The Use of Clustering Technique to Improve Students' Writing

Skill in Descriptive Text

(A Classroom Action Research at X IBBI Grade of MAN

Cilacap in Academic Year of 2015/2016)

Final Project

Submitted in partial fulfillment of the requirement

For the degree of Bachelor of Islamic Education

in English Language Education

WALISONGO

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ISLAMIC EDUCATION AND TEACHER TEACHING
FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2015

RATIFICATION

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ABSTRACT

Nanik Maningrum (Student Number:113411090). The use of Clustering Technique to Improve students' Writing Skill in Descriptive Text (A Classroom Action Research at X IBBI Grade of MAN Cilacap in Academic Year of 2015/2016). Final project, Semarang: Bachelor program of English Language Education of State University, 2015.

Key Words: Clustering technique, Students' writing Skill, Descriptive text.

The background of this research was based on the observation which has been done by the researcher with the English teacher of MAN Cilacap. The result of observation showed that some students of the 10th Grade of MAN Cilacap difficulties in grammar, low motivation in learning english, especially in learning writing skill. So the researcher thought that there should be a solution to cope with that problem. The researcher use clustering technique as a technique to improve students writing skill in descriptive text.

The problem of this research can be stated as follow:1)How the improvements of students' writing skill on descriptive text is after students are taught by clustering technique.2)How the improvements of students' writing skill on descriptive text is after students are taught by clustering technique.

The research was Classroom Action Research (CAR) done two cycles. The subject of this research was the X IBB 1 of MAN Cilacap in the academic year of 2015/ 2016. The number of the students was 32 students. There were three meetings during the research. They are preliminary research, cycle test I and cycle test II. The techniques which were used to collect the data are documentation, observation, test.

The result of the study showed that there was improvement of students' writing descriptive text. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English lesson was 65 (sixty five). The students' mean score inpreliminary

study was 52.3. The mean score in the first cycle was 67.9. The mean score in the second cycle was 77.3 In addition, there was a positive response from the English teacher about implementing the action. In conclusion Clustering Technique could improve students' writing skill in descriptive text.

A FINAL PROJECT STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, 18th November 2015
The Writer

Nanik Maningrum

MOTTO

QS Ar-Ra'ad(13):11

......إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ ... ۩

Allah does not change a people's lot unless they change what is in their hearts.[1]

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[1] Abdullah Yusuf Ali, *The Holy Quran,*(London: IFTA, 1987), p. 114

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DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough with only write their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. The Greatest Allah SWT, *alhamdulillahirrobil'alamin*
2. My lifetime teachers-beloved father (H.Agus Suroso) and mother (Hj. Siti Nurbaiyah)
3. My sister Tatik Hartanti, S.Pd and my brother Dheni Haryanto, S.Si
4. All my teachers and dearest friends who always support me in happiness and sorrow.

Thanks a billion, there is no word but pray May Allah multiply rewards for all your kindness.

ACKNOWLEDGMENT

The first of all, the writer would like to express his sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the writer in finishing this thesis with the title the Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text.

This thesis is arranged or made to fulfill one requirement to get the degree of bachelor of Islamic education in English language department of state university of Walisongo (UIN Walisongo)

The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on thesis. In occasion, the writer would like to thank to:

1. Dr. H. Raharjo, M.Ed.St. As the Dean of Education and Teacher Training Faculty of UIN Walisongo.
2. Dr. H. Muslih M, M.A As the Head of English Department.
3. Dr.Mahfud Junaedi, M.Ag As the first advisor who has gave good guidance for the writer.
4. Daviq Rizal, M.Pd As the second advisor who also gives attention and good guidancein arranging this thesis.
5. Dra. Ani Hidayati, M.Pd As Lecturer of guardian.
6. All lecturers of Education and Teacher Training Faculty (FITK), especially English Department lecturers delivered knowledge and experience to the writer.

7. Drs. H. Muhadin, M.Ag. As Headmaster of MAN Cilacap.

8. Isro Idiana, S.Pd. As an English Teacher of MAN Cilacap.

9. X IBB1 Students, for the times to be the subjects of this research. and also the school administration staff.

10. All my big family in Racana Walisongo thanks for your support and advice.

11. My nephew Daffa, My Nieces Nada, Aisyah, Khaulah.

12. All of my family, my grand mother and my grand father, my brother and his wife, my sister and her husband.

13. Headmaster and all teacher of SDN Slarang 05

14. All of my friends in team KKN posko 39 Malangsari (Atika, mba Laeli, Isti, Irzul, amel, faiqoh, bang boy, bang roy,haris) and team PPL at SMP Hidayatulloh (kak Dika, kak Elya, kak Lulu, Mur, Andi, Ansori, Fidin, Hamam, Denok, Devi).

15. My best friend from "Dafam boarding House". Thanks for your support and advice, especially dek Lulu and dek Ana.

16. All of researcher's friends at English Department State University of Walisongo who gave the researchers lots of assistance, thanks for the good cooperation and best help.

Finally, the researcher realizes that this thesis is still less perfect. The writer hopes any suggestion and criticism to make it perfect.

The researcher does hope this thesis can be useful for the improvement of English teaching learning, especially for the writer himself and for the readers in general.

Semarang, 18^{h} November 2015

Nanik Maningrum

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CHAPTER I
INTRODUCTION

A. Background of the study

Language is so important thing to communicate to one another. Moreover, we are as human being. In order to empower ourselves, we must master the language. According to the philosophy expressed by the religions and many people's; language is the source of human life and power.[1]

Also, the variations in our languages are one of the signs of Allah as a creator. As Allah stated in verse ar-Rum 22:

$$.......وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعَالِمِينَ$$

...... .and the variations in your languages and your colors: verily in that are Signs for those who know.[2]

One of language in the world that is famous all over the world is English. English becomes very important for many aspects, such as; business, politic, economy, and education. From them on, the English education holds the important thing to learn by learners or students. However, they must need some reliable English source, because they are

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[1]Victoria Fromklin, *An Introduction to Language seven editions*, (New York: Library of Congress Cataloging in Publication Data, 2003), p. 3.

[2]Abdullah Yusuf Ali, *The Holy Qur'an,* (London: IFTA 1987), p. 201

able to review or reflect their feed back of their skill. In some textbooks, there is a section encouraging students to review and reflect on the material covered in the unit.[3]

English has been taught almost at every level of education as a foreign language. It has gained important status since it is needed to develop science, technology, art, and culture. For those reasons, our government has decided to apply the English earlier at school, beginning from the elementary school as a local content up to twelfth school grade of senior high school.

English has become a lingua franca. A language fanca can be defined as a language widely adopted communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language.[4]

Writing (as one of the four skills of listening, speaking, reading and writing) has always become part of the syllabus in the teaching of English. Although writing is not the first skill, it does not mean that writing can be ignored.

There is no doubt that writing is the most difficult skill for L2 learner to master. The difficulty lies not only in

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[3] David Nunan, *The Self-directed Teacher Managing the learning process*, (Cambridge University Press, 1998), p. 192
[4] Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed., p.1

generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on.[5]

Writing should be learned based on genre. The genres which are procedure, descriptive, recount, and narrative. Descriptive is one of the genres that is taught in order to make the students know how to describe any subject in their surrounding.   The writing skills are complex and sometimes difficult to teach,requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.[6]

In this case, the researcher will try to observe and improve the achievement of teaching Descriptive writing using clustering technique. Clustering is kind of prewriting technique. It is a visual way of showing how the ideas connected using circles and lines. To clustering follow these steps: write the topic in the center of a blank piece of paper and draww a cicle around it, write any ideas that come into your mind about the topic in circles around main circle,

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[5] Jack C Richard, *Methodology in Language Teaching*, (United State :Cambridge University Press,2002), P.303

[6] J. B. Heaton, *Writing English Language Tests*, (England: Longman Group Uk Limited, 1988), p.135

connect these ideas to the center word in a line, think about each of your ideas, write more related ideas in circles near ideas and then connect them.[7]

For those reasons, as teachers of English we should prove materials that are appropriate with the curriculum and find suitable method or strategy in teaching learning process to enable the students to master those language skills. Furthermore, in order to make English teaching successful, we have to consider some factors such as the quality of teachers, students, etc. Then cicle the ideas and connect them to subject circle. These related ideas like branches. Clustering has helped students improve their thinking and writing.

This research will make the students confident after using clustering technique, it means that they have good comprehension in writing. To improve students' writing skill, the researcher will conduct a classroom action research under the title – The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the X IBB 1 grade X of MAN Cilacap in the Academic Year 2015/2016).

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[7] Karen Blanchard, *Ready to write,*(United State: Longman, United State, 2003), p.42

B. Research questions

1. How is the implementation of clustering technique to improve student's writing in descriptive text?
2. How is the improvement of students' writing skill on descriptive text after students are taught by clustering technique?

C. Objective of the Research

1. To describe the implementation of clustering technique in teaching descriptive text.
2. To identify the improvement of students' understanding on writing descriptive text after being taught by using clustering technique.

D. Significance of the Research

After doing research, the writer hopes that the result of the study will be useful for:

1. Students

   The result of this study, students will give benefit to the students to improve their ability in descriptive text.

2. Teacher

   The result of this study, teacher will give an input for teacher in teaching descriptive text and as an alternative to enrich their teaching technique.

3. Reader

   Thes reader can get more information from this research

4. Other researcher

   Other researcher, who are interested in teaching descriptive text in senior high school can get information from this study to do further research.

E. Limitation of The Study

A research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. To limit the scope of the research and to analyze the problems, the findings of the research should be limited by the following factors:

1. Using clustering technique to improve students' writing of descriptive text X IBB1 grade of MAN Cilacap at the preparation activity, main activity, and evaluation activity.

2. The assessment of students' writing covers the parts, qualities, and characteristics of the object to determine the improvement of students' writing of descriptive text.

3. The contributions of the use of clustering technique to the students' improvement in descriptive text.

F. Definition of Key Terms

   1. Students' writing skill

         The word writing comes from a verb, which means it is an activity, a process. Writing is a way to produce a language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you've said, and move on to the next statement.[8]

         Skill usually requires a certain environmental stimuli and situation to assess the level of skill being shown and used. So, we can conclude that students' writing skill are the capacity of human being to communicate in written text that mastered by students.

   2. Descriptive text

         .Text based syllabus design uses text-types in teaching. Text is a unit of meaning which is coherent and appropriate for its context.[9]

         Description is a useful in many kinds. A good description therefore has a unifying idea, and everithing you

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[8] Meyers, *Gateways to Academic Writing*, (New York: Pearson, 2005), p. 1

[9] Entika Fani Ptastikawati, Siti Musarokah. *Writing 3 Handouts and Assignments*, p.7

include must support idea. Description also demands that you pay attention to the whole writing process. [10]

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.[11]

So, it can say that descriptive text is a text which social purpose to give an account of imagined or factual events.

3. Clustering technique

. Clustering technique, when you write the subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then circle the ideas and connect them to your subject circle. These related are like branches. [12]

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[10] Meyers, *Gateways to Academic Writing*, (New York: Pearson, 2005), p. 60

[11] Entika Fani Ptastikawati, Siti Musarokah. *Writing 3 Handouts and Assignments*, P.40

[12] Meyers, *Gateways to Academic Writing*, (New York: Pearson, 2005), p. 6

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So, Its purpose not only create the creativity but also any ideas.

CHAPTER II
THE REVIEW OF RELATED LITERATURE

A. Clustering technique

1. Definition of Clustering technique

Clustering technique can be used to stimulate thinking about a topic or used to summarize what has just been studied. It can be used as a way to build new associations and as way of graphically representing connections between ideas or themes. Clustering technique is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Clustering technique is a prewriting technique that helps you get ideas to write about.[1]

The writer summarizes that clustering is making a visual map or new associations that allows thinking more creatively and to begin without clear ideas. It can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find subtopic in a topic of to organize information.

2. Procedure of Clustering technique

Procedures of the clustering technique are few easy: First, Write word or phrase in the center of a piece of

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[1] Ann Hogue, *First Step in Academic Writing*, (N.Y. : Longman, 1996), p. 35

paper. Draw a circle around it. Then think about characteristics and abilities necessary for that job, and write down every idea that comes into your mind. Don't stop to worry if the idea is a good one or not. Write words or phrases in circles around the main circle and then connect them to the main circle. Next, think about the word or phrase in each circle. Try to think of something that illustrates the word or phrase, such as a situation when the person would need a certain characteristic or ability.

Also, cross out circles that you don't want. The step for clustering :

First, Write nucleus word or phrase in center of a piece of paper, chalkboard, or other writing surface (depending on whether you are doing in individual or group cluster).

Second, Begin by writing down, in linked assosiasions, words or phrases that come to mind a target topic about target topic or the growing array o associated subtopics or attributes that emerge.

Third, As ideas come to mind, write them in proximity related to related ideas, draw a circle around each word or phrase, and draw connecting lines that link related ideas. Fourth, Write as many ideas as come to

mind. Keep writing until either time is up or all thoughts are exhausted.[2]

The Purpose of clustering technique: Clustering technique are allows you to explore many ideas. Clustering does not take the place of linear, traditional outline but, as the example shows. It allows you to explore ideas before committing them to particular order.[3]

Clustering technique has several uses are

a. Clustering tehnique can be used to stimulate thingking about a topic or used to summarize what has just been studied.

b. Clustering can be used as away to build new associations and as a way of graphically representing connections between ideas or themes. It is, as well, a prewriting activity that serves as a powerful tool for initial engangement with writing process, especially for reluctant writers.

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[2] Kurtis S. Meredith, Jeannie L. Steele, *Classroom of Wonder and Wisdom,* (United States of Amerika: Corwin, 2011), p.69

[3] Melanie Dawson, Joe Essid. Prewriting: Clustering,Writing2. richmond. edu/writing/wweb/cluster. html. Retrieved on June 30, 2015, 08:28 PM

The benefit then for comes bringing their own knowledge and schema to an awareness level to prepare them for learning experiences.[4]

Process of writing can be applied in large classes. Teachers do not have enough time to create an intensive individual writing test for large classes because teacher should prepare lots of grading. Students who failed in process of writing only new a revision as a sign of failure.[5]

In Conclusion, clustering technique can improve and explore ideas and clear the ideas. The advantage of clustering technique build the ideas and stimulate the thingking and the disadvantage much time to write and create the clustering technique.

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[4] Kurtis S. Meredith, Jeannie L. Steele, *Classroom of Wonder and Wisdom,* p.71

[5] Joy Avelino. The process approach, www.slideshare.net/JoyAvelino/the-process-approach-avelino htm#1436696565221&fbinitialized. Retrieved on June 30, 2015, 08:13 PM

B. The General Concepts of Writing

1. Writing skill

Writing skill is consist of two words, writing and skill. Writing is activity of writing books, articles, etc in general, written works of an author.[6]

Writing can be interpreted as the writer's act to convey their message, information or ideas in written form by pen, pencil, or other tools on paper, hp, laptop, email, or sosial media such as facebook, instagram, line, etc.

Skill is ability to do something well.[7] Definition of writing is a language skill which involves the activity producing the language. Writing is combination of process and product.

The process is refers to the act of gathering idea and working with them until they are presented in a manner that is polished and comprehensible to reader.

Writing as one of the four language skills besides listening, speaking, and reading is considered a difficult skill because writer should fulfill some aspects of writing such as content, organization, purpose, vocabulary,

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[6] *Oxford Advanced Learner's Dictionary 5ᵗʰedition,* (New York: Oxford University Press, 1995), p.1383

[7] *Oxford Advanced Learner's Dictionary 5ᵗʰedition,* (New York: Oxford University Press, 1995), p.1109

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punctuation, grammar and spelling in a balance way. It is an activity in arranging words, phrases,and sentences which is grammatically correct and appropriate with its purpose in written form.

There are many purposes of written form. By writing, students have more time to think than they do in oral activities. Writing encourage students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds..[8]

From definitions which have been mentioned above, the writer concludes that writing is a way to express ideas from the writer's knowledge in written form without forgetting the linguistic rules, so that the writing will be full of meaning.

2. Process of writing

There are six steps of writing process. They are explore ideas, prewrite, organize, write a first draft, produce the final copy.[9]

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[8]Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31.

[9] Alan Meyers, *Gateways....,* p. 11

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a. Explore ideas is writing first involves discovering ideas, explore of mind freely.

b. Prewrite is step get ideas to write about. Taking notes is one way to gather ideas. Prewriting involves writing thoughts on paper, or a computer. Prewriting consist of three ways, there are: Freewriting, Brainstorming, Clustering.

c. Freewriting is a way to get ideas. We can write everything that we thought in our mind freely without concidering about the subject worrying about the sentence structure, spelling, logic, and grammar. Just write everything that comes into our mind about our topic. Brainstorming is one way to capture the thought then let the mind generate more ideas about what they will write. In the brainstorming process, we write down a list of every word, every phrase, and every idea that exists or comes into our minds. Clustering is another prewriting technique. Write down a word or phrase in circles our topic. Write ideas related ideas around the circle as they occur to you. Then cicle the ideas and connect them to the subject.

d. Organize involves selecting, subtracting, and adding ideas. Think about your purpose and audience. Write a first draft after done some prewriting, selected the idea, expanded on them and arranged them in

reasonable order. After that write the first draft of the paragraph.

e. Revise the draft is changing and correcting the work immmediately after finish a draft.

f. Procedure the final copy are editing and proofreading. Editing is after revised the work, edit it and check focus on grammar, word choice, verb forms, punctuation, and spelling for people writing in a second language. Proofreading means carefully examining the final copy again.

Process writing in the classroom is highly necessary in teaching process of build writing skills. Teacher must plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

3. The Skill Needed to Write

The writing skills are complex and sometimes difficult to teach, require mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing into five general components or main ideas:

1) Language Use: The ability to write correct and appropriate sentences;

2) Mechanical Skill: The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

3) Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information;

4) Stylistic Skill: The ability to manipulate sentences and paragraphs, and use language effectively;

5) Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[10]

The actual writing conventions which it is necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling. The greater importance in the teaching and testing of writing are those skills involving the use of judgement. The ability to write for a particular audience using the most appropriate kind of language is essential for both native-speaking and foreign students alike.

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[10] J. B. Heaton, 1988, *Writing English Language Test*, (UK: Longman, p.135

C. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In description, a writer uses words to paint a picture of something-a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions are "word pictures." You tell how something looks, feels, smells, tastes, and sounds.[11]

One way in understanding descriptive text is by identifying the generic structure of that text.

1) Identification/ a general opening statement in the first paragraph: Identifies phenomenon to be described: this statement tells the audience what the text is going to be about, this includes a short description of the subject, this can include a definition of subject.

2) Description / A series of paragraphs about the subject: Describes parts, qualities, characteristics: each paragraph usually begins with a topic sentence. Description is a

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[11] Ann Hogue, *First Step in Academic Writing*, (N.Y. : Longman, 1996), p. 95

useful tool in many writing.[12] Each paragraph should give information about one feature of the subject, these paragraphs build a description of the subject of the report, they may include technical language that is related to the subject. Social Function of descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

Language features of descriptive text :

1) Focus on specific participants is the descriptive text purpose to describe particular person, thing or place. The subject who is described is not general, butmore specific. Those, we cannot describe people in general. But, we can describe particular person. For example: my idol, my mother, my cat, Mr. Leo, etc.

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[12] Alan Meyers, *Gateways....*, p. 60

2) Use of attributive and identifying processes is relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player). Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

3) Frequent use of epithets and classifies in nominal groups is a nominal group is a group of words which has a noun (words which names a person, place or thing) as its head word and k includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

4) Use of simple present is the tense that used in descriptive text is simple present tense. This is due to the factual nature of a descriptive text. When we speak or write we always do so in particular social situations. This means that language we use is

fashioned by those situations, not only in what we say, but also in how we say things. [13]

From those, it can be said that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing and by identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

Evaluating Student Writing. After giving exercises or tasks, teachers have to evaluate and score the students' work. H. Douglas Brown stated that there are five basic categories for evaluating writing.[14]

Figure 2.1

Categories for Evaluating Writing

Item Analysis	Score	Criteria
Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, topic is stated, leads to body.
	17-15	Good to Adequate: Adequate title,

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[13] Siti Musarokah, Entika Fani Ptastikawati, Siti Musarokah. *Writing 3 Handouts and Assignments*, P.40

[14] H. Douglas Brown, *Languag*e *assessment (principles and classroom Practices),* (NY: Pearson Education,Inc. 2004), p.244-245

		introduction, and conclusion.
	14-12	Adequate to Fair: Mediocre or scant introduction or conclusion.
	11-6	Unacceptable: shaky or minimally recognizable introduction
	5-1	Not college-level work: Absence of Introduction or conclusion.
Content	30-27	Excellent to Good: Essay addresses the assigned topic.
	26-22	Good to Adequate: Essay addresses the issues but misses some points.
	21-17	Adequate to Fair: Development of ideas not complete or essay is somewhat off the topic.
	16-13	Unacceptable: Ideas incomplete.
	12-10	Not college-level work: Essay is completely inadequate and does not reflect college-level work.
Language Use	25-22	Excellent to Good: native-like fluency in English grammar.
	21-18	Good to Adequate: Advanced proficiency in
	17-11	English grammar.

		Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication.
	10-5	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas.
	4-1	Not college-level work: Severe grammar problems interfere greatly with the message .
Mechanics	5	Excellent to Good: Correct use of English writing conventions.
	4	Good to Adequate: some problems with writing conventions or punctuation.
	3	Adequate to Fair: Uses general writing conventions but has errors.
	2	Unacceptable: Serious problems with format of paper.
	1	Not college-level work: complete disregard for English writing convention.
Vocabulary	20-18	Excellent to Good: Precise vocabulary usage; use of parallel structures; concise;

		register good.
	17-15	Good to Adequate: Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Adequate to Fair: Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	Unacceptable: Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	Not college-level work: inappropriate use of vocabulary; no concept of register or sentence variety.
Total of score	1 – 100	

For scoring, teacher can use numerical scores. Then, she or he can establish a point scale. Such a weighting scale might look like this:

Organization : 20 Points

Content : 30 Points

Grammar : 25 Points

Mechanics : 05 Points

Vocabulary : 20 Points

Total 100

Two important components in the authentic assessment of writing are the nature of task and the scoring criteria. Writing prompt defines the task for student writing assignments. The prompt consists of the question or statement students will address in their writing and the conditions under which they will write. The task should specify the amount of time students will have to complete the writing.

D. Previous studies

A thesis by Abd. Salam, student Number 10601400361, bachelor program of Department of English Education Syarif Hidayatulloh State Islamic University (UIN Syarif Hidayatulloh) 2011. The title is "Using Clustering Technique to improve students' writing of recount text" (A classroom Action Research of SMPN 2 Tarumajaya Bekasi). He used clustering technique to understanding writing recount text.[15] The difference between his previous research and this research is the previous research used clustering to improve student's writing recount text and my research use clustering to improve student's writing descriptive text. The respondent of his research was second grade of SMPN 2

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[15] Abd. Salam, unpublished thesis under title "Using Clustering Technique to improve students' writing of recount text" (A classroom Action Research of SMPN 2 Tarumajaya Bekasi), (Jakarta: UIN Syarif Hidayatulloh, 2011)

Tarumajaya and my research is ten grade MAN Cilacap in the academic year of 2015/2016. The similarities of this research and my research is improve student's writing. He said that the object of the study that is writing, and the data analysis that use writing test.

A thesis by Kiptiyah Student Number 063411081, Bachelor Program of English language education of walisongo state institute or Islamic studies (IAIN Walisongo). The title is Improving Students' writing skill in descriptive text using "the power of two and four" (A Classroom Action Research with Eighth Grade Students of MTs Irsyaduth Thullab Tedunan Wedung Demak in the Academic Year of 2010/2011).[16] The similarities her previous research and this research is improving students' writing skill in descriptive text. The difference between her previous research and this research is the previous research used the power of two and four technique and this research is using clustering technique.

A thesis by Tita Nurul Fajriyani student Number 106014000442, bachelor program of Department of English Education Syarif Hidayatulloh State Islamic Univercity (UIN Syarif Hidayatulloh), The title is "Improving Students' Writing Ability Through Clustering Technique (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-

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[16] Kiptiyah unpublished title is Improving Students' writing skill in descriptive text using "the power of two and four"(A Classroom Action Research with Eighth Grade Students of MTs Irsyaduth Thullab Tedunan Wedung Demak in the Academic Year of 2010/2011).[16] (Semarang: IAIN Walisongo, 2010).

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Depok).[17] The difference between his previous research and this research is the previous research used clustering to improve student's learning writing and my research use clustering to improve student's writing descriptive text. The respondent of his research was second grade of SMP AL-Hasra, Bojongsari and my research is ten grade MAN Cilacap in the academic year of 2014/2015. The similarities of this research and my research is improve student's writing. He said that the object of the study that is writing, and the data analysis that use writing test.

In other words, this research is different with previous one. The first final project stated that the research used the clustering technique understanding in recount text. The second one used the power of two and four technique The third used Clustering Technique. The study focus is different, same with second one, researchers that is teaching writing in descriptive text. From the previous research that the writer described, it can be said that improving students' writing skill in descriptive text is very important. The technique of the study same with previous one and third one. And using clustering technique to reach that goal can be applied in the writing teaching learning. The researcher

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[17] Tita Nurul Fajriyan unpublished title is "Improving Students' Writing Ability Through Clustering Technique" (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok). (Jakarta: UIN Syarif Hidayatulloh, 2011).

hopes that this study will give contribution especially in English teaching learning process.

E. Action Hypotheses

The action hypotheses of this study is that the use of clustering technique can improve students' writing skill in descriptive text.

CHAPTER III
METHOD OF RESEARCH

A. Types of Research

Research methodology plays an important role in the research. In this research, the researcher uses the classroom action research as the approach. As we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Action reseacrh is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.[1]

The researcher used a classroom action research as an attempt to improve writing teaching learning process and to solve the problems that students had related to skill in writing.

The researcher elaborated Classroom Action Research. It is a kind of research to be used in her research and it could be done by a teacher in which involve a group of students to improve the teaching and learning process.

In this study, the researcher will be used classroom action research (CAR). Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas

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[1] Anne Burns, *Doing Action Reseach in English Teaching*, (UK: Taylor & Francis, 2010), p. 2

of 'reflective practice' and 'the teacher as researcher'. In action research, the researcher is concerned with using a systematic process in solving educational problems and making improvements.[2]

Research method is a systematic activity by using certain method to find new thing or to prove a theory. This research is classroom action research (CAR) that uses data observation toward teaching learning process in writing descriptive text. A form of research which is becoming increasingly significant in language education is Action research.[3]

Kemmis and MC Taggart for example, argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researcher; secondly, that it is collaborative; and thirdly, that is it is aimed to changing things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses. Cohen and manion argue that action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also state that the

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[2] Daniel R. Tomal, *Action Research for Educators*, (United States of America: Scarecrow Press, 2003), p.8

[3] David Nunan, *Research Methods In Language Learning*, United State, Cambridge University Press, 1992, p.17

aim of action research is to improve the current state of affairs within the educational context in which the researcher is being carried out.[4]

From the definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her colleague, etc in the classroom. This research is concern to solve the problem in the classroom.

There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in one cycle for doing in classroom action research are:1) Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test. 2) Acting is this section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much the improvement of students' writing skill on narrative text, give students treatment ways to remember every word in spelling and writing, give students assignments in groups, evaluate their mistakes

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[4] David Nunan, *Research Methods In Language Learning*,United State, p.18

and make summarize about materials. 3) Observing, in this step a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties. 4) Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[5] A cyclical process involving stages of action research is followed by action. It can be illustrated below:

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[5]Suharsimi Arikunto, *Prosedur Penelitian ....*, p. 138

It can be illustrated below: [6]

Figure 3.1 Cyclical Process Of Action Research

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        ┌──────────────┐          ┐
        │  Planning    │          │
        └──────────────┘          ↓
┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│  Reflecting  │  │  1st Cycle   │  │   Acting     │
└──────────────┘  └──────────────┘  └──────────────┘
        ↑                              │
        │          ┌──────────────┐    ↓
        │          │  Observing   │
        │          └──────────────┘

        →          ┌──────────────┐          ┐
                   │  Planning    │          │
                   └──────────────┘          ↓
┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│  Reflecting  │  │  2nd Cycle   │  │   Acting     │
└──────────────┘  └──────────────┘  └──────────────┘
        ↑                              │
        │          ┌──────────────┐    ↓
                   │  Observing   │
                   └──────────────┘
```


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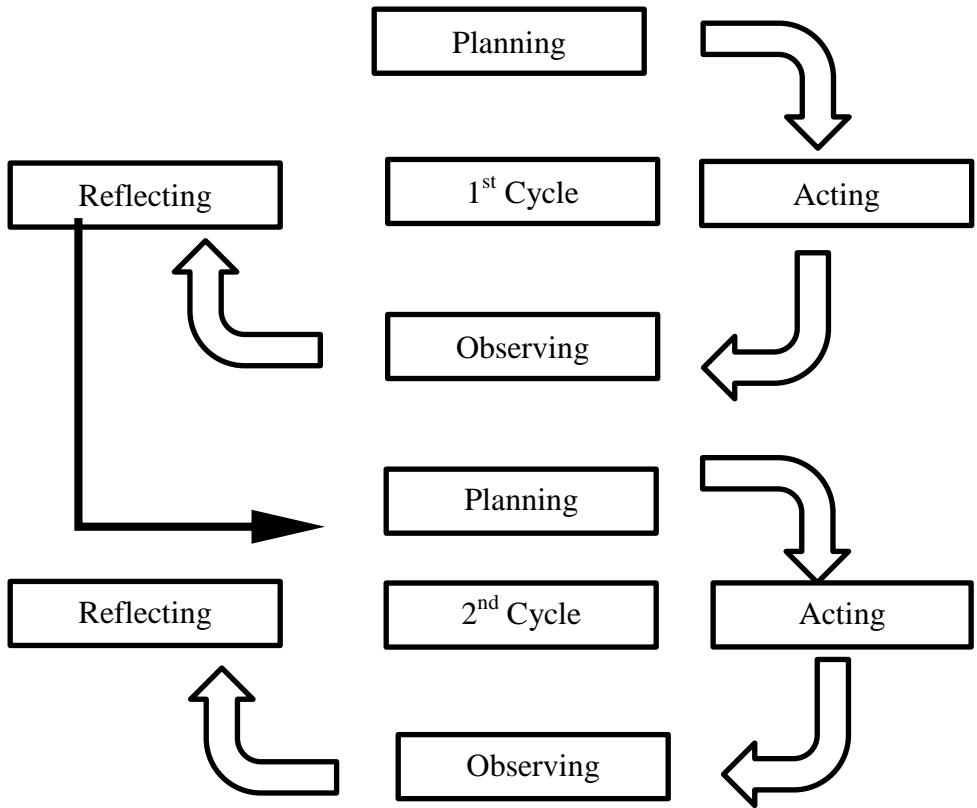
[6] Suharsimi Arikunto, *Prosedur Penelitian....*, p.137

B. Design of Study

This research was Classroom Action research. The researcher used data analyzed through some cycles in action. Generally, Classroom Action Research involves a cyclical approach, there are identifying the problem (planning), collecting data (actuating), analyzing and interpreting data (observing), developing and action planning (reflecting).[7] Before the researcher did the cycles in action, she did preliminary observation (pre cycle). Generally research design could be done with some steps as follows:

Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

1. Preliminary Observation

   In this step, the researcher intended to:

   a. collect data such as documentation included the number of the students, students' name list, and average scores' of students.

   b. interview an English teacher interrelated teaching learning process in English subject especially related to students' writing skill.

   c. identify the problem

      After collecting the information, researcher analyzed the data and got the problem she explained in this research. As stated in the background, the researcher found that students'

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[7] Suharsimi Arikunto, *Prosedur Penelitian*,........., p. 138

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writing skill was still less and needed some improvements. Such as, the technique of teaching, vocabulary students had, mastering of grammatical, etc.

2. Research Procedure

In this classroom action research, the researcher conducted two cycles through clustering technique. In this research, the teacher taught writing in descriptive text.

The activities that were done in each cycle were as follows:

a. Pre Cycle Test: The first step in making classroom action research, the researcher used pre cycle test to check the students' writing skill in descriptive text. In this activity, the teacher gave test. After the researcher got the data from the pre cycle test, the researcher decided to analyze the result to determine the use of clustering technique in teaching writing.

After recognizing the possible cause of problems faced by students, the researcher explored practical, realistic ways that the clustering technique could become a normative part of teaching learning process.

3. Cycle 1:

a. Planning: 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using clustering technique. 2) The researcher prepared the teaching learning process resources, such as, the materials, the media, the observation sheets, and the documentation. 3) The researcher prepared present

list in order to know students' activeness in joining teaching learning process by using clustering technique

b. Acting: In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan, organized the class to start doing the strategy and collected the data while repair the problem. The activities were as follows: 1) Teacher showed picture and asked students about it and students answered the questions orally. 2) Teacher wrote down the answer on the whiteboard. 3) Teacher told what the topic of the lesson.

4) Teacher explained descriptive text and grammatical points.

5) Teacher gave the transcript of the text to students. 6) Teacher gave two picture and asked students to answer the differences of the picture. 7) After all students had completed their answer, teacher arranged them into some group and asked them to share their answers. 8) Teacher asked students to work in groups of four to share their answers from their previous pairs. 9) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others responded it.

10) Teacher asked some of them some questions related to their work that had been read. 11) Teacher gave a chance to students to ask the difficult materials and provided feed back the material.

c. Observation: The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective.

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The steps were as follows: 1) The researcher observed the teaching learning process in order to know the implementation of using clustering technique towards students' writing skill in descriptive text. 2) The researcher observed the groups' activity in discussing to write descriptive text. 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

d. Reflecting: The researcher analyzed and evaluated the actions that had been done to find weakness and how to improve in the next cycle, evaluated the step in teaching learning process and discussed the result of observation for the students' ability in writing class; it consisted of quality, number and time from each action. The steps were as follow: 1) Researcher and teacher analyzed and discussed the result of the observation and test. It was continued then to make reflection which one should be maintained and which one should be overcome in the next cycle. For there was found that the first cycle has less significant improvement of students' writing skill, the researcher and the teacher continued to the second cycle for then the problems were solved. 2) Made a conclusion from cycle 1.

3. Cycle 2:

a. Planning: 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using clustering technique. 2) The researcher prepared the teaching learning process

resources, such as, the materials, the media, the observation sheets, and the documentation. 3) Prepared present list in order to know students' activeness in joining teaching learning process by the use of clustering technique in descriptive text

b. Acting: In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan, organized the class to start doing the strategy and collected the data while repair the problem. The activities were as follows: 1) Teacher overviewed the material. 2) Teacher gave different picture. 3) Teacher asked students to explain the similarities of picture. 4) Teacher wrote down the answer on the whiteboard. 5) Teacher gave some vocabularies that related to the topic. 6) Teacher asked students to work in groups of four to share their answers from their previous pairs. 9) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others respond it. 10) Teacher asked some of them some questions related to their work that had been read. 11) Teacher gave a chance to students to ask the difficult materials and provided feed back the material.

c. Observation: The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follows: 1) The researcher observed the teaching learning process in order to know the implementation of

using 'clustering technique' towards students' writing skill in descriptive text. 2) The researcher observed the groups' activity in discussing to write descriptive text. 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

d. Reflecting: In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by the use of 'clustering technique' which was hoped that it could improve students' writing skill in descriptive text, so students had good descriptive writing.

C. Setting of Research

1. Research Time

   This research was conducted in 3 weeks, from the second week of September 2015 until the last week of September 2015. During the research time, the researcher had 3 meetings with the students. The researcher took four times for doing this research, here the following:

   a. On 1st week of September, researcher and the teacher as the collaborator took pre-cycle. Researcher observed teacher's explanation of descriptive text during teaching learning process, students' response, engagement and activeness in the learning process. Then, students were grouped and given an exercise by the teacher to compose a descriptive text.

b. On 2^{nd} week of September researcher began to take cycle. Here, researcher gave new technique, clustering technique for teaching students' descriptive text writing, then researcher gave test for students.

c. On 3^{rd} week of September was the last cycle. Researcher made a technique to be perfect in order to enhance students' activeness and writing skill of descriptive text.

d. After all of the results were complete and perfect, researcher began to analyze the data.

1. Place

   This study was conducted at the ten ibb1 grade students of MAN Cilacap in the academic year of 2015/2016. This research was conducted on the first semester in the academic year of 2015/2016 for about 3 weeks, began from September 9 up to September 26, 2015. It is located on Kalisabuk Raya Street KM.15 Cilacap.

   The researcher chosen this Senior High School because the school was a place where students come from different intelligence, social background, and characteristic of student setting and subject of the research. Thus, to some extent, researcher had known the circumstances of students who were be the subject of her research. Based on the teacher of English in the school, she knew that students in the school were still low in writing ability. This was proved that

the achievement score of students in final exam was still low. So, the researcher could apply the research in the ten grade.

D. Research Subject and Collaborator

1. Subject

This study was conducted at the 10^{th} grade students of MAN Cilacap in the academic year of 2015/2016. The researcher used the ten IBB1 graders as sample in this research. So participants in this study were students of ten IBB1 at MAN Cilacap in the academic year of 201/2016.

Table 3.1

Table of Students' Name List

No.	Name	Student Code
1	Alfina Nuriah A.J	A-1
2	Alifatul	A-2
3	Annisa Lutfi Anggraeni	A-3
4	Bayu Safura	A-4
5	Bening Indi L.F	A-5
6	Dewi Fatimah	A-6
7	Dina Agus	A-7
8	Elisa Setyawati	A-8
9	Fatimatuzzahro	A-9

10	Fertika Eliza	A-10
11	Fiana Wiji.N	A-11
12	Fitri Aniza	A-12
13	Hana Faoziah Roni	A-13
14	Hamdan B.Aji	A-14
15	Isnaeni Yuni Lestari	A-15
16	Kartika	A-16
17	K. Sobri	A-17
18	Khofifah Indah	A-18
19	Kurnia Dwi.N	A-19
20	Lulu Ulmuwadah	A-20
21	Mahfud Homsin	A-21
22	Mei Lestari	A-22
23	M. Syafiil Anam	A-23
24	M. David Nugroho	A-24
25	Pandu Bagas	A-25
26	Sheilla angel	A-26
27	Siska Laeliyah	A-27
28	Siti Rahmaningsih	A-28
29	Siti Zaenab Lutfiani	A-29
30	Sukma Safitri	A-30
31	Ulin Nikmah	A-31

| 32 | Wilda Maulida Fitri | A-32 |

2. Collaborator

The collaborator in this research was the person who helped the writer to collect the data. She is Isro Idiana, S.Pd. She is English teacher in X MAN Cilacap.

E. Technique of Data Collection

Collecting data method is the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

1. Documentation

Documentation is searching the data The researcher used this method to obtain data which was related to this research. Those documents included students' name and documentation of teaching and learning process of classroom action research. Documentation is used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, ledger, agenda, etc.[8] Those documents include students' name list, lesson schedule, students' worksheet and photo of teaching and learning process by using The Use of Clustering Techniques to Improve Students' Writing Skills in

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.158.

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Descriptive Texts (A Classroom Action Research at the X IBB1 grade of MAN Cilacap in the Academic Year 2015/2016).

2. Observation

Observation is intended to see and to know about the condition of class and students, and the obstacles appeared during the teaching learning process especially in writing skill of descriptive text. Observation in this research also used to monitor the student's activities during teaching process of writing descriptive text using Clustering Technique and to see their difficulties, their problem and their understanding about the material given.

The writer also used observation checklist to know students' activeness when they have been taught descriptive text through clustering technique. Observation checklist in this research helped the writer to know the enhancement of students' activeness on writing descriptive text through clustering technique.

3. Test

Test is technique that used to measure the knowledge, intelligence, skill or ability from individual or group. Brown states that test is a method of measuring a person's ability, knowledge or performance in a given domain.[9]

In this case, the researcher gave a test in each cycle. The test was in the form of writing because the skill researched was writing

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[9] H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (America : Pearson Education, 2004), p. 3.

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skill and the text used was descriptive text. So, there were three tests held by the researcher. The writing test of descriptive text was in the different topic with the topic discussed by students clustering technique. But, it just little bit different.

F. Technique of Data Analysis

The writer analyzed data by using statistical analysis to know whether the students' writing ability of descriptive text enhanced or not. The researcher used criteria of assessment that was since the content of students' writing covered the generic structure. The element of writing is content, organization, grammar, vocabulary, and mechanics.[10] After classifying the test items, the researcher gave score for each item. To see whether the improvement of students' activeness and writing ability after being taught using clustering technique was significant or not, the writer used score of students' achievement.

1. Data from test

In this research, the researcher also used mean formula to know the average of students' score and to check students' enhancement in learning descriptive text, as follows:

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[10] H. Douglas Brown, *Language Assessment,* p. 244.

Table 3.2
The Explanation of Criterion[11]

Item Analysis		
Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, topic is stated, leads to body.
	17-15	Good to Adequate: Adequate title, introduction, and conclusion.
	14-12	Adequate to Fair: Mediocre or scant introduction or conclusion.
	11-6	Unacceptable: shaky or minimally recognizable introduction
	5-1	Not college-level work: Absence of Introduction or conclusion.
Content	30-27	Excellent to Good: Essay addresses the assigned topic.
	26-22	Good to Adequate: Essay addresses the

[11] H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (America : Pearson Education, 2004), p. 244.

		issues but misses some points.
	21-17	Adequate to Fair: Development of ideas not complete or essay is somewhat off the topic.
	16-13	Unacceptable: Ideas incomplete.
	12-10	Not college-level work: Essay is completely inadequate and does not reflect college-level work.
Language Use	25-22	Excellent to Good: native-like fluency in English grammar.
	21-18	Good to Adequate: Advanced proficiency in English grammar.
	17-11	Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication.
	10-5	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas.

	4-1	Not college-level work: Severe grammar problems interfere greatly with the message .
Mechanics	5	Excellent to Good: Correct use of English writing conventions.
	4	Good to Adequate: some problems with writing conventions or punctuation.
	3	Adequate to Fair: Uses general writing conventions but has errors.
	2	Unacceptable: Serious problems with format of paper.
	1	Not college-level work: complete disregard for English writing convention.
Vocabulary	20-18	Excellent to Good: Precise vocabulary usage; use of parallel structures; concise; register good.
	17-15	Good to Adequate: Attempts variety; good vocabulary; not wordy;

		register OK; style fairly concise.
	14-12	Adequate to Fair: Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	Unacceptable: Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	Not college-level work: inappropriate use of vocabulary; no concept of register or sentence variety.
Total of score	1 – 100	

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. In the end, the data will be analyzed by describing the result of percentage from the check list.

a. Measuring the students individual ability

In every cycle, after give a treatment the researcher give test to students. The result of the test will analyze using scoring.

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The researcher gives score for each elements of writing and explains the score for each elements of writing:

After giving exercises or tasks, teachers have to evaluate and score the students' work. H. Douglas Brown stated that there are five basic categories for evaluating writing[12]

b. Achievement Level

To know whether success or failure a student in composing narrative writing, to inform their achievement, the writer made students achievement level which on the table below;

Table 3.3

Table of Achievement Level

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor

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[12] H. Douglas Brown, *Languag*e *assessment,* p.244-246

c. Measuring the mean

       After calculate of students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical that is obtained by adding the sum offset score and dividing the number of the students.

       The steps of data analysis:

       1. After the researcher assessed the result of the students' writing in pre cycle-test, she found the mean of it.

       2. After that, the researcher assessed the result of students' writing of each cycles, and found the mean of it.

To get the mean, the researcher used this formula:

$$X = \frac{\sum x}{N}$$

Where:

X = the mean

$\sum x$ = the sum of any test

N = number of subject

G. Indicators of Success

Indicators of success in this research are:

1. The percentage of mastery for each of the components of science process skills is successful if it reached the limit of minimum passing score ≥ 65.

2. There is an increasing percentage of the mastery of science psrocess skills during the learning process in each cycle.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

In this chapter, the writer would like to describe and discuss the findings of the research. Action research (AR) is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what doing it involves.[1]

This study is classroom action research on the use of clustering technique to improve students writing skills in descriptive text.. Its purpose is to describe the implementation of clustering technique in teaching descriptive text and to identify the improvement of students' understanding on writing descriptive text after being taught by using clustering technique. In this study there were two cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score of students writing skill) and compared with each cycle after being taught using Clustering Technique. The descriptions of each cycle are as follow:

1. Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students' skill in writing

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[1] Ann Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge 270 Madison Ave), 2010 p. 1

descriptive text. Pre-cycle was conducted on September 11st, 2015. There were 32 students who followed the test.

In this meeting, the teacher was done teaching learning process as usually was done by the teacher (teacher learning center). The teacher began the learning process by introducing descriptive text from the social function, language feature and generic structure. But, many students did not pay attention to the teacher. They made noisy in the class, such as talking with other friend and they did other activity that was not related with the learning activity. There were only some students who were active to ask and respond teacher's questions.

After explaining the material to students, students had to write a descriptive text with the picture of "Maudi Ayunda". The times is 20 minutes.

Test is technique that used to measure the knowledge, intelligence, skill or ability from individual or group. Brown states that test is a method of measuring a person's ability, knowledge or performance in a given domain.[2] Test is an instrument or procedure designed to measure the students' competence in specific criteria. This test can measure students' writing skill on descriptive text by arrange the paragraph related to the material.

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[2] H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (America : Pearson Education, 2004), p. 3.

The purpose of the test was to measure the skill of the students in writing English text, to know students' basic score of writing when they taught using conventional technique, and to know their activeness during learning process using conventional technique.

After implementing the test, the researcher examined the answer sheet and finds the result.

Table 4.1
Students' Score in Pre-Cycle

No.	Name	Score Pre Test
1	A-1	60
2	A-2	60
3	A-3	50
4	A-4	42
5	A-5	50
6	A-6	55
7	A-7	48
8	A-8	58
9	A-9	60
10	A-10	50
11	A-11	58
12	A-12	55
13	A-13	55
14	A-14	42
15	A-15	48

16	A-16	58
17	A-17	50
18	A-18	58
19	A-19	55
20	A-20	48
21	A-21	42
22	A-22	60
23	A-23	50
24	A-24	50
25	A-25	40
26	A-26	48
27	A-27	55
28	A-28	50
29	A-29	55
30	A-30	55
31	A-31	55
32	A-32	55
Total		1675
Average		52.3

M: $\dfrac{\Sigma X}{N}$

Explanation:

M : the average of the students' score

ΣX : total score

N : the number of students

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

Mean of students' score = $\dfrac{\textit{Total score}}{\textit{Number of students}}$

M: $\dfrac{1675}{32}$

M: 52.3

The students were also poor in grammar and some of students ignored about punctuations such as capital letters, period, and commas.

The mean of the students writing result of pre cycle test was 52.3. It means that the students' writing value is low. The result of pre cycle test was not satisfactory yet. The writer was aware that most the students in X IBB1 still had difficulties to write a descriptive text. She intended to assist them to improve their writing through their skill in organizing words grammatically. Hopefully, it could improve their ability in organizing the words in descriptive

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text. She considered of giving continuous improvement to get better result. And she is also aware that the technique is an important thing to guide the students in writing descriptive text.

After doing the test, the researcher considered that by giving continuous enhancement to the students they would get better result, and the researcher was also aware that teacher's ability to carry out the material in teaching learning process is an important part.

2. Cycle 1

The activity of cycle 1 was in line with the steps of planning activity. Cycle 1 activity was only in one meeting (2x40 minutes). Cycle 1 was conducted on September 14, 2015. The steps were as follow:

a. Planning: 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using clustering technique (see Appendix 3) 2) The researcher prepared the teaching learning process resources, such as, the materials, the media, the observation sheets, and the documentation. 3) The researcher prepared attendant list in order to know students' activeness in joining teaching learning process by using clustering technique. (see Appendix 2). 4) The researcher prepared the test paper to measure the students' writing skill in descriptive text.

b. Acting: In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan, organized the class to

start doing the strategy and collected the data while repair the problem. The activities were as follows: 1) Teacher showed picture and asked students about it and Students answered the questions orally. 2) Teacher wrote down the answer on the whiteboard. 3) Teacher told what the topic of the lesson. 4) Teacher explained descriptive text and grammatical points. 5) Teacher gave two picture and asked students to answerthe differences of the picture. 6) After all students had completed their answer, teacher gave text of descriptive text 7) Teacher arranged them into some group and asked them to share their answers. 8) Teacher asked students to work in groups of four to share their answers from their previous pairs. 9) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others responded it. 10) Teacher asked some of them some questions related to their work that had been read. 11) Teacher gave a chance to students to ask the difficult materials and provided feed back the material.

c. Observation: The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follows: 1) The researcher observed the teaching learning process in order to know the implementation of using clustering technique towards students' writing skill in

descriptive text. 2) The researcher observed the groups' activity in discussing to write descriptive text. 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

The analyses of the observations were as follow:

Table 4.2

Students' scheme for student

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concern toward teacher's explanation on descriptive text.		√				4
2.	The students are enthusiastic in responding teacher's question.				√		3
3.	The students concern in group work		√				4
4.	The students ask question to the teacher to clarify understanding			√			4
5.	The students work together in a group to solve the problem					√	5
6.	The students work communication during in group work.			√		√	5
7.	The students actively express their ideas in discussion.						5
8.	The students are able to appreciate other students' idea.						2
Total							28
Percentage							70%
Category							Good

The criteria were as follow:

1: very low = 20%-36%   4: good = 69%-84%

2: low = 37%-52%   5: very good = 85%-100%

3: enough = 53%-68%

$$Score = \frac{Total\ Score \times 100\%}{Maximum\ Score}$$

$$Score = \frac{28 \times 100\%}{50} = 70\%$$

From the result above, it was clear that the average of students' test result of the first cycle was 70%, it was good. There was enhancement comparing to the pre-cycle. But the students still had difficulty to have a good content organization from the organization of language features. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

Table 4.3

Observation scheme for teacher

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	Explaining the objectives and motivation: a. Explaining all the objectives of the study					√	5
	b. Motivating students to have an interest to write in English					√	5
2.	Capable in managing and organizing the class into groups of study				√		3
3.	Helping the groups in doing task: Guiding the process of discussion in solving the problems.					√	5
4.	Presentation: a. Guiding students in presenting the discussion result in a presentation.					√	5
	b. Giving chance for students to respond and ask.					√	5
5.	Giving an understanding and stimulus: a. Giving students chance to ask and answer a question					√	5
	b. Guiding students in making a conclusion.					√	5
6.	Group and individual evaluation: a. Doing group evaluation				√		3
	b. Doing individual evaluation				√		3
Total							45
Percentage							90%
Category							Very good

The criteria were as follow:

1: very low = 20%-36%   4: good = 69%-84%

2: low = 37%-52%   5: very good = 85%-100%

3: enough = 53%-68%

It was resulted that teacher's performance in teaching writing was 90%. This can be concluded that by using clustering technique in writing, teacher can manage the class well. Teacher gave the materials in fun way, and teacher seemed good confident in teaching writing using this technique.

Based on the result, it can be said that the use of clustering technique showed good performance in teaching writing. Based on the result, it can be said that the use of clustering technique four teacher showed good performance in teaching writing

d. Reflecting: Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow: 1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students' activeness during clustering technique. 2) The media used should be changed to engage students' enthusiasm in learning descriptive text and they are actively involved during learning process. 3) Teacher was doing grroup evaluation. 4) When the activity in progress, the researcher found some students were passive in group. They were not fully

joining in the group. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to join in group work activity. It can be done by calling their name and approached them, and asked their problems related to the theme that may influenced to their activeness.

After the whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

Table 4.4

The test score of cycle I test

No.	Student	Score
1	A-1	75
2	A-2	75
3	A-3	62
4	A-4	75
5	A-5	62
6	A-6	65
7	A-7	62
8	A-8	68
9	A-9	75
10	A-10	62
11	A-11	68
12	A-12	70

13	A-13	70
14	A-14	75
15	A-15	62
16	A-16	68
17	A-17	65
18	A-18	68
19	A-19	70
20	A-20	62
21	A-21	75
22	A-22	75
23	A-23	65
24	A-24	75
25	A-25	65
26	A-26	62
27	A-27	65
28	A-28	62
29	A-29	70
30	A-30	70
31	A-31	65
32	A-32	65
Total		2173
Average		67.9

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

Mean of students' score = $\dfrac{Total\ score}{Number\ of\ students}$

Mean of students' score = $\dfrac{2173}{32}$

$= 67.9$

The analysis above shows that the score mean of students' writing result of the first cycle is 67.9 It means that the students' writing value is enough. The result of the second cycle is better than the previous one. There is improvement for the tudents' skill although it is step by step.

a. Planning: 1) The researcher arranged the lesson plan based on the teaching material 2) The researcher prepared the teaching aid 3) The researcher prepared the sheets of observation 3) The researcher prepared the sheets of observation.

b. Acting: In this step what had been planed in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planed by the writer. The activities in teaching learning process are: The teacher explained about the material, although it had been explained on the day before. 1) Teacher asked the students about their problems on the previous

lesson. 2)Teacher explained the problem. 3) Teacher asked students to explain the similarities of picture. 4) Teacher wrote down the answer on the whiteboard. 5) Teacher gave some vocabularies that related to the topic. 6) Teacher asked students to work in groups of four to share their answers from their previous pairs. 7) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others respond it. 8) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others respond it. 9) Teacher asked some of them some questions related to their work that had been read. 10) Teacher gave a chance to students to ask the difficult materials and provided feed back the material

c. Observation: The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follows: 1) The researcher observed the teaching learning process in order to know the implementation of using 'clustering technique' towards students' writing skill in descriptive text. 2) The researcher observed the groups' activity in discussing to write descriptive text. 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

The analyses of the observations were as follow:

Table 4.5

Observation scheme for students

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concern toward teacher's explanation on descriptive text.				√		4
2.	The students are enthusiastic in responding teacher's question.				√		4
3.	The students concern in group work					√	5
4.	The students ask question to the teacher to clarify understanding					√	5
5.	The students work together in a group to solve the problem				√		4
6.	The students work communication during in group work.				√		4
7.	The students actively express their ideas in discussion.				√		4
8.	The students are able to appreciate other students' idea.				√		4
Total							32
Percentage							85**%**
Category							Good

The criteria were as follow:

1: very low = 20%-36%   4: good = 69%-84%

2: low = 37%-52%   5: very good = 85%-100%

3: enough = 53%-68%

It was resulted that teacher's performance in teaching writing was 85% or 15% increased from cycle 1 (see appendix 8). It

showed that, the use of clustering technique as an alternative way in improving students' writing skill in descriptive text was very effective.

Table 4.6

Observation scheme for students

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	Explaining the objectives and motivation:					√	5
	a. Explaining all the objectives of the study					√	5
	b. Motivating students to have an interest to write in English				√		4
2.	Capable in managing and organizing the class into groups of study						
	Helping the groups in doing task:					√	5
3.	Guiding the process of discussion in solving the problems.						
	Presentation:					√	5
4.	a. Guiding students in presenting the discussion result in a presentation.					√	5
	b. Giving chance for students to respond and ask.						
	Giving an understanding and stimulus:						
5.	a. Giving students chance to ask and answer a question					√	5
	b. Guiding students in making a conclusion.					√	5
	Group and individual evaluation:						
6.	a. Doing group evaluation				√		4
	b. Doing individual evaluation				√		4

Total	47
Percentage	94%
Category	Very good

The criteria were as follow:

1: very low = 20%-36%   4: good = 69%-84%

2: low = 37%-52%   5: very good = 85%-100%

3: enough = 53%-68%

It was resulted that teacher's performance in teaching writing was 94% or 4% increased from cycle 1.This can be concluded that by using clustering technique in teaching writing, teacher can manage the class well.

d. Reflecting: 1) The teaching that had been done by the teacher maximum well. The teacher motivated the students before she showed the information table in front of them. The teacher was more creative in showing the media. And the class was more conducive, since students were fully concentrated to concern in group work.

2) The students' activity in learning process was maximum well. They were more interesting in grouping, because it would help them in creating their writing. 3) There were many students enthusiast in the teaching-learning process, because the teacher more paid attention and gave motivation to the students that had difficulties in transferring their idea. 4) Teacher had provided enough time; this can be shown that most of groups can present their answer in front

of the class. There was still provided a time to evaluate the activity that had just been done deeply.In this cycle, the teacher implemented clustering technique as previous cycle. After the students finishing their writing, they collected it to the teacher. Then the researcher assessed their writing result. And the result was:

Table 4.7

The test score of cycle II test

No.	Name	Cycle 2
1	A-1	85
2	A-2	85
3	A-3	72
4	A-4	80
5	A-5	72
6	A-6	72
7	A-7	78
8	A-8	78
9	A-9	85
10	A-10	72
11	A-11	78
12	A-12	80
13	A-13	80
14	A-14	80
15	A-15	78

16	A-16	78
17	A-17	75
18	A-18	78
19	A-19	80
20	A-20	72
21	A-21	80
22	A-22	85
23	A-23	75
24	A-24	75
25	A-25	75
26	A-26	78
27	A-27	72
28	A-28	72
29	A-29	80
30	A-30	80
31	A-31	72
32	A-32	72
Total		2474
Average		77.3

$$X = \dfrac{\sum x}{N}$$

$$= \dfrac{2474}{32}$$

$$= 77.3$$

The result of the cycle II test was 77.3. The cycle II compared with the pre cycle test and cycle I, there were differences on the score average. The score of cycle II test had improved; it means that the use of clustering technique helps students in writing descriptive text.

The mean of students' writing result was 77.3. It means that the students' value is good. The mean of the students' writing score is also better than the previous one. The researcher feels that using clustering technique to improve students' writing skill that included the parts, qualities, and characteristics of the objects is successful. The students' use of the target language increased as well as their skill to write. And also, clustering technique contributes for them to write a descriptive text.

B. Research Analysis

After the researcher implemented the use of clustering technique in enhancing students' activeness and in teaching writing descriptive text, the researcher got the data, it was analyzed of first cycle and second cycle, and the researcher got the result of Classroom Action Research.

The first cycle was about teaching and learning process and the assessment test.The descriptive about "Fatin Sidqia" In this cycle the teaching and learning process was begun. The problem faced by the researcher in the first cycle were the male students who sat in the backside of the class liked to talk with their group's members, bored, and felt sleepy, although most of group were active. To solve this problem, the teacher gave more attention to the students who sat in the backside of the class, and sometimes the teacher walked around to check every student's involvement. Teacher must motivate, provoke, support and respond to the problems faced by students during learning process.

In discussion phase, the students were not enthusiastic in writing descriptive. So, the sentence not correct in grammar. In the individual task, students felt confused to arrange the sentence. They had difficulty to have good organization of content.

The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the materials and task were different from the second cycle.

Based on the result of second cycle, it could be concluded that many students joined the class enthusiastically. The students were not only enthusiastic in writing descriptive text given in their clustering technique , but also students could communicatively respond to other group's arguments.

The researcher concluded that the problems have been solving used clustering technique to enhance students' activeness and writing skill. Using clustering technique gave easier for the students to write especially descriptive text because the students were not confused to think the idea when write descriptive text. Keep writing until either time is up or all thoughts are exhausted.[3]

The students also could work in group actively and discuss with their friends communicatively.

The result of the test from the pre cycle test to cycle II test can be seen briefly as follow:

Table 4.8

The Whole Score of Students' Writing Result

No.	Name	Score Pre cycle	Cycle 1	Cycle 2
1	A-1	60	75	85
2	A-2	60	75	85

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[3] Kurtis S. Meredith, Jeannie L. Steele, *Classroom of Wonder and Wisdom,* (United States of Amerika: Corwin, 2011), p.69

3	A-3	50	62	72
4	A-4	42	75	80
5	A-5	50	62	72
6	A-6	55	65	72
7	A-7	48	62	78
8	A-8	58	68	78
9	A-9	60	75	85
10	A-10	50	62	72
11	A-11	58	68	78
12	A-12	55	70	80
13	A-13	55	70	80
14	A-14	42	75	80
15	A-15	48	62	78
16	A-16	58	68	78
17	A-17	50	65	75
18	A-18	58	68	78
19	A-19	55	70	80
20	A-20	48	62	72
21	A-21	42	75	80
22	A-22	60	75	85
23	A-23	50	65	75
24	A-24	50	75	75
25	A-25	40	65	75

26	A-26	48	62	78
27	A-27	55	65	72
28	A-28	50	62	72
29	A-29	55	70	80
30	A-30	55	70	80
31	A-31	55	65	72
32	A-32	55	65	72
Total		1675	2173	2474
Average		52.3	67.9	77.3

From the table above, the use of clustering technique can improve students' writing skill in descriptive text. So, this classroom action research of the implementation of clustering technique successful. It can be seen from the result in each cycle. The improvement of students' achievement in writing descriptive text can be seen thought the diagram as follow:
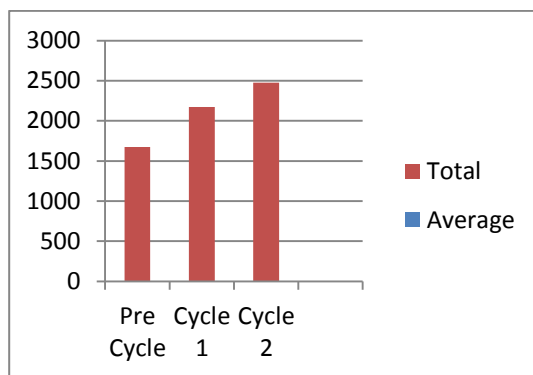
From the diagram above, the research conclude that there is an improvement on students' writing skill in descriptive text using clustering technique. Pre-cycle shows that students' average is 52.3, it means that students' writing skill is low because minimum passing score (KKM) is 65. In cycle I showed that there was improvement up to 67.9. From the cycle II the students' average increased became 77.3, it means that there was improvement in every cycle after using clustering technique was so effective in improving students' writing skill. The clustering technique can improve students' writing skill in descriptive text because writing is difficult and needs long time to think it.

This can be concluded that, students or class need some alternative technique in creating a supportive environment in teaching learning process. Teacher can improve his/her teaching by enriching the technique, strategy, or having some alternative ways. And it can be said that the use of clustering technique is effective in improving students' writing skill, and for the teacher on the other side, she could show very good performance in teaching writing. Since by the teachers' technique in her teaching affecting students' learning automatically, so teacher should be creative in searching for the best technique to overcome it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The attempt to improve students' writing skill in descriptive text using the clustering technique that had been done in two cycles in the research entitled "The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text" (An Action Research at X IBB1 Grade of Man Cilacap in Academic Year 2015/ 2016) had result some conclusions as follows:

1. The implementation of clustering technique in teaching writing decriptive text. First, the teacher mentioned the topic about person or place to be described. Then teacher started to draw a circle as a main circle and write a title based on the topic inside the circle. Then teacher asked students to mention what they know about physical characteristic about the person. Teacher asked students to draw circles around the main circle and write each idea that they have mentioned inside each circle. Then students used the lines to connect the ideas to the main topic. Students continue by writing more ideas that related to the new ideas and connect them or makes more branches. After the ideas have been collected, then the students developed into the paragraph. In the process of learning, students were encouraged to discuss the classical to discuss issues unclear or poorly understood to end the teacher learning together with students studying material conclusion.

2. The Use of Clustering Technique to Improve Students' Writing Skill in Descriptive Text". The skill in writing descriptive text improved after being taught by using clustering technique. They can write easily without consuming more time because they can work together and help each others. They are able to describe whole of parts, qualities, and characteristics of objects that was given by the teacher. It is shown by the score of pre cycle test, cycle I and cycle II. In the pre cycle, subject found the total score of students' writing result was , 1675 its mean 52.3. It means that the value of students' writing result was low. In the first cycle found the total score of students' writing result was 2173, its mean was . 67.9.It means that the value of students' writing result was enough. In the second cycle found the total score of students' writing result was 2472, its mean was 77.3. It means that the value of students' writing result was good.

Table 5.1

The improvement of students' writing skill in descriptive text

	Pre Cycle	Cycle I	Cycle II
Average	52.3	67.9	77.3

B. Suggestions

This study is useful for English teachers to improve students' writing skill in descriptive text. There are many technique, strategy to be used in teaching learning clustering technique is one of an alternative technique of teaching writing. Having finished conducting this research, the researcher considers some suggestions in order to improve writing skill in descriptive text, especially for the teacher, the students, and

the reader. The researcher's suggestions are as follow:

1. For the teacher

The use of clustering technique in writing descriptive text is an interesting way because it can attract the student's interest and motivation. Therefore, teachers have to be able to develop creativity such clustering technique in order to arouse student's motivation during the lesson. And also teachers should be creative on using media, strategy, technique as teaching tools to make their students enjoy and fun in learning English.

2. For the students

Studying writing by using clustering technique makes the students easy and fast to catch the lesson. Also, students should be interest in English study.

3. For the next researchers

Because of limited of time, so it is better to the other researcher to continue this research in order to get more accurate data, and can create the suitable activity in teaching writing by using clustering technique. The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research. And the researcher hopes that this research would be better.

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APPENDIXES

Appendix 1

Schedule of Classroom Action Research

Subject   **: English**

Grade/Semester   **: X IBB1**

School   **: MAN Cilacap**

Year   **: 2015/2016**

No	Steps	Date	Time	Activity
	Pre Cycle Test	September11[st], 2015	1X45 minutes	a. The writer introduced herself to students of XIBB1 b. Giving a pre cycle test c. Evaluating and reflecting
2	Cycle I	September 14[th], 2015	2x45 minutes	a. Teacher explained about the objectives of the study(the use of clustering technique in teaching descriptive writing) b. Group forming c. Creating a escriptive text.

				d. Presenting the result. e. Teacher gave a cycle I test f. Evaluating and reflecting.
3	Cycle II	September 21th, 2015	2x45 minutes	a. Teacher explained about the objectives of the study (the materials) b. Group forming c. Creating a descriptive text. d. Presenting the result. e. Teacher gave a cycle II test.

Appendix 2

STUDENT LIST

No.	Name	Sex	Numb. Of student	Student Code
1	Alfina Nuriah A.J	F	1	A-1
2	Alifatul	F	2	A-2
3	Annisa Lutfi Anggraeni	F	3	A-3
4	Bayu Safura	M	4	A-4
5	Bening Indi L.F	F	5	A-5
6	Dewi Fatimah	F	6	
7	Dina Agus	F	8	
8	Elisa Setyawati	F	9	
9	Fatimatuzzahro	F	10	
10	Fertika Eliza	F	11	
11	Fiana Wiji.N	F	12	
12	Fitri Aniza	F	13	
13	Hana Faoziah Roni	F	14	
14	Hamdan B.Aji	M	15	
15	Isnaeni Yuni Lestari	F	16	
16	Kartika	F	17	
17	K. Sobri	M	18	
18	Khofifah Indah	F	19	
19	Kurnia Dwi.N	F	20	

20	Lulu Ulmuwadah	F	21	
21	Mahfud Homsin	M	22	
22	Mei Lestari	F	23	
23	M. Syafiil Anam	M	24	
24	M. David Nugroho	M	25	
25	Pandu Bagas	M	26	
26	Sheilla angel	F	27	
27	Siska Laeliyah	F	28	
28	Siti Rahmaningsih	F	29	
29	Siti Zaenab Lutfiani	F	30	
30	Sukma Safitri	F	31	
31	Ulin Nikmah	F	32	
32	Wilda Maulida Fitri	F	33	

Appendix 3

Lesson Planning Cycle 1

School   : MAN Cilacap

Class/Semester   : X IBB1/ MAN Cilacap

Subject   : English

Meeting   : 1st

Skill focus   : Writing

Material   : Descriptive Text

Time allocation   : 2x45 Minutes

A. Core Competence

1. Comprehend and apply religion precept.

2. Develop behaviour (honest, responsible, care, good, manner, eco friendly, mutual assistance, cooperation, responsive, proactive) and show behaviour as part of nation problem solvers in the effective interaction toward social environment and nature as nation in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the shcolarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to the phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem.

4. Process, figure, and show in the concrete and abstract domain related to the develoment of learning in school indeendently, and able to use scientific method.

B. Basic Competence and indicators

1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.

1.1.1 Show enthusiasm in learning english in class.

1.1.2 Show good act in act in learning descriptive text.

2.3 Show cooperative in doing functional communication.

2.3.1 Show good attitude and not plagiarizing in writing descriptive text.

2.3.2 Respond to the subject matter at issue presented by descriptive text.

3.7 Analyze the social function, generic stucture, language features of simple descriptive text.

3.7.1 Explain the social function of descriptive text.

3.7.2 Identify the structure of the descriptive text about people, tourist destinations, historic building and famous, according to the context of its use.

3.7.3 Explain the language features of descriptive text

4.8 Grasp the reality in the text of a oral descriptive and simple write**.**

4.8.1 Arrange. the descriptive text.

4.8.2 Mention the adjective in descriptive text.

C. **Learning Aim**

By the end of the lesson throught clustering technique, students will have been grateful to God, students will have been able to arrange the generic structure and language feature of descriptive text well.

D. **Teaching Material**

Descriptive Text

Descriptive text is is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

a. Generic structure of descriptive text

1. Identification:

is a part of paragraph which introduces or identifies the character.

2. Description:

is a part of paragraph which describes the character.

b. Language feature of descriptive text

1. Focus on specific participant.

2. The use of present tense.

Ex: walk, run, etc

3. The use of adjective that describing, numbering, and classifying.

Ex: tall, eyebrow, pointed nose, friendly, short, blonde hair, smart, skinny, calm, round face, kind, etc.

Example of Descriptive Text:

```
     ( Profession )              ( Born )

               ( Raditya Dika )

     ( Family )         ( Personality )
```
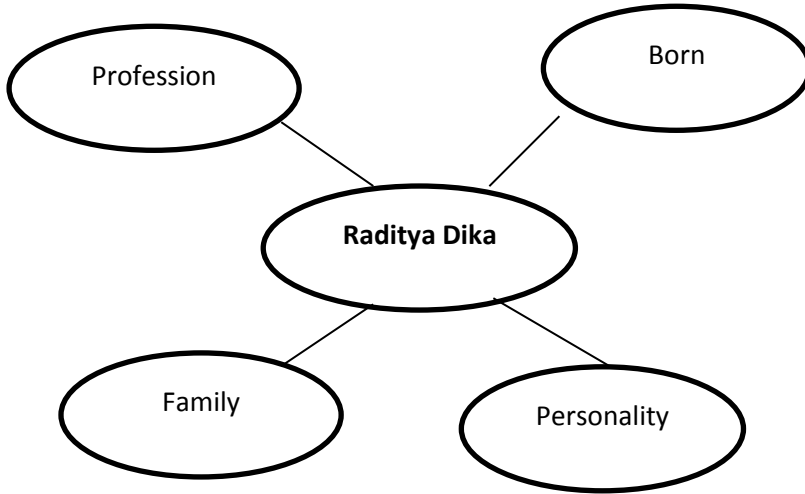
People : Raditya Dika

Raditya Dika was born on Desember 28 1984. He is a writer, Comedian, and an actor. He is one of success people in indonesia, He has 6 million people as his followers in social media (twitter). He also write some books that all of it are best seller, He is an actor in Kambing Jantan Movie, Cinta Brontosaurus, Manusia Setengah Salmon, and Serial Malam Minggu Miko.

He is an easy going man. He has short black hair, His eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

He has three sister and one little brother named Edgar. He always bullying Edgar and get a funny story from that. He also play in Stand Up Comedy that's a serial comedy in TV.

E. Learning Technique

a. Three-phase Technique (Pre activities, main activities, post activities)
b. Clustering texhnique

F. Learning Activities

Activity	DESCRIPTION	Time Allotment
Pre activity	- Teacher enters the class and greets students by saying "good morning students"/ "how are you today"/"nice to meet you". - Teacher asks students pray together. - Teacher check student attendance. - Teacher says to the students: "All of my dear students today we will study about descriptive text."	5 Minutes
Main activity	***Observing*** - Teacher show the picture. (Task 1) - Teacher ask student to explain the picture.	10 minutes

| | | • Teacher explains to the students the utterance that has been spoken by the one of the students is kind of descriptive text.

• Teacher explains the material about descriptive text in front of class.

• Teacher explains what clustering technique is and the implementation clustering technique.

• Teacher show the different picture.

• Teacher ask student to explain the differences of the picture. (Task 2) | 5 minutes |
| | | *Questioning*

• Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material, and linguistic elements

Experimenting | 7 minutes |

	• Teacher gives exercise to every group. (Task 3) • Teacher devides the students into some groups. • Teacher gives a paper for each of groups • Teacher asks student to discuss the exercise • Teacher asks students to write down discussing results in a paper	10 minutes
	__Associating__ Students do the exercise task 3 that has been given by the teacher.	5 minutes
Post activity	*__Communicating__* Teacher asks to every group to present the answer in front of the class.	3 minutes
	• Teacher review the material that has been taught • Teacher gives support for students to study hard	

	• Teacher closes the lesson	

G. Media

1. Paper
2. White board

H. Sources of Material

1. Widyati, Utami, Zuliati Rohmah, Furaidah. 2014. *Buku Guru Bahasa Inggris*. Jakarta: Balitbang

2. Widyati, Utami, Zuliati Rohmah, Furaidah. 2014. *Bahasa Inggris*. Jakarta: Balitbang

I. Assessment

1. Form   : Written Test
2. Technique   : Students Write Someone on picture
3. Scoring Guidance : Content + Grammatical + Organization + Vocabulary + Mechanic.

Elements of writing	Score
1. The organization	20%
2. The content	30%
3. Grammar	25%

4. Mechanic	5%	
5. Vocabulary	20%	
Total of score	100%	

Item Analysis	Score	Criteria
Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, topic is stated, leads to body.
	17-15	Good to Adequate: Adequate title, introduction, and conclusion.
		Adequate to Fair: Mediocre or scant introduction or conclusion.
	14-12	Unacceptable: shaky or minimally recognizable introduction
	11-6	Not college-level work: Absence of Introduction or conclusion.
	5-1	
Content	30-27	Excellent to Good: Essay addresses the assigned topic.
	26-22	Good to Adequate: Essay addresses the issues but misses some points.
		Adequate to Fair: Development of

	21-17	ideas not complete or essay is somewhat off the topic.
		Unacceptable: Ideas incomplete.
	16-13	Not college-level work: Essay is
	12-10	completely inadequate and does not reflect college-level work.
Grammar/ Language Use	25-22	Excellent to Good: native-like fluency in English grammar.
	21-18	Good to Adequate: Advanced proficiency in English grammar.
	17-11	Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication.
	10-5	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas.
	4-1	Not college-level work: Severe grammar problems interfere greatly with the message .
Mechanics	5	Excellent to Good: Correct use of

		English
		writing conventions.
	4	Good to Adequate: some problems with
		writing conventions or punctuation.
	3	Adequate to Fair: Uses general writing
		conventions but has errors.
	2	Unacceptable: Serious problems with format
	1	of paper.
		Not college-level work: complete disregard
		for English writing convention.
Vocabulary	20-18	Excellent to Good: Precise vocabulary usage;
		use of parallel structures; concise;
	17-15	register good.
		Good to Adequate: Attempts variety; good
	14-12	vocabulary; not wordy; register OK; style
	11-6	fairly concise.
		Adequate to Fair: Some vocabulary

		misused;
	5-1	lacks awareness of register; may be too
		wordy.
		Unacceptable: Poor expression of ideas;
		problems in vocabulary; lacks variety of
		structure.
		Not college-level work: inappropriate use of
		vocabulary; no concept of register or sentence
		variety.
Total of score	1 – 100	

Cilacap, September 14, 2015

English Teacher

Isro Idiana, S.Pd
NIP. 19790614 200701 2023

The Researcher

Naruk Maningrum
NIM. 113411090

Appendix 4

Lesson Planning Cycle II

School   : MAN Cilacap

Class/Semester : X IBB1/ MAN Cilacap

Subject   : English

Meeting   : 2nd

Skill focus   : Writing

Material   : Descriptive Text

Time allocation : 2x45 Minutes

A. Core Competence

1. Comprehend and apply religion precept.

2. Develop behaviour (honest, responsible, care, good, manner, eco friendly, mutual assistance, cooperation, responsive, proactive) and show behaviour as part of nation problem solvers in the effective interaction toward social environment and nature as nation in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the shcolarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to the phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem.

4. Process, figure, and show in the concrete and abstract domain related to the develoment of learning in school indeendently, and able to use scientific method.

B. Basic Competence and indicators

1.2 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.

    1.2.1 Show enthusiasm in learning english in class.

    1.2.2 Show good act in act in learning descriptive text.

2.3 Show cooperative in doing functional communication.

    2.3.1 Show good attitude and not plagiarizing in writing descriptive text.

    2.3.2 Respond to the subject matter at issue presented by descriptive text.

3.7 Analyze the social function, generic stucture, language features of simple descriptive text.

    3.7.1 Explain the social function of descriptive text.

    3.7.2 Identify the structure of the descriptive text about people, tourist destinations, historic building and famous, according to the context of its use.

    3.7.3 Explain the language features of descriptive text

4.8 Grasp the reality in the text of a oral descriptive and simple write**.**

    4.8.1 Arrange. the descriptive text.

    4.8.2 Mention the adjective in descriptive text.

C. Learning Aim

By the end of the lesson throught clustering technique, students will have been grateful to God, students will have been able to arrange the generic structure and language feature of descriptive text well.

D. Teaching Material

Descriptive Text

Descriptive text is is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

c. Generic structure of descriptive text

   3. Identification:

      is a part of paragraph which introduces or identifies the character.

   4. Description:

      is a part of paragraph which describes the character.

d. Language feature of descriptive text

   4. Focus on specific participant.

   5. The use of present tense.

      Ex: visit, eat, go, etc

   6. The use of adjective that describing, numbering, and classifying.

      Ex: two strong legs, large black stones, etc.

Example of Descriptive Text:

Food

Located

Part of the city

Jakarta City

Kota

Function

Glodog
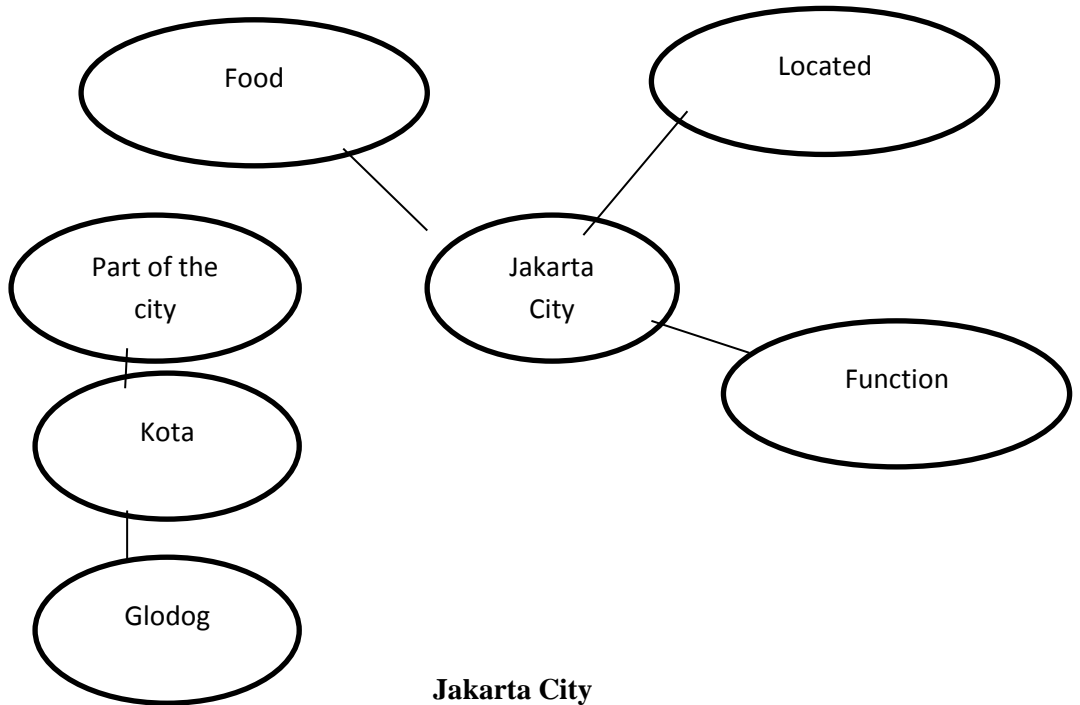
Jakarta City

Jakarta is the capital city of Indonesia. Jakarta centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative, economy, cultural activities. Jakarta is a major commercial and transportation hub within Asia with a population of about 9 million. Jakarta has many more population. Kota is oldest commercial area. Kota

located south of the Sunda Kelapa harbour. Glodok in the south of Kota is a banking, retail and residential neighborhood with a largest population. Merdeka Square with Monas (The National Monument) dominates the city's central district. Istana Merdeka is the presidential palace. Jakarta traditional food is Kerak Telor, Soto Betawi, Ape Cake, Gado-Gado, and Nasi Uduk.

E. Method

c. Three-phase Technique (Pre activities, main activities, post activities)
d. Clustering technique.

F. Learning Activities

Activity	DESCRIPTION	Time Allotment
Pre activity	- Teacher enters the class and greets students by saying "good morning students"/ "how are you today"/"nice to meet you". - Teacher asks students pray together. - Teacher check student attendance. - Teacher says to the students: "All of my dear students today we will study	5 Minutes

	about descriptive text.	
Main activity	***Observing*** • Teacher show the different picture. (Task 4) • Teacher ask student to explain the difference of the picture. • Teacher explains to the students the utterance that has been spoken by the one of the students is kind of descriptive text. • Teacher explains the material about descriptive text in front of class. • Teacher explains what clustering technique is and the implementation clustering technique. • Teacher asks to the students to read the passage. ***Questioning*** • Teacher gives chance to students to ask questions and students giving feedback about the	10 minutes 5 minutes

		material or materials on the social function, the phrase associated with the material, and linguistic elements	7 minutes
		Experimenting	
		• Teacher gives exercise to every group. (Task 5) • Teacher devides the students into some groups. • Teacher gives a paper for each of groups • Teacher asks student to discuss the exercise • Teacher asks students to write down discussing results in a paper	10 minutes
		Associating	
		• Students do the exercise taks 5 that has been given by the teacher.	5 minutes
		Communicating	
		• Teacher asks to every group to present the answer in front of the	

	class.	
Post activity	• Teacher review the material that has been taught • Teacher gives support for students to study hard • Teacher closes the lesson	3 Minutes

G. Media

3. Paper
4. White board

H. Sources of Material

3. Widyati, Utami, Zuliati Rohmah, Furaidah. 2014. *Buku Guru Bahasa Inggris*. Jakarta: Balitbang
4. Widyati, Utami, Zuliati Rohmah, Furaidah. 2014. *Bahasa Inggris*. Jakarta: Balitbang

I. **Assessment**

4. Form   : Written Test
5. Technique : Students Write Someone on picture
6. Scoring Guidance : Content + Grammatical + Organization + Vocabulary + Mechanic.

Elements of writing	Score

1. The organization	20%
2. The content	30%
3. Grammar	25%
4. Mechanic	5%
5. Vocabulary	20%
Total of score	100%

Item Analysis	Score	Criteria
Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, topic is stated, leads to body.
	17-15	Good to Adequate: Adequate title, introduction, and conclusion.
	14-12	Adequate to Fair: Mediocre or scant introduction or conclusion.
	11-6	Unacceptable: shaky or minimally recognizable introduction
		Not college-level work:

	5-1	Absence of Introduction or conclusion.
Content	30-27	Excellent to Good: Essay addresses the assigned topic.
	26-22	Good to Adequate: Essay addresses the issues but misses some points.
	21-17	Adequate to Fair: Development of ideas not complete or essay is somewhat off the topic.
	16-13	Unacceptable: Ideas incomplete.
	12-10	Not college-level work: Essay is completely inadequate and does not reflect college-level work.
Grammar/ Language Use	25-22	Excellent to Good: native-like fluency in English grammar.
	21-18	Good to Adequate: Advanced proficiency in

		English grammar.
	17-11	Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication.
	10-5	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas.
	4-1	Not college-level work: Severe grammar problems interfere greatly with the message .
Mechanics	5	Excellent to Good: Correct use of English writing conventions.
	4	Good to Adequate: some problems with writing conventions or punctuation.
	3	Adequate to Fair: Uses general writing

		conventions but has errors.
	2	Unacceptable: Serious problems with format of paper.
	1	Not college-level work: complete disregard for English writing convention.
Vocabulary	20-18	Excellent to Good: Precise vocabulary usage; use of parallel structures;concise; register good.
	17-15	Good to Adequate: Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Adequate to Fair: Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	Unacceptable: Poor expression of ideas; problems in vocabulary; lacks variety of structure.

	5-1	Not college-level work: inappropriate use of vocabulary; no concept of register or sentence variety.
Total of score	1 – 100	

Cilacap, September 21st 2015

English Teacher

Isro Idiana, S.Pd

NIP. 19790614 200701 2023

The Researcher

Naruk Maningrum

NIM. 113411090

1

Appendix 5

OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :
Class/Semester   : X IPS1/1
Number of students : 19
Lesson   : English
Material   : Descriptive Text
Date   . 14 Sep 2015
Cycle   : Cycle I

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concerned toward teacher's explanation on descriptive text.			✓			3
2.	The students are enthusiastic in responding teacher's questions.		✓				2
3.	The students concern in group work		✓				2
4.	The students ask question to the teacher to clarify understanding				✓		4
5.	The students work together in a group to solve the problem	✓					1
6.	The students work communication during in group work.		✓				2
7.	The students actively express their ideas in discussion.	✓					1
8.	The students are able to appreciate other students' idea.			✓			3
				Total			18
				Percentage			45%
				Category			Low

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

Student

khofijah

OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :
Class/Semester   : X ~~IPS 1~~ IPA 1/1
Number of students   : 032
Lesson   : English
Material   : Descriptive Text
Date   : 14 September 2015
Cycle   : Cycle II

No.	Indicator	Percentage 1	2	3	4	5	Score
1.	The students are concerned toward teacher's explanation or descriptive text.				✓		4
2.	The students are enthusiastic in responding teacher's questions.				✓		4
3.	The students concern in group work					✓	5
4.	The students ask question to the teacher to clarify understanding			✓			3
5.	The students work together in a group to solve the problem					✓	5
6.	The students work communication during in group work.					✓	5
7.	The students actively express their ideas in discussion.				✓		4
8.	The students are able to appreciate other students' idea.				✓		4
				Total			34
				Percentage			87
				Category			very good

The criteria were as follow:

1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%

4: good = 69%-84%
5: very good = 85%-100%

Student

Uun nimah

OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :

Class/Semester   : X IBB 1 / I

Number of students : 27

Lesson   : English

Material   : Descriptive Text

Date   :

Cycle   : Cycle I

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concerned toward teacher's explanation on descriptive text.	✓					1
2.	The students are enthusiastic in responding teacher's questions.				✓		4
3.	The students concern in group work .		✓				2
4.	The students ask question to the teacher to clarify understanding			✓			3
5.	The students work together in a group to solve the problem				✓		4
6.	The students work communication during in group work.			✓			3
7.	The students actively express their ideas in discussion.					✓	4
8.	The students are able to appreciate other students' idea.					✓	4
					Total		25
					Percentage		62,5 %
					Category		enough

The criteria were as follow:

1: very low = 20%-36%

2: low = 37%-52%

3: enough = 53%-68%

4: good = 69%-84%

5: very good = 85%-100%

Student

Sheiva angel

Appendix 6

OBSERVATION SCHEME FOR TEACHER

School : MAN Cilacap
Researcher : Nanik Maningrum
Teacher : Isro Idiana, S.Pd
Date : September 14, 2015
Cycle : Cycle I

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	Explaining the objectives and motivation:						
	a. Explaining all the objectives of the study				✓		5
	b. Motivating students to have an interest to write inEnglish				✓		5
2.	Capable in managing and organizing the class intogroups of study			✓			3
3.	Helping the groups in doing task: Guiding the processof discussion in solving the problems.				✓		5
4.	Presentation:						
	a. Guiding students in presenting the discussion resultin a presentation.				✓		5
	b. Giving chance for students to respond and ask.				✓		5
5.	Giving an understanding and stimulus:						
	a. Giving students chance to ask and answer a question				✓		5
	b. Guiding students in making a conclusion.				✓		5
6.	Group and individual evaluation:						
	a. Doing group evaluation			✓			3
	b. Doing individual evaluation			✓			3
	Total						45
	Percentage						90%
	Category						very good

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

English teacher

Isro Idiana S.Pd

Appendix 7

OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :
Class/Semester   : X IBB 1/1
Number of students   : 033
Lesson   : English
Material   : Descriptive Text
Date   : 21 September 2015
Cycle   : Cycle II

No.	Indicator	Percentage 1	2	3	4	5	Score
1.	The students are concerned toward teacher's explanation on descriptive text.				✓		4
2.	The students are enthusiastic in responding teacher's questions.					✓	5
3.	The students concern in group work					✓	5
4.	The students ask question to the teacher to clarify understanding					✓	5
5.	The students work together in a group to solve the problem				✓		4
6.	The students work communication during in group work.				✓		4
7.	The students actively express their ideas in discussion.					✓	5
8.	The students are able to appreciate other students idea.			✓			3
					Total		35
					Percentage		87.5%
					Category		very good

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

Student

Wilda Maulida F

OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :
Class/Semester   : X IBB 1/1
Number of students   : 032
Lesson   : English
Material   : Descriptive Text
Date   : 21, SEP, 2015
Cycle   : Cycle II

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concerned toward teacher's explanation on descriptive text.				✓		
2.	The students are enthusiastic in responding teacher's questions.					✓	
3.	The students concern in group work					✓	
4.	The students ask question to the teacher to clarify understanding					✓	
5.	The students work together in a group to solve the problem					✓	
6.	The students work communication during in group work.					✓	
7.	The students actively express their ideas in discussion.				✓		
8.	The students are able to appreciate other students' idea.					✓	
		Total					38
		Percentage					5%
		Category					very good

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

Student

Miia nimah
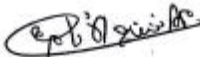
OBSERVATION SCHEME FOR STUDENTS

Teacher's name   :
Class/Semester   : X IBB 1/1
Number of students   : 24
Lesson   : English
Material   : Descriptive Text
Date   : 21 - 8 3-2015
Cycle   : Cycle II

No.	Indicator	Percentage					Score
		1	2	3	4	5	
1.	The students are concerned toward teacher's explanation on descriptive text.				√		4
2.	The students are enthusiastic in responding teacher's questions.			● √			4
3.	The students concern in group work					√	5
4.	The students ask question to the teacher to clarify understanding			● √			4
5.	The students work together in a group to solve the problem					√	5
6.	The students work communication during in group work.					√	5
7.	The students actively express their ideas in discussion.					√	5
8.	The students are able to appreciate other students' idea.				● √		5
	Total						37
	Percentage						92,5%
	Category						very good

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

Student

M. Syofirul Anam

Appendix 8

OBSERVATION SCHEME FOR TEACHER

School   : MAN Cilacap
Researcher : Nanik Maningrum
Teacher   : loro Idrana, S.Pd
Date   : September 21, 2016
Cycle   : Cycle II

No.	Indicator	1	2	3	4	5	Score
1.	Explaining the objectives and motivation:						
	a. Explaining all the objectives of the study					✓	5
	b. Motivating students to have an interest to write in English					✓	5
2.	Capable in managing and organizing the class into groups of study				✓		4
3.	Helping the groups in doing task: Guiding the process of discussion in solving the problems.					✓	5
4.	Presentation:						
	a. Guiding students in presenting the discussion result in a presentation.					✓	5
	b. Giving chance for students to respond and ask.					✓	5
5.	Giving an understanding and stimulus:						
	a. Giving students chance to ask and answer a question					✓	5
	b. Guiding students in making a conclusion.					✓	5
6.	Group and individual evaluation:						
	a. Doing group evaluation				✓		4
	b. Doing individual evaluation				✓		4
	Total						47
	Percentage						94%
	Category						very good

The criteria were as follow:
1: very low = 20%-36%
2: low = 37%-52%
3: enough = 53%-68%
4: good = 69%-84%
5: very good = 85%-100%

English teacher

loro Idrana S.Pd
NIP 19790614 200701 2023

Appendix 9

Name: 1. Siska Laeliyah
2. Lilin Ni'mah
3. Dewi Fatimah
4. Wilda Maulida Fitri
Class: X IBB I

5. Lulu Ul Mawadah

Pre Test: Task 1

Describe the picture below!

* MAUDY AYUNDA *

- She is beautiful girl
- She is a singer
- her hair very long
- she is a actres → actress
- She is a proficient the Guitar

55

Task 1

Describe the picture below!

Name : 1. Annisa Lutfi Anggraeni

2. Bening Indy Laeli Fauziah

3. Fertika Eliza

4. Siti Rahmaningsih

Class : X IBB 1

50

- She is beuttful white skin
- Maudy has black hair
  And she has body slim
- She is singing singer
- She is a beautiful.

Appendix 12

The Test Score

No.	Name	Score Pre cycle	Cycle 1	Cycle 2
1	Alfina Nuriah A.J	60	75	85
2	Alifatul	60	75	85
3	Annisa Lutfi Anggraeni	50	62	72
4	Bayu Safura	42	75	80
5	Bening Indi L.F	50	62	72
6	Dewi Fatimah	55	65	72
7	Dina Agus	48	62	78
8	Elisa Setyawati	58	68	78
9	Fatimatuzzahro	60	75	85
10	Fertika Eliza	50	62	72
11	Fiana Wiji.N	58	68	78
12	Fitri Aniza	55	70	80
13	Hana Faoziah Roni	55	70	80
14	Hamdan B.Aji	42	75	80
15	Isnaeni Yuni Lestari	48	62	78
16	Kartika	58	68	78
17	K. Sobri	50	65	75
18	Khofifah Indah	58	68	78
19	Kurnia Dwi.N	55	70	80
20	Lulu Ulmuwadah	48	62	72
21	Mahfud Homsin	42	75	80
22	Mei Lestari	60	75	85
23	M. Syafiil Anam	50	65	75
24	M. David Nugroho	50	75	75
25	Pandu Bagas	40	65	75
26	Sheilla angel	48	62	78
27	Siska Laeliyah	55	65	72
28	Siti Rahmaningsih	50	62	72
29	Siti Zaenab Lutfiani	55	70	80
30	Sukma Safitri	55	70	80
31	Ulin Nikmah	55	65	72
32	Wilda Maulida Fitri	55	65	72
Total		1675	2173	2474
Average		52,3	67,9	77,3

Appendix 13

Students' Activity in Teaching Learning Process

SURAT KETERANGAN
Nomor : Ma.11.03/TL.00/878 /2015

Menindaklanjuti surat Universtitas Islam Negeri Walisongo Fakultas Ilmu Tarbiyah dan Keguruan dengan nomor : In.06.3/D.I/TL.00/3915/2015 tanggal 7 September 2015 perihal Mohon Izin Riset, Kepala Madrasah Aliyah Negeri (MAN) Cilacap menerangkan dengan sebenarnya bahwa :

nama	: Nanik Maningrum
NIM	: 113411090
jurusan	: Ilmu Tarbiyah dan Keguruan

Telah melaksanakan riset untuk menyusun skripsi dengan Judul **"The Use of Clustering to improve students writing skills in descriptive text"** di MAN Cilacap yang telah dilaksanakan pada :

hari	: Rabu s.d Rabu
tanggal	: 9 s.d 30 September 2015
tempat	: Madrasah Aliyah Negeri (MAN) Cilacap

Surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Cilacap, 21 September 2015
Kepala,

Drs. H. Muhadin, M.Ag
NIP. 195906121991011002

Nomor : In.06.3/D.1/TL.00/3915/2015   Semarang, 7 September 2015
Lamp. : 1 (Satu) Proposal
Hal   : Mohon Izin Riset

A.n   : Nanik Maningrum
NIM   : 113411090

Yth.
Kepala MAN Cilacap
di Cilacap

Assalamu'alaikum wr. wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama   : Nanik Maningrum
NIM   : 113411090
Alamat   : Ds. Kalisabuk- Jalan Protokol Rt 02 Rw 02 kec. Kesugihan kab. Cilacap
Judul Skripsi : The Use of Clustering to improve students' writing skills in descriptive text
Pembimbing   : 1. Drs. Mahfud Junaedi, M.Ag
                2. Daviq Rizal, M.Ag

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 3 minggu, mulai tanggal 9 september 2015 sampai dengan tanggal 30 september 2015.

Wassalamu'alaikum wr. wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M.Pd.
NIP. 19680314 199503 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

CURRICULUM VITAE

Personal details:

Name : Nanik Maningrum

Place and Date of Birth : Cilacap, June 15th, 1992

Address : Kalisabuk- Kesugihan- Cilacap

Phone : 085647669339

Education Background:

Formal Education

1. SD Negeri Kalisabuk 02
2. SMP Negeri 02 Maos
3. MAN Cilacap
4. Education and Teacher Teaching Faculty Walisongo State Islamic University Semarang

Non-Formal Education

1. Pondok Pesantren Al Falah Kalisabuk Cilacap

Semarang, 18ᵗʰ November 2015

Nanik Maningrum

NIM: 113411090