AN UNDERGRADUTE THESIS

IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG

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**STATE INSTITUTE FOR ISLAMIC STUDIES
METRO
1439 H / 2018 M**

IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1439 H / 2018 M

RATIFICATION PAGE

No. B-0641/In.28·1/D/PP.00·9/02/2018

An Undergraduate thesis entitled: IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG. Written by Ahmad Tohari student number 1291087, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, February 7th, 2018 at 08:00-10:00.
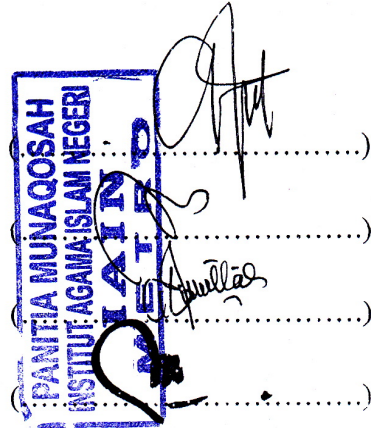
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NOTIFICATION LETTER

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Matter   : **In order to hold the munaqosyah**
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To: The Honorable the Dean
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   :   Ahmad Tohari

Student Number   :   1291087

Title   :   Improving Students' Writing Skill in Descriptive Text Through The
                     Implementation of Clustering Technique at The Tenth Grade of
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.
Wassalamu'alaikum, Wr. Wb

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Assalamu'alaikum, Wr. Wb

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     Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb

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ABSTRACT

IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG

By:
AHMAD TOHARI

The main purpose of this research was to investigate the students' writing skill at SMA N 1 Punggur Central Lampung which was found in writing descriptive text and to know what extend of the clustering technique could help the students in learning process. The writer tried to attest that clustering technique could be one of a teaching technique to improve the students' writing skill especially in descriptive text.

In this research, researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this research was 25 students in X.4 class of SMA N 1 Punggur Central Lampung. In collecting data, the researcher used essay-test (pre-test, post-test 1 and post-test 2), observation and documentation. The research was conducted collaboratively with an English teacher of SMA N 1 Punggur Central Lampung. In the research, the students wrote descriptive text about their class, school, family, pets and their favorite things.

Regarding to the research result which was taken from observation and test, it could be inferred that there were significant improvements from cycle 1 to cycle 2. The average score of post-test 1 was 72.4 with percentage of students' successfulness was 52%. Next to cycle 2 the average score was 76.2 with percentage of successfulness was 80%. It indicated that indicator of success of the research has been achieved at least 70% students was passed the Minimum Standard Criteria and it is obvious that by implementing Clustering Technique could improve students' skill in writing descriptive text. It meant that the research was successful.

Key Word: *Writing Descriptive Text, Clustering Technique.*

ABSTRAK

MENINGKATKAN KETERAMPILAN MENULIS SISWA PADA TEKS DESKRIPTIVE MELALUI PENERAPAN TEKNIK CLUSTERING PADA KELAS SEPULUH SMA N 1 PUNGGUR LAMPUNG TENGAH

Oleh :
AHMAD TOHARI

Tujuan utama pada penelitian ini adalah untuk menyelidiki keterampilan menulis SMA N 1 Pungur Lampung Tengah yang terdapat dalam menulis teks deskriptif dan untuk mengetahui sejauh mana teknik clustering dapat membantu siswa dalam proses pembelajaran. Penulis mencoba untuk membuktikan bahwa teknik clustering dapat menjadi salah satu teknik untuk meningkatkan keterampilan menulis siswa khususnya pada teks deskriptif.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 25 siswa dari X.4 SMA N 1 Punggur. Dalam mengumpulkan data, peneliti menggunakan tes esai (pre-test, post-test 1, post test 2), observasi dan dokumentasi. Penelitian ini bekerja sama dengan guru mata pelajaran Bahasa Inggris SMA N 1 Punggur Lampung Tengah. Pada penelitian, siswa-siswa menulis teks deskripsi tentang kelas meraka, sekolah, keluarga, hewan peliharaan, dan sesuatu yang mereka sukai.

Berdasarkan dari hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan signifikan dari siklus 1 ke siklus 2. Nilai rata-rata yang diperoleh dari post-test 1 adalah 72,4 dengan persentase kelulusan 52%. Selanjutnya, di siklus 2 nilai rata-rata adalah 76,2 dengan persentase kelulusan 80%. Hal tersebut menunjukkan bahwa indikator keberhasilan dari penelitian ini yaitu 70% siswa telah memenuhi KKM telah tercapai dan menerangkan bahwa dengan menerapkan teknik clustering dapat meningkatkan keterampilan siswa dalam menulis teks deskriptif dan penelitian ini berhasil.

Kata Kunci: *Keterampilan Menulis Teks Deskriptif, Teknik Clustering*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : AHMAD TOHARI

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Faculty : Teacher Training and Tarbiyah

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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro,   December 2017

AHMAD TOHARI
Student Number: 1291087

ORISINALITAS PENELITIAN

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Nama	: AHMAD TOHARI
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Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Desember 2017

AHMAD TOHARI
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MOTTO

قُلْ هَلْ يَسْتَوِى الَّذِيْنَ يَعْمَلُوْنَ ۗ وَالَّذِيْنَ لَايَعْلَمُوْنَ اِنَّمَا يَتَذَكَّرُ

اُوْلُوا الْأَلْبَابِ۝

Say: "Are those equal, those who know and those who do not know? It is those

who are endued with understanding that receive admonition. (Az-Zumar:9)

Education is the most powerful weapon which you can use to change the world.

(Nelson Mandela)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- My beloved parents (Mr. Dasianto and Miss Juwanti) for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.

- My beloved brothers, Nur Kholis Setiawan, and Faiz Adli for supporting me to finish my study.

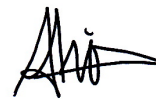- My Almamater State Institute for Islamic Studies Metro.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this undergraduate thesis. May peace will not stop to be upon our idol, Prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitles "Improving Students' Writing Skill in Descriptive Text Through The Implementation of Clustering Technique at The Tenth Grade of SMA N 1 Punggur Central Lampung". In this research the writer focused to improve the students' Writing Descriptive Text Skill of SMA N 1 Punggur Central Lampung. Regarding to the undergraduate thesis, the writer couldn't work alone, there were many persons who contributed their meaningful hands in accomplishing this thesis that the writer could not mention one by one. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, December 6th, 2017
The Writer,

AHMAD TOHARI
ST.Number: 1291087

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CHAPTER I

INTRODUCTION

A. Background of Study

SMA Negeri 1 Punggur is one of schools which keeps trying to increase the students' competence to communicate using English in both spoken and written. There are four skills that must be taught, they are speaking, written, reading and listening. Those skills are closely related. They could not be separated each other.

Writing is one of the skills that's very important to be learned. Writing as a process is to express ideas or thoughts in words should be done at our leisure. As it knows, writing is not easy. Among the skills, writing is difficult skill to be learned, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Writing is the process of creating text. Therefore, no a few people dedicate their life to be a writer. But, writing is also not an easy activity, ideas or thoughts are not enough to constitute a good writing.

Furthermore, Writing is one aspect in language learning that's can't be ignored. By Writing, people can share information and ideas in a written text. Writing performance can help them to think critically and to clarify their thoughts. Writing is also as a learning tool, helping them to understand and to remember. It means writing can be used when the students make summaries the material to be memorized easily.

In the first year of Senior High School, the basic competence that should be achieved in the English subject, especially in writing is that the students have ability to develop and produce some monolog functional texts. There are three kinds of monolog functional texts those are to be mastered by students, they are descriptive text, narrative text and procedure tect. There are students at senior high school are expected to have high writing skill, especially in make a paragraph. With a text, they can express their ideas, statements, and etc. in written form. English Teacher of SMA N 1 Punggur has decided 74 as the minimum mastery criteria (KKM) in English lesson. In fact, the students still find difficulties to make a text, especially in writing descriptive text. It can be proved from pre-survey data that is taken at October 27th, 2016, as follows:

Table 1
Pre-Survey Data of Writing Descriptive Text Skill at the Tenth Grader of SMA N 1 Punggur

No	Score	Category	Total	Percentage
1	≥ 74	Complete	5	20%
2	< 74	Incomplete	20	80%
Result			25	100%

Source: Pre-Survey Data on October 27th, 2016

Based on the table, the total students failed category is higher than the complete category. The student who is in complete category for the material of writing is 20 % and the students who is in incomplete category is 80%, with the minimum mastery criteria (KKM) for English is 74.

Then based on the data and the case, the researcher tries to motivate students or to lead them in order to increase their writing skill especially on

descriptive text. Descriptive text is one functional text that describes thing in specific view. In writing a descriptive text, students have to organize and develop their idea into good sentences and produce them into a good text. It means, descriptive text is difficult enough to write.

It is needed a good and suitable technique to create a good text. The researcher would like to propose a technique that can improve ability in writing a descriptive text. The technique is the one which common known under the term "Clustering Technique".

Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, students use lines, squares, arrows, and circle to show relationships among the ideas and details.

Moreover, the clustering technique can motivate the students to write and to stimulus their ideas. Then, the technique will help the students to organize their thinking before they develop in a paragraph.

Based on the background above, the researcher proposes a title of this research, "Improving The Students' Writing Skill in Descriptive Text Through The Implementation of Clustering Technique at The Tenth Grade of SMA N 1 Punggur Central Lampung".

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students' skill in writing descriptive text of SMA N 1 Punggur is low.

2. The students' motivation in learning English is lack.

3. The students have lack vocabulary.

4. The students don't know procedure how to make a descriptive text.

5. The students have lees idea to make Writing Descriptive Text

C. Problem Limitation

Based on the problem identification above, there are several problems which experienced by the students, but the researcher focuses The students' skill in writing descriptive text of SMA N 1 Punggur is low.

Therefore, the researcher limits the problem only on Improving Students' Writing Skill in Descriptive Text Through The Implementation of Clustering Technique AT The Tenth Grade of SMA N 1 Punggur Central Lampung.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates of the problem in this research is "Can the implementation of clustering technique improve the students' writing skill in descriptive text and their learning activity at the tenth grade of SMA N 1 Punggur Central Lampung?"

E. Objectives and Benefits of the Study

1. Objectives of the Study

Based on the background of the study and problem formulation above, the researcher is aimed to improve students' writing skill in descriptive text and students' activity in learning process at the tenth grade of SMAN 1 Punggur by using clustering technique.

2. Benefits of the Study

a. For the students

The result of this research as information to apply the English writing effectively and make students will be more interested and motivated in learning English.

b. For the English teacher

The result of this research as contribution for the teacher can be applied clustering technique to increase the students' score and activity in English learning process especially in their writing skill.

c. For headmaster

It is hopefully as a positive contribution and as information to improve quality of learning English activity in the future.

CHAPTER II

REVIEW OF RELATED THEORY

A. The Concept of Writing Descriptive Text Skill

1. The Concept of Writing

a. Definition of Writing

There are many definitions about writing. Sanggam argued that "the writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language she or he is writing to transfer the information she or he has in her or his mind readers effectively".[1]

Then I.S.P Nation argued that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.[2] It means the preparation can make it possible for words that have been used receptively to come into productive use.

Writing is a psychological activity of the language user to put information in the written text. Such writing is a psychological activity of the language user to put information in the written text. Such writing is commonly about a certain topic is which the writers as first collect the data, and then elaborates the topic based on certain idea in

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[1] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.
[2] I.S.P Nation, *Teaching ESL/EFL* (California: Mayfield, 1996) *,* p. 113.

order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve statement, or persuades those readers to take a certain course of action related to the believe or disbelieve.[3]

It means that, writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

As one four basic skills of language, writing is very important because writing is used for a wide variety of purposes it is produced in many different forms[4]. Through this skill, the students can explore their own thinking, various feeling, and also the concept by using word on papers. In writing, indeed the students can express their ideas, thoughts, and fact in well-formed structure.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in written language. By writing, language learners can express their feeling, thought, emotion, attitudes, etc.

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[3] Sanggam Siahaan, *The English*., p.215
[4] Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Ltd, 2004)., p. 4

b. Writing Process

Writing is not easy, because it is more than picking up a pen and putting the words on paper. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage[5]. So, when the learners want to write, must know steps writing process. There are several processes to make a writing well. For this section, according to Harmer Jeremy defined the writing process as follow: The writing process as follows: [6]

1) Pre-Writing

Pre-writing is a step before you begin writing, decide what you are going to write about then you plan what you are going to write.[7]

Step One: Choose a Topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step Two: *Gather Ideas.* When you have a topic, think about what you will write about that topic.

Step Three: *Organize.* Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

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[5] Vicki Urquhant and Monette Mclver, *Teaching Writing in the Content Areas,* (USA: McRel, 2005), p. 5

[6] Dorothy E Zemach and Lisa A Rumisek. *Academic Writing: from paragraph to Essay,* (Spain: Mac Millan Publisher, 2005), p. 3

[7] *Ibid.,* p.5

2) Drafting

Step Four: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

3) Reviewing and Revising

Step Five: Review structure and content. Check what you have written. Read your writing silently by yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information.

4) Rewriting.

Step Six: Revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical. Then, step five and six can be called editing.

Proofread. Read tour text again. This time, check your spelling and grammar and think about the words you have chosen to use

Make final correction. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make.

Step five and six can be repeated many times.

Based on quotations above, writing is one way to communicate. It is the skill which requires students to express their idea in written

form. Writing involves the mastery of all components in target language such as grammar, content, vocabulary, spelling and mechanic together. It involves complex process.

c. **Purposes of Writing**

Writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

When someone writes something, they have purposes to deliver their ideas. According to Braine and May defined four common purposes in writing, there are: writing to inform, writing to explain, writing to persuade, and writing to amuse others.[8] First, writing to inform purposed to educate the readers about a topic of which we have some knowledge.[9]

Writing that provides interesting details and facts to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold audience's attention. It means that writers share interest knowledge to reader knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts.[10] In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many

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[8] George Braine and Claire May, *Writing from Sources: A Guide for ESL Students,* (California: Mayfield, 1996)., p.141.
[9] *Ibid.,*
[10] *Ibid.,*

other types of writing.[11] It means that writers convince the readers to accept their ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view.[12] It is writing to entertain and give the reader something to enjoy.

On personal level, most of people writing have function to make note of something, to keep record of things they to remember, to send the message and write a letter to someone and a view of them keep diaries. Most of people have to fill in the form from time to time (especially application and insurance for example). A part from this the amount of writing they do regularly will relate to their professional life. Some might spend a good deal of time writing letters, instruction, report etc. For others this will only be occasionally activity.

Based on the explanations above, the researcher can conclude that the purpose of writing is to give information from the written to the reader and convey the message or information accurately, effectively, and correctly, in order to attain the purpose, the writer should be able to communicate her ideals or thought into the written language clearly so it can understand by the reader

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[11] *Ibid.,*
[12] *Ibid.,*

d. Types of Writing

There are four types of writing as follows:

1) Descriptive

Descriptive is a paragraph describe clearly a person, place, or thing in such a way that the reader can visualize or imagine the topic and enter into the writer's experience. It makes a spoken or written account of a person, object, or event. As a result, description reproduces the way things look, taste, feel, sound or smell; it may also evoke moods, such as happiness, fear, joy, or loneliness.[13]

2) Argumentative

Argumentation means supporting one side or the other of a controversial topic. This method is to make a general statement and support it or sometimes to lead logically to a general conclusion by a series of facts.[14]

3) Narration

Narration is the form of writing used to relate story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.[15]

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[13] Thomas S. Kane, *"Essential Guide to Writing",* (New York: Oxford University Press, 2000), p.7

[14] *Ibid.,*p.147

[15] *Ibid.,*p.378

4) Exposition

Exposition is used in giving information, making explanation, and interpreting meaning. It includes editorials, essays, and informative and instructional material.[16]

Based on explanations above, there are types in writing. Because the writing types is based the function of what purposes the text is.

e. Components of Writing

Writing involves the mastery of all components in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general components in writing, they are:[17]

1) Content   : The substance or writing ideas express the unity.

2) Vocabulary   : The selection word that is suitable with the content.

3) Organization : The organization of contents or the ideas, it is coherence.

4) Grammar   : The use of sentences that appropriate.

5) Mechanic   : The use of graphic conventions of the language.

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[16] Mc, Crimmon, *Writing with Purpose*, (New york ; Houghton Miffin, 1983),p.382

[17] Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), p.236-237.

2. The Concept of Descriptive Text

a. Definition of Text

A text can be any linguistic unit. It can be a word. It can also be a sentence. Besides, it can also be a paragraph.[18] On the other hand, writing a text refers to any meaningful linguistic unit. A paragraph is a piece of written text. It contains several sentences.[19] It means that a text is meaningful linguistic unit which is bigger than a paragraph.

A text is commonly arranged by deductive reasoning approach in which the flow of idea is developed from a general statement into a specific one.[20] Its mean a text is discussed only one topic and one idea, and then using some structure words. Texts are structured in different ways to achieve their purposes. The purpose of descriptive text is to describe a thing in specific views.

b. Definition of Descriptive Text

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. descriptive text is the text that is always in around us when we want to describe something or someone.[21]

When we want to describe something, we must be able to make readers understand what we mean. In descriptive paragraph, describing

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[18] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008)., p. 3.
[19] *Ibid*, p. 5.
[20] *Ibid.*, p.131.
[21] Edwin Goldwasser, *"Method in Teaching of English",* (New York: New York Public Library Press, 2000), Page 211.

the way something looks like. Thurs to describe means to show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers.[22] For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His friend however has no past image of his sister. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

c. Generic Structure of Descriptive Text

Descriptive text is a kind of text that belongs to the type of description text where the text contains writers' arguments about a view There are two stages or structure of descriptive text, they are[23]:

1). Identification

2). Description

In identification, writer identifies what the topic or phenomena that is will be described. Then in description, writer describes the topic's parts, qualities, or characteristics.

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[22] *Ibid.,* Page. 215.
[23] Generic Structure of Descriptive text, https://id.scribd.com/doc/96240419/Generic-Structure-of-Descriptive-Text-Are, downloaded on December 22nd, 2017

d. Language Features in Descriptive Text

Language feature is a characteristic of a text, to make it is easily recognized, what tense is used, and so on. These are language features of descriptive text:[24]

1). The use of adjectives and compound adjectives.

Example:

- a five hundred seated football stadium.

- a beautiful ancient Roman opera house.

2). The use of Linking Verbs.

Example:

- The temple is so magnificent.

- The temple consists of five terraces.

3). The use of Simple Present Tense

Example:

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.[25]

Language features in descriptive text is focus on specific participant and using present tense. In conclusion, there are language features in descriptive text that makes descriptive text different with other kind of text.

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[24] Mulyono, *English Way 2*, (Jakarta: Quadra), 2010, p.22
[25] Ibid, p.22

e. **Example of Descriptive Text**

Based on the explanations above about description text, the researcher gives an example of descriptive text and the Generic Structure below:

Prambanan Temple

General Clasification/ Identification — Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

Description — It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples. It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953.[26]

From the example of descriptive text above, it can be seen that the organization of the text consists of two parts, they are identification, and description.

3. **The Concept of Writing Descriptive Text Skill**

a. **Definition of Writing Descriptive Text Skill**

Writing is a skill which express the ideas, feeling, and thoughts arranged in the words, sentences, and paragraphs using

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[26] *Ibid,* p.20

eyes, brain and hand. In the written language, the values of words, which are used as the tool of communication, must come from the analysis of the sequence of letters on paper such as in the literature works. There are five types of writing that is narrative, argumentative, descriptive, persuasive, and exposition. In this research, the researcher focuses on writing descriptive text skill. Writing descriptive is activity of the people when they want to describe something, like person, place, and thing.

To make writing descriptive text we must be able to make readers understand what the writer mean. In descriptive text, describing the way something looks like. Then to describe means to show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.[27] The subject being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their mind clearly as the author sees in his/hers. For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His friend however has no past image of his sister. He or she must rely on his words. His goal, then, is to use enough carefully chosen, specific details in his

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[27] Laura Clyne, "Analytical of Descriptive Text", www.englishfirsteducation.com, December 20th, 2016

description so that his friend could pick his sister out of a group of people. Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly.

b. Measurements Rubrics of Writing Descriptive Text Skill

According to Joy M. Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So, the highest total of the score of writing descriptive text is 100.

Table 2

The Measurement Rubrics of Writing Descriptive Text Skill

Writing performance	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.

	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.

	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[28]

In conclusion, there are some criterias to measure the students'

skill in writing text and it has each score and level of score for each

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[28] Joy M. Reid, *Teaching ESL Writing,* (USA: Prentice Hall Regent, 1993), p.236-237.

criteria and all of the score criteria it can be the total score of students' writing descriptive text.

B. The Concept of Clustering Technique

1. Definition of Clustering Technique

Technique is the level at which classroom procedures are described.[29] Then, technique is method of doing something expertly or need skill.[30] In other word, technique have related with approach. Technique is the teachers' way to teach the students in learning process be easier to understand the material or subject.

Anthony argued that a technique is implementation that which actually takes place in a classroom. It is particular trick, stratagem, or contrivance use to accomplish an immediate objective.

Techniques must be consistent with a method, and therefore in harmony with an approach as well.[31] Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore was in harmony with in approach as well.[32] It means that technique and method can apply together in the classroom when learning process.

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[29]Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p.15.

[30] A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English,* (New York: Oxford University Press, 1995), p.425.

[31] Jack C. Richard and Theodore S. Rodgers, *Approaches and.,* p.15.

[32] H. Douglas Brown, *Teaching by Principles: An Interactive approach to Language Pedagogy,* (New York, Addison Wisley Longman, Inc., 2000), 2nd Edition, p.14.

The meaning of the word "Cluster" is "kümelenme". It is used as the reflection of creative thinking to the writing skill on the paper.[33] Clustering is related to summarize or list ideas when writing. With list making before writing, each learner makes a list of ideas to include in the writing. After the list is made then the learner attempts to organize it and this may lead to additions to the list.[34] It means that, clustering technique have related with note making in prewriting.

Effective note-making is a key writing skill, with a number of practical uses. Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organization are still important.[35] Bligh states that students reviewing their notes in pairs do much better in recalling information than students working on their own[36]. It means that; note making is important factor in prewriting to share their idea easier, especially for the student before make a paragraph.

Clustering is another of brainstorming activity, it is prewriting technique that help to writers to generate ideas for paragraph. Rico defined clustering as a nonlinear brain-storming process such like too free

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[33] Namik Kemal Sahbaz and Gozde Duran, "*The efficiency of cluster method in improving the creative writing skill of 6th grade the students of primary school*", (Turkey: Academic Journals Mersin University), 19 Sept 2011, p. 705.

[34] I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009) , p.117.

[35] Stephen Bailey, *Academic Writing: A practical guide for students.* (New York: RoutledgeFalmer, 2003), p.18.

[36] Colin Neville, "*Effective Note-making: Effective Learning*", (University of Bradford: School of Management), Vol. 8/August 2006, p.4.

association.[37] Here you start with a writing topic as a central bubble, the look for two to four related ideas for nodes.[38]It is powerful technique which allows a subject, it provides organization to thought without slowing the flow of thoughts it can help the writer assess the quality of thought and serve as guide for writing.

Kate argued that making a clustering diagram is really just another kind of list, but one that develops into little clusters of like-minded ideas.[39] Clustering is an open-ended, nonlinear form of shorting ideas. It is a visual structuring of concepts, events, and feelings. Durukafa stated, while forming the cluster, we begin to write without searching for answer to the questions like what, where, who, when, how.[40]

Clustering technique use of a pictogram to show the relationship and ordering of ideas. Major supporting ideas are connected to the central thesis by lines and cycles, minor supporting detail are likewise joined to each circle containing one of the major details.

Clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you. Like brainstorming or free associating, clustering allows you to begin without clear ideas.

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[37] Jeanni L. Steele and Patty Steele, "*The Thinking Writing Connection*", (University of Northern Iowa: The Berkeley Electronic Press, 1991), Vol.32/Issue 1, p.42.
[38] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students,* (New York: A Division of Rowman & Littlefield Publisher, Inc, 2008), p.190.
[39] Kate Grenville, *Writing from Start to Finish: A Six-Step Guide,* (Australia: Allen&Unwin,2001), p. 11.
[40] Namik Kemal Sahbaz and Gozde Duran, *The Efficiency*., p.705

Applying clustering technique in writing paragraphs is like the process of classification or grouping, between do by analyze and elaborate part based on the case. When the writers cluster, they use a series of circles and connecting lines. Clustering is a technique where the writers map out their thinking using circles and lines to display, "branches" of their ideas, for example[41]:

Figure 1
The Example of Clustering Technique
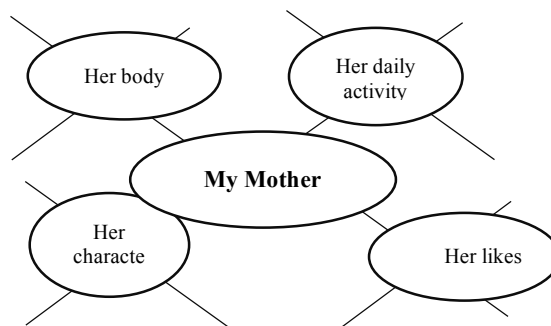
2. **Steps of Implementation of Clustering Technique**

Step is a stage in a gradual process,[42] so can be defined that step is a progress gradually and carefully from one stage to the next. Clustering can be useful for any kind of writing. The researcher uses this technique in descriptive and asks the student to find a topic. Clustering Technique works as follows:

- The student can determine the choice of the topic

- The students write the topic in the center of the page as a stimulus word and draw a circle around it.

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[41] Sandra Toland, *Skill Builder: Writing, Grades 7-8*, (North Carolina: Rainbow Bridge Publishing, 2007) p.5
[42] http://www.the freedictionary.com/Step downloaded on 29th November 2016.

- The student starts to think of related ideas, write a "sub-idea" next to the topic and draw a circle around it too. Connect it with a line to the main idea.

- The student continues to add related ideas in a line, each one circled and connected by a line to the one train of thought, return to the main idea and create another line of ideas, circling them and joining them and joining them. The students continue it until they have filled the paper.

Writing is usually considered as the most problem to master for the students who are learning English.[43] The researcher convinces the reader about a case through the writing. Students often feel discouraged to write a genre of this kind. Prior to the implementation of the study, a preliminary study was conducted. The preliminary study, which was set at SMAN 1 Punggur, was aimed at determining the Senior High School students' actual difficulties, especially in writing descriptive text. The result of the preliminary study shows that the students at tenth graders of SMA N 1 Punggur have difficulties in writing descriptive text, particularly in terms of the content and organization.

The result of the preliminary study also reveals one of the major problems the students have in writing is how to start writing. This fact

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[43] Judit Kormos and Anne Margaret Smith, *"Teaching languages to Students with Specific Learning Difference*s", (Toronto:MGP books Group, 2007), p.67

encouraged the researcher to focus on helping the students in generating ideas.

Following a clustering technique learned from the writing process. First, at the planning stage, the teacher designed the lesson plans and instructional materials.

Second, at the implementation stage, the teacher introduced the genre of topic descriptive text. This activity required the teacher to provide a good sample of topic descriptive text and explained the structure of the text.

Concerning the technique of clustering, the teacher needs to introduce it as a pre-writing activity and give practice to the students in generating ideas through clustering.

3. **Advantages and Disadvantages of Implementation Clustering Technique**

Clustering technique is known as a useful technique to help and guide students in generating their ideas in writing a paragraph, especially in writing ext. Clustering technique is a good technique that can be applied in writing descriptive text. The use of clustering technique in writing descriptive text gives some advantages and disadvantages. The advantages of using clustering technique are:[44]

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[44] Carol B. Olson, "*Practical Ideas for Teaching Writing a Process*" (California: California State Department of Education, 2007). p.27

- This technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form.

- By using clustering technique students will be motivated to write a good paragraph.

- Clustering technique can clearly show what the students think. So, their ideas will appear clearly.

- This technique is easy to be applied by the teacher.

- The students easily remember the material, because this technique can stimulate the student to think and generating ideas about the material.

Moreover, clustering technique has disadvantages when this technique applied in the classroom. The disadvantages they are:[45]

- clustering technique seems unnecessary, because when generating ideas need few minutes.

- using clustering technique will be more have many stages in the writing process.

- clustering needs the concentration to generate ideas.

- although the writers have many ideas of the topic, it does not mean that the topic is described clearly.

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[45] *Ibid,* p.28

- clustering technique tends to generate the quantity of the idea, not the quality.

C. Action Hypothesis

Based on the frame of and assumption, the researcher formulates the hypothesis as follow:

By implementing clustering technique, the students' writing skill and their learning activity at the tenth grade of SMA N 1 Punggur can be improved.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about research methodology. The topics which were discussed in this chapter are operational definitions variables, setting of the research, subject of the research, research procedure, data collection technique, data analysis technique and indicator of success.

A. The Operational Definitions Variables

Variable could be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[43] Based on the quotation above, the operational definition of this research variable as follows:

1. Independent Variable

Independent variable was the major variable which was hoped to investigate. It was the variable which selected, manipulated, and measured by the writer. Independent variable of this research was implementation of clustering technique which was defined as a writing technique in writing process to develop idea into a paragraph.

There were some of indicators which indicate the students were able to achieve the objectives of this strategy as follow:

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[43] Mark And Peter, *Introduction Quantitative Research Methods,* (New Delhi, Sage Publications, 2001), P. 46

C. Subject of the Research

The subject of this research was X.4 students of SMA N 1 Punggur Center Lampung. Actually, in the tenth grades of SMA N 1 Punggur were six classes, those were X.1, X.2, X.3, X.4, X.5, X.6 and X.7. But the researcher choosen X 2 graders because the students had lower average score than the other class. That is based on pre-survey data of X.2 graders at SMA N 1 Punggur.

Table 3
Subject of The Research

No	Grade	Sex		Total
		Male	Female	
1	X.4	9	16	25

Source: Document of SMA N 1 Punggur

D. The Research Procedure

The kind of this research was Classroom Action Research (CAR). Classroom Action Research (CAR) was a method for improving and modifying the working systems of a classroom in school. It meant that action research was a research that was used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.[44] It means that, classroom action research was a form of

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[44] Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.8

enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research was a collaborative study.

From some opinions above, it could be concluded that Classroom Action Research (CAR) was an obvious research that was used to investigate and evaluate their work in teaching and learning process in the classroom.

In this research, the researcher would like to hold the research in two cycles. The cycle consisted of planning, action, observing, reflecting. The writer used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:[45]

Figure 2

The cycle of the Classroom Action Research (CAR)

CAR Model Jean McNiff

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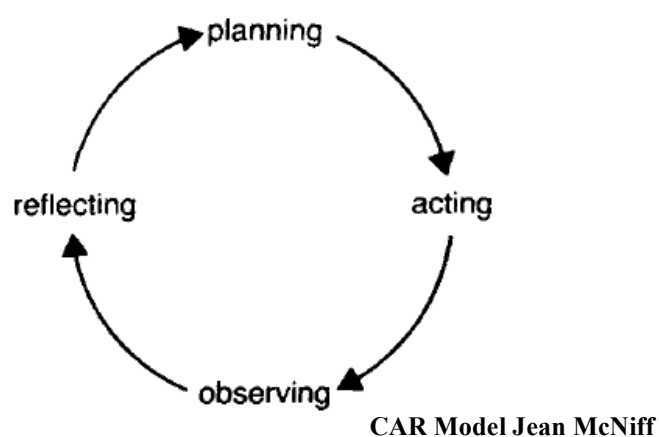
[45] Jean Mcniff & Jean Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

The implementation of this classroom action research (CAR) in general consisted of two cycles and every cycle consisted of four stages, they were: planning, acting or implementing, observing and reflecting. It was illustrated like these procedures as follow:

1. **Cycle 1**

   a. Planning

   Planning was the first stage which must be passed in each activity. The researcher explained about what, why, when, where, who, and doing action.[46]

   Without planning, the researcher's activity would not be focus. Here were steps that the researcher could make in planning:

   1) The researcher prepared the lesson plan about material that would be conducted in using Clustering Technique by guiding and consideration from the English Teacher at the tenth graders at SMAN 1 Punggur.

   2) The researcher prepared media that would be used: handout, slide about descriptive text.

   3) The researcher prepared research instrument, such as; observation sheet and score sheet.

   4) The researcher prepared the students' task by English teacher's consideration.

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[46] *ibid,* p. 17.

b. Acting

This activity was the implementation of learning activities that had been prepared in the planning. It was the realization from the planning that the researcher had made.[47] Without the action, the planning was just imagination that was never real.

The process followed the sequence of activities contained in the learning scenario. Here were the steps that the researcher did in the action:

1) Pre-teaching activities

   a) Greeting, Apperception.

   b) Checking the attendant list.

   c) Giving information about the descriptive text material.

2) While teaching activities

   a) The teacher gave an example of descriptive text about weather related problem

   b) The teacher asked the students to comprehend the descriptive text.

   c) The teacher taught about the descriptive text; explain about Generic Structure, and Language Features.

   d) The teacher explained about clustering and gave an example how to apply clustering technique in descriptive text.

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[47] *Ibid.*, p. 18.

e) The teacher gave a topic and asks the student make cluster use the topic.

3) Post-teaching activities

a) Evaluating with the student.

b) Reviewing the material.

c) Closing.

c. Observing

Observing was the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet had been prepared by researcher and conducted every hour lessons. The writer asked to collaborator observed the students' learning activity in the classroom such as; the students' attention, students' response using observation sheet. Then researcher identified the students' achievement in learning descriptive text by giving test after CAR in Cycle I. The researcher calculated the students' increased score test before CAR and test after CAR. It was to know how far the students' understanding about the using of clustering technique in writing descriptive text.

d. Reflecting

Reflecting was an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and it was used as the

basis for improvements in the next cycle. It meant if from cycle 1 had failed in cycle 2 must be reviewed.

2. **Cycle 2**

If from cycle I, there were some students were not successful, so the researcher had to conduct cycle 2. The result in cycle 1 was for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) was two cycle. If from cycle 2 all of the students were successful, the cycle was able to be stopped until cycle 2 only. The procedures of the research were:

a. Planning

1) Identifying the problem and found the problem from the reflection result in cycle I.

2) Discussing with the teacher about obstacles in students' learning activity.

3) Revising lesson plan with consideration from the teacher.

4) The researcher prepared and modified the material with clustering technique.

b. Acting

1) teaching the student about descriptive text according to new lesson plan.

2) Modifying clustering technique by giving the meaning of keyword and asking students to using dictionary.

c. Observing

In this step, the researcher asked to English Teacher, as collaborator to observe the students' learning activity in the classroom such as; class situation, learning process, activeness. The students were given the test after CAR in cycle 2, then the researcher calculated increased score test after cycle I and score test after cycle 2.

d. Reflecting

In this step, the researcher analyzed the result of the action. By reflecting, the researcher would know the strength and weakness of action. The researcher compared the score distribution of pretest and post-test. The researcher would review and reflect on the students' activity whether it was positive or negative. If in the second cycle the result was satisfied, the writer would not continue to the cycle 3. While, if in the second cycle was unsatisfied, the researcher would continue it.

E. Data Collecting Technique

In collecting data, the researcher applied some technique as follows:

1. Test

In educational research achievement tests are most commonly used.[48] The researcher used written test and the kind of written test was essay form. The researcher used this test to get data result of students' writing descriptive text. The aim of this test was to measure the students' skill in

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[48] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

writing descriptive text based on the topic. These tests were of two types there were:

a. Pre-Test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable).[49] The researcher would give the students written test as pretest at the first meeting. The kind of test was essay form.

b. Post-test

Post-test was conducted to assess the effectiveness of the independent variable.[50] The post-test would be done after the treatment. The researcher would give students a written test to test their writing skill after the treatment. The kind of the test was essay form.

2. Observation

The research would take field notes on the behavior and activities of individuals at the research site. Observation was a basic method for obtaining data in Classroom Action Research.

Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.[51] The researcher would observe the learning activity in research. Based on the observation, the researcher decided whether there was anything that the researcher had

[49] Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p. 187

[50] *Ibid*

[51] Valsa Koshy, *Action Researh for Improving Practice,* (London: Paul Chapman Publshing, 2005), p.98.

to be increase soon in order that action achieved the aim of the researcher'

goals in the research.

3. **Documentation**

Documentation is a tool to collect some information in the form of

written source or documenter such as books, magazines, daily notes, etc.

Documents can often provide relevant evidence and are very useful for

constructing the whole picture.[52]

The researcher used documentation to obtain data about state of

students, the history of SMA N 1 Punggur, state of the environment, the

state of teachers, staff and organizational structure, and geographical

condition school. Moreover, the researcher used documentation about

archives planning learning activity and the results of students' activity.

4. **Interview**

In this research, the researcher interviewed the teacher before

applying Classroom Action Research (CAR). The main purpose of

conducting interviews was to gather responses which were richer and more

informative than questionnaire data.

The researcher would interview the English teacher to get information

such as:

- the students' difficulties in writing learning activity

- the students' score in writing activity

- the method usually applied in classroom when writing learning activity.

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[52] *Ibid.,* p.96.

F. Data Analysis Technique

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and post-test.

The formula to get the average as follow: [53]

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

Note:

M = Mean/Average

$\sum X$ = Total of Score

N = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (KKM) 74, the researcher used the formula:[54]

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

Note:

P = The class percentage

F = Total percentage score

N = Number of the students

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[53] Yogesh Kumar Singh, *Fundamental of Research* p. 296.
[54] *Ibid.,* p. 278.

Next, the researcher identified the improving score on students' descriptive text writing from pre-test up to post-test score in cycle I and cycle II. The writer uses the formula:[55]

$$P = \frac{y1 - y}{y} X 100 \%$$

Note:

P	= Percentage of Students' Increased
y	= Pre-test result
$y1$	= Post-test

G. Indicator of Success

The research "Improving Students' Writing Skill in Descriptive Text Through The Implementation of Clustering Technique at the Tenth Grade of SMA N 1 Punggur Central Lampung could be said successful if:

1. Percentage of students' learning activity increased in every cycle, and reached high predicate or ≥ 70% from Minimum Mastery Criteria (KKM) 74.

2. There were increased average score in every cycle.

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[55] David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores,* (Jowa Department of Physics and Astronomy, 2008), p. 3.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

1. Description of Research Location

a. The Profile of SMA Negeri 1 Punggur Central Lampung

1) The Brief History of SMA Negeri 1 Punggur

SMA Negeri 1 Punggur began to accept new students based on the head of Education Department and the head of tourism, Art and Culture department's decision of Lampung Tengah Regency, number: 420/003/05/D.8/2003 in March 17, 2003. Thus, the learning-teaching activity of SMA Negeri 1 Punggur was begun in academic year 2003/2004.

In first of existence, the management and development of SMA Negeri 1 Punggur was implemented by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, M.M) because SMA Negeri 1 Punggur had not teachers and staffs yet. So the Head of SMA Negeri 1 Kotagajah assigned the Vice Head of SMA Negeri 1 Kotagajah (Drs. Sontang Simanjuntak) to manage SMA Negeri 1 Punggur.

2) Visions and Missions of SMA Negeri 1 Punggur

   a) Visions

   God-fearing, educated, and virtuous.

   Indicators:

- Excellent in belief and God-fearing.

- Excellent in knowledge and technology mastery.

- Excellent in attainment of final examination score.

- Being able to compete in the selection of new student in college.

- Active in teen science work activity.

- Perceptive.

- Excellent in sport performance.

   b) Missions

- Molding the students who have fearing against God.

- Creating the innovative, fun and creative learning activity.

- Molding the students who have knowledge and skill.

- Preparing for the students to go on to the next education level.

- Developing attitude and personality which have the well-mannered, good ethics and high aesthetics.

b. **Condition of Teacher and Official Employees at SMA N 1 Punggur**

    Central Lampung

The number of teachers and official employers in SMA N 1 Punggur in academic year 2017/2018 can be identified as follows:

Table 4
The Condition of Teachers and Official Employers in SMA N 1 Punggur in the Academic Year of 2017/2018

NO	NAME	POSITION
1	Drs. Suntoro	Headmaster
2	Drs.Sumali, M.Pd.	Counseling XII
3	Drs. Haryanto	Sociology Teacher
4	Drs.Taufik Ismail, M.Pd.	History Teacher
5	Imam Nazar Nuri, S.Ag	Islamic Teacher
6	Drs. Tri Hartoto, M.Pd.	History Teacher
7	Dra. Halimah	Counseling XI
8	Drs. Suparno	History Teacher
9	Dra. Ade Nani Suryani	Indonesian Teacher
10	Dra. Maizarni	Counseling X
11	Hasan Mahfud, S.Pd	Mathematics Teacher
12	Drs. Hery Subagio	Geography Teacher
13	Harnanto, S.Pd.	Mathematics Teacher
14	Meridawati, S.Pd	Indonesian Teacher
15	Drs. Bejam Santoso	Indonesian Teacher
16	Drs. Purwanto	Sport/Vise Headmaster
17	Dra. Tuti Supriyati	Biology Teacher
18	Purwati, S.Pd.	Economy Teacher
19	Karmidi, S.Pd.	Biology Teacher
20	Dra. Trias Saminar	Biology Teacher
21	Drs. Indra Jaya	PKN Teacher
22	Titin Sumiarti, S.Pd	Art Teacher
23	Elva Yuli Susanti, S.Sos.	Sociology Teacher
24	Noto Margianto, S.Pd.	Mathematics Teacher
25	Suradi, SE. MM.	Economy Teacher
26	Peni Asih, S.Pd	English Teacher
27	Nurul Ekawati, S.Pdi.	Islamic Teacher
28	Hendro Budoyo S.Pd.	Physics Teacher
29	Apriliani Dwi Kurniasih, S.Pd.	English Teacher

30	Megawati Ci[taning, S.Si.	Chemistry Teacher
31	Patimah, S.Pd.	Economy Teacher
32	Zulhana, S.Pd.	Biology Teacher
33	Enik Widiyawati, S.Pd.	Chemistry Teacher
34	Titin Suriati, S.Sos	Sociology Teacher
35	Tri Wahyuningsih, S.Si	Mathematics Teacher
36	Mustika Herlina, S.Pd.	PKN Teacher
37	Sri Lestari, S.Pd.	Indonesian Teacher
38	Rini Sulistyowati, S.E.	Geography Teacher
39	Suprapti S.Pd.	Indonesian Teacher
40	Iman Abirowo, S.Si.	Chemistry Teacher
41	Dra. Liliyi Firnis	History Teacher
42	Budi Santoso, S.Pd.	Economy Teacher
43	Rantinita Saputra, S.Pd.	Librarian
44	Deliana Wardani, S.Pd.	English Teacher
45	Sri Sulistyowati, SPd	History Teacher
46	Budi Hardiantoro, S.Si.	Physics Teacher
47	Arie Alfia Aristha, S.Pd.	English Teacher
48	Drs. Tugimin	Indonesian Teacher
49	Pendi Hartanto, S.Pd.	Geography Teacher
50	Prastiwi, S.Pd.	Arabic Teacher
51	Nanang Setiawan, S.Pd.	Sport Teacher
52	Muslimatun Nisa, S.Si	Mathematics Teacher
53	Eni Handayani, ST.	Physics Teacher
54	Bayu Sedyoko S.Pd. Kor.	Sport Teacher
55	Yuni Ekawati, S.Si.	Chemistry Teacher
56	Novita Nugrahaning, SE.	Economy Teacher
57	Lilis Suryani, S.Sos.	Sociology Teacher
58	Sri Indah, S.Pd.	Economy Teacher
59	Sani Aris Duati, S.Pd	Physics Teacher
60	Retno Dwi Hastuti, S.Si	Mathematics Teacher
61	Herlini Veronica S.Sos	Sociology Teacher
62	Lusy Marlina, S.Si	Chemistry Teacher
63	Ani Rahmawati, S.Kom	TIK Teacher
64	Heroyogi Surlenda, S.Kom	TIK Teacher
65	Rissa Fitria, S.Pd.	Biology Teacher
66	Liska Oktaviana, S.IP.	Lampung Culture Teacher
67	Intan Permata Kusuma, S.Pd.	Librarian
68	Ni Putu Yuli Winarsih, S.Ag.	Hinduism Teacher

Source: Documentation of SMA Negeri 1 Punggur.

c. **Organization Structure of SMA Negeri 1 Punggur**

COMMITEE
SLAMET HARSONO

HEADMASTER
Drs. SUNTORO
NIP 19630317 199003 1 006

VICE OF PUBLIC RELATION
Drs. BEJAN SANTOSO
NIP 19650609 199803 1 003

VICE OF STUDENT RELATED
HENDRO BUDOYO, S.Pd.
NIP 19790928 200312 1 003

VICE OF CURRICULUM
HASAN MAHFUD, S.Pd.
NIP 19630512 198412 1 004

VICE OF SARPRAS
Drs. T U G I M I N
NIP 19690827 200801 1 015

HEAD OF CLERICAL
WARSITO, S.Pd.
NIP 195903041980121003

EQUIPMENT AND EXPENSE STAFF
1. SUKAMTO   5. MARJITO
2. RIWAYATNO   6. AMANAH
3. A N A   7. OTONG W.
4. KHOZIM

FINANCES STAFF
J U M A K I R
NIP 196410281990031005

EMPLOYEE STAFF
1. Dra RANTIYEM
2. SUKAMTO, S.Pd.
3. YUYUN PUSPITASARI
4. HERNI SARTIKA

LABORATORY
1. SANI ARIS DUATI, S.Pd   4. Drs. SUPARNO
2. ENI WINDAYATI, S.Pd.   5. ANI RAHMAWATI, S.Kom.
3. Dra. TRIAS SAMINAR   6. PENI ASIH, S.Pd.
7. MARJITO (LABORAN)

LIBRARY
1. K A R M I D I, S.Pd.
NIP 196412301998021001
2. ISMU HANDAYANI

CLASS OF GUARDIAN
XII IPA 1 : Noto Margianto, S.Pd.
XII IPA 2 : Karmidi, S.Pd.
XII IPA 3 : Enik Windarsyani, S.Pd.
XII IPS 1 : Drs. Haryanto
XII IPS 2 : Budi Santoso, S.Pd
XII IPS 3 : Dra. Indra Jaya

CLASS OF GUARDIAN
XI IPA1 : Supratri, S.Pd.
XI IPA2 : Drs. Trias Saminar
XI IPA3 : Sani Aris duati, s.Pd.
XI IPA4 : Aprillani Dwi, K, S.Pd.
XI IPS 1 : Bayu Sedyoko w., S.Pd. Kor
XI IPS 2 : Purwanti, S.Pd
XI IPS 3 : Elfa Yuli Sasanti, S,.Sos.
XI IPS 4 : Triin Suriati, S.S0k.
XI IPS 5 : Harmanto, S.Pd.

CLASS OF GUARDIAN
X.1 : Lilis Suriunti, S.Sos.
X.2 : Megawati Ciptaning, S.Si
X.3 : Drs. Suparno
X.4 : Mustika Herlina, S.Pd.
X.5 : Triin Suriati, S.Sos.
X.6 : Pendi Hartanto, S.Pd.
X.7 : dra. Tuti Supriyati

TEACHER

COUNSELING TEACHER
1. Dra. MAIZARNI
2. Dra. HALIMAH
3. Drs. SUMALI, M.Pd.

d. **The Building of SMA N 1 Punggur**

Table 5
The Buildings of SMA Negeri 1 Punggur in academic year 2016/2017

NO	BUILDINGS	TOTAL	CONDITION
1	Class	26	good
2	Physics Lab	1	good
3	Biology Lab	1	good
4	Chemistry Lab	1	good
5	Language Lab	1	good
6	Social Lab	1	good
7	Library	1	good
8	Infirmary room	1	good
9	Computer room	1	good
10	Cooperative store	1	good
11	Counseling room	1	good
12	Headmaster room	1	good
13	Teacher room	1	good
14	Clerical room	1	good
15	OSIS room	1	good
16	Teacher rest room	4	good
17	Student rest room	5	good
18	Green house	1	good

Source: Documentation of SMA Negeri 1 Punggur.

e. **The Sketch Location of SMA N 1 Punggur**

Figure 2
The Sketch Location of SMA Negeri 1 Punggur
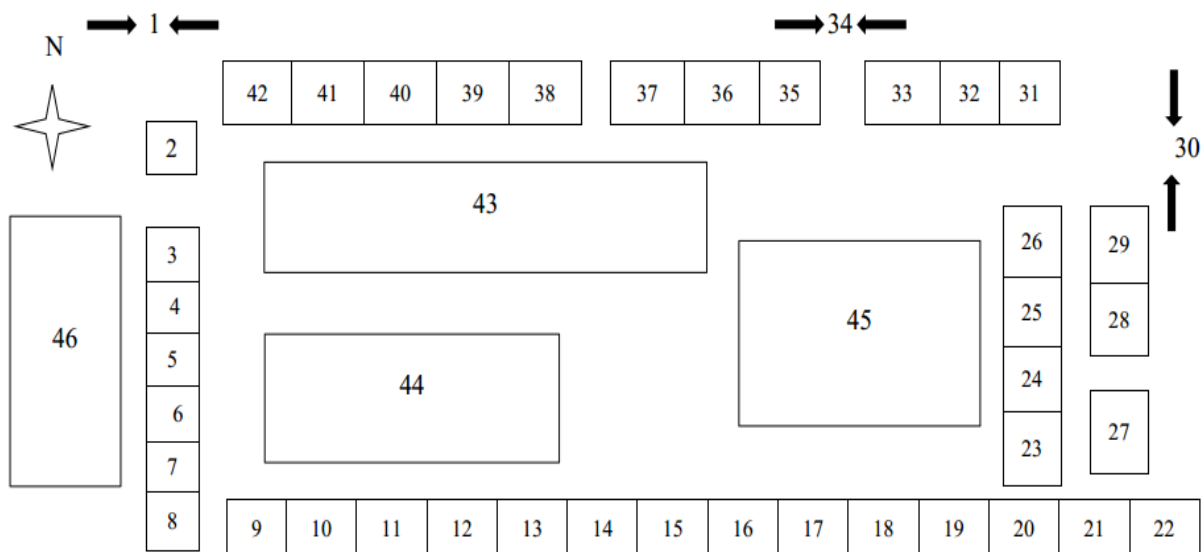
Note:

1	:	Gate	24	:	XI IPA 3
2	:	Computer room	25	:	XI IPA 4
3	:	Clerical room	26	:	XI IPA 5
4	:	Guest room	27	:	OSIS room
5	:	Headmaster room	28	:	Language lab
6	:	WAKA room	29	:	Biology lab
7	:	Counseling room	30	:	Gate
8	:	Chemistry lab/XI IPS 1	31	:	Physics lab
9	:	Library	32	:	X IPA 5
10	:	XI IPS 2	33	:	X IPA 4
11	:	XI IPS 3	34	:	Gate
12		XI IPS 4	35	:	X IPA 3
13	:	XII IPS 1	36		X IPA 2

f. Students Quantity of SMA N 1 Punggur

The student's quantity of N 1 Punggur in the academic year of 2017/2018 is that can be identified as follows:

Table 6
The Students Quantity of SMA N 1 Punggur in the Academic Year of 2017/2018

NO	CLASS	TOTAL
1.	Class X	228
2.	Class XI	232
3.	Class XII	223
TOTAL		**683**

2. Description of The Research

In this research, the researcher as an English teacher and Arie Alfia Aristha, S.Pd as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

1) Pre-Test

Pre-test was presented to student which was aimed to find out students' skill before the treatment was implemented. It was conducted on Wednesday, November 1st, 2017. In this meeting the researcher was being an observer and the collaborator was being a teacher.

First, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about descriptive text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of three topics which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below:

Table 7
The Result of Pre-Test Score of Writing Descriptive Text

| No | Name | Aspects/Criteria | | | | | Total | Note (KKM=74) |
| | | C | O | V | L | M | | |
		13-30	7-20	7-20	5-25	2-5		
1.	AA	16	15	13	13	3	60	Failed
2.	AAF	17	18	16	18	3	72	Failed
3.	AAG	17	13	16	16	3	65	Failed
4.	ADA	21	15	18	20	4	78	Passed
5.	ALS	21	10	13	18	3	65	Failed
6.	BK	22	16	18	16	4	76	Passed
7.	DD	20	16	13	18	3	70	Failed
8.	DM	17	13	14	18	3	65	Failed
9.	DR	23	18	15	17	3	76	Passed
10.	IKD	21	12	13	11	3	60	Failed
11.	KA	16	15	14	12	3	60	Failed
12.	LA	22	16	15	15	4	72	Failed
13.	LN	20	16	18	14	4	72	Failed
14.	NDP	18	18	16	18	4	74	Passed
15.	NN	21	12	11	13	3	60	Failed
16.	RA	21	16	18	16	4	75	Passed
17.	RA	23	17	14	17	4	75	Passed
18.	RAR	22	15	16	15	4	72	Failed
19.	RM	20	16	18	12	4	70	Failed
20.	RS	19	13	17	18	3	70	Failed
21.	SH	20	16	17	14	3	70	Failed
22.	SJ	18	14	14	12	2	60	Failed
23.	SM	23	15	18	17	4	77	Passed
24.	UNR	21	18	14	13	4	70	Failed
25.	VMN	22	14	16	18	4	74	Passed
						Highest Score	78	
						Lowest Score	60	
						Average	69,52	

Table 8
Percentage of Students Writing Descriptive Text Pre-Test Score

Score	Frequency	Percentage	Explanation
>74	17	68%	Failed
≤74	8	32%	Passed
Total	**25**	**100%**	

Then, the graph of percentage students writing descriptive text pre-test score could be seen as follow:

Graph 1
Percentage of Students Writing Descriptive Text Pre-Test Score
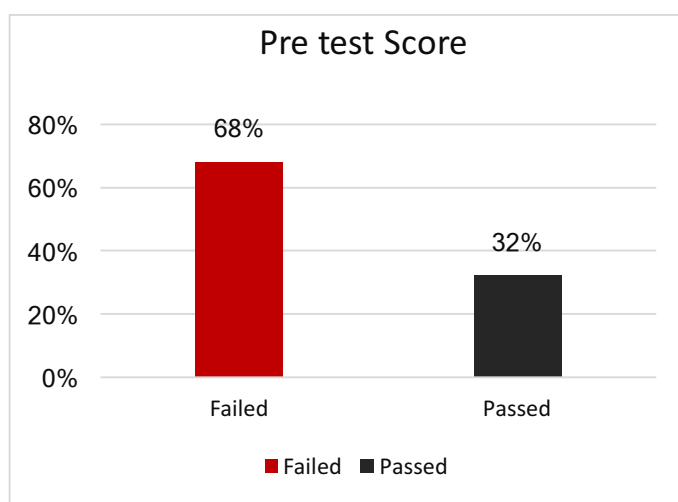
Based on the table, it could be analyzed that there were 8 students (32%) who passed the pre-test and 17 students (68%) who failed the pre-test. The lowest score in pre-test was 60 and the highest score was 78. It means that most of the students did not fulfill the minimum standard at SMA N 1 Punggur (KKM=74) and the students' writing skill in descriptive text is low. Besides, from the result of pre-test, the researcher got the average 69,52. So, it was the reason why the researcher used Clustering Technique to improve the students' writing skill in descriptive text.

2) Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' skill in writing descriptive text. In this cycle the researcher gave treatment before giving test to students.

a) Planning

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the cycle 1.

b) Acting

The second meeting was treatment. The researcher conducted the treatment on Friday, November 3rd, 2017. In this meeting, the researcher as an English teacher. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about descriptive text.

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic structure, social function and language feature of descriptive text.

Afterwards, the researcher explained about Clustering Technique and then the researcher gave an example how to use clustering technique in writing descriptive text.

After did a treatment, the next meeting on Wednesday, November 8th, 2017 researcher gave post-test 1 to the students. The post test was done to know how the students' writing skill in descriptive text after giving treatment. The researcher gave test and the kind of test is essay. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 9
The Result of Post-Test 1 Score of Writing Descriptive Text

No	Name	Aspects/Criterias					Total	Note
		C	O	V	L	M		
		13-30	7-20	7-20	5-25	2-5		KKM=74
1.	AA	16	15	13	15	4	63	Failed
2.	AAF	20	18	16	17	3	74	Passed
3.	AAG	19	13	19	16	3	70	Failed
4.	ADA	22	15	18	20	3	78	Passed
5.	ALS	21	13	13	20	3	70	Failed
6.	BK	20	17	18	16	3	74	Passed
7.	DD	22	16	16	18	3	75	Passed
8.	DM	20	13	16	18	3	70	Failed

9.	DR	22	18	15	17	4	76	Passed
10.	IKD	21	14	16	11	3	65	Failed
11.	KA	20	15	12	14	4	65	Failed
12.	LA	22	16	15	16	4	73	Failed
13.	LN	20	17	18	16	3	74	Passed
14.	NDP	20	16	18	18	4	76	Passed
15.	NN	21	18	16	14	3	72	Failed
16.	RA	22	17	18	16	3	76	Passed
17.	RA	21	18	20	18	3	80	Passed
18.	RAR	22	15	16	18	3	74	Passed
19.	RM	20	16	18	12	4	70	Failed
20.	RS	22	14	15	18	4	73	Failed
21.	SH	20	18	17	14	3	72	Failed
22.	SJ	20	14	16	12	3	65	Failed
23.	SM	23	15	18	17	4	77	Passed
24.	UNR	21	20	14	15	4	74	Passed
25.	VMN	20	18	16	16	4	74	Passed
						Highest Score	80	
						Lowest Score	63	
						Average	72,4	

Table 10
Percentage of Students Writing Descriptive Text Post-Test 1 Score

Score	Frequency	Percentage	Explanation
>74	12	48%	Failed
≤74	13	52%	Passed
Total	**25**	**100%**	

Graph 2
Percentage of Students Writing Descriptive Text Post-Test 1 Score
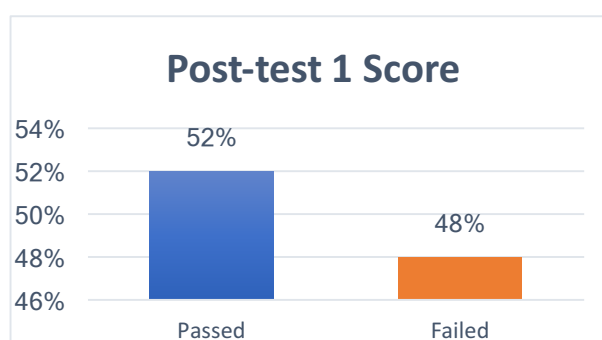
From the table 9, it could be analyzed that the students' average score was 72,4. The highest score was 80 and the lowest score was 63. Based on the minimum mastery criterion (KKM), there were 13 students that had passed on post-test 1 or got score ≥ 74 and the students that had failed were 12. It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

c) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave material about writing text especially descriptive text by implementing Clustering Technique.

In the learning process, there were three activities that used to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- The students pay attention of the teacher explanation
- The students asked/answered the question from the teacher
- The students were able to do the task

The result of the students' learning activities could be seen as follow:

Table 11
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	9	36%
2	The students ask/answer questions	10	40%
3	The students able do the task	13	52%
Total students		**25**	

The table shown that not all the students' active in learning process. There were 9 students (36%) who gave attention to the teacher's explanation, 10 students (40%) who understood the materials and 13 students (52%) were able to do the task.

Based on the result above, it could be inferred that the learning process of Cycle 1 was not successfully because there are not got percentage more than 60 %.

d) Reflecting

In this step, the researcher concluded that Cycle 1 did not run well because many of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had.

From the result of observation in Cycle 1, there were some problems that found, as follow:

- There were some students that shown unenthusiastic to the teacher's explanation.
- Some students did not ask and answer the teacher's questions.

Based on the result of reflection in Cycle 1, there were some problems to be revised in Cycle 2, such as:

- The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- The teacher gave more detail explanation and questions after explaining the materials to control the students' comprehension.
- The teacher guided the students to understand about the material.

Furthermore, the result of the learning result in Cycle 1 before and after doing the treatment could be analyzed in the following table.

Table 12
Students' score at Pre-Test and Post-Test I

No	Name	Pre-Test Score	Post-Test 2 Score	Increasing	Increasing Percentage (%)	Explanation
1.	AA	60	63	3	5%	Increased
2.	AAF	72	74	2	3%	Increased
3.	AAG	65	70	5	8%	Increased
4.	ADA	78	78	0	0%	Constant
5.	ALS	65	70	5	8%	Increased
6.	BK	76	74	-2	-3%	Decreased

7.	DD	70	75	5	7%	Increased
8.	DM	65	70	5	8%	Increased
9.	DR	76	76	0	0%	Constant
10.	IKD	60	65	5	8%	Increased
11.	KA	60	65	5	8%	Increased
12.	LA	72	73	1	1%	Increased
13.	LN	72	74	2	3%	Increased
14.	NDP	74	76	2	3%	Increased
15.	NN	60	72	12	20%	Increased
16.	RA	75	76	1	1%	Increased
17.	RA	75	80	5	7%	Increased
18.	RAR	72	74	2	3%	Increased
19.	RM	70	70	0	0%	Constant
20.	RS	70	73	3	4%	Increased
21.	SH	70	72	2	3%	Increased
22.	SJ	60	65	5	8%	Increased
23.	SM	77	77	0	0%	Constant
24.	UNR	70	74	4	6%	Increased
25.	VMN	74	74	0	0%	Constant
Total		**1738**	**1810**	**72**		
Average		**69,52**	**72,4**	**5.41**		

In this research, pre-test and post-test I had done individually. It was aimed to know the skill of the students' writing descriptive text before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 69,52 and post-test I 72,2. Although there was improving of the students' achievement, Cycle 1 was not successful yet because only 12 students (48%) who passed in post-test 1. It can be concluded that

Cycle 1 was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

3) Cycle 2

The Cycle 2 was similar with Cycle 1. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

a) Planning

Based on observation and reflection in Cycle 1, it shown that Cycle 1 was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in Cycle 1 and arranged the planning for continuing in Cycle 2. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

b) Acting

The description of the teaching and learning process of Cycle 2 was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in Cycle 2 was conducted on Friday, November 10th, 2017. The researcher as a teacher explained the material about descriptive text to the students. The teacher asked the students to explain again about the material that had been explained by the teacher. Moreover, the teacher gave an example of creating a descriptive text by Implementing clustering technique.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard in order to they could got good scores especially in English subject.

After giving the treatment on last meeting, the researcher conducted post-test II on Wednesday, November 15th, 2017. The test was essay. The differences between test on cycle 1 and cycle 2 was in this test the students were divided into small group, so they could share the ideas about the choosen-topic with their friends. The result of post-test II could be seen on the table below:

Table 13
The Result of Post-Test 2 Score of Writing Descriptive Text

No	Name	Aspects/Criteria					Total	Note
		C	O	V	L	M		
		13-30	7-20	7-20	5-25	2-5		KKM=74
1.	AA	18	16	18	16	5	73	Failed
2.	AAF	20	18	16	17	4	75	Passed
3.	AAG	22	15	15	20	3	75	Passed
4.	ADA	24	18	18	20	3	83	Passed
5.	ALS	21	15	15	20	4	75	Passed
6.	BK	20	18	18	20	4	80	Passed

7.	DD	22	18	16	20	4	80	Passed
8.	DM	22	12	18	18	4	74	Passed
9.	DR	22	18	16	18	4	78	Passed
10.	IKD	22	18	18	11	4	73	Failed
11.	KA	18	15	15	18	4	70	Failed
12.	LA	22	15	15	18	5	75	Passed
13.	LN	20	17	18	16	4	75	Passed
14.	NDP	20	15	18	20	4	77	Passed
15.	NN	21	18	16	14	4	73	Failed
16.	RA	20	18	18	16	4	76	Passed
17.	RA	20	18	20	18	4	80	Passed
18.	RAR	20	16	16	18	5	75	Passed
19.	RM	25	18	18	20	4	85	Passed
20.	RS	23	16	16	19	4	78	Passed
21.	SH	20	18	18	14	4	74	Passed
22.	SJ	20	14	18	14	4	70	Failed
23.	SM	22	18	16	17	5	78	Passed
24.	UNR	21	20	16	15	5	77	Passed
25.	VMN	21	18	17	16	4	76	Passed
Highest Score							85	
Lowest Score							70	
Average							76,2	

Table 14
Percentage of Students Writing Descriptive Text Post-Test Score

Score	Frequency	Percentage	Explanation
>74	5	20%	Failed
<74	20	80%	Passed
Total	**25**	**100%**	

Graph 3
Percentage of Students Writing Descriptive Text Post-Test 2 Score
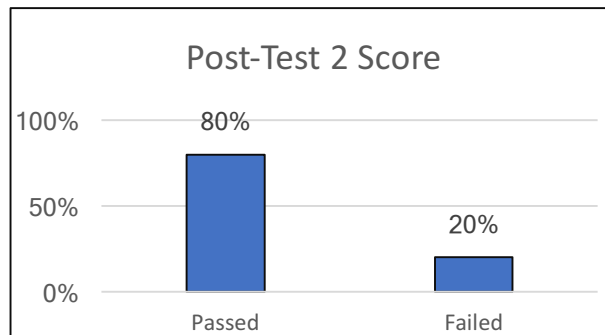
Based on the table 14, it could be seen that the students' average score in post-test II was 76,2. The highest score was 85 and the lowest score was 70. According to minimum mastery criteria (KKM=74), there were 20 (80%) students who passed the score. It means that Cycle 2 was successful, because the indicator of success was achieve, that if 70% students passed the test.

c) Observing

In learning process, there were also three indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in Cycle 2, the researcher indicated that learning process in Cycle 2 was successful. The result score of students' learning activities observation, as follow:

Table 15
The Students' Activity in Cycle 2

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher explanation	10	40%
2	The students ask/answer questions	18	72%
3	The students able do the task	18	72%
Total students		**24**	

The table above shown that the students' activity in Cycle 2 was improved. The students' activity that had high percentage were the students ask/answer questions students able do the task 72% and then the students pay attention of the teacher explanation 40%. Based on the result above, the researcher indicated that learning process in Cycle 2 was successful there were significant increased-score in learning process.

Based on the result of the research in Cycle 2, it could be inferred that Cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70% of students passed the minimum criteria (KKM). It means the students' skill in writing descriptive text had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on writing descriptive text from pre-test I to post-test II could be seen on the table below:

Table 16
Students' score at Pre-Test and Post-Test I

No	Name	Post-Tes 1 Score	Post-Test 2 Score	Increasing	Increasing Percentage (%)	Explanation
1.	AA	63	73	10	16%	Increased
2.	AAF	74	75	1	1%	Increased
3.	AAG	70	75	5	7%	Increased
4.	ADA	78	83	5	6%	Constant
5.	ALS	70	75	5	7%	Increased
6.	BK	74	80	6	8%	Decreased
7.	DD	75	80	5	7%	Increased
8.	DM	70	74	4	6%	Increased
9.	DR	76	78	2	3%	Constant
10.	IKD	65	73	8	12%	Increased
11.	KA	65	70	5	8%	Increased
12.	LA	73	75	2	3%	Increased
13.	LN	74	75	1	1%	Increased
14.	NDP	76	77	1	1%	Increased
15.	NN	72	73	1	1%	Increased
16.	RA	76	76	0	0%	Increased
17.	RA	80	80	0	0%	Increased
18.	RAR	74	75	1	1%	Increased
19.	RM	70	85	15	21%	Constant
20.	RS	73	78	5	7%	Increased
21.	SH	72	74	2	3%	Increased
22.	SJ	65	70	5	8%	Increased
23.	SM	77	78	1	1%	Constant
24.	UNR	74	77	3	4%	Increased
25.	VMN	74	76	2	3%	Constant
Total		**1810**	**1905**	**95**		
Average		**72,4**	**76,2**	**5.41**		

Based on the result above, it could be inferred that Clustering Technique could improve the students' skill in writing descriptive text because there was improving from average score in post-test 1 72,4 became 76,2 in post-test II. The

increasing was about 9%. In the Cycle 2, most of the students could create their descriptive text. It means that Cycle 2 was successful.

B. Interpretation

1. Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students' skill in writing descriptive text before giving a treatment. In the pre-test, there were only 8 students (32%) who passed the pre-test and 68 students (68%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 60 and the highest score was 78 and the average of the score was 69,52.

After did the pre-test, the researcher gave the treatment to the students in Cycle 1. The treatment was conducted by teaching the students how make a descriptive text using clustering technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 13 students (52%) students passed the post-test 1. The lowest score was 63, the highest score was 80, and the average score was 72,4.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the average in pre-test 69,52 and post-test 1 72,4. Although there was improving

of the students' achievement, cycle 1 was not successfully yet because only 13 students (52%) who passed in post-test 1. It means that in the Cycle 1, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. **Cycle 2**

After analyzing the students' score in the post test of Cycle 1, the researcher had to conduct the next cycle because only 13 students (52%) passed the test and got score ≤ 74. In the next cycle, the researcher gave the treatment then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 20 students (80%) passed the test because they got score ≥ 74. In this post-test, the lowest score was 70, the highest score was 85, and the average score was 76,2.

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 72,4 and 76,2, then the increasing score was 3,8. In the pre-test, post-test 1, and post-test 2, the total students who got score < 74 were 17, 12 and 5 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle 2.

3. **Students' Score in Pre-test, Post-test I, and Post-test II**

English learning process was successfully in Cycle 1 but the students' average score was low. While, the sore of the students in post-test 1 was

higher than pre-test. Moreover, in cycle 2, the students' average score was higher than cycle 1. The following was the table of illustration score in cycle 1 and cycle 2:

Table 17
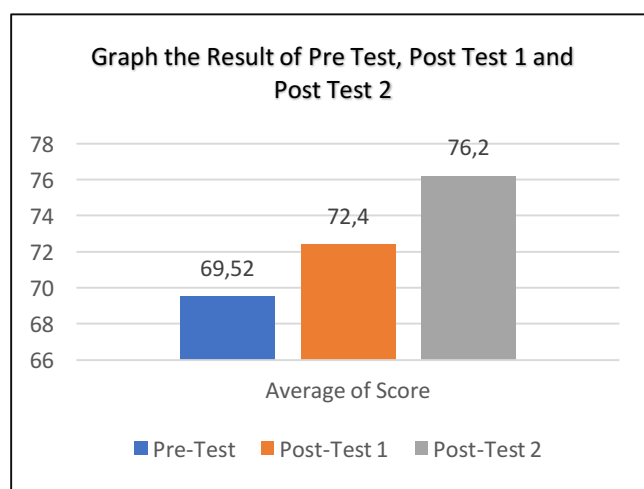Students' Score of Pre-test, Post-test 1, and Post-test 2

No	Name	Score		
		Pre-test	Post-test 1	Post-test 2
1.	AA	60	63	73
2.	AAF	72	74	75
3.	AAG	65	70	75
4.	ADA	78	78	83
5.	ALS	65	70	75
6.	BK	76	74	80
7.	DD	70	75	80
8.	DM	65	70	74
9.	DR	76	76	78
10.	IKD	60	65	73
11.	KA	60	65	70
12.	LA	72	73	75
13.	LN	72	74	75
14.	NDP	74	76	77
15.	NN	60	72	73
16.	RA	75	76	76
17.	RA	75	80	80
18.	RAR	72	74	75
19.	RM	70	70	85
20.	RS	70	73	78
21.	SH	70	72	74
22.	SJ	60	65	70
23.	SM	77	77	78
24.	UNR	70	74	77
25.	VMN	74	74	76
Average		69,52	72,4	76,2

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improvement of the students' score. It could be seen from the average 69,52 to 72,4 became 76,2. Therefore, the

researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher shown the graph of the result of pre-test, post-test 1 and post-test 2, as follow:

Graph 4
Graph of the Result of Pre-test, Post-test 1 and Post-test 2

Based on the graph above, it can be inferred that Clustering Technique could improve the students' writing skill in descriptive text. It is supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

4. **The Result of Students' Learning Activities in Cycle 1 and Cycle 2**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 18
The Table of Students' Activities in Cycle 1 and Cycle 2

No	Students' Activities	Cycle I		Cycle II		Increasing
		Frequency	Percentage	Frequency	Percentage	
1	The students pay attention of the teacher explanation	9	36%	10	40%	4%
2	The students ask/answer questions	10	40%	18	72%	32%
3	The students able do the task	13	52%	18	72%	20%

Graph 5
Graph of Students' Result of Learning Activities in Cycle 1 and Cycle 2
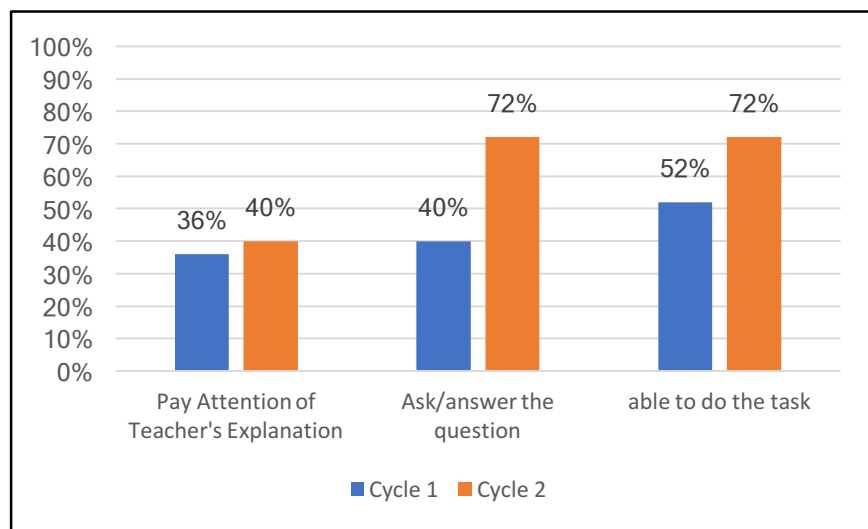
Based on the data had gotten, it can be explained as follow:

a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle 1 was only 36% and in cycle 2 was 36%, it improved 4%

b. The students ask/answer question from the teacher

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was improved 32%, from cycle 1 40% and cycle 2 72%.

c. The students were able to do the task

The students who had done the task were improved. It could be seen on the cycle 1 52% and cycle 2 72%, it improved 20%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when clustering technique was applied in learning process from cycle 1 up to cycle 2.

5. **The Comparison of Pre-Test and Post-Test**

Based on the explanation of cycle 1 and cycle 2, it could be inferred that the using of Clustering Technique improves the students' skill in writing descriptive text. There was progress average score from 69,52 to 72,4 and

to 76,2. From the data, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test 1 to post-test 2. In the data, the average score in the pre-test was 69,52 and only 8 students (32%) passed the test. Moreover, in the cycle 1, there were 13 students (52%) passed with average score was 72,4 and 20 students (80%) who passed the test with average score was 76,2.

From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle 2 because the indicator of success (70% of students got score ≥ 74) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the using of Clustering Technique in writing descriptive skill, it could be concluded that there was improvement in the students' skill in writing descriptive text by using Clustering Technique at the tenth graders of SMA N 1 Punggur, Central Lampung. Therefore, the Clustering Technique can be the effective technique and it could be used as the alternative way in teaching writing because the technique was easy to be implemented and it was the one of interesting technique which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to develop their idea so it could improve the students' writing skill.

It was supported the improvement of students' average score from pre test 69,52 to post test 1 72,4 became 76,2 in post test 2. In cycle 1, there were 13 students passed the test. Moreover, in cycle 2 there were 20 students who got score ≥ 74. It means that the result of cycle 2 had already reached the indicator of success that was 70 % students fulfill the KKM. It was clear that Clustering Technique could be used to improve the students' skill in writing descriptive text.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For the Students

   The students are suggested to be more active in learning writing in descriptive text by using clustering technique.

2. For the Teacher

   It is suggested for the English teacher to use Clustering Technique as alternative technique in the classroom because this technique can improve the students' writing descriptive text in the learning process. Then, the teacher is expected to give motivation for the students in order to be excited in English learning since many students regard that English is difficult subject to learn.

3. For Head Master

   It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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Appendices

Nomor : B-2054/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala SMA Negeri 1 Punggur
Lampung Tengah
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2053/In.28/D.1/TL.01/10/2017, tanggal 18 Oktober 2017 atas nama saudara:

Nama	:	**AHMAD TOHARI**
NPM	:	1291087
Semester	:	11 (Sebelas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA Negeri 1 Punggur Lampung Tengah, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
Alamat : Jl. Raya Nunggairejo lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.com

SURAT KETERANGAN
Nomor : 522/215/10/C.2/D.1/2017

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, Nomor B-2054/In.28/D.1/TL.00/10/2017 tanggal 18 Oktober 2017 tentang izin research, Kepala SMA N 1 Punggur Lampung Tengah memberikan izin kepada :

Nama	:	Ahmad Tohari
NPM	:	1291087
Semester	:	11
Jurusan	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Improving Students' Writing Skill in Descriptive Text Through the Implementation of Clustering Technique at The Tenth Grade of SMA N 1 Punggur Central Lampung

untuk melakukan penelitian di SMA N 1 Punggur Lampung Tengah. Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 25 Oktober 2017
Kepala SMA N 1 Punggur

Drs. SUNTORO
NIP 196402171990121002

S U R A T   T U G A S

Nomor: B-2053/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **AHMAD TOHARI**

NPM : 1291087

Semester : 11 (Sebelas)

Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA Negeri 1 Punggur Lampung Tengah, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT THROUGH THE IMPLEMENTATION OF CLUSTERING TECHNIQUE AT THE TENTH GRADE OF SMA N 1 PUNGGUR CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 Oktober 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Drs. Suntoro
NIP 196402171990 121 002

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TENGAH
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SURAT KETERANGAN
Nomor : 522/232/10/C.2/D.1/2017

Yang bertandatangan di bawah ini :

Nama	:	Drs. SUNTORO
NIP	:	196402171990121002
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA N 1 Punggur Lampung Tengah

Menerangkan bahwa :

Nama	:	AHMAD TOHARI
NPM	:	1291087
Asal	:	IAIN Metro Lampung
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMA N 1 Punggur Lampung Tengah pada :

Hari/Tanggal	:	1-15 November 2015
Tempat	:	SMA Negeri 1 Punggur Lampung Tengah
Judul	:	Improving Students' Writing Skill in Descriptive Text Through the Implementation of Clustering Technique at The Tenth Grade of SMA N 1 Punggur Central Lampung

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Punggur, 18 Oktober 2017
Kepala SMA N 1 Punggur
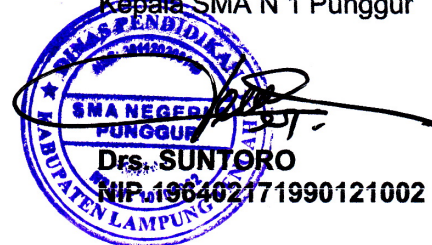
Drs. SUNTORO
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PEMERINTAH KABUPATEN LAMPUNG TENGAH
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No : 522/388/10/C.2/D.1/2016

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Lampung Tengah menerangkan :

Nama	: Ahmad Tohari
NPM	: 1291087
Asal	: STAIN Jurai Siwo Metro
Jurusan / Program Studi	: Tarbiyah / Tadris Bahasa Inggris (TBI)

telah mengadakan pre-survey guna menyelesaikan tugas akhir di SMA Negeri 1 Punggur pada tanggal 27 Oktober 2016.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Punggur, 27 Oktober 2016
Kepala SMA N 1 Punggur

Drs. SUNTORO
NIP.196402171990121002

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IAIN Metro

Nama	: Ahmad Tohari	Jurusan/Fakultas	: TBI/Tarbiyah dan Ilmu Keguruan
NPM	: 1291087	Semester/TA	: XI/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	3-01-2018.		✓	Revise Ch. IV	*(ttd)*
	5-01-2018.		✓	Revise. — Indentation — Grammatical. — Check Guidance book.	*(ttd)*
	10-01-2018.		✓	*(ttd)*	*(ttd)*

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NPM   : 1291087   Semester/TA   : XI/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	4-12-2017		✓	- Rev. Ch IV.	Aht
	21-12-2017.		✓	- Revise. · Indentantion · Error Typing. · Use Past Tense. - learn guidance book	Aht
	28/12/2017.		✓	- Acc to Munaqosyah	Aht

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Sekolah : SMA N 1 Punggur Lampung Tengah
Kelas : X (Sepuluh)
Mata Pelajaran : BAHASA INGGRIS
Semester : I (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkatan memuat ungkapan – ungkapan: A : *Let me help you.* B : *Thank you so much.* A: *Can I have a bit?* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes I did / No, it wasn't me.* A: *What do you think of this?* B: *Not bad.*	1. *Brainstorming* bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (*noun phrase, verb phrase, adverb phrase)* tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan . 3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan.	• Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Merespon ungkapan meminta dan memberi pendapat	Tes lisan Tes lisan Tes lisan Tes lisan Tes lisan	Merespon secara lisan Pertanyaan lisan Pilihan ganda Pertanyaan lisan Isian	*Respond the following statement* *Q: Let me help you* *A:.......* *Q: Can I have a bit?* *A: ....* *Choose the right response* *Q: Did you break the glass?* *a. Yes, I did* *b. I don't know* *c. I'm not sure* *d. All right* *Q: What do you think of my new dress* *A:............* *Write your response to the*	8x 40 menit	1. *Script* percakap - an 2. Rekaman Percakapan: - *Cassette* - *Tape Recorder* - *CD* - *CD Player* - *TV* 3. Gambar-gambar/ benda terkait 1 Script percakapan

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	Percakapan singkatan memuat ungkapan – ungkapan: *A: Would you come to my party?* *B: I'd love to / I want to, but ....* *A; I do agree* *B; Thanks for the support.* *A; No way ....* *B: It's O.K. No problem* *A: You have beautiful hair.* *B: Thank you.* *A: Happy birthday.* *B: Thank you.*	5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar. 1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas 3. Mendengarkan percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan	• Merespon ungkapan mengundang, menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji • Merespon ungkapan memberi selamat			*following statements:* 1. *Would you go with me to the movie?* 2. *I do agree with you to join the speech contest* 3. *You have beautiful hair.* 4. *You passed your exams. Congratulations.*	8 x 40 menit	2 Rekaman percakapan 3 Tape recorder 4 Gambar yang relevan Buku teks yang relevan

Standar Kompetensi : **Mendengarkan**

2.   Memahami   makna   dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	• Teks fungsioanl pendek berupa : Undangan Contoh: *Dear Rio,* *I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.* *Mona* • Ciri kebahasaan teks fungsional pendek • Langkah retorika teks: - *descriptive* (*identification – descriptions*) - *recount* (*orientation events)* - *reorientation*	1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas 2. Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - *I want you to come to.......* - *Please come to .....* - *Don't forget to come to......* 4. Mendengarkan teks fungsional pendek (undangan) 5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh	• Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. • Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.	Tes tertulis	Melengkapi rumpang	*Complete the following sentences based on the text you hear*	8 x 40 menit	1. *Script* teks undangan 2. Rekaman undangan - cassette - tape recorder - CD - CD Player - TV 3. Gambar/ realia terkait tema/topik/ jenis teks

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.4 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Teks lisan berbentuk • *descriptive* • *recount* Langkah retorika teks : • *descriptive (identification – descriptions)* • *recount (orientation events – reorientation)*	undangan lainnya dari teman. 7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan - *invitee* - *occasion* - *time* - *place* - *Invitor* 1 *Eliciting* kosakata terkait tema/topik/ jenis teks 2 Membahas tata bahasa terkait jenis teks yang akan dibahas 3 Mendengarkan teks monolog *descriptive* / *recount* dengan topik tertentu 4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar 5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar	• Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *descriptive* dan *recount* • Mengidentifikasi fungsional dan langkah retorika teks deskriptif dan *recount*.	Tes lisan Tes tulis	Pertanyaan lisan PG	*Answer the questions orally based on the text you listen to* *Choose the best option based on the text you have listened to*	8 x 40 menit	1 Buku teks yang relevan 2 Gambar terkait tema / topik *Script* teks: *descriptive / recount* 4 Rekaman teks 5 Tape recorder 6 OHP 7 Lingkungan sekitar

Standar Kompetensi **: Berbicara**

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkatan memuat ungkapan – ungkapan. A; *Let me help you.* B: *Thank you so much.* A: *Can I have a bit.* B: *Sure. Here you are.* A: *Did you break the glass?* B: *Yes, I did /* *No, it wasn't me.* A: *What do you think of this?* B: *Not bad.*	1. *Review* kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan 5. Menggunakan ungkapan yang telah dipelajari dalam *real life situation*	• Bertanya dan menjawab tentang meminta,memberi, menolak jasa • Bertanya dan menjawab tentang meminta,memberi, menolak barag • Bertanya dan menjawab tentang mengakui, mengingkari fakta • Bertanya dan memberi pendapat	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	8 x 40 menit	1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar
Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara	A: *Would you come to party?* B: *I'd love to / I wan't to, but ....* A: *I do agree.* B: *Thanks for the Support.* A: *No, way, ...* B: *It's O.K. I understand.*	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas 3. Tanya jawab menggunakan	• Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan • Bertanya dan menjawab tentang menyetujui.tidak menyetujui	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	8 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	A: *You have beautiful hair.* B: *Thank you.* A: *Happy birthday.* B; *Thank you.*	ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan	• Bertanya dan menjawab tentang memuji • Bertanya dan menjawab tentang memberi selamat					

Standar Kompetensi : **Berbicara**

4.   Mengungkap kan   makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa :*Undangan*	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan *- I want to come to....* *- Please come to ....* 5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: *A: Hi Guys, I want you all to come to my birthday party.* *B: We'd love to! When?* *A: Tomorrow, at 4.00* 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan	• Mengungkapan secara lisan teks fungsional pendek berbentuk undangan. Contoh: *Dear Rio,* *I want you to come to my house for lunch on Sunday at 12 a.m.* *Thanks.* *Mona* • Bertanya dan menjawab secara lisan berbagai informasi tentangteks fungsional pendek berbentuk undangan	Tes lisan	*Performance*	*Invite your friend to come to your bithday party orally*!	8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		berdasarkan konteks/situasi yang diberikan 7. Secara mandiri mengungkapkan undangan lisan						

4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	1. Teks pendek berbentuk *recount*
	2. – informasi faktual
	  - informasi rinci
	  - gagasan utama
	  - gagasan pendukung dalam teks pendek berbentuk *recount*
	3. Ciri kebahasaan teks *recount*
		1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)
		2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks *recount*
		3. Mengidentifikasi kejadin, peristiwa, pengalaman yang pernah dialami melalui tanya jawab
		4. Melakukan monolog dalam bentuk *recount*
			1. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk :
			- *Recount*
			2. Melakukan monolog pendek dalam bentuk *recount*
				Tes lisan
				
				Tes lisan
					Performance	*Think of an activity or event that happened to you yesterday and tell us about it.*	9 x 40 menit	1. Buku teks yang relevan
								2. Koran/majalah
								3. Gambar peristiwa

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar	Teks fungsional pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"	• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan • Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan • Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan • Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan	Tes lisan Tes tertulis	Membaca nyaring Uraian	*Read the the text aloud and clearly.* *Answer the following questions based on the text*	8 x 40 menit 8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	• Makna gagasan • Makna tekstual dalam teks *descriptive* dan *recount* • Langkah retorika teks descriptive dan recount • Tujuan komunikatif teks descriptive dan recount • Ciri kebahasaan teks *descriptive* dan *recount*	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa	• Makna gagasan • Makna tekstual dalam teks *descriptive* dan *recount* • Langkah retorika teks *descriptive* dan *recount*	Tes tulis Tes lisan	PG Membaca nyaring	*Choose the best option based on the text.* *Read the text aloud.*	8 x 40 menit	1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa/tempat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive/recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca *7.* Membaca nyaring dan bermakna teks *descriptive/recount*	• Tujuan komunikatif teks *descriptive* dan *recount* • Ciri kebahasaan teks *descriptive* dan *recount*					

Standar Kompetensi : **Menulis**

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	• Melengkapi rumpang teks fungsional pendek • Meyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek	Tes tulis	Essay	1. *Write simple sentences based on the situation given.* 2. *Write an invitation/ an announcement / message based on the situation given.*	8 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Teks rumpang berbentuk - *descriptive* - *recount* Kalimat acak	1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif	• Melengkapi rumpang teks essai pendek berbentuk *descriptive* • Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* • Menulis teks essai dalam bentuk *descriptive* .	Tes tulis Tes tulis Tes tulis	*Completion* *Jumbled sentences* *Essay*	• *Complete the paragraph using the suitable words.* • *Rearrange the following sentences correctly.* • *Write an essay describing something or a certain place.*	8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft teks deskriptive secara mandiri. 6. Mengekspos teks descriptive yang ditulis di kelas.						

RENCANA PROGRAM PEMBELAJARAN

Nama Sekolah : **SMA N 1 Punggur Lampung Tengah**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **X/1**
Pertemuan Ke : **1**
Alokasi Waktu : **2 x 45 menit**

A. Standar Kompetensi

6. Menulis : menungkapkan makna dalam teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian	Nilai Budaya dan Karakter	Kewirausahaan/ Ekonomi Kreatif
- Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*. - Menulis essai dalam bentuk *descriptive*.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi	- Percaya diri (keteguhan hati, optimis). - Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). - Pengambil resiko (suka tantangan, mampu memimpin) - Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelaran

- Peserta didik mampu menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive text*.
- Peserta didik mampu menulis essei dalam bentuk *descriptive text*.

E. Materi Pokok

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. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

The Generic Structure of Descriptive Text consists of Identification and Description.

Identification : Identifies phenomenon to be described.

Description : Describes parts, qualities, characteristics, etc.

Example :

<p align="center">SULE</p>

My favorite idol is Sule. Sule is an actor in OVJ Trans7. Sule is a comedian actor.

Sule is tall. He is thin. He has long straight, blonde hair. He is handsome enough and nice. His face is oval. Then, his skin is brown. And in that photo, he wears black clothes and brown pants. He also wears tie and white sweater. He is a famous actor. He is very funny because he can make people laugh. He is very kind, pleasant, and friendly so he has many friends from OVJ.

F. Metode/Teknik Pembelajaran

Metode : Contextual Teaching and Learning (CTL)

G. Langkah-Langkah Pembelajaran

1) Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

2) Kegiatan Inti (70')

Eksplorasi

- Peserta didik diberikan penjelasan oleh guru mengenai descriptive text seperti pengertian, struktur serta ciri kebahasaan.
- Peserta didik membandingkan teks descriptive dengan jenis teks lainnya.
- Peserta didik membahas contoh descriptive teks yang ada di dalam buku, mengidentifikasi struktur dan ciri kebahasaannya dengan dibimbing oleh guru.

Elaborasi

- Peserta didik diminta untuk membuat sebuah teks descriptive dengan judul atau topik yang sudah ditentukan secara individu.
- Peserta didik mengumpulkan teks yang sudah dibuat.

Konfirmasi

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada peserta didik yang kurang dan belum bisa dalam membuat teks descriptive.

3) Kegiatan Akhir (10')

- Peserta didik dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Bersama peserta didik, guru menyimpulkan hasil kegiatan pembelajaran pada pertemuan hari ini
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber Bahan / Alat
- Buku teks *Developing English Competencies for Senior High School Grade X*
- Sumber lain yang relevan

I. Penilaian
Teknik : **tugas individu**
Bentuk Instrumen : **tertulis, essei**
Kriteria Penilaian

Name	Criteria/Aspects					Total
	Content	Organization	Vocabulary	Language	Mechanic	

Mengetahui,

Collaborator   Mahasiswa ybs.

Arie Alfia Aristha, S.Pd   **Ahmad Tohari**
NIP. 198104162008012019   NPM. 1291087

RENCANA PROGRAM PEMBELAJARAN

Nama Sekolah   : SMA N 1 Punggur Lampung Tengah
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X/1
Pertemuan Ke   : 2-3
Alokasi Waktu   : 2 x 45 menit

J. Standar Kompetensi

6. Menulis : menungkapkan makna dalam teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

K. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

L. Indikator Pencapaian Kompetensi

| Indikator Pencapaian	Nilai Budaya dan Karakter	Kewirausahaan/ Ekonomi Kreatif
- Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*. - Menulis essai dalam bentuk *descriptive*.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi	- Percaya diri (keteguhan hati, optimis). - Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). - Pengambil resiko (suka tantangan, mampu memimpin) - Orientasi ke masa depan (punya perspektif untuk masa depan).

M. Tujuan Pembelaran

- Peserta didik mampu menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive text*.
- Peserta didik mampu menulis essei dalam bentuk *descriptive text*.

N. Materi Pokok

Use clustering technique to create a descriptive text. Clustering technique is technique which use of a pictogram to show the relationship and ordering of ideas.

Example :
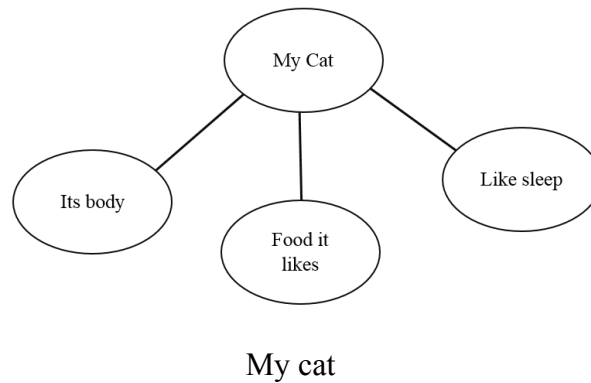
My cat

I have a cat. It is small but it is fat and it is white. Its tail is short.
My cat likes to eat. It very likes fish. Usually after eating it sleep. I always walk and play togeteher with it. I love my cat very much.

O. Metode/Teknik Pembelajaran

Metode   : Contextual Teaching and Learning (CTL)
Teknik   : Clustering Technique

P. Langkah-Langkah Pembelajaran

4) Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

5) Kegiatan Inti (70')

Eksplorasi

- Peserta didik diberikan penjelasan oleh guru mengenai descriptive text seperti pengertian, struktur serta ciri kebahasaan.
- Peserta didik diberikan materi tentang clustering technique.
- Peserta didik diberikan contoh bagaimana cara menggunakan clustering technique dalam membuat descriptive text.

Elaborasi

- Peserta didik diminta untuk membuat sebuah teks descriptive dengan judul atau topik yang sudah ditentukan dengan menggunakan clustering technique secara individu.
- Peserta didik mengumpulkan teks yang sudah dibuat.

Konfirmasi

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada peserta didik yang kurang dan belum bisa dalam membuat teks descriptive.

6) Kegiatan Akhir (10')
- Peserta didik dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Bersama peserta didik, guru menyimpulkan hasil kegiatan pembelajaran pada pertemuan hari ini
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Q. Sumber Bahan / Alat
- Buku teks *Developing English Competencies for Senior High School Grade X*
- Sumber lain yang relevan

R. Penilaian
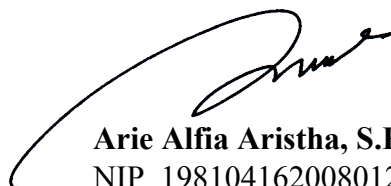**Teknik**   : **tugas individu**
Bentuk Instrumen : **tertulis, essei**
Kriteria Penilaian

Name	Criteria/Aspects					Total
	Content	Organization	Vocabulary	Language	Mechanic	

Mengetahui,

Collaborator

Arie Alfia Aristha, S.Pd
NIP. 198104162008012019

Mahasiswa ybs.

Ahmad Tohari
NPM. 1291087

RENCANA PROGRAM PEMBELAJARAN

Nama Sekolah   : **SMA N 1 Punggur Lampung Tengah**
Mata Pelajaran   : **Bahasa Inggris**
Kelas/Semester   : **X/1**
Pertemuan Ke   : **4-5**
Alokasi Waktu   : **2 x 45 menit**

A. Standar Kompetensi

6. Menulis : menungkapkan makna dalam teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

C. Indikator Pencapaian Kompetensi

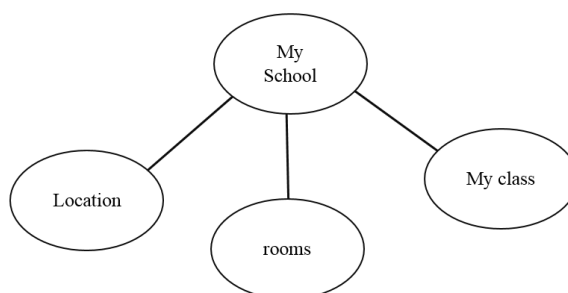| Indikator Pencapaian	Nilai Budaya dan Karakter	Kewirausahaan/ Ekonomi Kreatif
- Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*. - Menulis essai dalam bentuk *descriptive*.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi	- Percaya diri (keteguhan hati, optimis). - Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). - Pengambil resiko (suka tantangan, mampu memimpin) - Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelaran

- Peserta didik mampu menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive text*.
- Peserta didik mampu menulis essei dalam bentuk *descriptive text*.

E. Materi Pokok

Use clustering technique to create a descriptive text. Clustering technique is technique which use of a pictogram to show the relationship and ordering of ideas.

Example :

My School

I have a school. My school is in Nunggal Rejo Punggur Lampung Tengah. It is near with Mosque Baitul Makmur. It is about 4 kilometers from my house. My school is also near with field, then in the north of my school is Islamic Boarding School Al-Falah.

My school has many rooms, they are 15 classrooms, 2 offices and another rooms. My class is the west of the rooms. It is far from teacher office and near school's canteen.

My cat likes to eat. It very likes fish. Usually after eating it sleep. I always walk and play togeteher with it. I love my cat very much.

F. Metode/Teknik Pembelajaran
Metode   : Contextual Teaching and Learning (CTL)
Teknik   : Clustering Technique

G. Langkah-Langkah Pembelajaran
1) Kegiatan Awal (10')
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

2) Kegiatan Inti (70')
Eksplorasi
- Peserta didik diberikan penjelasan kembali oleh guru mengenai descriptive text seperti pengertian, struktur serta ciri kebahasaan.
- Peserta didik diberikan materi tentang clustering technique.
- Peserta didik diberikan contoh bagaimana cara menggunakan clustering technique dalam membuat descriptive text.
- Peserta didik diberikan arahan bagaimana mengembangkan ide melalui clustering technique dalam membuat descriptive text.

Elaborasi
- Peserta didik diminta untuk membuat sebuah teks descriptive dengan judul atau topik yang sudah ditentukan dengan menggunakan clustering technique secara individu.
- Peserta didik mengumpulkan teks yang sudah dibuat.

Konfirmasi
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada peserta didik yang kurang dan belum bisa dalam membuat teks descriptive.

3) Kegiatan Akhir (10')
- Peserta didik dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Bersama peserta didik, guru menyimpulkan hasil kegiatan pembelajaran pada pertemuan hari ini

H. Sumber Bahan / Alat
- Buku teks *Developing English Competencies for Senior High School Grade X*
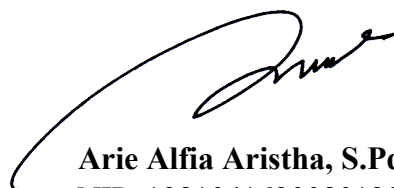- Sumber lain yang relevan

I. Penilaian
Teknik : **tugas individu**
Bentuk Instrumen : **tertulis, essei**
Kriteria Penilaian

Name	Criteria/Aspects					Total
	Content	Organization	Vocabulary	Language	Mechanic	

Mengetahui,

Collaborator   Mahasiswa ybs.

Arie Alfia Aristha, S.Pd   **Ahmad Tohari**
NIP. 198104162008012019   NPM. 1291087

RENCANA PROGRAM PEMBELAJARAN

Nama Sekolah : SMA N 1 Punggur Lampung Tengah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Pertemuan Ke : 4-5
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

6. Menulis : menungkapkan makna dalam teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

C. Indikator Pencapaian Kompetensi

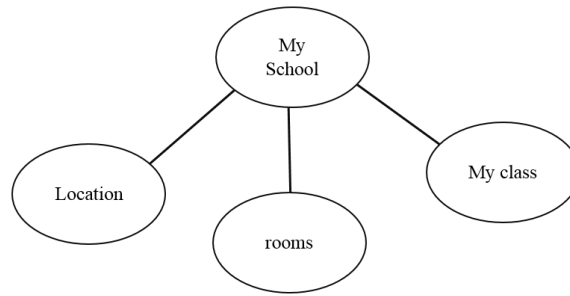| Indikator Pencapaian	Nilai Budaya dan Karakter	Kewirausahaan/ Ekonomi Kreatif
- Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*. - Menulis essai dalam bentuk *descriptive*.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi	- Percaya diri (keteguhan hati, optimis). - Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). - Pengambil resiko (suka tantangan, mampu memimpin) - Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelaran

- Peserta didik mampu menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive text*.
- Peserta didik mampu menulis essei dalam bentuk *descriptive text*.

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Use clustering technique to create a descriptive text. Clustering technique is technique which use of a pictogram to show the relationship and ordering of ideas.

Example :

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My school has many rooms, they are 15 classrooms, 2 offices and another rooms. My class is the west of the rooms. It is far from teacher office and near school's canteen.

F. Metode/Teknik Pembelajaran

Metode   : Contextual Teaching and Learning (CTL)
Teknik   : Clustering Technique

G. Langkah-Langkah Pembelajaran

1) Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

2) Kegiatan Inti (70')

Eksplorasi

- Peserta didik diberikan penjelasan kembali oleh guru mengenai descriptive text seperti pengertian, struktur serta ciri kebahasaan.
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- Peserta didik diminta untuk membuat sebuah teks descriptive dengan judul atau topik yang sudah ditentukan dengan menggunakan clustering technique secara individu.
- Peserta didik mengumpulkan teks yang sudah dibuat.

Konfirmasi

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada peserta didik yang kurang dan belum bisa dalam membuat teks descriptive.

3) Kegiatan Akhir (10')
- Peserta didik dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Bersama peserta didik, guru menyimpulkan hasil kegiatan pembelajaran pada pertemuan hari ini

H. Sumber Bahan / Alat
- Buku teks *Developing English Competencies for Senior High School Grade X*
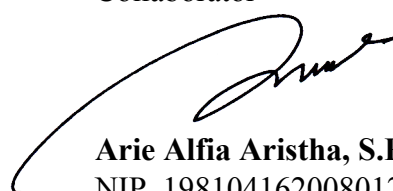- Sumber lain yang relevan

I. Penilaian
Teknik : tugas individu
Bentuk Instrumen : tertulis, essei
Kriteria Penilaian

Name	Criteria/Aspects					Total
	Content	Organization	Vocabulary	Language	Mechanic	

Mengetahui,

Collaborator

Arie Alfia Aristha, S.Pd
NIP. 198104162008012019

Mahasiswa ybs.

Ahmad Tohari
NPM. 1291087

ATTENDANCE LIST
Cycle 1

No	Name	Meeting		
		1 (pre-Test) 1-11-17	2 (treatment) 3-11-17	3 (post-test) 8-11-17
1.	Alfi Latifatu Salwa	✓	✓	✓
2.	Alma Armawati	✓	✓	✓
3.	Anisa Dinda Aprilia	✓	✓	✓
4.	Aperilia Anggun	✓	✓	✓
5.	Arlis Ari Fatuzzahro	✓	✓	✓
6.	Bayu Kurniawan	✓	✓	✓
7.	Dela Marlinda	✓	✓	✓
8.	Dharyan Dika	✓	✓	✓
9.	Dona Rizky	✓	✓	✓
10.	Indah Kusuma Dewi	✓	✓	✓
11.	Keken Asmara	✓	✓	✓
12.	Listri Nurjanah	✓	✓	✓
13.	Lyra Anggraini	✓	✓	✓
14.	Nawang Dinda Pratiwi	✓	✓	✓
15.	Neneng Noviana	✓	✓	✓
16.	Reda Meniningtyas	✓	✓	✓
17.	Ressa Amara	✓	✓	✓
18.	Restu Sasmita	✓	✓	✓
19.	Riyan Abi Rismanda	✓	✓	✓
20.	Rizky Alviani	✓	✓	✓
21.	Siti Hanifah	✓	✓	✓
22.	Siti Mesiatun	✓	✓	✓
23.	Sri Jumiati	✓	✓	✓
24.	Umi Nur Rahayu	✓	✓	✓
25.	Vitri Mei Nungki	✓	✓	✓

Collaborator/English Teacher

Arie Alfie Aristha,S.Pd
Nip. 198104162008012000

Researcher

Ahmad Tohari
NPM.1291087

PRE-TEST INSTRUMENT OF DESCRIPTIVE TEXT

Subject   : English (Writing)

Class   : X

Time Allocation : 45 Minutes

Directions:

- Write your name on answer sheet.
- Select one of the topics.
- Please use your own hand writing and write carefully.

Question:

Please write a description text at least 5 sentences. You may choose one of the topics below:

1. Your family
2. Your friend
3. Your teacher

ANSWER SHEET
(Pre-Test)

Name   : _____
Class   : _____

_____

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1

ANSWER SHEET
(Pre-Test)

Name   : Siti Hanifah
Class   : X.4

___

<u>My teacher</u>

I like my teacher . She name is miss. Retno . They teacher of
Senior High School of Punggur Central Lampung .
My teacher live in PC 14 Raman Utara . I like my teacher
very much .

20+16+17+14 3.

70

ANSWER SHEET
(Pre-Test)

Name   : Neneng Nofiana
Class   : X.4

<u>My Friend</u>

My Friend is hanifah. She has long hair. She is tall and slim. Her nose is sharp. She is a shy girl. She is very clever. She like reading books. Her heigh is 150 cm. Her weight is only 40 kg.

21+12+11.+13+3.

60

1

ANSWER SHEET
(Pre-Test)

Name   : Lyra Anggraini
Class   : X.4

My Friend

My Name is Lyra Anggraini. I want to tell you About my Family. There are four members in my Family. They are father, mother, Younger, Sister And I, we live happily in a small house. My father is mr. Bamo. he is a peasant. My mother is a Mrs. Giarni, She is a mother. My Younger Sister is a Bila. I love them very much

22 + 16 + 15 + 15 + 4

72

INSTRUMENT OF DESCRIPTIVE TEXT
POST-TEST 1

Subject   : English (Writing)

Class   : X

Time Allocation : 45 Minutes

Directions:

- Write your name on answer sheet.
- Select one of the topics.
- Before Writing, please cluster your idea.
- Please use your own hand writing and write carefully.

Question:

Please write a description text at least 5 sentences. You may choose one of the topics below:

4. Your gadget
5. Your transportation
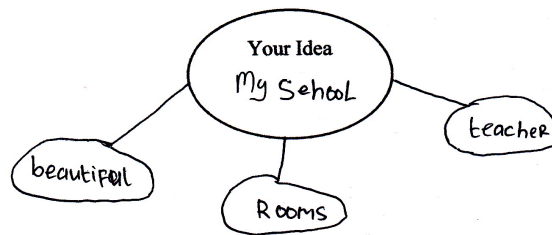6. Your school/your class

ANSWER SHEET
(Post-Test I)

Name   : _____
Class   : _____

Your Idea

_____

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_____

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_____

ANSWER SHEET
(Post-Test I)

Name   : ALFI LATI FATU SALWA
Class   : X.4

Your Idea
My School

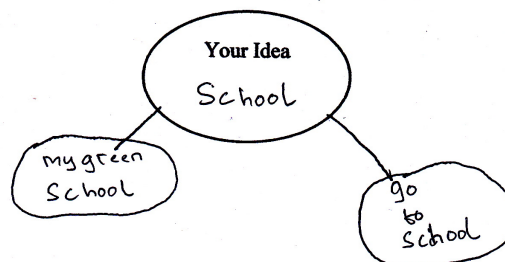beautiful

Rooms

teacher

MY school

MY name is Lutfia . I school in SMA N 1
Punggur Lampung tengah . MY school very beautifull
and clean . There is many classroom and building
toher . There is many teacher in my shool .
there is yard for play basketball .

21 + 13 + 13 + 20 3 .

70

ANSWER SHEET
(Post-Test I)

Name   : Dona Rizky
Class   : X.4

Your Idea

School

my green School

go to School

My School
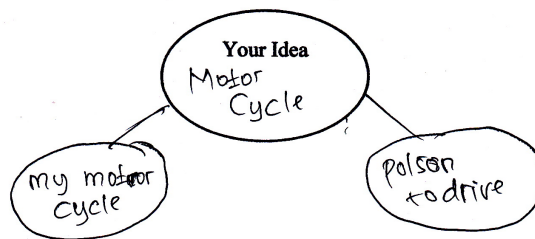
My School is green, Yellow and white. I School
here with Fren and many Fren my School is SMA
N1 Punggur. EVeryday I go to School with my Frend.

22 +18+ 15 + 17+4.

76.

ANSWER SHEET
(Post-Test I)

Name   : Lyra Anggraini
Class   :   X.4

Your Idea
Motor Cycle

my motor cycle

poison to drive

your motorcycle

At ev environment we there are Several transportation,
Transportation sea, and transportation air. Either one
Motorcycle transportation. motor cycle already not
Styrange more for we. Already person to own
Motor cycle. Child period now already poison to drive.

22+ 16+15 +16+ 4

73.

ATTENDANCE LIST
Cycle 2

No	Name	Meeting	
		1 (treatment)	2 (post-test 2)
		10-11-17	15-11-17
1.	Alfi Latifatu Salwa	✓	✓
2.	Alma Armawati	✓	✓
3.	Anisa Dinda Aprilia	✓	✓
4.	Aperilia Anggun	✓	✓
5.	Arlis Ari Fatuzzahro	✓	✓
6.	Bayu Kurniawan	✓	✓
7.	Dela Marlinda	✓	✓
8.	Dharyan Dika	✓	✓
9.	Dona Rizky	✓	✓
10.	Indah Kusuma Dewi	✓	✓
11.	Keken Asmara	✓	✓
12.	Listri Nurjanah	✓	✓
13.	Lyra Anggraini	✓	✓
14.	Nawang Dinda Pratiwi	✓	✓
15.	Neneng Noviana	✓	✓
16.	Reda Meniningtyas	✓	✓
17.	Ressa Amara	✓	✓
18.	Restu Sasmita	✓	✓
19.	Riyan Abi Rismanda	✓	✓
20.	Rizky Alviani	✓	✓
21.	Siti Hanifah	✓	✓
22.	Siti Mesiatun	✓	✓
23.	Sri Jumiati	✓	✓
24.	Umi Nur Rahayu	✓	✓
25.	Vitri Mei Nungki	✓	✓

Collaborator/English Teacher   Researcher

Arie Alfie Aristha,S.Pd   **Ahmad Tohari**
Nip. 198104162008012000   NPM. 1291087

Subject   : English (Writing)

Class   : X

Time Allocation   : 45 Minutes

Directions:

- Write your name on answer sheet.
- Select one of the topics.
- Before Writing, please cluster your idea.
- Please use your own hand writing and write carefully.

Question:

Please write a description text at least 5 sentences. You may choose one of the topics below:

7. Your pet
8. Your hobby
9. Your favorite food
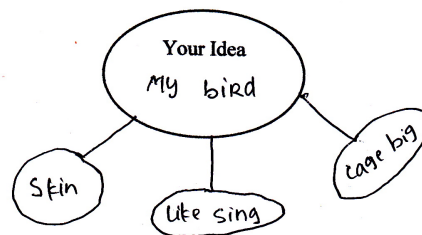
ANSWER SHEET
(Post-Test II)

Name   : _____
Class   : _____

<div style="text-align:center;">

Your Idea

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ANSWER SHEET
(Post-Test II)

Name   : ALFi lati Fatu Salwa
Class   : X.4


Your Idea
MY biRd

Skin

Like sing

cage big

MY BiRd

I have a bird . heR Skin white and my bird
Like sing. My bird has wings two. and long mouth.
My bird Food is ·nut. My bird always sing when
I am in home. my birb is in cage .the cage is
small .because my bird ·is small. I love my
bird

21+15+15+ 20+ 4
75.

ANSWER SHEET
(Post-Test II)

Name : Dona Rizky
Class : X.4

Your Idea
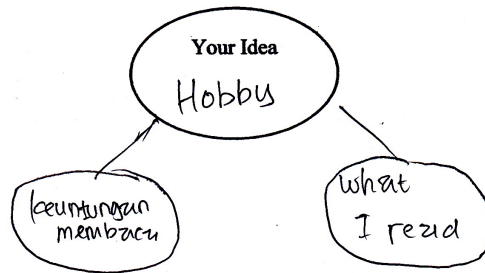Swimming

When day hot

benefit Swimming
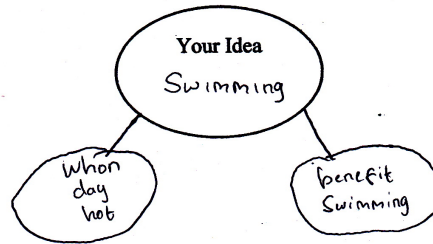
My hobby

I have hobby Swimming. I always Swimming when day is hot. I Swimming in River with My fren In future I want Become a Swimming Champion Swimming is good for body Because it make health. I like Swimming so much.

22+18+16 + 18 + 4.

78.

ANSWER SHEET
(Post-Test II)

Name : Lyra Anggraini
Class : X.4

Your Idea
Hobby

keuntungan membaca

what I read

My Hobby

My Name is Lyra Anggraini. I always read my Book. So I wear eyeglass now, by Reading I get More Information and many knowledge. I always Read book in my room or Sometimes in libray. I Like reading novel and short story in my School Book.

22+15+15+18+5.

75

FIELD NOTE
Cycle 1

Days	Date				
Sunday	29	5	12	19	26
Monday	30	6	13	20	27
Tuesday	31	7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17	24	
Saturday	4	11	18	25	

Wednesday, November 1st, 2017

1. Most of the students still confuse with the material was given.

2. Some of the students are noisy with their friends.

3. Most of the students did the test confusedly.
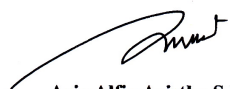
4. Give pre-test for the students.

Friday, November 3rd, 2017

1. The teacher gives the material about the topic.

2. So many students who were noisy didn't give pay attention by the teacher explanation.

3. Some students didn't understand about the material.

4. The teacher dominated in giving question and answer

Wednesday, November 8th, 2017

1. Give post-test I to the students with the kinds of test was essay.

2. Some students passed the minimum standard criteria. But so many students did not pass the score.

3. Make reflection to students and made evaluation for the teaching learning process.

Collaborator/English Teacher

Researcher

Arie Alfie Aristha,S.Pd
Nip. 198104162008012000

Ahmad Tohari
NPM. 1291087

FIELD NOTE
Cycle 2

Days	Date				
Sunday	29	5	12	19	26
Monday	30	6	13	20	27
Tuesday	31	7	14	21	28
Wednesday	1	8	15	22	29
Thursday	2	9	16	23	30
Friday	3	10	17	24	
Saturday	4	11	18	25	

Monday, November 10th, 2017

1. Explain the material clearly.
2. Some students were still confused about the material.
3. The students enthusiastic and interest about the material.

Tuesday, September 15th, 2017

1. The researcher gives post-test 2 after giving treatment.
2. Most of students doing the task correctly.
3. Most of students passed the minimum standard criteria.

Collaborator/English Teacher

Arie Alfie Aristha,S.Pd
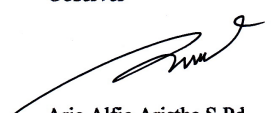Nip. 198104162008012000

Researcher

Ahmad Tohari
NPM. 1291087

OBSERVATION SHEET
Cycle 1
(Friday, November 3rd, 2017)

No	Students Name	Activity			Total
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students able do the task	
1.	Alfi Latifatu Salwa	1		1	2
2.	Alma Armawati	1			1
3.	Anisa Dinda Aprilia		1		1
4.	Aperilia Anggun	1			1
5.	Arlis Ari Fatuzzahro		1	1	2
6.	Bayu Kurniawan		1		1
7.	Dela Marlinda			1	1
8.	Dharyan Dika		1		1
9.	Dona Rizky		1		1
10.	Indah Kusuma Dewi	1			1
11.	Keken Asmara		1	1	2
12.	Listri Nurjanah			1	1
13.	Lyra Anggraini	1			1
14.	Nawang Dinda Pratiwi				0
15.	Neneng Noviana	1		1	2
16.	Reda Meniningtyas		1		1
17.	Ressa Amara	1		1	2
18.	Restu Sasmita			1	1
19.	Riyan Abi Rismanda	1			1
20.	Rizky Alviani		1	1	2
21.	Siti Hanifah		1	1	2
22.	Siti Mesiatun		1		1
23.	Sri Jumiati			1	1
24.	Umi Nur Rahayu			1	1
25.	Vitri Mei Nungki	1		1	2
	Total	9	10	13	
	Percentage (%)	36%	40%	52%	

Punggur, November 3rd, 2017
Observer

Arie Alfie Aristha,S.Pd
Nip. 198104162008012000

OBSERVATION SHEET
Cycle 2
(Friday, November 10th, 2017)

No	Students Name	Activity			Total
		Pay attention of the teacher's explanation	Ask/answer the question from the teacher	The students able do the task	
1.	Alfi Latifatu Salwa	1		1	2
2.	Alma Armawati	1	1	1	3
3.	Anisa Dinda Aprilia		1		1
4.	Aperilia Anggun	1		1	2
5.	Arlis Ari Fatuzzahro		1	1	2
6.	Bayu Kurniawan		1		1
7.	Dela Marlinda		1	1	2
8.	Dharyan Dika		1		1
9.	Dona Rizky	1	1		2
10.	Indah Kusuma Dewi	1		1	2
11.	Keken Asmara		1	1	2
12.	Listri Nurjanah		1	1	2
13.	Lyra Anggraini	1	1		2
14.	Nawang Dinda Pratiwi		1		1
15.	Neneng Noviana	1		1	2
16.	Reda Meniningtyas		1		1
17.	Ressa Amara		1	1	2
18.	Restu Sasmita		1	1	2
19.	Riyan Abi Rismanda	1		1	2
20.	Rizky Alviani		1	1	2
21.	Siti Hanifah		1	1	2
22.	Siti Mesiatun		1	1	2
23.	Sri Jumiati		1	1	2
24.	Umi Nur Rahayu	1		1	2
25.	Vitri Mei Nungki	1		1	2
	Total	10	18	18	
	Percentage (%)	40%	72%	72%	

Punggur, November 10th, 2017
Observer

Arie Alfie Aristha,S.Pd
Nip. 198104162008012000

PICTURES DOCUMENTATIONS

CURRICULUM VITAE

Ahmad Tohari was born in Kibang Budi, Tulang Bawang on December 5th, 1993. Ethnically speaking, he comes from Javanese family descent. He is the first child of Mr. Dasiyanto and Mrs. Juwanti.

He took his elementary school at SD Bumi Dipasena Sentosa Tulang Bawang (2000-2006). Then, he continued to junior high school at SMP Darul 'Ulum Sekampung East Lampung (2006-2009). Having graduated from junior high school, he took his study on SMA N 1 Batanghari East Lampung and finished in 2012. Actually, the same year he was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) Metro.