

## **CHAPTER IV**

### **DESCRIPTION AND DATA ANALYSIS**

This chapter was on the implementation of clustering technique to improve students' descriptive text writing. It was conducted through classroom action research which consists of several activities and this chapter deals with the description of the data and data analysis of each cycle.

#### **A. Description of the Data**

##### **1. Pre cycle**

In pre cycle, the researcher began with dug some information such as the class, the technique, the problem, and students' name and score. The researcher did not conduct the class or observation. The researcher just collected the data from the teacher.

The researcher do simple interview with the teacher. The teacher recommended the researcher to conduct the research in class VIII C. The reason for choosing the class was caused the class has a problem. Based on the teacher's information that many students got difficulties in writing descriptive text that has been taught by the teacher. It was proven by students' score of descriptive text (see appendix 5) where 14 students got the score under minimum passing score that was 72. In this activity the teacher did not use the learning aids. The teacher just used the conventional method. The teacher explained the material

about descriptive text and then gave students test. The mean of the students' score of test as follow:

$$X = \frac{\Sigma f}{n}$$

$$\text{Mean} = \frac{\text{the sum of scores}}{\text{the number of students}}$$

$$\text{Mean} = \frac{2681}{37} = 72.45$$

From the result above, it shows that the mean of pre cycle was 72.45. Although it was passed the minimum passing score, but many students was still got under minimum passing score.

## 2. Cycle 1

Cycle 1 was conducted on Thursday, October 17<sup>th</sup> 2013. It was followed by 36 students as the participant of the study. Teaching learning process during treatment was presented in many steps. In this activity, the teaching learning process was conducted by the teacher and the researcher as the observer during teaching and learning process.

### a. Planning

The researcher shared with the teacher in every activity. The activities for planning before giving a treatment such as 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 1), developed learning activities, prepared learning source and instrument, research instrument and documentation.

b. Acting

First stage is pre activities. Teacher greeted students and then checked students' attendance.

The next stage is main activities. Teacher told the material and learning aim. Before explaining the material, teacher helped students to dig students' knowledge about description. Teacher tried to dig students' remember about description such as social function, and generic structure. Students responded by answering teacher's question, but many students forgot about the material. After that, teacher explained the material more. Then, teacher and writer distributed examples of descriptive text that focused about person. Besides, teacher explained about present tense and asked students to give some examples about present tense. After students gave examples, teacher went on to explained about clustering technique. Students were asked to focus of the text that was distributed before. The text was about My Grandma. To guide the students about clustering, firstly the teacher mention the topic that was describing people. The

topic was related to the text with the title was “My Grandma”. Then the teacher asked students to imagine about Grandma. Teacher asked, “What do you imagine about Grandma? Some students responded, “She is old, she has gray hair”. Then teacher drew a circle on the whiteboard as the main circle and wrote the topic inside and asked students to generate the ideas based on the text. After drawing the circles, the teacher helped students by starting to write first idea in the circle around the main circle that was “beautiful”. Then teacher asked students to continue. Students responded, “Old, straight black long hair, neat, independent”. Teacher asked students to write the ideas that they have mentioned inside circles around the main circle. After the ideas have been collected, then the teacher guided students to generating the ideas in making descriptive paragraph. After finished it, teacher gave another example about description and used clustering technique also to get the ideas. Teacher repeated it till the students have understood. Teacher also explained that students could describe another person such as Aril or their teacher.

To measure students understanding about description and clustering technique and as post activity, teacher and researcher gave test to the students to make descriptive text. They were asked to describe an actress that was Syahrini by using clustering technique to get the ideas. The duration of

the test was about 40 minutes. Students were also permitted to open the dictionary. Some students looked confused, but they did the test enthusiastically. After students collected their worksheets to the teacher, then writer analyzed and calculated students' worksheets. For the result of students' score, see (appendix 6). Then the researcher calculated the mean.

The mean score of test cycle 1 as follows:

$$X = \frac{\sum f}{n}$$

$$\text{Mean} = \frac{\text{The sum of scores}}{\text{the number of students}}$$

$$\text{Mean} = \frac{2632}{36}$$

$$= 73.11$$

To know the class percentage which passed KKM 72, the researcher calculated the class percentage and the result as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25}{36} \times 100\%$$

$$P = 69,44\%$$

From the result above shows that the class percentage which passed KKM was 69, 44%.

In cycle one, the highest score was 82 and the lowest score was 65. For the category of the students' score and percentage (see appendix 12) shows that 2 or 5,55% students got excellent grade. 34 or 94,44% students got good grade.

The calculated result shows that the mean of students writing result of first cycle was 73.11. It means that the result of first cycle was good enough, but it has not satisfactory yet, because there were many students who got under minimum passing score. The minimum passing score (KKM) is 72. The researcher was aware that there were many students were confused in descriptive text and got problems in writing. Students faced the problems in grammar like present tense, pronoun, article, and the mechanic aspect especially paragraphing, punctuation and capitalizing. Many students also have problem in vocabulary and they also have problem in spelling.

c. Observing

The observation was done by researcher during teaching learning process. It was followed by 36 students, where 1 student was sick. The researcher observed by using observation checklist. In the first cycle, students seemed

enthusiastic in listening to the teacher's explanation about the material during teaching learning process. They were also enthusiastic in responding teacher's questions. In this process, there were no students who asked about the material when they were confused about the material.

After conducting the treatment, the researcher gave a test to the students to measure their understanding. Students were asked to make a short descriptive text based on the picture in their worksheets that were distribute before. The students looked enthusiastic enough in doing the test. For the observation checklist, see (appendix 8). Here the result of observation checklist:

$$\text{Score: } \frac{\text{Total score}}{\text{maximm score}} \times 100 \%$$

$$\text{Score: } \frac{18}{25} \times 100 \% = 72 \%$$

The result of observation checklist shows that the result of students activeness in writing activity was 72 %. It means that majority of students joined in the class enthusiastically. They paid attention to the lesson, although there were no students asked question.

d. Reflecting

The reflecting that was done by the teacher and the researcher about the activities during teaching and learning process and result of the test. In this cycle, there were many students faced the problems such as in grammar (present tense, article, pronoun), vocabulary (spelling) and mechanic (paragraphing, punctuation and capitalizing). The result of students' score shows that many students who got under minimum passing score (KKM). There were some students who still unfocused on the lesson and there were hardly students who asking question. So the teacher and the researcher decided to continue the next cycle to fix the problems. The teacher and the researcher decided to use clustering technique again to make students more interest.

### 3. Cycle 2

Cycle 2 was conducted on Monday, October 21<sup>st</sup> 2013. This cycle was followed by 34 students. Teaching learning process during treatment was presented in many steps. As in previous cycle that the researcher as the observer and the teacher who conducted teaching and learning process.

a. Planning

The researcher with the teacher begun by identified the problem and the alternative to solve the problem, the researcher arranged and improved the lesson plan based on



the teaching material (see Appendix 2), the researcher improved the teaching strategy, the researcher prepared the teaching aids, and the researcher prepared the research instrument.

b. Acting

In this cycle was done an improvement that had not completed in previous cycle.

In this stage teacher began with greeted to the students, and then checked students' attendance. After that, teacher told the material based on the problems that had been faced by students in previous lesson.

The next stage is main activities. Teacher began by reviewing previous cycle that was description and the problems that had been faced by students in previous cycle those are grammar like present tense, pronoun, article, and the mechanic aspect especially paragraphing, punctuation and capitalizing. Many students also have problem in vocabulary and they also have problem in spelling.

Before the teacher explained the material, the teacher asked to the students about their problems and reviewed about the material in previous cycle. Then the teacher together with the students identified the problems that had been faced by the students in previous cycle. After that, the teacher helped students to dig their knowledge about pronoun. Then teacher explained more about pronoun and

gave examples. Teacher also told about students' problem in previous test. For example, some students wrote: Her also has very sharp nose. It is one of the students' mistakes about pronoun. Beside that, teacher also explained about definite in indefinite article. Students were asked to give some examples about definite and indefinite article guided by the teacher. Then, the teacher explained about paragraphing, punctuation and capitalization, where students also had problems about those.

After explaining the materials, teacher gave a sample of descriptive text and she also explained again about how to generating ideas to make a descriptive text by using clustering technique. Then the teacher gave a topic about people that was the teacher it self. First, the teacher make a main circle and wrote the main topic inside. Then the teacher asked students to mention what they looked at the teacher. Then the students wrote about what they have mentioned inside the circles around the main circle and connected the circles to the main topic in main circle with lines. Then the students repeated the activities until they have understood

The last stage was post activity where the teacher and the researcher gave test for students to measure students' understanding. Students were asked to describe about actress that was Citra Kirana.

After doing the test for the students, the researcher calculated the mean. For the score of each student, see (appendix 7). In cycle two, the highest score was 87 and the lowest score was 70. For the category of the students' score and percentage (see appendix 13) shows that 9 or 26,47% students got excellent grade. 25 or 73,52% students got good grade. To know the mean score or result of test, the researcher calculated the mean.

The mean of cycle two as follows:

$$X = \frac{\sum f}{n}$$

$$\text{Mean} = \frac{\text{the sum of scores}}{\text{the number of students}}$$

$$\text{Mean} = \frac{2668}{34}$$

$$= 78.47$$

The result shows that the mean of students' score of the second cycle was 78.47. It means that the result of second cycle was satisfying.

Then the result of class percentage which passed KKM as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{33}{34} \times 100\%$$

$$P = 97,05\%$$

The result of class percentage which passed KKM 72 was 97,05 %.

From the result above, it means that there is an improvement of students score. The researcher and the writer felt satisfying with the result. The students could reduce their problems that they faced at the previous cycle. So, the teacher and the researcher decided to stop the cycle.

c. Observing

As follow up of previous cycle, here students were explained about the problems that they faced in previous cycle. Students were enthusiastic in listening to the teacher's explanation. There was hardly anyone who made noise. They focused on the teacher's explanation. They were also enthusiastic enough in responding teacher's questions. As in previous cycle, there were no students who asked question, although teacher guide and gave a chance for the students to asked about the material if they have not understood yet. After teacher explained the material, the researcher gave a test to the students. In this activity, the students were enthusiastic in doing the test. See (appendix 9) for

observation checklist. Here the result of observation checklist:

$$\text{Score} : \frac{\text{total score}}{\text{maximum score}} \times 100 \%$$

$$\text{Score} : \frac{20}{25} \times 100\% = 80 \%$$

From the result above shows that the result of the observation checklist in the second cycle was 80%. It means that majority of students were enthusiastic in learning process. They paid attention to the lesson seriously and enthusiastically.

d. Reflecting

After conducting the treatment and give the test as well as calculated, the teacher and the researcher do reflecting of cycle 2.

- 1) In this cycle, there was an improvement of students score in description.
- 2) The teaching was done by teacher maximum well.
- 3) Students were enthusiastic and focused on listening to the teacher's explanation without making any noise.
- 4) After having got the teacher's explanation, students have known about their problems and reduced their mistakes in writing.

- 5) The students have low interesting in asking question.
- 6) From the result of students score showed that there was an improvement of students achievement. So, the teacher and the researcher decided to stop the cycle.

## **B. Data of Analysis**

After the technique was implemented to the students and the analysis the result of each cycle was presented. There was an improvement of students achievement from pre cycle, first cycle to the second cycle after being taught using clustering technique where the clustering technique is the technique to get and built the ideas. It appropriate with construction theory. Wiji Suwarno explained that based on construction theory that knowledgement can be found from the result of cognitive construction through five senses.<sup>1</sup>

It means that knowledge is the result of cognitive construction by the activities such as make a structure, categorize, concept and scheme which are needed to built a knowledge.

The mean of the pre cycle was 72.45, the first cycle was 73.11, where many students got the score under minimum passing score. Students had the problems such as in grammar. Some students were still confused in present tense, article and pronoun. In mechanic,

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<sup>1</sup>Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan*, (Jogjakarta: Arr Ruzz Media, 2009), p.58.

many students were confused in paragraphing, punctuation and capitalization.

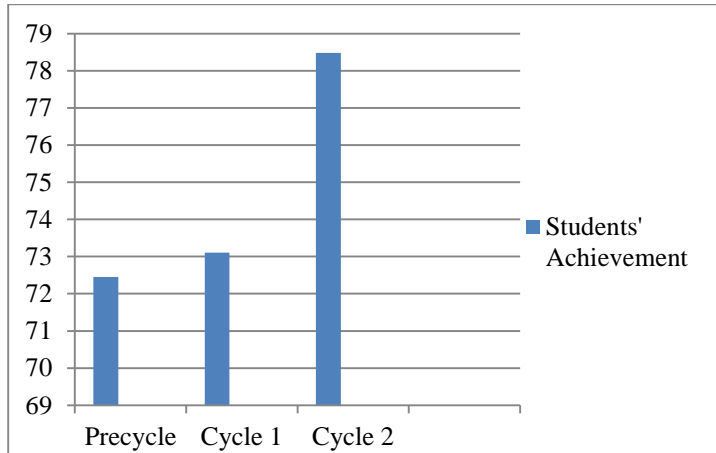
The problems were caused by some factors. One of the factors was they less practice writing. So, the teacher and the researcher decided to continue the second cycle. The mean of the second cycle was 78,47. Students were given the material that they felt as the problems. The result this cycle was satisfying, where there was an improvement of students score. After they were given the treatment, they could reduce their mistakes. They were also easier in composing the text after they learnt to use the clustering technique to get the ideas. Dawn Sova said, “ to eliciting new ideas and new combinations of ideas, clustering and branching provide ways of connecting related ideas”<sup>2</sup>. The result was analyzed of each cycle and the researcher got the result of whole cycles as follow:

	Pre cycle	Cycle 1	Cycle 2
Sum of the score	2681	2632	2668
Mean	72.45	73.11	78.48

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<sup>2</sup>Dawn Sova, Writing Clearly A Self Teaching Guide, (USA:John Wiley & Sons,Inc,2004), p.30

### Diagram of Students' Achievement



From the result above, the researcher felt that the clustering technique can improve students' ability in descriptive text writing at VIII C grades of MTs NU 02 Al Ma'arif Boja, Kendal. The classroom action research of the implementation of clustering technique was successful. The use of clustering technique is one of the factors that influence the result of the study. By using clustering technique, students were easier in getting the ideas in writing descriptive text.

Majority of students were also enthusiastic in joining the lesson. The students were enthusiastic in listening to the teacher's explanation and responding to the teacher's question. Students were also enthusiastic in doing the test. There was also an improvement of students' activeness from the first cycle that was 72% to the second cycle that was 80%. It can be seen in the diagram below:



### Diagram of Students' Activeness

