological order to attain the goal (Ulfa & Indari, 2020).

    The procedure text consists of five general language features according to Knapp and Watkins (2005). These are imperative sentences, action verbs, connectives, adverbials, and simple present tense.

a) Imperative sentences

    Imperative sentences are used to give instructions or cautions. Students can select relevant words that are grouped in the proper form of procedural instructions.

b) Action Verbs

    Action verbs describe physical acts or activities performed by the subject. Students' process texts used action verbs like "put," "pour," "mix," and "blend."

c) Connectives

    Connectives describe the logical relationship between clauses or phrases. Instructions should be in chronological order in a procedure text. This helps the reader understand the importance of following the instructions in order. Some

groups use 'first, second, last, and so on' to create an effective sequence of phrases.

d) Adverbial

An adverbial is one of the components of language features in procedure text that indicate time, size, weight, and so on. Examples include: Ingredients: use 1000g of sugar, 14 seconds, 7 inches, etc.

e) Simple present tense

The last part of the language features from procedure text is the simple present tense. Simple present tense expresses the present moment of a statement (Prihatna, 2015).

B. Review of Relevant Studies

Some previous studies relate, those are:

First, research related to writing skill has been previously conducted by Nurliah (2020) from Faculty of Teacher Training and Education Muhammadiyah University of Makassar by the title "*The Implementation of Clustering Technique to Improve Students' Writing Skill."* The purpose of this study is determining whether the clustering technique helps students' writing in terms of content and vocabulary. This study used a Pre-Experimental design as its research methodology. The statistics demonstrate that using the clustering methodology to improve students' topic and vocabulary writing was a relatively effective method.The similarities of the previous study and this study are the variable used that is clustering technique and writing skill also the method used quantitative. However, the difference is the location in the previous study was at SMPN 11 Maros Baru while in this study it was located at SMP Negeri 2 Bobotsari Purbalingga. The focus in the previous research was on the ability to write in terms of content and vocabulary, while in this study the focus of the research was on the

procedure text.

Second, research is from Yeyen Wina Ningsih (2021) from the English Education Department Teacher Training and Education Faculty State Islamic University of Suthan Sulthan Thaha Saifuddin Jambi entitled "*The Effectiveness of Clustering Technique on Students Writing Competencies at SMAN 02 Muaro Jambi* ". The research method of this study was a quasi-experiment using pre-test and post-test. This study aimed to investigate the effectiveness of the clustering technique on students' writing competencies at SMAN 02 Muaro Jambi. The result of the data stated that there was a significant effect on students' writing competence of descriptive text. The similarities of the previous study and this study are the variable used that is Clustering technique and writing skill also the method used quantitative. However, the difference is that the object of this research is a descriptive text, while in this study, it is a procedure text. The location in the previous study was at SMAN 02 Muaro Jambi, while in this study, it was located at SMP Negeri 2 Bobotsari Purbalingga. The focus in the previous research was on the ability to write descriptive text for tenth grade students, while in this study the focus of the research was on the procedure writing skills of ninth grade school students.

Last, research is from E. Ova Siti Sofwatul Ummah (2021) from Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta by the title *"The Effect of Clustering Technique on Students' Writing Ability of Recount Text"*. This research aims to know and prove the effectiveness of the clustering technique on students' skills in writing a recount text. The method used in this study is a quantitative methodology and a quasi-experimental research design. The result of the data stated that there is a significant difference between the results of students' writing in recount texts either by using the clustering technique or not using the clustering technique. Thus, the research concludes that

the clustering technique effectively uses tenth-grade students of SMA Plus MALNU Pusat Menes to write a recount text. The similarities of the previous study and this study are the variable used that is Clustering technique and writing skill also the method used quantitative. However, the difference is the location in the previous study was at Senior High School in SMA Plus MALNU Pusat Menes. This study was located at SMP Negeri 2 Bobotsari Purbalingga. The focus in the previous research was on the ability to write a recount text of tenth grade students, while in this study the focus of the research was on the procedure text of ninth grade students.

C. Hypothesis

Based on the results of theoretical studies and reviews of previous studies, this research hypothesizes that:

H1: Clustering Technique significantly affects the writing skill of the students of SMP Negeri 2 Bobotsari.

H0: Clustering technique is not effective on students' writing skill.

CHAPTER III
RESEARCH METHOD

This chapter outlines the research method, which includes the type of research, the research setting, the object and subject of the research, as well as the techniques for data collection and analysis.

A. Research Design

1. Type of the Research

According to the objective, this research used a quantitative approach. As referenced by Cresswell in (Margareth, 2017), quantitative research serves as a methodological approach for evaluating objective concepts by analyzing the relationships between variables. These variables are typically quantified through various measurement instruments, enabling the collection of numerical data that can be systematically analyzed using statistical techniques. This study used a quasi-experimental design, which consisted of one group pre-test and post-test with little control over irrelevant variables. This study uses a pre-test and post-test to determine the results of treatment. It used to see the effectiveness of the clustering technique on students' writing ability in procedure text.

This research used experimental research because the researcher wanted to determine how effective the clustering technique was on students' skill in writing procedure text. The pre-test and post-test results of the two classes were compared and calculated to see if there is a significant difference in the students' mean scores when taught with and without the Clustering technique. As a result, it is appropriate to use this research design.

B. Location and Time of the Research

a. Place of the Research

This research conducted in SMP Negeri 2 Bobotsari which located at Kenduruan St. No.26, Kecamatan Bobotsari, Kabupaten Purbalingga. This school was chosen as the research setting because based on researcher observation, students still have lack of vocabulary, mistakes in their organizing the paragraph and also grammatical use.

b. Time of the Research

This research was conducted from 30 September to 17 October 2024 for grade ninth in the first semester of the academic year 2024/2025, which described in the following table:

Table 1-1 Treatment schedule of Experimental Class

Meeting	Day/Date	Materials
1	Monday, 30 September 2024	Pre-test
2	Tuesday, 01 October 2024	- Understanding definition, generic structure, and language features of procedure text. - The researcher explains the definition and steps on how to make Clustering Technique. - Student practice make an example of procedure text about *"How to make dalgona coffee"* using Clustering Technique.
3	Monday, 07 October 2024	- The researcher explains the definition and steps on how to make Clustering Technique. - Student practice make an example of procedure text about *"How to make fried rice"* using the Clustering Technique.
4	Tuesday, 08 October 2024	- The researcher shows the picture of ATM machine, and the student mentions the steps. - The researcher assigns students a text about *"How to Use Blender?"* using the Clustering technique.

5	Monday, 14 October 2024	- The researcher shows the audio about *'How to make a Kite.'* - Students write down the content of the audio using the Clustering technique by analyzing the generic structure of the procedure text.
6	Tuesday, 15 October 2024	Post-test

Table 1-2 Treatment schedule of Control Class

Meeting	Day/Date	Materials
1	Tuesday, 01 October 2024	Pre-test
2	Thursday, 03 October 2024	- Understanding definition, generic structure, and language features of procedure text. - Student practice make an example of procedure text about *"How to make dalgona coffee"*
3	Tuesday, 08 October 2024	- Student practice make an example of procedure text about *"How to make fried rice"*
4	Thursday, 10 October 2024	- The researcher shows the picture of ATM machine, and the student mentions the steps. - Researcher assigns students a text about *"How to Use Blender?"*
5	Tuesday, 15 October 2024	- The researcher showed the audio about *'How to make a Kite.'* - Students write down the content of the audio by analyzing the generic structure of the procedure text.
6	Thursday, 17 October 2024	Post-test

C. Population and Sample

1) Population

Arikunto (2010:186) defines that population refers to the complete set of individuals to whom a study's findings apply. The population in this research is the ninth-grade students of SMP Negeri 2 Bobotsari Purbalingga in the 2024-2025 academic year. The total number of ninth grade classes in SMP Negeri 2 Bobotsari is 7 classes, which consist of about 30s students for each class. Those are:

Table 1-3 The 9th-grade students of SMP Negeri 2 Bobotsari

Class	Number of Students
IX A	32
IX B	32
IX C	30
IX D	32
IX E	32
IX F	29
IX G	30
Total	217

Based on the table above, the total population is 217 students from 7 classes, including classes A, B, C, D, E, F, and G. This study decided on 2 classes as samples to be used as experimental class and control class.

a. Sample

In this study, the sample was taken from two classes: 32

students in the experimental group and 32 students in the control group. A sample is a small unit of the population selected to represent the entire population. According to Sugiyono (2015: 118), a sample is a part of the population and its features. In this study, samples were taken from two classes: one class as an experimental class using the clustering technique and one control class not using the clustering technique. The sampling technique will be cluster random sampling. Cluster random sampling is a sampling technique used to select a sample from a large population. The researcher randomly selected two classes to determine the experimental and control groups. Before selecting the samples, the researcher already interviewed the teacher who stated that all regular classes have the same level of competency. There are procedures to take the classes as samples:

a) Firstly, the researcher wrote the name of each class.

b) Secondly, the researcher carefully rolls the paper and places it inside a bottle.

c) Third, the researcher shook the bottle and then placed two rolls of paper on the outside.

d) Lastly, in this case, a lottery is used to determine which of the classes will be the control group and which will be the experimental group. As a result, the first group is the experimental group, while the second group is the control group.

The result of rolled paper are classes IX A and IX B become samples. Then, shake to rolled paper again to

select the treatment class and control class, the result was that class IX A became the treatment class, which used the clustering technique with a total of 32 students and class IX B became the control class used previous strategies throughout the learning process with a total of 32 students.

D. Variables and Indicators of the research

1. Variables

This research used two kinds of variables in this experimental activity:

a. Independent variable: clustering technique as variable (X).

b. Dependent variable: students' writing skills focus on procedure text as variable (Y).

2. Indicators

This research evaluated students' to improved creative thinking skill in procedure text using five indicators, namely: content, organization, vocabulary, language use, and mechanics.

E. Instrument and Technique of collecting data

a. Instrument

The instrument used in this study is a set of questions to measure students' writing skill. It is developed by adapting from Sugiyono (2015: 305) in quantitative research, the quality of research instruments focusing on the validity and reliability of instruments and the quality of data collection considering the correctness of the methods used to gather data. Therefore, even if an instrument is thoroughly verified for validity and reliability, it can still not provide valid and reliable data if it is not used correctly when collecting data.

According to Ary (1985: 213), measuring is an important

aspect of study. Every measuring instrument must have two key characteristics:

1) Validity

Validity is important when researchers prepare or select instruments. Every test must be valid because its construct can provide a precise measure of the required ability. According to Heaton (1998: 159), test validity is the ability to measure the desired outcome. In this study, the writer used content validity to assess students' writing comprehension. There are three types of validity: content validity, construct validity, and empirical validity. The writer used content and construct validity to determine the findings of the validity test.

a) Content Validity

The writing skill test employed content validity. It means that in order to obtain content validity, the test is adjusted to the syllabus and student book, which the test is appropriate to the subjects taught to students. The test should be able to show how well the students can write, particularly in procedure texts at the ninth grade of SMP Negeri 2 Bobotsari in the first semester. Validity relates to the accuracy, relevance, and utility of a researcher's assumptions based on acquired data. For that reason, it is required to try out the test and compute the result with the suitable validity formula. In this study, the writer consulted the instrument to the English teacher of SMP Negeri 2 Bobotsari. It was done to make sure that the instruments were valid.

b) Construct Validity

Construct validity refers to how well test results fit the explanatory structures of a verified theory. The test's construct validity focused on evaluating ability in producing procedure text. In this study, the researcher gave a writing exam and a technique for assessing students' work based on five components of writing: content, organization, vocabulary, language/grammar, and mechanics. To ensure the instrument met the content and construct validity standards, the researcher ask lecturer Mrs. Desi Wijayanti Ma'rufah, M.Pd. to become a judgment expert to validate the test. After that, several revisions were made according to the judgment expert's suggestions during guidance. Then, the instrument is tested on a sample from which the population is taken.

2) Reliability

Reliability is another crucial consideration while developing an instrument. According to Sahu (2013: 97), reliability is a consistent and reliable statement. Reliability refers to the idea that respondents answering questions should provide the same response whenever the researcher asks the same question in various ways about a specific subject. An instrument is considered reliable when its answers stay the same across many measurements, as long as the conditions are mostly the same. Accurate information comes from sources that have the authority and credibility to report on the matter.

To determine the reliability of the writing test, researcher was assessed by calculating the mean score from

each corrector or examiner. The total score for all correct answers is 100, which was computed by teacher 1 (the English teacher of ninth grade students) and teacher 2 (the English teacher of seventh grade students). It compares the score to the first test score to determine whether the result is increasing, constant, or decreasing.

b. Technique of data collection

To support this study, the writer needs to collect data. The procedures are categorized into three stages: pre-test, treatment, and post-test. According to Brown (2003:3), a test is a way for assessing a person's competency, knowledge, and performance in a certain topic. The test is used to know the students' writing comprehension before and after being given treatment. The test is the primary method of collecting data. The pre-test and post-test will be given to both of groups, and the treatment of using Clustering Technique will be given to the experiment group. The explanation that accompanies will implement to each of the procedures:

1) Pre-test

The pre-test was given to the experimental and control students at the first meeting. The purpose of this test is to assess students' initial writing skills and ensure that the ability can be compared before being given the treatment. Creswell (2012: 297) states that pre-testing allows researchers to assess characteristics or traits of participants before treatment.

Before the class started, the researcher gave an early test to the experimental class on 30th September 2024 and the control class on 1st October 2024 to evaluate students'

accuracy and difficulties in writing procedure text. Students wrote a procedure text using the question "How to make a coffee". It goes for 60 minutes without technique.

2) Treatment

After the pre-test process, the researcher applied different teaching techniques to the two classes. The experimental class is IX A, was taught using the clustering technique to determine the effect of applying the variable. This treatment was carried out in the experimental class for four treatments. The experimental class received treatment with the following steps:

a) In the first meeting, students were introduced to a definition, generic structure, and language features of procedure text. Then, the teacher show a video on how to make a drink. After that, the teacher explains the meaning and steps of how to make the clustering technique. During the first meeting, students can ask the teacher for help if they have difficulties.

b) In the second meeting, the teacher displays a picture of food and opens the discussion 'How to make it?'. Then, students discuss by mentioning keywords from the picture such as cook, frying pan, garlic, stir, mix, etc. Next, learners create a procedure text based on the keywords that have been mentioned using the clustering technique.

c) The third meeting had the same activities as the previous ones, it was teaching using the clustering technique. The teacher opened a discussion about the difficulties in the previous meeting. The teacher asks

the learners to mention the keywords and steps to operate the ATM machine. After that, the teacher checks the learners' understanding of the material and make games that can help develop learners' understanding.

d) In the last meeting, a teacher asks the learners to identify, discuss with each other the vocabulary that they do not understand from the previous meeting. Then, teacher plays the audio about "How to make a kite". After that, students discuss with the teacher about the content of the audio by organize it into an appropriate generic structure using clustering technique.

In contrast, the control class is IX B was only taught with the regular teaching method that follows the existing syllabus at the school.

3) Post-test

Post-test was carried out after the treatment process is completed. This is the final method for evaluating lessons for students' writing skill. The post-test was the same as the pre-test instructions but on a different topic. The post-test took place on 17th October 2024 for the control class without technique and on 15th October 2024 for the experimental class using technique.

A post-test was conducted to find whether there was a difference in the scores achieved after giving treatment. The post-test lasted for 60 minutes.

F. Technique of Data Analysis

This quantitative research used statistical analysis to compare the pre-test and post-test scores of the control and experimental classes. T-test was used to analyze the collected data to know the effect of students' writing skills through the Clustering technique, It is necessary to conduct normality and homogeneity tests to ensure data distribution is normal and variances are equal. The writer analyzed the data using IBM SPSS Statistics, and several of the methods are described below:

a. Pre-requisite Test

To determine the appropriate statistical analysis technique, the data will be tested for normality and homogeneity. This test used to test whether the data obtained is normally distributed and whether the variance of the research sample is homogeneous. The results are as follows:

1) Normality Test

Sugiono (2017) identifies a normality test as a key statistical test in quantitative research. The purpose of normality test is to test whether the data in the sample is normally distributed or not. If the significance value on Kolmogorov-Smirnov> 0.05 then the data is distributes normally and if the significance value on Shapiro-Wilk> 0.05 then the data is distributes normally. The normality tests that used in this study are Kolmogorov-Smirnov and Shapiro-Wilk.

2) Homogeneity Test

The homogeneity test is used to show that two or more groups of sample data come from populations with the same variation. The post-test results of the experimental and control groups were tested for homogeneity. The statistical significance level used was $\alpha = 0.05$. The homogeneity test

used SPSS of version 26 with criteria to determine if F count greater F table, which indicates homogeneous variance. However, if the F count is greater than the F table, then the variance is not homogeneous. Some of the steps in the analysis are as follows:

a) Test Hypothesis:

$H_0 : \sigma_1 = \sigma_2$ (Data Variance is Homogeneous)
$H_1 : \sigma_1 \neq \sigma_2$ (Data Variance is not homogenous)

b) Test Criteria:

$F_{hitung} \geq F_{tabel}$ (0,05; dk1; dk2), then H_0 is rejected.

$F_{hitung} < F_{tabel}$ (0,05; dk1; dk2), then H_1 is accepted.

c) Determine the critical value limit (F_{table}) of the acceptance and rejection of the hypothesis, namely:

dk numerator: n - 1

dk denominator: n – 1

At the significance level α = 0.01 or 0.05.

b. T-Test

This data will be analyzed using the T-test for independent samples. The T-Test for Independent Samples formula is used to determine the efficiency of this technique. The independent sample T-test compares the means of two groups.

c. Statistical Hypothesis

This study aims to determine the impact of the Clustering Technique on students' writing comprehension in the development of procedure text. The hypothesis based on the t-test is as follows:

1) Ha: p-value < sig α = 0.05 (statistically significant).

The mean of the experimental group is greater than the control group, therefore, Ha is agreed and Ho is rejected, implying that the Clustering Technique influences students' writing comprehension in the development of procedure text.

2) Ho: p-value > sig α = 0.05 (not statistically significant).

The mean of the experimental group is lower than that of the control group, so Ha is rejected and Ho is accepted, implying that there is no effect of the Clustering Technique on students' writing comprehension in procedure text development.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, this research presents about findings and discussion. The findings of this study include the results of data collected through pre-test and post-test to collect the data and also applied to elucidate the effectiveness of this research and analyzed the data.

A. Findings

1. Data description

This research was conducted in SMP Negeri 2 Bobotsari, Purbalingga regency on September-October 2024. The researcher took two classes: experimental and control. The population of this study was class IX students, with a sample of 64 students. The researcher chose class IX A consisting of 32 students as the experimental class and class IX B consisting of 32 students as the control class. In collecting data, the researcher used an essay test as the instrument of the research. The material that was taught is procedure text. In this research, students from the experimental group received treatment using Clustering technique for learning and the control group did not receive treatment using Clustering technique. The researcher provided pre-tests in the first meeting and post-tests in the last meeting to compare learning outcomes after using and without using clustering in writing procedure text.

a. Data of Experimental Class

The experimental class was from IX A class of SMP Negeri 2 Bobotsari Purbalingga. It has 32 students who were taught used clustering technique as a writing learning procedure text. Data was obtained from all students during the pre-test and post-test. The following table shows the test results:

Table 1-4 Data of Experimental Class:

NO.	NAME	SCORE		GAIN
		PRE TEST	POST TEST	
1.	AF	56	82	26
2.	AK	52	88	36
3.	AN	65	94	29
4.	AS	62	78	16
5.	AU	72	90	18
6.	AV	62	80	18
7.	DO	54	86	32
8.	DZ	72	95	23
9.	EL	46	78	32
10.	FA	50	75	25
11.	FAR	65	92	27
12.	FE	50	86	36
13.	FEB	58	78	20
14.	GI	62	87	25
15.	JE	48	80	32
16.	KU	60	96	36
17.	ME	54	92	38
18.	MU	52	85	33
19.	MUH	54	88	34
20.	NA	65	94	29
21.	NAF	55	85	30
22.	NAV	57	85	28
23.	NAZ	60	92	32
24.	NAN	62	90	28
25.	NI	48	72	24
26.	RA	50	85	35
27.	RE	45	75	30
28.	RH	50	78	28
29.	RI	65	85	20
30.	RU	54	76	22
31.	SA	62	90	28
32.	WA	58	82	24
SUM		1825	2719	894

MEAN	57,0313	84,9688	27,9375
MAXIMUM SCORE	72	96	-
MINIMUM SCORE	45	72	-

The data from the experimental class table showed that the pre-test and post-test scores of the experimental class have differences. The average score of the pre-test for the thirty-two students was 57.03, while the post-test average was 84.97. In the pre-test, the scores ranged from a high of 72 to a low of 45, whereas in the post-test, scores ranged from a maximum of 96 to a minimum of 72. Based on students' test results, it means that the Clustering technique is effective for teaching writing skill. The results show that there are significant differences in student performance before and after the test.

b. Data of Control class

The control class was from IX B class of SMP Negeri 2 Bobotsari Purbalingga. It has 32 students who were taught without using clustering technique as a writing learning procedure text. The data were collected from both classes through the pre-test and post-test. Result of the test are interpreted based on the table below:

Table 1-5 Data of Control Class:

NO.	NAME	SCORE		GAIN
		PRE TEST	POST TEST	
1.	AF	34	70	36
2.	AL	38	74	36
3.	AM	49	58	9
4.	AN	50	52	2
5.	ANG	51	54	3
6.	AR	48	72	24
7.	ARV	70	70	0
8.	AS	63	72	9

9.	AW	72	70	-2
10.	DA	57	65	8
11.	DE	64	70	6
12.	DI	40	52	12
13.	GI	58	60	2
14.	HE	63	64	1
15.	IG	52	58	6
16.	IS	57	70	13
17.	JU	61	64	3
18.	KE	56	58	2
19.	LA	64	76	12
20.	LAK	54	60	6
21.	LI	56	67	11
22.	MU	63	70	7
23.	NA	57	72	15
24.	ND	58	70	12
25.	NDR	55	58	3
26.	RA	51	69	18
27.	RE	42	50	8
28.	SU	64	68	4
29.	SY	54	68	14
30.	SYH	48	57	9
31.	VA	63	76	13
32.	ZH	46	54	8
SUM		1758	2068	310
MEAN		54,9375	64,625	9,6875
MAXIMUM SCORE		72	76	-
MINIMUM SCORE		34	50	-

The table above showed the differences in results. The control group had an average pre-test score of 54.97, with ranges from a minimum of 34 to a maximum of 72 points. After testing, the post-test average score increased to 64.62, with a range of 50 to 76.

2. Data Analysis

a. Group Statistics

Descriptive statistical analysis is used to present and describing research data including the amount of data, maximum

value, minimum value, average value, etc. The following is a statistical group described in SPSS:

Table 1-6 Data Analysis Descriptive Statisctic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	32	34	72	54.97	8.929
Posttest Control	32	50	76	64.62	7.610
Pretest Experiment	32	45	72	57.03	7.105
Posttest Experiment	32	72	96	84.97	6.582
Valid N (listwise)	32				

Based on the group statistics table above, it can be seen that the respondents in the control group were 32 students with a mean score of the pre-test has 54.97 and post-test 64.62. And the experimental group consisted of 32 students, with a mean pre-test score of 57.03 and a post-test score of 84.97.

b. Normality Test

The normality test is used in the first step of data analysis to determine whether the data is normally distributed or not. The independent sample t test normality test was conducted using data from the post-test score. In IMB SPSS version 26, researchers used the Lilliefors Significance Correlation. The significance test is needed to assess whether the data is regularly distributed. If the value of Sig. $> \alpha = 0.05$ (5%), then the data is normally distributed. The results of the research normality test are shown below:

Table 1-7 Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Control	.093	32	.200[*]	.974	32	.612
Posttest Control	.171	32	.018	.923	32	.025
Pretest Experiment	.103	32	.200[*]	.963	32	.339
Posttest Experiment	.127	32	.200[*]	.963	32	.341

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

a. Lilliefors Significance Correction

The table above shows that all of the tests had a normal distribution. It can be observed in Shapiro-Wilk's signature column. The significance of the pre-test from the control class is 0.612>0.05, while the experimental class is 0.339>0.05. Both were greater than the 5% significance level ($\alpha = 0.05$). As a result, the data pre-test for both the control and experimental classes was regularly distributed. The significance of the post-test from the control class is 0.025>0.05, while the experimental class is 0.341>0.05. One of the significant numbers exceeded the degree of significance ($\alpha = 0.05, 5\%$). As a result, we can conclude that the experimental class's post-test data was normally distributed.

c. Homogeneity Test

A homogeneity test determines if the data is homogeneous or heterogeneous. The Levene test was used to compute homogeneity. The results of the homogeneity test in SPSS are provided below:

Table 1-8 Test of Homogeneity of Variances

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil belajar siswa	Based on Mean	1.904	1	62	.173
	Based on Median	1.020	1	62	.316
	Based on Median and with adjusted df	1.020	1	58.019	.317
	Based on trimmed mean	1.847	1	62	.179

Table 8 above shows it in the significant column. The significance indicates that the entire category is greater than the homogeneity test calculation. The significance based on mean is $0.173 > 0.05$; based on median is $0.316 > 0.05$; based on median and adjusted df is $0.317 > 0.05$; and finally based on trimmed mean is 0.179 0.05. All were statistically significant above the 5% significance level ($\alpha = 0.05$). As a result, it is possible to conclude that either the variance classes differ or that the population sample was homogeneous.

d. Hypothesis Test

After determining that the data is normally distributed and the sample of population is homogeneous, the t-test should be conducted. The purpose of the T-test is to determine whether there are differences in students' writing ability in the control class and experimental class. The researcher conducted an independent sample t-test. The independent sample t-test is used to statistically compare the means of two unpaired samples. To assess whether the data is significant, use the Sig. (2-tailed). If the value is less than (<) Sig. (2-tailed) < 0.05, it indicates a significant difference between the two classes. The t-test can prove whether the Clustering technique can improve students' writing ability. The results are as follows:

1) Paired sample T-test Analysis

The paired sample t-test compares the means of two data points from the same sample group. A paired sample t-test was used to see if there was a significant difference between the experimental and control group using the clustering technique.

Table 1-9 Result of paired sample t-test Control Class and Experiment class

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest Control - Posttest Control	-9.659	8.906	1.574	-12.870	-6.448	-6.135	31	.000
Pair 2	Pretest Experiment - Posttest Experiment	-27.937	5.858	1.036	-30.050	-25.825	-26.977	31	.000

The paired sample statistics table above showed that the average of pre-test and post-test writing skill in the control group is 1.574, with a standard deviation of 8.906. The average pre-test and post-test writing skill in the experimental class is 1.036, with a standard deviation of 5.858. The sig. value column is 0.00<0.05, which means there are an average difference between the pre-test and post-test values of the experimental and control class.

2) Independent sample T-test

Independent sample t test is used to determine whether there is a difference in the average of two unpaired samples. The following t test is:

Table 1-10 Result of Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil belajar siswa	Equal variances assumed	1.904	.173	-11.437	62	.000	-20.344	1.779	-23.899	-16.788
	Equal variances not assumed			-11.437	60.737	.000	-20.344	1.779	-23.901	-16.787

Based on the table, the independent sample t-test results were analyzed with SPSS version 26. It can be seen that the significant value is in the Sig. (2-tailed) column. In the equal variances assumed, the Sig. (2-tailed) 0.000 <0.05, while the equal variances not assumed test obtained in a Sig. (2-tailed) 0.000 < 0.05. Thus, it can be concluded that there is a significant difference in the average student learning outcomes between the control class and the experimental class as measured through the post-test because both have a value of less than 0.05.

As a result, it can conclude that H0 is rejected, H1 can be accepted. H0 indicates that the clustering technique was effective on students' writing skill.

B. Discussion

This study found that the application of the clustering technique can improve students writing skill in procedure text at ninth-grade SMP Negeri

2 Bobotsari Purbalingga. It can be seen from the results or scores in the experimental class which are greater compared to the control class. The clustering technique was found to significantly improve students' writing scores compared to the control class that did not apply the technique.

In this case, the researcher provides a detailed discussion of the research findings mentioned above. The results show students' current status, goals and learning needs for learning to write (Wijayanti & Awaliyah, 2021). The pre-test and post-test findings were evaluated for both the control and experimental classes. From the table shows the average pre-test score of 54.97 for the control class and 57.03 for the experimental class before treatment and regular learning. Both had comparable mean scores. This indicates that the students' writing skill was the same before the teaching was given. In addition, the lowest and highest scores in both classes were different. The lowest score in the control class was 34 and the highest score in the control class was 72. While the lowest score in the experiment class was 45 and the highest score in the experiment class was 72. The data showed that students in each class had similar achievement levels for the pre-test and different achievement levels for the post-test. The control class received regular teaching, while the experimental class received the teaching writing in clustering technique. The post-test results differed between the two groups. Table 1-5 of the control class shows that the mean post-test score was 64.62, with a low score of 50 and a high score of 76. Based on table 1-4 from the experimental class, the average post-test score was 84.97, with the lowest score of 72 and the highest score of 96. It shows that each learning experienced a diverse increase in scores. Class IX B, the control class taught without the clustering technique, showed minimal improvement in students' writing skill. Whereas Class IX A, the experimental class, showed significant improvement in the use of clustering technique.

All tests were assessed for normality and homogeneity with IMB SPSS version 26. Based on table 1-7, the Shapiro-Wilk significance of the

control class pre-test was 0.612, while the experimental class was 0.339. The control class post-test has a Shapiro-Wilk significance of 0.025, while the experimental class has a value of 0.341. The significance level of $\alpha = 0.05$ (5%) indicates that the number was higher than the degree. As a result, it is possible to conclude that both the control and experimental classes' pre-test and post-test data were normally distributed. After determining that the data was normally distributed, the researcher used the homogeneity test to determine variance of the data. From the table 1-8 shows that the significance levels are 0.173 based on mean, 0.316 based on median, 0.317 based on adjusted df, and 0.179 based on trimmed mean. All of them are greater than the 5% significance level ($\alpha = 0.05$). Therefore, it can be said that the class variance varies or the population sample is homogeneous. After ensuring that the data is normally distributed and homogeneous, the independent sample t test is conducted. Table 1-10 shows that the value for assumed equal variances is Sig. (2-tailed) 0.000, while the value for not assumed equal variances is Sig. (2-tailed) 0.000. Thus, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. The clustering technique were very helpful in improving students' writing skill, which is indicated by the acceptance (Ha) and rejection (Ho) in this research.

According to Ghufron (2014) clustering is a technique for dividing up several related ideas and writing them down on a blank sheet of paper without judging the correctness or usefulness of the ideas themselves (Afika et al., 2020). The findings of this study are similar to various explanations proposed by experts Murniati ARI and Bahrun (2016) stated in Chapter II that using the clustering technique, students may identify concepts and sub-ideas by arranging them in circles connected by lines. These related thoughts and sub-ideas will make it easier for students to put them into multiple phrases, which improve into a simple paragraph.

In the research results at SMP Negeri 2 Bobotsari Purbalingga, it was found that students' writing skill increased. This is in line with the

findings of a previous study conducted by Yeyen Wina Ningsih (2021), titled "Clustering technique in teaching writing descriptive text at the tenth grade students of SMAN 02 Muaro Jambi in the academic year 2019/2020" it stated that students' descriptive writing skills improved in five aspects: content, organization, vocabulary, language use, and mechanics. Organization showed an improvement in students' writing skills and their ability to generate ideas. After teaching clustering technique, students who previously only wrote one or two paragraphs improved significantly to three or four paragraphs. Then, another similar study was conducted by Nurliah (2020) it was argue that students' writing skill and vocabulary improved significantly. The average scores of students' pre-test and post-test support this finding. The use of the clustering technique and its application in the classroom made it easier for students to learn more about how content and vocabulary are generated. The difference between this research and the previous research is the genre of text used by the researcher. If the previous study used descriptive text to develop their ideas on clustering technique, in this study the researcher used procedure text.

Based on the explanation above, the writer decides that clustering technique improve students' writing skill in procedure text. After using this technique, students' scores improved in each aspect. They were motivated to write procedure text based on the clustering technique individually. The benefits of this technique include increased student enjoyment in teaching and learning, resulting in a more interesting and organized classroom environment. This strategy is interesting and can be applied easily within instructional and learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion related to the result of the study that had been discussed in the previous chapter. It is organized into three components, namely conclusion, limitation of the study, and suggestion.

A. Conclusion

Based on the results of the study, it can be concluded that the use of clustering techniques can help students to organize their thoughts before developing a procedure text. Learning clustering techniques can help students to prepare their thoughts during the prewriting phase. This study compared the performance of a control class that received regular teaching and an experimental class that received teaching using clustering technique. The results showed that the experimental class achieved a significantly higher average post test score of 84.97 after learning the clustering technique-based for writing procedure texts compared to the control class having an average post-test of 64.62 which indicated that the clustering technique helps students improve their writing skills.

The results showed a sig. (p) of 0.000 and alpha (α) of 0.05, which indicates that $0.000 \leq 0.05$. Therefore, H0 is rejected, while H1 is accepted. The data obtained were normally distributed and homogeneous, and statistical analysis using independent sample t-test confirmed that the difference in performance between the two groups was statistically significant. As a result, the use of clustering technique has an effect on the achievement writing skills of grade 9th students SMP Negeri 2 Bobotsari Purbalingga.

B. Limitation of the Study

Based on the findings of the research conducted, it can be seen that there is a problem encountered during the treatment, which is related to time management. This limitation can be considered in this study to provide more opportunities for students to explore their thoughts and turn them into notes.

C. Suggestion

After conducting and obtaining the final results of this research, the author has several suggestions that are expected to help in the development of this research to be better, as follows:

1. English teachers

    English teachers should pay more attention to the difficulties that students experience, especially when doing writing tasks. In addition, teachers should also try to solve students' difficulties; teachers should also be able to encourage students to write. Despite the fact that writing may be difficult for children, teachers should make it more entertaining and understandable.

2. For students

    Students should participate more actively and enjoy the discussion in writing. The students should also master a lot of vocabulary so that it is easy to understand when learning. In addition, students should be creative to develop their ideas.

3. For school

    The school need to provide facilities such as language laboratory and English dictionaries in each class to make learning activities more effective.

4. For the next researcher

    The results from this study may provide new insights for future researchers interested in exploring solutions to the difficulties presented in this thesis using the same or different skills. This research is expected to provide useful information about the clustering technique.

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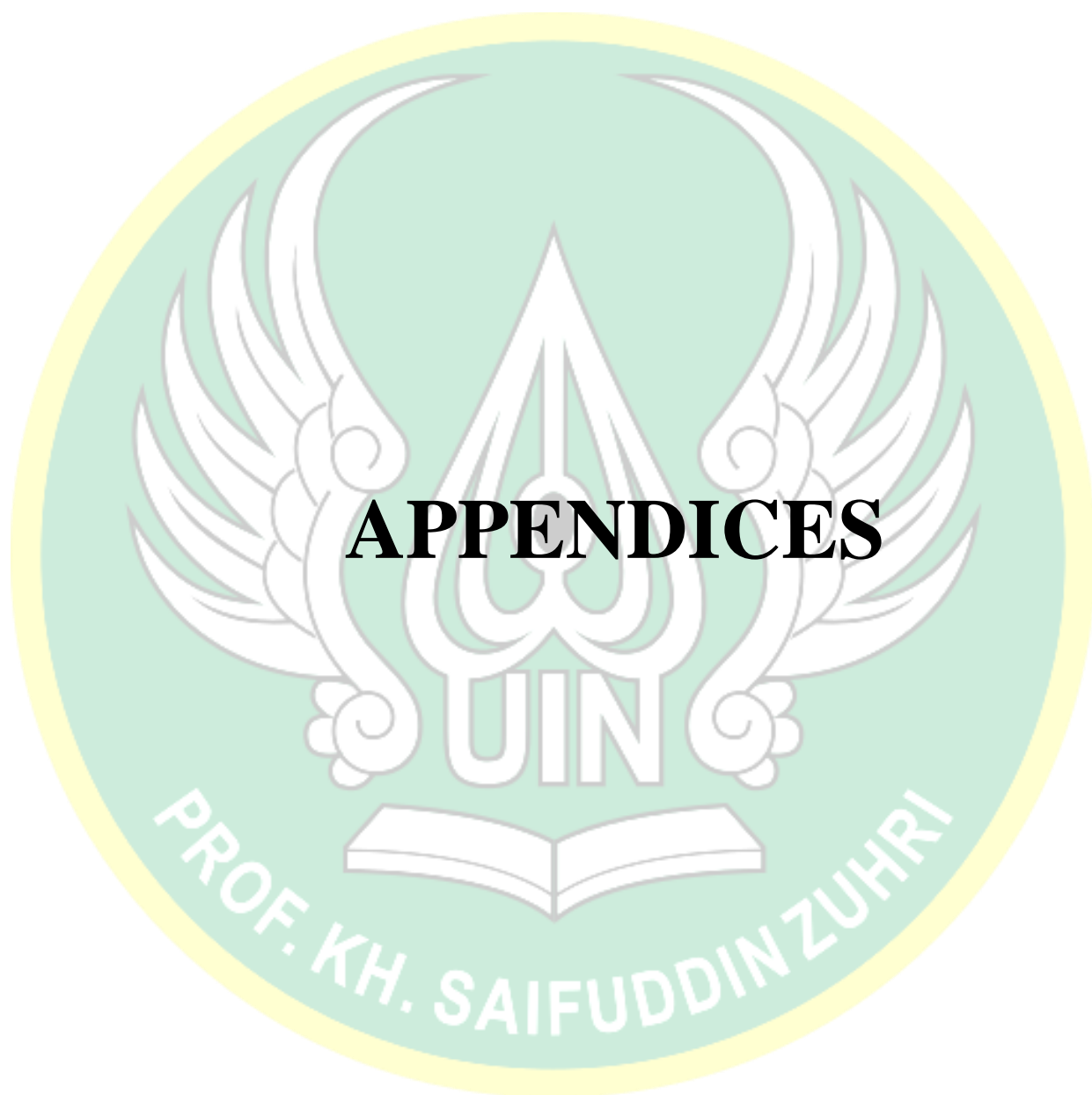
APPENDICES

APPENDIX I
RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.4726/Un.19/D.FTIK/PP.05.3/09/2024   27 September 2024
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP Negeri 2 Bobotsari
Kec. Bobotsari
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama   : Yunia Maulidya
2. NIM   : 3303094306000001
3. Semester   : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat   : Majapura 02/06, Bobotsari, Purbalingga
6. Judul   : The Effectiveness of Clustering Technique Towards Students' Writing Skill in Procedure Text at 9th Grade of SMP Negeri 2 Bobotsari Purbalingga

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek   : Peserta Didik
2. Tempat / Lokasi : Bobotsari Purbalingga
3. Tanggal Riset   : 28-09-2024 s/d 28-11-2024
4. Metode Penelitian : Kuantitatif Eksperimen

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Guru Bahasa Inggris Kelas IX

LXX

APPENDIX II
RESEARCH PLACE LETTER

PEMERINTAHAN KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BOBOTSARI
Jl. Kenduruan No.28 Bobotasari Telp. (0281) 759158
BOBOTSARI
Kode Pos 53353

SURAT KETERANGAN
Nomor : 400.3.5 / 531 / 2024

Yang bertanda tangan dibawah ini:

Nama   : Riswanto, S.Pd.

NIP   : 19720815 200701 1 013

Jabatan   : Kepala Sekolah

Unit Kerja   : SMP Negeri 2 Bobotsari

Menyatakan dengan sebenarnya bahwa :

Nama   : Yunia Maulidya

NIM   : 2017404077

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Universitas   : Universitas Islam Negeri Prof. K.H. Saiffudin Zuhri Purwokerto

Yang bersangkutan telah melakukan riset di SMP Negeri 2 Bobotsari pada tanggal 30 September s.d. 17 Oktober 2024, untuk skripsi dengan judul :

The Effectiveness of Clustering Technique Toward Student's Writing Skill in Procedure Text At 9th Grade of SMP Negeri 2 Bobotsari Purbalingga

Demikian Surat keterangan aktif mengajar ini dibuat dengan sebenar - benarnya untuk dapat dipergunakan sebagaimana mestinya.

Bobotsari, 06 November 2024
Kepala Sekolah

Riswanto, S.Pd.
NIP. 19720815 200701 1 013

APPENDIX III
EXPERT JUDGEMENT

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Desi Wijayanti M, M.Pd.

NIP   : 199212152018012003

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar konten cek list dan pertanyaan interview yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Clustering Technique Towards Students' Writing Skill in Procedure Text at 9th Grade of SMP Negeri 2 Bobotsari Purbalingga"** yang dibuat oleh:

Nama   : Yunia Maulidya

NIM   : 2017404077

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan
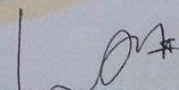
Catatan (bila perlu)

Cukup 1 soal dan diberi rubrik penilaian di bawahnya

....

....

....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 22 September 2024

Validator,

Desi Wijayanti M, M.Pd.
NIP. 199212152018012003

APENDIX IV

RESEARCH INSTRUMENT

PRE TEST

(Pre-test)

Name	:	**Score**
Class	:	
Student Number	:	
Date	:	

Instruction!

1. Please write a procedure text about "How to make a coffee"! Pay attention to the following question:
   a. What is the goal?
   b. What are the ingredients?
   c. How to make it?

Rubric Score:

No.	Kategori	Skor	Kriteria
1.	Isi/Teks	30-27	Sangat mampu: isi sangat sesuai dengan judul, lengkap, dan jelas.
		26-22	Mampu: isi sesuai dengan judul lengkap, tetapi tidak jelas.
		21-17	Kurang mampu: isi sesuai dengan judul, tetapi tidak lengkap dan tidak jelas.
		16-13	Tidak mampu: isi tidak sesuai dengan judul, tidak lengkap dan tidak jelas.
2.	Organisasi: *Pendahuluan, isi, dan penutup*	20-18	Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesi tinggi.
		17-14	Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurang tinggi.
		13-10	Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kurang logis.
		9-7	Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak logis

No.		Score	Description
3.	Kosakata	20-18	Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.
		17-14	Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.
		13-10	Pilihan kata dan ungkapan terbatas.
		9-7	Pilihan kata asal-asalan dan penguasaan rendah.
4.	Penggunaan Bahasa	25-22	Tata bahasa kompleks dan efektif.
		21-18	Tata bahasa kompleks dan hanya terjadi sedikit kesalahan.
		17-11	Tata bahasa kabur dan terjadi banyak kesalahan.
		10-5	Tata bahasa tidak komunikatif dan terdapat banyak kesalahan.
5.	Teknik Penulisan	5	Sangat mampu: menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		4	Mampu: 1-4 kali tidak tepat menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		3	Kurang mampu: 5-8 kali tidak tepat menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		2	Tidak mampu: Lebih dari 8 kali tidak tepat menggunakan tanda baca, penulisan kata, dan huruf kapital dengan tepat.
	Total Score	1-100	

POST TEST

TEST OF WRITING PROCEDURE TEXT

(Post-test)

Name	:	**Score**
Class	:	
Student Number	:	
Date	:	

Instruction!

1. Please write a procedure text about culinary (food or drink) based on the following situation!

> Your friends will visit you. You try to make some foods or maybe just drinks.
>
> Try to compose a recipe (procedure text) about what you're going to make.

Pay attention to the following question:

a. What is the goal?

b. What are the ingredients?

c. How to make it?

Rubric Score:

No.	Kategori	Skor	Kriteria
1.	Isi/Teks	30-27	Sangat mampu: isi sangat sesuai dengan judul, lengkap, dan jelas.
		26-22	Mampu: isi sesuai dengan judul lengkap, tetapi tidak jelas.
		21-17	Kurang mampu: isi sesuai dengan judul, tetapi tidak lengkap dan tidak jelas.
		16-13	Tidak mampu: isi tidak sesuai dengan judul, tidak lengkap dan tidak jelas.
2.	Organisasi: *Pendahuluan, isi, dan penutup*	20-18	Organisasi isi sesuai dengan gagasan pokok, keseluruhan susunan kalimat jelas, urutan logis, kohesi tinggi.

		17-14	Organisasi isi sesuai dengan gagasan pokok, namun kurang rinci, keseluruhan kalimat jelas, urutan logis tetapi tidak lengkap, kohesi kurang tinggi.
		13-10	Organisasi isi kurang sesuai dengan gagasan pokok, susunan kalimat membingungkan/ tidak berhubungan, kurang urutan dan kurang logis.
		9-7	Organisasi isi tidak sesuai dengan gagasan pokok, tidak mengkomunikasikan apa-apa, urutan tidak logis
3.	Kosakata	20-18	Penggunaan dan pemilihan kata yang efektif, pemilihan kata yang tepat, menguasai pembentukan kata.
		17-14	Penggunaan dan pemilihan kata terkadang keliru, tetapi tidak mengaburkan arti.
		13-10	Pilihan kata dan ungkapan terbatas.
		9-7	Pilihan kata asal-asalan dan penguasaan rendah.
4.	Penggunaan Bahasa	25-22	Tata bahasa kompleks dan efektif.
		21-18	Tata bahasa kompleks dan hanya terjadi sedikit kesalahan.
		17-11	Tata bahasa kabur dan terjadi banyak kesalahan.
		10-5	Tata bahasa tidak komunikatif dan terdapat banyak kesalahan.
5.	Teknik Penulisan	5	Sangat mampu: menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		4	Mampu: 1-4 kali tidak tepat menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		3	Kurang mampu: 5-8 kali tidak tepat menggunakan tanda baca, penulisan kata dan huruf kapital dengan tepat.
		2	Tidak mampu: Lebih dari 8 kali tidak tepat menggunakan tanda baca, penulisan kata, dan huruf kapital dengan tepat.
	Total Score	1-100	

WRITING ANSWER SHEET

Name	:	**Score**
Class	:	
Student Number	:	
Date	:	

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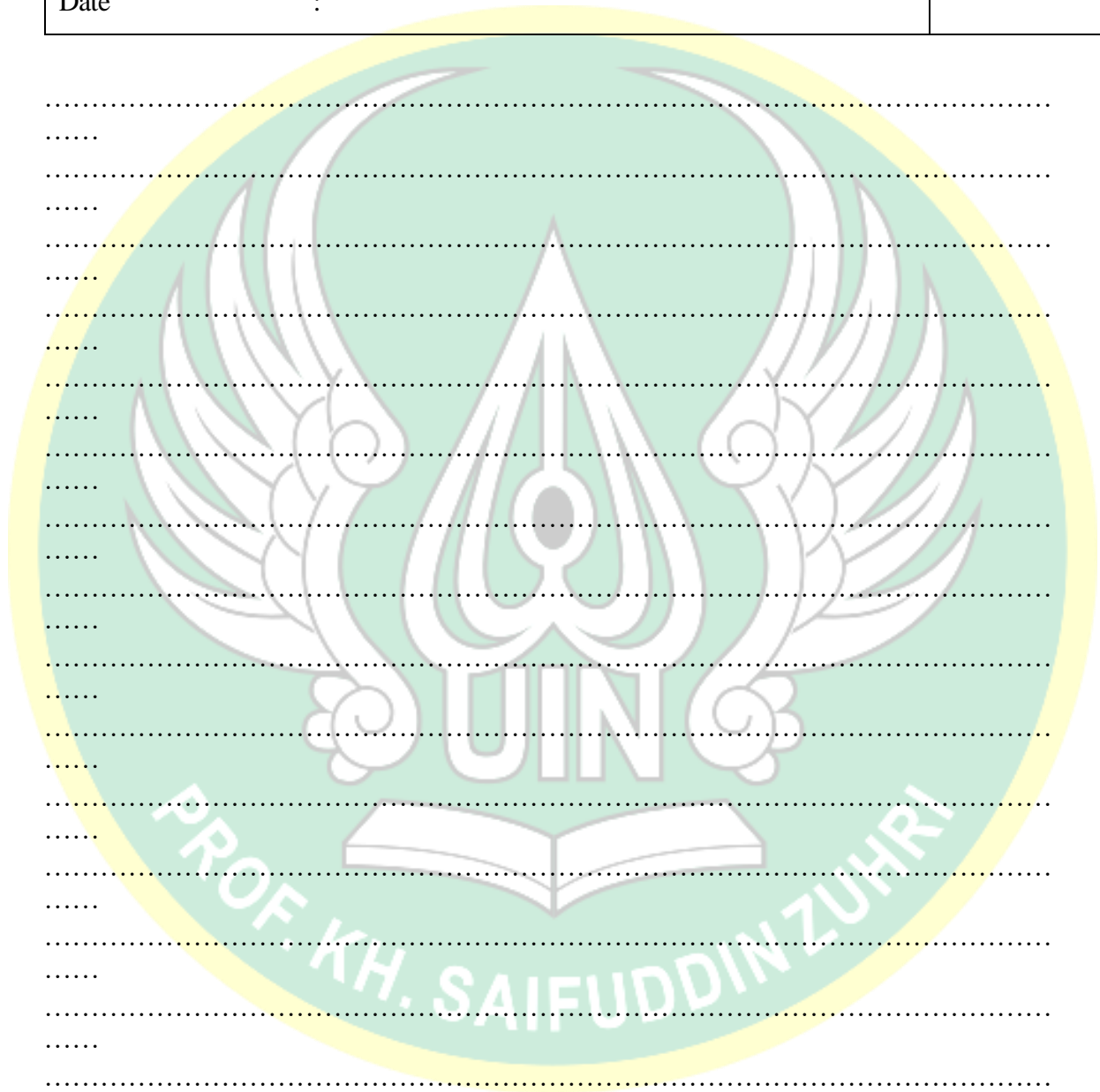
APPENDIX V
LESSON PLAN EXPERIMENTAL GROUP
MODUL AJAR

INFORMASI UMUM	
1. Nama Penyusun	Yunia Maulidya
2. Satuan Pendidikan	SMP Negeri 2 Bobotsari
3. Tahun Pelajaran	2024/2025
4. Kelas / Fase	IX (Sembilan) / D
5. Mata Pelajaran	Bahasa Inggris
6. Materi Pokok	*Procedure Text*
7. Pengetahuan/Keterampilan Prasyarat	*Writing*
8. Capaian Pembelajaran	Pada akhir fase D, peserta didik dapat: 1) Memahami dan menguasai struktur dan ciri khas teks prosedur. 2) Membuat teks prosedur dengan menggunakan teknik *Clustering*.
9. Alokasi waktu (menit)	6 x 40 menit
10. Jumlah Pertemuan (JP)	4 JP
11. Kompetensi Awal	*1) Definition of Procedure Text* *2) Social Function of Procedure Text* *3) Make the simple procedure Text*
12. Model Pembelajaran	Tatap muka
13. Metode Pembelajaran	*Clustering Technique*
14. Sarana Prasarana	1) **Media:** Power Point, Laptop, LCD Proyektor, Handphone, Papan tulis, Spidol. 2) **Sumber Belajar:** Buku LKS, Video Youtube, Lingkungan Sekitar.
15. Target Peserta Didik	Reguler

16. Karakteristik Peserta Didik	Peserta didik yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan cara membuat atau mengoperasikan sesuatu (procedure text) dengan mandiri dan tidak pantang menyerah.

KOMPETENSI INTI

A. Tujuan Pembelajaran

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- Mengidentifikasi isi teks prosedur, seperti fungsi sosial, generik umum, struktur teks, dan ciri kebahasaan yang digunakan dalam teks prosedur.
- Menulis teks prosedur baik secara individu maupun kelompok dengan menggunakan teknik *Clustering* sesuai dengan struktur umum (tujuan, materi, dan langkah-langkah) dan unsur kebahasaan (penggunaan simple present tense, kalimat imperatif, dll) dengan benar.

B. Pemahaman Bermakna

Pada akhir pembelajaran, peserta didik mampu menyampaikan ide mereka tentang cara-cara melakukan sesuatu melalui tulisan teks prosedur yang mereka buat.

C. Pertanyaan Pemantik

- Apa yang Anda pahami dari video yang telah ditayangkan?
- Apa yang dimaksud dengan *procedure text?*
- Apa *social function procedure text?*
- Apa saja *generic structure* untuk membuat procedure text?

D. Persiapan Pembelajaran

    a. Guru menyusun LKPD.

    b. Guru menyusun instrument assessment yang digunakan.

E. Kegiatan Pembelajaran:

◊ **Pertemuan Pertama**

Pendahuluan (12 Menit)	• Peserta didik berdoa sebelum pembelajaran dimulai
	• Guru mengecek kehadiran peserta didik dan kondisinya
	• Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran
	• Guru dan peserta didik membuat kesepakatan kelas
	• Guru menyampaikan kegiatan dan tujuan pembelajaran
	• Guru menanyakan pelajaran sebelumnya dengan melakukan diskusi bersama peserta didik

Kegiatan Inti (60 Menit)	• Guru menampilkan video mengenai *"How to make hot chocolate"*.
	• Guru menampilkan powerpoint yang berisi penjelasan definisi, struktur umum dan unsur kebahasaan *procedure text*.
	• Guru menjelaskan pengertian dan langkah-langkah cara membuat
	
	Clustering Technique sebagai berikut:
	
	    ○ Tentukan topik utama, tuliskan di selembar kertas selembar kertas dan buatlah lingkaran besar. Topik utama akan digunakan sebagai judul teks prosedur.
	    ○ Buatlah cabang dari topik utama yang telah dibuat. Pertama, buatlah cabang dari topik utama yang telah dibuat berdasarkan struktur umum teks prosedur yaitu tujuan, bahan, dan langkah- langkah. Hubungkan konsep-konsep tersebut dengan topik utama dengan sebuah garis.
	    ○ Setelah itu anda dapat menghasilkan/menjelajahi ide dan menemukan cabang lain yang berhubungan dengan cabang yang telah dibuat sebelumnya.
	    ○ Lakukan hal ini sampai kehabisan ide. Anda dapat melakukan revisi jika masih ada beberapa kesalahan pada pekerjaan anda sebelum menyelesaikan hasil dari teks prosedur anda.
	• Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang dipelajari.
	• Guru membagi peserta didik secara berpasangan berdasarkan tempat duduknya.
	• Peserta didik berlatih membuat teks prosedur berjudul *"How to make dalgona coffee"* menggunakan *Clustering Technique* dan mengindentifikasi *generic structure* dari teks yang telah dibuat.
	• Beberapa pasang peserta didik mempresentasikan hasil tugas mereka di depan kelas.
	• Guru memberikan komentar atas apa yang telah dipresentasikan peserta didik.

Penutup (8 Menit)	• Guru bersama peserta didik menyimpulkan materi yang sudah dipelajari. • Guru memberikan pertanyaan untuk mengetahui pemahaman peserta didik.

	• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* • Guru memberikan informasi mengenai pertemuan selanjutnya • Guru dan siswa berdoa kemudian ditutup dengan salam.

◊ **Pertemuan Kedua**

Pendahuluan (12 Menit)	• Guru memberi salam *(greeting)*. • Peserta didik berdoa sebelum pembelajaran dimulai. • Guru mengecek kehadiran peserta didik dan kondisinya. • Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran. • Guru mereview pelajaran sebelumnya mengenai definisi, struktur dan unsur kebahasaan *procedure text*. • Guru menyampaikan kegiatan dan tujuan pembelajaran.
Kegiatan Inti (60 Menit)	• Guru menjelaskan kembali mengenai procedure text dan bagaimana membuat procedure text menggunakan *Clustering technique*. • Guru menampilkan sebuah gambar nasi goreng. • Guru membuka diskusi *"how to make it?"* • Guru mengajak peserta didik untuk berdiskusi dengan menyebutkan kata-kata kunci dari gambar menggunakan teknik *Clustering* dengan langkah sebagai berikut: a. Tentukan topik utama dan membuat lingkaran besar berjudul "*How to make fried rice*". b. Buatlah cabang dari topik utama yang telah dibuat. Pertama, buatlah cabang dari judul yang telah dibuat berdasarkan struktur umum teks prosedur yaitu *goals, materials, tools* dan *steps*. Hubungkan konsep-konsep tersebut dengan topik utama dengan sebuah garis. c. Setelah itu peserta didik dapat menghasilkan/menjelajahi ide dan menemukan cabang lain yang berhubungan dengan

	cabang yang telah dibuat sebelumnya seperti *cook, frying pan, garlic, stir, mix, etc*.
	d. Lakukan hal ini sampai peserta didik kehabisan ide. Peserta didik dapat melakukan revisi jika masih ada beberapa kesalahan sebelum menyelesaikan hasil dari teks prosedurnya.
	• Peserta didik membuat teks prosedur berdasarkan kata kunci yang telah disebutkan.
	• Salah satu peserta didik mempresentasikan hasil tugasnya di depan kelas.
	• Peserta didik mendiskusikan dan menyebutkan ciri kebahasaan pada teks.
	• Peserta didik mencatat kosa kata yang belum mereka ketahui.
Penutup (8 Menit)	• Guru dan peserta didik mendiskusikan kesulitan dalam beberapa pertemuan terakhir dan hal apa yang menarik dari materi itu? • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik. • Peserta didik mendengarkan informasi tentang kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa bersama.

◊ **Pertemuan Ketiga**

Pendahuluan (12 Menit)	• Guru memberi salam *(greeting)*. • Peserta didik berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran peserta didik dan kondisinya • Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran. • Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan kegiatan dan tujuan pembelajaran.
Kegiatan Inti (60 Menit)	• Guru membuka diskusi tentang kendala pada pertemuan sebelumnya. • Guru menyajikan sebuah gambar dan bertanya kepada peserta didik tentang "*How to use an ATM machine?*"

	• Guru meminta peserta didik untuk menyebutkan kata kunci langkah langkah mengoperasikan mesin ATM menggunakan *Clustering Technique* dengan langkah-langkah sebagai berikut:
	a. Tentukan topik utama dan membuat lingkaran besar berjudul "*How use an ATM machine*".
	b. Buatlah cabang dari topik utama yang telah dibuat. Pertama, buatlah cabang dari judul yang telah dibuat berdasarkan struktur umum teks prosedur yaitu *goals* dan *steps*. Hubungkan konsep-konsep tersebut dengan topik utama dengan sebuah garis.
	c. Setelah itu peserta didik dapat menghasilkan/menjelajahi ide dan menemukan cabang lain yang berhubungan dengan cabang yang telah dibuat sebelumnya seperti *debit card, PIN number, payment, etc*.
	d. Lakukan hal ini sampai peserta didik kehabisan ide. Peserta didik dapat melakukan revisi jika masih ada beberapa kesalahan sebelum menyelesaikan hasil dari teks prosedurnya.
	• Peserta didik bersama-sama menyusun teks prosedur berdasarkan kata kunci yang telah disebutkan.
	• Guru memberikan tugas kepada peserta didik sebuah teks rumpang mengenai *"How to Use a Blender?"*
	• Guru menunjuk salah satu peserta didik untuk melengkapi teks rumpang tersebut secara acak.
	• Peserta didik yang berhasil menjawab dengan jawaban yang tepat akan mendapatkan point.
	• Peserta didik diharapkan dapat mengidentifikasi kalimat *simple present tense* terhadap teks yang sudah tersusun dengan benar secara individu.
	• Guru memantau pemahaman peserta didik terhadap materi dan membuat games yang dapat membantu berkembangnya pemahaman peserta didik.

Penutup (8 Menit)	• Siswa bersama guru menyimpulkan pembelajaran hari tersebut • Peserta didik mendapat umpan balik terhadap proses dan hasil pembelajaran; *"Thank you very much for your participation. You did a good job today, do you enjoy for this learning?"* • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya • Guru dan peserta didik menutup kegiatan pembelajaran dengan berdoa.

✧ Pertemuan Keempat

Pendahuluan (12 Menit)	• Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran • Guru mengecek kerapian dan kebersihan kelas • Guru mengecek dan memeriksa kerapian berpakaian peserta didik • Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran • Guru memberi motivasi kepada peserta didik untuk aktif mengikuti pelajaran. • Peserta didik menerima informasi tentang kompetensi yang akan dipelajari, tujuan, materi, langkah- langkah pembelajaran serta teknik penilaian yang akan dilaksanakan.

Kegiatan Inti (60 Menit)	• Guru meminta peserta didik menyebutkan, saling mendiskusikan kosa kata yang belum mereka pahami dari pertemuan sebelumnya.
	• Guru memberikan arahan dan bimbingan dalam pemahaman mengenai kosa kata yang yang sulit tersebut dan meminta peserta didik mencatat.
	• Guru memperdengarkan audio tentang *"How to make a Kite"*.
	• Peserta didik menyalin isi audio menggunakan teknik *Clustering* dengan menganalisis *generic structure* dari *procedure text*.
	• Langkah yang akan digunakan adalah sebagai berikut:
	a. Tentukan topik utama dan membuat lingkaran besar berjudul "*How to make a Kite*".
	b. Buatlah cabang dari topik utama yang telah dibuat. Pertama, buatlah cabang dari judul yang telah dibuat berdasarkan struktur umum teks prosedur yaitu *goals, materials* dan *steps*. Hubungkan konsep-konsep tersebut dengan topik utama dengan sebuah garis.
	c. Setelah itu peserta didik dapat menghasilkan/menjelajahi ide dan menemukan cabang lain yang berhubungan dengan cabang yang telah dibuat sebelumnya seperti *newspaper, wooden dowels, cutting, etc*.
	d. Lakukan hal ini sampai peserta didik kehabisan ide. Peserta didik dapat melakukan revisi jika masih ada beberapa kesalahan sebelum menyelesaikan hasil dari teks prosedurnya
	• Guru memimpin diskusi kelas tentang isi audio dengan menyusunnya ke dalam *generic structure* yang tepat.
Penutup (8 Menit)	• Guru memberikan kesimpulan atas apa yang telah dipelajari.
	• Peserta didik mendengarkan dan menyimak simpulan dari guru.
	• Guru memfasilitasi peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
	• Guru menyampaikan rencana kegiatan pertemuan berikutnya
	• Guru dan peserta didik menutup kegiatan pembelajaran dengan berdoa.

F. Assesment

No.	Tujuan Pembelajaran	Jenis Assesmen
1.	Peserta didik dapat menyebutkan alat/bahan.	Tertulis
2.	Peserta didik dapat menyebutkan langkah-langkah pembuatan makanan/minuman dengan menggunakan imperative sentences/action verb.	Tertulis

➤ Assesement Diagnostik

Jenis Tes	Pertanyaan	Tindak Lanjut
Non Kognitif	1. Apa yang sedang kamu rasakan saat ini? 2. Apa minuman kesukaanmu? 3. Apakah kamu tau cara membuatnya?	Diskusi dan penguatan
Kognitif	1. Apa yang dimaksud dengan teks prosedur? 2. Apa tujuan dari teks prosedur? 3. Bagaimana struktur umum teks prosedur? 4. Ada berapa jenis teks prosedur? 5. Bagaimana cara membuat teknik *Clustering?*	Penguatan

➤ **Assesment Formatif**
   1) Structure Text and Language Feature
   2) Role Play

No.	Tujuan Pembelajaran	Jenis Assesmen
1.	Disajikan kalimat rumpang peserta didik dapat melengkapi kalimat rumpang dengan baik.	Tertulis
2.	Peserta didik mampu menulis teks prosedur sederhana tentang kerajinan yang disajikan dalam bentuk audio.	Tertulis

➤ **Assesment Summatif**

Tujuan Pembelajaran	Jenis Asesmen
Peserta didik mampu menulis teks prosedur sederhana berbentuk resep menggunakan teknik *Clustering*.	Unjuk Kerja

G. Refleksi Peserta didik dan Pendidik

1. Apakah peserta didik aktif dalam pembelajaran?
2. Apakah kesulitan dalam pembelajaran?
3. Apakah peserta didik dapat dianggap tuntas dalam pembelajaran?

Mengetahui,   Bobotsari, 27 September 2024

Guru Mata Pelajaran Bahasa Inggris   Peneliti,

Yulfah Masruroh, S.Pd.   **Yunia Maulidya**

NIP. 198707112023212020   NIM. 2017404077

LAMPIRAN
A. Lembar Kerja Peserta Didik
Terlampir
B. Bahan Bacaan Guru dan Peserta Didik
a) Buku Paket Peserta Didik
b) LKPD
c) Handout Materi (PPT)
C. Vocabularies

Add	: Tambahkan	Mix	: Campurkan
Boil	: Rebus	Pour	: Tuangkan
Bake	: Panggang	Put	: Letakkan
Cut	: Potong	Slice	: Iris
Fry	: Goreng	Serve	: Hidangkan
Garnish	: Hiasan	Taste	: Rasa

D. Materi Procedure Text

1. **Definisi dan Fungsi Sosial/tujuan.**

   a. **Definisi**

   Procedure text *is a text that explains, informs, or helps the reader on how to make or use something.*

   Definisi *procedure text* adalah teks yang memberikan instruksi, menginformasikan, atau membantu pembaca tentang bagaimana cara untuk membuat atau melakukan sesuatu.

   Biasanya, jenis teks ini diawali dengan frasa **"***How to…***",** Misalnya **"***How to make a cup of tea"* atau **"***How to operate an oven"*. *Procedure text* banyak terdapat di buku resep masakan dan buku petunjuk *(manual book).*

   b. **Fungsi Sosial/tujuan**

   The purpose of procedure text is to tell/to explain the readers how to make/operate/do something through a sequence of steps.

   Tujuan *procedure text* adalah untuk menjelaskan bagaimana sesuatu dibuat**,** dilakukan atau digunakan melalui langkah-langkah yang berurutan.

2. **Struktur Teks** *(Generic Structure)*

   a. **Goals/aim**

   Memberikan informasi tentang maksud dan tujuan dari *Procedure Text.*

3. **Definisi dan Fungsi Sosial/tujuan.**

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4. **Struktur Teks** *(Generic Structure)*

   a. **Goals/aim**

   Memberikan informasi tentang maksud dan tujuan dari *Procedure Text.*

   b. **Materials**

   Memberikan informasi tentang apa saja yang dibutuhkan untuk membuat atau melakukan sesuatu. Materials terbagi menjadi dua, yaitu yang berupa ingredients (bahan-bahan) dan tools (alat-alat) yang dibutuhkan.

   b. **Steps**

   Berisi langkah-langkah atau instruksi dalam membuat atau melakukan sesuatu.

3. **Unsur Kebahasaan** *(Language Features)*

   a. **Simple Present Tense**

   Procedure text harus ditulis dengan menggunakan *Simple Present Tense*. Hal ini dikarenakan dalam *procedure text* terdapat kalimat-kalimat perintah mengenai cara membuat atau melakukan sesuatu.

   b. *Imperative Sentences* **(Kalimat Perintah)**

   Imperative sentence selalu diawali oleh *verb 1 dari action verb* atau kata kerja yang melibatkan aktivitas fisik. Jadi, tidak perlu memakai subject di awal kalimatnya.

   Contoh: *Add 3 onions and mix it well.* Kalimat ini diawali oleh verb 1, add.

   c. *Connectives* **(Kata Penghubung)**

   Digunakan dalam sebuah procedure text untuk menghubungkan langkah-langkah di dalamnya supaya daftar instruksi yang dibuat menjadi runtut dan mudah dipahami.

   Contoh: *Firstly, secondly, then, after that, dan finally.*

   d. *Adverb* **(Kata Keterangan)**

   Digunakan untuk memberikan keterangan waktu. Ada 2 jenis kata keterangan atau *adverbs* yang digunakan dalam procedure text, yaitu:

   - *Adverb of time* atau kata keterangan waktu yang menandakan berapa lama kita harus melakukan sesuatu. Contoh: *in 10 minutes, for 1 hour.*

   - *Adverb of manner* atau keterangan cara bagaimana melakukan sesuatu.
   Contoh: *slowly, well, evenly*.

4. **Jenis-jenis Teks Prosedur**

   a. **Procedure text yang menjelaskan cara mengoperasikan/menggunakan sesuatu.**

   Contoh: *how to use an air fryer, how to use a dish washer, how to use a camera.*

   b. **Procedure text yang memberikan instruksi dalam melakukan kegiatan tertentu.**

   Contoh: *how to play the violin, how to create a website, dan how to make fried rice.*

5. Contoh *Procedure Text* dalam Bahasa Inggris

How to make Pancake

Ingredients:

- 1 cup all purpose flour
- 2 tablespoons of sugar
- 2 teaspoons of baking powder
- ½ teaspoons of salt
- 1 cup full cream milk
- 2 tablespoons of unsalted butter or vegetable oil
- 1 egg
- toppings such as maple syrup, honey, strawberry jam or chocolate syrup

Steps:

1. Add flour, sugar, baking powder, and salt into a small bowl. Whisk them together.
2. After that, pour into a medium bowl.
3. Add milk, butter or oil, and egg. Mix the dry ingredients. Whisk until just moistened. Remember, do not over mix.
4. Heat a cast-iron or non-stick pan, add oil. You can rub the pan with oiled paper towel.
5. Pour two to three tablespoons of batter onto the pan. You can use the back of the spoon to spread the batter.
6. Let it cook until the surface has bubbles and a few bursts.
7. After that, flip the pancake carefully and wait until browned.
8. Serve warm and add some toppings.

How to Use a Toaster

Steps:

1. Plug in the toaster to an electric plug so that it can work.

2. Insert what you want to put in the toaster into the slot that is closer to you of the two holes at the top.

3. Select the darkness of food in toaster using the adjustment knob. The adjustment knob should be located on the front of toaster.

4. Lower the lever to start the toasting cycle.

5. Depending on how dark you selected the food in the toaster to be, it will take a minute or two.

6. Take food out of toaster and put jam, honey, or anything else you may want to add onto it. Then, start to eat the delicious meal you made.

**E. Penggunaan Teknik *Clustering* Pada *Procedure Text***

1. **Definisi**

   Clustering Technique adalah teknik yang mengelompokkan ide dari yang umum menjadi yang lebih spesifik dan lebih terarah. Teknik ini dapat digunakan untuk membantu dalam mencurahkan ide – ide, mengembangkan ide tersebut dan dapat mengelompokan ide – ide tersebut secara benar. Teknik ini menggambarkan dan mengelompokkan ide secara terinci sehingga siswa mudah dalam menulis.

2. **Langkah-langkah:**

   a. Tentukan topik utama, tuliskan di selembar kertas selembar kertas dan buatlah lingkaran besar. Topik utama akan digunakan sebagai judul teks prosedur.

   b. Buatlah cabang dari topik utama yang telah dibuat. Pertama, buatlah cabang dari topik utama yang telah dibuat berdasarkan struktur umum teks prosedur yaitu tujuan, bahan, dan langkah-langkah. Hubungkan konsep-konsep tersebut dengan topik utama dengan sebuah garis.

   c. Setelah itu anda dapat menghasilkan/menjelajahi ide dan menemukan cabang lain yang berhubungan dengan cabang yang telah dibuat sebelumnya.

   d. Lakukan hal ini sampai kehabisan ide. Anda dapat melakukan revisi jika masih ada beberapa kesalahan pada pekerjaan anda sebelum menyelesaikan hasil dari teks prosedur anda.

3. Contoh Penggunaan *Clustering Technique*
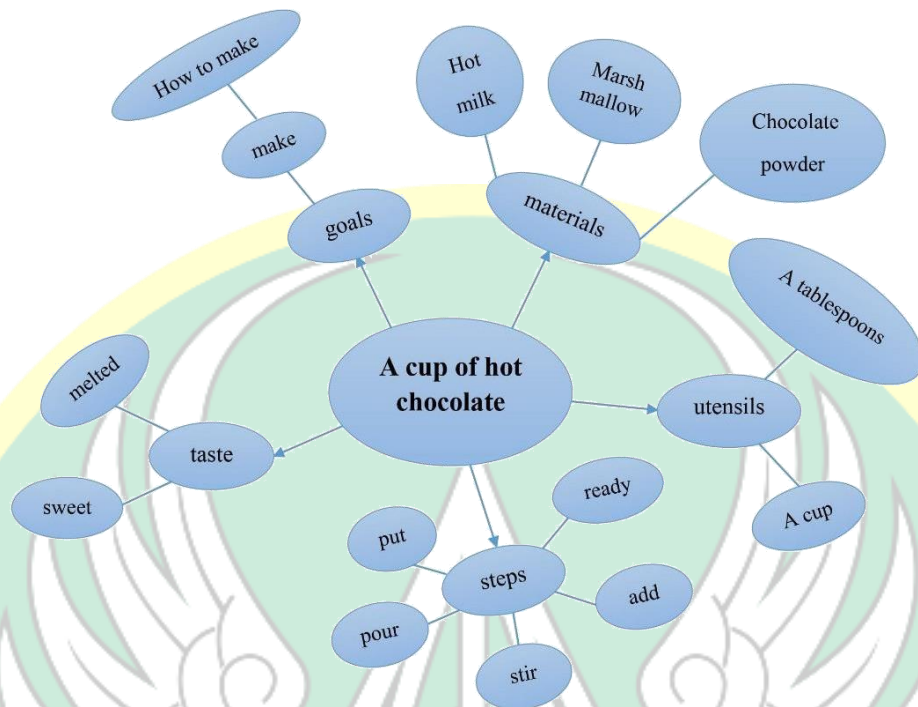
H. RUBRIK PENILAIAN

➢ **Formative**

Aspek	Belum kompeten (1)	Cukup Kompeten (2)	Kompeten (3)	Sangat kompeten (4)
Proses penyusunan	Peserta didik tidak terlibat dalam penyusunan teks prosedur	Peserta didik terlibat dalam penyusunan teks prosedur namun kurang aktif.	Peserta didik terlibat dalam penyusunan teks prosedur secara aktif tetapi menutup diri untuk berdiskusi	Peserta didik terlibat dalam penyusunan teks prosedur secara aktif dan terbuka untuk diskusi

Prosses Presentasi	Peserta didik tidak mampu mempresentasikan hasil penyusunan teks prosedur	Peserta didik mampu mempresentasikan hasil penyusunan teks prosedur namun dengan sikap kurang baik	Peserta didik mampu mempresentasikan hasil penyusunan teks prosedur dengan sikap yang baik namun tidak	Peserta didik mampu mempresentasikan hasil penyusunan teks prosedur dengan sikap yang

			mampun berdiskusi	baik dan mampu berdiskusi
Hasil	Peserta didik tidak menyusun teks prosedur	Peserta didik mampu mengidentifikasi dan kurang mampu menyusun teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan baik	Peserta didik mampu mengidentifikasi tetapi tidak mempu menyusun teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan baik	Peserta didik mampu mengidentifikasi dan menyususn teks prosedur sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan dengan baik

➤ **Indicators (Penilaian Kemampuan Menulis)**

No.	Categories	Test Score	Criteria
1.	Content	30-27 Excellent to good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22 Good to average	Some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic, but lack detail.
		21-17 Fair to poor	Limited knowledgeable of subject, title substance, and inadequate development topic.
		16-13 Very poor	Doesn't show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate.
2.	Organization: *Introduction, body, and conclusion*	20-18 Excellent to very good	Fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
		17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13-10 Fair to poor	Not-fluent, ideas confused/disconnected, lack logical sequencing and development.

3.	Vocabulary	9-7 Very poor	Does not communicate, no organization, or not enough to evaluate.
		20-18 Excellent to good	Word form mastery, appropriate register (words use for particular situation, etc)
		17-14 Good to average	Occasional errors of word form, choice, usage but meaning not obscured.
		13-10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured, etc.

No.		Score	Description
		9-7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4.	Language use	25-22 Excellent to very good	Few errors of word order/ function, articles, preposition, etc.
		21-18 Good to average	Several errors of word order/ function, articles.
		17-11 Fair to poor	Frequent errors of word order/ function, articles, preposition, etc.
		10-5 Very poor	Dominated by errors, or not enough to evaluate.
5.	Mechanics	5 Excellent to good	Demonstrates mastery of spelling, punctuation, capitalization, paragraphing.
		4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3 Fair to poor	Frequent errors of spelling, punctuation, capitalizations, paragraphing, poor handwriting, meaning confused or obscured.
		2 Very poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
		Total Score	1-100

➤ **Skor Penilaian**

No.	Huruf	Rentang Angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

LESSON PLAN CONTROL GROUP

MODUL AJAR BAHASA INGGRIS KELAS IX

INFORMASI UMUM	
1. Nama Penyusun	Yunia Maulidya
2. Satuan Pendidikan	SMP Negeri 2 Bobotsari
3. Tahun Pelajaran	2024/2025
4. Kelas / Fase	IX (Sembilan) / D
5. Mata Pelajaran	Bahasa Inggris
6. Materi Pokok	*Procedure Text*
7. Pengetahuan/Keterampilan Prasyarat	*Writing*
8. Capaian Pembelajaran	Pada akhir fase D, peserta didik dapat: 1) Memahami dan menguasai struktur dan ciri khas teks prosedur. 2) Membuat teks prosedur berbentuk resep dan manual sederhana.
9. Alokasi waktu (menit)	6 x 40 menit
10. Jumlah Pertemuan (JP)	4 JP
11. Kompetensi Awal	1) *Definition of Procedure Text* 2) *Social Function of Procedure Text* 3) *Make the simple procedure Text*
12. Model Pembelajaran	Tatap muka
13. Metode Pembelajaran	1) *Discovery Learning* 2) Tanya jawab, diskusi, dan mengerjakan soal.
14. Sarana Prasarana	1) **Media:** Power Point, Laptop, LCD Proyektor, Handphone, Papan tulis, Spidol. 2) **Sumber Belajar:** Buku LKS, Video Youtube, Lingkungan Sekitar.
15. Target Peserta Didik	Reguler

16. Karakteristik Peserta Didik	Peserta didik yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan cara membuat atau mengoperasikan sesuatu (procedure text) dengan mandiri dan tidak pantang menyerah.

KOMPETENSI INTI
A. Tujuan Pembelajaran
Setelah melakukan pembelajaran, diharapkan peserta didik mampu: - Mengidentifikasi isi teks prosedur, seperti fungsi sosial, generik umum, struktur teks, dan ciri kebahasaan yang digunakan dalam teks prosedur. - Menulis teks prosedur baik secara individu maupun kelompok dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan (penggunaan simple present tense, kalimat imperatif, dll) yang benar dan sesuai konteks.
B. Pemahaman Bermakna
Pada akhir pembelajaran, peserta didik mampu menyampaikan ide mereka tentang cara-cara melakukan sesuatu melalui tulisan teks prosedur yang mereka buat.
C. Pertanyaan Pemantik
- Apa yang Anda pahami dari video yang telah ditayangkan? - Apa yang dimaksud dengan *procedure text?* - Apa *social function procedure text?* - Apa saja *generic structure* untuk membuat procedure text?
D. Persiapan Pembelajaran
a. Guru menyusun LKPD. b. Guru menyusun instrument assessment yang digunakan.
E. Kegiatan Pembelajaran:

⬧ **Pertemuan Pertama**

Pendahuluan (12 Menit)	• Peserta didik berdoa sebelum pembelajaran dimulai • Guru mengecek kehadiran peserta didik dan kondisinya • Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran • Guru dan peserta didik membuat kesepakatan kelas • Guru menyampaikan kegiatan dan tujuan pembelajaran

	• Guru menanyakan pelajaran sebelumnya dengan melakukan diskusi bersama peserta didik

Kegiatan Inti
(60 Menit)
	a. *Observing*
	    • Guru menampilkan video mengenai *"How to make hot chocolate"*.
	    • Guru menampilkan power point yang berisi penjelasan definisi, struktur umum dan unsur kebahasaan *procedure text*.
	b. *Questioning*
	    • Guru memberi kesempatan kepada murid untuk bertanya terkait materi yang sedang dipelajari.
	c. **Associating**
	    • Guru membagi peserta didik secara berpasangan berdasarkan tempat duduknya.
	d. **Exploring**
	    • Peserta didik berlatih membuat teks prosedur berjudul *"How to make dalgona coffee"* dan mengindentifikasi *generic structure* dari teks yang telah dibuat.
	e. **Communicating**
	    • Beberapa pasang peserta didik mempresentasikan hasil tugas mereka di depan kelas.
	f. **Observing**
	    • Guru memberikan komentar atas apa yang telah dipresentasikan peserta didik.

Penutup (8 Menit)	• Guru bersama peserta didik menyimpulkan materi yang sudah dipelajari. • Guru memberikan pertanyaan untuk mengetahui pemahaman peserta didik. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran; *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?* • Guru memberikan informasi mengenai pertemuan selanjutnya • Guru dan peserta didik berdoa kemudian ditutup dengan salam.

Pendahuluan (12 Menit)	• Guru memberi salam *(greeting).* • Peserta didik berdoa sebelum pembelajaran dimulai. • Guru mengecek kehadiran peserta didik dan kondisinya. • Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran. • Guru mereview pelajaran sebelumnya mengenai definisi, struktur dan unsur kebahasaan *procedure text.* • Guru menyampaikan kegiatan dan tujuan pembelajaran.
Kegiatan Inti (60 Menit)	**a. *Observing*** • Guru membuka diskusi tentang kendala pada pertemuan sebelumnya. • Guru menampilkan sebuah gambar nasi goreng. **b. *Questioning*** • Guru membuka diskusi *"how to make it?"* **c. Associating** • Guru mengajak peserta didik untuk berdiskusi dengan menyebutkan bahan yang diperlukan untuk membuat nasi goreng. **d. Exploring** • Peserta didik membuat teks prosedur berdasarkan bahan-bahan yang sudah ditentukan. **e. Communicating** • Salah satu peserta didik mempresentasikan hasil tugasnya di depan kelas. **f. Observing** • Peserta didik mencatat kosa kata yang belum mereka ketahui.
Penutup (8 Menit)	• Guru dan peserta didik mendiskusi kesulitan dalam beberapa pertemuan terakhir dan hal apa yang menarik dari materi itu? • Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik • Peserta didik mendengarkan informasi tentang kegiatan yang akan dilaksanakan pada pertemuan berikutnya. • Guru dan peserta didik berdoa bersama

◊ Pertemuan Ketiga

Pendahuluan (12 Menit)	• Guru memberi salam *(greeting)*.
	• Peserta didik berdoa sebelum pembelajaran dimulai
	• Guru mengecek kehadiran peserta didik dan kondisinya
	• Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran.
	• Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
	• Guru menyampaikan kegiatan dan tujuan pembelajaran.
Kegiatan Inti (60 Menit)	**a. *Observing***
	• Guru menjelaskan kembali materi pada pertemuan sebelumnya.
	b. *Questioning*
	• Guru menyajikan sebuah gambar dan bertanya kepada peserta didik tentang "*How to use an ATM machine?*"
	c. Associating
	• Peserta didik bersama-sama menyebutkan langkah-langkah cara mengoperasikan mesin ATM.
	d. Exploring
	• Guru memberikan tugas kepada peserta didik sebuah teks rumpang mengenai *"How to use a toaster?"*
	• Guru menunjuk salah satu peserta didik untuk melengkapi teks rumpang tersebut secara acak.
	• Peserta didik didik diharapkan dapat mengidentifikasi kalimat *simple present tense* terhadap teks yang sudah tersusun dengan benar secara individu
	e. Communicating
	• Peserta didik yang berhasil menjawab dengan jawaban yang tepat akan mendapatkan point.
	f. Observing
	• Guru memantau pemahaman peserta didik terhadap materi dan membuat games yang dapat membantu berkembangnya pemahaman peserta didik.
Penutup (8 Menit)	• Peserta didik bersama guru menyimpulkan pembelajaran hari tersebut.

	• Peserta didik mendapat umpan balik terhadap proses dan hasil pembelajaran; *"Thank you very much for your participation. You did a good job today, do you enjoy for this learning?".* • Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. • Guru dan peserta didik menutup kegiatan pembelajaran dengan berdoa.

◊ **Pertemuan Keempat**

Pendahuluan (12 Menit)	**a.** Orientasi • Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran. • Mengecek kerapian dan kebersihan kelas. • Mengecek dan memeriksa kerapian berpakaian peserta didik. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **b.** Motivasi • Memberi motivasi peserta didik untuk aktif mengikuti pelajaran. • Peserta didik menerima informasi tentang kompetensi yang akan dipelajari, tujuan, materi, langkah- langkah pembelajaran serta teknik penilaian yang akan dilaksanakan.

Kegiatan Inti (60 Menit)	a. *Observing* • Guru menjelaskan kembali mengenai procedure text dan bagaimana membuat procedure text "*how to use*" dan "*how to make*" something. b. *Questioning* • Guru memberi kesempatan kepada peserta didik untuk bertanya terkait materi yang sedang dipelajari. c. **Associating** • Guru membagi peserta didik menjadi beberapa kelompok menggunakan *Spin Wheel*. d. **Exploring** • Guru memberikan tugas kepada peserta didik membuat procedure text secara berkelompok dengan menyajikan sebuah gambar.

	e. **Communicating** • Beberapa kelompok peserta didik mempresentasikan hasil tugas mereka di depan kelas. f. **Observing** • Guru memberikan komentar atas apa yang telah dipresentasikan peserta didik.
Penutup (8 Menit)	• Guru memberikan kesimpulan atas apa yang telah dipelajari. • Peserta didik mendengarkan dan menyimak simpulan dari guru. • Guru memfasilitasi peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan. • Guru menyampaikan rencana kegiatan pertemuan berikutnya • Guru dan peserta didik menutup kegiatan pembelajaran dengan berdoa.

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C. Vocabularies
Add : Tambahkan   Mix : Campurkan Boil : Rebus   Pour : Tuangkan Bake : Panggang   Put : Letakkan Cut : Potong   Slice : Iris Fry : Goreng   Serve : Hidangkan Garnish : Hiasan   Taste : Rasa
D. Materi Procedure Text

1. **Definisi dan Fungsi Sosial/tujuan.**

   a. **Definisi**

   Procedure text *is a text that explains, informs, or helps the reader on how to make or use something.*

   Definisi *procedure text* adalah teks yang memberikan instruksi, menginformasikan, atau membantu pembaca tentang bagaimana cara untuk membuat atau melakukan sesuatu.

   Biasanya, jenis teks ini diawali dengan frasa **"***How to…***"**, Misalnya **"***How to make a cup of tea***"** atau **"***How to operate an oven***"**. *Procedure text* banyak terdapat di buku resep masakan dan buku petunjuk *(manual book)*.

   b. **Fungsi Sosial/tujuan**

   The purpose of procedure text is to tell/to explain the readers how to make/operate/do something through a sequence of steps.

   Tujuan *procedure text* adalah untuk menjelaskan bagaimana sesuatu dibuat**,** dilakukan atau digunakan melalui langkah-langkah yang berurutan.

2. **Struktur Teks** *(Generic Structure)*

   a. **Goals/aim**

Memberikan informasi tentang maksud dan tujuan dari *Procedure Text.*

b. Materials

Memberikan informasi tentang apa saja yang dibutuhkan untuk membuat atau melakukan sesuatu. Materials terbagi menjadi dua, yaitu yang berupa ingredients (bahan-bahan) dan tools (alat-alat) yang dibutuhkan.

c. Steps

Berisi langkah-langkah atau instruksi dalam membuat atau melakukan sesuatu.

3. **Unsur Kebahasaan** *(Language Features)*

   a. Simple Present Tense

   Procedure text harus ditulis dengan menggunakan *Simple Present Tense*. Hal ini dikarenakan dalam *procedure text* terdapat kalimat-kalimat perintah mengenai cara membuat atau melakukan sesuatu.

   b. *Imperative Sentences* (Kalimat Perintah)

   Imperative sentence selalu diawali oleh *verb 1* dari *action verb* atau kata kerja yang melibatkan aktivitas fisik. Jadi, tidak perlu memakai subject di awal kalimatnya.

   Contoh: *Add 3 onions and mix it well.* Kalimat ini diawali oleh verb 1, add.

   c. *Connectives* (Kata Penghubung)

   Digunakan dalam sebuah procedure text untuk menghubungkan langkah-langkah di dalamnya supaya daftar instruksi yang dibuat menjadi runtut dan mudah dipahami.

   Contoh: *Firstly, secondly, then, after that, dan finally.*

   d. *Adverb* (Kata Keterangan)

   Digunakan untuk memberikan keterangan waktu. Ada 2 jenis kata keterangan atau *adverbs* yang digunakan dalam procedure text, yaitu:

   - *Adverb of time* atau kata keterangan waktu yang menandakan berapa lama kita harus melakukan sesuatu. Contoh: *in 10 minutes, for 1 hour.*

   - *Adverb of manner* atau keterangan cara bagaimana melakukan sesuatu.

    Contoh: *slowly, well, evenly.*

4. **Jenis-jenis Teks Prosedur**

   a. Procedure text yang menjelaskan cara mengoperasikan/menggunakan sesuatu.

   Contoh: *how to use an air fryer, how to use a dish washer, how to use a camera.*

b. **Procedure text yang memberikan instruksi dalam melakukan kegiatan tertentu.**

Contoh: *how to play the violin, how to create a website, dan how to make fried rice.*

5. **Contoh** *Procedure Text* **dalam Bahasa Inggris**

How to make Pancake

Ingredients:

- 1 cup all purpose flour
- 2 tablespoons of sugar
- 2 teaspoons of baking powder
- ½ teaspoons of salt
- 1 cup full cream milk
- 2 tablespoons of unsalted butter or vegetable oil
- 1 egg
- toppings such as maple syrup, honey, strawberry jam or chocolate syrup

Steps:

1. Add flour, sugar, baking powder, and salt into a small bowl. Whisk them together.
2. After that, pour into a medium bowl.
3. Add milk, butter or oil, and egg. Mix the dry ingredients. Whisk until just moistened. Remember, do not over mix.
4. Heat a cast-iron or non-stick pan, add oil. You can rub the pan with oiled paper towel.
5. Pour two to three tablespoons of batter onto the pan. You can use the back of the spoon to spread the batter.
6. Let it cook until the surface has bubbles and a few bursts.
7. After that, flip the pancake carefully and wait until browned.
8. Serve warm and add some toppings.

APPENDIX VI

STUDENTS WORKSHEET

1. Pre test of student worksheet

WRITING ANSWER SHEET

(Pre-test)

Name	: Nava ayu Nuraeni	Score
Class	: IXA	
Student Number	: 22	45
Date	: 30 /09 / 2024	

How to make a coffee

- Ingredients : · Powder coffe
  · water
  · Sugar
- Tools : Glass   Pan
  · Spoon
- Steps

WRITING ANSWER SHEET

(Pre-test)

Name	: Farah Ghaida Putri	Score
Class	: IX-A	
Student Number	: 11,	65
Date	: 30 September 2024	

How to make a coffe

Ingredients = 1. Coffe Powder.
2. Suggar
3. Hot Water.

Tools = 1. Glass.
2. Spoon.
3.

Steps = 1. first. Prepared water glass. Pass pour coffe powder.
2. Second. Pour suggar enough into a glass.
3. pour hot water enough into a glass.
4. mix coffe
5. coffe ready to comfort.

WRITING ANSWER SHEET

(Pre-test)

Name	: Syahrani Maulra	Score
Class	: IXB	
Student Number	: 30	42
Date	: Selasa 01 oktober 2024	

" How to make a coffee "

-) Step one, heat water for coffee
-) input coffee

WRITING ANSWER SHEET

(Pre-test)

Name	: Anggun Wizi Asih	Score
Class	: IKB	
Student Number	: 05	48
Date	: 01-10-2024 / Selasa	

1. "How to make a coffee"
   *) Step one, prepare to tools and material!
      tools : glaas, spoon, pan
      material : sugar, water, powder coffee
   *) Heat water
   *) to go powder coffee in glass

2. Post test of student worksheet

WRITING ANSWER SHEET

(Post-test)

| Name	: AFiF Al Ayubi	Score
Class	: IXA	85
Student Number	: 01	
Date	: 15-10-2024 / Selasa, 15-10-2024	

Goals
" How to make milu ice

Materials   Steps
1. ingresents   2. TOOK   1. FiFSEly, Prepare all ingredients
- Milk   - Spoon   2. secondly, pour water in the glass
- cube   - glass   3. Next, stir until well
- Sugar   4. after, pour cube in the glass
                               5. finally milk ice is trediy to save

CXV

WRITING ANSWER SHEET

(Post-test)

Name	: Nazhifa Nurulia Azmi	Score
Class	: IXA	
Student Number	: 23	90
Date	: Thursday, October 15th 2024	
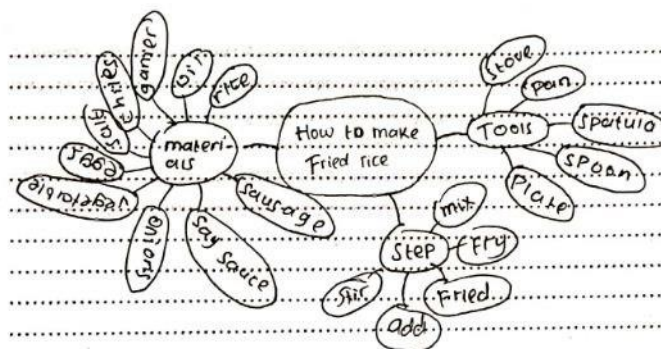
How to make Fried rice

1. materials
   - 2 Stoops of rice   - 3 onions   - 2 eggs
   - oil   - 2. ganier   - Vegetable
   - sausage   - 5. of chilies
   - Say sauce   - salt

2. Tools
   - pan   - Plate
   - spatula   - stove
   - spoon

3. Steps.
   1. Fristy, prepare 2 scoops of white rice
   2. Scandly choper the onions, garlic, and chiles
   3. next wash vegetable
   4. after that, cut the sausage and vegetable
   5. Then, prepare the pan and trun on the stove
   6. next ~~add~~ heat the oil
   7. After that, saute the spices until fragrante
   8. Next add rices and mix with spices
   9. After that, stir into's minuts
   10. next add seatonning and the popping
   11. Finaly, fried rice is ready to sorus

CXVI

WRITING ANSWER SHEET

(Post-test)

Name	: Dandi Prayoga	Score
Class	: Ix B	
Student Number	: 10	72
Date	: 17 oktober	

How to make a cap of matcha coffee

materia! - coffee powder
- Hot water
- glass
- sugar

steps : 1.) Firtly, add a coffe and sugar into a glass
2.) Soondy pous hot water into a glass
3.) then mix it well we use spoon
4.) noks, coffe matcha is ready to serve

WRITING ANSWER SHEET

(Post-test)

Name	: ARVEN RESKY.H	Score
Class	: IXB	
Student Number	: 07	70
Date	: 17 oktober 2024	

How to make a cap of coffee suse milk

How to make a kite

material : – Bamboo
– Plastic wrap
– thread
– scissors
– Glue

Steps : 1. Firsthy, cut the Bambo around 20 cm and 10 cm
2. next, pair the thread to a bamboo until cross patrena
3. Then, band, the thread by side of Bamboo / sicks
4. after that, prepare plastic wrapcach end of pattern
5. next, patch the Gluce for plastic wrat to Bambo
6. Finaly, pair string to the upend bottam of kite

APPENDIX VII
THE RESULT PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

NO.	NAME	SCORE	
		PRE TEST	POST TEST
1.	AF	56	82
2.	AK	52	88
3.	AN	65	94
4.	AS	62	78
5.	AU	72	90
6.	AV	62	80
7.	DO	54	86
8.	DZ	72	95
9.	EL	46	78
10.	FA	50	75
11.	FAR	65	92
12.	FE	50	86
13.	FEB	58	78
14.	GI	62	87
15.	JE	48	80
16.	KU	60	96
17.	ME	54	92
18.	MU	52	85
19.	MUH	54	88
20.	NA	65	94
21.	NAF	55	85
22.	NAV	57	85
23.	NAZ	60	92
24.	NAN	62	90
25.	NI	48	72
26.	RA	50	85
27.	RE	45	75
28.	RH	50	78
29.	RI	65	85
30.	RU	54	76

| 31. | SA | 62 | 90 |
| 32. | WA | 58 | 82 |

THE RESULT PRE-TEST AND POST-TEST IN CONTROL GROUP

NO.	NAME	SCORE	
		PRE TEST	POST TEST
1.	AF	34	70
2.	AL	38	74
3.	AM	49	58
4.	AN	50	52
5.	ANG	51	54
6.	AR	48	72
7.	ARV	70	70
8.	AS	63	72
9.	AW	72	70
10.	DA	57	65
11.	DE	64	70
12.	DI	40	52
13.	GI	58	60
14.	HE	63	64
15.	IG	52	58
16.	IS	57	70
17.	JU	61	64
18.	KE	56	58
19.	LA	64	76
20.	LAK	54	60
21.	LI	56	67
22.	MU	63	70
23.	NA	57	72
24.	ND	58	70
25.	NDR	55	58
26.	RA	51	69
27.	RE	42	50
28.	SU	64	68
29.	SY	54	68
30.	SYH	48	57
31.	VA	63	76
32.	ZH	46	54

APPENDIX VIII

Field Observations Documentation

Appendix IX
CURRICULUM VITAE

Name	:	Yunia Maulidya
Student Number	:	2017404077
Study Program	:	English Education
Place, date of Birth	:	Purbalingga, June 3rd , 2000
Address	:	Majapura RT 002/006, Bobotsari, Purbalingga, Central Java
Hobby	:	Playing games and baking
Motto	:	You have to finish of what you started.
Email	:	yuniamaulidya@gmail.com

Education History :

- SD Negeri 1 Majapura

- SMP Negeri 2 Bobotsari

- SMA Negeri 1 Karangreja

- UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Organization Experience: -

Purwokerto, February 18, 2025

The Writer
Yunia Maulidya

Appendix X
CERTIFICATES

PPL Certificate

KKN Certificate

BTAPPI Certificate

IQLA Certificate

EPTIP Certificate

Proposal Seminar Certificate

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.2246.Un.17/FTIK.JTBI/PP.00.9/5/2024

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effectiveness of Clustering Technique Towards Students' Writing Skill in Narrative Text at 8th Grade of SMP Negeri 2 Bobotsari Purbalingga"

Sebagaimana disusun oleh :

Nama	:	Yunia Maulidya
NIM	:	2017404077
Semester	:	8
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : Selasa, 21 Mei 2024

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 22 Mei 2024
Koordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Comprehension Examination Certificate

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SURAT KETERANGAN
No. B-2521.Un.19/WD1.FTIK/PP.05.3/6/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Yunia Maulidya
NIM	: 2017404077
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal	: Jum'at, 7 Juni 2024
Nilai	: 68/ B-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 11 Juni 2024
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

CXXIX