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Enhancing EFL Students' Writing Ability Through Clustering Technique in Hortatory Exposition Texts

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Abstract

This study explores the impact of the clustering technique in enhancing students' writing performance in composing hortatory exposition texts. Conducted as Classroom Action Research (CAR) over two cycles, the research involved 15 twelfth-grade students at SMA Muhammadiyah 1 Rambipuji during the 2024-2025 academic year. Quantitative data were obtained from the writing rubric and analyzed using descriptive statistics to measure improvement across writing aspects. Qualitative data were collected through an observation checklist and analyzed using content analysis to examine students' engagement, behavior, and learning motivation. In the first cycle, students exhibited limited engagement, weak organization of ideas, and low confidence. After pedagogical refinements in the second cycle – such as guided modeling, collaborative tasks, and scaffolding of structure – students showed marked improvement in motivation and writing quality. Their text reflected better organization, more persuasive content, and improved grammatical accuracy and lexical variety. The clustering technique helped the student visualize engagement. The findings suggest that clustering is an effective and practical pre-writing strategy for improving argumentative writing skills in EFL contexts.
Keywords: *clustering technique, hortatory exposition, EFL students, writing ability.*

Introduction

Writing is widely acknowledged as one of the most challenging skills for English as a Foreign Language (EFL) learners to master. Unlike receptive skills such as listening and reading, writing is a productive skill that demands a combination of linguistic competence, logical reasoning, creativity, and the ability to express ideas clearly and persuasively. Among the various genres taught in senior high schools, hortatory exposition is particularly demanding. This genre not only requires students to express their opinions on an issue but also to construct logical arguments supported by relevant evidence, ultimately persuading the reader toward a particular stance (Yanwar, 2016). Mastery of this type involves a deep understanding of structure, namely, the thesis, arguments, and recommendations, as well as critical thinking skills to develop persuasive content(Ekalia et al., 2025).

Despite its importance in academic and real-world communication, many EFL students experience persistent difficulties in writing hortatory exposition texts. Based on pre-observation conducted in a twelfth-grade EFL classroom at a private senior high school in Jember, students were found to experience difficulties in organizing ideas coherently, developing convincing arguments, and maintaining motivation during the writing process. Students often relied on fragmented ideas, showed low confidence in expressing opinions, and demonstrated limited engagement during writing activities (Mutiara Saprina et al., 2020). Such difficulties are often intensified by the continued use of conventional teaching methods, including mechanical grammar drills and rigid model-based writing instruction, which tend to prioritize form over meaning and fail to stimulate deeper cognitive engagement or address students' affective

learning needs. Consequently, students' writing products frequently lack coherence, persuasive strength, and clear structural organization (Setyowati et al., 2025).

A critical barrier in writing instructions is the lack of effective pre-writing strategies that help students brainstorm and organize their thoughts before drafting (Herayati, 2020). While outlining and mind mapping are commonly introduced to support this stage, these strategies do not always accommodate the diverse cognitive styles and needs of students (Rosita & Halimi, 2023). For instance, outlining may feel too linear or restrictive, while mind mapping may lack the logical flow needed for argumentative writing. These limitations suggest the need for an alternative pre-writing technique that is both cognitively structured and emotionally engaging.

To address these limitations, the clustering technique has emerged as a promising solution in writing instruction. Clustering allows students to visually map out their ideas around a central theme in a non-linear format, promoting both idea generation and logical structuring. Research indicates that clustering is effective in helping learners generate ideas more fluently and organize them coherently in the pre-writing stage, which contributes to better writing outcomes and higher engagement in the learning process. For example, a study by (Meutia et al., 2019) found that clustering significantly enhanced students' ability to generate and connect ideas before drafting, as well as their motivation toward the writing task. In addition, literature reviews on clustering in writing instruction emphasized that this web-like visual form enables learners to explore subtopics, establish relationships between ideas, and plan their arguments more clearly, while also making the pre-writing process more engaging and enjoyable for diverse learners (Ramalia & Nirmala, 2019).

However, despite its theoretical promise, the application of clustering techniques in EFL classrooms for teaching hortatory exposition writing remains limited, particularly within real classroom studies that integrate both writing performance and students' learning motivation outcomes. Most existing clustering research has predominantly focused on descriptive and other genres, leaving a gap in understanding how clustering supports argumentative genres such as hortatory exposition, which requires higher-order thinking and persuasive language skills. Studies on pre-writing strategies also underscore the importance of structured planning activities, such as small-group pre-writing discussions, for enhancing idea generation, coherence, and engagement before drafting (Aini et al., 2025) While classroom action research has shown that clustering can improve writing performance and student engagement in general writing courses (Aziz et al., 2024)Few investigations have specifically examined its effects on both writing outcomes and students' motivation during cognitively demanding tasks. Research on motivation in writing further suggests that activities embedded in the pre-writing and planning stages can enhance self-regulated learning and task engagement among EFL learners (Lestari et al., 2022) Together, these limitations point to a significant gap in the guided implementation of clustering in hortatory exposition contexts, justifying the need for the current study.

Therefore, this study was conducted to fill these gaps by investigating the effectiveness of clustering techniques in improving both writing performance and learning motivation among twelfth-grade students at A private senior high school in Jember, Indonesia. Using a Classroom Action Research (CAR) design over two cycles, this study explores how clustering can help students organize their ideas more logically, develop more persuasive arguments, and engage more enthusiastically with the writing process. The findings are expected to provide practical insight for EFL teachers seeking more creative, student-centered approaches to writing instruction that address both the cognitive and affective dimensions of language learning. Ultimately, this search contributes to the growing pedagogical discourse on the value of pre-writing strategies in enhancing students' writing success in the EFL context.

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Method

The Study Design

This study applied a Classroom Action Research (CAR) design, which followed the model developed by Kemmis and McTaggart (Kemmis et al., 2014). The CAR method was chosen as it is well-suited for addressing real classroom problems through reflective cycles of planning, acting, observing, and reflecting. This design allowed the researchers to systematically implement and evaluate the effectiveness of the clustering technique in improving students' ability and motivation in writing hortatory exposition texts. The research was conducted in two cycles, each of which included a complete round of the four stages. The outcomes of the first cycle were used to revise the instructional strategies, which were based on observed students' needs and learning progress (Rahayu & Saskia, 2025).

The Sample Population or Subject of the Research

The study was conducted at a private senior high school in Jember during the second semester of the 2024-2025 academic year. The participants consisted of 15 twelfth-grade students from class XII A. The selection of this class was based on initial observations indicating that the students faced challenges in writing hortatory exposition texts, including difficulties in organizing their ideas, low writing confidence, and lack of motivation. These characteristics made the group appropriate for investigating the use clustering technique as a means to improve both their writing performance and engagement.

Data Collection Techniques and Instrument Development

Data were gathered using two main instruments: a writing test rubric and an observation checklist.

1. The writing test employed in this study was an open-ended performance-based instrument, requiring students to produce a hortatory exposition text based on a given topic at the end of each cycle. This instrument was designed to assess students' actual writing ability authentically, focusing on four key components: organization (including thesis, arguments, and recommendations), content, grammar and mechanics, and vocabulary. A 4-point analytical rubric was employed, with scores ranging from 1 (poor) to 4 (excellent). The rubric was developed through expert consultation involving an English teacher from theresearch site and several lecturers with expertise in English language teaching and writing assessment to ensure its alignment with the characteristics of hortatory exposition texts, instructional objectives, and students' proficiency levels. To ensure objectivity and scoring consistency, the writing assessments were jointly conducted by the researcher and the English teacher. Before scoring, both raters participated in a norming session to align their understanding of the rubric criteria and descriptors, and any scoring discrepancies of more than one point were solved through discussion until consensus was reached.
2. The observation checklist was adapted from (Fanani et al., 2023) and used to monitor students' motivation and classroom engagement during the implementation of the clustering technique. It consisted of ten indicators, including attentiveness, participation in discussions, contribution to group work, asking and answering questions, problem-solving, and responsibility in completing tasks. Each indicator was rated on a 5-point Likert scale, ranging from 1 (Very Low) to 5 (Very High). The checklist was completed by the researcher and an English teacher acting as a co-observer during both Cycle 1 and Cycle 2 sessions. To enhance the trustworthiness of the observation data, both observers discussed and aligned their understanding of the indicators before the observation. The use of the same checklist, consistent observation procedures across cycles, and collaborative observation helped

ensure data credibility and allowed meaningful comparison of changes in students' behavior and engagement over time.

Data Collection Techniques and Instrument Development

The data analysis in this research employed both quantitative and qualitative approaches to provide a comprehensive evaluation of the clustering technique's effectiveness.

1. Quantitatively, students' scores obtained from the writing rubric and the observation checklist were analyzed using descriptive statistics, specifically mean scores, to identify changes between Cycle 1 and Cycle 2. The average scores from each writing component, such as organization, content, grammar and mechanics, and vocabulary, as well as students' motivation and classroom participation, were calculated and compared across cycles to examine trends of improvement. Inferential statistical analysis was not applied, as the purpose of the Classroom Action Research was to evaluate instructional improvement within a specific classroom context rather than to generalize findings to a wider population. The success of the study was determined based on predefined achievement criteria. The action was considered successful when the majority of students showed improvement in their writing performance and motivation indicators, and when at least 75% of the students achieved the school's minimum passing grade (KKTP) for writing.
2. Qualitatively, the researchers collected field notes during classroom observations to capture students' spontaneous behaviors, responses, and interactions that could not be fully represented through numerical scores in the observation checklist. While the observation checklist provided quantitative data on students' motivation and engagement, the field notes served as complementary qualitative data. These qualitative data were analyzed using descriptive content analysis, in which the researchers systematically reviewed the observation notes to identify recurring patterns related to students' engagement, participation, attitudes, and responses toward the clustering technique. The qualitative findings were then used as a form of methodological triangulation, supporting and enriching the interpretation of the quantitative results derived from the writing scores and observation checklist. By integrating quantitative and qualitative data, this mixed-method approach provided a more comprehensive understanding of how the clustering technique influenced both the cognitive aspect of learning, reflected in students' writing ability, and the affective aspect, reflected in students' motivation and classroom engagement.

Results

This section presents the results of the Classroom Action Research conducted in two cycles to enhance students' ability in writing hortatory exposition texts through the application of the clustering technique. The findings are organized based on the implementation stages in each cycle, followed by a reflection on the observed improvements and challenges.

Cycle 1

1. Planning

In the planning stage, the researcher developed an action plan in the form of a learning activity aimed at improving the writing skills of 12th-grade students in writing *hortatory exposition* texts with the topic "Internet Etiquette". The lesson plan was designed by integrating the *Communicative Language Teaching* (CLT) and *Inquiry-Based Learning* (IBL) approaches, in which the clustering technique was implemented as the main pre-writing strategy. Through clustering activities, students collaboratively explored ideas, formulated arguments, and organized their thoughts prior to drafting hortatory exposition texts. The researcher also prepared the teaching materials, including an unstructured hortatory exposition text, students'

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worksheets, and activity guides to support students' critical thinking. The learning duration was planned for two sessions; each allocated 2 x 30 minutes.

2. Acting

In the opening activity, the researcher began by introducing the day's topic: Writing a *Hortatory Exposition* Text. The researcher introduced students to the structure of hortatory exposition texts for the first time, explaining that it consists of a thesis, arguments, and a recommendation. This activity was conducted traditionally and aimed to activate students' background knowledge. The researcher used a textbook as the main medium, while students responded orally and actively participated in the brainstorming process.

3. Main Activities

a. Explaining Text Structure

The researcher gave a brief explanation of the hortatory exposition text structure, supported by a sample text and broad explanations. Students were asked to pay attention to the purposes and general features of the text and observe how the structure is organized.

b. Group Test Analysis

Students were divided into four groups and asked to analyze a given hortatory exposition text. In this activity, the researcher provided students with a worksheet outlining the generic structure of a hortatory exposition text. Along with the worksheet, the teacher also supplied a set of sentence fragments as prompts, which the students were expected to analyze and appropriately place within the respective components of the text structure, namely the thesis, arguments, and recommendation.

Following this activity, the students were asked to present the result of their work in front of the class. During the stage, the researcher provided active guidance to facilitate the discussion process. The researcher also offered clarifications and support whenever the students encountered difficulties or confusion, either during the completion of the task or when delivering their presentations.

c. Writing Practice

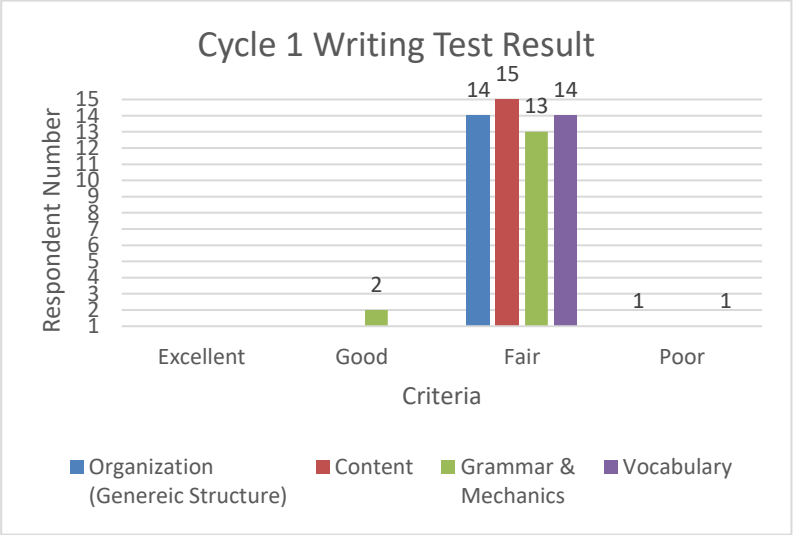
As the final activity of the meeting, after presenting their group work, the students were instructed to write a short paragraph of a hortatory exposition text individually based on one of two provided topics: 'The Ethics of Sharing Personal Information on Social Media' or 'Leaving Negative Comments as a Form of Freedom of Expression'. The task was completed individually using a new worksheet prepared by the researcher, printed on attractively designed HVS paper. The worksheet already includes labeled sections for each part of the generic structure of a hortatory exposition text.

During the writing process, the researcher guided the students by providing scaffolding questions to stimulate their thinking and help them construct their ideas independently. Students began by composing a thesis statement, followed by at least three arguments to support their stance, and concluded with a recommendation. The completed worksheets were then submitted to the researcher as the students' individual written product for the first meeting of the hortatory exposition text learning process.

4. Observing

In this part, are organized to know about students' progress in writing hortatory exposition texts and their learning motivation are organized after the implementation of the clustering technique. The improvements, challenges, and significant developments from this cycle are outlined to provide a comprehensive understanding of the effectiveness of the applied strategy.

Figure 1. Cycle 1 writing test results



The result of the writing test in Cycle 1 shows that the majority of students demonstrated a *fair* level of performance across all writing aspects assessed. Based on the bar chart, 14 students scored "Fair" in both organization and vocabulary, 15 students in content, and 13 students in grammar and mechanics. Only two students managed to attain a "Good" score in grammar and mechanics, while no students reached the "Excellent" level in any of the four categories. In contrast, one student fell into the "Poor" category for both grammar and mechanics and vocabulary, suggesting challenges in foundational writing skills. These findings clearly indicate that the majority of students had not yet achieved a proficient level of writing performance, and further instructional intervention was needed.

In terms of organization, students were able to include the main parts of a hortatory exposition – thesis, arguments, and recommendation – but many struggled to connect these ideas clearly. Their writing often lacked logical flow, suggesting they had not yet mastered how to structure their thoughts coherently. Regarding content, students could express ideas relevant to the topic, but their arguments were usually too general and not well supported. This indicates they needed more guidance in developing and explaining their ideas in greater detail.

In the part of grammar and mechanics, frequent errors were still common. Mistakes in tense, punctuation, and sentence structure made their writing less clear and harder to follow. These issues continued to affect the overall quality of their texts. As for vocabulary, students tended to use simple and repetitive words. They showed little variety or precision in their word choices, which limited how effectively they could express their ideas.

Overall, while students showed some engagement with the clustering technique introduced in Cycle 1, their writing performance remained limited. Based on the writing rubric assessment, most students had not yet met the minimum passing grade (KKTP) for writing, indicating that content, applying grammatical rules, and selecting appropriate vocabulary were still below the expected standard. The result pointed to incoming difficulties with organizing arguments, developing content, applying grammar rules, and choosing appropriate vocabulary. These findings provided valuable input for planning improvements in the next cycle, which focused on helping students better plan their ideas, use language more accurately, and write more structured and persuasive texts.

This alignment between behavioural and academic data reinforces the conclusion that students were still adjusting to the pre-writing strategy and required more structured support to maximize the benefits of clustering. The limitations observed—both in their written outputs

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and classroom actions—highlighted the need for refined teaching strategies that could foster greater confidence, independence, and interaction. Therefore, the findings from both the writing test and checklist observation in Cycle 1 served as the foundation for re-planning instructional steps in Cycle 2. These included clearer modelling, more guided practice, and enhanced peer collaboration.

Cycle 2

1. Planning

In Cycle 2, the researcher refined the instructional design based on the reflection results from Cycle 1. The objective remained to enhance students' ability to write hortatory exposition texts, but improvements were made to encourage more active student participation and a deeper understanding of the text structure. A revised lesson plan was prepared, consisting of a 2 × 30-minute session. The plan incorporated a clearer sequence of activities, structured into whole-class, pair work, and individual tasks. Teaching materials such as handbooks, printed text samples, worksheets, and guiding questions were prepared to scaffold student learning throughout each stage.

2. Acting

The learning activities were implemented according to the updated lesson plan:

a. Opening (Whole Class)

The teacher began the session by informing students about the focus of the lesson—hortatory exposition writing. A brief review of the previous lesson was provided, and students were asked to recall the key components of a hortatory exposition text: thesis, arguments, and recommendations. This stage served to activate students' prior knowledge and prepare them for the tasks ahead.

b. Main Activities

1) Breaking Down the Structure

The teacher presented a sample hortatory exposition text and modeled how to identify the structure. Students followed along and responded when prompted to recall the purpose of each section. The whiteboard and printed texts were used as visual aids.

Figure 2. The Example of Hortatory Exposition Text



2) Group Analysis

Students were then grouped in pairs to analyse a different hortatory exposition text. Each pair was tasked with highlighting and labelling the thesis, arguments, and recommendations within the sample text. After the discussion, pairs presented their analysis to the class briefly. The teacher facilitated this process by monitoring group interactions and providing clarification when necessary.

3) Writing practice

Students individually selected one of two provided topics. Using guiding questions and the clustering technique, they developed a thesis statement along with at least three supporting arguments. The teacher circulated the classroom, offering assistance to students who needed help organizing their ideas or understanding the task instructions.

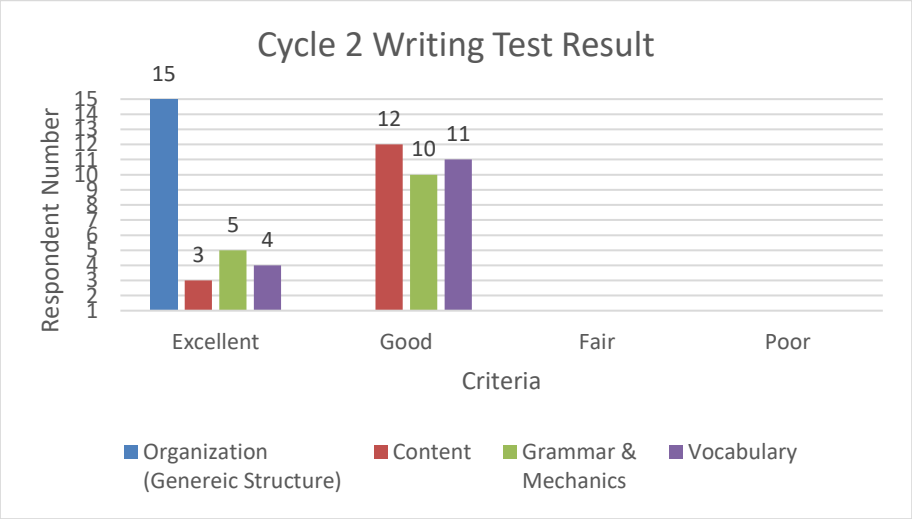
c. Closing

During the final session, students displayed their written paragraphs and presented them in front of the class. Peer feedback was encouraged; students were asked to give suggestions on their classmates' writing in terms of structure, clarity, and persuasiveness. The teacher moderated the session, providing formative feedback and encouragement to support a collaborative learning environment.

3. Observing

The observation data gathered from ten aspects of student learning motivation indicate a generally high level of engagement and participation during the learning process. Each aspect was rated with a score of 4 on a 5-point scale, signifying that the majority of students frequently demonstrated the expected behaviors, although there is still room for further improvement.

Figure 3. Cycle 1 writing test results



Based on the writing test results in Cycle 2, there was a significant improvement compared to Cycle 1. Most students demonstrated much better performance in writing hortatory exposition texts in terms of structure, content, grammar, and vocabulary. This progress reflects the effectiveness of the revised instructional strategies implemented after the reflection stage of the previous cycle, particularly the enhancement of the clustering technique through structured modelling, guiding questions, and collaborative group work.

In terms of organization (generic structure), all 15 students achieved the excellent category. This indicates that students not only understood the structure of a hortatory exposition—comprising the thesis, arguments, and recommendation—but were also able to

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arrange these elements logically and systematically. This improvement suggests that the clustering technique significantly helped them map and sequence their ideas more clearly before writing.

Progress was also evident in the content aspect. Twelve students were categorized as good and three as excellent, meaning that the majority were able to develop relevant ideas and support their arguments with more detail and persuasive reasoning. While not all students reached the highest level, this development indicates that they began to think more critically and express their viewpoints with stronger supporting evidence.

In terms of grammar and mechanics, there was also notable improvement. Based on the analytical scoring rubric described in the Methods section, students categorized at the "excellent" level achieved a score of 4, indicating accurate sentence construction, appropriate use of grammar, and minimal errors in punctuation and mechanics. Five students reached the excellent level, while ten students were categorized at the "good" level with a score of 3. Importantly, the majority of students achieved or exceeded the minimum passing grade (KKTP) for writing, indicating that their grammatical competence met the expected learning standard. The reduction of grammatical and mechanical errors contributed to clearer, more coherent, and more communicative written texts.

Vocabulary usage showed similar progress. Four students reached the excellent level, while eleven were categorized as good. This indicates that students were beginning to choose more precise, varied, and context-appropriate words. They no longer relied heavily on basic vocabulary but had started to explore more expressive and relevant word choices for their arguments.

Overall, the results from Cycle 2 demonstrate that the enhanced clustering strategy successfully encouraged students not only to organize their writing more effectively but also to produce more meaningful content with greater linguistic accuracy. The increase in students' motivation was also reflected in their ability to write with more confidence and enthusiasm, which positively impacted the quality of their hortatory exposition texts.

Discussion

The findings of this Classroom Action Research demonstrate that the clustering technique has a significant positive impact on students' writing ability in composing hortatory exposition text. The improvement observed from Cycle 1 to Cycle 2 indicates that clustering, when implemented with appropriate scaffolding, functions effectively as a pre-writing strategy that supports idea organization, argument development, and linguistic accuracy.

Table 1. Comparison of Students' Mean Writing Scores Across Cycles

Aspect	Cycle 1	Cycle 2	Improvement (%)
Organization	2.5	3.8	+52%
Content	2.4	3.6	+50%
Grammar/Mech.	2.3	3.4	+48%
Vocabulary	2.2	3.5	+59%
Overall	2.35	3.58	+52%

As shown in Table 1, students' mean scores increased across all assessed writing aspects, including organization, content, grammar and mechanics, and vocabulary. The most substantial improvement occurred in the organizational aspects, which rose from a mean score

of 2.5 in Cycle 1 to 3.8 in Cycle 2. The findings suggest that clustering directly addresses students' initial difficulties in structuring hortatory exposition texts, particularly in arranging the thesis, arguments, and recommendations logically. By visualizing ideas before writing, students were able to sequence their arguments more coherently and maintain a clear rhetorical flow throughout the text. This result supports previous studies indicating that clustering facilitates logical planning and structural awareness in EFL writing (Lestari et al., 2022).

In Cycle 1, most students were categorized as *fair* across all assessed components—organization, content, grammar and mechanics, and vocabulary. This indicated that while students could produce hortatory exposition texts, their arguments lacked depth, their structures were underdeveloped, and their language use remained basic. The results reflected a struggle to transform ideas into structured writing, despite being introduced to clustering.

However, in Cycle 2, there was a significant shift toward higher achievement levels across all writing criteria. All students reached the *excellent* level in organization, signifying a full understanding and accurate application of the generic structure (thesis, arguments, recommendation). This progress suggests that clustering, when reinforced with clearer modelling and more collaborative scaffolding, helped students visualize and sequence their ideas more logically (Afika et al., 2022; Meutia et al., 2019).

In the content domain, while no student had achieved the excellent level in Cycle 1, three students managed to reach it in Cycle 2, and the remaining twelve performed at the good level. This shows that students not only became more familiar with how to generate arguments, but they also improved in elaborating and supporting those arguments with relevant reasoning. Their writing became more critical and persuasive—traits essential for hortatory exposition (Kusumaningrum, 2023).

Similarly, improvements were seen in grammar and vocabulary. In Cycle 1, errors in mechanics and sentence structure were common, but in Cycle 2, five students reached the excellent level in grammar, and the rest achieved good. Vocabulary use, which was previously repetitive and limited, also improved, with more students selecting precise, varied, and context-appropriate words. This linguistic development highlights that the cognitive clarity offered by clustering enabled better linguistic output (SEYYEDI et al., 2023).

The dramatic increase in students attaining good and excellent performance across all writing aspects in Cycle 2 underscores the impact of modifying the teaching approach after Cycle 1. The enhancements—such as structured examples, guiding questions, and peer collaboration—enabled students to use clustering not just as a tool for brainstorming, but as a concrete pre-writing strategy that supported organization, expression, and argumentation (Wang & Pianchana, 2025).

This progression affirms that the clustering technique, when implemented with appropriate scaffolding, not only supports idea development but also enhances students' motivation and writing confidence (Chairinkam & Yawiloeng, 2024). However, unlike previous studies that primarily report increased motivation as a general affective outcome, the present study reveals that students' motivation improved as a direct result of structured pre-writing guidance embedded within the clustering process. Specifically, the integration of guiding questions, peer collaboration, and explicit modelling enabled students to experience clearer cognitive control over their ideas, which in turn fostered sustained engagement during the writing tasks. These findings extend (Anjarwati & Sa'adah, 2024)results by demonstrating that motivation in hortatory exposition writing is not merely influenced by interactive activities, but by the clarity of argumentative planning facilitated through clustering. Consequently, the improvements from Cycle 1 to Cycle 2 validate the clustering strategy not only as an instructional

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tool but also as a pedagogically grounded mechanism that links cognitive organization with affective engagement in EFL argumentative writing.

Conclusion

This study aimed to improve students' writing ability and learning motivation in composing hortatory exposition texts through the implementation of the clustering technique. Using a Classroom Action Research design, data were collected through writing tests, observation checklists, and qualitative classroom notes across two instructional cycles. The findings demonstrate a consistent improvement in students' writing performance, particularly in organization, content development, grammar, and vocabulary, as well as increased motivation, engagement, and confidence during the writing process. The novelty of this study lies in the integration of clustering as a structured pre-writing strategy within a cyclical action research framework, specifically applied to hortatory exposition writing, a genre that has received limited attention in prior clustering studies. Pedagogically, the results imply that clustering, when supported by modeling, guiding questions, and peer collaboration, can function not only as a cognitive planning tool but also as an affective scaffold that encourages active participation and sustained motivation in the EFL writing classroom. However, this study is limited by its small sample size, short intervention period, and focus on a single text genre, which may restrict the generalizability of the findings. Future research is therefore recommended to investigate the long-term impact of clustering across diverse genres, larger student populations, and different educational contexts, as well as to explore its integration with digital tools or other pre-writing techniques to further enhance students' writing development and motivation.

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