

**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING  
ABILITY THROUGH CLUSTERING TECHNIQUE AT THE TENTH  
GRADE OF SMK PGRI 1 PUNGGUR CENTRAL LAMPUNG**



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**ENGLISH PROGRAM OF TARBIYAH DEPARTMENT  
STATE ISLAMIC COLLAGE (STAIN)  
OF JURAI SIWO METRO  
1434 H / 2013 M**

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Presented as a Partial Fulfillment of the Requirements  
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in English Education Study Program

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**MENINGKATKAN KEMAMPUAN MENULIS TEKS DESCRIPTIVE SISWA MELALUI TEKNIK  
CLUSTERING PADA KELAS SEPULUH SMK PGRI 1 PUNGGUR LAMPUNG TENGAH**

**ABSTRAK**

Oleh

**ALGIFFANI RAMA SANTI**

Bahasa Inggris memiliki peran yang penting didunia. Karena bahasa Inggris adalah bahasa yang digunakan untuk komunikasi. Tujuan pengajaran bahasa asing didefinisikan dalam empat keterampilan, ada mendengar, berbicara, membaca, dan menulis. Ini jelas menunjukkan bahwa tujuan pengajaran bahasa Inggris yakni untuk memungkinkan siswa menguasai empat keterampilan. Menulis sebagai salah satu dari empat keterampilan yang sering diabaikan, hal ini mungkin terjadi karena sejumlah faktor, seperti memakan waktu untuk mengoreksi, motivasi rendah, waktu yang terbatas untuk belajar menulis dan kurangnya teknik pengajaran yang digunakan.

Penelitian ini bertujuan untuk mengetahui kemampuan menulis siswa dalam menulis deskriptif teks dengan menggunakan teknik clustering. Penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas X.TKJ di SMK PGRI 1 Punggur Lampung Tengah dan ibu Asri Pujiastuti, S.Pd sebagai kolaborator. Pengumpulan data menggunakan observasi, tes (pre-tes dan pos-tes), dokumentasi, dan catatan lapangan. Sementara, untuk menganalisis data menggunakan kualitatif dan kuantitatif data. Kualitatif dilakukan dengan observasi. Sedangkan kuantitatif dilaksanakan dengan menggunakan nilai rata-rata dari pre-tes dan pos-tes.

Hasil nilai rata-rata dari pre-tes dan pos-tes menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 54.04, dan pada pos-tes I = 65.30, itu menunjukkan peningkatan nilai 11.26 poin. Kemudian nilai rata-rata pada pos-tes II = 69.52, itu menunjukkan peningkatan 15.48 poin lebih baik dari pos-tes I. Sementara, presentasi dari siswa yang lulus pada pre-tes = 34.78 % dari total siswa, dan pada pos-tes I = 78.26 % dan kemudian pada post-tes II = 100% siswa yang lulus ujian dari penggunaan teknik clustering dalam proses pembelajaran dapat meningkatkan antusias siswa. Berdasarkan dari hasil lembar observasi, aktivitas siswa dalam penerapan siklus I dan II sangat aktif, itu berarti teknik clustering dapat meningkatkan aktifitas siswa. Ini dapat dilihat dari hasil lembar observasi, rata-rata aktivitas siswa dalam siklus I adalah 54.34 % kemudian meningkat 93.47 % pada siklus II.

Dapat disimpulkan bahwa, mengajarkan menulis dengan menggunakan teknik clustering dapat meningkatkan kemampuan menulis deskriptif teks siswa. Teknik ini membuat siswa tertarik dan termotivasi di kelas, sehingga mereka mudah untuk membuat deskriptif teks.

**INCREASING THE STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY THROUGH CLUSTERING  
TECHNIQUE AT THE TENTH GRADE OF SMK PGRI I PUNGGUR CENTAL LAMPUNG**

**ABSTRACT**

**By:**

**ALGIFFANI RAMA SANTI**

English language plays an important role in the world, because English is a big language in the world for communication. The aim of teaching foreign language is defined in terms of four skills. There are listening, speaking, reading, and writing. It clearly shows that the purpose of teaching English is to enable the students to master the four skills. Writing as one of four skills is often ignored, this may be done to a number of factors, such as time consuming of correcting, low motivation, limited time to study writing and lack of teaching technique used.

This research was aimed to know the students' writing ability in writing descriptive text by using clustering technique at SMK PGRI 1 Punggur. It was Classroom Action Research (CAR), Mrs. Asri Pujiastuti, S.Pd as collaborator in this research. The collecting data used: observation, test (pre-test and post-test), documentation, and field note. While, to analyze the data used qualitative and quantitative data. Qualitative was conducted by observation, and quantitative by step by talking the average score of pre-test and post-test.

The average result score of pre-test and post-test shows that there is progressing score. The average score at pre-test = 54.04, in post-test I = 65.30, it was increase 11.26 point. Then, the average score at post-test II = 69.52, it was increase 15.48 point better than post-test I. While the percentages of the students' pass at pre-test = 34.78 % of total students, and at post-test I = 78.26 % and then at post-test II = 100 % students who able passed the exam. By applying clustering technique in learning process can increase the students' enthusiasm. Based on the result of observation sheet, the students' activity in the implementation of cycle I and II was very active. It means that clustering technique can increase the students' activities. It can be seen on the result of observation sheet. The average the students' activity in cycle I was 54.78 %, the increase to 93.47 % in cycle II.

Finally, teaching Writing by using clustering technique can increase the students' descriptive text writing ability at SMK PGRI 1 Punggur. This technique make the students are interested and motivated in the class. So, they are easy to make descriptive text.

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

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

Punggur, 26 Agustus 2013

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## STATEMENT OF RESEARCH ORIGINALITY

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**MOTTO**

“Pursue the knowledge although you have to go to  
the China”

(By: Thabrani)

## DEDICATION PAGE

This script is dedicated for:

- ✿ My almamater STAIN Jurai Siwo Metro
- ✿ My beloved parents ( Mr. Bambang Supriantoro and Mrs. Mamik Suratmi) who keep on praying and supporting me. I love you so much.
- ✿ My beloved brother and sisters (Ropit Agustino, Dwi Valen Febriyani and Alyaro Nurhamida) who had given in spirit to finish my script.
- ✿ My best friends who gave me support ( Sarmitha, Viki, Kiki, Sity, Retno and all of my friends )
- ✿ My friends who gave me motivation ( all of my friends in English Education Study Program especially for Class C)
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Finally, the writer realizes that this thesis is nearly imperfect. At last, she hopes that the result of the research will give significant contribution in teaching learning of English language in English Education Study Program of STAIN Metro.

Metro, August 26, 2013

The Researcher

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## CHAPTER I

### INTRODUCTION

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

English is one of language that can be used by people to communicate with others people in the world. As a second and foreign language, it has noted that English is spoken by at least a quarter of the world's population. There are some aspects that made this language is different with other languages. There are pronunciation, vocabulary, grammatical structure, and others. These differentiations which make some people feel difficult to learn English.

There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. The statement clearly shows that the purpose of teaching English is to enable the students to master the four skills. Students who are taught with a strategy are more highly motivated that those who are not and can be lead to a more effective learning. Its mean that teaching strategy is important to make an effect of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading, and writing.

Writing as one of the four language skill that plays an important role in the context of teaching English as a foreign language. Writing is a way of sharing personal meanings and emphasizes the power of the personality to construct someone's view based on a certain topic. It means that expression of ideas of a

certain topic can be done through a written form. Writing is communicating a particular message on a written form.

In fact, writing becomes a difficult subject for students because of several aspects. The first aspect, writing is a less natural activity than speech. The second, writing is difficult because we have no immediate audience. Other problems, writing is not only to communicate each other but also to express an idea.

Based on the problems above, in increasing students to write, teachers should find out some technique that can help students raising their interest in writing. As we know, if the students interested in learning that is given by teacher, they can understand the material easily.

In teaching English, the teacher also has to improve her teaching ability by implementing suitable technique. It is be done because the teacher not creative in teaching writing descriptive text. Besides that, the condition of teaching learning process in there is still done passive. Teacher did not only give the students explanation but also test. So the students feel bored, it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students descriptive text writing.

To give a proof about the problems above, the writer has done a pre-survey toward the tenth grade of SMK PGRI 1 Punggur. From the data of pre-survey, the writer found out the problems of the students. The students at the tenth grade of SMK PGRI 1 Punggur have low ability in writing especially in making descriptive text.



Learning process was conducted by giving the task to the students to make a descriptive text that has given by the teacher. The writer got the students writing score of descriptive text from the English teacher archives. The CCM for English is 65.

Based on my observation at SMK PGRI 1 Punggur Central Lampung on 10<sup>th</sup> April, 2013 and the result of descriptive text writing test during teaching learning process happened at the tenth grade students of SMK PGRI 1 Punggur, show that many students could not express their ideas in written form although they might know what would be written. It can be seen that there are 5 students included into passed level for the score >65 (16.66 %), and 25 students failed level for the score <65 (83.33 %). According to this result only 5 students can do well. It means 25 students in the class are low in writing. They still could not understand or create a descriptive text although the teacher had explained it. They were still found some grammar mistakes or inappropriate vocabulary use. Most of students were not able to make descriptive text. Furthermore, they were not active during teaching learning process.

Based on the problem above, the writer tried to solve it by Clustering Technique. Clustering Technique by Classroom Action Research (CAR) emerge because considering to the importance of descriptive text writing for the students to master, it is very important for the teacher to apply the best way to make the students aware on the use of text in their daily lives. The writer use Classroom Action

Research (CAR) by clustering technique to increase the students' descriptive text writing ability.

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

The writer assumes that by using Classroom Action Research (CAR) in teaching descriptive text writing, it would be easier for the students to explore many ideas from their mind through Classroom Action Research (CAR) principle is to relate knowledge and real life. So that the students will not get bored in learning process and hopefully they can understand better.

## **B. Problem Identification**

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

1. The students' descriptive text writing ability are still low.
2. The students still have difficulties in expressing their ideas into written form.
3. The students' grammar and vocabulary mastery are still low.

4. 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.

### **C. Problem Limitation**

Based on the identifications problem above, the writer limits the problem only to the students cannot write descriptive text correctly because they cannot deliver their mind into written form. The writer investigated increasing the students' descriptive text writing ability through clustering technique at the tenth grade of SMK PGRI 1 Punggur Central Lampung.

### **D. Problem Formulation**

In reference to the background of the problem above, the writer tries to state the problem raised of this research as follow:

“Can the using of clustering technique increase the students' descriptive text writing ability at the tenth grade of SMK PGRI 1 Punggur Central Lampung?”

### **E. Objective and Benefits of The Study**

#### 1. Objective of The Study

The objective of this research is to know whether culstering technique can increase students' descriptive text writing ability at the tenth grade of SMK PGRI 1 Punggur Central Lampung ?

## 2. Benefit of The Study

### a. For the students

The students can increase their writing ability and stimulate them to increase their writing ability.

### b. For the teacher

The writer hopes that this research will be increase the teacher ability in the teaching – learning process, especially in teaching writing.

The teachers can use clustering technique in teaching writing.

### c. For the institution

It is hopefully be a positive contribution for the English teaching and the teaching of English writing in descriptive text.

## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Theoretical Review

This chapter contains the theories which support the research. It includes concept of writing, descriptive text, process of writing, teaching writing, clustering technique and advantages and disadvantages of using clustering technique in teaching descriptive text. And the explanations of each sub-topic are as follows:

##### 1. Concept of Writing

Language is a set of rules that is used by its native speakers as the tool of their communication. Language as a set of rules is the object of the study of linguistics that is very important for the language teaching. Linguistics is the theory of language.<sup>1</sup> It means that language is very important role in human's life for communication. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is a demanding mental activity, yet some people appear to write without great effort. It means that writing involves both engagement and

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<sup>1</sup> Sanggam Siahaan, *Issues In Linguistics*, Graha Ilmu : Yogyakarta, 2008, p.214

reflection. An engaged writer who has created appropriate constraints can be carried along by the flow of mental association, without deliberative effort.<sup>2</sup>

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.<sup>3</sup> The students can communicate their ideals and thought to others through a written form such as letter, message, or invitation for communication. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it.

According to Sanggam, “the writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language she or he is writing to transfer the information she or he has in her or his mind readers effectively”.<sup>4</sup> It means that writing is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

Moreover, Davies said that “writing is probably the linguistic skill that is least used most people in their native language”.<sup>5</sup> It means that writing learning

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<sup>2</sup> Mike Sharples, *How we Write, Writing as Creative Design*, Routledge : London and New York, 2003, p.6

<sup>3</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York; Addison Wealey Longman ,2001,p.344

<sup>4</sup> Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta,2008,p. 2

<sup>5</sup> Paul Davies and Eric Pearse, *Success in English Teaching*, Oxford University Press, New York. 2002, p. 96

process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Writing is a psychological activity of the language user to put information in the written text. Such writing is commonly about a certain topic in which the writers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve.<sup>6</sup> It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

Douglas said that there are five categories in writing that are often the basis for the evaluation of students writing, they are:

- a. Content
- b. Organization (Form)
- c. Vocabulary
- d. Grammar
- e. Mechanic<sup>7</sup>

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. Through this skill

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<sup>6</sup> Sanggam Siahaan, *op.cit.*, p. 215

<sup>7</sup> H. Douglas Brown, *op.cit*, p. 357

the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

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

## **2. Descriptive Text**

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

According to Siahaan, Descriptive is also a text. It is a paragraph in which a writer tries to picture out an object to the reader. The object can be anything. It can be a concrete object as a person, or an animal, or a plan etc. it can be an abstract object such as an opinion, or idea, or love, or hate or believe, etc.<sup>8</sup>

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<sup>8</sup> Sanggam Siahaan, *op.cit*, p.119



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

Descriptive text can be presented as written or spoken texts. In a descriptive text, the writer as authority informs something to the unknown readers. This type of text consists of two main parts, there are identification and description:

- a. Identification: it identifies a particular person, place, or thing to be described. The identification can be in the form of definition.
- b. Description: it contains subtopics. They describe parts, qualities, and characteristics.<sup>9</sup>

It means that descriptive text is able to provide detail information about the particular thing person or place in order to make the readers understand what the writer means. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being described is explained as clearly as possible to make the reader or listener able to see or image the subject in their mind clearly as the author sees in his/hers. For

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<sup>9</sup> <http://descriptivetext83.blogspot.com/search/label/Definition> (April, 10<sup>th</sup> 2013)

instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

Descriptive writing has a goal, characteristic and uses. Here are the explanations:

- a. Goal: descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.
- b. Characteristics: the general characteristics of descriptive writing include:
  - 1) Vividly descriptive details: Elaborate on sensory details including how does it look, sound, feel, smell .
  - 2) Figurative language may be used: Using words, phrases, symbols, and ideas such as simile, hyperbole, metaphor, symbolism and personification in such as way as to evoke mental images and sense impressions.
  - 3) Showing, not telling : Use vivid and precise adjectives, adverbs and verbs when describing the topic

- c. Uses : descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.<sup>10</sup>

From the explanation of the descriptive text, it can be see that the organization of the text consists of two parts; they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described. In order hand, descriptions tell the topics more clearly (such as parts and its characteristic).

### 3. Process of Writing

#### a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say.<sup>11</sup> It mean that planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the

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<sup>10</sup>[http://www.google.co.id/search?q=goal  
%2C+characteristic+and+uses+of+descriptive+writing+in+wikipedia&btnG=Telusuri&hl=id&bv=2](http://www.google.co.id/search?q=goal+%2C+characteristic+and+uses+of+descriptive+writing+in+wikipedia&btnG=Telusuri&hl=id&bv=2). (April, 10<sup>th</sup> 2013)

<sup>11</sup> Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 4

writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.<sup>12</sup>

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.<sup>13</sup>It mean that drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

c. Revising

Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.<sup>14</sup>

After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

Based on the explanations above, in this research the writer focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

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<sup>12</sup> *Ibid.*, p.4-5

<sup>13</sup> *Ibid.*, p.5

<sup>14</sup>*Ibid.*, 12

#### 4. Teaching Writing

Writing reinforces listening and speaking, and very commonly.<sup>15</sup> However Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form.

In relation to teaching writing, Raimes in Reid said that teaching writing is unique way to reinforce learning.<sup>16</sup> It means teaching writing is very important in order to build students' language skill.

Based on the statement above, teaching writing means that teaching language ability and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence, organization, vocabulary, and mechanic in order words, teaching writing guides the students not only to write sentence in text but also to organize idea in written form.

There are three steps of writing. These steps are used to make the writing more effective. They are pre-writing, writing, and post-writing. The elaborate of teaching descriptive text writing will be represented as follows:

- a. Pre-writing Activity

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<sup>15</sup> Kathleen Graves, *Teachers as Course Developers*, Cambridge University Press, p.120

<sup>16</sup> Joy M. Reid, *Teaching ESL Writing*, New Jersey: Prentice Hall Regents.1993.p .27

- 1) The teacher greets the students.
- 2) The teacher motivates the students and ask them about descriptive e.g. “what do you know about descriptive text?” “Have you ever written a descriptive text?”
- 3) The teacher explain what descriptive text is and also explain part that the students must write in a text.
- 4) The teacher explain about clustering technique and give an example of clustering technique.
- 5) The teacher write an example of descriptive text using clustering technique.
- 6) The teacher gives a topic (the key word) to the students.
- 7) The teacher asks the students to write a short list of associated key words for the topic given.
- 8) the teacher ask the students to discuss the key word and delete any unrelated word or add some more word related to the topic based on the discussion.

b. Writing Activity

- 1) The teacher will be explain instruction and direction clearly.
- 2) The teacher ask the students to write their own descriptive text.
- 3) The students begin to write a descriptive text based on the clues, use adjective and person as the owner.

- 4) While the students are writing, the teacher moves among them, gives assistance and guidance as required.

c. Post-writing Activity

- 1) The teacher ask the students to revise/ rewrite to get the better result.
- 2) The teacher ask the students to submit their descriptive text writing.
- 3) The teacher ask the students about the topic they have learn that day.

## 5. Clustering Technique

As the study of language teaching method and procedure, they are some different ways between an approach, a method, and technique. Approach is theoretically well – informed position and beliefs about the nature of language. Method is a generalized set of classroom specifications for accomplishing linguistics objectives. Technique is any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objective.<sup>17</sup>

Speech has complex sentences with simple words, while writing has complex words in simple sentence. In spoken language, due to memory limitations and our predisposition for “chunking’ or clustering and break down speech into smaller groups of words.<sup>18</sup>

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<sup>17</sup> H. Douglas Brown, *Op.Cit*, p. 16.

<sup>18</sup> *Ibid*, p 252

Clustering as a nonlinear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern becomes discernible.<sup>19</sup> Clustering helps students generate ideas and enables them to relate to something and to write about it

Clustering is an open-ended, nonlinear form of shorting ideas. It is a visual structuring of concepts, events, and feelings. By clustering on paper, the children can shift and short their thoughts into a whole.<sup>20</sup> It means that clustering can help the students to make writing more like the taking of a picture and make writing less frightening.

The writing levels are broken into three more general levels: beginning, intermediate, and advanced. All levels are encouraged to use prewriting techniques (such as brainstorming, clustering, outlining, pre-discussion of topic, pre-reading, analysis of models), to determine audience and purpose in writing, to revise and to incorporate the use of dialogue journals.<sup>21</sup>

- a. Pre-writing: the initial stages of writing.<sup>22</sup> They began to teach pre-writing strategies that allowed their students to generate ideas and to arrange those ideas successfully.
- b. Writing / Drafting: in addition to meeting the requirements for the beginning level student.

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<sup>19</sup> Carol Booth Oldson, *Practical Ideas for Teaching Writing as a Process*, California State Department of Education, p.17.

<sup>20</sup> *Ibid.*, p.22.

<sup>21</sup> Joy, M. Reid, *Op. Cit*, p.102

<sup>22</sup> *Ibid.*, p. 5



- c. Post-writing: the student will be able to identify and mark written errors in sentences and paragraphs.<sup>23</sup>

Clustering is the method of prewriting that enables the writer to map out all of his or her thoughts on a particular subject and then to choose which one to use.<sup>24</sup>

Clustering is a holistic process, it is a useful technique for review and study, especially for the essay exam. Through clustering, students can visually chart what they do and do not know, returning to their notes to fill in the blank areas in their charts.<sup>25</sup> It means that clustering will build the students' confidence, they will discover and generate their own key or stimulus words that can be reduced and converted to easy memorized lists.

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

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

There are advantages of clustering technique for writing ability. The first, this technique is simple to be applied by the students. It means that the students are easy to find the word as a keyword related with topic. It can help the students

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<sup>23</sup> *Ibid.*, p 103

<sup>24</sup> Carol Booth Oldson, *Op.Cit*, p.20.

<sup>25</sup> *Ibid.*, p. 24

explore their idea on their writing activity. The students will be easy to construct their ideas on the sentences in to paragraph through ideas in clustering technique. The last advantage is the students can show their knowledge to produce the words with in limited time but it is still related to the topic.

On the other hand, the writing use clustering technique also has disadvantages. The disadvantage of clustering technique is the concept clustering may claim to produce ideas that are relevant to the subject, but students still have to clarify this connection when looking back on the concept clustering. They may often find they are writing down words, even if they are organized and structured, that are not relevant to the subject matter at all and will spend even more time trying to critically evaluate irrelevant topics. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.<sup>26</sup>

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**

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<sup>26</sup> [http://fkipunja-ok.com/versi\\_2a/extensi/artikel\\_ilmiah/artikel/A1B208029\\_290.pdf](http://fkipunja-ok.com/versi_2a/extensi/artikel_ilmiah/artikel/A1B208029_290.pdf)  
(April, 10<sup>th</sup> 2013)

Based on the frame of theories and assumption the writer formulated the action hypotheses “Using clustering technique can increase the students’ descriptive text writing ability at the tenth grade of SMK PGRI 1 Punggur Central Lampung.”

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Object of the Research

The object of this research is writing ability. As the object is the writing ability, the writer should know how to increase the students' writing ability.

#### B. Setting and Subject of the Research

Location setting of this research on the SMK PGRI 1 Punggur Central Lampung , exactly at Jl. Pendidikan no. 05 Tanggulangin, Punggur Central Lampung. There are 1 headmaster, 29 teachers, 5 staff officers, 1 office boy and 1 security in this school and the total students from the X until XII classes are 302 students. And the subject of this research is the students at the tenth grade of SMK PGRI 1 Punggur Central Lampung.

#### C. Classroom Action Research (CAR)

##### 1. Classroom Action Research

The writer used the classroom action research because the researcher is the teacher in this class. Therefore, the action research can be done exactly. This research is classroom action research. McNiff said that action research is a name given to particular way of researching us own learning.<sup>27</sup>In order word, action research is a way to investigate our learning

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<sup>27</sup>McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

process in classroom. Meanwhile, Suharsimi Arikunto explain that action research is precision about teaching and learning process in classroom actions.<sup>28</sup> It means that a study conducted by the teacher in his own class through self-reflection, in order to improve the teachers mastery. From the explanation above, it can be conclude that classroom action research is a research in teaching and learning process in the class which the goal is to solve problem.

The goal of this reseach is to find the problem solving in teaching and learning process. Furthemore, Suharsimi Arikunto said the goal of action reseach. The goal of action reseach are:

- a. To get a new innovation learning.
- b. To development curriculum in regional and national.
- c. To improve education professionalism.<sup>29</sup>

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out.<sup>30</sup> In order word, action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

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<sup>28</sup>SuharsimiArikunto, *PenelitianTindakanKelas*, Jakarta: BumiAksara, 2007, p.3

<sup>29</sup>*Ibid.*, p.108

<sup>30</sup>McNiff, Jean Whitehead. *Op.Cit.*, p.24

In the Classroom Action Research, the writer would like to conduct the research in two cycles. There is a relationship between one and the others. They are Planning , acting, observing, and reflecting.

Here is step of classroom action research design:

Figure 1.

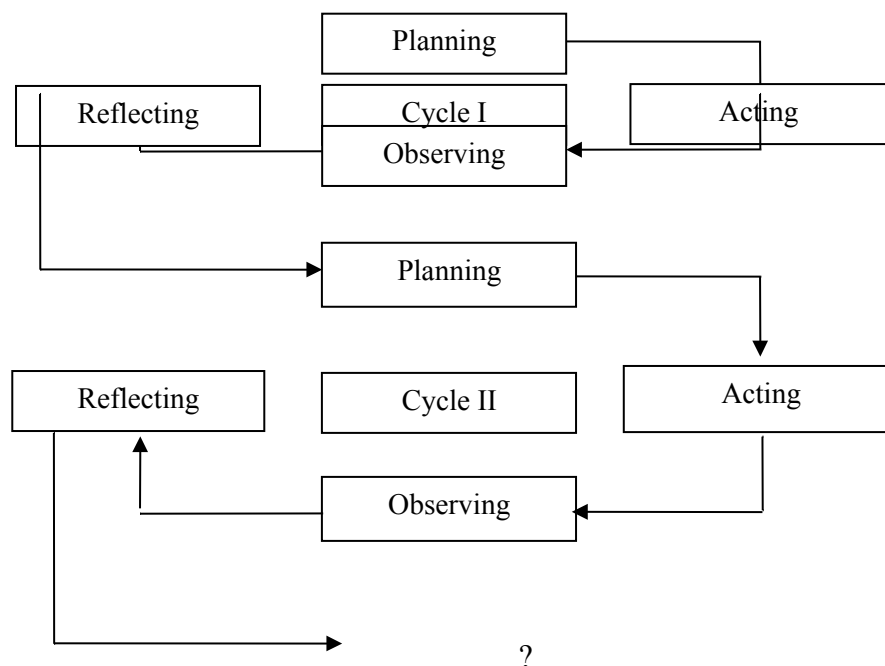


Figure 1. Spiral Classroom Action Research<sup>31</sup>

Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has four aspects (planning, action, observing and reflecting) in every cycle, it is done the class to increase the quality of learning process.

<sup>31</sup>SuharsimiArikunto, *op.cit.*, p.16



Classroom Action research (CAR) Cycles are:

#### A. Cycle I

##### 1. Planning

Planning is the first step every cycle.”the writer explains about what, why, where, who, and doing action.<sup>32</sup>” Without planning, this research will be not focus. Therefore, the function of planning is to be reference in every research activity. The students should follows the planning that has made for successfully this research.

Here are the steps that reseacher make in planning :

- a. The writer prepared a lesson plan.
- b. The writer prepared the material and technique of teaching.
- c. The writer prepared the source of learning.
- d. The writer prepared format to observe.
- e. The writer prepared format to evaluate the students’ activities after teaching learning process.

##### 2. Acting

Acting is the second step in every cycle, “acting is the realization from the planning that reseacher has made.<sup>33</sup> In other words, acting is the implementation that doing in the class after the writer makes the planning. In this step the researcher acts as follows:

- a. Pre-teaching activities
  - 1) Pray and greet the students
  - 2) Check the attendant list
  - 3) Ask the students condition

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<sup>32</sup>*Ibid.*, p. 16

<sup>33</sup>*Ibid.*, p. 16.



4) Choose the appropriate with the material going to be taught.

b. While Teaching Process

- 1) Interaction between the students and the writer in the topic.
- 2) The writer asks the students to make descriptive text about the topic individually.
- 3) The writer move among the students to control their activities.

c. Post- Teaching Activities

- 1) The writer asks the students to revise/ rewrite to get the better result.
- 2) The writer collects students work.
- 3) The writer asks the students about the topic they have learned that day.

3. Observing

In this step the researcher observed the instructional process by using observation format, there are some steps and the outlines of observation such as, student's skill in question answer, the teacher's participation in instructional process.

4. Reflecting

The reflecting is the last step that the writer done. The writer will tried to see and amuse again something that writer has done. It also to know wheter there is effect to the students' learning process. By reflecting, the writer will knew the strenght and weakness from the action that writer has been done.

The writer used data from evaluation to make improvement for the second cycle. The writer decides that the next cycle focuses on the weakness in previous cycle.

## B. Cycle II

### 1. Planning

- a. The writer identified the problem and finds the problem from the first cycle.
- b. The writer prepared a lesson plan.
- c. The writer prepared the material, method and strategy of teaching.
- d. The writer prepared the source of learning.
- e. The writer prepared guidance to observe and evaluate.

### 2. Acting

The writer applies the action plan II.

#### a. Pre teaching Activities

- 1) Prays and greets the students.
- 2) Check the attendant list.
- 3) Ask the students condition.
- 4) Choose the appropriate with the material going to be taught.

#### b. While Teaching Process

- 1) The writer applies the lesson.
- 2) The writer shows the cue to the students repeat and practice.
- 3) The writer gives evaluation.

### 3. Observing

In this step, the writer observes the process of teaching learning by using format of observation to collect the data in action plan II.

#### 4. Reflecting

After comparing the score distribution of pre-test and post-test. The writer review and reflect on the attitude and teacher performance whether is positive or negative.

### **D. Data Collections Technique**

To collect the data, the writer used the data collection method as follows:

#### 1. Observation

Observation is data collection method by observing directly to the object that examined. In this observation, the writer make some notes and check list to recheck data. It means to know the activity and the progress of the students in the classroom.

#### 2. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score could be assigned. In this research, the writer use response or action test.

The test is divided by two part as follows:

##### a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

##### b. Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the Clustering Technique whether it is able to improve the student's Descriptive Text Writing Ability.

### 3. Documentation

In this reseach, the writer also used documentation for to know all data about the history of the school, the sum of teacher, official employed and students at SMK PGRI 1 Punggur Central Lampung.

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.<sup>34</sup>

### 4. The Field Note

To collect the data more accurate, the writer uses field note to make easy when analyze the data. This is to know students activities during teaching learning process. It is done after finishing of teaching learning process.

## E. Data Analysis Method.

### 1. Formula of this research

Data analysis will be conducted by taking the average score of the pre-test and post- test in cycle I and cycle II. The formula to get the average of pre-test and post-test as follow:

$$\bar{X} =$$

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<sup>34</sup> Edi Kusnadi, *Metode Penelitian*, Metro:STAIN Metro, 2008,p. 119

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

$\bar{X}$  = Average

$\sum X$  = Total of Scores

N = Total of Students<sup>35</sup>

The data will be conducted in each test by taking the average score of the pre-test and post-test furthermore to know the gain. Then the result is matched by the minimum criteria of writing skills in this class at least 65. If the result score of the students fulfilled more than 65, and 80% of the students has been passed, so the writer can stop the reseach. But if from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in Classroom Action Research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

## 2. Validity and Reliability

### a. Validity

Nana Syaodih Sukmadinata said that, “validity is point out of the data collecting and the data decision that gathered is really quite a wants to be gotten by researcher.”<sup>36</sup>

Based on the explanation above, research that is done really correctness, and of the test has depicted the indicator and the basic competence that involved into curriculum. Test that makes is valid.

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<sup>35</sup> BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

<sup>36</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, PT.Remaja Rosda Karya, Bandung : 2011,p.153

b. Reliability

Reliability is what the instrument can measure something that is measured consistently from time to time.<sup>37</sup>

Based on the explanation above, it means reliability is a research instrument which can be said to have a high reliability value, if the best are made to have accurate results.

**3. Indicator of Success**

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful than cycle I. The students are called success if 80% students get referring to CCM 65. Indicator of the students activity that will be observed that the students can success in writing especially in descriptive text writing if they was completed minimal 5 (50%) indicator in observation sheet of students' activity such as:

- a. Interest in following the class
- b. Respond the topic enthusiastically
- c. Pay attention to the teacher explanation
- d. Focuss on the descriptive text
- e. Understanding about generic structure of descriptive text
- f. Encourage to be more active
- g. Encourage to giving and responding the instructure
- h. Understanding the materials given
- i. Able to make descriptive text
- j. Able to increase their writing ability especially descriptive text writing.

**CHAPTER IV**

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<sup>37</sup> Burhan Nurgiyanto, *op.cit*, p.341

## RESULT OF THE RESEARCH AND DISCUSSION

### A. Description of the Research Location

#### 1. Profil of The School

In this session, the researcher would like to discuss the history of the school, the member of the teachers and staff, the students, organization of the school, and the condition of the school.

##### a. History of SMK PGRI 1 Punggur

SMK PGRI 1 Punggur was built on September 25, 1980. SMK PGRI 1 Punggur is located on state Pendidikan No. 5 Tanggulangin, Punggur. The location is near from the street and situation is peaceful. SMK PGRI 1 Punggur has change leader four times. The first headmaster was Samsudin, A.Ma, the second headmaster was Suratman, S.Pd. The third headmaster is Agus Gunardianta, S.Pd. And the last is Hi.Mardiyono HS, S.Pd. has been headmaster since 2009 until present day.

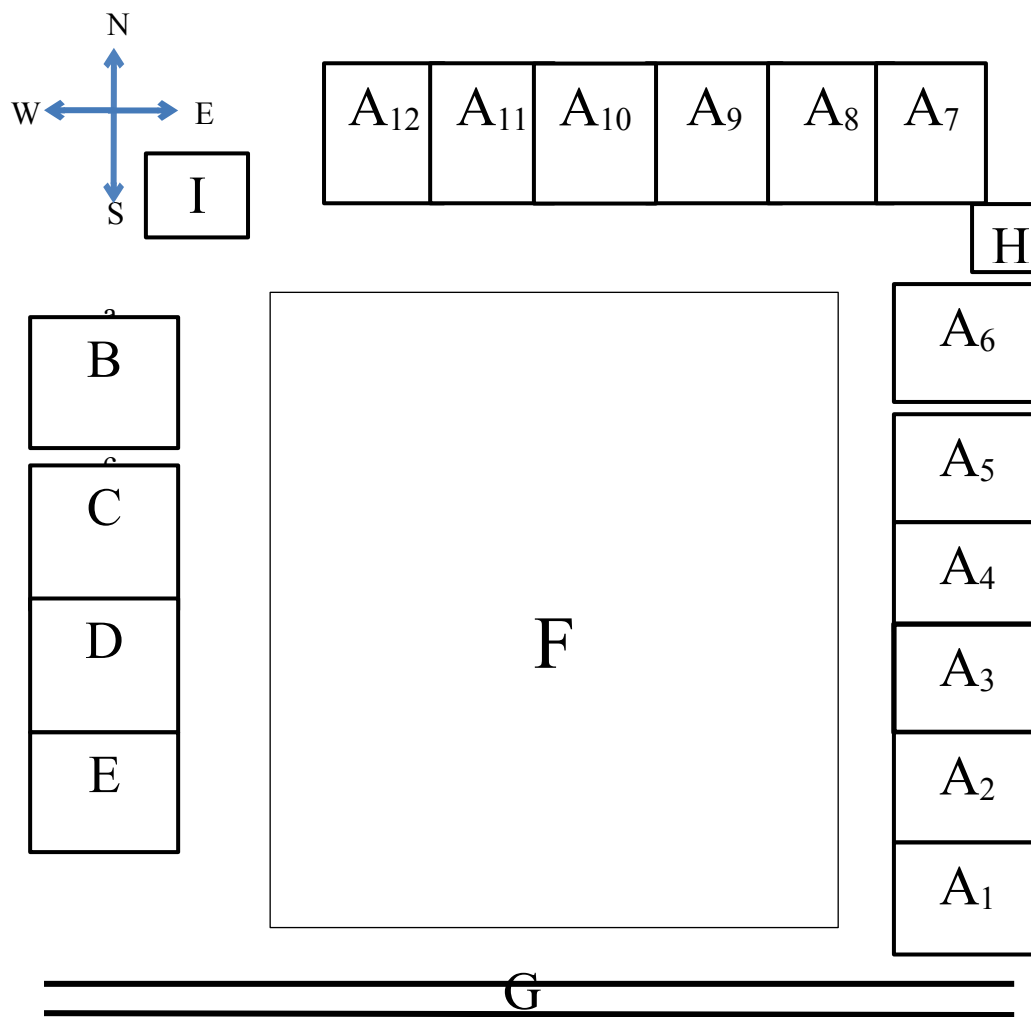
##### b. The Condition of Building

The building in SMK PGRI 1 Punggur consist of:

No	Name of Building	Total of Room
1	The Headmaster Room	1
2	The Teacher Officer Room	1
3	The Class Room	12
4	The Ceremony Yard	1
5	The Library Room	1
6	The Football Field	1
7	Computer Room	1
8	Canteen	1

Figure 2

## The Location State of SMK PGRI 1 Punggur



Note:

- A : Classroom
- B : Headmasters' room
- C : Teachers' room
- D : Computer Room
- E : Warehouse



F : Ceremony yard

G : Gate

H : Toilet

I : Canteen

**c. The Condition of SMK PGRI 1 Punggur**

Schools' name : SMK PGRI 1 Punggur

Schools address : Jl. Pendidikan No.5 Tangulangin Punggur

The status : State-owned

**d. Teacher and Staff Names**

SMK PGRI 1 Punggur has 1 headmaster, 29 teachers, 5 staff officers, 1 office boy and 1 security. The teachers and staff names can be explained as follow :

**Table 1**

**The Teacher and Staff Officer of SMK PGRI 1 Punggur in Academic year 2013/2014**

No	Name	Position
1.	Hi. Mardiyono, S.Pd	Headmaster
2.	Agus Supriyono, S.Pd	Vice Headmaster
3.	Nur Ngaenah, S.Pd	Mathematics Teacher
4.	Sri Listianti, S.Pd	Mathematics Teacher
5.	Salbiah, S.Pd	English Teacher
6.	Asri Pujiastuti, S.Pd	English Teacher
7.	Reni Indasari, S.Pd	Religion Teacher
8.	Sumarno, S.Ag	Religion Teacher
9.	Siti Maimunah, S.Pd	Indonesian Language Teacher
10	Sri Katon, S.Pd	Indonesian Language Teacher
11	Jumiati, S.Pd	Social Science Teacher
12	Watik Rosaini, SE	Social Science Teacher

13	Atik Rahayu, S.Pd	Nature Science Teacher
14	Hano Wibisono, S.Pd	Nature Science Teacher
15	Dwi Fitri Ningsih, S.Pd	Accounting Teacher
16	Kurniasih, S.Pd	Accounting Teacher
17	Mamik Suratmi, S.Pd	Marketing Teacher
18	May Farida, S.Pd	Marketing Teacher
19	Susi Dewi Anggita, S.Pd	Herbivore Teacher
20	Melati Rahayu, S.Pd	Herbivore Teacher
21	Riki Budiman, S.Kom	TKJ Teacher
22	Hendroza, S.Pd	TKJ Teacher
23	Rini Wulandari, S.Pd	Art Teacher
24	Kososim, S.Pd	Sport Teacher
25	Badawi, S.Pd	Sport Teacher
26	Sunarto, S.Pd	Entrepreneurship Teacher
27	Wiwik Sudarmiyanti, S. Pd	Civics Teacher
28	Subandi, S. Pd	Civics Teacher
29	Esti Rahayu, S.Pd	Counselor Teacher
30	Muryati, S.Pd	Counselor Teacher
31	Budi Utomo, S. Pd	Chief Officer
32	Sulastri	Officer
33	Nurmala Sari	Officer

34	Suparman	Officer
35	Darmanto Ali	Officer
36	Wagiran	Office Boy
37	Sugito	Security

*Source: the documentation result at SMK PGRI 1 Punggur on July 15, 2013.*

#### **e. The Students of SMK PGRI 1 Punggur**

In this school there are 302 students of all from grade X until XII, 141 are male and 161 are female. Each grade divided into 4 classes there are Accounting, Marketing, TKJ and Herbivore. Average the students in the class are above 25 students or more.

**Table 2**

#### **The Number of Students of SMK PGRI 1 Punggur in the Academic Year 2013/2012**

No	Class	Male	Female	Total
1.	I	43	54	97
2.	II	53	50	103
3.	III	45	57	102
<b>Total</b>		<b>141</b>	<b>161</b>	<b>302</b>

*Source: the documentation result at SMK PGRI 1 Punggur on July 15, 2013.*

#### **B. Description of Finding**

This research was conducted in two cycles, since the research indicator had been reached at the cycle II. Starting from the cycle I was conducted in July 15<sup>th</sup>, 2013 and then the cycle II were conducted in July 22<sup>th</sup>, 2013. Each cycle consist of planning, acting, observing and reflecting.

## 1. Cycle I

### a. Planning

In the planning, the researcher and collaborator (Mrs. Asri Pujiastuti, S.Pd) gave the materials. Previously, the researcher explained the principles of structural pattern drills in the lesson plan. It was too helped in understanding the process of teaching simple sentence through structural pattern drills. Then, researcher prepared students' observation sheet in order to see students' participation during teaching learning process, and the researcher prepared test in order to see students' ability in writing descriptive text.

### b. Action

The implementation of this cycle I was conducted in three meeting. In first cycle before the researcher gave treatment to the student, the researcher given pre-test to the students. The pre-test was conducted on Monday, July 15, 2013. In the first stage, the researcher opened the lesson with greeting, praying together, asking condition the students communicate goals of learning to be delivered today. The material was description about "my best friend".

The next stage was the researchers introduced the technique to be used in the learning process and demonstrate to the students about the

lesson today. The students watched to the researcher explanation the material.

At the end activities the researcher gave conclusion of learning today and provided post-test to the students to see the students' understanding of the material was submitted during the learning process.

#### 1) The First Meeting

The first meeting was conducted on Monday, July 15, 2013 at 12.15 – 13.35 p.m. This meeting was opened by greeting, praying, and checking attendance list, asking condition the students communicate goals of learning to be delivered today. The next action the researcher gave question. For example: “do you know descriptive text?” “What is it?” Then the researcher asked the students to describe their brother/sister and make descriptive text. Most of all the students were confused and said that is was very difficult to do.

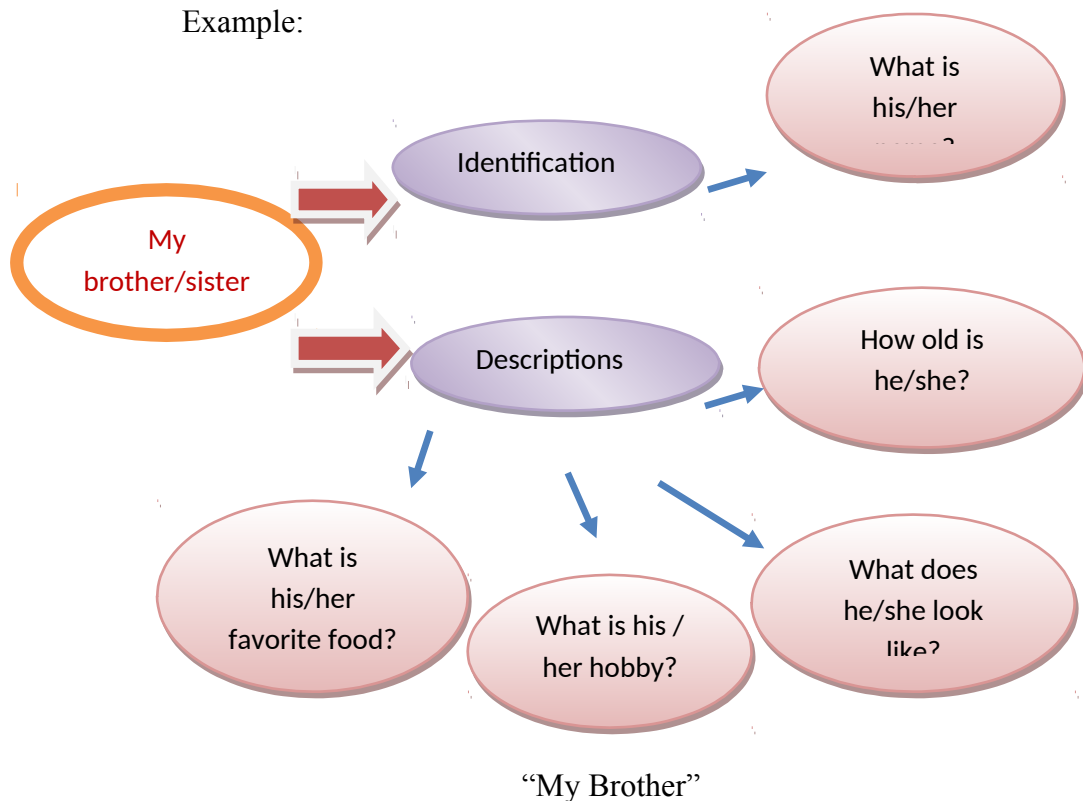
In this meeting the students got difficulty to answer well because the researcher just gave the question and the task without treatment before. The researcher also did not give the explanation. In this meeting only 8 of 23 students (34.78%) could make descriptive text.

#### 2) The Second Meeting

The second meeting was conducted on Tuesday, July 16, 2013 at 08.50 – 10.10 a.m. This meeting was opened by greeting, praying, and checking the attendance list, asking condition the student, the next the researcher gave question.

In this meeting, the researcher reviewed the test that the student have done at the first meeting a moment. Then the researcher explained how to make descriptive text by using clustering technique. The researcher wrote clustering technique on the white board

Example:



*Identification:* I have one brother. His mane is Dimas Azi Rajab Aizar, I usually call him Mas, because when I was child, I just can call the last her name.

*Descriptions:* Mas is 17 years old. He is very handsome. He has a pointed nose, curly back hair, and white skin. He is tall and slim. He has many hobbies such as swimming, reading, and playing football. He plays football every Sunday in the yard near my house with his friend.

In this meeting, the students began to be active. They also began to be interested to the material. During discussion the researcher visited each student and correct answer. After finishing, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together, and gave homework according this material.

### 3) The Third Meeting

The last meeting in cycle I was conducted on Friday, July 19, 2013, at 07.30 – 08.50 a.m. This meeting was opened by greeting, playing and checking the attendance list. In this meeting the researcher reviewed treatment in the last meeting and the next the researcher gave post-test to see the students' understanding of the material that was submitted during the learning process. In this meeting only 18 of 23 students (78.26%) could make descriptive text.

## **1. Observing**

### 1. The Success of the Product

In observation of teacher's action the researcher presented three meetings in cycle I of learning descriptive text. The researcher explained the material about descriptive text and the technique to comprehend descriptive text easily . Although the researcher had explained the material but the students were still confused and got difficulties to make descriptive text. The students who got score 65 or more at pre test in cycle I only 8 students of 23 students.

In the second meeting the students more active and interested in teaching learning process. In the post test of cycle I only 18 students of 23 students who got score 65 or more.

The result of students' score at the pre test of the cycle I could be seen as follows:

**Table 4**  
**The Students Pre-test Result**

<b>No</b>	<b>Name</b>	<b>Students' Score</b>
1.	<b>AG</b>	<b>52</b>
2.	DE	67
3.	DS	67
4.	DW	65
5.	<b>EN</b>	<b>53</b>
6.	ER	67
7.	FE	<b>50</b>
8.	FI	65
9.	<b>FR</b>	<b>61</b>
10.	<b>FS</b>	<b>63</b>
11.	<b>HU</b>	<b>63</b>



12.	<b>ID</b>	<b>53</b>
13.	<b>JU</b>	<b>45</b>
14.	<b>LE</b>	<b>65</b>
15.	<b>ME</b>	<b>67</b>
16.	<b>NO</b>	<b>59</b>
17.	<b>PR</b>	<b>41</b>
18.	<b>RI</b>	<b>62</b>
19.	<b>SA</b>	<b>54</b>
20.	<b>SE</b>	<b>65</b>
21.	<b>SI</b>	<b>59</b>
22.	<b>VE</b>	<b>59</b>
23.	<b>YO</b>	<b>59</b>
<b>Total</b>		<b>1243</b>
<b>Average</b>		<b>54.04</b>
<b>Highest Score</b>		<b>67</b>
<b>Lowest Score</b>		<b>41</b>
<b>Student Pass</b>		<b>34.78 %</b>

**Table 5**  
**Distribution of Students' Score at Pre-Test**

<b>No.</b>	<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Note</b>
1	85 – 100	0	0 %	-
2	75 – 84	0	0 %	-
3	65 – 74	8	34.78 %	Pass
4	55 – 64	8	34.78 %	Failed
5	40 – 54	7	30.44 %	Failed
	0 – 39	0	0 %	-
<b>Total</b>		<b>23</b>	<b>100 %</b>	

Based on the table above, it can be seen that 8 students (34.78 %) were passed and 15 students (65.22 %) were failed. The complete students were the students which fulfill the CCM at SMK PGRI 1 Punggur at least 65. The result of pre-test, we got average 54.04. So, the result was unsatisfactory. It

was the reason why the researcher used clustering technique as an alternative technique to increase the students' writing ability.

After knowing the result of pre-test the researcher gave the post test to know the increasing at the cycles I. The table below showed the result of student score at the post test cycle I:

**Table 6**  
**The Result of Post-testat Cycle 1**

<b>No</b>	<b>Name</b>	<b>Students' Score</b>
1.	AG	65
2.	DE	69
3.	DS	68
4.	DW	67
5.	<b>EN</b>	<b>56</b>
6.	ER	70
7.	<b>FE</b>	<b>60</b>
8.	FI	65
9.	FR	65
10.	FS	65
11.	HU	66
12.	ID	69
13.	<b>JU</b>	<b>63</b>
14.	LE	66
15.	ME	71
16.	<b>NO</b>	<b>62</b>
17.	<b>PR</b>	<b>52</b>
18.	RI	70
19.	SA	65
20.	SE	67
21.	SI	65
22.	VE	69
23.	YO	67
<b>Total</b>		<b>1502</b>
<b>Average</b>		<b>65.30</b>
<b>Highest Score</b>		<b>71</b>
<b>Lowest Score</b>		<b>52</b>
<b>Student Pass</b>		<b>78.26 %</b>

**Table 7**  
**Distribution of Post Test at Cycle I**

<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
85 – 100	0	0 %
75 – 84	0	0 %
65 – 74	18	78.26 %
55 – 64	5	21.74 %
40 – 54	0	0 %
0 – 39	0	0 %
<b>Total</b>	<b>23</b>	<b>100 %</b>

Based on the table above, it can be seen that 18 students (78.26%) were passed and 5 students (21.74 %) were failed. The criteria of students who was successful in mastering the material was the students who got minimum score at least 65, while the class could be said successful in achieving the material if 80 % of the students got score at least 65. The fact showed that the result was unsatisfactory.

## 2. The Success of the Process

To know the students' activities in the class the researcher used the observation sheet and the table of students' observation sheet in cycle I. The students' activities in cycle I showed that not all of the students active in the teaching learning process. The result of the students' activities can be seen on table:

**Table 8**  
**The Students' Activities Result at Cycle 1**

<b>No</b>	<b>Name</b>	<b>Second Meeting</b>		<b>Third Meeting</b>		<b>Category</b>
		<b>Activities</b>	<b>Percentage (%)</b>	<b>Activities</b>	<b>Percentage (%)</b>	
1.	AG	3	30 %	5	50 %	Increase

2.	DE	6	60 %	7	70 %	Increase
3.	DS	6	60 %	6	60 %	Constant
4.	DW	5	50 %	6	60 %	Increase
5.	EN	3	30 %	4	40 %	Increase
6.	ER	7	70 %	7	70 %	Constant
7.	FE	3	30 %	4	40 %	Increase
8.	FI	5	50 %	6	60 %	Increase
9.	FR	4	40%	6	60 %	Increase
10.	FS	4	40 %	5	50 %	Increase
11.	HU	4	40 %	5	50 %	Increase
12.	ID	3	30 %	4	40 %	Increase
13.	JU	2	20 %	3	30%	Increase
14.	LE	5	50 %	7	70 %	Increase
15.	ME	6	60 %	5	50 %	Decrease
16.	NO	4	40 %	6	60 %	Increase
17.	PR	2	20 %	4	40 %	Increase
18.	RI	5	50 %	4	40 %	Decrease
19.	SA	3	30 %	5	50 %	Increase
20.	SE	4	40 %	6	60 %	Increase
21.	SI	3	30 %	5	50 %	Increase
22.	VE	4	40 %	5	50 %	Increase
23.	YO	4	40 %	6	60 %	Increase
<b>Total</b>			<b>950 %</b>	<b>Total</b>	<b>1210 %</b>	
<b>Average</b>			<b>41.30 %</b>	<b>Average</b>	<b>52.61 %</b>	<b>Increase</b>

Note:

$\leq 50\%$  : Not Active

$\geq 50\%$  : Active

**Table 9**  
**Distribution of the Students' Activities Result at Cycle I**

<b>Meeting</b>	<b>Activities <math>\geq 50\%</math> (students)</b>	<b>Percentage (%)</b>
Second Meeting	8	34.78 %
Third Meeting	17	73.91 %
<b>Average</b>		<b>54.34 %</b>

Form the table of class observation in third meeting we can see that percentage of the students' activities was 73.91 % (17 students) from 23 students and 26.09 % (6 students) not active yet. And the average of the

students' activity is 54.34 % from the total of students. And the result of the teachers' activities can be seen on the table:

**Table 10**  
**The Teachers' Activity at Cycle 1**

<b>No</b>	<b>Aspect of the Research</b>	<b>VG</b>	<b>G</b>	<b>F</b>
1	Teacher opening the lesson	√		
2	Give motivation		√	
3	Correlative with the last material		√	
4	Mastery in give the lesson		√	
5	Based on indicator	√		
6	Clearly in explanation the verb by using flash cards		√	
7	As facilitator		√	
8	Control the class		√	
9	Asking to the students	√		
10	Give the students time to make question	√		
11	Give the students time to answer the question		√	
12	Make the students active			√
13	Make conclusion	√		
14	Give the students assignment	√		
15	Give evaluation	√		
<b>Total</b>		<b>7</b>	<b>7</b>	<b>1</b>
<b>Score</b>			<b>36</b>	

Where:

VG (Very Good) : 3 Score

G (Good) : 2 Score

F(Fair) : 1 Score

Based on the table that was prepared to submit the data in cycle 1, it can be seen that the planning of the teaching learning got the 7 good category and 7 very good categories.

Nevertheless in controlled the students' is not good enough, it is caused some of them like speak loudly in the class. So it made the class noisy and made their friend low to focus on the lesson.

#### **d. Reflecting**

Based on the result of the post test in cycle I, it could be said that most of the students got difficulty in instructional process. It is happened because the students have not used clustering technique yet. Occasionally in doing the task, they did not understand how to make discriptive text. They were also confused because they had to imagine their ideas. In this meeting, most of the students were also in active and felt bored following the class.

After the researcher gave the treatment in second and third meeting, it could be said that clustring technique has positive effect to the result of the first and the last meeting in cycle I. Although the students who got score more that 65 only a few, there is increase in it.

## **2. Cycle II**

### **a. Planning**

In the planning, the researcher and collaborator (Mrs. Asri Pujiastuti, S.Pd), gave the materials with the theme my favorite place. Previously, the researcher explained the principles of clustering technique in the lesson plan. It was to help in understanding the process of teaching writing descriptive text by using clustering technique. Then, she prepared students' observation sheet in order to see students' participation during

teaching learning process, and the researcher prepared test in order to see students' writing ability.

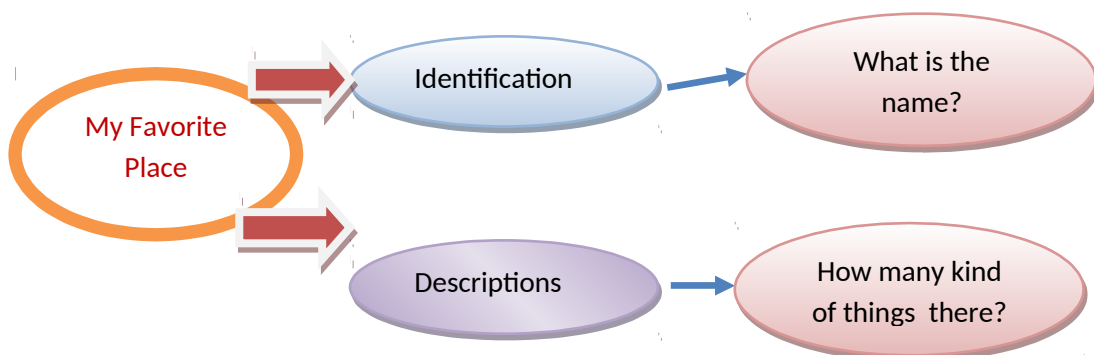
## b. Action

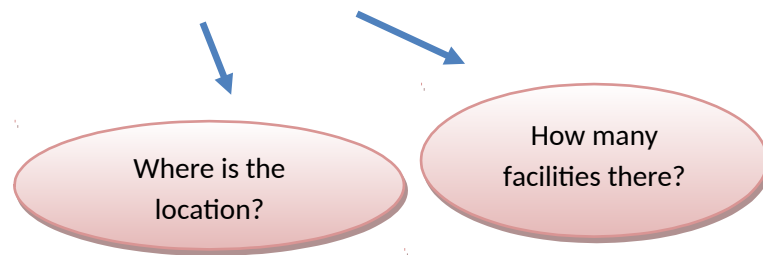
The action of this cycle was conducted in two meeting. The first meeting was conducted on Tuesday, July 23, 2013. This meeting was opened by greeting, praying, checking the attendance list, and gave question related to the material. After that the researcher gives the treatment with used clustering technique and the last teaching students giving homework.

### 1. The First Meeting

The first meeting was conducted on Tuesday. July 23, 2013 at 08.50 – 10.10 a.m. This meeting was opened by greeting, praying, and checking attendance list. The next action the researcher gave question. For example: Can you mention your favorite place? Than the researcher explain how to discribe something and how to make descriptive text by using clustering technique. The next the researcher asked some students to discribe their favorite place. After that the researcher asked some students to wrote clustering technique on the whiteboard, and correct together.

Example:





### “My Favorite Place”

*Identification:* Mutun beach is my favorite place. Mutun beach is a beautiful beach in Lampung. I love mutun beach very much.

*Descriptions:* There are many kind of facilities such as toiled, rest area, canteen, mosque, restaurant, banana boot, water boom, etc. The location of mutun beach is not far from the center city of Bandar Lampung, just needed of 15 minutes to arrived in mutun beach.

In this meeting, the students began more active. They also began to be interest to the material. During discussion the researcher visited some students and correct answer. After finishing, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together, and gave homework according this material.

## 2. The Second Meeting

The last meeting was conducted on Friday, July 26, 2013 at 07.30 – 08.50 a.m. This meeting was opened by greeting, praying, checking the attendance list and giving the question for the students.



After that the researcher reviewed in the last meeting and the researcher gave post-test to see the students understand of the material that was submitted during the learning process. In this meeting all of the students (100%) could make descriptive text.

## b. Observing

### 1) The Success of the Product

In observation of teacher's action the researcher presented two meeting in cycle II. The researcher explained the material and gave treatment which can be used to comprehend the test.

After knowing the result of pre test the researcher gave the post test to know the increasing at the cycles II. In the second meeting the students more active and interested in teaching learning process. In the post-test at cycle II all of the students got score 65 or more. The table below showed the result of student score at the post test cycle II:

**Table 11**  
**The Result of Post-test at Cycle II**

No	Name	Students' Score
1.	AG	73
2.	DE	73
3.	DS	71
4.	DW	72
5.	EN	65
6.	ER	72
7.	FE	65
8.	FI	70
9.	FR	70
10.	FS	65
11.	HU	68
12.	ID	72
13.	JU	65
14.	LE	70
15.	ME	74
16.	NO	71
17.	PR	65
18.	RI	71
19.	SA	65

20.	SE	70
21.	SI	71
22.	VE	70
23.	YO	71
<b>Total</b>		<b>1599</b>
<b>Average</b>		<b>69.52</b>
<b>Highest Score</b>		<b>74</b>
<b>Lowest Score</b>		<b>65</b>
<b>Student Pass</b>		<b>100 %</b>

**Table 12**  
**Distribution of the Result of Post-testat Cycle II**

<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
65 – 67	6	26.09 %
68 – 70	6	26.09 %
71 – 73	10	43.48 %
74 – 76	1	4.34 %
77 – 79	0	0
<b>Total</b>	<b>23</b>	<b>100 %</b>

The table above showed that the result of post test can fulfill the score of CCM (65) where there 100 % of students (23 students) who were passed. The result of post test showed that lowest score was 65 and the highest score was 74. The average score of post test was 69.52. It showed that they were successful in instructional activities, because 100 % students got score  $\geq 65$ . And post test was given to see the students' writing ability in cycle II. I gave post test in the last meeting on cycle II.

## 2) The Success of the Process

To know the students' activities in the class the researcher used the observation sheet and the table of students' observation sheet in the cycle II. In this cycle the students were seriously following the class. They interested to answer the questions. It could be seen from the increasing of

students' activities in post-test at cycle II. Below the table of the students' activities on cycle II:

**Table 13**  
**The Result of the Students' Activities at Cycle II**

No	Name	First Meeting		Second Meeting		Category
		Activities	Percentage (%)	Activities	Percentage (%)	
1.	A	7	70.0	8	80.0	Increase
2.	G	9	0%	9	0%	
3.	D	7	90.0	8	90.0	Constant
4.	E	8	0%	9	0%	
5.	D	6	70.0	5	80.0	Increase
6.	S	7	0%	8	0%	
7.	D	7	80.0	7	90.0	Decrease
8.	W	7	0%	8	0%	
9.	E	7	60.0	8	50.0	Increase
10.	N	5	0%	6	0%	
11.	E	6	70.0	7	80.0	Decrease
12.	R	8	0%	9	0%	
13.	F	4	70.0	6	70.0	Increase
14.	E	7	0%	8	0%	
15.	F	10	70.0	10	80.0	Increase
16.	I	6	0%	7	0%	
17.	F	4	70.0	7	80.0	Constant
18.	R	6	0%	9	0%	
19.	F	7	50.0	4	60.0	Increase
20.	S	8	0%	8	0%	
21.	H	7	60.0	8	70.0	Constant
22.	U	7	0%	9	0%	
23.	I	8	80.0	9	90.0	Increase
	D		0%		0%	
	J		40.0		60.0	Increase
	U		0%		0%	
	L		70.0		80.0	Increase
	E		0%		0%	
	M		100%		100%	Increase
	E					

	N O P P R I S A S S E S I V E Y O	60.0 0 % 40.0 0 % 50.0 0 % 70.0 0 % 80.0 0 % 70.0 0 % 70.0 0 % 80.0 0 %		70.0 0 % 70.0 0 % 75.0 0 % 40.0 0 % 80.0 0 % 80.0 0 % 90.0 0 % 80.0 0 %	Inc rea se Inc rea se Inc rea se Inc rea se Inc rea se Co nst ant Inc rea se Inc rea se Inc rea se De cre ase Co nst ant Inc rea se Inc rea se Inc rea se
	Tot al	158 0 %	Tot al	177 0 %	
	Av	68.7	Av	76.9	Inc

era ge	0 %	era ge	6 %	rea se
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Note :  $\leq 50\%$  : Not Active

$\geq 50\%$  : Active

**Table 14**  
**Distribution of the Result of Students' Activities at Cycle II**

Meeting	Activities $\geq 50\%$ (Students)	Percentage (%)
First Meeting	21	91.30 %
Second Meeting	22	95.65 %
<b>Average</b>		<b>93.47 %</b>

Based on the table of class observation, it can be seen that percentage of the students' activity in second meetings 95.65 % (22 students) from 23 students was active and 4.35 % (1 student) was not active. And the average of the students' activity in cycle II 93.47% from the total of the students. And the table of the teachers' activities as follow:

**Table 15**  
**The Result of the Teachers' Activity at Cycle II**

N o	Aspect of the Research	VG	G	F
1	Teacher opening the lesson	√		
2	Give motivation	√		
3	Correlative with the last material	√		
4	Mastery in give the lesson	√		
5	Based on indicator	√		
6	Clearly in explanation the verb by using flash cards	√		
7	As facilitator	√		
8	Control the class	√		
9	Asking to the students	√		
10	Give the students time to make question	√		

11	Give the students time to answer the question	√		
12	Make the students active	√		
13	Make conclusion	√		
14	Give the students assignment	√		
15	Give evaluation	√		
<b>Total</b>		<b>15</b>		
<b>Score</b>		<b>45</b>		

Where:

VG (Very Good) : 3 Score

G (Good) : 2 Score

F (Fair) : 1 Score

Based on the table that was prepared to submit the data in cycle II, it can be seen that the planning of the teaching learning got the score 45 very good category. So there was the increasing from the activity of teacher which done from the cycle I is about 36 and cycle II to be 45.

### c. Reflecting

Based on the result of observation learning process in cycle II, it could be said that the teaching learning process by using clustering technique has achieved the CCM of the research. This success caused the researcher has revised and improved the teaching learning process in cycle I.

In the second cycle, the students were also active to do the task than before. They felt have motivation in doing the task. So, the result they can increase their ability in writing descriptive text. The researcher stopped her reasearch in cycle II.

## C. Interpretation

### 1. Interpretations and Learning Result at Cycle I

**Table 15**  
**The Result of the Students' Score at Cycle I**

No	Name	Students' Score				Category
		Pre-test Cycle I	Post-test Cycle I	Increasing	Percentages (%)	
1.	AG	52	65	13	25 %	Increase
2.	DE	67	69	3	4.48 %	Increase
3.	DS	67	68	1	1.50 %	Increase
4.	DW	65	67	2	3.08 %	Increase
5.	EN	53	56	3	5.66 %	Increase
6.	ER	67	70	3	4.48 %	Increase
7.	FE	50	60	10	20 %	Increase
8.	FI	65	65	0	0	Constant
9.	FR	61	65	4	6.58 %	Increase
10.	FS	63	65	2	3.17 %	Increase
11.	HU	63	66	3	4.76 %	Increase
12.	ID	53	69	16	30.19 %	Increase
13.	JU	45	63	18	40 %	Increase
14.	LE	65	66	1	1.54 %	Increase
15.	ME	67	71	4	5.97 %	Increase
16.	NO	59	62	3	5.08 %	Increase
17.	PR	41	52	11	26.83 %	Increase
18.	RI	62	70	8	12.90 %	Increase
19.	SA	54	65	11	20.37 %	Increase
20.	SE	65	67	2	3.08 %	Increase
21.	SI	59	65	6	10.17%	Increase
22.	VE	59	69	10	16.95 %	Increase
23.	YO	59	67	8	13.56 %	Increase
<b>Total</b>		<b>1243</b>	<b>1502</b>			<b>Increase</b>
<b>Average</b>		<b>54.04</b>	<b>65.30</b>			<b>Increase</b>

*Source: Table of the result Score of Pre-test and Post-test I*

In this research pre-test and post-test has done individually. It has aimed to know the ability of the students before and having a treatment. From the result of pre-test and post-test in cycle I, it can be inferred that there was increasing from the students result score. It can be seen from average 54.04 becomes 65.30.



**Table 16**  
**The Result of the Students' Activities at Cycle I**

No	Activities	Meeting			Percentage (%)	Category
		Second Meeting	Third Meeting	increasing		
1.	≥ 50 %	8	17	9	112.5 %	Increasing
2.	≤ 50 %	15	6	-9	-60 %	Decreasing
Total		23	23			

From the result of the students' activities in cycle I, in the second meeting was 8 students (37.78 %) were active and 15 students (65.22 %) were not active yet. And in the third meeting was 17 students (73.91 %) were active and 6 students (26.09 %) were not active yet. It can be inferred that there was increasing from the students' activities.

## 2. Interpretations and Learning Result at Cycle II

In cycle II, English learning process was successfully, and the students' average was increase. Nevertheless, there is an improvement score of the students' post-test II than post-test I. This is table of illustration score in cycle II, as follow:

**Table 17**  
**The Result of the Students' Score at Cycle II**

No	Name	Students' Score				Category
		Post-test Cycle I	Post-test Cycle II	Increasing	Percentages (%)	
1.	AG	65	73	8	12.31 %	Increase
2.	DE	69	73	4	5.80 %	Increase
3.	DS	68	71	3	4.41 %	Increase
4.	DW	67	72	5	7.46 %	Increase
5.	EN	56	65	9	16.07 %	Increase
6.	ER	70	72	2	2.86 %	Increase
7.	FE	60	65	5	8.33 %	Increase
8.	FI	65	70	5	7.70 %	Increase
9.	FR	65	70	5	7.70 %	Increase

10.	FS	65	65	0	0	Constant
11.	HU	66	68	2	3.03 %	Increase
12.	ID	69	72	3	4.35 %	Increase
13.	JU	63	65	2	3.17 %	Increase
14.	LE	66	70	4	6.06 %	Increase
15.	ME	71	74	3	4.22 %	Increase
16.	NO	62	71	9	14.52 %	Increase
17.	PR	52	65	13	25 %	Increase
18.	RI	70	71	1	1.43 %	Increase
19.	SA	65	65	0	0	Constant
20.	SE	67	70	3	4.48 %	Increase
21.	SI	65	71	6	9.23 %	Increase
22.	VE	69	70	1	1.45 %	Increase
23.	YO	67	71	4	5.97 %	Increase
<b>Total</b>		<b>1502</b>	<b>1599</b>			<b>Increase</b>
<b>Average</b>		<b>65.30</b>	<b>69.52</b>			<b>Increase</b>

Source: Table of the result Score of Post Tes I and Post test II

From the result of post-test I and post-test II, we know that there was an increasing from the result score. It can be seen from the average score both of test. The average score in post-test I was 65.30%, and the average score in post-test 2 was 69.52%.

**Table 18**

**The Result of the Students' Activities at Cycle II**

No	Activities	Meeting			Percentage (%)	Category
		First Meeting	Second Meeting	increasing		
1.	≥ 50 %	21	22	1	4.76 %	Increasing
2.	< 50 %	2	1	-1	-50 %	Decreasing
Total		23	23			

From the result of the students' activities of cycle II, in first meeting was 21 students (91.30 %) were active and 2 students (8.70 %) were not active yet. And in second meeting was 22 students (95.65 %) were active and 1

student (4.35 %) was not active yet. It can be inferred that there was increasing from the students' activities.

### 3. Interpretations and Learning Result at Cycle I and II

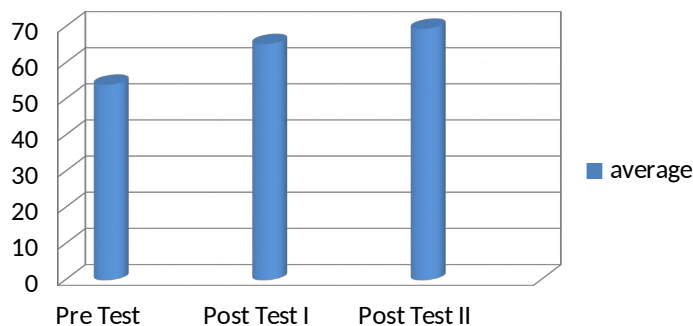
Preparing the table in order to prove whether, there is any difference between the result of pre-test and post-test at the tenth graders of SMK PGRI 1 Punggur.

**Table 19**  
**The Increasing of Students Scores at Cycle 1 and Cycle II**

No	Name	Students' Result			Category
		Pre-test	Post-test Cycle I	Post-test Cycle II	
1.	AG	52	65	73	Increase
2.	DE	67	69	73	Increase
3.	DS	67	68	71	Increase
4.	DW	65	67	72	Increase
5.	EN	53	56	65	Increase
6.	ER	67	70	72	Increase
7.	FE	50	60	65	Increase
8.	FI	65	65	70	Increase
9.	FR	61	65	70	Increase
10.	FS	63	65	65	Increase
11.	HU	63	66	68	Increase
12.	ID	53	69	72	Increase
13.	JU	45	63	65	Increase
14.	LE	65	66	70	Increase
15.	ME	67	71	74	Increase
16.	NO	59	62	71	Increase
17.	PR	41	52	65	Increase
18.	RI	62	70	71	Increase
19.	SA	54	65	65	Increase
20.	SE	65	67	70	Increase
21.	SI	59	65	71	Increase
22.	VE	59	69	70	Increase
23.	YO	59	67	71	Increase
<b>Total</b>		<b>1243</b>	<b>1502</b>	<b>1599</b>	<b>Increase</b>

<b>Average</b>	<b>54.04</b>	<b>65.30</b>	<b>69.52</b>	<b>Increase</b>
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**The Graph 3**  
**The Comparison of the Average of Pre-test, Post-test 1 and Post-test 2**



Based on the table of the data of cycle II showed that the result of post-test can fulfill the CCM where all of the students or 100 % of students (23 students) who were success. The result of post test showed they lowest score was 65 and the highest score was 74. The average score was 69.52. It showed that they were successful in instructional activities, because 100 % of all students got score 65 or more. And the students' activities were increasing from cycle I and cycle II. And the researcher stops her research on the cycle II.

**Table 19**  
**The Increasing of Students' Activities at Cycle 1 and Cycle II**

No.	Meeting	Activities	Percentage (%)
1	Cycle I	17	73.91 %
2	Cycle II	22	95.65%
		<b>Total</b>	<b>169.56%</b>
		<b>Average</b>	<b>84.78 %</b>

Based on the table, it could be concluded that there was an increasing of students learning activity. It can look on the result of observation sheet in

cycle I that is 73.91%. In addition, the result of observation sheet in cycle II are 95.65%. It means that clustering technique have positive effect toward the teaching and learning process, especially in increasing the students' learning activities in the classroom.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Having conducted the research and analyzed all data in process of increasing the students' descriptive text writing ability through clustering technique at the tenth grade of SMK PGRI 1 Punggur Central Lampung, the researcher draws the conclusion as follows:

1. Clustering technique can increase the students' writing ability in writing descriptive text. By applying clustering technique make students to be interested on following the class. They feel enjoy in doing the task. Clustering Technique gave a new situation and new way in teaching writing especially descriptive text writing. It was shown by students' reaction when they were given the second treatment on cycle II. The average score at pre-test and post-test shows that there is progressing score. The average score at pre-test is 54.04, at post-test in cycle I is 65.30, it was increase 11.26 point, the average score at post-test in cycle II is 69.52, it was increase 15.48 point better than post-test I. The percentages of the students' pass at pre-test is 34.78 %, at post-test I is 78.26 %, and post-test II is 100%.

2. Clustering as alternative technique to teach writing especially descriptive text writing and increase the students' writing ability. It can be seen from the result of the process and learning result that were reflected by the increase of the students' participation in every activity. It was revealed that the students' activity at cycle I is 54.34 %, and at cycle II is 93.47 %.

This concluded that, in teaching writing by using clustering technique can increase the students' descriptive text writing ability at SMK PGRI 1 Punggur Central Lampung. Clustering technique make the students are interested in teaching English.

#### **B. Suggestion**

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

Considering the advantages of clustering technique, it is suggested that the English teacher of the class apply clustering technique as an alternative way in teaching descriptive text. It is supported by the result finding that clustering technique not only help the teacher increase the students' descriptive text writing ability but also teacher's performance and students' participation. Clustering technique helps the students activity involved during teaching learning process.

The teacher is expected to be motivation the students in order to be exited in learning English since many students regard English subject is difficult to learn. Based on the informal interview with some students in the outside of the class, many students said that they did not like learning English because it was difficult to

understand. Therefore, the teacher should motivate them in order to be more enthusiasm in learning English.

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## Curriculum Vitae

The writer was born at Punggur, October 15<sup>th</sup>, 1991. She is the first daughter of Mr. Bambang Supriantoro and Mrs. Mamik Suratmi.



Enrolling in kindergarten Pertiwi I Totokaton, in 1996-1997 made her ready to continue his study at SD Negeri I Totokaton since 1997-2003. Indeed six years had been a long journey to pass her study in the elementary school, while he had so many friends to leave. In line with her focus of the study, she decided to extend her study in SLTP N 2 Metro in 2003-2006. After graduating from SLTP N 2 Metro, she continued her study in SMA N 1 Metro for three years (2006-2009). Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2009/2010. She has been in English Education Study Program since the academic year of 2009/2010 up to now.

