THE EFFECTS OF TEACHING TECHNIQUE AND LINGUISTIC COMPETENCE TOWARDS STUDENT'S SKILL IN ANALYTICAL EXPOSITION TEXT

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Abstract

*The objectives of this research is to find out whether: (1) teaching technique and linguistic competence any effects towards student's writing skill ; (2) teaching technique any effects towards student's writing skill; (3) linguistic competence any effects towards student's writing skill. The population of this research were the students on the sixth semester of 2015/2016 English education study program at STKIP PANCA SAKTI, consists of 40 students. This research uses experiment design with 2 x 2 factorial design. The technique of analyzing data uses ANOVA of two direction at a 0,05. The results of the study: **Firstly,** there are effects of teaching technique and linguistic competence towards student's writing skill. The average of students writing skill with clustering: 72.75 and average of students who taught by using the direct instruction: 68.45. Based on the enumeration, it derived $F_{observed} = 3.719$ value is lower than the value of $F_{table} = 19.000$ or sig 0.005. **Secondly**, there is effect of linguistic competence towards student's writing skill. The low group has the average value of 54.73 writing skill, the high group with an average value 67.52 writing skill. The enumeration, it derived $F_{observed} = 4.876$ is higher than the value of $F_{table} = 19.000$, or sig 0.005. **Thirdly**, there are not any interaction effects of teaching technique and linguistic competence towards student's writing skill which proved with the result of hypothesis; $F_{observed} = 0.654$ value is higher than the value of $F_{table} = 4.0981$ or sig 0.424.*

Key Words: Analytical Exposition Text , Clustering Technique.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah: (1) Terdapat pengaruh signifikan teknik mengajar dan kompetensi linguistik terhadap keahlian siswa menulis teks analitikal ekposisi ; (2) Terdapat pengaruh signifikan teknik mengajar terhadap keahlian siswa menulis teks analitikal ekposisi ; (3) Terdapat pengaruh signifikan kompetensi linguistik terhadap keahlian siswa menulis teks analitikal ekposisi . Objek penelitian ini adalah mahasiswa program studi pendidikan bahasa inggris STKIP PANCA SAKTI semester enam tahun ajaran 2015/2016, jumlah populasi 40 responden. Metode yang digunakan adalah ekperimen dengan analisi ANOVA dua jalur. Berdasarkan analisis data disimpulkan : (1) Terdapat pengaruh signifikan teknik mengajar dan kompetensi linguistik terhadap keahlian siswa menulis teks analitikal ekposisi. Nilai rata-rata

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menulis menggunakan "teknik klastering": 72, 75 dan Nilai rata-rata menulis menggunakan "teknik langsung": 68,45, $F_{observed}$ = 3.719, nilai lebih rendah daripada F_{table} = 19.000 or sig 0.005. (2) Terdapat pengaruh signifikan teknik mengajar terhadap keahlian siswa menulis teks analitikal eksposisi. Kelompok rendah mendapatkan nilai rata-rata menulis 54,73 dan kelompok nilai tinggi rata-rata 67, 52, $F_{observed}$ = 4.876 nilai lebih tinggi dari pada F_{table} = 19.000 or sig 0.005. (3) Tidak terdapat pengaruh signifikan antara teknik mengajar dan kompetensi linguistik terhadap keahlian siswa menulis teks analitikal eksposisi dengan hasil hipotesa ; $F_{observed}$ = 0.654 nilai lebih tinggi daripada nilai F_{table} = 4.0981 or sig 0.424.

Kata Kunci*: Teknik Klastering, Teks Analitikal Eksposisi.*

INTRODUCTION

Writing is one of English skills that should be taught integratedly. It is often perceived as the most difficult language skill. In teaching writing skill, a teaching technique is essential component in order to create ideas which put on the writing. Technique is the specific activity applied in the classroom intend to enable the students to accept what the teacher applied. In relation to this, then an effective teaching technique is a potential activity to promote the students' achievement. In the field of language teaching, teachers are always motivated to select a certain teaching technique that evidently effects to change the students' knowledge. In teaching writing, there are some techniques which can be applied in the field. One of them is clustering technique that can be applied to push the students to writing better. Clustering technique is brainstorming activity that the students can use to generate ideas. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary, punctuation, and grammar.

Improving student's writing can also be observed based on the student's linguistic competence. Linguistic competence refers to ability of applying and understanding the elements of grammar, vocabulary, pronunciation, and spelling in the text properly. The components of sub linguistic competence which are directed to writing skill are: grammar, vocabulary, and punctuation. The roles of grammar, vocabulary and punctuation are very essential elements when writing a text such analytical exposition text.

According to Nunan (2003: 88) states that writing is the philosophical act of communicating words or ideas to some medium, whether it is huroghiphics inked onto parchment or an e-mail message typed into a computer. A type of writing can be an article published in a scientific journal, and text book such as a writing is commonly about a certain topic in which writing are physical and mental actions which invents ideas or opinion. According to Hogue (1999: 6) a

good writing is more than just using correct grammar; it is also thinking, planning, checking, and revising. So, the writing process needs thinking, planning, good idea and good grammar to make a good writing. Writing is an important part in language. Learners must realize that writing a language is much more difficult than speaking it. Lyons and Heasly (In Nunan 2003: 91) state that writing is clearly a complex process and competent. Writing is frequently accepted as being the last skill acquired. Based on this statement, it can be concluded that writing is a complex process. Writing is a continuous activity that has more than one step, but it needs steps. The most important in writing is process not a product. Nunan (2003: 3) writes successful writing involves mastering the mechanics of letter formation and obeying conventions of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of paragraph and the complete text to reflect given/new information and topic/comment structures, polishing and revising one's initial efforts, and selecting an appropriate style for one's audience. It can be concluded that if students want to be successful in writing, they must do some steps, and each step involves the grammar rule, spelling, punctuation, how to organize content at the level of paragraph.

The purpose of teaching writing should be clearly designed in as the main course, teachers are hoped to encourage the students in the classroom activities by considering the approaches to applying the courses. When writing is discussed, its components are also mentioned. In fact the essence of writing consists of grammar, organization, mechanics, punctuation and capitalization. Harris (2002: 8) provided the components of writing as follows: (1) *Content:* the substance of writing; the ideas expressed. (2) *Form:* the organization of the content. (3) *Grammar:* the employment of the grammatical forms and syntactic patterns. (4) *Style:* the choice of structures and lexical items to give a particular tone or flavor to the writing. (5) *Mechanics:* the use of the graphic conventions of the language.

A procedure encourages students to study various styles of writing and make stylistic element used by a variety of authors in the target language. Here, the teacher asks the students to write style analysis in English, after which they write a composition on the theme of their choice, imitating the style of the author under study. In advance level activities for writing, students who have currently in this level are generally able to reasonably accurate, coherent discourse dealing with both concrete and abstract topic. They can narrate events in past, present, and future time, as well as able to support a point of view relatively coherently. Obviously, students whose writing is at this level will still need to work on improving their grammatical accuracy, their choice of vocabulary, and their rhetorical skill and can profit from a variety of structured practice activities that refine their control of the language in these domains (Handley 2001: 326). in designing writing practice in processing in this level, it is

essential to include various aspects of the composing process in the instructional sequence : Composing involves prewriting gestation (varying from minutes to months or years ; planning the particular piece (with or without motes or outlines); getting started; making continues decisions about diction, syntax and rhetoric in relation to the intended meaning and to the meaning taking shape; revising what has accumulated and anticipating and rehearsing what comes next; tinkering and reformulating; stopping; contemplating the finished piece; and perhaps, finally, revising. The various steps of the composing process need to be taught, discussed, and practiced more overtly than has typically been the case in many foreign language programs, especially when students are at the intermediate or advance level of writing proficiency.

The use of classroom activities in the practice is to enable students in writing. There are seven exploratory practical practice steps in language teaching program (Kumaravadivelu, 2003: 196-197) such as: (1) *identify a puzzle*- it involves finding something puzzling in teaching and learning situation. (2) *Reflecting upon the puzzle*- it involves thinking about the puzzle in order to understand it without actually taking any direct action. (3) *Monitoring*- it involves paying specially attention, if necessary, to the phenomenon that is puzzling the teacher, in order to understand it better. For instance, keeping notes while learners are engaged upon group work, instead of spending time circulating to directly oversee their work, and would

be one way of monitoring. (4) *Taking direct action to generate data*-It involves generating additional data, if needed, by using classroom activities such as group work, not standard academic data-collection techniques. (5) *Considering the outcomes reached* so far, and deciding what to do next. It involves determining whether there is sufficient justification to move on, or whether a further period of reflection and more data are needed. (6) *Moving on*- it involves, provided adequate understanding has ready been reached, deciding to choose from several options, such as discussing with students, or adjusting expectations, or protesting about the state of affairs, or actually doing something to alleviate the situation, or taking a critical pedagogic stance and moving toward transforming the educational system. (7) *Going public*- it involves, if adequate understanding of the puzzle is reached, and if found an improved 'quality of classroom life' to go public and share the benefit with others, or to get feedback from others. This may be done in the form of workshops, conference presentations, or publications.

Analytical exposition text is the part of argument. Siahaan (2008:119) says that "argument is a written English text in which the writer presents some points of view about an issue". As the main part of the argument is the kind of text which consists of three components such as the hot issue, arguments, and recommendation. The communicative purpose of analytical exposition text is to argue that something is the case. It is a type of oral or written discourse that is

used to explain, describe, give information or inform on what is being discussed. One essential point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader a hot issue. Rhetorical structure of a text is about the content of the text itself. According to Pardiyono (2007: 216) "analytical exposition text contains rhetorical structure such as thesis, argument, and reiteration". Thesis contains topic and brief statement of the writer's position related to the topic. Thesis introduces the issue and the writer's points". It is an introductory statement which gives the writer's points of view and previews the arguments that will follow. The thesis must be a controversial statement which is hot issue that is happing in the phenomena in the social life for the time being. Argument describes the reality according to the writer's opinions. The grammatical patterns of analytical exposition text commonly use some elements of structures such as simple present tense, human and non-human participant, present perfect tense, conjunction, modality, comparative pattern, mood adjunct,

Anderson (1997: 66) says direct instruction is rather straight forward and people mastered in a relatively short period of time. It was especially designed to promote students learning of procedural knowledge that is well structured and can be taught in a step by step fashion. Direct instruction is a traditional technique that is specifically designed to enhance academic learning time. It does not assume that students will develop ideas

sentence elements, adverb to open sentence, and part of speech.

Hogue (1999: 91) states that clustering like listing is another way to get ideas to write about something and write them in circle or bubbles, around the topic. Clustering is another brainstorming activity that the people can use the generate ideas. This is to use the technique; draw the balloons in around it, then write the topic in the center of paper. This is the center, or core, balloon. Then write whatever ideas come in balloons around the core. Think about each of these ideas and make more balloons around them. Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. Clustering technique is prewriting stage which aimed to divide some related ideas and write down in a blank of paper without evaluating the truth or value of the ideas themselves. To use this technique, (1) begin with your topic circled in the middle of a sheet of paper; (2) draw a line out from the circle; (3) write ideas associated with it. When it has finished; (4) study your map to find new associations about your topic and to see the relationship of ideas.

on their own. Instead, it takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students are likely to use their time more effectively and to learn more.

The basic components of direct instruction are: (1) Setting

clear goals for students and making sure they understand these goals; (2) Presenting a sequence of well-organized assignments; (3) Giving students clear, concise explanations and illustrations of the subject matter; (4) Asking frequent questions to see if the students understand the work; and (5) Giving students frequent opportunities to practice what they have learned . Setiady (2000: 343) describes that direct instruction model consists of five

Linguistic competence refers to ability of applying and understanding the element grammar, vocabulary, pronunciation, and spelling in the text properly. Tomlinson (2003:70) says that linguistic competence as a cognitive system that produces knowledge not antecedently present in the mind of the subject, e.g., knowledge of grammatical relations in response to certain stimuli is an important contribution to philosophical understanding of linguistics, and of cognitive psychology in general. It is the system of rules that governs an individual's tacit understanding of what is acceptable and what is not.

The linguistic competence which related to the writing skill such

phases of activity: orientation, presentation, structured practice, guided practice, and independent practice. Direct instruction is a suitable direct teaching when the teachers want students to learn specific skills. It is the most applicable for skill oriented subjects such as mathematics, reading, writing, music and physical education where the subjects matter can be taught in a step by step fashion.

as: (1) Grammar is the sound, structure, and meaning system of language. The grammar of a language consists of the sounds and sounds patterns, the basic units of meaning such as words, and the rules to combine all of these to form sentences with the desired meaning. (2) Vocabulary: written words are every used to communicate ideas, thoughts, and emotions to others. Sometimes people communicate successfully, and sometimes they're not quite so successful. They use vocabularies. However, a good vocabulary can help writers say what they mean. (3) Punctuation: writing, like any other skill, has its mechanical components. This punctuation of well-formed sentences, paragraphs and texts.

RESEARCH METHODOLOGY

This research deals with an experimental research; it focuses on the result of making test. Design used in this research was the 2 x 2 factorial designs as can be show in the following table.

Student Linguistic Competence	Teaching Techniques	
	Clustering Techniques ((A$_1$)	Direct Instruction (A$_2$)
High (B1)	A$_1$B$_1$	A$_2$B$_1$

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Low (A2)	$A_1 B_2$	$A_2 B_2$
$\sum$	A_1	A_2

This research was conducted in STKIP PANCA SAKTI Bekasi. The population of this research is the students in the sixth semester of 2015/2016 English education study program. The sample of this research was taken by propulsive sampling by choosing 40 students. From 40 students, the researcher give some test in order the researcher knows to classify which students enter in experiment class and control class.

In this research, there are two kinds of data, they are: student's linguistic competence which is collected by using questionnaire and teaching technique is measured by test.

In preparation, the test item should already be available before it is conducted and everything needed for the experiment should be prepared by the researcher before the pre test. In this step, the try out can be done intend to know whether the sample is homogenous and in order to see the reliability of the test items.

The researcher gives some pre-test in impulsive class without teaching the material first. After the students have finished answering it, the researcher gives explanations about the material by using clustering technique in impulsive class. After the students know about the material, the researcher gives some post test in impulsive class. And then, the researcher can correct their test.

There are two types of validity being concerned and applied in research; they are the validity of the research design and the validity of the research design, internal validity and external validity are applied (Ary, et al, 2010). For internal validity, it is the control of the time allocation, maturation, morality, materials control and the presence of the samples in every activity.

Reliability refers to the consistency of the scores obtained that is show consistent; they are for each individual from one administration of an instrument to another. The reliability of the characteristics of a good test refers to the consistency of the measurement.

The writer analyzes the data with using "Two Way ANOVA" (Analyzing of Variance) technique with F test at the level of significance $\acute{\alpha} = 0,05$. To pr $\acute{\alpha} = 0,05$ ove whether there is significant effect between models of learning and learning style.

RESULT AND DISCUSSION

The result study of the students taught using clustering technique (A1). The result study of the students taught using clustering technique was using clustering technique (A_1), which collected with the method of giving an essay test. The empirical description of the statistical data as follows: the maximum score is 85 and the minimum score is 60, from the sum of students are

20. The mean/average is 72.75, the median is 74.50, the mode is 65 and the standard deviation is 6.742, the variance is 45.461, and the range is 25.

The result study of the students taught using direct instruction (A2). The result study of the students taught using taught using direct instruction (A-2), which collected with the method of giving an essay test. The empirical description of the statistical data as follows: the maximum score is 78 and the minimum score is 54, The mean/average is 68.45, the median is 71.50, the mode is 55 and the standard deviation is 7.529, the variance is 56.682, and the range is 24.

The result study of the students having low group linguistic competence (B1). The result study of the students taught using taught using who have low group linguistic competence (B-1), which collected with the method of giving an essay test. The empirical description of the statistical data as follows: the maximum score is 58 and the minimum score is 50, The mean/average is 54.73, the median is 56.00, the mode is 56 and the standard deviation is 2.724, the variance is 7.418, and the range is 8.

The result study of the students having high group linguistic competence (B 2). The result study of the students taught using taught using who have high group linguistic competence (B2), which collected with the method of giving questionnaire test. The empirical description of the statistical data as follows: the maximum score is 60 and the minimum score is 86, The mean/average is 44.473, the median

is 66.00, the mode is 56 and the standard deviation is 6.669, the variance is 7.418, and the range is 26.

The result study of the students having low group linguistic competence, who were taught using clustering technique (A1B2). The result study of the students who have low group linguistic competence, who were taught using clustering technique (A1B2), which collected with the method of giving questionnaire test. The empirical description of the statistical data as follows: the maximum score is 65 and the minimum score is 54, The mean/average is 61.33, the median is 63.50, the mode is 65 and the standard deviation is 4.418, the variance is 19.515, and the range is 11.

The result study of the students having high group linguistic competence, who were taught using clustering technique (A1 B2). The result study of who have high group linguistic competence, who were taught using clustering technique (A1 B2), who have high group linguistic competence, who were taught using clustering technique (A1B2), which collected with the method of giving questionnaire test. The empirical description of the statistical data as follows: the maximum score is 65 and the minimum score is 54, The mean/average is 74.57, the median is 74.50, the mode is 70 and the standard deviation is 4.032, the variance is 16.254, and the range is 15.

The result study of the students having low linguistic competence, who were taught using direct instruction (A2 B1). The result study of the students having low linguistic competence, who

were taught using direct instruction (A1 B2). which collected with the method of giving questionnaire test. The empirical description of the statistical data as follows: the maximum score is 65 and the minimum score is 54, The mean/average is 61.33, the median is 63.50, the mode is 65 and the standard deviation is 4.418, the variance is 19.515, and the range is 11.

The result study of the students having high linguistic competence, who were taught using direct instruction (A2 B2). The result study of the students having high linguistic competence, who were taught using direct instruction (A2 B2), which collected with the method of giving questionnaire test. The empirical

description of the statistical data as follows: the maximum score is 78 and the minimum score is 70, The mean/average is 73.31, the median is 73.00, the mode is 70 and the standard deviation is 2.359, the variance is 5.564, and the range is 8.

To determine whether the variable is normal or no, thus the test performed using Skewness / Kurtosis . The criteria of this test is if the value between 2 to 2 the sample is normally distributed, otherwise if it does not meet these requirement then the sample is not normally distributed. The normally test is calculating with using SPSS 21.0 (Appendix-4). It can be summarized such the following table.

Table 1.
Normality Test

No	Group	Skewness	Kurtosis	Info
1	A1	0.065	-0.387	Normal / Normal
2	A2	-0.859	-0.528	Normal / Normal
3	B1	-0.811	-0.037	Normal / Normal
4	B2	1.015	0.667	Normal / Normal
5	A1B1	-2.236	5.00	Unnormal/ Unnormal
6	A1B2	0.702	0.049	Normal / Normal
7	A2B1	-0.043	-2.392	Normal / Unnormal
8	A2B2	0.330	-0.241	Normal / Normal

Table 2.
Homogeneity Test between Two Group Clustering Technique and Direct Instruction.

Group	Variance	Combination of Variance	Price B	df	$\chi^2_{observed}$	χ^2_{table}	Info
A_1	45.461	50.985	51.02	1	3.61	3.841	Homogenous
A_2	56.682						

Table 3.

**Homogeneity Test between Two Group Low Linguistic competence and
High Linguistic competence**

Group	Variance	Combination of Variance	Price B	df	$\chi^2_{observed}$	χ^2_{table}	Info
B-1	7.418						
B-2	44.473	25.95	25.87	2	0.200	5.991	Homogenous

Table 4.
**Homogeneity Test between Two Group Low Linguistic competence and
High Linguistic competence**

Group	Variance	Combination of Variance	Price B	df	$\chi^2_{observed}$	χ^2_{table}	Info
A1B1	5.000						
A1B2	16.254						Homogenous
		12.276	11.654	1	0.200	5.991	
A2B1	22.286						
A2B2	5.564						

Testing hypothesis is the technique how to analyze multivariate which has function to distinguish the average more than two data group with different variances. For this research, there are three hypotheses such as: (1) There is effect of teaching technique towards student's writing skill (2) There is effect of linguistic competence towards student's writing skill. (3) There are interactions between teaching technique and linguistic competence towards student's writing skill.

Table 5.
Hypothesis Statistic of ANOVA two ways
Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1571.783[a]	3	523.928	34.057	.000
Intercept	152541.539	1	152541.539	9.916E3	.000
Teaching Technique	98.737	1	98.737	6.418	.016
Linguistic competence	1341.539	1	1341.539	87.205	.000
Teaching Technique * Linguistic competence	10.063	1	10.063	.654	.424
Error	553.817	36	15.384		
Total	201500.000	40			
Corrected Total	2125.600	39			

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Based on the table hypothesis statistic of ANOVA two ways above can be formulated with three testing hypothesis as follows: (1) Hypothesis 1**:** The effect of teaching technique towards student's writing skill Statistical Hypothesis: $H_0 : \mu A_1 = \mu A_2$; $H_1 : \mu A_1 \neq \mu A_2$. Criteria of hypothesis: (1) Accept H_0 and reject $H_{1 :}$ if $F_{observed}$ (AB) $<$ F $_{table}$ (Ab) (2) Reject H_0 and accept $H_{1 :}$ if $F_{observed}$ (AB) $>$ F $_{table}$ (Ab)

Based on the Tests of Between-Subjects Effects, shows that $F_{observed} = 6.418$ value is higher than the value of F $_{table} = 4.0981$ or sig 0.16. This may imply that the alternative hypothesis is rejected so that it can be concluded that there is any effect of teaching technique towards student's writing skill.

Hypothesis 2: The effects of linguistic competence towards student's writing skill. Statistical Hypothesis: (1) $H_0 : \mu B_1 = \mu B_2 = \mu B_3$; (2) $H_1 : \mu B_1 \neq \mu B_2 \neq \mu B_3$ Criteria of hypothesis: (1) Accept H_0 and reject $H_{1 :}$ if $F_{observed}$ (Ak) $<$ F $_{table}$ (Ak); (2) Rejected H_0 and accepted $H_{1 :}$ if F $_{observed}$ (Ak) $>$ F $_{table}$ (Ak)

Based on the analysis of the results of the data research for the testing hypothesis above, it can be interpreted as follows: (1) The average score of students writing skill with using clustering technique is 72.75, the score range from the lowest is 60 to the highest is 85, and average of students who taught by using the direct instruction of 68.45, the score range from the lowest 54 to the highest is 78. The average score of post test in experimental class (72.75) is higher than the control class (68.45), with the

Based on the Tests of Between-Subjects Effects, shows that the F $_{observed}$ $= 87.205$ is higher than the value of F $_{table} = 4.0981$. This may imply that the alternative hypothesis is rejected so that it can be concluded that there is any effect of linguistic competence towards student's writing skill.

Hypothesis 3: The interaction effects of teaching technique and linguistic competence towards student's writing skill. Statistical Hypothesis: (1) $H_0 :$ Int. A x B $= 0$ (2) $H_1 :$ Int A x B $\neq 0$. Criteria of hypothesis: (1) Accept H_0 and reject H_1 $_:$ if $F_{observed}$ (I) $<$ F $_{table}$ (I) ; (2) Reject H_0 and accept $H_{1 :}$ if F $_{observed}$ (I) $>$ F $_{table}$ (I)

Based on the Tests of Between-Subjects Effects, shows that the F $_{observed}$ $= 0.654$ is lower than F $_{table} = 4.0981$ or sig 0.424. This may imply that the alternative hypothesis is accepted so that, it can be concluded that there are not any interaction effects of linguistic competence and teaching technique towards student's writing skill.

difference is 4.3. The Tests of Between-Subjects Effects are: F $_{observed} = 6.418$, F $_{table} = 4.0981$ or sig 0.16. Hypothesis one states that " there is effect of teaching technique towards student's writing skill" It can be concluded, the result of testing for the first hypothesis shows that there is any effect of teaching technique towards student's writing skill. It is proved with the enumeration, derived F $_{observed} = 6.418$ value is higher than the value of F $_{table} = 4.0981$ or sig 0.16. (2) The average score of students who have low group

of linguistic competence is 54.73, the score range from the lowest is 50 to the highest is 58, and who have high group of linguistic competence for experiment class of 67.52, the score range from the lowest 60 to the highest is 86. The Tests of Between-Subjects Effects are: $F_{observed} = 87.205$, $F_{table} = 4.0981$ or sig 0.16. Hypothesis two states that "There is effect of linguistic competence towards student's writing skill." It can be concluded, the result of testing for the second hypothesis shows that there is any effect of linguistic competence towards student's writing skill. It is proved with the enumeration, derived $F_{observed} = 87.205$ value is higher than the value of $F_{table} = 4.0981$. (3) The average score of students writing skill with using clustering technique is 72.75, the score range from the lowest is 60 to the highest is 85, and average of students who taught by using the direct instruction of 68.45, the score range from the lowest 54 to the highest is 78. The average score of post test in experimental class (72.75) is higher than the control class (68.45), with the difference is 4.3. The average score of students' linguistic competence of control class is 62, the score range from the lowest is 54 to the highest is 74, the average score of students' linguistic competence of experiment class is 66, the score range from the lowest 56 to the highest is 86. The average score of linguistic competence in experimental class (66) is higher than the control class (62), with the difference is 4. The Tests of Between-Subjects Effects are: $F_{observed} = 87.205$, $F_{table} = 4.0981$ or sig

0.16. Hypothesis three states that "there are interactions between teaching technique and linguistic competence towards student's writing skill." It can be concluded, the result of testing for the third hypothesis shows that there are not any interactions between teaching technique and linguistic competence towards student's writing skill. It is proved with the enumeration, derived $F_{observed} = 0.654$ value is higher than the value of $F_{table} = 4.0981$ or sig 0.424. So, the students who have taught with clustering technique have better writing performance than those who taught with direct instruction.

CONCLUSIONAND SUGGESTION

Based on the hypotheses testing research findings can be concluded as follows: (1) There is any effect of teaching technique towards student's writing skill which proved with the result of hypothesis; $F_{observed} = 6.418$ value is higher than the value of $F_{table} = 4.0981$ or sig 0.16. It is meant that the students who are taught using clustering technique have better writing performance than those who are taught using with direct instruction. (2) There is any effect of linguistic competence towards student's writing skill which proved with the result of hypothesis; $F_{observed} = 87.205$ value is higher than the value of $F_{table} = 4.0981$. It is meant that the students who have high linguistic competence have better writing ability those who have low linguistic competence. (3) There are not any interaction effects of teaching technique and linguistic competence towards student's writing skill which proved

with the result of hypothesis; $F_{observed} = 0.654$ value is higher than the value of $F_{table} = 4.0981$ or sig 0.424. The effect of teaching technique toward student's writing ability depend on the student's linguistic competence.

In order to gain a good result through the process of writing skill as the productive skill of language skills, of course students are recommended to use clustering technique in writing skill. Thus, they are also recommended to practice more by applying the technique in order to train themselves to be more qualifying writer in any text.

Since clustering technique needs more practice in clustering ideas of the topic, students in the first year are still considered to use conventional technique, direct instruction. For the researches who are eager to conduct the reach more deeply about the effects of using clustering technique towards writing in any text, I recommend for further research it is better to implement starting for the first semester of university student, as they have not contaminated with the others technique, of course they are easy to accept the technique.

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