

**AN UNDERGRADUATE THESIS**

**USING CLUSTERING TECHNIQUE**

**TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL**

**AT THE TENTH GRADERS OF VOCATIONAL HIGH SCHOOL 03 METRO**

**IN THE ACADEMIC YEAR 2016 / 2017**



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**1439 H / 2017 M**

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TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL  
AT THE TENTH GRADERS OF VOCATIONAL HIGH SCHOOL 03 METRO  
IN THE ACADEMIC YEAR 2016 / 2017**

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

No: *B-0231 / In. 28.110 / PP. 00 9/01/2018*

An Undergraduate thesis entitled: USING CLUSTERING TECHNIQUE TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL AT THE TENTH GRADERS OF VOCATIONAL HIGH SCHOOL 3 METRO IN THE ACADEMIC YEAR OF 2016 / 2017, Written by: Binti Nurjanatul Ma'wa, Student Number: 1291477 English Education Department, had been examined (munaqosyah) in Tarbiyah an Teacher Training Faculty on December 08<sup>th</sup>, 2017, at 08.00-09.30.

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**USING CLUSTERING TECHNIQUE  
TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL  
AT THE TENTH GRADERS OF VOCATIONAL HIGH SCHOOL 03 METRO  
IN THE ACADEMIC YEAR 2016 / 2017**

**ABSTRACT**

**BY:  
BINTI NURJANATUL MA'WA**

The main purpose of this research is to investigate the students' writing ability of Vocational High School 3 Metro which found in writing skill and to know what extend the clustering technique could help the students' learning process. The writer tries to attest that clustering technique can be one of the teaching technique to increase the students' writing skill.

In this research, the researcher conducted Classroom Action Research (CAR) which is done in two cycles. Each cycle consisted of planning, acting, observing, and reflecting. The subjects of this research was 26 students in X.TITL class of Vocational High School 3 Metro. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research was conducted collaboratively with an English teacher of SMKN 3 Metro.

The result of this research showed that clustering technique had positive role in increasing the writing skill at the tenth graders of SMK N 3 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 61,65 and in post test was 66,11 became 69,42. It means that the using of clustering technique in writing can increase the students' writing skill.



**PENGGUNAAN TEKNIK *CLUSTERING*  
UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF  
PADA KELAS SEPULUH DI SMK NEGERI 3 METRO**

**ABSTRAK**

**OLEH:  
BINTI NURJANATUL MA'WA**

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan menulis siswa SMK N 3 Metro yang terdapat dalam kemampuan menulis dan untuk mengetahui sejauh mana teknik *clustering* dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa teknik *clustering* dapat menjadi salah satu teknik pembelajaran untuk meningkatkan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 26 siswa kelas sepuluh TITL SMK N 3 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMK N 3 Metro.

Hasil dari penelitian ini menunjukkan bahwa tehnik *clustering* memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas sepuluh SMK N 3 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 61,65, dan post test 66,11 menjadi 69,42. Ini berarti penggunaan teknik *clustering* dapat meningkatkan kemampuan menulis siswa.

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, June 2017

The writer



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Metro, Juni 2017

Penulis



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## MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا  
لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠﴾

Who made the earth a resting-place for you, and placed roads for you therein, that may find your way. (Q.S Az-Zukhruf: 10)

“LOVE WHAT YOU DO AND DO WHAT YOU LOVE”

## **DEDICATION PAGE**

This undergraduated thesis is especially dedicated to:  
My beloved Almamater of State Islamic College (STAIN) of Jurai Siwo  
Metro.

My beloved family, especially my parents (Wagimin Mustajab,  
S.Ag(Alm.) and Supratiyah), my husband (Budi Yuliyanto) and my sister  
(Nurlailatul Wahida (Alm.) and Nurlatifatul Adha Naj'wa) and the last my  
best friends (Arlina Fikarningsih and Lila Kurniawati) who always pray  
and support me in their endless love.

## ACKNOWLEDGEMENT

Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled “Using Clustering Technique To Improve Descriptive Text Writing Skill At The Tenth Graders Of Vocational High School 03 Metro In The Academic Year 2016 / 2017”. This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, Mr.Wagimin Mustajab, S.Ag (Alm.) and Mrs.Supratyah for their endless love, for understanding and supporting me to finish the research proposal soon, and always pray for me to be successful person someday (amin). The greatest gratitude would also be addressed to both of my advisors, Drs.Kuryani Utih,M. Pd and Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, June 2017

Binti Nurjanatul Ma'wa  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Writing is a productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language.

The objective of teaching English at school is that the students are expected to be able to communicate both in written and spoken form. Writing and speaking are productive skills that are very important for students to learn. They are frequently used to convey the ideas in communicating with others. In this research focused on teaching writing descriptive text. In writing descriptive text the students have a problem which influence their score, some students have less interested to make it text. This condition caused by teaching learning process in the class was bored. The technique that uses the teacher is less interesting. So, they are not interested to follow this lesson.

Therefore, they have less idea to describe something which make they are got difficulties to write writing descriptive text itself. In this case the writer will use Clustering Technique. Hopefully this technique can improve their writing skill, especially to make descriptive text directly.

In fact, this object is very hard to achieve. Most of the students' skill are far a way from their learning target, because the students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence. The following is students' test result of descriptive text at class X of Vocational High School 3 METRO.

**Table 1: Data Pra Survey  
Students' writing score of descriptive text  
at the tenth grade of Vocational High School 3 Metro**

No	Score	Frequency	Percentage
1	85-100	-	0,00%
2	75-84	1	2.5%
3	65-74	6	22,5%
4	40-64	19	75%
5	0-39	-	0,00%
<b>Total</b>		<b>26</b>	<b>100%</b>

*Source : Ledger of the English Teacher of Vocational High School 3 Metro, taken on , 6<sup>th</sup> 2016*

Based on the observation and the result of descriptive text writing test, during teaching learning process happened at the tenth grade students of Vocational High School 3 Metro, the writer who is also the english teacher of the class, show that many students could not express their ideas in written form although they might know what would be written. There



is no student gets score 85-100 with the result of percentage is 0,00%.. Then, 1 student get score 75-84 with the result of presentage is 2,5%. After that there are 9 students get score between 65 and 74 with the result of percentage is 22,5 %. Next, there are 16 students get score between 40-64, it has high percentage, that is until 75%. And the last there is no student get score between 0-39 with the percentage is 0,00%. From the table the researcher cans conclude that the students still could not understand or create a descriptive text although the teacher had explained it. They were still found some grammar mistakes or inappropriate vocabulary use. Most of students were not able to construct sentence in present form. Furthermore, they were not active during teaching learning process.

The writer choose this topic because she wants to prove that the use of clustering technique can improve the students' ability in writing descriptive text, because the students will not only be interested in descriptive text using clustering technique, but also they can develop their imagination using clustering technique.

## **B. Problems Identification**

In this research, the researcher wants to do the classroom action research and hopefully the problems in the class can be solved or minimized. There are some problems and some taught that caused in the problems:

1. Most of students find difficulties in developing idea in their text and making the text unified.
2. The students have problems in building sentences with appropriate grammar and vocabulary.
3. Most of the students make the errors of grammatical form syntactical pattern.
4. The students do not know the right way to make Writing Descriptive Text.
5. The teacher less to use an interesting technique in teaching learning process, so that it can be bored.

### **C. Problem Limitation**

Based on the problem identification above, there are several problems which experienced by the students, but the writer focuses on the students do not know the right way to make writing descriptive text and the teacher less to use interesting technique in teaching learning process. Therefore, the writer limits the problem only on the using of Clustering Technique to Improve Descriptive Text Writing Skill at the Tenth Graders of Vocational High School 3 Metro in the Academic Year of 2016 / 2017.

#### **D. Problem Formulation**

Regarding to the problem limitation above, the writer would like to identify the problem formulation that is “Can Clustering Technique improve the students descriptive text writing skill at the tenth graders of Vocational High School 3 Metro?”.

#### **E. The Objectives and Benefits of the Study**

##### **1. The Objective of The Study**

- a. To know the improvement of student descriptive writing text skill.
- b. To know the improvement of student learning activity.

##### **2. Benefits of The Study**

###### **a. For the Students**

- 1) The writer expects that the result of this research to be positive contribution for the students to improve their writing skills.
- 2) As the guidance to give knowledge about writing skill to the students. So that they understand more about writing.

###### **b. For the English Teacher**

- 1) As the information for the English teacher to help the students know about English.
- 2) As the input for the English teacher to help the students interested in English learning process.

**c. For Headmaster**

The result of this research can be a positive contribution to the headmaster to increase the quality of the teacher in the school and for English Instruction especially to make other researchs about writing.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Writing Skill**

##### **1. The Definition of Writing Skill**

In English learning there are four skills that must be mastered by students, those are: listening, speaking, writing and reading. All of skills are important to learn about English directly. In this research the writer focused on writing skill. Because of in real teaching English some students got difficulties in writing skill.

According to Harmer Jeremy said that writing is one of the four skills in English, speaking, listening, and reading has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.<sup>1</sup>

Moreover Thomas S. Kane said that writing is a rational activity, and that it is a valuable activity. To say that writing is rational means nothing more than that it is an exercise of mind requiring the

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<sup>1</sup> Harmer . Jeremy *"How to teach Writing"*, ( New York: Longman University Press 2004), page 31.

mastery of techniques anyone can learn.<sup>2</sup> In addition, Swales M. John and Christine B. Feak defined that Writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.<sup>3</sup> So, writing is a process to sharing meaning from the brain which create or write on the paper. It can be uses for a variety of purposes, ranging from being merely of major syllabus strand in it is own right. It essential feature of learning language, because it provide that very good mean by using spelling, vocabulary, and sentence pattern.

Besides that, according to Wilson Paige and Glazier Teresa defined that think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses, and sentences. Then sentences connect to form paragraphs and essays. Each level has its own set of “blueprints.” To communicate clearly in writing, words must be chosen and spelled correctly. Sentences must have a subject, a verb, and a complete thought. Paragraphs must be

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<sup>2</sup> Thomas S. Kane “*The Oxford. Essential Guide to Writing*”, ( New York: Oxford University Press, 1988), page 5.

<sup>3</sup> Swales M. John & Christine B. Feak “*Academic Writing*”, ( New York: Oxford University Press, 1993), page 34.



indented and should contain a main idea supported with sufficient detail.<sup>4</sup> Meanwhile Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>5</sup>

Besides that, according to Seikh N. Samshad writing is not an inherent quality; one needs incessant practice to acquire this skill. Positive motivation on the part of that teachers and conscious efforts on the part of the learners can develop rural learners' writing skill which thereby can help in enhancing other language skills.<sup>6</sup> Based on the definition above the writer concluded that writing is a process to sharing meaning trough hand write in the paper. This activity can help student to improve their knowledge especially in writing skill.

## 2. The Writing Process

There are several process to make a writing well. For this section, according to Harmer Jeremy defined the writing process as follow:<sup>7</sup>

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<sup>4</sup> Wilson Paige & Glazier Teresa "*The Least you should know about English Writing Skill*", ( New York: Cengage Learning Press 2008), page 206.

<sup>5</sup> Hyland, Klan. "*Second Language Writing*", (USA : Cambridge University Press, 2003), page 9

<sup>6</sup> Seikh N. Samshad. "Indian Streams Research Journal" *Developing English Writing Skill of Rural Learners* 5 2015): 1. Print

<sup>7</sup> Jeremy Harmer. "*How to Teach Writing*", (England: Longman Pearson Education Limited, 2004), page 40.

**a. Planning**

Planning is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, is they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writers have to think of the audience who read their writing. For example, it is formal or informal. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

**b. Drafting**

Drafting is a row of strategies designed to compose and develop a sustained piece of witting procedure to conclude whether the information you discover while planning can be established into a successful piece of or not.

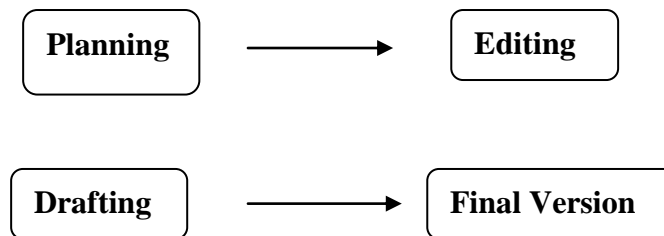
**c. Editing (Reflecting or Revising)**

The writers need to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writers have asked the reader to comment and suggest and

reflecting and revising. So, the writer revises his writing to make appropriate revisions.

#### d. Final Version

The writers produce the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the audience.



Based on the diagram above, we can look there are four the process of writing, they are planning, drafting, editing, and the last is final version or final draft.

### 3. The Characteristic of Good Writing

According to Cynthia A Boardman explain that there are three characteristics of good writing, they are:<sup>8</sup>

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<sup>8</sup>Natanael Saragih, et all, "The Effectiveness of Using Recount Text to Improve Writing Skill" *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, ([www.iosrjournals.org](http://www.iosrjournals.org); 2014) Volume 19, Issue 1, Ver. XII, Page. 57

**a. Coherence**

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

**b. Cohesion**

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence. Like as reference, substitution, ellipsis, conjunction relation (discourse markers), lexical cohesion.

**c. Unity**

The last characteristic of a well- written paragraph is unity. The entire supporting sentences must relate to the topic sentence.

**4. The Types of Writing**

There are several types of writing, in this section the writer have been taken from Kane S. Thomas Books. He said that the types of writing as follow:<sup>9</sup>

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<sup>9</sup> Kane S. Thomas. “*Essential Guide to Writing*”, (New York: Oxford University Press, 2000), page 7.

**a. Descriptive**

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize 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.

**b. Persuasive**

Persuasive, is a piece of work in which the writer uses words to convince the reader that the writer's opinion is correct with regard to an issue. Persuasive writing sometimes involves persuading the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief.

**c. Narrative**

Narrative text is a meaningful sequence of events told in words. A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology

is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

**d. Argumentative**

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

**e. Expository**

Expository paragraph is essentially an enlargement of a subject/predicate pattern. Deal with facts, ideas, belief. They explain, analyze, define, compare, illustrate. The term paragraph has no simple definition. Occasionally a single sentence or even a word may serve as an emphatic paragraph. Conventionally in composition, however, a paragraph is a group of sentences developing a common idea, called the topic.

**B. The Concept of Descriptive Text**

**1. The Definition of Descriptive Text**

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

thing. Descriptive text is the text that is always in around us when we want to describe something or someone.<sup>10</sup>

When we want to describe something, we must be able to make readers understand what we mean. In descriptive paragraph, describing the way something looks like. Thus 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.<sup>11</sup> 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.

## **2. The Generic Structure of Descriptive Text**

Descriptive text has structure as bellow:

### **a. The Generic Structure of Descriptive Text**

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<sup>10</sup> Edwin Goldwasser “*Method in Teaching of English*”, ( New York: New York Public Library Press 2000), page 211.

<sup>11</sup> *Ibid.* Page 215

- 1) Identification to identifying the phenomenon to be described.
  - 2) Description to describing the phenomenon in parts, qualities, or/and characteristics.
- b. The Language Features of Descriptive Text
- The use of adjectives and compound adjectives.
- Example:
- 1) A five hundred seated football stadium.
  - 2) A beautiful ancient Roman opera house.
- c. The use of Linking Verbs/ relating verbs.
- Example:
- The temple is so magnificent.
  - The temple consists of five terraces.
- d. The use of Simple Present Tense
- Example:
- The museum houses hundreds of Greek Statues.
  - The hotel provides 450 rooms and a large swimming pool.
- e. The use of degree of comparison
- Example:
- The weather in Jakarta is hotter than Bandung.
  - Bogor has the same weather as Singapore.



### **3. The Component of Writing and The Measurement of Writing**

#### **Descriptive Text**

##### **a. The Component of Writing**

Writing is a language skill that is used for indirect communication. The students can communicate their ideals and thought to others through a written form such as letter, message, or invitation for communication. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.

Furthermore, the form of communication that use in written language as words, sentences, punctuations and good structure. So that, the readers can understand the information easily. A good deal of attention was placed on model compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

##### **1) Content**

Content is the substance of a written work, especially as contrasted with its form. The criteria in this part is the

substance or writing ideas express the unity, and the score is (13-30)

## **2) Vocabulary**

Vocabulary is all about words. The words in a language or a special set of words which want we are trying to learn.<sup>12</sup> The rubric score in this section is the selection word that is suitable with the content, and the score is (7-20).

## **3) Grammar**

Grammar is the whole system and structure of a language in general, usually taken as consisting on syntax and morphology and sometimes also phonology and semantic.<sup>13</sup> The score in this part is (5-25).

## **4) Mechanic**

The term we use to describe the technical aspects of writing, such as spelling, punctuation, capitalization, etc. The score in this part is (2-5)

## **5) Organization**

the organization of contents or the ideas, it is coherence. The score in this part is (7-20).

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<sup>12</sup> Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), Page 236.

<sup>13</sup> *Ibid.*, Page 238.

Regarding to criteria of the component above, it can be seen that the total of the score of writing description text is 100.

### b. The Measurement of Writing

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:<sup>14</sup>

Table 2

The Measurement Rubrics of Writing Essay Skill

Writing Skill	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

<sup>14</sup> Douglas H Brown, *“Language Assessment Principles and Classroom Practice”*, (New York: Longman University Press, 2007), Page 244.

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.
	25-22	Excellent to	Effective, complex

Grammar		Very Good	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. <sup>15</sup>
	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.

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<sup>15</sup> *Ibid.*, Page. 245

	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.

### C. The Concept of Clustering Technique

#### 1. The Definition of Clustering Technique

As the study of language teaching method and procedure, they are some different ways between an approach, a method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. A method is an overall plan for the orderly presentation of language material. A technique is implementation that when actually takes place in classroom.<sup>16</sup> Its mean that approach is the level at which assumption and beliefs about language teaching, method is the level procedural, a technique is implementation many method in

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<sup>16</sup> Thakaa Z. Muhammad. "International Journal of advance computer science and applications". *Clustering of slow learners behaviour for discovery of optimal patterns of learning* 105 Vol.5, No. 11, 2014.

classroom. Within one approach, there can be many methods, and the technique must be consistent with a method.

Speech has complex sentences with simple words, while writing has complex words in simple sentence. In spoken language, due to memory limitations and our predisposition for “chunking’ or clustering and break down speech into smaller groups of word.<sup>17</sup>

Brainstorming is writing as many words or phrases as you can think of about a topic. Whenever you brainstorming, think whether you can break an idea into smaller ideas. In other hand, it is necessary to get several different ideas (or topic) that might be interesting this is called brainstorming. Clustering is another way of putting ideas on paper before you begin to write an actual draft.

A cluster is more visual than free writing. The idea is to free your mind from the limits of sentences and paragraphs to generate pure details and ideas. When you are finished clustering, you can see where you want to go with a topic.<sup>18</sup>

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. The writing levels are broken into three more general levels: beginning, intermediate, and

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<sup>17</sup> H. Douglas Brown, *Op.Cit.*, p 252

<sup>18</sup> Wilson Paige & Glazier Teresa “*The Least you should know about English Writing Skill*”, (New York: Cengage Learning Press 2008), page 221.

advanced. All levels are encouraged to use prewriting techniques (such as brainstorming, clustering, outlining, pre discussion of topic, pre reading, analysis of models), to determine audience and purpose in writing, to revise and to incorporate the use of dialogue journals.

1. Pre-writing, “pre” means before: pre-writing means the work done by the writer before the paragraph is actually written. Its mean there are several steps in pre-writing, include: choose the subject or the topic, choose an audience, decide on a purpose.
2. Writing / Drafting: in addition to meeting the requirements for the beginning level student
3. Post-writing: the student will be able to identify and mark written errors in sentences and paragraphs.

Clustering is a powerful tool because it taps into the right brain, which drives creativity. Our right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if our left brain is too dominant when we start a piece, it inhibits the free flow of thought.



## 2. The Procedures of Teaching Descriptive Text through Clustering Technique.

Following a clustering technique learned from the writing process. First, at the planning stage, the teacher designed the lesson plans and instructional materials.<sup>19</sup>

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 it.

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

- a. In her teaching, the teacher ask them about their daily activities and descriptive e.g. “Do you know descriptive?”
- b. Teacher asks question related to the material they will learn e.g. “Do you like music? What kind of music do you like? Etc And choose one topic idea.” (Prewriting /constructivism).
- c. The teacher gave practice to the students on generating ideas through clustering for a target topic, teacher write the topic idea at the center of whiteboard, also the teacher write the answer from

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<sup>19</sup> Road. Clarendon “*Active Learning and Teaching Method for Key Stages 1&2*”, ( Washington D.C: A PMB Publication, 2007), page 13.

the students on the whiteboard. Teacher Circle the nucleus and let connections flow, writing down each new word or phrase that comes to mind of the students, circling it, and connecting it with a line. to the, word that sparked it. Attach to the nucleus each word that seems like an entirely new direction. But don't get hung up on which words connect to what. The idea is to let thoughts run quickly without editing, censoring, or worrying about proper sequence.

Continue adding to the cluster if teacher feel there is more to explore, but teacher can start writing anytime when the student give their idea about the topic. Refer to the cluster to stimulate thoughts as teacher write.(writing, drafting and revising).

- a. Teacher asks the student to make descriptive text about the topic individually.
- b. Teacher moves among the students to control their activities and help them if it is necessary.
- c. Teacher asks the students to revise / rewrite their writing to get the better result.
- d. Teacher collects their work.
- e. Teacher asks students about what they have learned that day.(reflection)

**3. Advantages and Disadvantages of Using Clustering Technique in Teaching Descriptive Text.**

**a. The advantages are;**

1. Improving of learning process by clustering technique in the classroom, so increasing the result of students' learning.
2. The teacher can improve the quality of education.
3. By mapping or clustering the words into a model, the students easily remember the topic they will write.
4. In short, clustering technique are mostly based on bottom up procedures cover the three strategies, such as pre writing, drafting, and revising.
5. It is a fast method of creating material.
6. The process stimulates your mind into coming up with new ideas.
7. Topic discussed in the material was related to the students' environment

**b. The Disadvantages are:**

1. Students imitate what teacher does. If the teacher does mistakes, students will do too.
2. Class will be noisy since student are supposed to be active in teaching learning process.

3. Teacher needs a lot of energy because she has to make class alive. She plays important role in the class activities.

Therefore, it can be seen that teaching by using clustering technique has more advantages than disadvantages that is way the writerr applies clustering technique for teaching descriptive text writing.

#### **D. Action Hypothesis.**

The hypotheses of the study are:

1. By using clustering technique, the student descriptive text writing skill will be improved.
2. By using clustering technique, the student learning activity can be improved.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Operational Definitions Variables

Variable can be defined a general, class of object, events, situations, characters and attributes that are of interest to the researcher.<sup>20</sup>

Based on the quotation above, the operational definition of this research variable as follows:

##### 1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is variable which selected, manipulated, and measured by the researcher. The independent variable in this research is clustering technique.

Independent variable in this research will be measured by using test. To measure this variable, the researcher will give the test to the students. Furthermore, indicators of this variable are:

- a. The students are active in English learning process.
- b. The students are courageous to ask the material they have not understood yet.
- c. The students are comfortable with the atmosphere during learning process.

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<sup>20</sup>Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi: Sage Publications, 2001), p.46.

d. The students can discuss with their friends about the material.

## 2. Dependent Variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. The dependent variable in this research is writing descriptive text.

Dependent variable in this research will be measured by writing test. The researcher gives themes to the students and asks them to make some paragraphs. Moreover, the indicators of this variable are:

- a. The students are able to write of descriptive text by using clustering technique.
- b. The students have to explain about the generic structure of descriptive text.
- c. The students can write descriptive text with their own mind.

## **B. Setting**

This research will be done at the tenth graders of Vocational High School 3 Metro in the academic year of 2016 / 2017. There are many classes in this school. Since the study is a classroom research, the writer then took one class as the sample. And the writer choose the tenth graders of TITL in Vocational High School 3 Metro . There are 26 students in that class. The

writer wants to improve writing descriptive text students by using clustering technique.

### **C. Subject of the Study**

The Subject of this study is the student of the tenth grade of Vocational High School 3 Metro in the Academic Year of 2016 / 2017. And the object is the students' descriptive text writing skill on the tenth graders of Vocational High School 3 Metro.

Table 3. The students condition of the tenth graders  
of Vocational High School 3 Metro.

NO	Class	Male	Female	Total
1	X TITL	26	0	26

### **D. Action Plan**

#### **1. Classroom Action Research**

This research is aimed to improve the teaching and learning process, so the writer using Classroom Action Research. According to Anne Burns, Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. According to Jean McNiff explains that action research (for that matter all kinds of research)

is more than just doing activities.<sup>21</sup> Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts<sup>22</sup>. Action research, in the school setting, is a systematic approach to improve teaching practices. It is a simple process, and if you learn how to use it, it will meet many of your teaching goals<sup>23</sup>.

From the explanation above, so classroom action research is the research who doing by teacher in the class though self-reflective, with the goal to improve teacher strategy so the result of student achievement will be improve and teacher will be gain their teaching goals.

In this research, researcher is helped English teacher of the school, exactly as collaborator who helps to give direction during research process run, so the research process can run well without finding the difficulties and the researcher can be easy in application her technique..

The researcher applies two cycles in this research. Each cycle consist of planning, action, observation, and reflection. The second cycles is done by the researcher if the first cycle does not give significant result from the target by the treatment change. The reviewing of the cycles is elaborated in the chart bellow:

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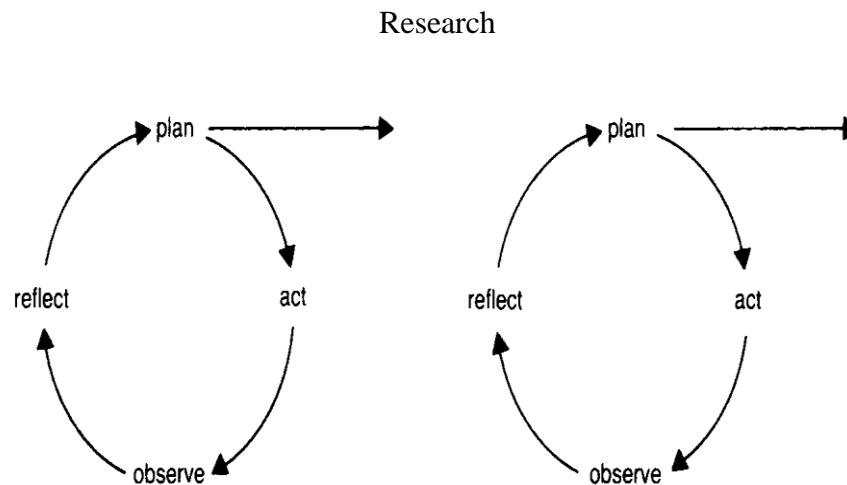
<sup>21</sup>Jean McNiff with Jack Whitehead, *Action Research Principles and Practice*, (London and New York: University Press, 2002), p. 16

<sup>22</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010) p.2

<sup>23</sup>Robert P Pelton, *Action Research for Teacher Candidates*, (Maryland: Rowman & Littlefield Education, 2010), p.3



Figure 1. Design of Classroom Action



Sequences of action–reflection cycles<sup>24</sup>

### a. Cycle 1

#### 1. Planning

Plan is the first step in each activity. Without plan the activity that the researcher does will no be focus. The plan will be reference in doing action. Here is step that the researcher is able to make in the plan:

- a. Preparing the lesson material.
- b. The researcher identifies the problem and finds the cause of the problem.
- c. Preparing theme that be related with the material.

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<sup>24</sup> Jean McNiff with Jack Whitehead, *Action Research Principles and Practice.*, p.41

- d. Preparing some marker and some paper to write or to give score for active student.

## 2. Acting

- a. The teacher opens the class.
- b. The teacher check the attendance list and motivating the students.
- c. The teacher explains the material about descriptive text and give theme from the material.
- d. The teacher divides the students into 5 groups and each group consist of five or six students.
- e. The teacher write theme on the whiteboard and ask one of students from the each group to write the word from the theme.
- f. The teacher collect all words and begin divides the word to the each group.
- g. The teacher ask the each group to try make a descriptive text.
- h. The students works in-group and then tried to make descriptive text.
- i. The teacher ask student to read their result in front of class.
- j. Before the class ended, the teacher asked about the material that have to learned and help them to remember about the material.

### 3. Observing

Observation was importance part in action research. By observation, the researcher get document and reflect systematically towards the activity and the interaction in the classroom, the action process, the influence of action, the situation of the action place, and obstacle of action should be written in observation activity.

### 4. Reflecting

The reflection is fourth step. The researcher will try to see and muse again something that the researcher has done. It also to know whether there is any effect to the students learning process. By reflecting the researcher will know the strength and weakness from the action that the researcher has done.

After comparing the score and distribution of the score of pre-test process and post-test. The researcher review and reflection students attitude and researcher performance whether reviews positive or negative.

### **b. Cycle 2**

According to the first cycle above, so the second cycle will be done. The improvement and development done is order that the second run well and the target wanted will achieve.

1. Planning

- a. Study the reflection result in the first action.
- b. Think the action that will be done on cycle 2.
- c. Collect the subject material and the learning media.

2. Acting

- a. Do treatment, same with the first cycle.
- b. The teacher gives a different theme which is have a different level of the theme.

3. Observing

The teacher will observe and collect the data when the learning process will be done.

4. Reflecting

The researcher and collaborator correct and analyze the result of the action. By doing reflecting, the researcher will know the strength and weakness from the action that the researcher has done. In the step, the researcher will compare the score distribution of pre-test and post-test. The researcher review and reflection students attitude and researcher performance whether it is positive or negative enough in the second cycle or need for next cycle.

## **E. Data Collection Technique**

The data is collected by using several techniques as follows:

### 1. Test

The writer will use test to obtain the accurate data of Students Writing Skill in the Tenth Grade of Vocational High School 3 Metro. In collecting the data, the writer will use the method such as:

#### a. Pre Test

Pre test will be conducted before presenting the treatment to know how far the students' writing descriptive skill.

In this test the teacher asks the students to make some sentences with make an descriptive text about the topic, to know how far the students' writing descriptive skill before giving the technique.

#### b. Post Test

The post test will be conducted in order to know the progress of students' writing descriptive text by using clustering as the technique.

### 2. Observation

Observing is a natural process, and much can be learned from recording observations and making judgements about those observations. Observations may involve participant observation where the observer is part of the context, or it may involve nonparticipant observation where the

observer watches actions and interactions in a classroom and is not involved in the activity.<sup>25</sup>

The object observation based on the observation guidance, as follows:

- a. Observation the location sketch of Vocational High School 3 Metro
- b. Observation the establishment of Vocational High School 3 Metro
- c. Observation about building of Vocational High School 3 Metro
- d. Observation about teachers and official data of Vocational High School 3 Metro

### 3. Documentation

In this research the instruments use for documentation method are books. The writer will use the documentation method to collect the data about the students' writing descriptive text skill result of Tenth Grade of Vocational High School 3 Metro . The researcher will get the data:

- a) Documentation about the condition teachers, official employees and students of Vocational High School 3 Metro on the Academic Year 2016/2017.

Then, the writer will select this data to elect an appropriate database on focus and objective of the study. Furthermore, the documentation will

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<sup>25</sup>Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research*, (Rotterdam:Sense Publisher, 2011), p. 35.

elect in order to get the physical condition at Vocational High School 3 Metro and the students' writing descriptive text skill result.

## **F. Research Instrument**

The research instrument in this research held the test which has explained follows:

### 1. Instrument Blueprint

This instrument involves Criteria of instrument that consist of :

- a. The instrument which will be used in test in this research, it is included the pre – test and post – test about Students Writing Skill. The writer will use the essay test that is make an descriptive text with the themes Tourist attractions, Building, Person, Animals, Thing etc.
- b. The instrument will be used in observation method is observation guidance, as follow;
  1. Observation the location sketch of Vocational High School 3 Metro.
  2. Observation the establishment of Vocational High School 3 Metro.
  3. Observation about building of Vocational High School 3 Metro.
  4. Observation about teachers and official data of Vocational High School 3 Metro.

- c. The instrument which will be used in documentation method is documentation guidance, as follow;
  - 1. Documentation about condition of the teachers and officials in the Vocational High School 3 Metro.
  - 2. Documentation about the students of Vocational High School 3 Metro.
  - 3. Documentation about the organization structure of Vocational High School 3 Metro.

#### **G. Data Analysis Technique**

In this research, the researcher will use the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the researcher also compare between pre-test and post-test score. Then, the result would be matched with the minimum standard criteria (MSC) in the school. At the tenth grade of Vocational High School 3 Metro the minimum standard criteria for English subject is 70.

If some students are not successful in cycle 1 it means that the researcher has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 must be conducted and so on. But if in the cycle 2 all of the students are successful, the cycle are able to be stopped because in the classroom action research (CAR) the minimum cycle that have to be conducted are two cycles.



The data analysis have been gotten from learning process such as the students activity in learning process, it can be inferred that the result used the formula as follow:

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

Explanation:

P = Number of presentation

F = Frequency of student activity

N = Number of students

The researcher (teacher) analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:

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

Explanation:

$\bar{X}$  = Mean or average score

$\sum N$  = the total number of respondents

$\sum X$  = the number of students<sup>26</sup>

Based on the target of learning mastery in Vocational High School 3 Metro is 70% for English lesson, KKM is 70 score.

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<sup>26</sup>Donald Ary and Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada:Wadsworth Cengage Learning, 2010), p.109.

## **H. Indicator of Success**

The indicator of success of this study will be emphasized on the writing descriptive skill process and result. The study is called success if 70% of the students can achieve the Minimum Standard Criteria (MSC) ,that is 70.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. RESULT OF THE RESEARCH

##### 1. Description of Research Location

###### a. The Brief History of Vocational High School 3 Metro

SMK N 3 Metro function's as a transition from Junior High School 7 Metro that a long time ago was ST Negeri Metro, it is located on Kemiri Street Kampus 15A Iring Mulyo, Metro Timur.

ST Negeri Metro was just one and only Technique School in Center Lampung that was built since 1959 with the name was SKN (Sekolah Kerajinan Negeri). In 1963 this school changed into STPN (Sekolah Teknik Persiapan Negeri) based on Minister of Education and Culture Republic of Indonesia SK number : 067/0/1994 this school was function as a transition of Junior High School 7 Metro. And in 2003 based on Metro Mayor SK Metro City number : 10/KPTS/D-3/2003 on February 10, 2003 this school became a Vocational High School 3 Metro.

These are the list of leaders that ever led this school :

1. Oya Suharya (1959-1963 SKN).
2. Drs. Zaini Djas (1963-1988 ST).
3. Risik Hadisiswoyo (1988-1995 SMPN 7 Metro).
4. Drs. Kayadi (1995-2001 SMPN 7 Metro).
5. Drs. Kayadi (2001-2008 SMKN 3 Metro).
6. Suindriyati, S.Pd (2008 - now SMKN 3 Metro).

**b. The Condition of Teacher and Official Employees at Vocational High School 3 Metro**

Condition of Teacher and the Official Employers in Vocational High School of 3 Metro, the numbers of teacher and official employers in Vocational High School 3 Metro in the academic year of 2016/2017 are that can be identified as follows:

**Table 4  
Teachers Educational Background**

<b>S1</b>	<b>S2</b>
<b>74 peoples</b>	<b>13 peoples</b>

**c. The Quantity Students of Vocational High School 3 Metro**

The quantities of the students at Vocational High School 3 Metro that can be identified as follows:

**Table 5  
Table The Students Quantity of Vocational High School 3 Metro in the Academic Year of 2016/2017**

<b>NO</b>	<b>SKILL OF PROGRAM</b>	<b>CLASS X</b>	<b>CLASS XI</b>	<b>CLASS XII</b>	<b>TOTAL</b>	<b>KET</b>
		<b>JML</b>	<b>JML</b>	<b>JML</b>		
1	Teknik Konstruksi Batu Beton /	32	24	22	78	
2	Teknik Gambar Bangunan/	32	30	25	87	
3	Teknik Instalasi Tenaga Listrik	26	38	28	92	

4	Teknik pemesanan	32	33	30	95	
5	Rekayasa perangkat Lunak	32	30	34	96	
6	Teknik Komputer dan Jaringan A	32	34	31	97	
	Teknik Komputer dan Jaringan B	32	34	28	94	
	Teknik Komputer dan Jaringan C	32	32		64	
	Teknik Komputer dan Jaringan D		33		33	
7	Multi media A	32	41	30	103	
	Multi media B				0	
8	Busana Butik A	32	30	24	86	
	Busana Butik B	32	32	20	84	
9	Tata Kecantikan Kulit	32	29		61	
	<b>TOTAL</b>	<b><u>378</u></b>	<b><u>420</u></b>	<b><u>272</u></b>	<b>1070</b>	

**d. The Building of Vocational High School 3 Metro**

The condition of facilities in Vocational High School 3 Metro in the academic year of 2016/2017 that can be seen on the table below:

**Table 6**  
**The condition of facilities in Vocational High School 3 Metro**

No	Names of Building	Total
1.	Security Post	1
2.	Headmaster Room	1
3.	Teachers Room	1
4.	Administration Room	1
5.	Deputy headmaster Room	1
6.	Workshop Room	1
7.	Adaptive Normative Classroom	16
8.	Mosque	1
9.	Library	2
10.	Computer Laboratory	1
11.	Toilet	13
12.	Business Center Room	1
13.	Healthy Canteen	5
14.	Pantry	1
15.	Park and pool	1
16.	Greenhouse	1
17.	Compost manufacture place	1
18.	Field	1
19.	Basketball field	1
20.	Parking Area (teachers and students)	2
21.	Counseling Room	1

## 2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Eka Nuryani, S.S as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

To know students descriptive text writing skill, researcher does pretest that conduct on Monday, Feb 07, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students.

In this meeting, the researcher as an English teacher and Mrs. Eka Nuryani, S.S as a collaborator. Afterwards, the researcher gave the material about descriptive text with the theme "Animal".

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. After that, the researcher gave some example related to the material such as about animal, artist, and place or etc.

Afterwards, the researcher explained about Clustering Technique. How to make descriptive text use this technique. The students must be understood about the theme and make descriptive text with the same theme. The researcher guided the students to be active and expression their idea. As long as the students studied to make descriptive text. The researcher went around in the class and listened how the students worked. After finish the students submit answer sheet in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed

to the students about the activities in the next meeting. Then, the researcher closed the material by praying together. And from the pre test researcher get the students descriptive writing skill's score.

**Table 7**  
**The Pre Test Score of Descriptive Text Writing Skill**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>NOTE</b>
1	ASV	59	Incomplete
2	AAP	78	Complete
3	AF	78	Complete
4	ARD	80	Complete
5	ABK	40	Incomplete
6	BOS	60	Incomplete
7	BTW	57	Incomplete
8	DI	62	Incomplete
9	DA	60	Incomplete
10	FA	73	Complete
11	Fab	40	Incomplete
12	FS	68	Incomplete
13	FAP	75	Complete
14	Far	57	Incomplete
15	K	55	Incomplete
16	LA	60	Incomplete
17	MJS	78	Complete
18	MRS	55	Incomplete
19	MR	60	Incomplete
20	NSN	60	Incomplete



21	RM	40	Incomplete
22	RAR	59	Incomplete
23	RF	57	Incomplete
24	RTF	65	Incomplete
25	RPA	67	Incomplete
26	SH	60	Incomplete
<b>Total Score</b>		<b>1603</b>	
<b>Average</b>		<b>61,65</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>40</b>	

**Table 8**  
**Students' Mark of Pre-test of Writing Ability**

No	Mark	Frequency	% (Percentage)	Category
<b>1</b>	<b>≥ 70</b>	<b>6</b>	<b>23,07 %</b>	<b>Complete</b>
<b>2</b>	<b>&lt; 70</b>	<b>20</b>	<b>76,93 %</b>	<b>Incomplete</b>
<b>Total Students</b>		<b>26</b>		

Based on the table, it could be analyzed that there were 6 students (23,07%) who complete the pre-test and 20 students (76,93%) who incomplete the pre-test. The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard at Vocational High School 3 Metro and the students' writing skill was low. Besides, from the result of pre-test, the researcher got the average 61,65. So, it was the reason why the researcher used clustering technique to improve the students' writing skill.

After did a treatment and pre test, the researcher knows that students' descriptive text writing skill is still low. So, the researcher will give post-test 1 to the students. The post-test was conducted Feb 11<sup>th</sup>, 2017 in cycle I.

**a. Cycle I**

Cycle I consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in writing ability before giving treatment and it used as the comparison score with post-test. The students were given task to make short descriptive text about "Their Favorite Actrist".

1) Planning

The next meeting on Friday, Feb 11<sup>th</sup>, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' post test I.

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 second meeting.

## 2) Acting

The researcher conducted the treatment Feb 11<sup>th</sup>, 2017. In this meeting, the researcher as an English teacher and Mrs. Eka Nuryani, S.S as a collaborator. Afterwards, the researcher gave the material about descriptive text with the theme "Their Favorite Actrist".

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. After that, the researcher gave some example related to the material such as about animal, artist, and place or etc.

Afterwards, the researcher explained about Clustering Technique and how use it. The students must be understood about the technique and the students have to begin write their descriptive text with the theme "Their Favorite Actrist". The researcher guided the students to be active and expression their

idea. As long as the students studied to make descriptive text. The researcher went around in the class and listened how the students worked. After finish the students submit answer sheet in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

In the post-test 1, only 9 students who got good mark, but the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

**Table 9**  
**Post-Test I Score of Descriptive Text Writing Skill**

<b>NO</b>	<b>NAME</b>	<b>Post-Test I</b>	<b>NOTE</b>
1	ASV	78	Complete
2	AAP	78	Complete
3	AF	79	Complete
4	ARD	80	Complete
5	ABK	50	Incomplete
6	BOS	57	Incomplete
7	BTW	57	Incomplete
8	DI	62	Incomplete

9	DA	74	Complete
10	FA	74	Complete
11	Fab	42	Incomplete
12	FS	70	Complete
13	FAP	78	Complete
14	Far	58	Incomplete
15	K	65	Incomplete
16	LA	60	Incomplete
17	MJS	78	Complete
18	MRS	78	Complete
19	MR	75	Complete
20	NSN	61	Incomplete
21	RM	50	Incomplete
22	RAR	57	Incomplete
23	RF	57	Incomplete
24	RTF	68	Incomplete
25	RPA	68	Incomplete
26	SH	65	Incomplete
<b>Total Score</b>		<b>1719</b>	
<b>Average</b>		<b>66,11</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>50</b>	

**Table 10**  
**Students' Mark of Post-test I of Descriptive Writing Skill**

No	Mark	Frequency	% (Percentage)	Category
1	≥ 70	11	42,30 %	Complete
2	< 70	15	57,69 %	Incomplete
<b>Total Students</b>		<b>26</b>		

From the table 8, it could be analyzed that the students' average score was 66,11. The highest score was 80 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 11 students that had complete on post-test 1 or got score  $\geq 70$ . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

### 3) Observing

In observation of the researcher action, the collaborator observed the students' activities. the researcher as a teacher gave material about writing text especially descriptive text by using Clustering Technique.

In the learning process, there were three indicators used and mentioned to know the students' activity. Every student who was active in learning process gave a tick 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:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) 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 I**

<b>No</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pay attention of the teacher explanation	22	84,61%
2	The Students' ask/answer questions	14	53,84%
3	The students able do the task	18	69,23%
<b>Total students</b>		<b>26</b>	

The table showed that not all the students' active in learning process. There were 22 students (84,61%) who gave attention to the teacher explanation, 14 students (53,84%) who understood the materials, and 18 students (69,23%) were able to do the task.

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most 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 improved although the condition of learning process was uncontrolled enough.

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

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

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

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

**Table 12**  
**Students' score at Pre-Test and Post-Test I of**  
**Descriptive Text Writing Skill**

No	Name	Pre-Test Score	Post-Test Score	I	Increasing	Increasing Percentage	Explanation
1	ASV	59	78		19	32,2	Increased
2	AAP	78	78		0	0	Constant
3	AF	78	79		1	1,2	Increased



4	ARD	80	80	0	0	Constant
5	ABK	40	50	10	25	Increased
6	BOS	60	60	0	0	Constant
7	BTW	57	57	0	0	Constant
8	DI	62	62	0	0	Constant
9	DA	60	74	14	23,3	Increased
10	FA	73	74	1	1,3	Increased
11	Fab	40	42	2	5	Increased
12	FS	68	70	2	2,9	Increased
13	FAP	75	78	3	4	Increased
14	FAr	57	58	1	1,7	Increased
15	K	55	65	10	18,18	Increased
16	LA	60	60	0	0	Constant
17	MJS	78	78	0	0	Constant
18	MRS	55	78	23	41,8	Increased
19	MR	60	75	15	25	Increased
20	NSN	60	61	1	1,6	Increased
21	RM	40	50	10	25	Increased
22	RAR	59	59	0	0	Constant
23	RF	57	57	0	0	Constant
24	RTF	65	68	3	4,6	Increased
25	RPA	67	68	1	1,4	Increased
26	SH	60	65	5	8,3	Increased
<b>Total</b>		<b>1603</b>	<b>1719</b>	<b>121</b>	<b>222,48</b>	
<b>Average</b>		<b>61,65</b>	<b>66,11</b>	<b>4,65</b>	<b>8,55</b>	

In this research, pre-test and post-test I had done individually. It was aimed to know the students' descriptive text

writing skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an increasing from the students' result score. It could be seen from the average in pre-test 61,65 and post-test I 66,11. Although there was increasing of the students' achievement, cycle I was not successful yet because only 9 students (34,61%) who passed in post-test 1. It can be concluded that cycle I 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.

#### **b. Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

##### **1) Planning**

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material

about “Fruits”, media, answer sheet, observation sheet and the test for post-test II.

## 2) Acting

The description of the teaching and learning process of cycle II 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 II was conducted on 14 Feb, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text with the theme “Fruits”. The teacher asked to the students to mention about definition of descriptive text, generic structure, social function, and language features. The researcher divides answer sheet about “Fruits”. There, researcher ask the students to make a descriptive with write the main words that connect with the theme in the circles. And from it, they can make a sentences from the words, and they can make a paragraph of descriptive text from their sentences that connect with their theme. After the students finished the test, they collected the answer sheet to the teacher. In the end of meeting, the teacher closed the meeting and gave motivation to

the students to study hard and try to read more in order to their got good scores especially in English subject. The result of post-test II could be seen on the table below :

**Table 13**  
**Post-Test II Score of Descriptive Text Writing Skill**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST II</b>	<b>NOTE</b>
1	ASV	80	Complete
2	AAP	79	Complete
3	AF	80	Complete
4	ARD	80	Complete
5	ABK	60	Incomplete
6	BOS	75	Complete
7	BTW	75	Complete
8	DI	75	Complete
9	DA	80	Complete
10	FA	78	Complete
11	Fab	50	Incomplete
12	FS	78	Complete
13	FAP	80	Complete
14	Far	60	Incomplete
15	K	78	Complete
16	LA	62	Incomplete
17	MJS	79	Complete
18	MRS	80	Complete
19	MR	78	Complete
20	NSN	78	Complete
21	RM	55	Incomplete
22	RAR	75	Complete
23	RF	60	Incomplete
24	RTF	78	Complete
25	RPA	78	Complete
26	SH	75	Complete
<b>Total Score</b>		<b>1906</b>	
<b>Average</b>		<b>73,30</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>50</b>	

**Table 14**  
**Students' Mark of Post-test II of Descriptive Text Writing Skill**

No	Mark	Frequency	% (Percentage)	Category
1	≥ 70	20	76,93 %	Complete
2	< 70	6	23,07 %	Incomplete
<b>Total Students</b>		<b>26</b>		

Based on the table, it could be analyzed that there were 20 students (76,93%) who complete the post test II and 6 students (23,07%) who incomplete the post test II. Most of the students could increase writing skill. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by Clustering Technique. 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 II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 15**  
**The Students' Activity in Cycle II**

<b>No</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pay attention of the teacher explanation	23	88.46%
2	Ask/answer the question from the teacher	17	65.38%
3	The students able do the task	23	92.30%
<b>Total students</b>		<b>26</b>	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were pay attention of teacher's explanation (88.46%) and the students able to do the task (92.30%), the second-high percentage was the students ask/answer the question from the teacher(65.38%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the threeth students' activity got percentage  $\geq 60\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were  $>70\%$  of students passed the examination. It means the students' writing skill had increase. 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 skill from pre-test I to post-test II could be seen on the table below:

**Table 16**  
**The student's Descriptive Text Writing Skill score at post-test I and post-test II**

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	ASV	78	80	2	2,5	Increased
2	AAP	78	79	1	1,2	Increased
3	AF	79	80	2	2,5	Increased
4	ARD	80	80	0	0	Constant
5	ABK	50	60	10	20	Increased
6	BOS	60	75	15	25	Increased
7	BTW	57	75	12	21	Increased
8	DI	62	75	13	20,9	Increased
9	DA	74	80	6	8,1	Increased
10	FA	74	78	4	5,4	Increased
11	Fab	42	50	8	19	Increased
12	FS	70	78	8	11,4	Increased
13	FAP	78	80	2	2,5	Increased
14	FAr	58	60	2	3,4	Increased
15	K	65	78	13	20	Increased
16	LA	60	62	2	3,3	Increased
17	MJS	78	79	1	1,2	Increased
18	MRS	78	80	2	2,5	Increased
19	MR	75	78	3	4	Increased
20	NSN	61	78	17	27,8	Increased
21	RM	50	55	5	10	Increased

22	RAR	59	75	6	10,1	Increased
23	RF	57	60	3	5,2	Increased
24	RTF	68	78	10	14,7	Increased
25	RPA	68	78	10	14,7	Increased
26	SH	65	75	10	15,3	Constant
Total		<b>1719</b>	<b>1906</b>	<b>167</b>		
Average		<b>66,11</b>	<b>73,30</b>	<b>6,42</b>		

Based on the result above, it could be inferred that Clustering technique could increase the students' writing skill because there was increasing from average in post-test I 66,11 became 73,30 in post-test II. In the cycle II, most of the students could develop their writing skill. It means that cycle II was successful. This table is to describe the comparison of the students' result in post-test I and post-test II.

**Table 17**  
**The Comparison Between Student's Descriptive Text Writing Skill Score in Post-test I and Post-test II**

NO	NAME	POST-TEST I	POST-TEST II	NOTE
1	ASV	78	80	Increased
2	AAP	78	79	Increased
3	AF	79	80	Increased
4	ARD	80	80	Constant
5	ABK	50	60	Increased
6	BOS	60	75	Increased
7	BTW	57	75	Increased



8	DI	62	75	Increased
9	DA	74	80	Increased
10	FA	74	78	Increased
11	Fab	42	50	Increased
12	FS	70	78	Increased
13	FAP	78	80	Increased
14	FAr	58	60	Increased
15	K	65	78	Increased
16	LA	60	62	Increased
17	MJS	78	79	Increased
18	MRS	78	80	Increased
19	MR	75	78	Increased
20	NSN	61	78	Increased
21	RM	50	55	Increased
22	RAR	59	75	Increased
23	RF	57	60	Increased
24	RTF	68	78	Increased
25	RPA	68	78	Increased
26	SH	65	75	Constant
<b>Total Score</b>		<b>1719</b>	<b>1906</b>	
<b>Average</b>		<b>66,11</b>	<b>73,30</b>	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are students (70%) who passed the test in post-test II. Therefore, the researcher

concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

## **B. INTERPRETATION**

### **1. Cycle I**

In this research, a researcher gave the students pre-test individually for the purpose to know the students' writing ability before giving a treatment. In the pre-test, there were only 6 students (23,07%) who complete the pre-test and 20 students (76,92%) who incomplete the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Clustering Technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 11 students (42,30 %) complete the post-test I and there were 15 students (57,70 %) incomplete the post test I. The lowest score was 50, the highest score was 80, and the average score was 66.11.

From the result of student's score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from the average in pre-test 61,65 and post-test I 66,11. Although there was increasing of the student's achievement, cycle I was not successfully yet because only 11 students (42,30%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

## 2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 11 students (42,30%) passed the test and got score  $\leq 70$ .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 20 students (70%) passed the test because they got score  $\geq 70$ . In this post-test, the lowest score was 50, the highest score was 80, and the average score was 73,30.

From the result of the student's score from post-test II, it could be concluded that there were increase scores. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 66,11 and 73,30. In the pre-test, post-test I, and post-test II, the total students who got score  $\geq 70$  were 6, 11 and 20

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 II.

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

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

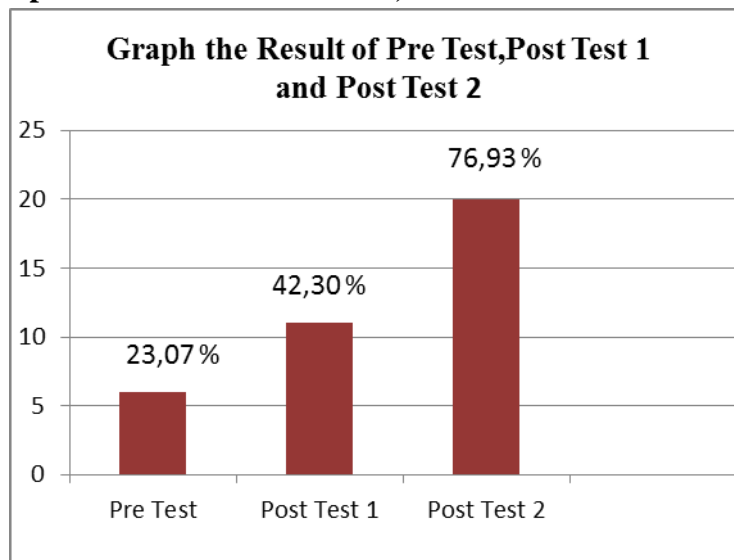
**Table 18**  
**Student's Descriptive Text Writing Skill Score of Pre-test, Post-test Cycle I, and Post-test Cycle II**

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	ASV	59	78	80
2	AAP	78	78	79
3	AF	78	79	80
4	ARD	80	80	80
5	ABK	40	50	60
6	BOS	60	60	75
7	BTW	57	57	75
8	DI	62	62	75
9	DA	60	74	80
10	FA	73	74	78
11	Fab	40	42	50
12	FS	68	70	78

13	FAP	75	78	80
14	FAr	57	58	60
15	K	55	65	78
16	LA	60	60	62
17	MJS	78	78	79
18	MRS	55	78	80
19	MR	60	75	78
20	NSN	60	61	78
21	RM	40	50	55
22	RAR	59	59	75
23	RF	57	57	60
24	RTF	65	68	78
25	RPA	67	68	78
26	SH	60	65	75
<b>Total Score</b>		<b>1603</b>	<b>1719</b>	<b>1906</b>
<b>Average</b>		<b>61,65</b>	<b>66,11</b>	<b>73,30</b>

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. In the pre-test, post-test I, and post-test II, the total students who got score  $\geq 70$  were 6, 11 and 20 students. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

**Figure 2**  
**Graph of the Result of Pre-test, Post-test I and Post-test II**



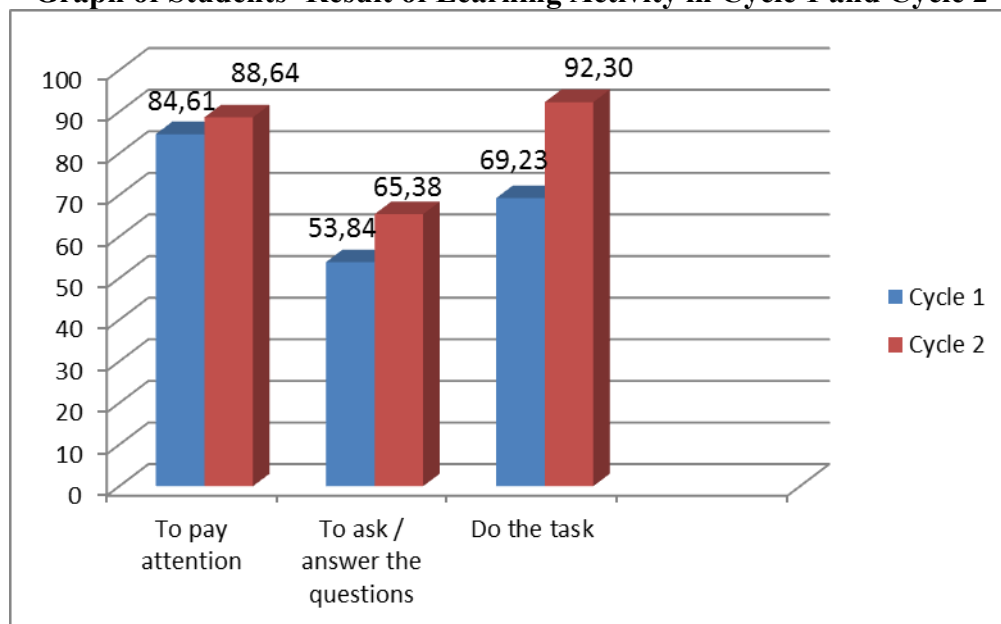
Based on the graph above, it can be inferred that Clustering Technique could increase the students' writing skill. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

#### 4. The Result of Students' Learning Activities in Cycle I and Cycle II

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

**Table 19****The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of the teacher explanation	22	84.61%	23	88.46%	3.85%
2	The Students' ask/answer questions	14	53.84%	17	65.38%	11.54%
3	The students able do the task	18	69.23%	24	92.30%	23.07%

**Figure 3****Graph of Students' Result of Learning Activity in Cycle 1 and Cycle 2**

Based on the data had gotten, it can be explained as follows:

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next one increased.

b. The Students' answer of the questions

The students who understood the material from the teacher 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.

c. The students are able do the task

The students who had done the task were improved. It could be seen on the cycle I and cycle II .

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students good improving in learning activities when guiding question technique was applied in learning process from cycle I up to cycle II.

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of clustering technique could increase the students' writing skill. There was progress average student's writing ability from 6 to 11 became 20 who complete the test. From the graph 2, 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 I to post-test II.

Moreover, in the post-test I and II there was 11 students or (42,30%) complete the test with the average 66,11 and 20 students or (76,93%) who complete the test with average 73,30. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score  $\geq 70$ ) was reached.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of the use of Clustering Technique in writing skill, it could be concluded that there was an improvement of the students' writing skill by using Clustering Technique at the tenth graders of Vocational High School 3 Metro. Therefore, the clustering technique can be effective strategy and it could be used as an alternative way in teaching writing because the strategy is easy to be implemented and it was one of the interesting strategies which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students to be easier to understand the material so it could increase the students writing skill.

It was supported by the improvement of the student's average score from pre-test 61,65 to post test I 66,11 became 73,30 in post test II. In cycle 1, there were 11 students who complete the test. Moreover, in cycle II there were 20 students who got score  $\geq 70$ . It means that the result of cycle II had already reached the indicator of success that was 70 % students fulfill the KKM. It was clear that Clustering Technique could be used to increase the students' writing skill.

## **B. SUGGESTION**

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

4. To the students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in writing skill.
5. It is suggested for the English teacher to use Clustering Technique as alternative technique in the classroom because this technique is effective to increase the students writing skill in the teaching and learning process.
6. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
7. It is suggested for the headmaster in order to recommend the teachers to use this technique because it is effective in teaching the material for the teacher.

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# APPENDICES

## SILABUS SMK

**Mata Pelajaran : BAHASA INGGRIS - WAJIB**

**Kelas : X**

**Kompetensi Inti :**

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur</li> </ul>
4.1 Menyusun teks	<ul style="list-style-type: none"> <li>- Subjek Pronoun: <i>I, You,</i></li> </ul>	

<p>interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>We, They, He, She, It</i></p> <ul style="list-style-type: none"> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Kata tanya <i>Who? Which? How?</i> Dst.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik</p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>terkenal.</p> <ul style="list-style-type: none"> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>



<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian</li> </ul>

<p>penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>kebiasaan</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <p>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kosakata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</li> </ul>

<p>unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>· Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>· Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul>	<ul style="list-style-type: none"> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>)</p> <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang</p>	<ul style="list-style-type: none"> <li>· Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>· Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>· Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>.</li> <li>- Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>· Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</li> </ul>

<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb.</li> <li>- Adverbia dan frasa preposisional penunjuk waktu</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</li> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya</li> </ul>

<p>kebahasaan, secara benar dan sesuai konteks</p>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> <li>· Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<ul style="list-style-type: none"> <li>· Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</li> <li>· Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Orientasi</li> <li>- Komplikasi</li> <li>- Resolusi</li> <li>- Orientasi ulang</li> </ul> </li> <li>· Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam legenda</li> <li>- Adverbia penghubung dan penunjuk waktu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>· Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya</li> <li>- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada</li> <li>- Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</li> <li>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p> <p>4.9 Menangkap makna terkait fungsi sosial</p>	<ul style="list-style-type: none"> <li>· Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>· Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Mengambil teladan dari pesan-pesan dalam lagu</li> <li>- Menyebutkan pesan yang terkait dengan bagian-</li> </ul>

dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MA K	intonasi, ejaan, tanda baca, dan tulisan tangan · Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya
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**RENCANA PELAKSANAAN PEMBELAJARAN (I)  
(RPP)**

**Satuan Pendidikan** : SMK N 3 METRO  
**Kelas/semester** : X/II  
**Mata Pelajaran** : Bahasa Inggris  
**Materi pokok** : Text Descriptive  
**Alokasi waktu** : 4x45 menit.  
**Pertemuan** : 2 dan 3

**A. Kompetensi Inti :**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaran, dan peadaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

### 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## C. Indikator Pencapaian

1. Menulis teks esai dalam bentuk *text descriptive* (orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal)

## D. Tujuan pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Menjelaskan tujuan, struktur dan kebahasaan dari teks deskriptif.
2. Membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal.

## E. Materi pembelajaran

### 1. Materi Pertemuan ke 2

#### **Text Descriptive:**

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, tourist attraction, building, 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 of Descriptive Text : Elephant (animal)



#### I like Elephants

I like elephants. Elephants are the biggest land animals in the world. The African elephant is found on the continent of Africa and the Indian elephant is found in Asia. Elephants are mammals as well as herbivores, meaning they only eat plants rather than meat.

I know that there are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. It has larger ears too. Both the males and females have tusks. The African elephant has wrinkly gray skin, a swayed back, and two tips at the end of its trunk that it can use like fingers to pick stuff up. The tusk make elephant look really cool.

The Indian, or Asian, elephant is smaller than the African elephant and has smaller ears. They have more of a humped back and only one fingerlike tip at the end of their trunk. Also, their skin tends to be less wrinkly than the African elephant. Next time go to the zoo. I want to ride an elephant.

## 2. Materi Pertemuan ke-2

### *Unsur Kebahasaan*

- Vocabulary that relate with person, animal, thing, building or tourist attraction
- Adverb (*quite, very, extremely, dst*)
- Article singular and plural (*a, the, this, those, my, their, dsb*)
- Pronoun (*it, they, dll*)
- Adjective (*small, big, dll*)

- Simple present tense (eats, like, dll)

#### F. Model / Metode Pembelajaran

1. Teknik: Clustering Technique

#### G. Sumber / Media Pembelajaran

1. Sumber : Buku Paket Siswa (LKS), Buku guru.
2. Media : Laptop
3. Alat : Marker, white board.

#### H. Kegiatan Pembelajaran

##### Pertemuan Ke 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas ; “<i>Assalamualaikum, Good morning</i>”.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Memberikan apresiasi yang berkaitan dengan materi <i>Descriptive Text</i>.</li> </ul>	15 menit
<b>Inti</b>	<p><u><b>Observing</b></u></p> <ul style="list-style-type: none"> <li>• Mengamati gambar tentang <i>animal</i> yang telah disiapkan oleh guru.</li> <li>• Memperhatikan penjelasan guru tentang <i>Descriptive Text</i></li> </ul> <p><u><b>Questioning</b></u></p> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan kata-kata yang berkaitan dengan gambar.</li> <li>• Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>.</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>• Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Descriptive Text</i> tentang <i>Animal (Girrafe)</i>.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>• Mencari informasi fungsi sosial teks.</li> </ul> <p><b><u>Associating</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan tentang kesulitan dalam menulis paragraph <i>Descriptive Text</i>.</li> </ul> <p><b><u>Communicating</u></b></p> <ul style="list-style-type: none"> <li>• Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>.</li> <li>• Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>.</li> </ul>	
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.</li> <li>• Guru memberikan motivasi kepada siswa untuk rajin belajar.</li> <li>• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Salam penutup; “<i>Wassalamualaikum, See you next meeting</i>”.</li> </ul>	15 Menit

### Pertemuan Ke 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas ; “<i>Assalamualaikum, Good morning</i>”.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Memberikan apresiasi yang berkaitan dengan materi <i>Descriptive Text</i>.</li> </ul>	15 menit
<b>Inti</b>	<p><b><u>Observing</u></b></p> <ul style="list-style-type: none"> <li>• Mengamati gambar tentang <i>animal</i> yang telah disiapkan oleh guru.</li> <li>• Memperhatikan penjelasan guru tentang <i>Descriptive Text</i></li> </ul> <p><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan kata-kata yang berkaitan dengan gambar.</li> <li>• Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>.</li> <li>• Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Descriptive Text</i> tentang <i>Artist</i>.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>• Mencari informasi fungsi sosial teks.</li> </ul> <p><b><u>Associating</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan tentang kesulitan dalam</li> </ul>	60 menit



**Metro, Februari 2017**

**Praktikan**

**Collabulator**

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**BINTI NURJANATUL M.**  
**NPM. 1291477**

**RENCANA PELAKSANAAN PEMBELAJARAN (II)  
(RPP)**

<b>Satuan Pendidikan</b>	<b>: SMK N 3 METRO</b>
<b>Kelas/semester</b>	<b>: X/II</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Materi pokok</b>	<b>: Text Descriptive</b>
<b>Alokasi waktu</b>	<b>: 4x45 menit.</b>
<b>Pertemuan</b>	<b>: 4 dan 5</b>

**A. Kompetensi Inti :**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaran, dan peadaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

### 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## **C. Indikator Pencapaian**

2. Menulis teks esai dalam bentuk *text descriptive* (orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal)

## **D. Tujuan pembelajaran**

Pada akhir pembelajaran peserta didik diharapkan:

1. Menjelaskan tujuan, struktur dan kebahasaan dari teks deskriptif.
2. Membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, benda, tempat wisata dan bangunan bersejarah terkenal.

## **E. Materi pembelajaran**

### **1. Materi Pertemuan ke 4**



### **Text Descriptive:**

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, tourist attraction, building, 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 of Descriptive Text : Eiffel Tower (place)**



Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

## 2. Materi Pertemuan ke-5

### *Unsur Kebahasaan*

- Vocabulary that relate with person, animal, thing, building or tourist attraction
- Adverb (*quite, very, extremely, dst*)
- Article singular and plural (*a, the, this, those, my, their, dsb*)
- Pronoun (*it, they, dll*)
- Adjective (*small, big, dll*)
- Simple present tense (*eats, like, dll*)

### F. Model / Metode Pembelajaran

1. Teknik: Clustering Technique

### G. Sumber / Media Pembelajaran

1. Sumber : Buku Paket Siswa (LKS), Buku guru.
2. Media : Laptop, gambar.
3. Alat : Marker, white board.

### H. Kegiatan Pembelajaran

#### Pertemuan Ke 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas ; “<i>Assalamualaikum, Good morning</i>”.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Memberikan apresiasi yang berkaitan dengan materi <i>Descriptive Text</i>.</li> </ul>	15 menit
	<p><u><b>Observing</b></u></p> <ul style="list-style-type: none"> <li>• Mengamati gambar tentang <i>animal</i> yang telah disiapkan oleh guru.</li> </ul>	

<p style="text-align: center;"><b>Inti</b></p>	<ul style="list-style-type: none"> <li>• Memperhatikan penjelasan guru tentang <i>Descriptive Text</i></li> </ul> <p><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan kata-kata yang berkaitan dengan gambar.</li> <li>• Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>.</li> <li>• Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Descriptive Text</i> tentang <i>Place (Eiffel Tower)</i>.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.</li> <li>• Mencari informasi fungsi sosial teks.</li> </ul> <p><b><u>Associating</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan tentang kesulitan dalam menulis paragraph <i>Descriptive Text</i>.</li> </ul> <p><b><u>Communicating</u></b></p> <ul style="list-style-type: none"> <li>• Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>.</li> <li>• Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>.</li> </ul>	60 menit
<p style="text-align: center;"><b>Penutup</b></p>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.</li> <li>• Guru memberikan motivasi kepada siswa untuk rajin belajar.</li> <li>• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada</li> </ul>	15 Menit

	<p>pertemuan selanjutnya.</p> <ul style="list-style-type: none"> <li>• Salam penutup; “<i>Wassalamualaikum, See you next meeting</i>”.</li> </ul>	
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### Pertemuan Ke 5

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas ; “<i>Assalamualaikum, Good morning</i>”.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Memberikan apresiasi yang berkaitan dengan materi <i>Descriptive Text</i>.</li> </ul>	15 menit
<b>Inti</b>	<p><b><u>Observing</u></b></p> <ul style="list-style-type: none"> <li>• Mengamati gambar tentang <i>animal</i> yang telah disiapkan oleh guru.</li> <li>• Memperhatikan penjelasan guru tentang <i>Descriptive Text</i></li> </ul> <p><b><u>Questioning</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan berbagai hal yang berkaitan dengan kata-kata yang berkaitan dengan gambar.</li> <li>• Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>.</li> <li>• Memberikan latihan kepada siswa untuk membuat paragraf tentang <i>Descriptive Text</i> tentang <i>Thing</i>.</li> </ul> <p><b><u>Collecting Data</u></b></p> <ul style="list-style-type: none"> <li>• Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.</li> <li>• Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan</li> </ul>	60 menit

	<p>dalam teks.</p> <ul style="list-style-type: none"> <li>• Mencari informasi fungsi sosial teks.</li> </ul> <p><b><u>Associating</u></b></p> <ul style="list-style-type: none"> <li>• Menanyakan tentang kesulitan dalam menulis paragraph <i>Descriptive Text</i>.</li> </ul> <p><b><u>Communicating</u></b></p> <ul style="list-style-type: none"> <li>• Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>.</li> <li>• Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>.</li> </ul>	
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>• Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari.</li> <li>• Guru memberikan motivasi kepada siswa untuk rajin belajar.</li> <li>• Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya.</li> <li>• Salam penutup; “<i>Wassalamualaikum, See you next meeting</i>”.</li> </ul>	15 Menit

**I. Teknik penilaian (scoring rubrics)**

No	Nama Siswa	Isi (0-20)	Organisasi (0-20)	Sintaksis (0-20)	Kosa Kata (0-20)	Mekanik (0-20)	Total

**Metro, Februari 2017****Collabulator****Praktikan**

**EKA NURYANI, S.S**  
**NIP. 19780728 200902 2 001**

**BINTI NURJANATUL M.**  
**NPM. 1291477**

**Instrument of Pre-Test**  
**(Writing Descriptive Text Skill)**

---

Name :

Class :

**Directions:**

- Please write down about writing descriptive text with the topic “Animals”.
- You have to write at least 2 paragraphs with your own hand writing.
- Work individually and your time during 20 minutes.

**Answer :**

**Instrument of Post Test 1**  
**(Writing Descriptive Text Skill)**

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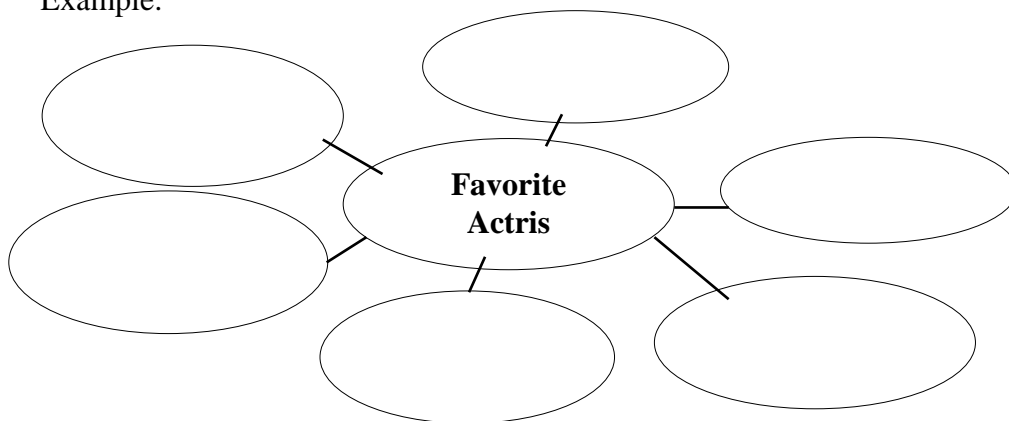
Name :

Class :

**Directions:**

- Please write down about writing descriptive text with the topic “The favorite actrist” at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of the favorite actrist.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.

Example:



**Answer:**



**Instrument of Post Test 2**  
**(Writing Descriptive Text Skill)**

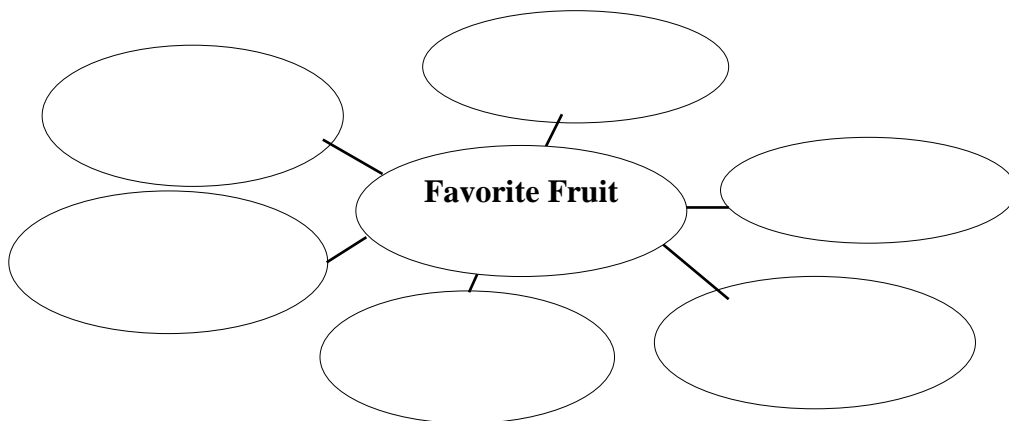
---

Name :

Class :

**Directions:**

- Please write down about writing descriptive text with the topic “Favorite Fruit” at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of Jakarta.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.



**Answer:**

**OBSERVATION SHEET  
OF STUDENTS' ACTIVITIES  
(CYCLE I)**

Day/Date : Friday, Feb 11<sup>th</sup>, 2017  
School : SMK N 3 METRO  
Class : X TITL

No	Student's Name	Activity		
		Pay Attention of The Teacher Explanation	Ask/Answer the Questions From The Teacher	The Students Able Do The Task
1	ASV	✓	✓	✓
2	AAP	✓	✓	✓
3	AF	✓		✓
4	ARD	✓		✓
5	ABK	✓	✓	✓
6	BOS		✓	✓
7	BTW	✓		✓
8	DI	✓	✓	✓
9	DA	✓	✓	✓
10	FA			✓
11	Fab	✓		
12	FS	✓		✓
13	FAP	✓	✓	
14	Far	✓	✓	
15	K	✓	✓	✓
16	LA	✓	✓	
17	MJS	✓	✓	✓
18	MRS	✓		
19	MR		✓	
20	NSN	✓	✓	✓
21	RM	✓		✓
22	RAR	✓		✓
23	RF	✓	✓	✓
24	RTF			✓
25	RPA	✓		✓
26	SH	✓		✓

Collaborator

Researcher

Eka Nuryani, S.S  
NIP.19780728 200902 2 001

Binti Nurjanatul M.  
S.t.Number: 1291477

**OBSERVATION SHEET  
OF STUDENTS' ACTIVITIES  
(CYCLE II)**

Day/Date : Feb, 14<sup>th</sup> 2017

School : SMK N 3 METRO

Class : X TITL

No	Student's Name	Activity		
		Pay Attention of The Teacher Explanation.	Ask/Answer the Questions From The Teacher	The Students Able Do The Task
1	ASV	✓	✓	✓
2	AAP	✓	✓	✓
3	AF	✓	✓	✓
4	ARD	✓		✓
5	ABK	✓	✓	✓
6	BOS	✓	✓	✓
7	BTW	✓		✓
8	DI	✓	✓	✓
9	DA	✓	✓	✓
10	FA	✓	✓	✓
11	Fab		✓	✓
12	FS	✓	✓	✓
13	FAP	✓		✓
14	Far	✓	✓	✓
15	K	✓	✓	✓
16	LA	✓		✓
17	MJS	✓	✓	✓
18	MRS		✓	✓
19	MR	✓	✓	✓
20	NSN	✓		✓
21	RM	✓	✓	✓
22	RAR			✓
23	RF	✓	✓	✓
24	RTF	✓		✓
25	RPA	✓		✓
26	SH	✓		✓

Collaborator

Researcher

Eka Nuryani, S.S  
NIP. 19780728 200902 2 001

Binti Nurjanatul M.  
S.t.Number: 1291477

**Instrument of Pre-Test**  
**(Writing Descriptive Text Skill)**

Name : Aditya Sindu Valentino

Class : X TIPTL

**Directions:**

- Please write down about writing descriptive text with the topic "Animals".
- You have to write at least 2 paragraphs with your own hand writing.
- Work individually and your time during 20 minutes.

**Answer :**

Horse

Horse is an animal - this animal is fast and mighty, horse has a strong and this animal have many color like brown, white, black and grey. Horse have a strong legs and beautiful tail. horse likes to around the savana like in NIT and NTB. ~~here~~

horse is mamalia a breeding with breeding. Hot Bad!

enf.

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**Instrument of Pre-Test**  
**(Writing Descriptive Text Skill)**

Name : DANI IRAWAN

Class : X 7 15 L

**Directions:**

- Please write down about writing descriptive text with the topic "Animals".
- You have to write at least 2 paragraphs with your own hand writing.
- Work individually and your time during 20 minutes.

Answer: MY DOG

⇒ I have a beautiful dog, He is my baby, and he is Sweet like a Vanilla ice cream. He is really cute, and he is like a little baby, because he is very lovely. When he was a baby he was like a little cat, because his ears are like cat's ears and because he doesn't like to take a bath

⇒ He is black and white like a cartoon cow. (62) Not Bad!

Leaf



**Instrument of Pre-Test**  
**(Writing Descriptive Text Skill)**

Name : FAIZAL EFFANDI

Class : X TITL

**Directions:**

- Please write down about writing descriptive text with the topic "Animals".
- You have to write at least 2 paragraphs with your own hand writing.
- Work individually and your time during 20 minutes.

**Answer:**

PENGUIN

⇒ My favorite animal is the penguin, because when penguin walk is very funny and cute and seems to have tuxedos. They've got yellow and black peak, their bodies are black, white and in the neck of the penguin there are yellow

They haven't got ears. They are bird but they can not fly but can swim very well. They've got very black small tail. ... :D

Fuzelle

(13) Amf

**Instrument of Post Test 1**  
**(Writing Descriptive Text Skill)**

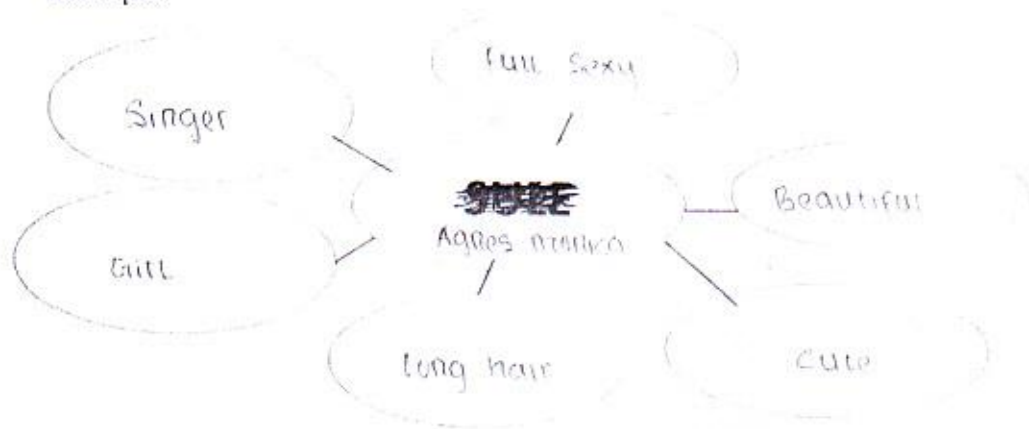
Name : FAIZAL AFFANDI

Class : 8-711L

**Directions:**

- Please write down about writing descriptive text with the topic "The favorite actrist" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of the favorite actrist.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.

Example:



**Answer:**

Agnes Monica :

Agnes is a singer she has a beautiful face and cute

Agnes have a long hair and is baly sexy

Agnes is Gilt.

She is beautiful singer i love her so much  
She ever concert in international.

Handwritten notes: "Marvellous!" and "7/11"

**Instrument of Post Test I**  
**(Writing Descriptive Text Skill)**

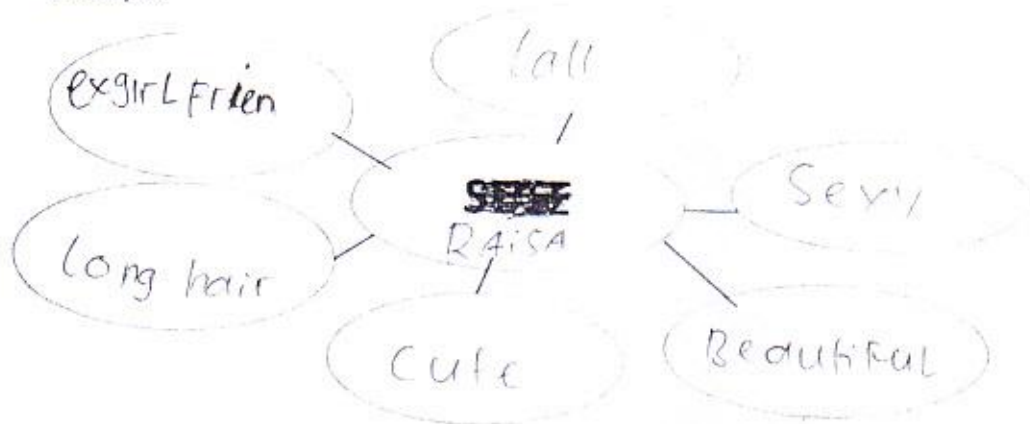
Name : DANI IRANI

Class : X 7111

**Directions:**

- Please write down about writing descriptive text with the topic "The favorite actress" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of the favorite actress.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.

Example:



**Answer:**

- RAISA IS a sexy, Beautiful, cute, longhair.  
I will explain more. Raisa is sexy girl She is beautiful. She is cute also.
- She has a long hair She is tall and She is my ex girl friend.

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**Instrument of Post Test 1**  
**(Writing Descriptive Text Skill)**

Name : A ditya Sindu Pratenteb

Class : 7A1002

**Directions:**

- Please write down about writing descriptive text with the topic "The favorite actress" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of the favorite actress.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.

Example:



**Answer:**

- LeBron James is a player NBA. He has a cool and strong body. he is a MVP player 2016-2017 in NBA. He is so tall with height 200cm. He <sup>has</sup> have a perfect skill amazing. He so kind, He give children one shoes.
- he has perfect skill. So, so many girls love him. Not only handsome and cool, but also smart LeBron James as a NBA player.

Good enough

## Instrument of Post Test 2

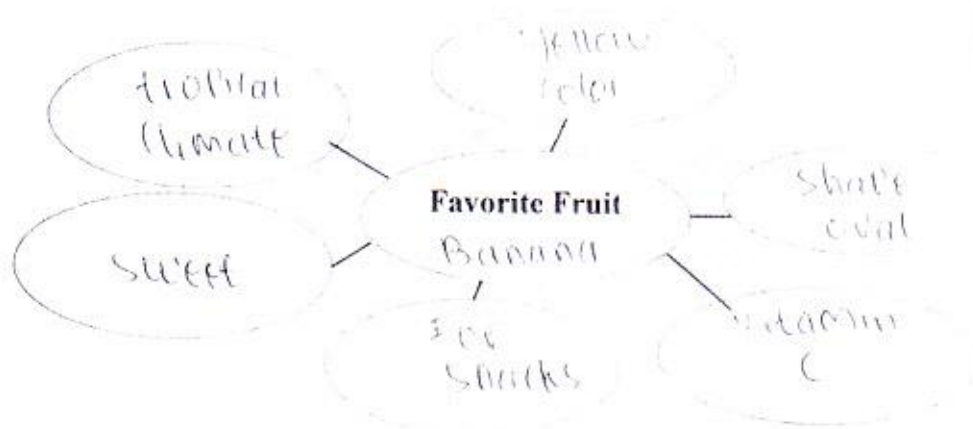
### (Writing Descriptive Text Skill)

Name : Aditya Satrio Subianto

Class : X IPA

#### Directions:

- Please write down about writing descriptive text with the topic "Favorite Fruit" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of Jakarta.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.



#### Answer:

### Banana

Banana is fruit. Banana skin have yellow color when ripe, and have green color when unripe. Banana shape oval. Banana that have white color. Banana have taste sweet when ripe.

Banana is usually use for snacks, examples cake and drink. Banana have nutrient very good, and banana also have vitamin A, C, B potassium, B6, and serotonin. However banana protein and banana grease very low.

Banana usually grow in tropical climate and damp.

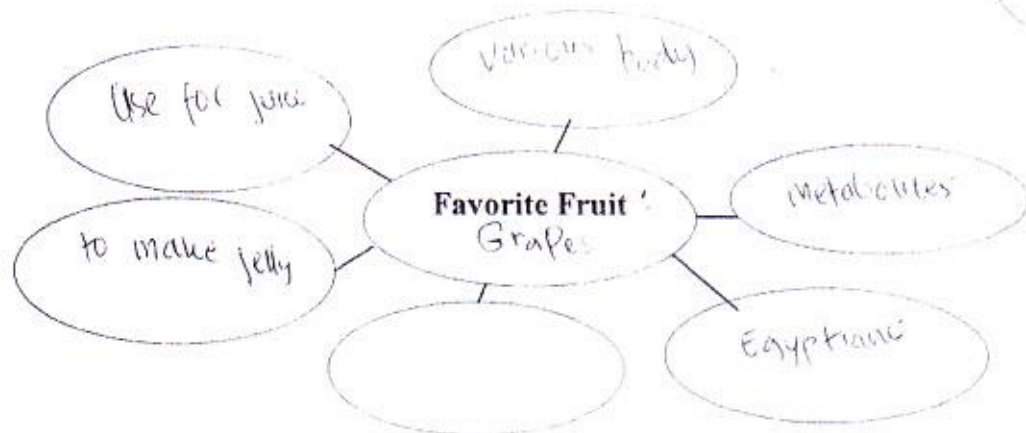
**Instrument of Post Test 2**  
**(Writing Descriptive Text Skill)**

Name : Dandi Rawan

Class : X TITL

**Directions:**

- Please write down about writing descriptive text with the topic "Favorite Fruit" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of Jakarta.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.



**Answer:**

Grapes are the fruit of plants such as creeping shrub that belongs to the Vitaceae family. The fruit is usually used for making grape juice, jelly, wine, and raising grape seed oil, or eaten directly. The fruit is also known for many compounds containing polyphenols and resveratrol who actively participated in various body metabolism, and is able to inhibit the form of cancer cells and various other diseases. This activity is also associated with the presence of secondary metabolites in grapes that act as an antioxidant compound that is able to counteract the free radicals.

This plant has been cultivated since 4000 BC in the Middle East. However, processing grapes into wine was discovered in 2500 BC by the Egyptians. Just some time ago, this process soon spread to various parts of the world, ranging from the Black Sea regions, Spain, Germany, France and Austria. Spread the fruit is growing rapidly with the travel. Same Columbus who brought this fruit around the world.



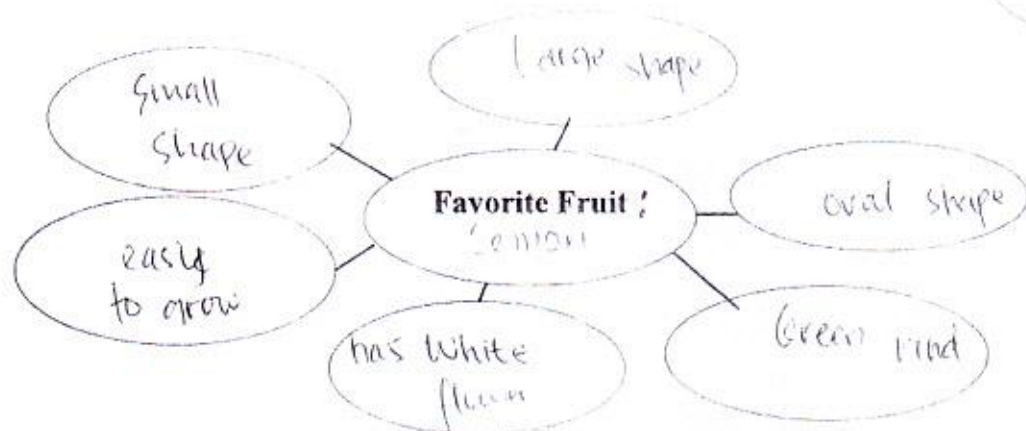
**Instrument of Post Test 2**  
**(Writing Descriptive Text Skill)**

Name : FAIZAH AHMADI

Class : X.11.11

**Directions:**

- Please write down about writing descriptive text with the topic "Favorite Fruit" at least 2 paragraphs.
- Fill the circles in the diagram with characteristics of Jakarta.
- Make paragraphs based on your diagram!
- Write the text in the present form!
- Work individually and your time during 20 minutes.



**Answer:**

Lemon is small evergreen tree in the family Rutaceae known for its edible fruit which, among other things, are used in a variety of foods and drinks. The tree has a spreading, upright growth habit, few large branches and stiff thorns. The tree bears large, glossy oval, light green leaves and produces purple-white flowers in clusters. The lemon fruit is an ellipsoid surrounded by a green rind, which ripens to yellow, protecting the yellow segmented pulp.

Lemon trees can reach 3-6 m (10-20 ft) in height and can live for many years reaching full fruit bearing capacity in approximately 40 years. Lemon may also be referred to as bush lemon or Persian apple and is likely originated from the Eastern Himalaya of India.



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**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**JURAI SIWO METRO**

Jl. KH. Djafar Dewantara 75 A Pematang Siantar Metro - Sumatera Utara Metro - Indonesia 22171  
 Telp. (011) 411807 Fax. (011) 23471796 Website: www.stainmetro.ac.id e-mail: stain@stainmetro.ac.id

Nomor : St.06 K.1/TL.00/0646/2017

Lampiran :-

Perihal : IZIN RESEARCH

Kepada Yth.,

KEPALA SMK NEGERI 3  
 METRO

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Selubungan dengan Surat Tugas Nomor: St.13-K.1/TL.01/0645/2017, tanggal 31 Januari 2017 atas nama saudara:

Nama : **BINTI NURJANATUL MAWA**

NPM : 1291477

Semester : 10 (Sepuluh)

Program Studi : Tadris Bahasa Inggris (S1) (PBI)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING CLUSTERING TECHNIQUE TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL AT TENTH GRADER OF VOCATIONAL HIGH SCHOOL 03 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 5 Januari 2017  
 Wakil Kepala I,

**Husnul Fatarib, Ph.D**

NIP.197401041999031004



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**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

Jl. KH. Dewantara 15 A Kota Metro Telp. ( 0725 ) 41507

Nomor : Sti.06/JST/PP.00.9/0175/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

Metro, 18 Januari 2017

Kepada Yth:

1. Sdr. Drs. Kuryani Utih, M.Pd
  2. Sdr. Ahmad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Binti Nurjanatul Ma'wa  
NPM : 129477  
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.s
  - a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan Tarbiyah

Dr. Akla, M.Pd





**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**(STAIN) JURAI SIWO METRO**

*Jl. Ki. Hajar Dewantara Kampus 15 A A Iring Mulyo Kota Metro Lampung 34111*

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : **Binti Nurjanatul M.**  
 NPM : 1291477

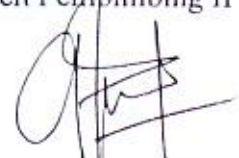
Jurusan / Prodi : **Tarbiyah / TBI**  
 Semester / TA : **X / 2016-2017**

No	Hari / Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
		✓	Hal 1-3	
		c	ke instrumen	
		✓		

Diketahui:  
 Ketua Jurusan Tarbiyah

**Dr. Hj. Akla, M.Pd**  
 NIP. 19691008 200003 2 005

Dosen Pembimbing II

  
**Ahmad Suphan Roza, M.Pd**  
 NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [stainjurai@stainmetro.ac.id](mailto:stainjurai@stainmetro.ac.id), website: [www.stainmetro.ac.id](http://www.stainmetro.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : *Binti Nurjanatul M*

Jurusan / Prodi : *Tarbiyah / TBI*

NPM : *1291477*

Semester / T A : *X / 2016/2017*

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
<i>1</i>	<i>1/2 2017</i>	<i>✓</i>	<i>Acc' (PD)</i>	

Diketahui :  
Ketua Jurusan Tarbiyah

Dosen Pembimbing I

**Dr. Hj. Akla, M.Pd**  
NIP. 19691008 200003 2 005

**Drs. Kurni Utih, M.Pd**  
NIP. 19620215 199503 1 001





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMK NEGERI 3 METRO**



Alamat : Jl. Kemiri Iringmulyo 15A Metro Timur Kota Metro  
Telp./Fax (0725) 41103 Website : smkn3metro.sch.id Email : smk3metro@yahoo.com

No : 423.4 /070 / V.01 / SMK.3 / 2017  
Lampiran : -  
Hal : *Bersedia menjadi tempat Research*

Kepada Yth : Ketua STAIN Jurai Siwo Metro  
di Metro

Dengan Hormat,

Menindaklanjuti Surat Ketua STAIN Jurai Siwo Metro tanggal 03 Januari 2017  
Nomor:Sti.06/K.1/TL.00/0646/2017 hal Izin Research atas nama :

Nama : Binti Nurjanatul Mawa  
NIM : 1291477  
Prodi : Tadris Bahasa Inggris

Dengan ini kepala SMK Negeri 3 Metro bersedia menjadi tempat Research dengan judul :

*“Using Clustering Technique To Improve Descriptive Text Writing Skill At Tenth Grader Of Vocational High School 03 Metro.”*

Demikian kami sampaikan atas kerjasama yang baik kami ucapkan terima kasih.

Metro, 21 Februari 2017

Kepala Sekolah

Wa.Ka. Sarpras



Latjimat, S.Pd.

NIP 19740310 200212 1 005



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMK NEGERI 3 METRO**



Alamat : Jl. Kemiri Iringmulyo 15A Metro Timur Kota Metro  
Telp./Fax (0725) 41103 Website : smkn3metro.sch.id Email : smk3metro@yahoo.com

No : 423.4 / 071/ V.01 / SMK.3 / 2017  
Lampiran : -  
Hal : *Telah Melaksanakan Penelitian*

Kepada Yth : Ketua STAIN Jurai Siwo Metro  
di Metro

Dengan Hormat,

Menindaklanjuti Surat Ketua STAIN Jurai Siwo Metro tanggal 03 Januari 2017  
Nomor:Sti.06/K.1/TL.00/0646/2017 hal Izin Research atas nama :

Nama : Binti Nurjanatul Mawa  
NIM : 1291477  
Prodi : Tadris Bahasa Inggris

Nama tersebut diatas telah melaksanakan penelitian / Research pada tanggal 11 dan 14 Februari 2017, dengan judul :

*“Using Clustering Technique To Improve Descriptive Text Writing Skill At Tenth Grades Of Vocational High School 03 Metro.”*

Demikian kami sampaikan atas kerjasama yang baik kami ucapkan terima kasih.

Metro, 21 Februari 2017

Kepala Sekolah

Ka. Sarpras



Arjimat, S.Pd.

NIP 19740310 200212 1 005



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**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**JURAI SIWO METRO**

Jl. Kelapa Dewantara 15, Metro Metro Utara Kota Metro Lampung 34111  
 Telp. (0773) 41507 Telp. (0773) 417796 A/Bone www.stainmetro.ac.id e-mail: stain@stainmetro.ac.id

**SURAT TUGAS**

Nomor: St/06.K/11L/00/0645/2017

Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Menugaskan Kepada Saudara:

Nama : BINTI NURJANATUL MAWA  
 NPM : 1291477  
 Semester : 10 (Sepuluh)  
 Program Studi : Tadris Bahasa Inggris (SI) (PBI)

- Untuk :
1. Mengadakan observasi survey di SMK NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING CLUSTERING TECHNIQUE TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL AT TENTH GRADER OF VOCATIONAL HIGH SCHOOL 03 METRO".
  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.

Mengetahui,  
 Pejabat Setempat

Dikeluarkan di : Metro  
 Pada Tanggal : 31 Januari 2017







**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Binti Nurjanatul M.  
 NPM : 1291477

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	24/6 2012	✓		Revisi Bab IV & V	
2	11/7 2012	✓		Acc Menugayeh	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610200801 1 014

Dosen Pembimbing I

**Drs. Kuryani Utih, M.Pd**  
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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Binti Nurjanatul M.  
 NPM : 1291477

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22/6/2017		✓		
			✓		
			✓	Me Mengosad	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610200801 1 014

DOCUMENTATION

THE RESEARCHER GIVES THE



TREATMENT

THE RESEARCHER DIVIDE THE ANSWER SHEET





## ASK AND ANSWER QUESTION



## EXPLAIN THE MATERIAL







THE STUDENTS GIVE ATTENTION



THE STUDENTS DO THE TASK



## CURRICULUM VITAE

The name of the writer is Binti Nurjanatul Ma'wa. She was born in Banjarrejo, on March 8, 1994. She is the second child of happy couple Mr. Wagimin Mustajab, S.Ag and Mrs. Supratyah.



She was enrolled her study in Kindergarten at PGRI Banjarrejo, East Lampung, on 1999-2000. She continued her study at SDN 1 Banjarrejo on East Lampung 2000-2006. Then, she continued her study at SMP Tunas Harapan Bandar Lampung, on 2006-2009. She continued her study at SMA KARTIKATAMA METRO, on 2009 -2012.

It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Islamic Institute (IAIN) Metro.