AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
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THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TMI ROUDLOTUL QUR'AN 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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ABSTRACT

BY:NURUL ARIFAH

The main purpose of this research is to investigate the students' descriptive text writing ability of SMP TMI Roudlatul Qur'an Metro which found in writing ability and to know what extend the clustering techniquecould help the students' learning process. The writer tries to attest that clustering technique can be one of the teaching technique to increase the students' writing ability.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 20 students in VIII^E class of SMP TMI Roudlatul Qur'an Metro. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP TMI Roudlatul Qur'an Metro.

The result of this research showed that *clustering technique* had positive role in increasing the descriptive text writing ability at the eighth graders of SMP TMI Roudlatul Qur'an Metro. It can be proved by the students'average score from pre test to post test. The average score in pre test was 56.50 and in post test was 66.00 became75.25. It means that the using of clustering technique can increase the students' descriptive text writing ability at the eighth graders of Junior High School Tarbiyatul Mu'alimin Wal-Mu'alimat AL- Islamiyah Rodlatul Qur'an Metro.

Key Words: *Descriptive Text , Writing Ability, Clustering Technique*

IMPLEMENTASI TEKNIK CLUSTERING
UNTUK MENINGKATKAN KEMAMPUAN SISWA
DALAM MENULIS TEKS DESKRIPTIF DI KELAS DELAPAN
SMP TMI ROUDLOTUL QUR'AN METRO

ABSTRAK

OLEH:
NURUL ARIFAH

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan menulis teks descriptif siswa SMP TMI Roudlatul Qur'an Metro yang terdapat dalam kemampuan menulis dan untuk mengetahui sejauh mana tekhnik pertanyaan panduan dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa clustering technique dapat menjadi salah satu tekhnik pembelajaran untuk meningkatakan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 20 siswa kelas delapan E SMP TMI Roudlatul Qur'an Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP TMI Roudlatul Qur'an Metro.

Hasil dari penelitian ini menunjukkan bahwa *teknik clustering* memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas VIII[E] SMP TMI Roudlatul Qur'an Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 56.50, dan post test 66.00 menjadi 75.25**.** Ini berarti penggunaan teknik clustering dapat meningkatkan kemampuan menulis siswa dalam menulis teks deskripsi pada kelas delapan di SMP TMI Roudlatul Qur'an Metro.

Kata Kunci: *Teks Descripsi, Kemampuan Menulis, Teknik Clustering*

APPROVAL PAGE

Title   : THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO.

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE THE STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TMI ROUDLATUL QUR'AN METRO, written by NURUL ARIFAH, Student Number 1292927 English Education Department, has been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty in July 13rd, 2017 at 10.00-12.00 a.m.

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NOTIFICATION LETTER

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                Of Nurul Arifah

To: The Honorable the
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Assalamu'alaikum, Wr. Wb

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

Name   : Nurul Arifah

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

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

      Nama   : Nurul Arifah

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      Judul Proposal : THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE THE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TMI ROUDLOTUL QUR'AN METRO.

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

                                          Metro,   Juli 2017

Dosen Pembimbing I,   Dosen Pembimbing II,

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

Metro, Mei 2017

Yang Menyatakan

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, May 2017

The Writer

NURUL ARIFAH

St. Number. 1292927

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MOTTO

..... يَرْفَعِ اللهُ الَّذِ يْنَ آمَنُوْا مِنْكُمْ وَالَّذِيْنَ أُوْ تُوْاالْعِلْمَ

دَرَجتٍ.....

.....Allah exalts the believers among you and those who are

given a few degrees of knowledge.....

(Al-Mujadalah:11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My parents, Mr. Suroto and Mrs. Sumiyem, my brother, Muhammad Nur and my best friends....

ACKNOWLEDGMENT

Praise to Allah who has created human in the best vessel and has given His blessing to mankind of all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad SAW, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduated thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (SPD) in English Education Department, entlitese: "The Implementation of Clustering Technique to Increase the Students Descriptive Text Writing Ability at the Eighth Grade of SMP TMI Metro."

The researcher would like to express her gratitude to Umi Yawisah, M.Hum as the sponsor and Ahmad Subhan Roza, M.Pd as the co-sponsor who have sincerely guided the researcher to accomplish this undergraduated thesis in time.

The researcher realizes that there are many weakness appear in this undergraduated thesis. Hence, the researcher would warmly welcome any suggestion. Finally, the researcher does hope that this undergraduated thesis can be a good beneficial to me. To my college, and all of the readers.

Metro, January 2017

The researcher,

NURUL ARIFAH
St. ID. 1292927

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CHAPTER I

INTRODUCTION

A. Background of The Study

The function and the role of language is as an important element in communication, so that English becomes familiar as the International language and also uses in formal education. Almost all the countries in this world use and learn English as the main language in communication. In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in International communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English.

In English, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Furthermore, writing is one of the important aspects in language learning. By writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. Writing is also as a learning tool, helping them to

understand and to remember. It means that, writing can use when the students make summaries the material to be memorized easily.

In second year of Junior High School, the students readily acquire more about the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in descriptive text, narrative text, and descriptive text, report text etc.

Although, Descriptive text is difficult enough to be learned by the students, descriptive text is a text that describes a particular person, place, or thing. Descriptive text consist of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describe the character. The students can use the simple present and adjective clause in writing descriptive text. In writing descriptive text, the students often find some difficulties. The students usually feel difficult to build the paragraph, because can not find the ideas to express the writing.

Based on the statement above, the teacher must able to organize learning teaching activities. They have to master the materials, methods, and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is cause by an unsuitable method or technique in teaching learning

process. There are a lot of methods and techniques to get the English teaching effectively.

Then, here the researcher chooses clustering technique in teaching descriptive writing. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to Judith Nadell and John Langan, clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper.[1] This method is helpful for people who like think in a visual way. In clustering, you use line, boxes, arrows, and circle to show relationship among the ideas and details that occur to you.

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

To know the students ability in descriptive writing, the writer held the pre survey in SMP TMI Roudlatul Qur'an Metro at eighth grader which show in the table below:

Table 1
The Data of Pre-Survey at the Eighth Grade
of SMP TMI Roudlatul Qur'an Metro

No	Score	Category	Total	Percentage
1	≥ 70	Pass	15	77.27%
2	≤ 70	Failed	5	22.73%
Result			20	100%

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[1] Judith Nadell and John Langan, *"The Longman Writer:Rhetoric, Reader, Research, Guide, and Handbook",* (New York: McGraw-Hill Companies, Inc. 2001) seventh edition, p.25

Based on the writer pre-survey data, the writer found that most of eighth grader class students of SMP TMI Roudlatul Qur'an Metro are categorized into low category. It can be seen from score of the student's less than 70 as The Minimum Mastery Criteria (KKM). Occasionally, the researcher wants to develop the student's writing ability notably in descriptive text.

Based on situation above the writer will conduct a research entitled **The Implementation of Clustering Technique to Increase Sudents Descriptive Text Writing Ability at the Eight Grade of SMP TMI Roudlatul Qur'an Metro.**

B. Problem Identification

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

1. Most of the students find difficulties in express their ideas in descriptive writing.

2. The students have problems in build a paragraph.

3. The students are passive, in other words during the teaching learning process, the student seldom ask the question, give comment or opinion and answer question.

4. The students can not find the ideas to express the writing

C. Problem Limitation

Based on the problems above, the researcher limits the problems in the first problem that the students have difficulty to express their idea in writing ability, especially in descriptive writing. Then, the researcher will use clustering as a technique on teaching writing descriptive text at the eighth grade of SMP TMI Roudlatul Qur'an Metro.

D. Problem Formulation

Based on the problems limitation above, the researcher formulated the research problem as follows:

"Can The Implementation of Clustering Technique Increase The Student's Descriptive Text Writing Ability at the Eight Grade of SMP TMI Roudlatul Qur'an Metro?"

E. Objective and Benefit of The Study

1. Objective of The Study

Referring to the problems of the study above, the objective of study is to know whether clustering technique can be used to increase the students' ability in Writing Descriptive Text at the Eighth Grade Of SMP TMI Roudlatul Qur'an Metro.

2. Benefit of The Study

In practical terms, this research can provide significant benefits for individuals and institutions. The benefits are as follows:

a. For Researcher

By doing this research, the researcher hopes that she will get some experiences and knowledge about her study and it will be useful in the future. Besides, the researcher hopes can find the effective way to teach writing by using another technique.

b. For Teacher of English Subject

By doing this research, the teacher is expected to be more creative in creating a technique to improve students' skill especially for writing, so it can decrease students' boredom in teaching learning process.

c. For 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.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Writing Ability

a. The Concept of Writing Ability

In learning English, there are four skills that should be mastered, those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya, writing is the most difficult skill for second language learners to master.[2] The diffifulty is not only in generating and organizing the ideas, but also in translating idea into readable text.

There are many different deffinitions about writing given by experts from many resources. According to Jordan reveals that writing is a method highly used by human to conduct intercommunication by means of conventional obvious marks or symbols. [3] It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. This states that through a piece of writing human being constructs their communication in various ways.

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[2] Jack C. Richards and willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303

[3] R.R Jordan, *Academic Writing Course Study Skill in English*, third edition, (England: Logman, 2003), p. 41

Furthemore, according to Dorothy and Islam, writing is an essential construction of communication in day-to-day life, but it is specifically important in high school or college.[4] It becomes difficult since students can regard it demanding to find out ideas to include in their writing, and each culture has its own style for organizing writing. Nevertheless, writing needs to be learned by students after considering the importance of its role.

In further explanation, writing is a process of transforming an oral language into a written language. The students can write anything that they want to tell to others. It can be seen in a letter. In writing a letter, the students can tell anything about themselves or important information to their friends and family in a written form. The statement above is in line with Harmer's notion stating that writing highly uplifts students to focus on factual language use since they envisage as they write, it may successfully goads language development as they resolve problems which the writing constructs into their mind.[5] It means that the students can freely express their thought and do some of their everyday matters by writing.

Brown explains that written products are frequently produced from the result of thinking, drafting, and revising procedures.[6] Because most of speaking skill sometimes cannot be developed or

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[4] Dorothy E Zemach and Carlos Islam, *Paragraph Writing,* (Oxford: Macmillan Publisher, 2005) p. Iv.

[5] Jeremi Harmer, *How to Teach Writing,* (Edinburg: Pearson Education Limited, 2004), p. 31

[6] Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Fransisco: State University, the second edition, p. 335.

enlarged as well as writing skill. It is literally explained that writing is not only just transforming our thought or idea in written construction but it is also conveying to the process of monitoring any single word or feature that we have written and the process of rereading and revising our writing.

Regarding the most notions argued by the researchers above, it can conclude that writing is one of nonverbal communications that requires the linguistic skill. It is generally used by the people to share their thoughts, feelings, and ideas with others. It is process of transforming an oral language into a written language to obtain a product. Altough, the products of writing takes a form in written result that it should be comprehended in order for a good communication to take place.

b. **Types of Writing**

Based on generic structure and language feature dominantly used, Thomas S. Kane divided texts into several kinds. They are taught in the senior high school, following are the kinds of them:[7]

1) Description

Description deals with insight-most generally visual preception. Descriptive writing is like painting a still life picture. The writer has a picture in his/her mind that he/she wants to communicate to the reader. It means that the writer describes

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[7]Thomas S. Kane, *The Oxford, Essential Guide Of Writing*, (New York: A Berkley Book, 2000), p.6-7.

that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom and so forth). Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

2) Narrative / Narration

Narration is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. Moreover Jordan states narrative is an account or description of events in the past which involves following a time sequence or chronological order.[8] That is the form of writing used to relate the story of acts or events.

3) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about arguable topics and often fascinate to reason in the form of argument, offering evidence or logical proof.

4) Exposition

Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is highly

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[8] R.R Jordan, *Academic Writing*., p. 27.

signaled by connectives like *therefore, however, and so, beside, but, not only, more important, in fact, for example*. Hence, it can be conclude that exposition text is the text which put forward a point of view of argument and persuade the reader to act something.

There are four types of writing, such as: narration, description, persuasion and exposition. In this research will be explained just about the description.

c. The Writing Process

Writing is not easy, more than picking up a pen and putting the words on paper. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, writing is a process that involves several steps. The following stages are some stages of writing offered by Karen Blanchard and Christine namely prewriting, writing, and revising.[9]

1) Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm

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[9] Karen Blanchaard, and Christine Root, *Ready to Write*; *A First Composition Text 2ed*, (Longman: Pearson Education,Inc., 2003), p. 37

up our body before we exercise. According to Jack C. Richard and Willy A. Renandya, there are several ways to warm up before start writing, such as:[10]

a) Brainstorming

       Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. To brainstorm, follow these steps:[11]

(1) Begin with a broad topic.

(2) Write down as many ideas about the topic as you can in five minutes.

(3) Add more items to your list by answering the questions *what, how, when, where, why,* and *who.*

(4) Group similar items on the list together.

(5) Cross out items that do not belong.

b) Clustering

   Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circle and lines. When you cluster, you draw a diagram of your ideas.

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[10] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice,*(New York: Cambridge Uneversity Press,2002) p.316

[11] Andrew P. Johnson, *Teaching Reading and Writing: a Guide Book for Tutoring and Remediating Students,* (USA: Rowman & Littlefield Education, 2008), p.200

c) Rapid Free Writing

       Free writing is the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. The mechanics of free writing is simple, choose a time limit, put your pen to the page or your hands on the keyboard, and do not stop until the time is up.

d) WH-Question

       WH-Question is a term in generative grammar for a question that is form with an interrogative word (what, who, when, where, why, and how) and it use to ask for information.

       On the other hand, prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

2) Writing

     After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process, writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

As you write, remember to:

1) Begin with a topic sentence that states the main idea.

2) Include several sentences that support the main idea.

3) Stick to the topic.

4) Arrange the sentences so that the order of ideas makes sense.

5) Use signal words to help the reader understand how the ideas in your paragraph are connected.[12]

3) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.[13]

When students revise, they review their text on basis of feedback given in the previous stage. They reexmaine what was written to see how effectively they have communicated their meanings to the reader.

In another source stated that writiing is a process that involves the following steps:[14]

a) Discovering a point often through prewriting.

`   [12] Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 2ed,* p.37

[13] *Ibid.*

[14] John Langan, *"English Skil with Reading",* (New York: McGraw-Hill Companies, Inc. 2001) seventh edition, p.20

b) Developing solid support for the point often through more prewriting.

c) Organizing the supporting material and writing it out in a first draft.

d) Revising and then editing carefully to ensure an effective, error free paper.

d. Purposes of Writing

According to Penny Ur "the purposes of writing, in principle, is the expression of ideas, the conveying of messages to the reader.[15] So, the ideas themselves should arguably be seen as the most important aspect in the writing. It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of the text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

1) Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about the subject. To inform is to transmit necessary information about the subject to

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[15] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

the readers, and usually this means just telling the readers what the facts are or what happened.

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind, selecting the right information and arranging it effectively.

2) Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well.

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

3) Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is

to convince your readers to accept the main idea, even though it may be controversial.

4) Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be goodhumored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.[16]

2. Descriptive Text

a. The Concept of Desriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.[17] Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of

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[16] Kate Grenville, *Writing from Start to Finish*, (South Australia: Griffin Press, 2001), p.1

[17] Ann Hogue, *First Step in Academic Writing,* New York : Addison Wesley Publishing Company,1996 ,p. 97

another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.[18]

Description recreates sense impression by translating into words,the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[19]

Furthemore, Barbara said in her book that, description adds an important dimension to our lives because it moves our emotion and expands our experience.[20] Description expand our experience by taking us to place we might not otherwise know much about, which explain the popularity os descriptive travel essay in magazines and newspaper.

Traditionally, descriptions are divided into two categories objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader, your reaction and description can be emotional and value-loaded.

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[18] Mark Anderson and Kathy Anderson, *Text Type in English 2*, Australia: MacMillan, 1998, p.20

[19] John Langan, *"English Skil with Reading"*,p.295

[20]Barbara Fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p.154

The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.[21]

The following list contents descriptive words for each of the five sense. Note that some of words are more specific that others.

Tabel 2
List of descriptive words

Sight	Hearing/Sound	Smell	Touch	Taste
Light	Noise	Musty	Soft	Salty
Glare	Bang	Fresh	Velvety	Sweet
Moonlight	Tinkle	Rain washed	Sharp	Sour

Based on the table above, we can convey the essense of the subjebct by using sensory details to appeal to our reader's imagination. As much possible, we should try to evoke all five sense.

[21] Jean Wyrick, *Steps to Writing Well with Additional Reading 8ed*, USA: Monica Eckman, 2004. P 326

b. **Purpose of Descriptive Text**

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways, advertisers describe products to persuade us to buy them, travel agents describe locales to entice us to visit them, and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 3
Purpose for Description[22]

Purpose	Description
To entertain	An amusing description of the teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty

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[22] Barbara fine Clouse, *The Student Writ*e., p. 154

	you grew up in
To inform (for a reader unfamiliar with the subject)	**A description of a newborn calf for a reader who has never seen one**
To inform (to create a fresh appreciation for the familiar)	**A description of an apple to help the reader rediscover the joy of this simple fruit**
To persuade (to convince the reader that some music videos degrade woman	**A description of a degrading music video**

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

3. **Clustering Technique**

   a. **The Concept of Clustering**

   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, write 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. The clusters that have little circles or branches can be deleted, and use the clusters that have many circles in order to the ideas can be improved.[23]

To get new ideas and combine them, clustering and branching give the technique to connect the ideas. The writer can decide that whether the subtopics are important or not and whether the ideas relate to others.[24]

There are a lot of definition about clustering stated by experts, Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using ciecles and lines. When you cluster, you draw a diagram of your ideas.[25]

Another definition stated by Jean Wyrick said that clustering is write down the general subject in a circle in the middle of a blank sheet of paper and begin to draw other lines and circles that radiate from the original subject.[26]

According to John Langan, clustering also known as *diagramming,* or *mapping,* is another strategy that can be used to

[23] Ann Hogue, *First Step in Academic Writing.,* p. 91-92.

[24] Dawn Sova, Writing Clearly A Self Teaching Guide, (USA: John Wiley & Sons, Inc, 2004), p.22

[25] Karen Blanchard and Christine Root, *Ready to Write*; *A First Composition Text 3ed.*, p. 42

[26] Jean Wyrick, *Steps to Writing Wel with Additional Reading 8ed.*, p.13

generate material for a paper.[27] This technique is helpul for people who like to think in a visual way. In nclustering, writers can can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

b. The Concept of Technique

Technique is the level at which classroom procedures are described.[28] Then, technique is method of doing something expertly or need skill.[29] In other word, technique have related with approach. Technique is the teachers' way to teach the students in learning process be easier to understand the material or subject.

Anthony argues that a technique is implementational- that which actually takes place in a classroom. It is particular trick, stratagem,

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[27] John Langan, *English Skill with Reading*, *Seventh Edition*., p.23
[28] Jack C. Richards and Theodore S. Rodgers., p.15.
[29] A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English,* (New York: Oxford University Press, 1995), p.425.

or contrivance use to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.[30]

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.[31] 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 focus 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 of 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.

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[30] Jack C. Richard and Theodore S. Rodgers, *Approaches and.,* p.15.
[31] H. Douglas Brown, *Teaching by Principles: An Interactive approach to Language Pedagogy,* p.14.

This technique allows the students to discover what they know about the given topic and can see what they may need to learn more about.[32]

After the students have the concept of ideas in the planning, they continue to do drafting; drafting is about acquiring ideas down on paper.[33] When the teacher gives the students class time to draft, the teacher can interact with them as they write and clarify any misconception.[34]

As freewheeling as the drafting process can be, the central craft or art of writing is revising. When the planning, drafting, and revising is done, the final stage for students is editing.[35] When the students revise their writing, they are attending to language quality and message cohesion. But when writers edit, they often concentrate on mechanics.

Based on the experts' opinion above, the research concludes that technique is the teachers' way to improve students' ability in the material at the classroom. In this research, the researcher uses Clustering Technique to improve students' ability in writing skill, especially descriptive text.

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[32] Vicki Urquhant and Monette McIver, *Teaching Writing: in the Content Areas,* (USA: ASCD, 2005), p. 15.
[33] *Ibid.*, p.17.
[34] *Ibid.*
[35] *Ibid.*, p.21.

c. The Implementation of Clustering Technique in Writing Descriptive Text

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 SMP TMI Roudlatul Qur'an 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 TMI Roudlatul Qur'an 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 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.[36] First, at the planning stage, the teacher designed the lesson plans and instructional materials.

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[36] Kathleen Graves, *Teachers as Course Developers,* (New York: Cambridge University Press, 1996), p.66

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

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

a. In her teaching, the teacher asks them about daily activity and descriptive text e.g. "Do you know descriptive text?"

b. Teacher asks question related to the material they will learn e.g. "Do you like music? What kind of music do you like? Etc and choose one topic idea." (Prewriting /constructivism).

c. The teacher gave practice to the students on generating ideas

Through clustering for a target topic, tell them that clustering technique would help them in generate ideas when they started to write. Teacher write the topic idea at the center of whiteboard, also the teacher write the answer from the students on the whiteboard. Teacher Circle the nucleus and let connections flow, writing down each new word or phrase that comes to mind of the students, circling it, and connecting it with a line. 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).

d. Teacher asks the student to make descriptive text about the topic individually.

e. Teacher moves among the students to control their activities and help them if it is necessary.

f. Teacher asks the students to revise / rewrite their writing to get the better result (paragraph).

g. Teacher collects their work.

h. Teacher asks students about what they have learned that day.(reflection)

Figure I
The Application of Clustering Technique
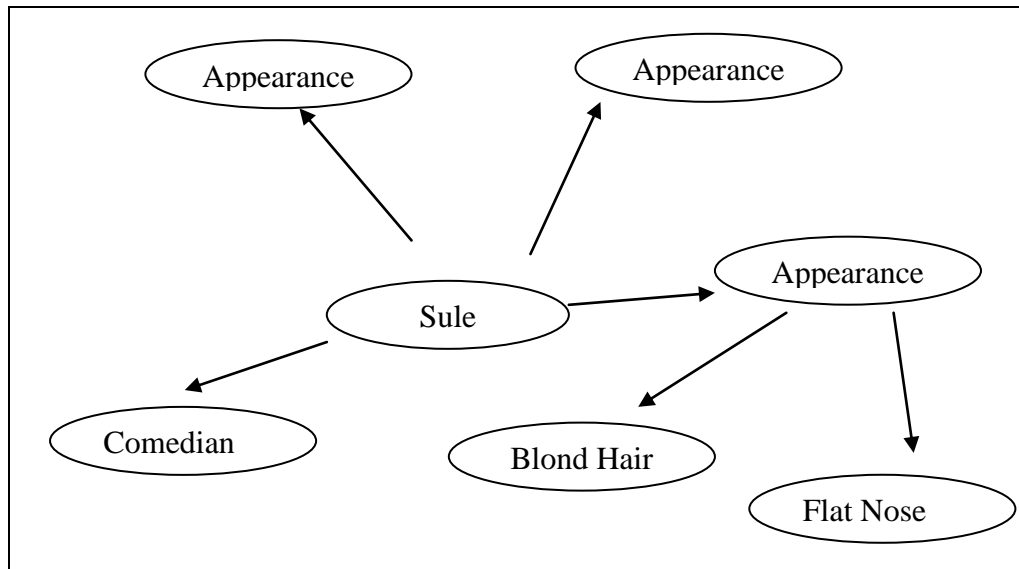
My Favorite Artist

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.

d. Advantages and Disadvantages of Using Clustering Technique

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

The advantages of using clustering technique are, *first,* this technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form. *Second,* by using clustering technique students will be motivated to write a good paragraph, especially descriptive text. *Third,* clustering technique can clearly show what the students think. So, their ideas will appear clearly. *Fourth,* this technique is easy to be applied by the teacher. *Fifth,* the students easily remember the material, because this technique can stimulate the student to think and generating ideas about the material.

Moreover, clustering technique has disadvantages when this technique applied in the classroom. *First,* clustering technique seems unnecessary, because when generating ideas need few minutes. *Second,* using clustering technique will be more have many stages in the writing process. *Third,* clustering needs the concentration to generate ideas. *Forth,* although the writers have many ideas of the topic, it does not mean that the topic is described clearly. *Fifth,* clustering technique tends to generate the quantity of the idea, not the quality.

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.

B. Action Hypothesis

Based on the frame of theories and assumption above, the hypothesis of this research is:

By implementing clustering technique it can improve the students descriptive text writing ability at the eighth grade of SMP TMI Roudlatul Qur'an Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Definition of Operational Variables

Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organization studied.[37] In this research the researcher divides the variables into two namely independent variable and dependent variable.

1. Independent variable

   Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using clustering as technique which can be defined as cluster, design or plan used for explaining or illustrating something in general way. Moreover, indicator of this variable is the students can find idea and illustration for compose the topic in written text.

2. Dependent variable

   Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is descriptive text writing ability that defined as activities in describing a person, place, or thing which purposes the readers get information and understand what the meaning from the texts. Moreover, in this variable has some indicators

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[37] Hatch and Farhady, *Research Design and Statistics For Applyied Linguistics*, (Massachussetts: Newbury House Publisher, 1982), p.12

involve, content, organization, vocabulary, grammar, and mechanical of writing.

B. Research Setting

This research would be conduct at SMP TMI Roudlatul Θur'an Metro. This setting is located on Jl. Mukti Praja Mulyojati 16b West Metro. This school was established on June, 21st 2001. The writer chose this setting because the students come from different intelligence, social background, and characteristic of students setting and subject of research.

C. Subject of the Study

The subject of the study is VIII^E students of SMP TMI Roudlatul Qur'an Metro which consist of 20 (twenty) students and they were chosen based on pre survey, the result proves that the students of the eight grade had the low achievement in writing and they needed an appropriate approach to improve their writing in using clustering technique.

D. Researh 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.[38] 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.

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

Mills in the Creswell's book assumed that action research design were systematic procedure done by teachers to gather information about, and subsequently increase, the ways their particular educational setting to carry on an endeavor their teaching and their student learning.[39] Moreover, jean McNiff defines that action research was learning how to do things in more individually and publicly advantageous ways, and educations refers to theexperience of the communication between people which leads to the advance learning.[40]

From the definition above, it could be conclude that classroom action research was an obvious research that was used to investigate and to evaluate their work in teaching and learning process in the class to improve their performance and teaching skills in the classroom.

Furthemore, Kemmis and Mc-Taggart's design was used as this classroom action research procedure. This design concisted of two cycle (three cycle if needed) with four phases: planning, acting, observing, and reflecting. An established action for the plan was as detailed in figure below:

[39] Jhon Creswell, *Educational Research*, (America: Pearson, 2012), p.577
[40] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Roundledge Falmer,2002), p.9

(Activities in CAR, adapted from McTaggart design and modified by the writer)[41]
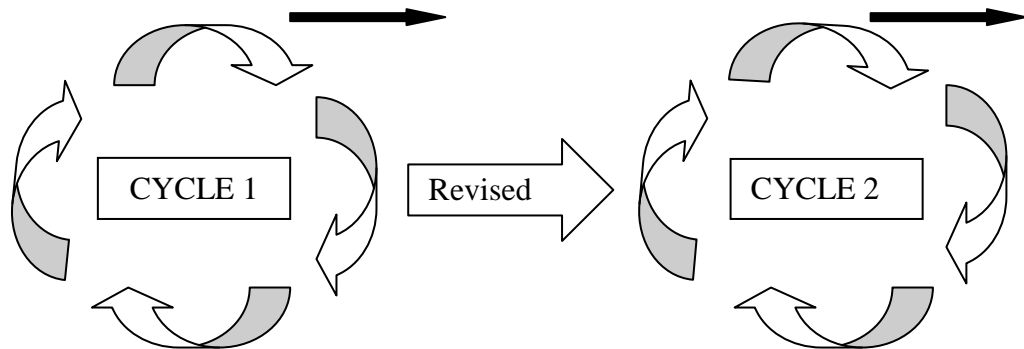
In the classroom action reasearch, the writer would like to hold the research in two cycles. The steps were as follows:

1. Cycle 1

   a. Planning

      Planning was the first stage which must be passed in each activity in this phase, the writer plans about what, why, where, who, how the action would be done in applying clustering technique.

      There are some plans which will be conducted by the writer in this step namely:

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

      2) Developed learning activities.

      3) Prepared learning sourch and instrument.

      4) Prepared the research instrument and documentation.

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      [41] Stephan Kemmis & Robin McTaggart, *The Action Reasearch Planner*, (New York: Springer, 2014), p.21

b. Acting

This activity is the implementation of learning activities that have been prepared in the planning. "It is the realization from the planning that the researcher has made."[8] 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:

1) Pree- teaching Activities

   a) There would be opening activity including greeting, praying together and check attendance list.

   b) The teacher asked the students some question related to the topic.

   c) The teacher give information about the material (decriptive text).

2) While- teaching Activities

   a) The teacher writing the material about daily activities.

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

   c) The teacher teaches about the desciptive text that focus on person, explain about Generic Structure, and Language Features.

   d) The teacher shown the sample of descriptive text.

   e) Students and the teacher identified the generic structure of the text.

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

    f) The teacher gives an example how to write descriptive text by clustering technique.

    g) The teacher gives a topic and asks the student make cluster use the topic.

3) Post- teaching Activity

    a) The teacher would ask to the students about the difficulties of the lesson.

    b) The teacher gave information to the students.

    c) The teacher and the students made conclusion together.

    d) Close the lesson by praying.

c. Observing

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 I. The researcher calculates the students' increased score test before CAR and test after CAR. It is to know how far the students' understood about the using of Clustering Technique in Writing Descriptive Text.

d. Reflecting

The reflection is the fourth step that the reasearcher done. The reasearcher analyzes the observation and test result during teaching learning process. In this research every cycle can do three (2 meeting). There are consist of the first meeting give the treatment or the material, and to be continue with the second meeting also give the treatment until the student get the point of the material that is explain by the teacher. The last meeting give the post test for the students at the eight grade of SMP TMI Roudlatul Qur'an Metro.

2. Cycle II

If from cycle I, 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 procedures of the research are:

a. Planning

1) Identified the problem and the alternative for solving the problem.

2) Arranged the lesson plan based on the teaching material.

3) The researcher prepare the material.

b. Acting

1) The researcher teaches the student 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 II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

In this step, the writer analyzes the result of the action. By reflecting, the writer will know the strenght and weakness of action the researcher compares the score distribution of in every metting. The researcher would review and reflect on the students' activity and teachers' performance whether it's positive or negative. If in the second cycle the result was satisfied the writer would not continue to the third cycle. While, if in the second cycle was unsatisfied, the writer would continue it.

E. Data Collecting Technique

To sustain the validiy of the research result, the writer collected data which were derived from several ways such as test, observation, and documentation, here the explanation as follows:

1. Test

   In educational research achievement tests are most commonly used.[42] 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

      The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research. The pre-test used in this research is in the form of writing ability test. Pre test use as a based score of the student and also a guidance for the researcher to observe the improvement before and after implementing clustering technique.

   2) Post–test

      Post-test is conducted to assess the effectiveness of the independent variable.[43] 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 pretest.

2. Observation

   Donald Ary defined that observation were made with respect to some charactweistic of the behavior of the subject employed in the

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

research.[44] Here, the observation focused on entire process of teaching learning writing through clustering technique.

Anne states that observation involved the writer in observing systematically the effects of the action and documenting the context. Action and opinions of those involved. It was a data collection phase where you use open-eyed and open-minded tools to collect information about what is happpen.[45]

Moreover, the writer used observation as data collection technique to know how teaching descriptive text through clustering technique and to know the students' development and how far this approach can help the students descriptive text mastery.

3. Documentation

During the process of conducting the research, the writer may need documentation as a proof of the data. The writer used the documentation to obtain data about state of students, the history of SMP TMI Roudlatul Qur'an Metro, state of the environment, the state of teachers, staff and organizational structure, and geographical condition o school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

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[44] Donald Ary, et. al., *Introduction to Research in Education*, (United State of America: Holt, Reinchart and Wiston, 1979), p. 237

[45] Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2009), p.8

F. Data Analysis Technique

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

The formula to get the average as follow: [46]

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

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

G. Indicator of Success

The implementation of Clustering Technique to Increase Writing Descriptive Text can said successful if:

1. Percentage of students' activity increased in every cycle, and reached high predicate or $\geq 80\%$ from Minimum Mastery Criteria (KKM) 70.

2. There are increased average score in every cycle.

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[46] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

CHAPTER IV
RESULT OF THE RESEARCH

In this chapter the researcher will discuss about result of the research and interpretation.

A. DESCRIPTION OF THE RESULT LOCATION

1. The History of Junior High School TMI Roudlatul Qur'an Metro

The history of Junior High School SMP TMI Roudlatul Qur'an was cannot be late loose from the history of Roudlatul Quran boarding school which is led by Drs. KH Qomaruddin Al-hafidz, as the organizer of Roudlatul Qur'an boarding school. This boarding school was built on June 21, 2001 and it was legitimated by the former minister of religious Prof. Dr. Said Agil Munawar. Roudlatul Qur'an boarding school organized the general education such as Senior High School, Junior High School, and Elementary School TMI Roudlatul Qur'an. And among of them were the result of the occupation from both education department and the institute of Roudlatul Qur'an boarding school.

Junior High School TMI Roudlatul Qur'an was established since 2004, on 870 m^2 areas and at it's still in one location with Senior High School Raudlatul Qur'an. Then in 2009, Junior High School TMI Roudlatul Qur'an moved to other location which is not far away from the first location. It was built on 600 m^2 area at Mukti Praja Street Mulyojati 16 C West Metro.

The institute of Junior High School TMI Roudlatul Qur'an was the constitute of the improvement of Tahfidzul Quran boarding school, and

this boarding school has one orientation such as, produce the previews generation which has an educator soul, a leadership soul, and has a responsibility performance.

Based from the observation result tells that Junior High School TMI Roudlatul Qur'an is one of education program that not only learn scientific studies but also learn more about characteristic, theology and other. And it hopes that its entire alumnus can master both English and Arabic language as the main key of all science in the world.

Junior High School TMI Roudlatul Quran which is located at Mukti Praja Street, 16c Mulyojati West Metro in the developing of SMP TMI Roudlatul Qur'an since it was established until now is good enough, and this school had been led by the following principles:

1) Dra. Siti Nurjanah, M.Ag   2004 – 2005

2) Dra. PF. Elani   2006 – 2008

3) Drs. Supardi   2009 – now

2. **The Condition of Building of Junior High School TMI Roudlatul Qur'an Metro**

The school was built on land area 600 m^2. Junior High School TMI Roudlatul Qur'an Metro has fifteen classrooms, one library room, one laboratory room, two teacher office rooms, one principle office room, a guest room, a ceremony yard, a sport yard, and three bathroom.

3. **The Condition of Teacher in Junior High School TMI Roudlatul Qur'an Metro.**

The numbers of teacher and official employers in Junior High School TMI Roudlatul Qur'an Metro in the academic year of 2016/2017 are 39 employers that can be identified as follows:

Table 4
The Condition of Teachers in Junior High School TMI Roudlatul Qur'an Metro in Academic Year 2016/2017

	Educational Background		
Sex	**SMA/MA**	**S1**	**S2**
Male	5	15	1
Female	2	22	1

4. **The Quantity of Students Junior High School TMI Roudlatul Qur'an in Academic Year 2016/2017**

The quantities of the students at Junior High School TMI Roulatul Qur'an Metro in the academic year of 2016/2017 are 1students that can be identified as follows:

Table 5
The Quantity of Students Junior High School TMI
Roudlatul Qur'an in the Academic Year of 2016/2017

No	Class	Laki-laki	Perempuan	Jumlah
1.	Class VIIa	24	16	40
2.	Class VIIb	27	12	39
3.	Class VIIc		35	35
4.	Class VIId	29		29
5.	Class VIIe	24	7	31
6.	Class VIIf		26	26
	Jumlah	**104**	**96**	**200**
7.	Class VIIIa	14	23	37
8.	Class VIIIb	14	23	37
9.	Class VIIIc	19	12	31
10.	Class VIIId		29	29
11.	Class VIIIe	20		20
	Jumlah	**67**	**87**	**154**
12.	Class IXa	25		25
13.	Class IXb		34	34
14.	Class IXc	32		32
15.	Class IXd		31	31
		57	**65**	**122**
	Jumlah Total	**228**	**248**	**476**

Source: Documentation of Junior High School TMI Roudlatul Qur'an
Metro

B. DESCRIPTION OF THE RESEARCH

In this research, before the process of cycle one, the researcher conducted the pre-test on March 16th 2017 to know the students' ability in writing ability before giving treatment and it used as the comparison score with post-test. The students were given task to make descriptive paragraph. After they

finished the pre-test, the researcher asked them to submit the answer sheets.

The result of pre-test could be seen on the table below:

Table 7
The Pre-test Score

No	Name	Score Pre-Test of the Cycle I					Total
		Co	Or	Vc	Gr	M	
1	AF	19	10	9	9	3	50
2	ABP	22	14	10	11	3	60
3	AW	24	15	11	14	6	70
4	AR	21	13	10	11	5	60
5	AYH	19	10	9	9	3	50
6	AY	20	16	11	9	4	60
7	AF	20	15	14	15	6	70
8	CI	17	14	10	7	2	50
9	EE	22	13	12	5	3	55
10	EAA	15	11	8	8	3	45
11	FFD	20	15	14	15	6	70
12	FF	18	12	11	13	6	60
13	FMS	20	16	11	9	4	60
14	GM	17	10	12	12	4	55
15	MIIA	10	11	8	8	3	40
16	MAJ	16	15	11	10	3	55
17	SAQ	25	13	11	10	6	65
18	RHM	22	13	10	11	4	60
19	RNH	14	13	10	10	3	50

20	RM	16	8	9	8	4	45
	Total						**1130**
	Average						**56.5**
	Highest						**70**
	Lowest						**40**

The number of students who get 70 or more = 3 Students

Note:

CO : Content

OR : Organization

VC : Vocabulary

GR : Grammar

M : Mechanic

Based on the result of students' pre-test, the writer got the total of pre test by summarizing the scores. It means that there is only 3 students (15%) who passed the pre-test. Meanwhile, there were 17 studens (85%) who failed pre-test with standard minimum is 70. The researcher target of the research is success if there are 80% of population or students' score has increased at least ≥0.1. Here the table of distribution of students' score at pre-test.

Table 8
Distribution of Students' Score at Pre-Test

Interval	Frequency	Percentage (%)
40 – 46	3	15%
47 – 53	4	20%
54 – 60	9	45%
61 – 67	1	5%
68 – 74	3	15%
Total	20	100

The table also showed their weakness in writing it was the reason why the researcher uses clustering technique as an alternative learning to increase the students' writing descriptive paragraph. So the researcher briefly can fix their error and explain more about the materials.

1. **Action and Learning Process in Cycle I**

In cycle 1 consist of planning, acting, observing, and reflecting.

1) **Planning**

In planning phase, the writer prepared the lesson plan and the material that suitable with students' need. The researcher together with collaborator identify the problem based on the pre-test that had done before and found the causes of the problem. Then the researcher and the collaborator plan to give the task and evaluation. The evaluation was about making paragraph of descriptive text.

In cycle 1 the resercher and the collaborator also designed the students' worksheet is as teaching media. The observation sheet also was used to make some notes of the important thing that happens between teacher and students' activities on situation and condition of class with teaching learning process.

2) **Acting**

The implementation of the action was conducted in two meetings related the schedule. The cycle 1 consists of two meeting and here is the schedule.

Table 9
The Schedule of Action in Cycle I

Meeting	Day/Date	Time
1st	Wednesday, March 22nd 2017	08.45 – 09.55
2nd	Thursday, March 23rd 2017	11.05 – 12.15

a) **The First Meeting**

Classroom action research in cycle 1 it was done on Wednesday, March 22nd 2017 at 08.45 until 09.55 a.m, the writer told them that to do research in their class. In this chance, the writer wants to increase students' ability in writing descriptive text through individually, at the beginning of teaching learning process in cycle 1, the teacher greeting students, praying and checked the attandance list. Learning is started. The researcher explain them

about the descriptive text while explain about the generic structure and the characteristic or language features. Based on the pre-test yesterday showed that they have to improve:

(1) How to start writing a text

(2) Learning more about the generic structure of descriptive text.

(3) Writing descriptive text completely.

After the students get about the matereial given, then the teacher gave some questions about the component in writing such as content, organization, vocabulary, grammar and mechanic. After 90 minutes the bell rang, then the teacher closed the lesson and reminded the students that it would be discussed in the next meeting.

b) The Second Meeting

The second meeting was done on Thursday, March 23rd 2017. Started learning by greeting, praying, checking the attandance list and do brain storming. The teacher gave a little explanation and reminded the students about descriptive text and how to make a good paragraph. The students were very enthusiastic about descriptive text.

At the end of this meeting the teacher gave post-test cycle 1 with the similar task on pre-test but using a clustering technique to easy doing the test. The teacher write the topic about happy family like father, mother, sister, and brother so to writing the paragraph

the researcher asked the students to draw some puzzel based on the title by using clustering technique individually as the post-test in cycle 1. By using clustering technique they have to expose a text creatively.

The students were obeyed the instruction. After finished, the result is corrected by the teacher. The teacher asks the students whether they have any questions or not. After 90 minutes, the bell ring then the writer close the lesson remind the students to study hard and say it will be continue in the next meeting. Here the result of the post-test from the students in cycle 1. It seemed that student's ability was improved.

Table 10
The Students' Result at the Post-Test Cycle I

No	Name	Score Post-Test of the Cycle I					Total
		Co	Or	Vc	Gr	M	
1	AF	22	15	11	11	6	65
2	ABP	23	15	14	13	5	70
3	AW	25	17	16	15	7	80
4	AR	22	12	12	10	4	60
5	AYH	20	12	14	10	4	60
6	AY	22	16	13	14	5	70
7	AF	24	16	15	14	6	75
8	CI	23	15	14	12	6	70
9	EE	20	14	13	13	5	65
10	EAA	19	13	10	9	4	55

		CO	OR	VC	GR	M	
11	FFD	23	14	16	12	5	70
12	FF	24	15	16	14	6	75
13	FMS	21	15	14	15	5	70
14	GM	16	14	13	10	6	60
15	MIIA	16	12	10	9	3	50
16	MAJ	18	12	12	10	3	55
17	SAQ	20	13	14	11	4	60
18	RHM	23	15	14	12	6	70
19	RNH	20	14	13	13	5	65
20	RM	24	15	16	14	6	75
Total							1320
Average							66.00
Highest Score							80
Lowest Score							50

The number of students who get 70 or more = 10

Note:

CO : Content

OR : Organization

VC : Vocabulary

GR : Grammar

M : Mechanic

From the table 10, it could be analyzed that the students' average score was 66.00. The highest score was 80 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 10 students that had passed on post-test 1 or got score

≥70 **.**It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

3) **Observing**

In observing of the researcher action, the writer presented two meeting in cycle 1 of learning writing descriptive text through clustering technique. The first meeting the writer gave descriptive text by using clustering technique. In second meeting, the writer gave post-test about the material that was the writer gave.

4) **Reflecting**

In the end of cycle 1, there was result of the students' score. Based on the table of post-test 1, it can see that there is only 10 students (65%) who passed the post-test. Meanwhile, there were 10 studens (35%) who failed post-test .So the post test still failed. The criteria of students who were successful in achieving the material if 80% of students in that class got score at least 70. The students' score as follows:

Table 11
Distribution of Students' Score in Post-Test 1

Interval	Frequency	Percentage
50 – 56	3	15%
57 – 63	4	20%
64 – 70	9	45%
71 - 77	3	15%
78 – 84	1	5%
Total	20	100 %

Source: data of students' post test score

The fact showed that the result was unsatisfactory. So, the researcher must do the second cycle to increase students' descriptive text writing ability through clustering technique in order that students' score reach the complete standard.

2. Action and Learning Process in Cycle 2

It was the aftermath of the first cycle. The second cycle consists of two meeting and here is the schedule:

Table 12
The schedule of Action Cycle II

Meeting	Day/Date	Time
1st	Wednesday, March 29th 2017	08.45 – 09.55
2nd	Thursday, March 30th 2017	11.05– 12.15

a) Planning

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

1) **Acting**

   a) **The First Meeting**

   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 Wednesday, March 29^{th,} 2017 at 08.45 – 09.55 a.m . In the first meeting in cycle 2 the researcher focused on the first cycle weakness, the teacher found that the student's problem was in content, grammaticaly, vocabulary, organization and mechanism, it was seen clearly that they were lack of vocabulary knowledge. In writing paragraph we must use suitable words and good grammar so that the readers can understand the information easily.

   The teacher gave example how to use the right vocabulary and good grammar based on the paragraph itself. Then the teacher gave time to the students to asked about the difficulties from the material to improve their paragraph. The bell rang after 70 minutes, it means that the time is over, the teacher closed the lesson and reminded the students to always study hard.

b) The Second Meeting

The second meeting was done on Thursday, March 30[th,] 2017 at 11.05 – 12.15 p.m. This meeting was opened by greeting, praying, asking condition of students, checking attendance list and motivating the students. The second meeting in the classroom was relatively active. All of the students were noisy active in the class. The researcher give post-test to measure their ability. So, all of the students write a descriptive text again about 'My Pet". They do the treatment of process clustering technique, before the wrote a descriptive text, all of them made some puzzels and then they wrote an analytical exposition paragraph based on the word in the puzzels.

Now the researcher asked them to work individually. The researcher gave them a students worksheet again and asked the students whether they have some questions or not. After 60 minutes, the bel ring then the writer close the lesson, remaind the students to study hard.

Table 13
The Students' Result at the Post-Test Cycle 2

No	Name	Score Post-Test of the Cycle 2					Total
		Co	Or	Vc	Gr	M	
1	AF	25	17	15	12	6	75
2	ABP	24	18	16	12	5	75
3	AW	27	19	17	20	7	90
4	AR	24	16	13	11	6	70

5	AYH	25	16	16	12	6	75
6	AY	26	17	15	15	7	80
7	AF	27	19	17	15	7	85
8	CI	26	18	15	14	7	80
9	EE	25	16	15	13	6	75
10	EAA	23	14	11	12	5	65
11	FFD	26	17	15	15	7	80
12	FF	26	19	16	13	6	80
13	FMS	25	16	15	13	6	75
14	GM	24	16	14	11	5	70
15	MIIA	22	13	11	10	4	60
16	MAJ	22	15	14	10	4	65
17	SAQ	27	19	17	15	7	85
18	RHM	27	17	15	15	6	80
19	RNH	24	16	13	11	6	70
20	RM	24	16	15	13	7	75
Total							1505
Average							75.25
The Highest Score							90
The Lowest Score							60

The number of students who get 70 or more = 17

Note:

CO : Content

OR : Organization

VC : Vocabulary

GR   : Grammar

Based on the table of pos-test 2, we can see that the result of post-test can fulfill the Criteria Minimum Standar (CMS) where there were of 17 students (85%) who can get score >= 70, and only 3 students (15%) who was not success. The average score of post-test was 75.25, it showed that they were successful in teaching learning activities, because 80% of all students got >= 70. Here's the table of **the results of the students.**

Table 14
Frequency of Student's Score at Post-Test 2

Interval	Frequency	Percentage (%)
60 – 66	3	15 %
67 – 73	3	15 %
74 – 80	11	55 %
81 – 87	2	10 %
88 – 94	1	5 %
Total	20	100

2) Observing

From the observation of research action, the researcher presented two meeting in cycle II, and still applied clustering technique. Those expected able to help the students to understand the meaning of sentence. Most of the students said that through clustering technique actually they could share each other, but if had

to do the new exercise they still found such difficult in developing idea.

3) Reflecting

The implementing of clustering technique in teaching writing descriptive text at the cycle II was better than cycle I. It can be seen by students' score increased from the first meeting until the last meeting.

In the beginning test of cycle 2 was gotten average 71 and the students who were success 15 students (75.00%) and not success 5 students (25.00%). In post-test was gotten average 75.25 and the students who were success 17 students (85%) and not success only 3 students (15%).

Finally based on researcher's observation and reflection in this cycle, it can be known that clustering technique as the teachnique of teaching and learning could increase the students' ability in writing analytical exposition paragraph.

3. Interpretation

In this session the writer will interpret the research result by comparing the data in cycle 1 and cycle 2.

a) Action and Learning Process in Cycle 1

Here the results of the pre-test and post-test score of the students in cycle 1.

Table 15
Students' Score of Pre-test and Post-test Cycle I

No	Name	Pre-Test Score	Post-Test Score Cycle 1	Increasing	Explanation
1	AF	50	65	15	Increase
2	ABP	60	70	10	Increase
3	AW	70	80	10	Increase
4	AR	60	60	-	Constant
5	AYH	50	60	10	Increase
6	AY	60	70	10	Increase
7	AF	70	75	5	Increase
8	CI	50	70	20	Increase
9	EE	55	65	10	Increase
10	EAA	45	55	10	Increase
11	FFD	70	70	-	Constant
12	FF	60	75	15	Increase
13	FMS	60	70	10	Increase
14	GM	55	60	5	Increase
15	MIIA	40	50	10	Increase
16	MAJ	55	55	-	Constant
17	SAQ	65	60	-5	Decrease
18	RHM	60	70	10	Increase
19	RNH	50	65	15	Increase
20	RM	45	75	30	Increase
	Total	1130	1320		
	Average	56.5	66.00		

In this result of the research pre-test and post-test had done individually. It is aimed to know the ability of the students before and after give the treatment. From the result of pre-test and post-test, we know that there was an increasing from the student's result score it can be seen from the average 56.5 become 66.00.

From the analysis that have done by the teacher, the student's result in pre-test found that most students had difficulties in grammar, vocabulary, and mechanic in writing paragraph. They were confused when they wrote a paragraph because the teacher only gave a little explanation from the material itself.

Besides that, from the score of post-test at cycle I, it can bee seen that there was increasing because the teacher had given more explanation about the problem in pre-test by using a treatment. The teacher also posted words that related to the theme, so the students could make a paragraph based on the words given by the teacher.

b) **Action and Learning Process in Cycle 2**

Here are the students' result of score in learning pre-test and post test cycle 2.

Table 16

Students' Score of Post-test Cycle I and Post-test Cycle II

No	Name	Post-Test Score Cycle 1	Post-Test Score Cycle 2	Increasing	Explanation
1	AF	65	75	10	Increase
2	ABP	70	75	5	Increase
3	AW	80	90	10	Increase
4	AR	60	70	10	Increase
5	AYH	60	75	15	Increase
6	AY	70	80	10	Increase
7	AF	75	85	10	Increase
8	CI	70	80	10	Increase
9	EE	65	75	10	Increase
10	EAA	55	65	10	Increase
11	FFD	70	80	10	Increase
12	FF	75	80	5	Increase
13	FMS	70	75	5	Increase
14	GM	60	70	10	Increase
15	MIIA	50	60	10	Increase
16	MAJ	55	65	15	Increase
17	SAQ	60	85	25	Increase
18	RHM	70	80	20	Increase
19	RNH	65	70	5	Increase
20	RM	75	75	-	Constant
	Total	1320	1505		
	Average	66.00	75.25		

ing of pre-test to the post-test at cycle II, it can be seen that the use of clustering technique can increase the student's ability in writing descriptive text, because the result of student's score couldn't achieve the target, the teacher decided to give a test to the students using the same way in cycle 2 but with different topics in every task.

By using clustering technique students had understood about making a descriptive text, they could improve their writing ability. It can be seen from their average score 66. 00 become 75.25 in the post-test. It showed that they were successful in the teaching learning activities, because 85% gained score >= 70.

c) **Students` Score in Pre-test, Post-test I, and Post-test II**

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

Table 17
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AF	50	65	75
2	ABP	60	70	75
3	AW	70	80	90
4	AR	60	60	70
5	AYH	50	60	75
6	AY	60	70	80
7	AF	70	75	85
8	CI	50	70	80
9	EE	55	65	75
10	EAA	45	55	65
11	FFD	70	70	80
12	FF	60	75	80
13	FMS	60	70	75
14	GM	55	60	70
15	MIIA	40	50	60
16	MAJ	55	55	65
17	SAQ	65	60	85
18	RHM	60	70	80
19	RNH	50	65	70
20	RM	45	75	75
Total Score		1130	1320	1505
Average		56.5	66.00	75.25

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant incresing of the students' score. It could be seen from the average 56.5 to 66.00 became 72.25. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 2
Students' average score in pre-test, post-test 1and post-test 2
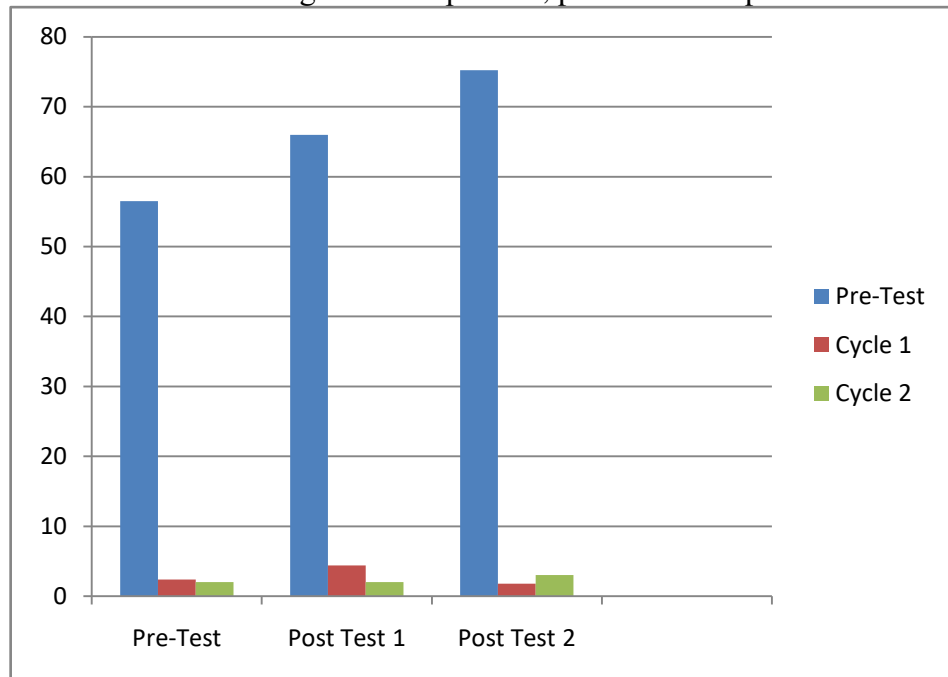
Based on the graph above, it can be inferred that Clustering Technique could increase the students' writing ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycle of this action research, the researcher would like to draw the conclusion that is the students descriptive text writing ability can be increase by applaying clustering technique. It is supported from the result of cycle 2 is higher than the result of post-test in cycle I. It is proved from the mean score of post-test at cycle I 66.00 with 65.00% of students get score at least 70, and the mean score of post-test at cycle 2 with 85% of students get score at least 70. The mean of post-test 2 can reach Criteria Minimum Standar (CMS) at SMP TMI Roudlatul Qur'an Metro. It means that the student's ability to write exposition paragraph after treatment by using clustering technique increased.

B. SUGGESTION

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

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in writing ability.

2. It is suggested for the English teacher to use Clustering Technique as alternative technique in the classroom because this technique is effective to increase the students writing ability in the teaching and learning process.

3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.

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

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APENDIXES

DOCUMENTATION

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Nomor   : B-1172/In.28/R/TL.00/02/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SEKOLAH SMP TMI
ROUDLOTUL QUR`AN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1171/In.28/R/TL.01/02/2017, tangga
27 Februari 2017 atas nama saudara:

Nama	:	**NURUL ARIFAH**
NPM	:	1292927
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris (S1)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut c
atas akan mengadakan research/survey di SMP TMI ROUDLOTUL QUR`AI
METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yan
bersangkutan dengan judul "THE IMPLEMENTATION OF CLUSTERINC
TECHNIQUE TO INCREASE STUDENTS DESCRIPTIVE TEXT WRITINC
ABILITY AT THE EIGHTH GRADE OF SMP TARBIYATUL MU`ALIMII
WALMU`ALIMAT AL- ISLAMIYAH RAUDLOTUL QUR`AN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Februari 2017
an. Rekto
Wakil Rektor Bidang Akademik,

Husnul Fatarib, Ph.D
NIP 197401041999031004

SURAT KETERANGAN
No:232/SMP –TMI.R.Q/IV/2016

Yang bertandatangan dibawah ini :

Nama   : Drs. SUPARDI

Jabatan   : Kepala Sekolah

Menerangkan Bahwa :

Nama   : Nurul Arifah

Npm   : 129227

Fakultas   : SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)

Jurusan   : Tarbiyah

Prodi   : PBI

Berdasarkan surat yang telah dikirim kepada kami, dengan ini kami telah menerima Mahasiswa tersebut untuk melaksanakan Pra Survey dalam rangka penyelesaian tugas akhir dengan judul :*"The Influence Of Student Self-Efficacy Beliefs On Reading Comprehension At The Eight Grade Of SMP TMI ROUDLOTUL QUR'AN METRO"*.

Demikian keterangan ini kami buat untuk dapat dipergunakan sebagai mestinya.

Metro, 13 April 2016
Kepala Sekolah,

Drs. S U P A R D I

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S U R A T   T U G A S
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Rektot Institut Agama Islam Negeri (IAIN) Metro, Menugaskan Kepada Saudara:

Nama	:	**NURUL ARIFAH**
NPM	:	1292927
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris (S1)

Untuk : 1. Mengadakan observasi/survey di SMP TMI ROUDLOTUL QUR`AN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TARBIYATUL MU`ALIMIN WALMU`ALIMAT AL- ISLAMIYAH RAUDLOTUL QUR`AN 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.

Dikeluarkan di   : Metro
Pada Tanggal   : 27 Februari 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Husnul Fatarib, Ph.D
NIP. 197401041999031004

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id, www.pprq.or.id

Nomor   : 048/SMP-TMI RQ/V/2017

Lampiran   : -

Prihal   : Telah Mengadakan Penelitian

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro Menerangkan Bahwa :

Nama   : Nurul Arifah

NPM   : 1292927

Prodi   : Tadris (Bahasa Inggris)

Telah mengadakan Penelitian dalam rangka menyusun skripsi dengan judul "IMPLEMENTATION OF CLUSTERING TECHNIQUE TO INCREASE STUDENTS DESCRIPTIVE TEXT WRITING ABILITY AT THE EIGHTH GRADE OF SMP TARBIYATUL MU'ALIMIN WALMU'ALIMAT AL-ISLAMIYAH ROUDLOTUL QUR'AN METRO".

Yang telah dilakukan pada tanggal 16 – 30 Maret 2017 dikelas 8 e (Delapan) SMP TMI Roudlatul Qur'an Metro.

Demikian surat ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 02 April 2016.
Kepala Sekolah.

Drs. SUPARDI

Nomor : Sti.06/JST/PP.00.9/1315/2016   Metro, 14 Juni 2016
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Masykurillah, S.Ag, M.Ag
2. Sdr. Ahmad Subhan Roza, M.Pd
Dosen Pembimbing Skripsi
Di –
         Tempat

Assalamu'alaikum Wr. Wb.

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

Nama   : **Nurul Arifah**
NPM   : 1291927
Jurusan   : Tarbiyah/TBI
Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

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

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

Nama   : **Nurul Arifah**   Jurusan   : TBI
NPM   : 1292927   Semester : X

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday 9-06-2017	✓		Revise - Cover, abstract, table of contents, and give attendance list - table on chapter IV - tense on chapter V	
2.	Friday 16-06-2017	✓		Revise - cover - abstract and table of content - problem identification - action hypothesis - conclusion	
3.	Tuesday 20-06-2017	✓		check the grammar	
4.	21/6-17	✓		acc for munaqosyed	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama	: **Nurul Arifah**	Jurusan	: TBI
NPM	: 1292927	Semester	: X

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday, 7-02-2017		✓	ACC I, II, III	
2.	Friday, 19-05-2017		✓	Revice cover, table of content and abstract	
3.	Monday, 22-05-2017		✓	Revice Grammar in chapter IV	
4	Monday 29-05-2017		✓		

Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

CURRICULUM VITAE

The name of the writer is Nurul Arifah. She was born in Simpang Agung, on January 15, 1994. She is the firs child of happy couple Mr. Suroto and Mrs. Sumiyem.

She was enrolled her study in Elementary school at SD N 3 Simpang Agung, Center Lampung, on 2000-2006. Then, she continued her study at Mts Darussalam Gayau Sakti,on 2006-2009. She continued her study at SMA TMI Metro, on 2009 -2012. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Department of State Islamic Institute (IAIN) Jurai Siwo of Metro.