

AN UNDERGRADUATE THESIS

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE
STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT
THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1
METRO**

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**STATE ISTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018M**

**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE
STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT
THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1
METRO**

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

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1440 H / 2018 M**

ABSTRACT

THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 METRO

By:

RENY MARDIANA

Writing is one of the most difficult language skills that should be mastered by students in learning English. In writing there are several kinds of text such as narrative, descriptive, argumentative, and persuasive. Descriptive text is one of text which has to be mastered by the eighth grade students of the Junior High School. But, there are some problems that faced by the eighth grade students of Junior High School Muhammadiyah 1 Metro in writing descriptive text. So it caused the result of learning is low. Therefore, to increase the descriptive writing skill among the students, the writer used Clustering Technique in learning process. Clustering Technique is known as a useful technique to help and guide students in generating their ideas in writing a paragraph, especially in writing descriptive text. The goal of this research is to know whether Clustering Technique can improve students writing ability on descriptive text at the eighth grade of Junior High School Muhammadiyah 1 Metro.

This research was classroom action research (CAR) which involved 26 students in class VIII.D and was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing descriptive text. Furthermore, the writer used observation technique to get the data about students' learning activities. The writer also used the documentation method to support the information concerning on the learning English. This research was conducted with an English teacher of Junior High School Muhammadiyah 1 Metro.

The result of this research shows that Clustering Technique has positive role in improving students writing ability on descriptive text at the eighth grade of Junior High School Muhammadiyah 1 Metro. It can be proved by the students' average score from pre-test and post-test. The average score in pre test was 61,5 in post test I was 67,6 and the post test II was 75,1. It can be inferred that Clustering Technique can improve students writing ability on descriptive text at the eighth grade of Junior High School Muhammadiyah 1 Metro.

Keywords: Descriptive text, Clustering Technique, Writing ability.

ABSTRAK

PENGUNAAN TEKNIK PENGELOMPOKAN UNTUK MEMPERBAIKI KEMAMPUAN MENULIS SISWA PADA TEKS DESKRIPTIF KELAS DELAPAN SMP MUHAMMADIYAH 1 METRO

Oleh:

RENY MARDIANA

Menulis adalah keterampilan berbahasa tersulit yang harus dikuasai oleh siswa didalam pembelajaran bahasa inggris. Di dalam menulis terdapat beberapa jenis teks, salah satunya adalah naratif, deskriptif, argumentatif dan persuatif. Teks deskriptif merupakan teks yang harus di kuasai oleh siwa kelas delapan sekolah menengah pertama. Namun, terdapat beberapa masalah yang dihadapi oleh siswa kelas delapan SMP Muhammadiyah 1 Metro dalam menulis teks deskriptif, sehingga itu menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan keterampilan menulis deskriptif pada siswa, penulis menggunakan teknik pengelompokan dalam proses pembelajaran. Teknik pengelompokan adalahteknik yang diketahui dapat berguna untuk membantu dan membimbing siswa mengembangkan ide mereka dalam menulis paragraf. Tujuan penelitian ini adalah untuk mengetahui apakah teknik pengelompokan dapat memperbaiki kemampuan menulis siswa pada teks deskriptif kelas delapan SMP Muhammadiyah 1 Metro.

Penelitian ini adalah penelitian tindakan kelas yang melibatkan 26 siswa kelas VIII.D dan telah dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data di ambil dari tes menulis untuk mengetahui pengetahuan siswa dalam menulis teks deskriptif. Selain itu, penulis menggunakan teknik observasi untuk memperoleh data tentang aktifitas pembelajaran siswa. Penulis juga menggunakan metode dokumentasi untuk mendukung informasi yang berkaitan dalam pembelajaran bahasa inggris. Penelitian ini dilaksakan dengan guru mata pelajaran bahasa inggris SMP Muhammadiyah 1 Metro.

Hasil dari penelitian ini menunjukan bahwa teknik pengelompokan memiliki peran positif dalam memperbaiki kemampuan menulis siswa kelas delapan SMP Muhammadiyah 1 Metro. Hal ini dapat di buktikan berdasarkan nilai rata- rata siswa dari pre test menuju post test. Nilai rata-rata siswa pada saat pre test adalah 61,5, post test I adalah 67,6 dan post test II adalah 75,1. Dapat disimpulkan bahwa teknik pengelompokan dapat memperbaiki kemampuan menulis siswa pada teks deskriptifkelas delapan SMP Muhammadiyah 1 Metro.

Kata Kunci: TeksDeskriptif, ClusteringTechnique, KemampuanMenulis



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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munasqosah. Thank you very much.

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RATIFICATION PAGE

No. B-0257/11-23-1/D/PP-00-2/01/2019

An undergraduate thesis entitled: THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 METRO written by RENY MARDIANA student number 14122007, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, January 14th, 2019 at 10.00-12.00 a.m.

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliographies mentioned.

Metro, January 2019
The Writer,



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Penulis,



Reny Mardiana

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MOTTO

اَللّٰهُ لَكُمْ شَرُّهُوْشَيْءٌ تُحِبُّوْا اَنْ وَعَسٰى لَكُمْ خَيْرٌهُوْشَيْءٌ تَكْرَهُوْا اَنْ وَعَسٰى لَكُمْ كُرْهُهُوْا لِقِتَالٍ عَلَیْكُمْ كُتِبَ

تَعْلَمُوْنَ لَا وَاَنْتُمْ لَا تَعْلَمُوْنَ

“It may be that you dislike a thing, which is good for you and like a thing, which is bad for you. Allah SWT knows but you do not know”

(Al – Baqoroh: 216)

“Develop an Attitude of Gratitude”

(Bryan Tracy)

DEDICATION PAGE

This undergraduate thesis would dedicate to the:

- My parents, bapak Martono and ibu Saptarulina who always loves and prays for me in every my life's fortune, takes care of me and always gives what I want.
- My best friends who always be guides, Oktavia Wulandari, Gandis Yunita Sari, Nur Hayati, Oktavia Martina Putri, Yulia and Dwi Puspitasari, Desti Tristia, Lola Lupita and the others.
- My beloved Almamater at State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Praise be merely to the almighty God, Allah SWT for his gracious mercy and tremendous blessing that enables the writer to accomplish this undergraduate thesis entitled “The Use of Clustering Technique to Improve Students’ Writing Ability on Descriptive Text at the Eighth Grade of SMP Muhammadiyah 1 Metro”.

The deepest thanks go to Dr. Mahrus As’ad, M. Ag as the first advisor and Trisna Dinillah Harya, M.Pd as the second advisor, who have given their suggestions, scientific, knowledge, invaluable guidance, unlimited patience, and encouragement to the writer during the completion of this undergraduate thesis. The writer also does not forget to appreciate all helps and supports from the principal of IAIN Metro.

Finally, the writer hopes that the result of the research will become sourceof good for others.

Metro, December 11th 2018

The Researcher,

RENY MARDIANA

NPM. 14122007

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is the most interesting foreign language. It is regarded as the important language to learn. English becomes one of faculties in many universities. Moreover, it has been placed as one of subjects which should be learned. Not only students of English department who study English, but also the students in another faculties study English at least for one semester. Consequently, every student must learn English both speaking and writing.

Writing is one of skill emphasized besides the others. This emphasis is reasonable, as the graduates of junior high school are prepared to continue their study to senior high school in which most of learning activity is writing.

Moreover, these different purposes for language will be reflected in the characteristics of the text themselves. It takes a longer limit that learning to speak because writing requires greater accuracy and variation. Many students tell hard to learn writing.

One of the activities in writing is write the paragraph. It is used to make a text in writing the paragraph. The technique that he/ she used to learn paragraph is one of important things in mastery the skills in English, especially writing. The learners will be difficult when they can't develop their idea.

Based on the explanation above it can be inferred that writing the paragraph ability is not the simple thing. It depends with their technique in learning writing.

The writer intends in study of students ability in writing English paragraph to this paper because writing is one way to get or give information in daily life. In the students have good ability is writing descriptions paragraph, he would get or give information from the other people.

In the second year of Junior High School, the basic competence that should be achieved in the English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text and narrative text. Students at Junior High School are expected to have high writing ability, especially in made a paragraph. With a paragraph they can express their ideas, statement, question, etc in written form. English teacher of the Eighth Grade (VIII) students of Junior High School of Muhammadiyah 1 Metro decided 75 as the completeness standard (KKM). In fact, the students still find difficulties to make a paragraph. It can be proved from pre-survey, as follows:

Table 1

***The Pre survey Result of Students' Writing Descriptive Text at the Eighth
Grade of Junior High School of Muhammadiyah 1 Metro***

No	Score	Category	Total	Percentage
1	≥ 70	Complete	10	38%
2	≤ 70	Incompleted	16	62%
Result			26	100%

Source : The English Teacher Archive at The Eighth Grade of SMP Muhammadiyah 1 Metro, taken on April , 15th 2017.

Based on the table above, the total students incompleted category higher than the complete category. The students who complete for the material of writing in 38% and the students who include incompleted category is 62%, with the highest grade 85 and the lowest grade 40 with the minimum mastery criteria (KKM) for English is 70.

Seeing from the data and the case above, the researcher tries to motivate students or to lead them in order to develop their writing skill especially in descriptive text.

Therefore the writer purposes a research project entitle "The Use of Clustering Technique to Improve Students' Writing Ability on Descriptive Text." Informal interview done by the researcher shows that the teacher of Junior High School of Muhammadiyah 1 Metro feels that her students in eighth class get difficult in their writing. In writing they can't develop idea became a good

paragraph in the target language. She still teaches writing in conventional way and seldom uses good technique in writing. In this research, the researcher uses Clustering Technique to improve students' writing ability, especially in descriptive text. 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 researcher chooses 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. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students get difficulty in constructing good sentences.
2. The students find difficulties in developing the idea in their paragraph writing.
3. The students make the grammatical error from syntactical pattern.
4. The students need many time to learn more how to make a good paragraph.
5. The students are passive.
6. The students are not able to write descriptive paragraph well.

C. Problem Limitation

Based on the problem identification above, the writer limits the problem only the last problem. The students are not able to write descriptive paragraph well. The subject are not able to write descriptive paragraph well. The writer choose the descriptive paragraph because it is basic ability to be learned in the second year of junior high school.

D. Problem Formulation

The researcher will formulate the problem as follows:

“Can the Use of Clustering Technique Improve the Students’ Writing Ability on Descriptive Text and Students Learning Activity at the Eighth Grade of SMP Muhammadiyah 1 Metro?”

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objective of this research is to know whether using clustering technique can improve the students’ writing ability on Descriptive Text and Students Learning Activity at the Eighth Graders of SMP Muhammadiyah 1 Metro.

2. Benefits of The Study

a) For the Students

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

b) For the English Teacher

The result of this research is as the contribution for the English teacher in order to apply the clustering technique to increase the students' score and activity in English learning process especially in the students' writing skill.

c) For the Headmaster

The result of this research as the consideration in learning process in the school and the headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Concept of Descriptive Writing Ability

a. The Definition of Descriptive Writing Ability

Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in written language. By writing, language learners can express their feeling, thought, emotion, attitudes, etc.

As we know that writing is one of important skill to express ideas, feeling or emoticon through written form. The purpose of writing is to give information from the written text to the reader and convey the message and interact indirectly. From it, we can see that how important writing is for our daily activity and for our communicatin especially.

Ability is the fact that somebody or something is able to do something or it is also called as a level of skill/intelligence. Writing ability is a skill to express ideas, thought and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. Therefore writing ability is a skill to express ideas, thought

and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

Descriptive writing is two wide kinds: objective and subjective. In objective description the writer ignores those aspects of the insight unique to himself and focuses on describing percept in itself. In subjective description a writer plans his or her feeling.¹

When we want to describe something, we must be able to make readers understand what we mean. In descriptive text, describing the way something looks like.

According to Siahaan, descriptive is also a text. It is a paragraph in which a writer tries to picture out an object to the reader. The object can be anything. It can be a concrete object as a person or an animal, or a plan etc. It can be an abstract object such as an opinion or idea, love or hate, or believe etc.²

One of the texts types used in research is descriptive text. A descriptive text is a text that describes a particular person, place and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life.

¹Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.351

² Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, p.119

Descriptive text can be presented as writer or spoken texts. In a descriptive text, the writer as authority informs something to the unknown readers.

b. The Generic Structure of Descriptive Text

A text can be any linguistic unit. It can be a word. It can also be a sentence. Besides, it can also be a paragraph.³ On the other hand, writing a text refers to any meaningful linguistic unit. A paragraph is a piece of written text. It contains several sentences.⁴ It means that a text is meaningful linguistic unit which is bigger than a paragraph.

The structure of descriptive text have two part:

- a) Identification : mention the special participant.
- b) Description : mention the part, quality and characteristic of subject being described.⁵

The following is the example of descriptive text.⁶

Identification I have a favorite doll. It is an original Teddy Bear from America. Aunt Lily gave it to me last year when she returned from her business trip in New York. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

Description My Teddy Bear is very big, and the colour is brown. It is about 150 centimeters tall and the width is about 50 centimeters. When I put it on

³ Sanggam Siahaan, *The English.*, p.3.

⁴ *Ibid.*, p.5.

⁵ [http://descriptivetext83.blogspot.com/search/label/definition\(March, 20th 2018\)](http://descriptivetext83.blogspot.com/search/label/definition(March, 20th 2018))

⁶ Teddy Bear - https://en.wikipedia.org/wiki/Teddy_bear - (March, 21th 2018)

my bed it will occupy half of it. It is almost as big as my body. It is made of typical kind of fabric called *rasfur*. The head is round with the size of 25 centimeters. It has two ears which located on top of its head. The shape of the ear is half circle and the size is half of my palm. The colour of its eye is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

c. The Abilities of Descriptive Text Writing

Ability is the fact that somebody or something is able to do something or it is also called as a level of skill/ intelligence. In the process to produce the good descriptive writing, Wigle elaborates based on the Jacobs's scoring profile that there are some skills which should be concerned as follows:⁷

1) Content

A content includes the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

⁷ Weigle, S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116

Related to this point, students are expected to have some abilities as follows:

- a) Students should be able to write and relate the ideas.
- b) Students should be able to develop the ideas.
- c) Students should be able to use the appropriate description, to explain the topic.

2) Organization

An organization is also important skill which should be mastered to write the descriptive text. Organization means that how the students organize their ideas. The students are expected to have some skills as follows in order to organize the descriptive writing:

- a) Students should be able to write an effective introduction.
- b) Students should be able to write an effective description of the topic.
- c) Students should be able to draw the conclusion.

3) Vocabulary

Vocabulary is the most important thing that forms a phrase, sentence, and paragraph. In writing, a writer should use the appropriate vocabulary to express what they want to write. Vocabulary mastery is needed in order to create an understandable descriptive writing. The detail skills about

vocabulary to write descriptive writing are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.

4) Language Use

Language Use refers to the communicative meaning of language. In writing process refers to the rules for making sentences or paragraph grammatically. Grammar is the study of words and the ways word work together to form a sentence. Tenses and structure mastery really important to have paragraph constructed. It is difficult for students to arrange a good paragraph if the students do not understand well about tenses and structure mastery.

They are expected to have abilities about language use as follows:

- a) Students should be able to understand the word order.
- b) Students should be able to mastery the subject-verb agreement.
- c) Students should be able to understand the tenses that used in descriptive writing.

5) Mechanics

Mechanics is also the significant part of writing. The skills which should be comprehended by students about mechanics are mentioned as follows:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to write the neatly.

Therefore, there are many skills which should be comprehended by the students to write descriptive writing. All the skills should be mastered and applied well during the writing process in order to write a good descriptive writing.

The researcher used the indicator score table of writing ability to evaluate the students'. The writing scoring profile is presented as scoring rubric as follow:⁸

Table 2

The Indicators Score of Writing Ability

Aspects	Score	Criteria	Performance Description
Content (O) 30% -Topic -Details	30-27	Excellent to very good	The topic is complete and clear and the details are relating to the topic.
	26-22	Good to average	The topic is complete and clear but the details are almost relating to the topic.
	21-17	Fair to poor	The topic is complete and clear but the details are not relating to the topic.
	16-13	Very poor	The topic is not clear and the details are not relating to the topic.
Organization (O) 20%	20-18	Excellent to very good	Identification is complete and descriptions are arranged with proper connectives.

⁸*Ibid.*,

- Identification - Description	17-14	Good to average	Identification is almost is complete and descriptions are arranged with almost proper connectives.
	13-10	Fair to poor	Identification is not complete and descriptions are arranged with few misuse of connectives.
	9-7	Very poor	Identification is not complete and descriptions are arranged with misuse of connectives.
Grammar (G) 20% - Use Present Tense - Agreement	25-22	Excellent to very good	Very few grammatical is not complete or agreement inaccuracies
	21-18	Good to average	Few grammatical or agreement inaccuracies but not effect on meaning.
	17-11	Fair to poor	Numerous grammatical or agreement inaccuracies.
	10-5	Very poor	Frequent grammatical or agreement inaccuracies.
Vocabulary (V) 15%	20-18	Excellent to very good	Effective choice of words and word forms.
	17-14	Good to average	Few misuse of vocabularies, word forms, but not change the meaning.
	13-10	Fair to poor	Limited range confusing words and word forms.
	9-7	Very poor	Very poor knowledge of words, word forms, and not understandable.
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	5	Excellent to very good	It uses correct spelling, punctuation, and capitalization.
	4	Good to average	It has occasional errors of spelling, punctuation, and capitalization.
	3	Fair to poor	It has frequent errors of spelling, punctuation, and capitalization.
	2	Very poor	It is dominated by errors of spelling, punctuation, and capitalization.

In conclusion, there are some criteria to measure the students' writing descriptive text and it has each writing score and level of score for each criteria. All of the score criteria it can be the total score of students' writing descriptive text.

2. Concept of Clustering Technique

a. The Definition of Clustering Technique

Technique is the level at which classroom procedures are described.⁹ Technique have related with approach. Technique is the teacher's way to teach the students in learning process be easier to understand the material or subject.

Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore was in harmony with in approach as well.¹⁰ It means that technique and method can apply together in the classroom when learning process.

For many writers, getting started is the hardest part, clustering as a technique of writing can implement to help the students focused in the process to generate the ideas. The teacher can give an example form of clustering technique easily because clustering technique use of a pictogram to show the relationship and ordering the ideas.

Major supporting ideas are connected to the central thesis by lines and circles, minor supporting detail are likewise joined to each circle containing one of the major details. Here is a "cluster" that illustrates the way some of the ideas might be joined. A cluster is a picture how an essay could be develops around logical points of discussion in paragraphs.

⁹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p.15.

¹⁰ H. Douglas Brown, *TEACHING by PRINCIPLES: An Interactive Approach to Language Pedagogy*, (New York, Addison Wisley Longman, Inc., 2000), 2nd Edition, p.14.

This techniques allows the students to discover what they know about the given topic and can see what they may need to learn more about.¹¹

Based on the experts' opinion above, the researcher concludes that technique is the teachers' way to improve students' ability in the material at the classroom.

As the study of language teaching method and procedure, there are some different ways between an approach, a method and technique. Approach is theoretically well – informed position and beliefs about the nature of language. Method is a generalized set of classroom specifications for accomplishing linguistics objectives. Technique is any of a wide variety of exercises, activities or task used in the language classroom for realizing lesson objectives.¹²

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 or words.¹³

Clustering is related to summarize or list of ideas when writing. With list making before writing, each learner makes a list of ideas to include in the writing. After the list is made then the learner attempts

¹¹ Vicki Urquhart and Monette McIver, *Teaching Writing: in the Content Areas*, (USA: ASCD, 2005), p.15.

¹² H. Douglas Brown, *Op.Cit*, p.16.

¹³ *Ibid*, p.252

to organize it and this may lead to additions to the list.¹⁴ It means that, clustering technique have related with note making in prewriting.

Effective note-making is a key writing skill, with a number of practical uses. Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organisation are still important.¹⁵

Alan H. Fielding stead clustering is related to classification. Both techniques place objects into groups or classes.¹⁶ Clustering is another of brainstorming activity, it is prewriting technique that help to writers to generate ideas for paragraph.

Kate argues that making a clustering diagram is really just another kind of list, but one that develops into little clusters of like-minded ideas.¹⁷ Clustering is an open-ended, nonlinear form of shorting ideas. It is a visual structuring of concepts, events and feelings.

¹⁴I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.117.

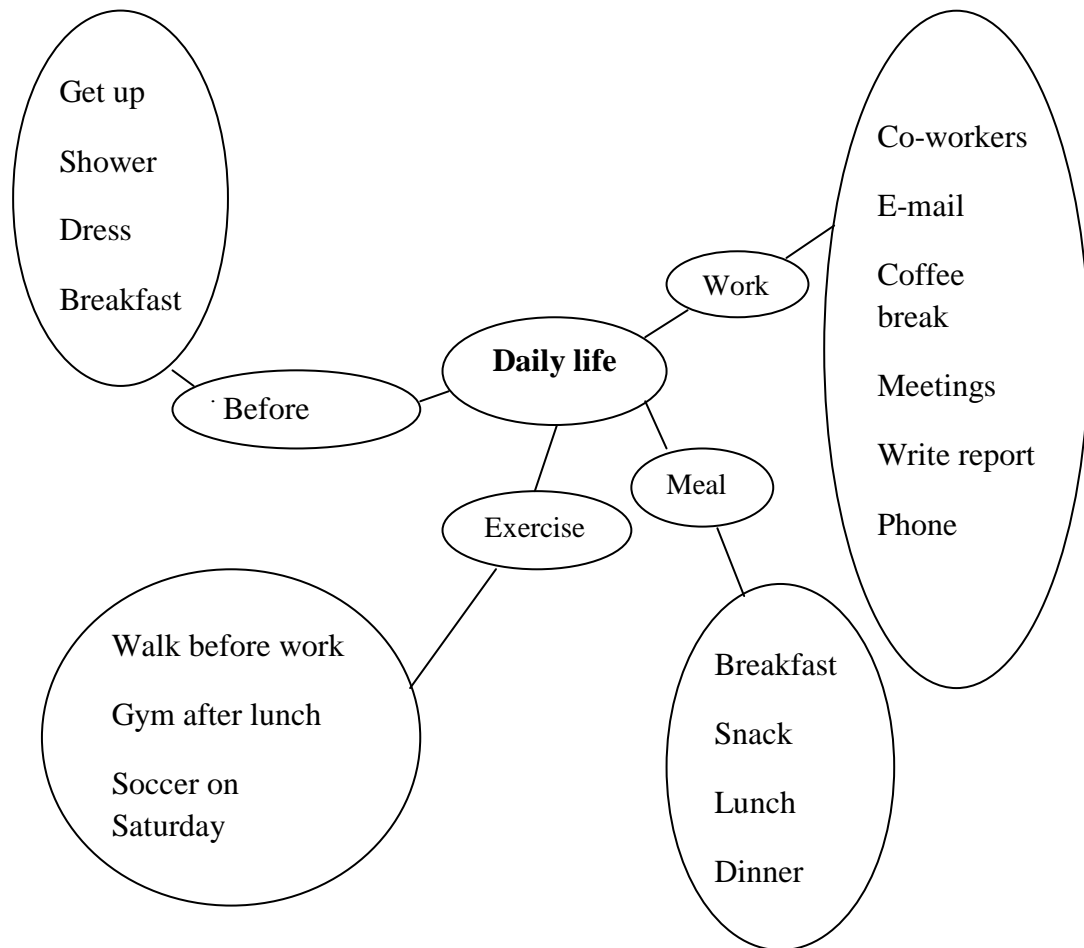
¹⁵Stephen Bailey, *ACADEMIC WRITING: A practical guide for students*. (New York: RoutledgeFalmer, 2003), p.18.

¹⁶ Alan H. Fielding, *Cluster and Classification Techniques*, (New York: Cambridge University Press, 2007), p.3.

¹⁷ Kate Greenville, *WRITING FROM START TO FINISH: A Six-Step Guide*, (Australia: Allen&Unwin, 2001), p.11.

Figure 1

The Example of Clustering Technique



b. The Principles of Clustering Technique

- 1) Clustering technique could increase the students' participation and the students' achievement in writing.¹⁸
- 2) This technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to

¹⁸ Marliasari, *Improving The Second Year Students' Participation and Achievement in Writing Through Clustering Technique at SMA N 1 Payakumbuh*, (Padang: Unpublished Thesis of FKIP UNP, 2007)

think in English because it can stimulate them to deliver their ideas in written form.

- 3) By using clustering technique students will be motivated to write a good paragraph, especially descriptive text.
- 4) Clustering technique can clearly show what the students think. So, their ideas will appear clearly.
- 5) This technique is easy to be applied by the teacher.
- 6) The students easily remember the material, because this technique can stimulate the student to think and generating ideas about the material.

c. The Use of Clustering Technique to Improve the Descriptive Writing Ability

Clustering uses bubbles (circles) and connecting lines to keep the ideas. It is useful for the students who have difficulties in organizing their ideas. The bubbles and lines help group related items together.¹⁹ Clustering technique is known as a useful technique to help and guide students in generating their ideas in writing a paragraph, especially in writing descriptive text. Clustering technique is a good technique that can be applied in writing descriptive text.

Clustering is one of the technique to generate the ideas like brainstorming technique. This technique is by writing down the ideas that relate to the topic. In brainstorming technique,

¹⁹ Chris Juzwiak, *Stepping Stone*, (New York: Bedford, 2009), p.64

written down the ideas in a list, but in clustering technique, write down the ideas in circles around the topic. Then, generate the ideas and write down in smaller circles. By using clustering technique, it can be seen which one the ideas that can be used.

To get new ideas and combine them, clustering and branching give the technique to connect the ideas. The researcher can decide that whether the subtopics are important or not and whether the ideas relate to others.²⁰

d. The Procedures of Teaching Descriptive Text Writing

Writing is usually considered as the most problem to master for the students who are learning English. This is also true for Junior High School students.

The writer convinces the reader about a case through the writing. Students often feel discouraged to write a genre of this kind. Prior to the implementation of the study, a preliminary study was conducted. The preliminary study, which was set at Junior High School of Muhammadiyah 1 Metro, was aimed at determining the Junior High School students' actual difficulties, especially in writing descriptive text. The result of the preliminary study shows that the students at Eighth Graders of SMP Muhammadiyah 1 Metro have difficulties in writing descriptive text, particularly in terms of the content and organization. The result of the preliminary study also reveals one of

²⁰ Dawn Sova, *Writing Clearly a Self Teaching Guide*, (USA: John Wiley & Sons, Inc, 2004), p.30.

the major problems the students have in writing is how to start writing. This fact encouraged the researcher to focus on helping the students generate ideas.

Following a clustering technique learned from the writing process.²¹ First, at the planning stage, the teacher designed the lesson plans and instructional materials.

The second is 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.

1. In her teaching, the teacher asks them about their daily activities and descriptive text e.g. “Do you know descriptive text?”
2. Teacher asks question related to the material they will learn e.g. “Do you like animal? What kind of animal do you like? (Prewriting/ constructivism).
3. The teacher give 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 writes the

²¹ Kathleen Graves, *Teachers as Course Developers*, Cambridge University Press, p.66

answer from the students on the whiteboard. Teacher circles 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).

4. Teacher asks the student to make descriptive text about the topic individually.
5. Teacher moves among the students to control their activities and help them if it is necessary.
6. Teacher asks the students to revise/ rewrite their writing to get the better result. Teacher collects their work. Teacher asks students about what they have learned that day (reflection).
7. Teacher collects their work.
8. Teacher asks students about what they have learned that day (reflection).

Just go ahead and write whatever students feel like. Do not worry about mechanics. Just let thoughts flow into the paper. The writing that comes out of a clustering exercise is often very well organized and focused, right down to an introduction till conclusion.

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

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 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
- 8) There are connection between knowledge that students got and its application to their lives

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 researcher applies clustering technique for teaching descriptive text writing.

3. Action Hypothesis

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

Using clustering technique can improve the ability to write descriptive text among the class, the students' ability in writing descriptive text and their learning activities at the Eighth Graders of SMP Muhammadiyah 1 Metro can be improved.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of The Research

The research conducted at Junior High School of Muhammadiyah 1 Metro and the subjects of this research are the eighth grades. There are 28 students in class. Actually in the eighth grades of Junior High School of Muhammadiyah 1 Metro there are five classes, those are VIII.A, VIII.B, VIII.C, VIII.D and VIII.E. But, the researcher chose VIII.C grade because the students had lower average score than the other class. That is based on pre-survey and interviews with the English teacher of VIII.D grades at Junior High School of Muhammadiyah 1 Metro.

Table 3

The Subject of The Research

No	Grade	Set		Total
		Male	Female	
1	VIII.D	15	11	26

Source: Document of the Junior High School of Muhammadiyah 1 Metro

B. Research Procedure

This kind of the research is Classroom Action Research (CAR).

Classroom Action Research (CAR) is a method for improving and

modifying the working system of a classroom in school.²² It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom Action Research is about working towards practical outcomes and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.²³ It means that, Classroom Action Research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

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

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing and reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:²⁴

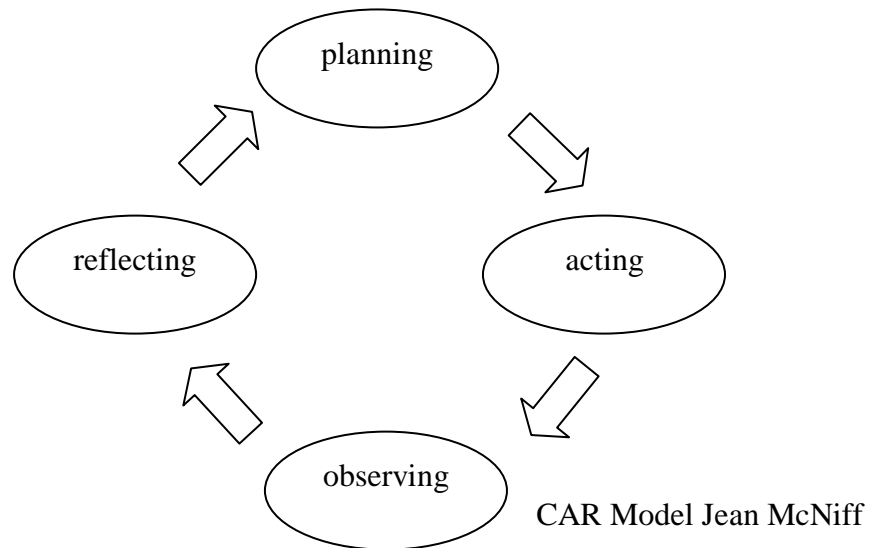
²² Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

²³ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.9

²⁴ Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

Figure 2

The Cycle of the Classroom Action Research (CAR)



The implementation of this Classroom Action Research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow:

a. Cycle 1

1) Planning

Planning is the first stage which must be passed in each activity. Without planning, the researchers' activity will not be focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Clustering Technique by guiding and consideration from the English teacher at the Eighth Grade (VIII.C) at Junior High School of Muhammadiyah 1 Metro.

- b) The researcher prepares media that will use; handout or pictures about Descriptive Text.
- c) The researcher prepares research instrument, such as; observation sheet and score sheet.
- d) The researcher prepares the students' task by English teacher's consideration with consideration from the English teacher.

2) Action

This activity is the implementation of learning activities that have been prepared in the planning. Without the action, the planning is just imagination that never is real.

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

a) Pre teaching activities

- (1) Greetings, apperception.
- (2) Checking the attendant list.
- (3) To give information about the material (descriptive text).

b) While teaching activities

- (1) The teacher writing the material about holiday or daily activities.
- (2) The teacher asks the students to comprehend the descriptive text.

- (3) The teacher teaches about the descriptive text; explain about generic structure and language features.
- (4) The teacher explains about clustering and gives an example how to apply clustering technique in descriptive text.
- (5) The teacher gives a topic and asks the student make cluster use the topic.

c) Post teaching activities

- (1) Evaluate with the student.
- (2) The teacher reviews the material
- (3) Closing

3) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by researchers and conducted every hour lessons. The researcher observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning descriptive text by giving test after CAR in cycle 1. The researcher calculates the students' improves score test before CAR and test after CAR. It is to know how far the students' understood about the using of Clustering Technique in Descriptive Text.

4) Reflecting

Reflection is an activity to analyze, understood and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation and it is used as the basis for improvements in the next cycle. It means if from Cycle 1 has failed in Cycle 2 must reviewed.

b. Cycle 2

If from Cycle 1, there are some students are not successful so the writer must conduct Cycle 2. The result in Cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from Cycle 2 all of the students were successful, the cycle able to be stopped until Cycle 2 only.

The procedure of the research are:

a. Planning

- 1) The researcher identified the problem and found the problem from reflection result in Cycle 1.
- 2) The researcher discusses with the teacher about obstacles in students' learning activity.
- 3) The researcher revises lesson plan (RPP) with consideration from the teacher.
- 4) The researcher prepares and modifies the material with clustering technique.

b. Action

- 1) The researcher teaches the students about descriptive text according to new lesson plan (RPP).
- 2) The researcher modifies clustering technique by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in Cycle 2, then the teacher calculates improved score test after Cycle 1 and score test after Cycle 2.

d. Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pre-test and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it is positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

C. Data Collection Method

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

a. Test

In educational research achievement tests are most commonly used.²⁵ The writer uses test to get data result of students' writing descriptive text. The result of this test is students' descriptive paragraph based on the topic given by the teacher. The aim of this test is to measure the students' ability in writing descriptive text based on the topic. These tests are of two types there are:

1) Pre-test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable).²⁶ The researcher will give the students pretest at the first meeting. The kind of test is essay form.

2) Post-test

Post-test is conducted to assess the effectiveness of the independent variable.²⁷ The post-test will be done after the treatment, after having the treatment, the student will have a post-test. The form and the procedure of the post-test are the same as pre-test.

²⁵ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p.209.

²⁶ Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p.187.

²⁷ *Ibid.*,

b. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.²⁸ In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' writing in that school and the researcher will take the data of the class VIII.D

c. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture.²⁹ The researcher uses to documentation obtain data about state of students, the history of Junior High School of Muhammadiyah 1 Metro, state of the environment, the state of teachers, staff and organizational structure and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity and use document in the pictures from to prove about students' picture during learning process.

²⁸ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.98.

²⁹ *Ibid.*, p.96.

D. Data Analysis Technique

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

The formula to get the average as follow:³⁰

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

M = average/ mean

$\sum x$ = total of score

N = total of students

To know the class percentage which passed KKM, the writer uses the formula:³¹

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

P = The Class Percentage

F = Total Percentage

N = Number of Student

³⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p.297.

³¹ Timothy C. Urdan, *Statistics in Plain English*, (London: Lawrence Erlbaum Associate Publishers, 2015), P.10.

E. Indicator of Success

The using of Clustering Technique to Improve Writing Descriptive Text can said successful if:

1. The students are called success if 70% students get score 70 from Minimum Mastery Criteria (KKM).
2. It is regarded to be successful if 70% from entire students active in learning activities.
3. The students become more active and enthusiastic in learning English.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

a. The History of SMP Muhammadiyah 1 Metro

SMP Muhammadiyah 1 Metro is located in Jl. Khairbras No. 67 Ganjar Asri, West Metro. SMP Muhammadiyah 1 Metro has accreditation status of A and had been lead by the following principals:

1. 1969-1971 had been lead by Mr. A. Danuri
2. 1971-1973 had been lead by Mr. Iskandar
3. 1973-1977 had been lead by Mr. H. Mukhtar, A.M
4. 1977-1985 had been lead by Mr. Sukarman Sutiharjo, BA
5. 1985-1989 had been lead by Mr. M. Kusnun
6. 1989-1999 had been lead by Mrs. Kartini, BA
7. 1999-2012 had been lead by Mr. Drs. Rokhiman
8. 2012 till now is lead by Mr. Drs. A. Kusnanto

SMP Muhammadiyah 1 Metro established on area ± 4000 m² with school statistic number 202126103017. Now, SMP Muhammadiyah 1 Metro has three levels of class. Those are seventh, eighth, and ninth grades.

Table 4

The List of Teacher in SMP Muhammadiyah 1 Metro

No	Name	Occupation
1.	Drs. A. Kusnanto,MM.	Headmaster
2.	Drs. Marwan Arifin	Vice of Students
3.	Drs. H. Rokhiman, M.M	Vice of Curriculum
4.	Apung Sugiarto, S.Pd	English Teacher
5.	Tri Murni, S.Pd.	Indonesian Language Teacher
6.	PaksiaMargono, S.Pd	Indonesian Language Teacher
7.	Neli Suryani, S.Pd.	Natural Science Teacher
8.	Supriono	Sport Teacher
9.	Imam Bajuri, S.Pd	Sport Teacher
10.	Suriyah, S.Pd.	Mathematics Teacher
11.	Herbangun Sandi Hidayat, S.Pd.	Social Science Teacher
12.	Agus Kusdianto, S.Pd.	Civics Teacher
13.	Anggi Septiana Sakti, S.Pd	Counselor Teacher
14.	Sumarantinah, S.Pd.	Mathematics Teacher
15.	Emiwati, S.Pd.	Natural Science Teacher
16.	Al Hafidz Ibnu Bukhori, S. Pd.Ing	English Teacher
17.	Aryanti, S.Pd	Lampung Language Teacher
18.	Sunarno, S.Pd	Religion Teacher

Source: the data of SMP Muhammadiyah 1 Metro on August 2018

2. Description of Data Research

In this research, the researcher as an English teacher and Mr. Al Hafidz Ibnu Bukhori as the collaborator conducted the research in three cycles and each cycle consist of planning, acting, observing and reflecting.

a. Action and Learning at Pre-Test

This learning was conducted on Wednesday, September 4th, 2018 fo 2x45 minutes. In this meeting the researcher was being a teacher and the collaborator was being observer. The collaborator opened the class by greeting, praying, checking attendance list and asking the students' condition. The researcher told the students that the researcher would conduct the research in their class to know the ability of the students before giving an action. In the first meeting was used as the pre-test. The kind of test is writing test in the form essay. The reseacher gives work sheet and then the students work individually. In around 10 minutes the researcher gave a little explanation about material that would be discussed in the next meeting.

The pre-test was done for 60 minutes to measure how far the students have mastered the material which have given. Based on the pre-test, the students seemed difficult to answer the questions.

Table 5

The Pre-test Score of Writing Descriptive Text

NO	NAME	PRE-TEST
1	AM	56
2	AF	66
3	AA	48
4	AS	75
5	BH	65
6	DI	57
7	FT	65
8	GT	72
9	JM	60
10	LH	50
11	LA	68
12	MA	45
13	MT	63
14	MA	70
15	MI	63
16	MN	56
17	RR	58
18	RS	50
19	RI	67
20	RO	70
21	RF	68
22	SA	49

23	ST	60
24	VU	70
25	ZP	67
26	AF	60
Total Score		1598
Average		61,5

Based on the result of pre-test scores in the table above, the researcher receive a total score of pre-test with a score summarizes the questions to get the total score of the students. After that, to determine average value, the researcher summarizes the total score of all students and divided by total students. In the pre-test, the total score was divided 1598, so the average score of 61,5. The highest score was 72 and the lowest score was 40. Based on the standard KKM (Criteria Mastering Material), there are 5 students passed in the exam with the score 70.

a. Cycle 1

1) Planning

Before doing the implementation in cycle I, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The first meeting was used as the implementation the action in the cycle I. The first meeting was used conducted on Wednesday, September 5th, 2018. The meeting was started by praying, greeting, checking the attendance list and asking the students condition, give and idea to the students about materials and make sure to the students are ready to learn.

The researcher asked to the students about descriptive text in the teaching and learning process. Some of the students forgot and just a little of them have known the definition about descriptive text. Then, the researcher explained about definition, generic structure, social function and language feature of descriptive text. The researcher asked the students about their friend. The students talked about their friend. Previously, the teacher explained about clustering technique. The researcher wrote in the whiteboard about the application of clustering technique. 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 meeting with greeting.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted on Wednesday, September 12th, 2018 to know how the students' writing descriptive text after giving a treatment. The researcher gave work sheets to make short paragraph

about family. The result of post-test in cycle I could be seen on the table, as follow:

Table 6

Post-Test 1 Score of Writing Descriptive Text

No	Name	Post-Test I
1	AM	56
2	AF	75
3	AA	50
4	AS	73
5	BH	69
6	DI	70
7	FT	69
8	GT	72
9	JM	68
10	LH	56
11	LA	71
12	MA	73
13	MT	68
14	MA	74
15	MI	65
16	MN	56
17	RR	62
18	RS	50
19	RI	72

20	RO	73
21	RF	70
22	SA	72
23	ST	71
24	VU	78
25	ZP	69
26	AF	75
Total Score		1757
Average		67,6

Based on the result of post-test I scores in the table above, the researcher receive a total score of post-test I with a score summarizes the questions to get the total score of the students. After that, to determine average value, the researcher summarizes the total score of all students and divided by total students. In the post-test I, the total score was divided 1757, so the average score of 67,6. The highest score was 78 and the lowest score was 50. Based on the standard KKM (Criteria Mastering Material), there are 14 students passed in the exam with the score 70 or more.

3) Observing

The researcher gave pre-test for the students that has to do individually in the first meeting. Next, the researcher introduced and taught the clustering technique in the second meeting. Then, the researcher gave the post-test I about my pet in the next meeting. Infrequently, the students were confused and got difficulty when they were asked to describe. That was happened because they had to imagine. The result of students' score in the cycle I could be seen as follow:

Table 7

The result of the students' score of pre-test and post-test cycle I

No	Name	Score	
		Pre-test	Post-test I
1	AM	56	56
2	AF	66	75
3	AA	48	50
4	AS	75	73
5	BH	65	69
6	DI	57	70
7	FT	65	69
8	GT	72	72
9	JM	60	68
10	LH	50	56
11	LA	68	71
12	MA	45	73

13	MT	63	68
14	MA	70	74
15	MI	63	65
16	MN	56	56
17	RR	58	62
18	RS	50	50
19	RI	67	72
20	RO	70	73
21	RF	68	70
22	SA	49	72
23	ST	60	71
24	VU	70	78
25	ZP	67	69
26	AF	60	75
Total Score		1598	1757
Average		61,5	67,6

Based on the table above, it can be seen that the process of teaching and learning activities in writing descriptive text with the use of Clustering Technique the students who got score 70 or more in pre-test only 5 students of 26 students. In the first meeting in cyce I the students began be active and interested. In the post-test I in cycle I only 14 students who got 70 score or more. It can concluded that the use of Clustering Technique in writing descriptive text shows sufficient qualification.

Table 8**The students' activity in cycle I**

No	Name	Score of the students' activity	Percentages
1	AM	3	80%
2	AF	3	80%
3	AA	3	80%
4	AS	3	80%
5	BH	2	60%
6	DI	3	80%
7	FT	3	80%
8	GT	1	40%
9	JM	3	80%
10	LH	2	60%
11	LA	3	80%
12	MA	1	40%
13	MT	3	80%
14	MA	2	60%
15	MI	3	80%
16	MN	2	60%
17	RR	2	60%
18	RS	2	60%
19	RI	3	80%
20	RO	3	80%
21	RF	1	40%

22	SA	1	40%
23	ST	2	60%
24	VU	2	60%
25	ZP	3	80%
26	AF	3	80%
Total Score		63	

Indicators of the students' activities that observed are:

- a) The students pays attention of the teacher explanation.
- b) The students asks/ answers questions.
- c) The students active in the class.
- d) The students able to do the task.

Scoring:

Score 1, with percentage 40%

Score 2, with the percentage 60%

Score 3, with percentage 80%

Score 4, with percentage 100%

Based on the table above, it can be inferred that the learning process has done well.

4) Reflecting

Based on the result of the first meeting, it can be said that most of students got tough in the learning process. This happen because the students have not used in the application clustering technique.

Result of the second meeting, we can see the difference in the students understanding of the ability to express an idea into a paragraph on the first meeting and the second meeting.

Although there are differences in learning between the first meeting and second meeting but is expected the students will be better able to accept and understand the material that delivered. It can be seen from the increasing value of the students between the first meeting and the second meeting.

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 success 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. Here are step that the researcher made in planning:

- a) The researcher prepared the lesson plan.
- b) The researcher prepared the material.
- c) The researcher prepared observation sheet.

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 Tuesday, September 18th, 2018. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text. The teacher asked to the students to mention about definition of descriptive text, generic structure, social function and language features. The teacher asked them to think about their house. The teacher guided the students to be active in classroom, the teacher asked the students writes about his/ her house in answer sheet used clustering technique.

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

After giving the treatment in cycle II, the researcher conducted post-test II on Wednesday, September 19th, 2018. The test was essay. It was same type with the first cycle but different theme. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II can be seen on the table below:

Table 9

The Post-test II Score of Writing Descriptive Text

No	Name	Post-Test II
1	AM	77
2	AF	83
3	AA	70
4	AS	75
5	BH	79
6	DI	79
7	FT	73
8	GT	70
9	JM	70
10	LH	66
11	LA	74
12	MA	70
13	MT	79
14	MA	75
15	MI	83

16	MN	70
17	RR	75
18	RS	70
19	RI	81
20	RO	85
21	RF	78
22	SA	70
23	ST	80
24	VU	74
25	ZP	85
26	AF	62
Total		1953
Average		75,1

After the treatment, the students could develop their writing skill, it seen from the result score of post-test II, the researcher were the highest score was 85 and the lowest score was 62, while the average score in VIII.D grader was 75,1. Based on the standard of KKM (Criteria of Mastering the Material), there were 24 students that passed the exam with score 70 or more. It means that cycle II was success.

Table 10**The Students' Activity in Cycle II**

No	Name	Score of the students' activity	Percentages
1	AM	4	100%
2	AF	3	80%
3	AA	3	80%
4	AS	3	80%
5	BH	2	60%
6	DI	3	80%
7	FT	3	80%
8	GT	2	60%
9	JM	3	80%
10	LH	2	60%
11	LA	3	80%
12	MA	1	40%
13	MT	3	80%
14	MA	3	80%
15	MI	4	100%
16	MN	2	60%
17	RR	2	60%
18	RS	2	60%
19	RI	4	100%
20	RO	4	100%
21	RF	3	80%

22	SA	3	80%
23	ST	2	60%
24	VU	2	60%
25	ZP	3	80%
26	AF	4	100%
Total Score		77	

Based on the table above, it can be inferred that learning process has done well. It looked on there were 5% of the students on good categories and 75% on very good categories, then 20% on excellent categories.

3) Observing

In observation the researcher presented in cycle II of learning to find out the information in learning process. The researcher explained the material by using Clustering Technique. The students who got score more than 70 in post-test I only 14 students of 26 students. In the first meeting in cycle II the students began be active and interested in teaching learning process. In the post-test II of cycle II, 24 students who got 70 or more.

4) Reflecting

Based on the observation of learning process in cycle II, it can be said that learning process with the use of Clustering Technique in writing

descriptive text shows a good qualification. This success is due researcher have revised and improved teaching and learning process in cycle II.

In cycle II, the students more active, more eager to express their ideas into an easy and interesting writing in accordance with what has been instructed by the teacher, the students more motivated in learning English.

B. Interpretation

1. Interpretation action and learning result cycle I

Table 11

The students' score at cycle I

No	Name	Pre-test	Post-test I	Increasing	Explanation
1	AM	56	56	0	Constant
2	AF	66	75	9	Increased
3	AA	48	50	2	Increased
4	AS	75	73	-2	Decreased
5	BH	65	69	4	Increased
6	DI	57	70	13	Increased
7	FT	65	69	4	Increased
8	GT	72	72	0	Constant
9	JM	60	68	8	Increased
10	LH	50	56	6	Increased
11	LA	68	71	3	Increased
12	MA	45	73	28	Increased

13	MT	63	68	5	Increased
14	MA	70	74	4	Increased
15	MI	63	65	2	Increased
16	MN	56	56	0	Constant
17	RR	58	62	4	Increased
18	RS	50	50	0	Constant
19	RI	67	72	5	Increased
20	RO	70	73	3	Increased
21	RF	68	70	2	Increased
22	SA	49	72	23	Increased
23	ST	60	71	11	Increased
24	VU	70	78	8	Increased
25	ZP	67	69	2	Increased
26	AF	60	75	15	Increased
	Total	1598	1757		
	Average	61,5	67,6		

In this research, pre-test and post-test had done individually. It is aimed to know the ability of the students before and after treatment.

From the result of pre-test and post-test, we know that there was an increasing from the students result score. It can be seen from the average 61,5 become 67,6.

2. Interpretation action and learning result cycle II

Table 12

The students' scoreat cycle II

No	Name	Post-test I	Post-test II	Increasing	Explanation
1	AM	56	77	21	Increased
2	AF	75	83	8	Increased
3	AA	50	70	20	Increased
4	AS	73	75	2	Increased
5	BH	69	79	10	Increased
6	DI	70	79	9	Increased
7	FT	69	73	4	Increased
8	GT	72	70	-2	Decreased
9	JM	68	70	2	Increased
10	LH	56	66	10	Increased
11	LA	71	74	3	Increased
12	MA	73	70	-3	Decreased
13	MT	68	79	11	Increased
14	MA	74	75	1	Increased
15	MI	65	83	18	Increased
16	MN	56	70	14	Increased
17	RR	62	75	13	Increased
18	RS	50	70	20	Increased
19	RI	72	81	9	Increased
20	RO	73	85	12	Increased
21	RF	70	78	8	Increased

22	SA	72	70	-2	Decreased
23	ST	71	80	9	Increased
24	VU	78	74	-4	Decreased
25	ZP	69	85	16	Increased
26	AF	75	62	-13	Decreased
	Total	1757	1953		
	Average	67,6	75,1		

Based on the result in post-test on the cycle I and post-test on the cycle II, it can be concluded that the use of clustering technique can improve students' writing ability. The students can write easily. All students attending class from the first treatment until the last treatment. The students feel comfortable in the classroom during the learning process. They are able to understand and accept the new learning with good. The students's score in cycle II have increase from becomes . it means that the students can achieve the target value determined by KKM.

3. Interpretation action and learning result cycle I

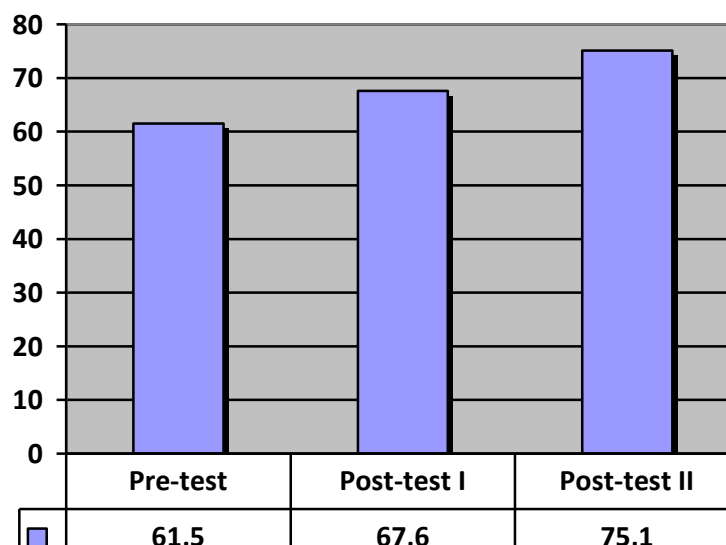
Table 13

The students' score at cycle I and cycle II

No	Name	Pre-test	Post-test I	Post-test II	Explanation
1	AM	56	56	77	Increased
2	AF	66	75	83	Increased

3	AA	48	50	70	Increased
4	AS	75	73	75	Decreased
5	BH	65	69	79	Increased
6	DI	57	70	79	Increased
7	FT	65	69	73	Increased
8	GT	72	72	70	Decreased
9	JM	60	68	70	Increased
10	LH	50	56	66	Increased
11	LA	68	71	74	Increased
12	MA	45	73	70	Decreased
13	MT	63	68	79	Increased
14	MA	70	74	75	Increased
15	MI	63	65	83	Increased
16	MN	56	56	70	Increased
17	RR	58	62	75	Increased
18	RS	50	50	70	Increased
19	RI	67	72	81	Increased
20	RO	70	73	85	Increased
21	RF	68	70	78	Increased
22	SA	49	72	70	Decreased
23	ST	60	71	80	Increased
24	VU	70	78	74	Decreased
25	ZP	67	69	85	Increased
26	AF	60	75	62	Decreased
	Total	1598	1757	1953	
	Average	61,5	67,6	75,1	

Based on the increase in every cycle, it can be seen that the application writing descriptive text through clustering technique able to improve students' writing skill. The students understand the material and they are enthusiastic in following the lesson learned from the cycle I to cycle II. The students' writing skill has increased, for clear explanation; scores increased each cycle can be seen in the graph below:



Based on the explanation above, we could be seen that there was an increasing on the average score and total of the students who reached the test from pre-test, post-test I to post-test II. The average score in the pre-test was 61,5 and only 5 students reached the test. Moreover, in the post-test I there was 14 students reached the test with average 67,6 and 24 students reached the post-test II with the average

75,1. From the explanation, the researcher concluded that the research was successful and it means that students can achieve the target.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher draws the conclusion as follows:

1. Clustering technique can be an effective technique to improve the ability of descriptive writing.
2. The students were involved actively in teaching learning process. It made the students easier to understand the material so could improve the students writing descriptive text.
3. There was improvement of the students average score from pre-test 61,5 to post-test I 67,6 became 75,1 in post-test II. There were 14 students passed the test in cycle I. Moreover, in cycle II there were 24 students who passed the test.

B. Suggestion

Referring to the data in the previous chapter and the conclusions, some suggestion are recommended:

1. The students are suggested to improve their vocabulary mastery in order that can success in understanding their writing.
2. It is suggested for the English to use Clustering Technique as an alternative way in the classroom because this technique is effective to improve the students' writing in teaching and learning process.
3. It is also suggested for the teacher who will use Clustering Technique to create the material as interesting as possible because it can easily interest the students' attention and increase their participation in learning process.

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APPENDICES



MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)

MATA PELAJARAN
BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2018

Nama Sekolah : SMP Muhammadiyah 1 Metro

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.


KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mengolah, menyajikan dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/ teori.


Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
Siswa mampu: 3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang atau benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang,	<ul style="list-style-type: none">• Fungsi Sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi dan mengkritik.• Struktur Teks Dapat mencakup:<ul style="list-style-type: none">- Identifikasi (nama keseluruhan dan bagian)- Sifat yang menjadi pencirinya- Fungsi, perilaku, manfaat, tindakan dan kebiasaan yang menjadi penciri orang, binatang atau benda yang dibicarakan.• Unsur Kebahasaan	<ul style="list-style-type: none">- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada disertai foto atau gambar menarik.- Bertanya tentang informasi yang terkait di dalam teks tersebut.- Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diucapkan.- Mengamati suatu benda/binatang/orang yang sangat dikenal untuk mengumpulkan data

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
binatang atau benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang atau benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	<ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif) dan interogatif (<i>yes/no question</i>, <i>Wh-question</i>) dalam <i>simple present tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan <p>• Topik Orang, binatang atau benda yang terdapat di rumah, sekolah dan lingkungan sekitar siswa termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	tentang jumlah, sifat, perilaku, dll untuk mengkritik/menyatakan kekaguman/mempromosikan. <ul style="list-style-type: none"> - Dalam kelompok membuat proyek kecil dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya. - Melakukan refleksi tentang proses dan hasil belajarnya.


The Collaborator

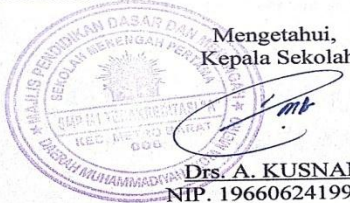

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Mengetahui,
 Kepala Sekolah


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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Muhammadiyah 1 Metro
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 6 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyajikan dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan orang, benda atau binatang sesuai dengan penggunaannya.	<p>a. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang orang, benda atau binatang.</p> <p>b. Siswa mampu menyatakan orang, benda atau binatang.</p>
3.12 Menangkap makna teks deskriptif lisan tertulis, pendek dan sederhana tentang orang, benda atau binatang.	<p>a. Siswa mampu menangkap makna yang terdapat dalam teks deskriptif yang disajikan secara lisan.</p> <p>b. Siswa mampu menangkap makna yang terdapat dalam teks deskriptif tertulis.</p> <p>c. Siswa mampu menangkap tentang orang, benda atau binatang.</p>

C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan orang, benda atau binatang untuk melaporkan, menceritakan dan menjelaskan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai dengan konteks secara jujur, disiplin, percaya diri, tanggung jawab, peduli, kerjasama dan cinta damai (sikap, pengetahuan, keterampilan)

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks deskriptif. Teks deskriptif digunakan untuk menggambarkan orang, tempat atau benda.

1. Generic structures of a descriptive

a. Identification is a general opening statement in the first paragraph: identifies phenomenon to be described.

1) This statement tells the audience what the text is going to be about.

2) This includes a short description of the subject.

3) This can include a definition of subject.

b. Description is a series of paragraph about the subject: describes part, qualities, characteristic.

1) Each paragraph usually begins with a topic sentence.

2) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.

3) The sentence after the preview give more details.

4) Each paragraph should give information about one feature of the subject.

5) These paragraphs build a description of the subject of the report.

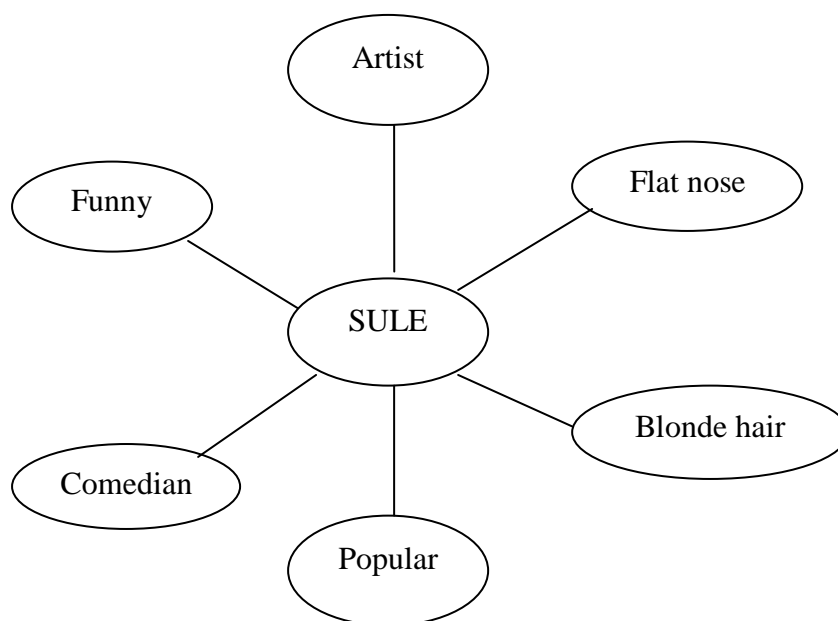
6) They may include technical language that is related to the subject.

2. Example of descriptive text

I love my mum very much. She is an elementary school teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

- Identification / identifikasi : I love my mum very much.
- Description / deskripsi : She is an elementary school teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. She can sing! She has a beautiful voice.

3. Example of Clustering Technique



I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, He also has a good voice. I like Him very much.

E. Metode Pembelajaran

1. Penugasan dan latihan
2. Clustering technique

F. Media/alat/bahan/sumber

- Worksheet
- Picture
- Spidol

G. Kegiatan Pembelajaran

1. Pertemuan Pertama (2JP)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Mengucapkan salam dan berdoa. Mengecek kehadiran siswa. Memberikan apersepsi yang berkaitan dengan materi <i>Descriptive Text</i>. 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> Observing <ul style="list-style-type: none"> Mengamati gambaryang telah disiapkan oleh guru. Memperhatikan penjelasan guru tentang <i>Descriptive Text</i>. Questioning <ul style="list-style-type: none"> Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar. Menanyakan pemahaman siswa 	60 menit

	<p>tentang <i>Descriptive Text</i>.</p> <ul style="list-style-type: none"> • Memberikan latihan kepada siswa untuk membuat paragraf <i>Descriptive Text</i> tentang <i>Family</i>. <p>3. Associating</p> <ul style="list-style-type: none"> • Menulis teks secara individu. • Menanyakan tentang kesulitan dalam menulis paragraf <i>Descriptive Text</i>. <p>4. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>. • Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Guru membuat kesimpulan bersama siswa tentang materi yang telah dipelajari. • Guru memberikan motivasi kepada siswa untuk selalu rajin belajar. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. 	10 menit

2. Pertemuan Kedua (2JP)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dan berdoa • Mengecek kehadiran siswa. • Mereview pembahasan pada kegiatan sebelumnya. 	10 menit
Kegiatan Inti	<p>1. Observing</p> <ul style="list-style-type: none"> • Mengamati gambar tentang <i>pet</i> yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang <i>Descriptive Text</i>. <p>2. Questioning</p> <ul style="list-style-type: none"> • Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar. • Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>. • Memberikan latihan kepada 	60 menit

	<p>siswa untuk membuat paragraf <i>Descriptive Text</i> tentang <i>pet</i>.</p> <p>3. Associating</p> <ul style="list-style-type: none"> • Menulis teks secara individu. • Menanyakan tentang kesulitan dalam menulis paragraf <i>Descriptive Text</i>. <p>4. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>. • Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. 	10 Enit

3. Pertemuan Ketiga (2JP)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dan berdoa. • Mengecek kehadiran siswa. • Mereview pembahasan pada kegiatan sebelumnya. 	10 menit
Kegiatan Inti	<p>1. Observing</p> <ul style="list-style-type: none"> • Mengamati gambar tentang <i>house</i> yang telah disiapkan oleh guru. • Memperhatikan penjelasan guru tentang <i>Descriptive Text</i>. <p>2. Questioning</p> <ul style="list-style-type: none"> • Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar. • Menanyakan pemahaman siswa tentang <i>Descriptive Text</i>. • Memberikan latihan kepada siswa untuk membuat paragraf 	60 menit

	<p><i>Descriptive Text</i> tentang house.</p> <p>3. Associating</p> <ul style="list-style-type: none"> • Menulis teks secara individu. • Menanyakan tentang kesulitan dalam menulis paragraf <i>Descriptive Text</i>. <p>4. Communicating</p> <ul style="list-style-type: none"> • Mengajak siswa untuk melakukan refleksi tentang materi <i>Descriptive Text</i>. • Menanyakan kepada siswa secara lisan tentang <i>Descriptive Text</i>. 	
Penutup	<ul style="list-style-type: none"> • Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya. • Guru memberikan stimulus kepada siswa tentang materi yang akan dipelajari pada pertemuan selanjutnya. 	10 Enit

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- Penilaian Sikap : Observasi
- Penilaian Pengetahuan : Tes Tertulis
- Penilaian Keterampilan : Unjuk Kerja dalam bentuk tindakan komunikatif lisan

2. Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
CONTENT	27-30	<p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic
	22-26	<p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - some knowledge of subject - adequate range

		<ul style="list-style-type: none"> - limited development of thesis - mostly relevant to topic, lacks detail
	21-17	POOR TO FAIR <ul style="list-style-type: none"> - limited knowledge of subject - little substance - inadequate development of topic
	13-16	VERY POOR <ul style="list-style-type: none"> - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT <ul style="list-style-type: none"> - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	AVERAGE TO GOOD <ul style="list-style-type: none"> - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	POOR TO FAIR <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected - lacks logical sequencing.
	7-9	VERY POOR <ul style="list-style-type: none"> - does not communicate - no organization
VOCABULARY	18-20	VERY GOOD TO EXCELLENT <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	AVERAGE TO GOOD <ul style="list-style-type: none"> - adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	POOR TO FAIR <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured
	7-9	VERY POOR <ul style="list-style-type: none"> - essentially translation

		-little knowledge of English vocabulary, idioms, and word form
LANGUAGE USE	22-25	VERY GOOD TO EXCELLENT - effective complex constructions -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	AVERAGE TO GOOD - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	11-17	POOR TO FAIR - major problems in simple/complex constructions -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured
	5-10	VERY POOR - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	VERY GOOD TO EXCELENT - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	AVERAGE TO GOOD - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	POOR TO FAIR - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	VERY POOR - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, and

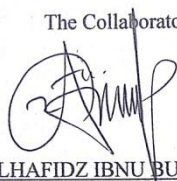

		paragraphing - handwriting illegible
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3. Rubrik Penilaian Keterampilan (Unjuk Kerja/Proyek)

KRITERIA	KURANG (45-60)	CUKUP (61-75)	BAIK (76-88)	SANGAT BAIK (89-100)
Bertanya-jawab	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Monolog/Presentasi	Membaca script, kosa kata terbatas dan tidak lancar	Sesekali melihat teks, kosa kata terbatas tapi lancar	Lancar dan kosa kata kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menulis teks	Penggunaan kata, kalimat dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi


3. Instrumen Penilaian (terlampir)

Metro, September 2018

<p>The Collaborator</p>  <p><u>ALHAFIDZ IBNU BUKHORI</u></p> <p>NIP: 198012162008011009</p>	<p>The Researcher</p>  <p><u>RENY MARDIANA</u></p> <p>NPM: 14122007</p>
--	--

Mengetahui,

Kepala Sekolah



Drs. A. KUSNANTO

NIP. 196606241995011001

PRE-TEST

Name :

Class :

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your family!
3. Write it in correct mechanism and in the present form!
4. Work individually and use your time adequately!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

POST TEST 1

Name :

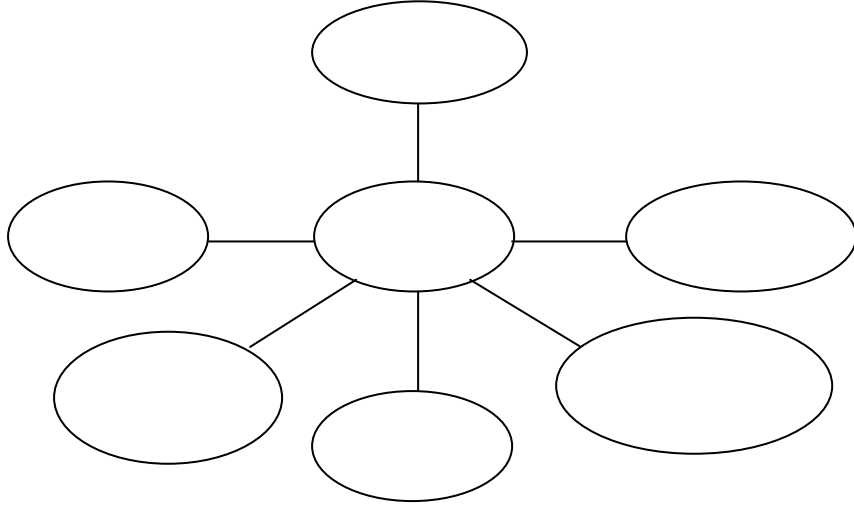
Class :

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your pet!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Name :

Class :

[illegible]

POST TEST 2

Name :

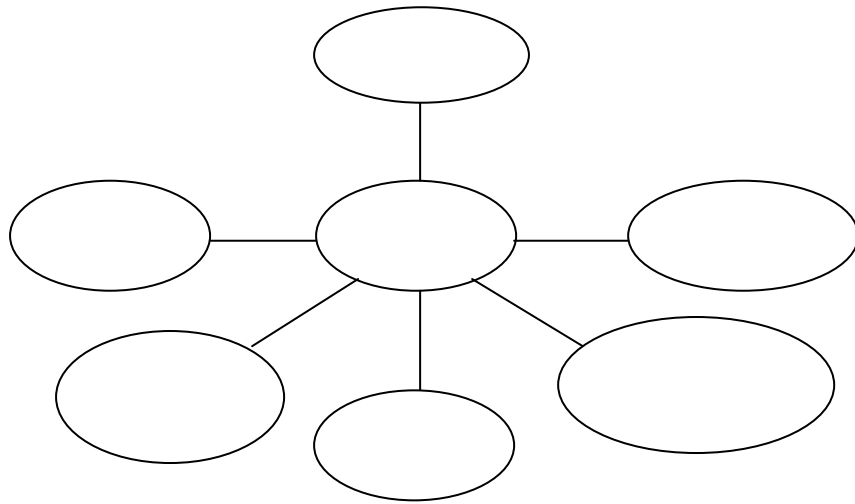
Class :

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your house!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Name :

Class :

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN
CYCLE 1**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AMS	√	-	√	√	3
2	AF	√	√	√	-	3
3	AAA	√	-	√	√	3
4	ASE	√	√	-	√	3
5	BHS	√	-	√	-	2
6	DIH	√	-	√	√	3
7	FTAH	√	√	√	-	3
8	GTA	√	-	-	-	1
9	JM	√	-	√	√	3
10	LH	√	√	-	-	2
11	LAN	√	√	√	-	3
12	MAAS	√	-	-	-	1
13	MTA	√	-	√	√	3
14	MAM	√	-	√	-	2
15	MIH	√	√	-	√	3
16	MNW	-	√	-	√	2
17	RR	√	-	√	-	2
18	RS	√	√	-	-	2
19	RI	√	√	√	-	3
20	RO	√	√	√	-	3

21	RF	-	√	-	-	1
22	SA	√	-	-	-	1
23	STA	√	-	-	√	2
24	VUQ	-	√	-	√	2
25	ZPC	√	-	√	√	3
26	AFE	√	√	-	√	3
TOTAL		23	13	14	12	62

NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/ answer question.
3. The students active in the class.
4. The students doing the task descriptive paragraph based on the topic.

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN
CYCLE 2**

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AMS	√	√	√	√	4
2	AF	√	-	√	√	3
3	AAA	√	√	-	√	3
4	ASE	√	√	-	√	3
5	BHS	√	√	-	-	2
6	DIH	√	√	√	-	3
7	FTAH	√	√	-	√	3
8	GTA	√	√	-	-	2
9	JM	√	-	√	√	3
10	LH	√	-	-	√	2
11	LAN	√	√	√	-	3
12	MAAS	-	-	√	-	1
13	MTA	√	√	-	√	3
14	MAM	√	√	√	-	3
15	MIH	√	√	√	√	4
16	MNW	√	√	-	-	2
17	RR	√	√	-	-	2
18	RS	√	-	√	-	2
19	RI	√	√	√	√	4
20	RO	√	√	√	√	4

21	RF	√	-	√	√	3
22	SA	√	√	√	-	3
23	STA	√	-	-	√	2
24	VUQ	√	√	-	-	2
25	ZPC	√	√	√	-	3
26	AFE	√	√	√	√	4
TOTAL		25	19	15	14	73

NOTE :

1. The students pay attention to the teacher explanation.
2. The students ask/ answer question.
3. The students active in the class.
4. The students doing the task descriptive paragraph based on the topic.

OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN PRE-TEST

No	Student's Name	Score					Total
		Content	Organization	Vocabulary	Grammar	Mechanics	
1.	AMS	20	7	10	17	2	56
2.	AF	24	10	10	18	4	66
3.	AAA	18	7	10	11	2	48
4.	ASE	20	18	14	18	3	73
5.	BHS	24	9	10	18	4	65
6.	DIH	22	10	10	11	4	57
7.	FTAH	22	10	10	14	4	65
8.	GTA	21	13	17	17	3	72
9.	JM	21	9	18	10	2	60
10.	LH	19	7	11	10	3	50
11.	LAN	22	14	10	19	3	68
12.	MAAS	15	7	10	11	2	45
13.	MTA	22	9	10	18	4	63
14.	MAM	22	14	10	19	5	70
15.	MIH	22	9	10	18	4	63
16.	MNW	20	17	10	17	2	56
17.	RR	22	7	10	17	2	58
18.	RS	19	7	10	11	3	50
19.	RI	20	14	16	14	3	67
20.	RO	22	14	10	19	5	70
21.	RF	22	14	10	19	3	68
22.	SA	18	8	10	11	2	49
23.	STA	21	9	18	10	2	60
24.	VUQ	22	14	10	19	5	70

25.	ZPC	21	13	13	17	3	67
26	AFE	21	9	18	10	2	60
	TOTAL						1598

OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN POST-TEST 1

No	Student's Name	Score					Total
		Content	Organization	Vocabulary	Grammar	Mechanics	
1.	AMS	20	7	10	17	2	56
2.	AF	25	14	13	18	5	75
3.	AAA	19	7	10	11	3	50
4.	ASE	20	18	18	14	3	73
5.	BHS	22	14	10	19	4	69
6.	DIH	20	16	17	15	2	70
7.	FTAH	22	14	10	19	4	69
8.	GTA	21	13	17	17	3	72
9.	JM	22	14	10	19	3	68
10.	LH	20	7	10	17	2	56
11.	LAN	20	13	17	17	3	71
12.	MAAS	23	14	13	18	5	73
13.	MTA	22	14	10	19	3	68
14.	MAM	24	14	18	13	5	74
15.	MIH	18	14	15	16	2	65
16.	MNW	20	7	10	17	2	56
17.	RR	22	9	10	18	3	62
18.	RS	18	10	10	10	2	50
19.	RI	22	14	13	18	5	72
20.	RO	23	14	13	18	5	73
21.	RF	20	16	17	15	2	70
22.	SA	22	14	13	18	5	72
23.	STA	20	13	17	17	3	71
24.	VUQ	25	18	18	13	4	78

25.	ZPC	22	14	10	19	4	69
26	AFE	25	14	13	18	5	75
	TOTAL						1757

**OBSERVATION SHEET OF STUDENTS' WRITING SCORE
IN POST-TEST 2**

No	Student's Name	Score					Total
		Content	Organization	Vocabulary	Grammar	Mechanics	
1.	AMS	24	17	13	18	5	77
2.	AF	26	17	17	18	5	83
3.	AAA	22	14	10	19	5	70
4.	ASE	20	18	15	18	4	75
5.	BHS	26	17	13	18	5	79
6.	DIH	26	17	18	13	5	79
7.	FTAH	24	14	18	13	4	73
8.	GTA	25	18	18	13	4	78
9.	JM	22	14	10	19	5	70
10.	LH	19	14	16	14	3	66
11.	LAN	24	14	13	18	5	74
12.	MAAS	22	14	10	19	5	70
13.	MTA	26	17	18	13	5	79
14.	MAM	25	14	13	18	5	75
15.	MIH	26	17	17	18	5	83
16.	MNW	22	14	10	19	5	70
17.	RR	25	14	13	18	5	75
18.	RS	22	14	10	19	5	70
19.	RI	24	17	17	18	5	81
20.	RO	26	18	18	18	5	85
21.	RF	25	17	13	18	5	78
22.	SA	22	14	10	19	5	70
23.	STA	26	17	14	18	5	80
24.	VUQ	25	14	13	18	4	74

25.	ZPC	26	18	18	18	5	85
26	AFE	21	9	18	10	4	62
	TOTAL						1953

OBSERVATION SHEET IN PRE-TEST

Meeting : 1

Day/Date : Wednesday, September 4th, 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Mengetahui;

Collaborator,



AL HAFIDZ IBNU BUKHORI
NIP: 198012142008011009

Metro, September 2018

Researcher,



RENY MARDIANA
NPM: 14122007

OBSERVATION SHEET IN POST-TEST I

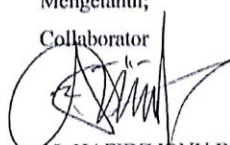
Meeting : 2

Day/Date : Wednesday, September 12th, 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses CO as a technique			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Mengetahui;

Collaborator


AL HAFIDZ IBNU BUKHORI
 NIP: 198012162008011009

Metro, September 2018

Researcher,


RENY MARDIANA
 NPM: 14122007

OBSERVATION SHEET IN POST-TEST 2

Meeting : 3

Day/Date : Wednesday, September 19th, 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material uses GO as a technique			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Mengetahui;
Collaborator



AL HAFIDZ IBNU BUKHORI
NIP: 198012162008011009

Metro, September 2018

Researcher,



RENY MARDIANA
NPM: 14122007

PRE-TEST DOCUMENTATION

On Tuesday, September 4th 2018



CYCLE I DOCUMENTATION

While Giving Treatment on Wednesday, September 5th 2018



Post-test I on Wednesday, September 12th 2018



CYCLE II DOCUMENTATION
While Giving Treatment on Tuesday, September 18th 2018



Post-test II on Wednesday, September 19th 2018





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dowantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0819/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : RENY MARDIANA
NPM : 14122007
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF CLUSTERING TECHNIQUE TO IMPROVE
STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE
EIGHTH GRADE OF SMP MUHAMMADIYAH 1 METRO

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 1 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMP MUHAMMADIYAH 1 METRO

TERAKREDITASI "A"

NSS : 202126103017 * NDS : L 02012001

Alamat : Jl. Shalimar No. 67 Cigugur Metro Barat Kota Metro Telp. (0725) 42356

Nomor : 227/IV.4.AU/F/2018

Lamp. : -

Hal : Izin Pra Survey

Kepada Yth.
Dekan Institut Agama Islam Negeri Metro
Fakultas Tarbiyah Dan Ilmu Keguruan
Di
Metro

Assalamualaikum Wr. Wb.

Waba'du, menanggapi surat saudara Nomor : B-0819/In.28.1/J/TL.00/03/2018, tanggal 5 Maret 2018, tentang permohonan izin Pra Survey, maka kami **Memberikan Izin** kepada mahasiswa tersebut dibawah ini :

Nama	: Reni Mardiana
N P M	: 14122007
Semester	: 8 (Delapan)
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah Dan Ilmu Keguruan

Untuk mengadakan Pra Survey dalam rangka Penyelesaian Tugas Akhir/Skripsi di SMP Muhammadiyah 1 Metro sampai dengan batas waktu yang telah ditentukan oleh Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan dengan catatan metaati tata tertib yang berlaku di SMP Muhammadiyah 1 Metro.

Demikian Surat Izin Pra Survey ini kami berikan, untuk dapat dipergunakan seperlunya.

Wassalamualaikum Wr. Wb.

Metro, 20 Maret 2018

Kepala Sekolah,



Drs. A. KUSNANTO

NIP. 19660624199501 1/001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 2393 /In.28.1/J/PP.00.9/7/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

18 Juli 2018

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Reny Mardiana
NPM : 14122007
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Clustering Technique To Improve Students Writing Ability
On Descriptive Text At The Eighth Grade Of SMP Muhammadiyah 1
Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,
A. Subhan Roza, M.Pd
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon: (0725) 41507; Faksimili: (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2586/In.28/D.1/TL.01/08/2018

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

Nama : RENY MARDIANA
NPM : 14122007
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 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.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iaim@metroiniv.ac.id

Nomor : B-2587/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2586/In.28/D.1/TL.01/08/2018,
tanggal 07 Agustus 2018 atas nama saudara:

Nama : RENY MARDIANA
NPM : 14122007
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 07 Agustus 2018

Mekan I,

Isfatonah MA
NIM 10370531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMP MUHAMMADIYAH 1 METRO

TERAKREDITASI "A"

NSS : 202126133017 * NDS : L 02012001

Alamat : Jl. Shalibras No. 67 Grogol Metro Barat Kota Metro Telp. (0725) 42356

Nomor : 039/IV.4.AU/F/2018

Lamp. : -

Hal : Izin Research

Kepada Yth,
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
Metro

Assalamualaikum Wr. Wb.

Waba'du, menanggapi surat saudara Nomor : B-2587/In.28/D.1/TL.00/08/2018, tanggal 08 Agustus 2018, tentang permohonan izin Research, maka kami **Memberikan Izin** kepada mahasiswa tersebut ditawar ini :

Nama	: Reny Mardiana
N P M	: 14122007
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Untuk mengadakan Research di SMP Muhammadiyah 1 Metro dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul **"THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 METRO"**, sampai dengan batas waktu yang telah ditentukan oleh Institut Agama Islam Negeri Metro dengan catatan mentaati tata tertib yang berlaku di SMP Muhammadiyah 1 Metro.

Demikian Surat Izin Research ini kami berikan, untuk dapat dipergunakan seperlunya.

Wassalamualaikum Wr. Wb.

Metro, 14 Agustus 2018

Kepala Sekolah,



Drs. KUSNANTO

NIP. 19660624199501 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Remy Mardiana

NPM : 14122007

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Creative Teaching English (in the Early Years & primary classroom)*

Metro, 21 Desember 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Remy Mardiana

NPM : 14122007

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : *Creative Teaching English (in the Early Years & primary Classroom)*

Metro, 21 Desember 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0645/In.28/S/OT.01/08/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Reny Mardiana
NPM : 14122007
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14122007.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Agustus 2018
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 2/3-18.		✓	Revise ch. I.	
2.	27/3-18.		✓	Acc ch. I Continue to ch. II.	
3.	Rabu 28/3-18.		✓	please write Footnote based on table 2 write mention the expert! - Revise the using of article "the" - Revise figure 1.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Rabu 4/4-18		V	Revise the ch. II. Revise table.	
5	Rabu 11/4-18		V-	Please make a good Paragraph - Revise space 7 ketulsen! - Please use type chart in Times New Roman.	
6	Rabu 18/4-18		..	Acc ch. II continue to ch. III.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at. 20/4/18		✓	Revise grammar, Please use Simple Present Tense!	
	Senin 23/4-18.		✓	Acc to 1 st Advisor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Hingmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa,	✓		- Revise the table of content. - Revise chapter I	
2	Senin,	✓		- Revise table of content - Revise chapter I - Revise chapter II	
3.	Kamis,	✓		- Revise table of content - Revise chapter I	
4	Kamis	✓		- Revise Chapter II (The Abilities of Descriptive Text Writing)	
5.	Senin	✓		- Revise chapter II (The Principles)	
6	Kamis	✓		Perbaikan Skripsi; Ane gambar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47286, Website: www.tarbiyah.metrouin.ac.id, e-mail: tarbiyah.iaim@metrouin.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Senin 30/8 - 18	Revisi Kegiatan Pembelajaran.	
2.	Senin 13/8 - 18	Ace Instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Lingmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at, 24/8-18	Tambahkan materi dan soal!	
2.	Selasa, 28/8-18	Revisi soal & prosedur, ke of opsirika	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
	celaso 6/11-18	Revise ch- I ^r -	
	Selasa 4/12-18	<ul style="list-style-type: none">- Revise table 4.- Revise suffixes, Sentence.- Please write sentence by begining by subject!- elaborate more in planning	
	Setoran Jum'at 28/12-18	elaborate more the result of your research!	
	Kamis/3-1-19	Acc ch- I ^r -	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Reny Mardiana
NPM : 14122007

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
	Kamis,	Revise chapter II - Revise the abilities of writing - Revise hypothesis Revise chapter III	
	Jumat,	Revisi skripsi: see & - seminar diun2gasah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

PRE-TEST

C = 18
O = 7
G = 11
V = 10
M = 2

48

Name : Anna Afi Alfaranti

Class : VIII⁰

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your family!
3. Write it in correct mechanism and in the present form!
4. Work individually and use your time adequately!

~~my mom~~

descriptive text

my mom

she is good people, she always smiles and never complains -
I can talk to her about everything, she is care with me -
she has long hair, she has long body, my mom economical people.

I love my mom.

my mom my inspiration.

PRE-TEST

C = 22
O = 14
G = 19
V = 10
M = 5

70

Name : MEYLANY RAHMA MAULODYA
Class : VIII^D 4802

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your family!
3. Write it in correct mechanism and in the present form!
4. Work individually and use your time adequately!

Descriptive text.

My Family
I love my mom very much. She is angry. She is house waive. He is never angry. He is My best friend. My brother (is singing) second child.
I love my father. Father is economy.
My brother is Director. I love my brother very Much. (she) can sing and (she) has a beautiful voice.

PRE-TEST

Name : Roka Irdwi Yanti
Class : 8D

C = 20
O = 14
U = 16
G = 14
M = 3

67

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your family!
3. Write it in correct mechanism and in the present form!
4. Work individually and use your time adequately!

My Family Descriptive text

I love my mother and my father.
My father is driver, my father like is fishing.
My mother like is sing.
I have one brother and one sister.
My brother like is motor cycle.
My sister like is play game
and I like is singing.

POST TEST 1

Name : Anna Alfi Alfiandy

Class : VIII D

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your pet!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-test I

Name : Anna Afi Alfianti

Class : VIII-D

C : 19

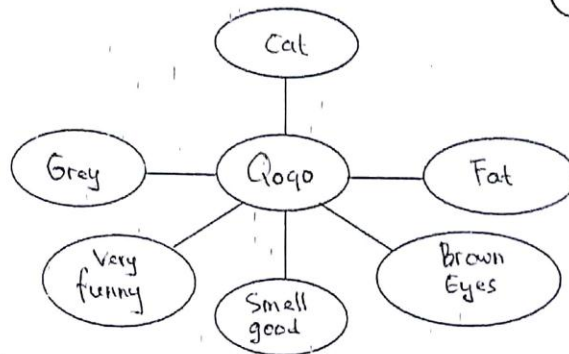
G : 7

G : 11

V : 10

M : 3

50



Qoqo

Qoqo is my cat. My dad bought it when I was birthday. I was very happy when dad gave me a gift of a cat. Before on my birthday I told dad if I wanted to have a cat. My cat is grey. My cat has a fat body. My cat has brown eyes. My cat is very fragrant because he bathed. Cats are very cute and adorable. I will take care of my cat well.

POST TEST 1

Name : Meylany Artha Maulidya

Class : VIII-D

Instruction:

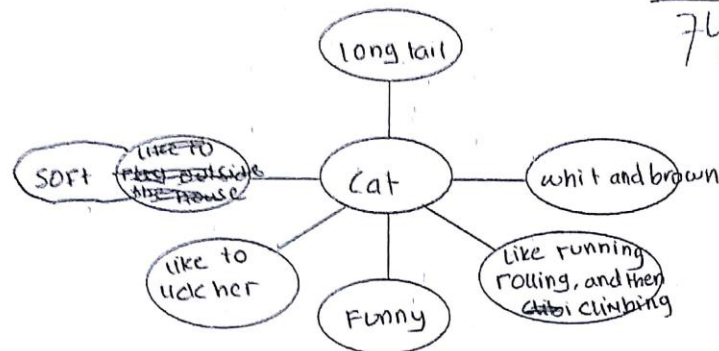
1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your pet!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-Test 1

Name : Meylany Arina Maulidya
Class : VIII^D

C = 24
O = 14
G = 18
V = 13
M = 5

74



~~My cat~~

My cat

I have a cat. It is a female cat. she has a long tail, she like to lick her tail. My cat's fur is white and brown, so, I call her "Si belang" because she has two ~~cat~~ colors. at the afternoon, when the sunset, she like to play outside the house, she will be running, rolling, and then climbing the tree. she is so funny.

POST TEST 1

Name : Rizka Irdwiyanti

Class : VIII D

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your pet!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-test I

Name : Raka indriyanti

Class : VIII^o

C = 22

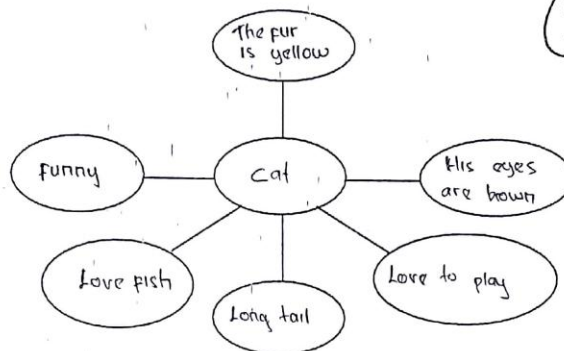
O = 14

G = 18

V = 13

M = 5

72



~~My~~ Pet Cat

The cat is very funny.
 She has yellow hair.
 She also has brown eyes.
 The tail is also long. The long tail is as antena Tv.
 The cat really likes to eat fish. She like eat catfish.
 She also really likes to play. She likes playing ball.
 She can running fast when chase to the ball.
 I love my cat because it can make me happy, smile everyday.
 Oh ya, my cat's name is loli. She is female cat. Very beautiful like me :)

POST TEST 2

Name : Anna Afr. Afranti

Class : Yr 11 D

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your house!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-test I

Name : Anna Afi Alpianti

Class : VIII D

C = 22

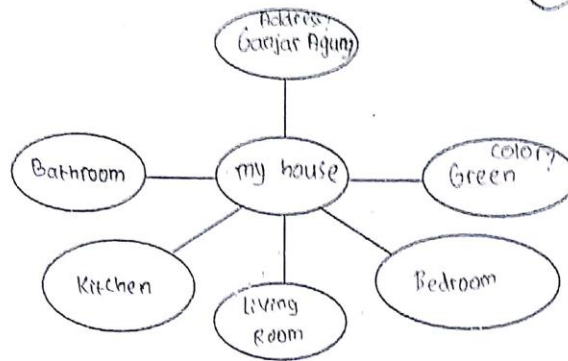
G = 14

G = 19

V = 10

M = 5

70



I live in Banjar Agung, my house is color Green and yellow
 in house there three bedroom, one kitchen,
 two bathroom. in bedroom there is mattress
 wardrobe, and table. in/on table there stock book, on
 mattress pillow, rail, blanket. in living room there all chair, table and
 television. in kitchen there refrigerator, plate, cup, and
 and in Bathroom there a soap, a Shampoo, a towel
 a carbol all.

POST TEST 2

Name : MELIKY ARUNA MURUGAN

Class : VII^D

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your house!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-Test II

Name : Meylany artha mauidya

Class : VIII D

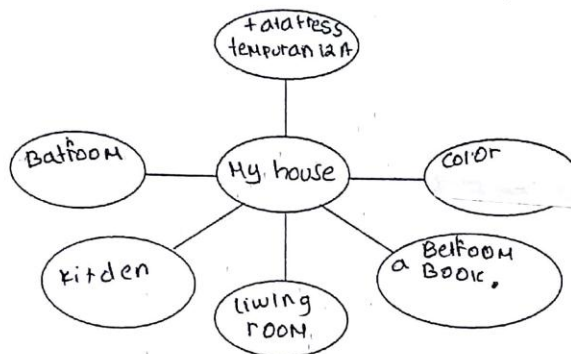
$$C = 25$$

$$O = 14$$

$$G = 18$$

$$V = 13$$

$$M = \frac{5}{75}$$



My house

I have a house. My house Address twenty two. My house color Blue and green. In My house is Bedroom. My house in the are a Book, doll, bowl (dll) in the are living room a tv, Mattres, cupboard, dll. My house in kitchen have a pan, casserole, Stove, Refrigerator (dll) in My bathroom there are any Dipper, air, Soap, dll. In my house in front of a three are Flower, tree, (dll) inside house in father, mother, elder brother.

POST TEST 2

Name : Rika Indrayanti

Class : VIII D

Instruction:

1. Write descriptive text that consist of 10-15 sentences!
2. Describe about your house!
3. Make your cluster before begin your write!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Post-test II

Name : Rizka Rizka Yanti

Class : VIII D

C = 24

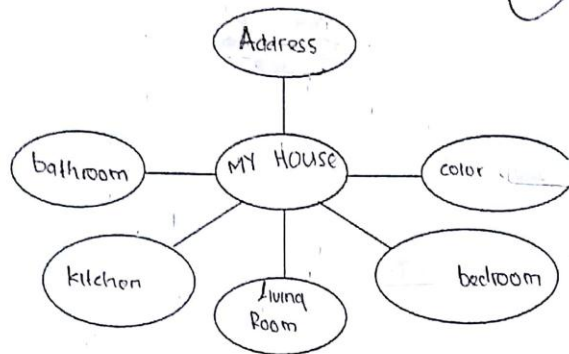
G = 17

G = 18

V = 17

M = 5

(81)



MY HOUSE

My house located in Jl. Caturwajidien, IS B. Rorel.

My house is colored blue.

My house has two bedroom.

In my living room there were several chairs and tables.

and in the back there is a kitchen.

and on the other hand there is a bathroom.

In my house there is happy family.

In the yard, there was a lot of flowers.

In my house there is television.

I love my house.

CURRICULUM VITAE



The writer, Reny Mardiana was born in Metro, on June 22, 1996. She is the second child of her parents Martono and Saptarulina .

The writer began her study at kindergarten Aisyiah in 2000-2002. Next she is a student at SD N 7 Metro Barat and finished her study in 2008. Then she was continue to study in SMP N 3 Metro and graduated in 2011, three years later in 2014 she complicated her study at SMA N 4 Metro. After she was graduated from Senior High School, she was registered as the student of English Education Study Program State Islamic Institute of Metro.