DEVELOPING STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT THROUGH CLUSTERING TECHNIQUE
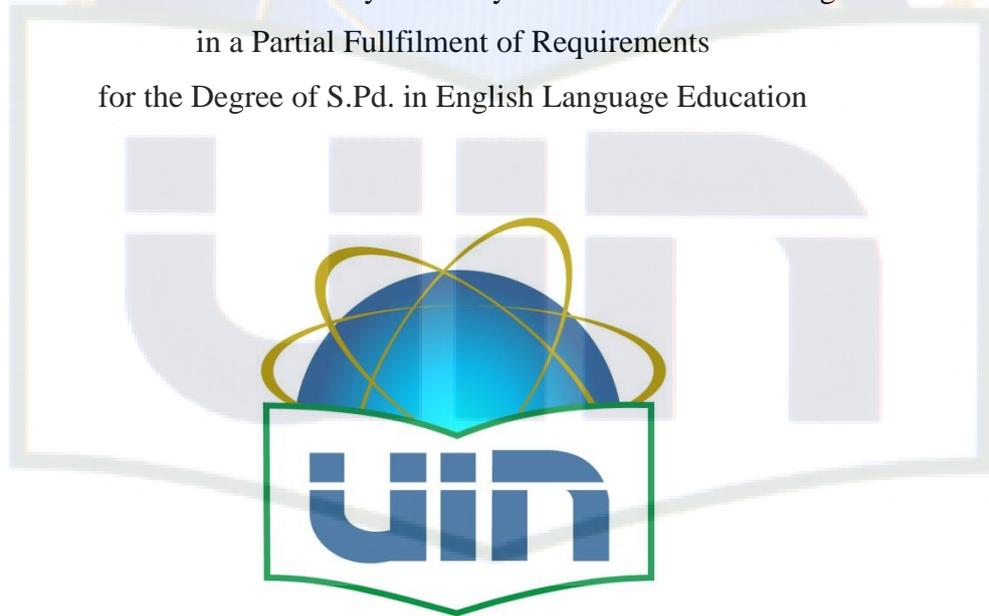
(A Classroom Action Research at the First Grade of SMPN 38 Bekasi)

"Skripsi"

Presented to the Faculty of Tarbiyah and Teachers Training

in a Partial Fullfilment of Requirements

for the Degree of S.Pd. in English Language Education

By

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY

JAKARTA

2011

DEVELOPING STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT THROUGH CLUSTERING TECHNIQUE

(A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi)

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In a Partial Fulfillment of the Requirements

For the Degree of S.Pd. in English Language Education

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JAKARTA
2011

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Irfan Fahmi

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The Examination Committee of the Faculty of Tarbiya and Teachers' Training certifies that the 'skripsi' (scientific paper) entitled **"Developing Students' Writing Ability of Descriptive Text Through Clustering Technique."**, written by **Irfan Fahmi**, student's registration number **106014000390**, was examined by the committee on June 10, 2011 and was declared to have passed and have fulfilled one of the requirements for the degree of S.Pd in English Language Education of Department of English Education.

Jakarta, June 10 2011

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ABSTRACT

Irfan Fahmi. 106014000390. *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique. (A Classroom Action Research at VII-4 Class of SMPN 38 Bekasi).* Skripsi, Department of English Education Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State Islamic University Jakarta. Advisor: Drs. Sunardi Kartowisastro, Dipl. Ed.

Key Words: Writing, Descriptive Text, Clustering Technique.

Writing is one of the language skills that is very important for students in learning English, because writing makes special contribution to the way students think and learn. Based on the curriculum recomdended by the government, students at first grade of Junior High School have to master two kinds of text; one of them is descriptive text. Descriptive text is a text about the way of person, places, or things appear. In descriptive text, the students appeal imagination and perceptive senses to make reader taste, hear, see, smell, and feel as they present a vivid word of the subject.

A small scale survey shows that students' problems in writing descriptive text are as follows: limited vocabularies, no ideas to write about, difficulty in organizing ideas, no motivation to write and lack of confidence in grammar. At the beginning of writing activity, students have to find out the ideas what they want to write about. Therefor, developing ideas for making a composition should be conducted by teacher in writing activity. In this research, the writer will try to apply Clustering Technique. This technique is expected to overcome the problem that occurs in the field.

This research is aimed to find out whether teaching writing of descriptive text using clustering technique is effective to improve students' writing skill of descriptive text at VII-4 class of SMPN 38 Bekasi. In conducting this research, the writer uses Classroom Action Research (CAR) of Kurt Luwin's design: Planing, Acting, Observing, and Reflecting. The instruments that are used in this research are the English test sheet, observation sheets, Questionnaire sheets and interview.

Based on the research results, the application of learning writing skill of descriptive text through clustering technique has improved. Before the implemantation of research (pre-test), among 47 students there were only 13 students or 27.66% who passed the criterion of minimum completeness (KKM) 70, and the mean of pretest is 54,46. In the end of cycle three, the result of the posttest showed that there were 47 students or 100% who passed the criterion of minimum completeness with the mean of postest about 87,12. In addition, students' responses to learn are generally positive. Based on these findings, it can be concluded that the application of clustering technique can improve students' writing ability of descriptive text at VII-4 class of SMPN 38 Bekasi.

ABSTRAK

Irfan Fahmi. 106014000390. *Developing Students' Writing Ability of Descriptive Text Through Clustering Technique. (Penelitian Tindakan Kelas di SMPN 38 Bekasi Kelas VII-4).* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta. Pembimbing: Drs. Sunardi Kartowisastro, Dipl. Ed.

Kata Kunci: Menulis, Teks Deskripsi, Clustering Technique.

Menulis merupakan salah satu keterampilan bahasa yang sangat penting bagi siswa dalam mempelajari bahasa Inggris, karena menulis memiliki kontribusi khusus dalam pembentukan cara berpikir dan belajar siswa. Berdasarkan kurikulum yang direkomendasikan pemerintah, ada dua jenis teks yang harus dikuasai oleh siswa SMP pada tingkat pertama (kelas VII), salah satunya adalah teks deskripsi. Teks deskripsi adalah teks yang menggambarkan tentang seseorang, suatu tempat dan objek tertentu. Dalam menulis teks deskripsi, siswa berimajinasi dan memberikan gambaran yang nyata agar pembaca dapat merasa, mendengar, dan melihat apa yang mereka jelaskan dalam sebuah rangkaian kata-kata.

Sebuah hasil survei menyatakan bahwa kesulitan siswa dalam menulis teks deskripsi antara lain: terbatasnya kosakata bahasa, tidak memiliki gagasan dalam menulis, kesulitan dalam menyusun gagasan, tidak adanya motivasi dalam menulis, dan kurang percaya diri dalam tata bahasa. Pada kegiatan awal menulis, siswa harus menemukan gagasan apa yang akan mereka tulis. Oleh karena itu, pengembangan gagasan harus diupayakan oleh guru dalam proses kegiatan menulis siswa. Dalam penelitian ini, penulis mencoba menerapkan *Clustering Technique* sebagai upaya untuk mengatasi masalah yang dihadapai oleh siswa dilapangan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah mengajar menulis teks deskripsi dengan menggunakan clustering technique efektif untuk meningkatkan kemampuan menulis siswa kelas VII-4 SMPN 38 Bekasi. Dalam melakukan penelitian ini, penulis menggunakan Penelitian Tindakan Kelas (*Classroom Action Research*) berdasarkan pola dari Kurt Luwin: perencanaan, tindakan, pengamatan, dan refleksi. Instrumen yang digunakan dalam penelitian ini adalah lembar test bahasa Inggris, lembar observasi, lembar pertanyaan, dan wawancara.

Berdasarkan hasil penelitian, penerapan pembelajaran menulis siswa dalam bentuk teks deskripsi mengalami peningkatan. Sebelum adanya penelitian (pretest), hanya terdapat 13 atau 27.66% siswa dengan nilai rata-rata 54.46 yang lulus Kriterian Kelulusan Minimum (KKM) 70. Pada akhir penelitian (siklus 3), menunjukkan bahwa terdapat 47 siswa atau 100% yang lulus (KKM) dengan nilai rata-rata 87.12. Demikian juga adanaya respon belajar siswa yang positif secara keseluruhan. Berasarkan penemuan tersebut, dapat disimpulkan bahwa penerapan clustering technique dapat meningkatkan kemampuan menulis teks deskripsi pada siswa kelas VII-4 SMPN 38 Bekasi.

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In the Name of Allah the Beneficent, the Merciful

All Praise be to Allah, The Lord of the World. The writer is profoundly grateful to Allah, for His blessing, guidance, love, and help. The Almighty God who has bestowed upon the writer in completing this 'skripsi'. The writer knows that it needs a lot of effort to write this skripsi, and he realizes that without His blessing he cannot complete it. Peace be upon the prophet Muhammad, the last messenger of Allah, and to his family, companions and followers.

Special grateful goes to Drs. Sunardi Kartowisastro, Dipl, Ed., the advisor, for all his guidance and advice. Without all of his assistance, the writer cannot complete this skripsi.
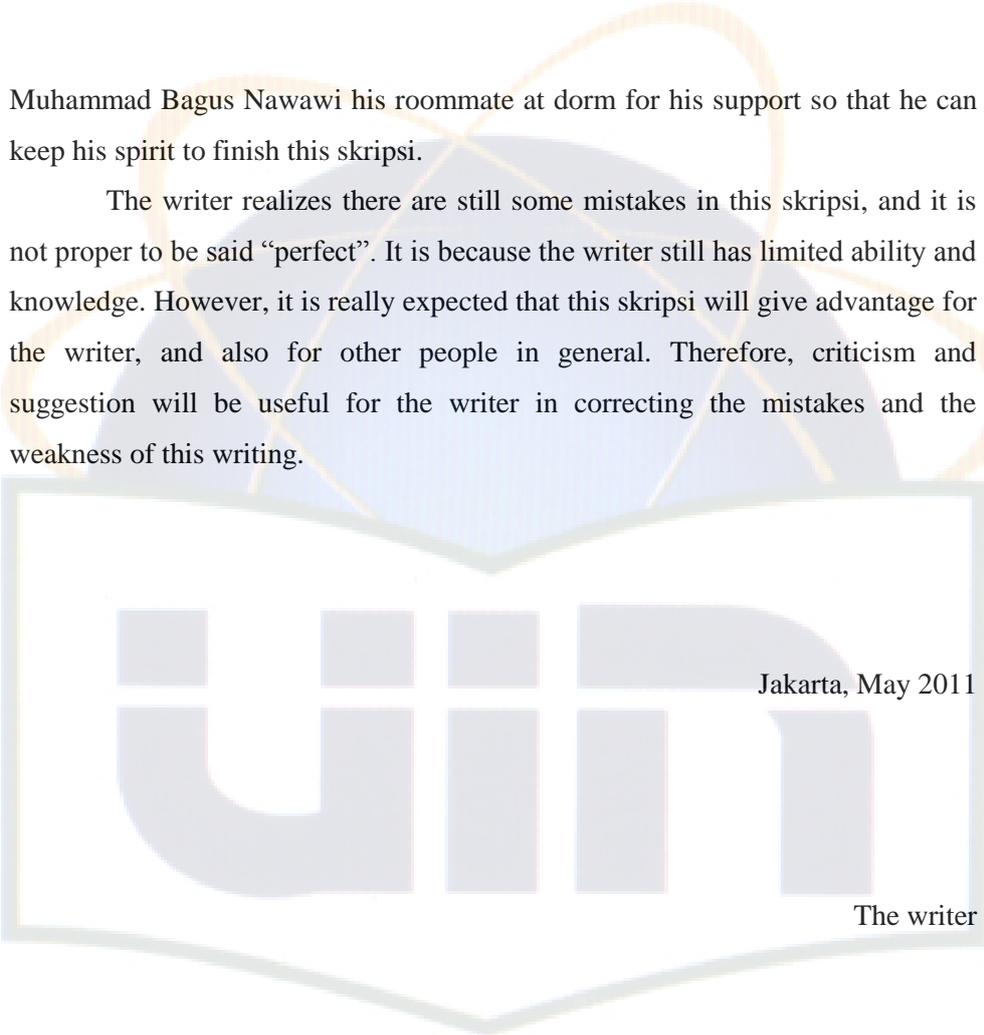
The writer is grateful to his beloved parents, Muntasir and Maspiroh, for all their supports. In writing this skripsi he was reluctant, down and almost give up in many times, but they inspired and made him realize to keep going, keep working hard thingking and not to give up easily. They are his inspiration and give him more power to overcome every obstacle that he found when he was working on this skripsi.

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2. Drs. Syauki, M.Pd, the chief of English Education Department
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   The writer realizes there are still some mistakes in this skripsi, and it is not proper to be said "perfect". It is because the writer still has limited ability and knowledge. However, it is really expected that this skripsi will give advantage for the writer, and also for other people in general. Therefore, criticism and suggestion will be useful for the writer in correcting the mistakes and the weakness of this writing.

Jakarta, May 2011

The writer

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CHAPTER I

INTRODUCTION

A.   Background of the Study

Language is not directly mastered by people because they were not born with a language, people have to learn how to understand and use it, so they can gain meaning and comunicate with others to express their thought and feelings. When people know a language, they can make choices about the words that they need to use and how to put these words together to create meaning. The knowledge of words patterns of language allows them to read, write, speak, and listen in a meaningful ways.

One of the purposes in learning language is to communicate each other and live together. Language is paramount; people use it to define who they are and to shape their place in life. Language is also use to socialize, to dream, and to think. Through language, people can convey their messages both orally and written. The key principles of language existance are to fulfill a range of communicative functions, and these functions will be reflected in the shape of the language itself.

There are two kinds of communication; verbal and nonverbal communication. Verbal communication means spoken and written form, and nonverbal communication for example gestures and body languages. The availabilty of means facilitates people for communication, so that they need a certain language as lingua franca to communicate with others in social life.

English is one of lingua franca that bocomes the most widely used language all over the world. As Jack C. Richards and Theodore S. Rogers said, "Whereas today English is the world's most widely studied foreign language, five hundred years ago it was Latin."[1] Besides, English is used as medium of developing relationship with other nations, and it is also used to absorb and develope science, technology, economy, socio-cultural, and education.

From some reasons above, Indonesia's National Education Department has decided that English is to be the first foreign language and the compulsory subject that should be taught at every levels of school, starting from elementary school up to university level. In line with the statement above, mastering English is a must, and is necessary, which challenges students to accomplish. Therefore, without understanding English they will not able to access many resources, improve their knowledge, and communicate with other people who come from different world as well. In order that they have to master the language skills.

There are four skills which have to be mastered by the students in learning English, the skills consist of listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learned by the students, because it needs hard thinking to produce words, sentences, and paragraph at the same time. Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well, no one can write much of interest without thinking, probing, observing, asking questions, experimenting, and reading.

As it is known, writing involves much work and practice. The writing process integrates visual, motoric, and conceptual abilities. Therefor, the students

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[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p. 1.

should have extensive knowledge if they want to write anything. The extensive knowledge will support their writing in order to be legible and interesting in reading.

However, writing is important skill and makes special contribution to the way students think, and learn. Therefore, in this skripsi, the writer mainly focused on writing skill and put attention on developing students' writing ability at first grade of junior high school.

Based on curriculum of junior high school which was recommended by the government, students of Junior High School have to master some texts, one of them is descriptive text. Descriptive text is a text about the way of person, places, or things appear. In descriptive text, the students appeal imagination and perceptive senses to make reader tase, hear, see, smell, and feel as they present a vivid word of the subject. As P. Joseph Canavan stated "students may be describing a sunset, an individual, or a sinking ship. Whatever the subject, a writer's purpose in description is the same; to appeal the imagination, the emotions, and the senses."[2]

Descriptive text is not simple as thought, a small scale survey shows that students' problems in writing a descriptive text are as follows: no ideas to write about, difficulty in organizing ideas, limited range of vocabulary, no motivation to write, and lack of confidence in grammar. In line with the survey stated, at the beginning of writing activity -including in writing descriptive text-, students have to find out the ideas to write about. Unfortunately, getting stuck of ideas is often faced by students and it can be a block in writing activity. As a result, writing process goes slowly and stops immediately.

The problems above can be influenced by some factors, these are comming from students internal and external factors. The internal factors that can affect students' writing are; motivation, cognitive ability, IQ, and talent. The other factor is external factors such as curriculum, approach, and method in learning. However, teachers also take an important role to solve the problems beside both

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[2] P. Joseph Canavan, *Paragraph and The Short Theme*, (USA: Raytheon Education Company, 1969), p.1

factors stated. On the other hand, teachers should be creative to choose strategies and techniques in teaching.

Broadly speaking, developing ideas for making a piece of composition should be conducted by teachers in writing activity. For those reasons above, the writer would like to propose an alternative technique that is "Clustering Technique". It is one of the alternative techniques for teachers to improve students' witing skill. Clustering uses free association to cluster idea, it is a good way to turn a broad idea into a limited and more manageable theme which actually gives the words that closely related to the theme provided. This technique is an effective tool for prewriting stage of the writing process, and it will help students to develop their ideas before they organize into a paragraph.

Based on the reasons stated above, the writer proposes a title of this "Skripsi" **"Developing Students' Writing Ability of Descriptive Text Through Clustering Technique."**

B.   Scope and Limitation of the Study

This "skripsi" focuses on teaching descriptive text at first grade of SMPN 38 Bekasi at first semester 2010/2011 academic year, and to make a description of this "skripsi" deeper, the problems will be limited in: (a) teaching preparation are made by the English teacher at junior high school in teaching and learning activities, especially in teaching descriptive text through clustering technique, (b) the implementation of using clustering technique in teaching writing of descriptive text, (c) the students' improvement in learning writing of descriptive text using clustering technique.

C.   Statement of the Problems

In this section, the writer plans to analyze the use of clustering technique to develop students' writing ability of descriptive text at firs grade students of SMPN 38 Bekasi. The general questions of this research: "Is clustering technique effective in teaching writing of descriptive text?"

The main problem of this research can be formulated into specific problems as stated below:

1. How does the English teacher make the teaching preparation in teaching descriptive text?
2. How are the instructional activities conducted by the English teacher in teaching descriptive text?
3. How much is the students' improvement in learning writing of descriptive text using clustering technique?

D.   Significance of the Study

The result of the study can provide useful information for three important groups of people, namely: (1) The English teachers of Junior High School level, they will get information about teaching descriptive text through clustering technique and how they are used in teaching-learning process. In this study they also get available information to improve their students' average in writing skill. (2) The school principal as a decision maker of junior high school level. Because he or she observes to the teaching and learning activities and the teaching strategies which are used in teaching-learning process directly, and also he or she can sends the English teachers to join an up grading course to improve the teachers' competencies. (3) The other researchers, who are interested in teaching descriptive text by using different variables) can get basic information from this study to do further research.

E.   Definition of Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding. The terms here are to be defined as follows:

1. *Clustering Technique* means the teacher's way or strategy which actually gives the words that closely related to the theme provided.

2. ***Descriptive Text*** means a part of factual genre which describes a particular person, place, or thing.

3. ***SMP Negeri 38 Bekasi*** refers to Junior High School in Bekasi which is under the supervision of the National Education Department of Indonesia.
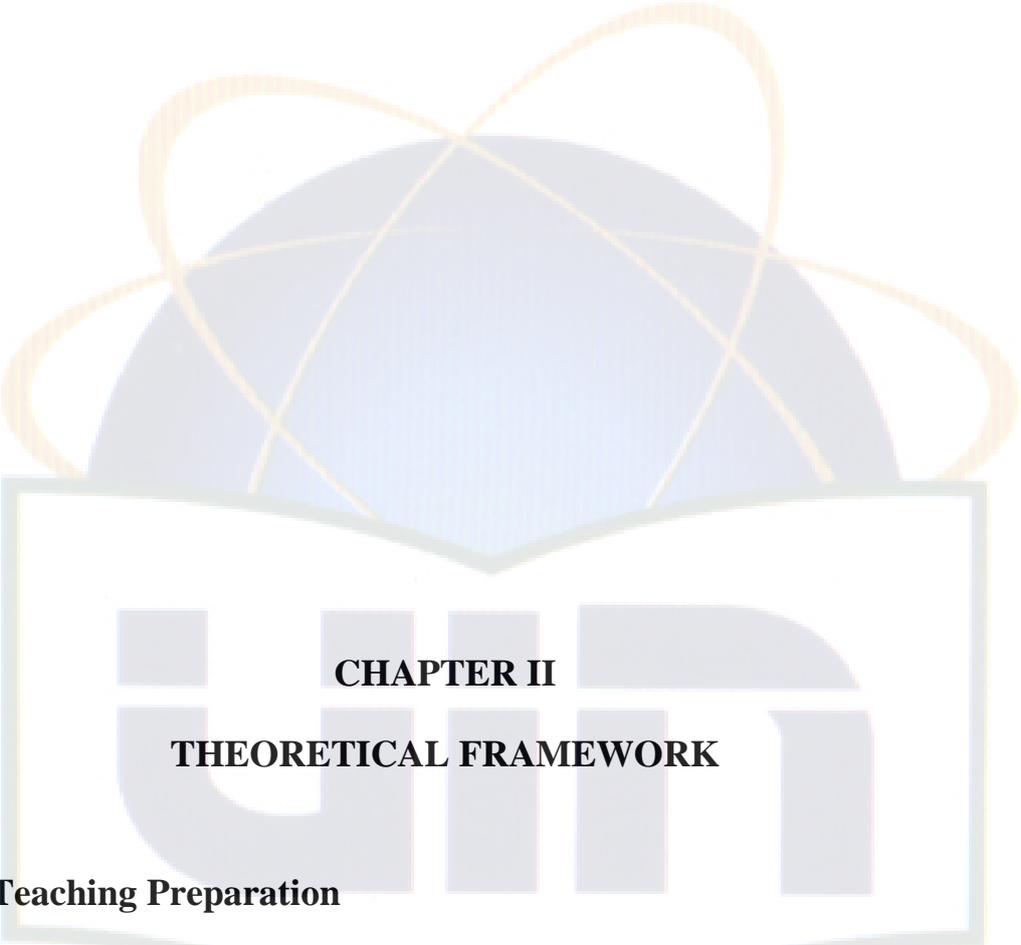
CHAPTER II

THEORETICAL FRAMEWORK

A. Teaching Preparation

Teacher has important role in achieving the learning objectives. Therefore, a good teacher is one who prepares his or her self own lesson plan well before giving the materials to his or her students in the classroom. Jeremy Harmer (1991) stated "before making a plan, teachers need to know several things. This includes knowledge of how to teach, including ideas for different activities and knowledge of useful technique. Teacher should also be familiar with the (rules of the) institution they are working in. However, the most important is knowledge of the students; who they are and what need they have".[3]

In teaching and learning process, the English teachers should make three items of activities, namely; (a) teaching preparation or including the mastery of the materials, (b) teaching and learning process in the classroom, and (c) evaluation. According to the school – Level Curriculum (KTSP), there are some

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[3] Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 1991), p. 274.

preparations that must be designed by the teachers, they are: syllabus, annual program or semester program, and lesson plan.

Syllabus is the overall organizing principle for what is to be taught and learned or it can be define as the pedagogical arrangement of learning content.[4] According to Jeremy Harmer (1991), before the teachers start to teach, they have to know what students need to know about the language they are learning but the teacher will have to decide which parts of this knowledge they want them to have and when. How is the language to be organised and what skills should we concentrate on, this organisation is called a syllabus.[5]

Annual program, it is arranged into determine materials to be taught and learned for school in a year. This program should be prepared and developed by the teachers before they start teaching, because it is the guideline for the development for the next programs.

Semester Program, this program is a conversion from the annual program. This program functions as: (1) the guidance in constructing lesson plan, (2) the calendar model of teaching-learning activity, and (3) the effort to use the available time effectively and efficiently.

Lesson Plan is a course design of a subject which is applied in the classroom by the English teachers, either for one meeting or several meetings. It is based on Muslich's statement that:

> *Rencana Pelaksanaan Pembelajaran (RPP) adalah rancangan pembelajaran mata pelajaran perunit yang akan diterapkan guru dalam pembelajaran di kelas.[6]*

According to the statement above, the teachers can apply learning process well. On the other hand, with lesson plan, it will show the teachers' competency in performing their profession.

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[4] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993), p. 13.

[5] Jeremy Harmer, *The Practice of English...* , p. 25.

[6] Mansur Muslich, *KTSP (Kurikulum Tingkat Satuan Pendidikan) Dasar Pemahaman dan Pengembangan*, (Jakarta: PT Bumi Aksara, 2007), p. 45.

In designing lesson plan, there are some steps that must be applied by the English teachers: (1) take a subject unit which will be applied in learning process, (2) write the standard and basic competency, (3) determine the indicators to attain the basic competency, (4) determine the time allocation analysis to attain the indicators, (5) make the objective of learning which will attain in learning process, (6) determine the subject materials, (7) use good method for the teaching and learning activities, (8) manage the steps of learning activities which are called *three phase technique*, namely: first activities, core activities, and end activities, (9) mention the resources and medias which are used in teaching and learning activities, and (10) determine the evaluation technique, form and the evaluation instrument which will be used in teaching and learning activities. Those can be seen in the table 2.1 below:

Table 2.1
The Format of Lesson Plan

LESSON PLAN	
Educational Level	: ....
Subject	: ....
Class/Semester	: ....
Competence Standard	: ....
Base Competence	: ....
Indicator	: ....
Time Allocation	: ....x..........minutes (....Meeting)

A. Purpose of Learning
    ....
B. The Material of Learning
    ....
C. Steps of Learning Activity
    First Meeting
    Beginning Activity: (Completed with time allocation)
    ....
    Main Activity: (Completed with time allocation)
    ....
    Closing Activity: (Completed with time allocation)
    ....
D. Source of Learning (Mentioned concretely)
    ....

Scoring Technique	
....	
Instruments Form	
....	
Example of Instrument (Question/duty) (Completed with answer key or scoring guide)	
....	
Signature,	
Principal	Teacher
....	....

Adapted from Mansur Muslich.[7]

From the table 2.1 above, the teachers should follow the steps in designing a lesson plan in order to get a good teaching preparation, and also can apply it into teaching and learning activities in the classroom effectively and efficiently.

B. Writing

1. Definiton of Writing

There are several definitions of writing. Charles W. Bridges and Ronald F. Lunsford in their book; Writing, Discovering Form and Meaning state that writing is the process of discovering and shaping meaning. Implicit in this definition is that writing requires communicating that meaning to someone, whether this audience consists solely of the writer or a group of people beyond the writer. The need to communicate is one the humankind's dominant traits and writing is one of the best ways to communicate with one another.

According to Robert Scholes and Nancy R. Comley, writing is a way of thinking as well as a means of communication.[8] They also say that writing is

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[7] Mansur Muslich, *KTSP (Kurikulum...* , p. 47.

not simply frozen speech. When you tape record a message, it can be played when you are gone and the message will be supported by your voice, your accents, and your emphasis. But if you write the same message for others to receive, people have to read it; they have to speak to themselves in their own voices though not in their words.

Ron White and Valerie Arndt (1998) say that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period.[9]

In line with the definitions stated above, writing is a powerful means of learning. Through writing, the writer can come to know what he or she thinks and then refines that thinking. Good writing, then, is marked by the writer's interpretation of a topic so that the piece of writing reveals what the writer thinks to be significant in the topic.[10]

2. **Writing Process**

Writing is a process. If someone wants to write something and he or she wants to make a perfect piece of writing, he/she has to know the process of writing. To understand how important this material of paying attention to the process of writing is, we need to consider just what a process improves. A process is, of course, a series of actions. According to Robert Scholes and Nancy R. Comley, There are three phases of the process of writing. They are prewriting, drafting, and revising.[11]

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[8] Robert Scholes and Nancy R. Comley, *The Practice of Writing,* (Newyork: ST. Martin's Press, 1985), p.9.

[9] Ron White and Valerie Arndt, *Process of Writing*, (London: Longman, 1998), p.3.

[10] Charles W. Bridges and Ronald F. Lunsford, *Writing, Discovering Form and Meaning,* (California: Wadsworth Publishing Company, 1984), p.2.

[11] Robert Scholes and Nancy R. Comley, *The Practice of Writing…* , p.16-18.

a. *Prewriting,* the most productive way to begin your writing task is to collect your thoughts on a piece paper without the pressure of structuring your expression into its final form. Prewriting is your chance to practice what you have to say, begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

b. *Drafting,* drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, middle, and an end. Before they begin drafting, some writers make an outline to remind them of how they wish to order their ideas.

c. *Revising*, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. "It is an advantage for writers who can have all if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision and revision and revision".

On other sources state that writing is a process that involves the following steps:
a. Discovering a thesis−often through prewriting.
b. Developing solid support for the thesis−often through more prewriting.
c. Organizing the thesis and supporting material and writing it out in a first draft.
d. Revising and then editing carefully to ensure an effective, error-free paper.[12]

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[12] John Langan, *College Writing Skills with Readings,* (New York: McGraw Hill Companies, 2001), p. 23.

Learning this sequence will help and give the writer's confidence when the time comes to write. The use of prewriting is a way to think on paper and to gradually discover the ideas to develop. It is also help the writers to understand that there are four clear-cut goals−unity, support, organization, and error-free sentences−to aim in writing. Moreover, the writer can use revision to rework a paper until it is become a strong and effective piece of writing, and be able to edit a paper so that your sentences are clear and error-free.

3. Purposes of Writing

Successful writers do not plan their writing in a vacuum. Instead, they consider the context in which their writing occurs. The writing context includes the reason for writing (the writer purpose). Purpose is an important element of the college essay because it influences your approach.[13]

There are four common purposes in writing. Whether writing a love letter or a term paper, the purposes are; write *to inform*, *to explain*, *to persuade*, and to *amuse others*.[14]

a. Writing to Inform

In much of the writing, it will intend simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually this also means telling the readers what the facts are or what happened.

b. 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 make sure that the readers understand it as well. The

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[13] Barbara Fine Clouse, *Patterns for a Purpose*, (USA: McGraw Hill, 2002), p. 33.
[14] Robert Keith Miller, *Motives for Writing*, (New York: McGraw Hill, Inc, 2006), 569.

task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still needs explanation.

c. **Writing to Persuade**

Most of people, persuasion is one of the most important things in personal life, their work life, or in their school life. As Daniel Brown and Bill Burnette stated,

> *The most important writing you ever do in your personal life, your work life, and your school life wills probably persuasion. Complaints to the rent board about your landlord, letters of application for jobs, essays 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.*

d. **Writing to Amuse Others**

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what you accomplish, but he or she cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

4. Types of Writing

There are some types of writing taught in junior high school. Based on the competencies standard and basic competencies recommended by the government, the types of writing which have to be taught in junior high school are: procedure, descriptive, recount, and narrative text. In this session, the writer will explain about types of writing taught at first grade of junior high school, they are; descriptive, and procedural text

1. **Descriptive Text**

   Descriptive presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. The aim of descriptive is to convey the reader what something look like. It attempts to paint a picture with words.[15] The explanation about descriptive briefly will be presented in the next session.

2. **Procedural Text**

   Procedural text is a type of written text, which tells the reader how to do or to make something. The examples of procedural texts are: recipe, instruction manuals, directions, rules of a game, etcetera. The generic structures of procedural text are: aims or goals, materials needed, and steps or method. Procedural text usually uses imperative verb, simple present tense, connective of time, and quantifiers. Sometimes, illustrations may be used to help the reader understand the text better.[16]

C. Descriptive

Human beings are always interested in other human beings. Most of people are interested in other people more than in anything else. Often, in conversation, one hears: "What does he look like?", "What was she wearing?", and to answer such questions, people describe it.

When describing someone or something, the writer should give the readers a picture in words. To make writing as real, the writer must write a specific details to appeal the readers' senses, As John Langan (2001) stated "to make the word picture as vivid and real as possible, you must observe and record specific details

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[15] Elizabeth Cowan, *Writing, Brief Edition*, (Texas: Scott, Foresman, and Company, 1993), p. 148.

[16] Kistono, et. al, *The Bridge English Competence for SMP Grade VII*, (Surabaya: Yudistira, 2006), p. 113.

that appeal to your readers' senses (sight, hearing, taste, smell, and touch).[17] Furthermore, he said that a descriptive writing is different from other type of essay, because it needs sharp and colorful details.

In writing description, however, it is possible to take time and set down details that will show with exactness, to describe someone looks for example, the person height, shape of head, color of hair, way of gesturing or walking, look of eyes, etcetera. In order to be accurate and to be interesting, we must notice details and be able to describe them in abundance.[18]

1. The Concept of Descriptive Writing

There is a kind of writing that involves not so much telling the readers about facts or events as showing the readers something. This is descriptive writing, and it has many valuable uses in other kinds of writing.[19]

Descriptive text is part of factual genres. Its social function is to describe a particular person, place, or thing. Besides description gives sense impression; the feel, sound, taste, smell, and look of things. Emotion also described too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the readers, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[20]

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

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[17] John Langan, *College Writing Skills...* ,p. 175.

[18] Norman A. Brittin, *A Writing Apprenticeship,* (USA: Holt, Rinehart, and Winston, Inc, 1968), p. 3-4.

[19] Daniel Brown, and Bill Burnette, *Connections' A Rhetoric/Short Prose Reader*, (New Jersey: Houghton Miffin Company, 1984), p.118.

[20] George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Education Publishing, 1980), p.128.

Table 2.2

List of Descriptive Words[21]

Sight	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, it can convey the essence of the subject by using sensory details to appeal to the readers' imagination. As much as possible, we should try to evoke all five senses.

In line with the concept above, description is almost the same as report text. However, they are different. The differences between description and report are; descriptive text talks about one specific person, place, or thing, for example: "my house", and report text classifies and describe a whole class of thing, for example: "houses" (in general). In short, descriptive text describes a particular thing, and report text deal with general classification and description of a thing. Beside, the description can cover the facts about various aspects of an object (part, color, shape, habit, behavior, personalities, etc.). So, it can conclude that a descriptive text focuses on a specific thing and its specific features; a report usually deals with things in general.

Descriptive text can be found in textbook, encyclopedias, scientific magazines, historical texts, factual reading books, magazines, and etcetera. A descriptive text has its own generic structure; at least there are two components: (1) identification or classification, and (2) description of features. The points of the description of features are parts, qualities, and other characteristics.[22] There are general features in descriptive text, they are:

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[21] George Braine, *Writing From Sources*, (USA: Mayfiels Publishing Company, 1996), p. 98.

[22] Kistono, et al, *The Bridge English…*, p. 124.

a. Generic Structure of Description

1) Identification: indentifies the phenomenon to be described.
2) Description of features: describes features in order of importance:
   a) Parts/Things (physical appearance).
   b) Qualities (degree of beauty, excellence, or worth/value).
   c) Other characteristics (prominent aspects that are unique).

b. Generic Futures of Description

1) Use of simple present tense.
2) Frequent use of epithets and classifiers in nominal groups.
3) Use of "be": is, are, for the identification and showing qualities.
4) Use of verb "have": have, has, and had, to give detailed description of the object's features.
5) Use of action verbs related to the topic, especially when describing behaviors or personalities (for person).
6) Use of adjectives in describing especially the qualities.[23]

On the other hand, Mark and Kathy Anderson stated that there are some fitures in a description that must be a serious attention, they are: the feature of constructing a description. A typical description has an opening paragraph introducing the subject of the description, followed by a series of paragraph each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.[24]

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[23] Kistono, et al, *The Bridge English…*, p. 125.
[24] Mark Anderson and Kethy Anderson, *Text Types in English 3*, (Australia: McMillan, 1998), p. 26.

2. Purposes of Descriptive

As social beings, people need to share their experience, so they write to others to describe things such as vacations, childhood homes, and people they encounter. As the examples in the following chart show, description enables people to entertain, express feelings, relate experience, inform, and persuade.

Table 2.3
Purposes for Description[25]

No	Purposes	Description
1	To entertain	An amusing description of a teenager's bedroom
2	To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
3	To relate experience	A description of your childhood home to convey a sense of the poverty you grew up
4	To inform (for a reader which unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
5	To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
6	To persuade (to convince the reader that some music videos degrade women)	A description of degrading music video

Although it can serve a variety of purposes as stated in the table above, description is most often expressive, so it most often helps writers

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[25] Barbara Fine Clouse, *The Student Writer,* (McGraw Hill Companies, 2002), p. 143

share their perceptions. In addition, because well-written description can be beautiful and therefore pleasurable to read, a secondary purpose of description is often to entertain.

There are many purposes of descriptive text stated above, but another expert proposed the general purpose of descriptive text, as stated by Lila Fink "descriptive text is to present the reader with a picture of a person, subject or setting".[26]

3. Kind of Descriptive

As explained previously, descriptive text is writing about the way persons, places, or things appear. So, it normally takes on three forms, they are:

3.1.1. Description of person

People are different, and writing descriptions of people is different. The writer probably already aware of some of the complications because he or she has often been asked, "What's so-and –so like?" in replying, you might resort to an identification, an impression, or a character sketch, depending on the situation.[27] Here is the explanation about them:

a) Identification

Although you might provide identification, you would probably want to go further than that. Used in mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

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[26] Lila Fink, et.al., *A Text for Writing and Reading*, (Boston: Little, Brown and Company, 1983). P.41-42.

[27] Michael E. Adelstin and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brance Jovanovich, Inc., 1976), p. 150.

b) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes as a general feeling about the subject. Although an impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c) Character Sketch

More complete description of people is usually called character sketches. As its name indicates, a character sketch describes the character of person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.

3.1.2. Description of Place

Every human event happens somewhere, and the reader wants to know what that "somewhere" was like.[28] So, it needs descriptive writing of place. In describing a place, it would be better for writer to describe a place that he or she enjoys. If possible, visit the place and take notes so that writer will describe it accurately. Writer also describes a favorite place from memory. In description, choose words that will create a vivid mental picture for our reader. Besides,

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[28] William Zinsser, *On Writing Well*, (New York: Harper and Row Publishers, 1980), p. 88.

some other aspects, such as; using proper noun, effective verb, and including action and people.[29]

3.1.3. Description of a Thing or an Object

When writer describe a thing or an object, he or she must have a good imagination about a thing or an object that will be described. Besides, pictures and observations also have the important roles in describing a thing or an object.

Meanwhile, to make a thing or an object as interesting and as vivid to the readers as it is to writer. Writer should use proper nouns and effective verbs.[30]

1) Using Proper Noun

In addition you are writing with concrete details and figures of speech, you might also want to include a number of proper nouns. For example: Business Week magazine. Including proper nouns that readers recognize easily and can make what you are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much too apiece of description. Writers use verbs to make description more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb chiseled also gives the reader more accurate picture of the wind's action than made does.

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[29] Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw Hill Company, 2002), p. 267.
[30] *Ibid...* 267-268.

4. Characteristics of a Good Description

Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.

a. Dominant Impression

The first sentence or event the first words of a description may establish the dominant impression. Succeeding will then reinforce and expand it by supplying further information and filling in details. In other words, the sentence which establishes the dominant impression usually serves as the topic sentence of the paragraph.

b. A Mood

A mood is feeling that goes beyond measurable physical appearances. Feeling and emotion such as joy, happiness, fear, and anxiety evoke or create moods. Mention of good or bad qualities may contribute to establishing the general mood.

c. Logical Development

A good piece of descriptive writing has some logical plan of development. The writers have to try and give a picture or impression of a person, place, or thing, but unlike the photographer or the painter, who has chemicals or pigments to work with; the writers have only words to use.[31]

To make written description effectively, the writers should have an efficient, sensible, carefully thought-out, and logical plan. The writers also should have a vantage point from which they view what is being described. The writers proceed from that point step by step.

The writers may begin with a dominant impression and proceed to specific details and conclude with a dominant impression. Description may

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[31] George E. Wishon and Julia M. Burks, *Let's Write English…*, p. 128-130.

also begin from general to the specific or from the specific to the general, as George E. Wishon and Julia M. Burks (1980) stated "description can also be oriented from the general to the specific or from specific to the general."[32]

Furthermore, successful descriptions require a lot of specific details. The more specific in writing it, the more interesting, exciting, and effective it will be. Things are needed to make a good description, they are:

1) **Knowing Your Subject**

   Gathering descriptive details becomes easier when you know the person, place, or thing you are describing. If you want to learn more about your subject, spend some tim observing it. Write your observations, reactions, and impressions in your journal, on note cards, or at least on scratch paper.

2) **Using Language That Shows**

   Using language that shows makes any writing you do far more concrete, specific, and vivid than siply telling your readers what you mean. Such language is vital to description.

3) **Use Concrete Nouns and Adjectives**

   The next thing to remember is to make your details as concrete as possible. For example, if you are describing a friend, do not say that "He's not a neat dresser" or that his "wardrobe could be improved." Include concrete nouns and adjectives that will enable your readers to come to the same conclusion. The same is true when describing objects and places.

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[32] George E. Wishon and Julia M. Burks, *Let's Write English*…, p. 130.

4) Include Specific Details

After you have chosen a number of important details that are concrete - details that show rather than tell something about your subject- make your decription more specific.

5) Create Figures of Speech

One of the best ways to make your writing clear and vivid is to use figures of speech, expressions that convey a meaning beyond their literal sense. Writers rely heavily on figures of speech when they need to explain or clarify abstarct, complex, or unfamiliar ideas. Metaphor, simile, and personification can be used to compare an aspect of the person or thing being described to something with which readers are already familiar.

6) Rely on Your Five Senses

A good way to gather information about any subject is through observation. Observation is often through of a seeing, and the most common details found in description are visual. However, observing can also include information from the other four senses. Of course, explaining what something sounds, feels, smells, or tastes like can be harder than showing what it looks like. But the extra effort is worthwhile. In fact, whether you describe people, places, or things, the greater the variety of details you include, the more realistic and convincing your description will be. Next to sight, hearing is the sense writers rely on most. While tastes and smells are perhaps the most difficult things to describe.[33]

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[33] Santi V. Buscemmi, *A Reader*...,p. 263-265.

D. Clustering Technique

1. Definition of Technique

There are three terms that must be differentiated before knowing the definition of technique, because these terms used in teaching learning activity and people often confuse with these terms. They are approach, method, and technique.

Edward Anthony in 1963 identified three levels of conceptualization and organization, which he termed *approach, method*, and *technique.*[34] An approach is a set of correlative assumption dealing with the nature of language teaching and learning. Method is an overall plan for the orderly presentation of language material. In other words, an approach is axiomatic and a method is procedural. Whereas, a technique is implementational this actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. (Anthony 1963)

2. The Concept of Clustering Technique

Regardless of the type of writing task the teacher might favor assigning, a good place to begin class work is to explore the prewriting stage, the stage prior to actual production of a working text. because there is not one composing process, the goal of the teacher should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies (in which circumstances) work best for him or her. One of the heuristic devices (or invention strategies) which can be explored in class for the purpose of

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

providing students with a repertoire of techniques for generating ideas is clustering technique.[35]

Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for short essay; it is also called *mapping*, *webbing*, *looping*, or *diagramming*. Clustering uses free association. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to write about.[36]

John Langan (2001) said in his book; *English Skills,* that clustering is also known as diagramming or mapping and another strategy that can be used to generate material for a paper.[37] Another expert said that clustering is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing in formation in orderly fashion, and developing specific support for their main ideas.[38]

3. Application of Clustering Technique in Teaching

As stated from the concept previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering, you use line, boxes, arrows, and circles to show relationships among the ideas and details that accrue to you.

Begin by starting your subject in a few words in the center of a blank sheet of paper. Then, as ideas and details come to you, put them in boxes or circles around the subject and draw lines to connect them to each other

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[35] Marianne Celce - Murcia, *Teaching English as a Second Language or Foreign Language*, (Boston: Hainle & Heinle, 1991), p. 224.

[36] Santi V. Buscemi, *A Reader*... p. 14.

[37] John Langan, *English Skills*, (New York: McGraw Hill Companies Inc., 2001) p. 22.

[38] Thomas E. Tyner, *Writing Voyage*, (California: Wadswoth, Inc., 1985), p 176-177.

and to the subject. Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well. Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.[39]

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the students (or teacher using students-generated suggestions) jots down in a few minutes all of the free associations triggered by the subject matter using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or broad in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.

Axelrod and Cooper have the similar idea of clustering application in teaching. They said that clustering is an invention, activity which reveals possible relations among facts and ideas. Unlike listing, clustering requires a brief period in initial planning. You must come up with a tentative division of the topic into subparts or main ideas. Clustering works as follows:

a. In a word or phrase, write your topic in the center of a piece of paper. Circle it.

b. Also in word or phrase, write down the main parts or central ideas of your topic. Circle these, and connect them to the topic in the center.

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[39] John Langan, *College Writing Skill…,* p. 29.

c. The next step is to generate facts, details, examples, or ideas related in any way to these main parts of the topic. Cluster these around the main parts.[40]

According to Gabriele Rico, clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggests specific topics, and yields related details. To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word. As each new thought bursts forth, jot it near the word that prompted it, and then circle the new word. Next, draw a line between the two and repeat the procedure. The sample cluster (figure 2.1) began with the main topic that central idea branched out, leading to the key words related to the topic.[41]

Figure 2.1

The Application of Clustering Technique

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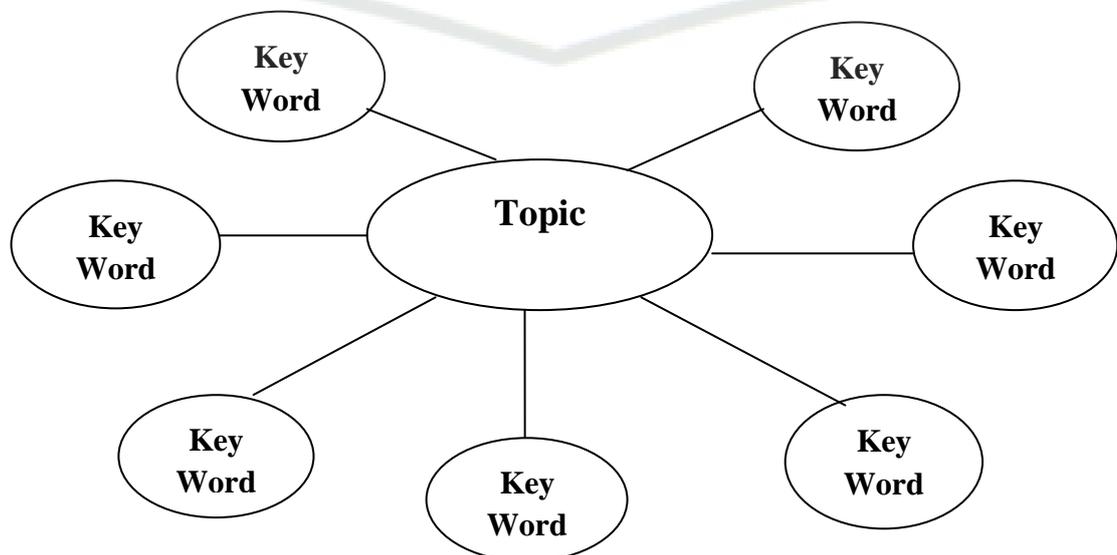
[40] Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing*, (New York: ST. Martin's Press, 1985), p. 461.

[41] Betty Mattix Dietsch, *Reasoning and Writing Well*, (New York: McGraw Hill, 2003), p. 26-27.

From the figure 2.1 above, it can be seen that the topic is put in the centre and all of the key words should be related to the topic. The students can write the key words as many as possible. Then, the students can choose which key words as many as possible. After that, the students can choose which key words should be written to make a good descriptive text.
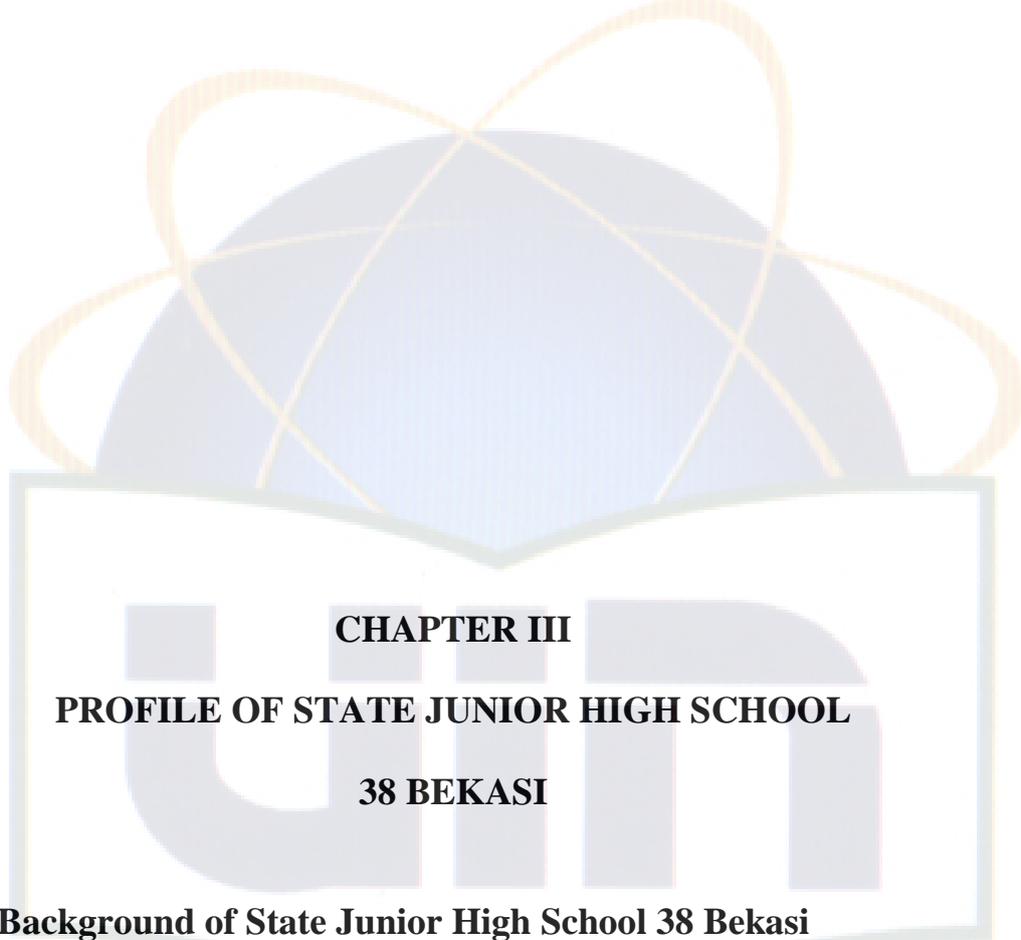
CHAPTER III

PROFILE OF STATE JUNIOR HIGH SCHOOL

38 BEKASI

A.   Background of State Junior High School 38 Bekasi

State Junior High School 38 Bekasi is one of educational institutions in Bekasi which is under supervision of the National Education Department of Indonesia. State Junior High School (SMPN) 38 Bekasi is very consistent with the objective, that is to hold quality of education and affordable for the whole society which integrate science and the character building of the students.

State Junior High School 38 Bekasi is located on Jl. Perjuangan Perum. Villa Mas Indah Kec. Bekasi Utara Kota Bekasi – Phon No. 021 – 88882274. This school was founded in 2008 by certificate establishment in December 17th 2009. The founder of this school is Mrs. Euis Siti Halimah, M.Pd., and Elmentary School of Margamulya 7 was the first location of teaching-leaning process before State Junior High School 38 Bekasi moved to the new location on Jl. Perjuangan until now. Today, State Junior High School 38 Kota Bekasi is headed by Hadiro, S.Pd. as the principal, this school was established on the land area 3600 m²; for the building 300 m², schoolyard area 300 m², and the sport field area 600 m².

B. Vision, Mission and Target of State Junior High School 38 Bekasi

1. Vision

"Leading in forming students' personality, morallity and knowledgeablity."

2. Mission

a. Providing a vehicle to achieve exelent performance in accademic field and non-accademic field.

b. To develop behavior model and willing with the religious view.

c. To develop decipline, conducive, comfortable, shady, and beutiful view of school environment.

d. To help each of student to recognize self capability so that it can be improved optimally.

e. To create qualified graduates and to make them able to compete in the global era.

3. Target

a. The graduates of SMPN 38 are supposesd to be independent and received in senior high school and other schools with good quality.

b. To provide themselves in social life and citizenship.

c. To develop in science and technology with the foundation of belief and pious (IMTAQ).

d. To make students more discipline.

e. To realize the environment as the implementation of believing in God.

f. To appreciate with other creature of God including flora and fauna.

g. To be actived to communicate in social life.

h. To be accustomed to health and discipline.

i. To apply good behavior and actualize in school, family, and social interaction.

j. To answer the challenge of this era with knowledge and experience.

k. Take care of school good reputation as a part of the active generation.

C. Teachers, Staffs and Students of State Junior High School 38 Bekasi

1. Teachers and Staffs of State Junior High School 38 Bekasi Accademic Year 2010-2011

NO	NAME	EDUC. BACKGROUND	PROFESSION
1	Hadiro	S.Pd	Principal
2	Drs. Eman sulaiman	SH	Vice Principal
3	Cicih Ratnaningsih	S.Pd	Treasurer
4	Humaeroh	S.Pd	Teacher
5	Khusnul Khotimah A.K.	S.Pd	Teacher
6	Sulistyaningsih	S.Pd	Teacher
7	Ning Hartati	Dra.	Teacher
8	Ori Nur Wijayati	S.Pd	Teacher
9	Anna Kurniasari	SE	Teacher
10	Retno Purwanti	S.Pd	Teacher
11	Muhammad	Drs.	Teacher
12	Nurmiyati	S.Pd	Teacher
13	Enny Rahmi	S.Pd	Teacher
14	Marjan Soni	S.Pd	Teacher
15	Halida Fahri	S.Pd	Teacher
16	Jajang Satria	S.Pd	Teacher
17	Dian Septriani		Teacher
18	Azhar Muntaha	S.Ag	Teacher

19	Tri Surya Parlinanta	S.Pd	Teacher
20	Rizal Fahmi	S.Pdi	Teacher
21	Uswatun Khasanah	S.Ag	Teacher
22	Entin Hartini	S.Pd	Teacher
23	Amalia	S.Pd	Teacher
24	Nur Abidah	S.Ag	Teacher
25	Surya Suhendar		Teacher
26	Ulpah Cahyani St		Teacher
27	Hadi Dalyana	Amd	Teacher
28	Danang Agung		Teacher
29	A. Firdaus Tajuddin	S.Th.s	Teacher
30	Masmaryamah	S.Psi	Teacher
31	Deni Permadi	S.Sos	Teacher
32	Munawar Kholil	M.Pd	Teacher
33	Hj musyarofah	M.Pdi	Teacher
34	Suherman	S.Pd	Teacher
34	Rizkal Hapidurahman		Administration Staff
35	Wahyu Nugraha		Administration Staff
36	Firdaus		Administration Staff
37	Yustinar		Administration Staff
38	Andre		Security

2. Students of State Junior High School 38 Bekasi

Students Recapitulation of State Junior High School 38 Bekasi

Accademic Year 2010-2011

Classroom	Students		Number of Students
	Male	Female	
7.1	24	24	48
7.2	24	24	48
7.3	16	32	48
7.4	23	24	47
7.5	28	20	48

7.6	28	20	48
8.1	20	23	43
8.2	29	19	48
8.3	28	19	47
8.4	29	16	45
8.5	23	22	45
9.1	15	29	44
9.2	23	25	48
9.3	29	18	47
Sum	**339**	**315**	**654**

3. **Facilities of State Junior High School 38 Bekasi**

School Infrastructure Resources

of State Junior High School 38 Bekasi

- **Class Room**	- **Library**
- **Principle Room**	- Science Laboratory
- **Vice Principle Room**	- Computer Laboratory
- **The Teacher's Common Room**	- Audio visual Laboratory
- **Administration Room**	- Art and crafts Room
- **Guidance and Counseling Room**	- Sports field
- **Students' union Room**	- First aid room
- **Mosque**	- Canteen
- **Cooperative Society Room**	- Ceremony Court

D. Management and Resource of State Junior High School 38 Bekasi

The Purpose of managemant and school resource are to facilitate teaching and learning activities in order to produce good quality of graduates more efficient and effective.

1. Principal
2. Vice Principal
   - Curriculum
   - Student
   - Infrastructure
   - PR (Public Relation)
3. Parents
4. Teacher
5. Guidance and Counseling
6. Administration
7. Librarians
8. Laboratory

CHAPTER IV

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Place and Time of Research

This research was implemented at the first grade of SMPN 38 Bekasi, and the place of this research is at the VII-4 class, academic year 2010-2011. This research was held more or less for a month started from October, 26th up to November, 22th 2010.

2. Subject and Object of Research

a. Subject of Research

The subject of this research is students at the VII-4 class of SMPN 38 Bekasi. The number of the students is 47 which are divided into 23 boys and 24 girls.

The writer chooses this class based upon the interview result with the English teacher of SMPN 38 Bekasi. The teacher informed the students at VII-4 class have the lowest achievement of writing test among the other seventh grade classes and the teacher said that most of students of VII-4 are passive when learning English in the classroom. Therefore, the students need an

appropriate strategy to assist them in developing their writing skill scores.

b. **Object of Research**

The object of this research is to know and describe whether clustering technique is effective to improve students' writing skill, this research is also to collect the students' perception and impression about process of learning writing by using clustering technique, and to collect the progress result of students' participation in learning writing of descriptive text.

The reserach is based on standard competence of first grade student at odd semester: to express meaning in writing functional text, short and simple essay in form of *descriptive* and *procedur* to interact with the environment, and the base competence: to express meaning in writing functional text, short and simple essay by using written form correctly, fluently, and accordance with the environment.

3. Method of Research

In this research the writer used Classroom Action Research (CAR). One of experts states that action research is the systematic collection of information that is designed to bring about social change. Action research is a type of applied research in which the research is actively involved in the cause for which the research is conducted. Both qualitative and quantitative methods can be used in action research (Robert C. Bodgan & Sari Knopp Biklen, 1982).

Based on the statement above, CAR is a sequence research activity that has characteristics, such as: an inquiry of practice from within, self reflective inquiry, research focus on action in learning, and the purpose is to improve social quality which is done by collecting data or information

systematically through four steps: planning, acting, observing, and reflecting.

4. Planing and Procedure of Research

The writer is also a teacher, and the English teacher of SMPN 38 Bekasi is an observer in the classroom. The writer and the observer monitor the students in CAR and create a lesson plan and the evaluation or prepare a test before CAR (pre-test) and the implementation of CAR (post-test) in each cycle. Furthermore, the writer also accumulates and analyzes the data and then reports the result of study.

After the writer, the observer, and the students accomplish cycle I (planing, acting, observing, and reflecting), and there might be found a new problem. Hence, it is essential to continue to the second or the next cycle with the same model of the first cycle and so on. Based on the result and practice in the previous cycle, the writer and the observer will follow the same phases. This is the procedure of research:

Table 4.1

Procedure of CAR
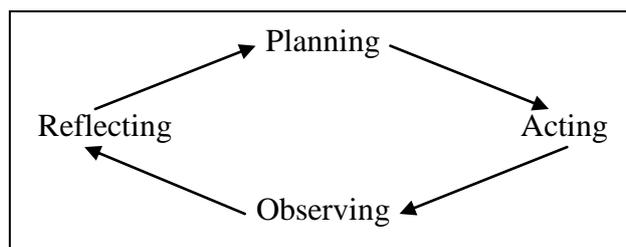
a. Planning

In planning phase, after the writer and the teacher of SMPN 38 Bekasi have shared the information about teaching learning process in the school, the writer identifies and diagnoses students' writing problem which occurred in the class proven by observing and interviewing.

Afterward, the writer analyzes the data that have been identified through observation and interview and makes conclusion. After that, the writer makes lesson plan based on the recent used syllabus. The writer describes the project or activity that he has designed for his students by preparing lesson plan and applying lesson plan for first grade at VII-4 class of SMPN 38 Bekasi, including an explanation about syllabus based on the curriculum, and all the things needed to complete the plan. The writer's preparation includes a general timeline for this work (for example how much time he spends during the planning phase and during the implementation phase (including both the pre-activities and data collection phases), any instructions concerning measures of teaching, media, resources, and assessment.

b. Acting

In this phase, both the writer and the teacher discuss together to carry out the planned action. In this phase the lesson plan that has been discussed, would be implemented by the writer and the teacher to the students. This phase is hoped to be able to solve the students' problem.

c. Observing

In this phase, the writer and the teacher observe classroom action research process in learning writing of descriptive text through clustering technique, and students' activity in the classroom. When observing, it is important to notice and make documentation all of activities in the classroom. It is regarded on class situation, students' response the teacher's performance, etc. In this phase, the writer collects the data from post-test.

d. Reflecting

The writer and the teacher whose roles are as collaborating analyzing and evaluating learning process in cycle 1. However, if there is a problem, it should move to the next cycle regarding re-planning, re-acting, and re-observing. Consequently, the writer and the teacher should work out uncompleted problems that have been solved yet.

For further specific and systematical steps, the writer makes a list of the procedure of CAR (planning, acting, observing, reflecting), in each cycle as follows:

Cycle 1

a. Planning

- Preparing lesson plans.
- Preparing the instrument of research for teacher and students.
- Preparing the form of pre-test and post-test.
- Preparing learning resources.
- Developing learning scenario by using clustering technique.

b. Acting

- The writer motivates the students which points out to the base competence.
- The writer explains to the students about the objectives of learning.
- The writer gives the students pre-test.
- The writer explains to the students about the descriptive text by using clustering technique.
- The writer make group of student in pairs to talk about descriptive text.
- The wirter gives the students posttest.
- The writer discusses the test together with the students.
- The writer gives the students questionnaire and asks them to fill out the questionnaire.

c. **Observing**

- The teacher observes the activity of the writer when teaching and learning process.
- The writer evaluates the response of the students from the questionnaire which is given.
- The writer evaluates his activity by using questionnaire for teacher.

d. **Reflecting**

- On the first cycle some students seems still not to understand and have difficulties in doing the exercise or test.
- There are some students who cannot answer the questions correctly especially in grammar as they still write incorrect grammar.

Cycle 2

a. **Planning**

- Preparing lesson plans.
- Preparing research instrument.
- Preparing the test.
- Preparing learning resources.
- Preparing learning scenario.

b. **Acting**

- The writer motivates the students.
- The writer explains the objectives of learning.
- The writer explains the students how to write descriptive text through clustering technique correctly.
- The writer gives the test to the students.
- The writer evaluates the results of the test.
- The writer gives the questionnaire to the students.

c. **Observing**

- Observing the writer when teaching and learning process by using instrument of teaching and learning observation for student and teacher.
- The writer evaluates the response of the students by using questionnaire which is completed by the students.
- The writer evaluates the activity by using questionnaire for teacher.

d. **Reflecting**

- The enthusiasm of the students in teaching and learning process was very good, but there is one till seven persons who still write descriptive text incorrectly.

Cycle 3

a. **Planning**

- Preparing lesson plans.
- Preparing research instrument.
- Preparing learning resources.
- Preparing the test.
- Making learning scenario.

b. **Acting**

- The writer motivates the students.
- The writer explains the students about the objectives of the study.
- The writer revises and explains the mistakes which are done by the students on the last meeting.
- The writer gives the test to the students.
- The writer evaluates the results of the test.
- The writer gives the questionnaire and asks the students to complete the questionnaire.

c. **Observing**
- Observing the writer activity when teaching and learning process.
- The writer evaluates the response of the students by using the questionnaire which is completed by the students.
- The writer evaluates his activity by using questionnaire for teacher.

d. **Reflecting**
- On the third cycle, they had made significance.
- The accuracy of making descriptive text was very good.

5. Technique of Collecting Data

The type of this research is Quantitative and Qualitative Research as well. The technique of collecting data of this research is as follows:

a. **Test**

The writer uses test to get data result about process of learning writing skill. The tests are pre-test and post-test. The pre-test is completed before implementing clustering technique. It is to evaluate students' writing ability of descriptive text at first. On the other hand, the post-test is implemented after using clustering technique. The test is held on the action of each cycle. It is to get learning outcomes data. It is taken by giving test to the students after teaching and learning process. This data is the achievement of students.

The writer uses criteria of scoring writing skill in each cycle as mentioned on the table 4.3 below:

Table 4.2

Scoring in Writing Skill

Score	Level	Criteria
Content	- 30 – 27	- **Excellent to very good:** Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	- 26 – 22	- **Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	- 21 – 17	- **Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	- 16 – 13	- **Very poor:** does not show knowledge of subject, non – substantive, not pertinent, OR not enough to evaluate.
Organization	- 20 – 18	- **Excellent to very good:** fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing, cohesive.
	- 17 – 14	- **Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	- 13 – 10	- **Fair to poor:** non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	- 9 – 7	- **Very poor:** does not communicate, no organization, OR not enough to evaluate.
Vocabulary	- 20 – 18	- **Excellent to very good:** sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.

	- 17 – 14	- **Good to average:** adequate range, occasional error of word/ idiom form, choice, usage *but meaning not obscured.*
	- 13 – 10	- **Fair to poor:** limited range; frequent errors of word/ idiom form, choice, usage; *meaning confused or obscured.*
	- 9 – 7	- **Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Language use	- 25 – 22	- **Excellent to very good:** effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	- 21 – 18	- **Good to average:** effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions *but meaning seldom obscured.*
	- 17 – 11	- **Fair to poor:** major problem in simple/ complex construction; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; *meaning confused or obscured.*
	- 10 – 5	- **Very poor:** virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	- 5	- **Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	- 4	- **Good to average:** occasional errors of spelling, punctuation, capitalization,

			paragraphing *but meaning not obscured.*
	- 3	-	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured.*
	- 2	-	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; OR not enough to evaluate.

Scoring profile by Jacobs et al.'s (1981)[42]

b.   Observation

In this case, the writer by himself and helped by the English teacher of SMPN 38 Bekasi observe the students directly in the classroom and gets the description about students' activity and participation in learning writing process of descriptive text. It is to get implementation of learning data. This data are obtained from the result of the writer and the teacher observation which was taken in each cycle.

c.   Questionnaire

The writer uses questionnaire to get students and teacher reflection data. It is taken by giving questionnaire to the students and teacher in each cycle.

d.   Interview

The writer interviews the teacher before and after applying classroom action research. It is to know general description about process of learning writing skill, students' situation in writing activity, and the method or any strategies usually implemented by the teacher in teaching writing. The

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[42] Arthur Hughes, *Testing for Language Teachers Second Edition,* (New York: Cambridge University Press, 1989). P. 104

writer also interviews the teacher to know his response toward the suggestion of clustering technique after classroom action research.

6. Technique of the Data Analysis

Process of the qualitative analysis is used when the observation of students' activities during teaching learning process, and the interview before and after CAR. In this case, the writer collected the whole data that have gained. In analyzing the statistical data, the writer uses the formula:[43]

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$: mean

x : individual score

n : number of students

To know the class percentage, the writer uses the formula:

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

P : the class percentage

F : total percentage score

N : number of students

7. Monitoring and Evaluation

In the process of teaching learning, every cycle was observed by the observer or English teacher of SMPN 38 Bekasi to know that the results of the action reserach has good changes or desired changes. Observation was implemented by an observer or subject teacher by completing the instrument

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[43] Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2002), p.67

which was prepared, including the students activity when the teaching and learning process.

To know the changes of students' response is by using questionnaire which is completed by the students on the last meeting in each cycle. Then, to evaluate students' achievement is using the results of the test which is given at the end of cycle.

To decide whether this research succeeds or not is that the average scores of the students bigger than the criterion of minimum completeness (*KKM: Kriteria Kelulusan Minimum*) that is used at first grade of SMPN 38 Bekasi, 70(seventy). In this research, when there is 85% of students reach any progress - getting score 70 - of writing test started from the pre test to the next cycle, it means that this research is a success. Afterward, the next action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

8.   The Analysis of the Reflection

The data which is analyzed are:

a. The changes in students' response when the teaching and learning process. Analysis which is used is description, explaining observation data, and the questionnaire which is completed by the students at the end of each cycle. The criterion is:

Very good	: 86-100
Good	: 71-85
Enough	: 60-70
Less	: >60

b. The improvement of students' achievement. To know the improvement of students' achievement is using quantitative analysis. The formula is:

$$P = \frac{\textit{Post rate} - \textit{Base rate}}{\textit{Base rate}} \times 100\%$$

Note:

P   = Improving percentage

Post rate   = The achievement after action research

Base rate   = The achievement before action research[44]

Measurement of reflection in this action research is as follows:

a. The improving of creativity that can be seen in students'
    enthusiasm; giving idea and asking, also the happiness of students
    in teaching and learning process.

b. The improving of students' achievement in each cycle.

B. Research Findings

1. Data Analysis

The result of collaborator's observation to the students' activity during
teaching and learning process in each cycle:

a. Before the Implementation of Research

Before applying the action research, the writer had done pre
survey to know the detail condition of the class that would be
researched. Those are pre-interview and pre-test.

1) Pre interview

Pre interview was held on Tuesday, October 26th 2010 started at
13.30 P.M and finished at 14.00 P.M. In this interview, the writer
asked the teacher some questions related to the condition in English

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[44] Zainal Aqib, et al, *Penelitian Tindakan Kelas*, (Bandung: Yrama Widya, 2008), p. 53.

class, such as students' performance, achievement, and also the problem was faced in the first grade class.

The teacher explained the condition about English class. There were four classes at first grade of SMPN 38 Bekasi. There were some problems in VII-4 class in learning English. Comparing with other classes, most of students of VII-4 were passive; because when the students learning English they always face difficulties such as lack of vocabulary, they do not understand what the words mean, so it is hard for them to develop their idea in English, especially in making a written text. In the students' opinion of following the English lesson, they thought that English as a complex lesson and they considered that writing as the most difficult one in learning English, mostly in VII-4 class that gained the lowest score of writing test. Most of them were barely to pass the criterion of minimum completeness *(KKM)* 70 concerning the school policy. Consequentlly, the students loose the interest or the pleasure of writing, the students consider that writing is not interesting activity, furthermore their writing skill will not improve because they do not want to practice writing skill.

In the beginning, the teacher thought that the problem faced by most of VII-4 students is natural because the students had been up one-step from elementary school to junior high school, it might be the students got shocked when they faced more complex English material in junior high school. However, the teacher should overcome and handle this problem.

In addition, descriptive is a text that is learned by first grade students, one of problems in writing descriptive text is that the students feel hard when they are doing it. In their opinion, they do not know what word they should write, because they do not have enough vocabulary. It makes their writing go slowly, and the students find hard to get the point and information from the descriptive text.

The other problem was that the teacher never had given the student many opportunities to practice writing skill when learning English. He frequently took the grammar materials from English textbook, which is served by the school. Eventually, the teacher recommended to the writer to try to use appropriate learning technique to solve students' difficulties in writing descriptive text.

2) Pre Test

The writer gave pre test to the student on Wednesday, October 27th 2010 started at 13.30 P.M. The pre test was used to evaluate the students' writing ability of descriptive text. The achievement were based on the indicators in lesson plan that have been arranged by the writer of learning writing of descriptive text.[45] The writer gave chance to the students to do the pre test (making descriptive text based on their own topic) about thirty minutes.

From on the result of the pretest, the data showed that the mean of pretest was 54.46. From forty seven students, there were only thirteen students who got the score above the criterion of minimum completeness (*KKM*) 70. Based on the results there were thirty four students were under the criterion. The lowest achievement gained score 35. From that investigation, the writer concluded that almost of the students at VII-4 class was very low in writing skill.

b. The Implemantation of Research

After the writer and the teacher had done Classroom Action Research procedures, which began from the writer prepared proposal that had been agreed by the principal and the teacher, the instruments will be used for further Classroom Action Research. In addition, after the writer and the teacher read the theoretical framework comprehensively, they analyzed the data from the pre test. Therefore,

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[45] See appendix 2,3,4, p. 63-71

the writer elaborates the results that had been reached during Classroom Action Research.

1) **Cycle 1**

The result of the students' questionnaire is that 60% students understand the material, there are 80% students think that clustering technique makes them more easily to make descriptive text and there are 60% students think that this method make them more creative to develop their idea, and there are 80% students feel happy, although 40% students still have difficulties in learning the material.

The collaborator observes in completing the instrument which has been provided. It includes the observation of the writer activity in teaching learning process, the students' activity, and the questionnaire for the teacher and the students. The result of observation on cycle 1 is: the enthusiasm of students in teaching learning process and the accuracy of students' in making descriptive text got enough criteria by score 60-70 which reached 50%, and the liveliness of students in asking questions get less criteria by score >60 which reached 25%, it shows that students still have difficulties in learning the material because they are not ready and it is for the first time in using clustering technique. On the other hand, some students feel happy and think that clustering technique make them more creative and easy to understand although there are 30% students still have difficulties in learning descriptive paragraph by using clustering technique. So in cycle 2, the writer should motivate students and give the explanation more about descriptive text and make teacher use clustering technique. Based on the students' achievement in cycle 1, the rate of score is 72, 02. So, there is the improvement of score 33, 33% from pre-test.

2) **Cycle 2**

In this cycle, the writer motivates the students and gives more explanation about how to make descriptive text correctly through

clustering technique. The result of students' questionnaire after teaching and learning process in this cycle is: there are 90% students who understand the material and there are also 80% students who think that this method makes them easier in making descriptive text, there are 85% students who think that this method make them more creative in making descriptive text, and there are 75% students feeling happy, and there are 15% students still having difficulties in learning descriptive text by using this clustering technique.

In the observation of cycle 2, the enthusiasm of students in teaching learning process and the accuracy of students in answering the questions get good criteria by score 71-85 which reach 80%. It shows that the students have been ready for learning descriptive text by using clustering technique.

Based on the students' achievement in cycle 2 the rate of score is 72, 02. So, there is the improvement of score 9, 72% from cycle1 and 46, 29% from pre-test. So in cycle 3, the writer should motivate and explain the most error made by the students, and explain to them how to improve their idea in making descriptive text through clustering technique.

3) Cycle 3

In this cycle, the writer motivates the students and explains about the most error made by the students. The result of observation in this cycle is: the enthusiasm of students in teaching learning process gets very good criteria by score >85 which reach 95%, the Accuracy of students in making descriptive text get very good criteria by score > 85 which reach 100%, the liveliness of students in giving idea get good criteria by score 71-85 which reach 80%.

The result of questionnaire in this cycle is: there are 95% students understand about the material, there are 95% students feel happy learning descriptive text through clustering technique, and

100% students think that this method make them easier in making descriptive text.

The result of observation shows that the students' enthusiasm and the accuracy in doing exercise are improving significantly. Based on the students' achievement in cycle three, the rate of score is 87, 12. So, there is the improvement of score 10, 12% from cycle 2, and 61, 11% from pre-test. Therefor, students' achievement in each cycle from pre-test to cycle three is improved significantly.

To know more clearly about the result in each cycles, it can be seen below:

Table 4.3

The Results of Observation on Students' Activity in Each Cycle:

No.	Activity/Aspect Observed	Cycle 1	Cycle 2	Cycle 3
	The enthusiasm of students in teaching learning process.	Enough	Good	Very Good
2.	The Accuracy of students in making descriptive text	Enough	Good	Very Good
3.	The liveliness of giving idea	Less	Enough	Good

Table 4.4
The Results of Students' Questionnaires

No.	Question	Answer	Cycle 1 (%)	Cycle 2 (%)	Cycle 3 (%)
1.	Is learning through *Clustering Technique* making you easier to understand the material of *Descriptive Text*?	Yes	60	80	95
		No	40	20	5
2.	Is learning writing skill through *Clustering Technique* making you easy to make *Descriptive Text*?	Yes	80	90	100
		No	20	10	0
3.	Is learning through *Clustering Technique* encouraging you to more creative in written English?	Yes	60	70	90
		No	40	30	10
4.	Is learning *Descriptive Text* through *Clustering Technique* making you feel happy?	Yes	80	85	95
		No	20	15	5
5.	Are you still facing difficulties in learning *Descriptive Text* through *Clustering Technique*?	Yes	45	15	5
		No	55	85	90

Table 4.5

FIELD NOTE

Classroom Interaction

	Cycle I	Cycle II	Cycle III
1. Teacher asks a question	√	√	√
2. Teacher explains a grammatical point.	√	√	
3. Teacher explains meaning of a vocabulary item	√		
4. Teacher explains point relating in the content (theme/topic) of the lesson.	√	√	√
5. Teacher gives instruction/direction	√	√	√
6. Teacher praises		√	√
7. Teacher criticizes		√	√
8. Learner asks a question.	√	√	√
9. Learner answer question		√	√
10. Learner talks to another learner	√	√	√
11. Period of silence or confusion	√	√	√

4) The Results of Field Notes

1. To what extent are the following statements an accurate reflection of the lesson?

    Key: 1. Not at all
    2. Slightly
    3. Very
    4. Completely

The Item of Field Note	Cycle I				Cycle II				Cycle III			
• The objectives of the lesson were clear to the learners.	**1**	2	3	4	1	2	**3**	4	1	2	3	**4**
• There were opportunities for controlled practice of specific language points	1	**2**	3	4	1	2	**3**	4	1	2	**3**	4
• Learners were required to do something (e.g. solve a problem, come to a conclusion, and complete a task).	1	2	**3**	4	1	2	**3**	4	1	2	3	**4**
• Learners were required to cooperate	1	2	**3**	4	1	2	**3**	4	1	2	3	**4**
• Learners were required to share information (i.e. there was an information gap component to the lesson)	1	2	**3**	4	1	2	**3**	4	1	2	3	**4**
• There was an evaluation component to the	1	2	3	**4**	1	2	3	**4**	1	2	3	**4**

lesson which would allow learners to judge the degree to which they had succeeded or failed			
• The activities would have been suitable for a mixed ability class.	1 **2** 3 4	1 2 **3** 4	1 2 **3** 4

(Adapted from David Nunan. 1998. Syllabus Design. Oxford: Oxford University Press)

Graphic 1

The Result of Students' Achievement in Each Cycle

The Average of Students' Score
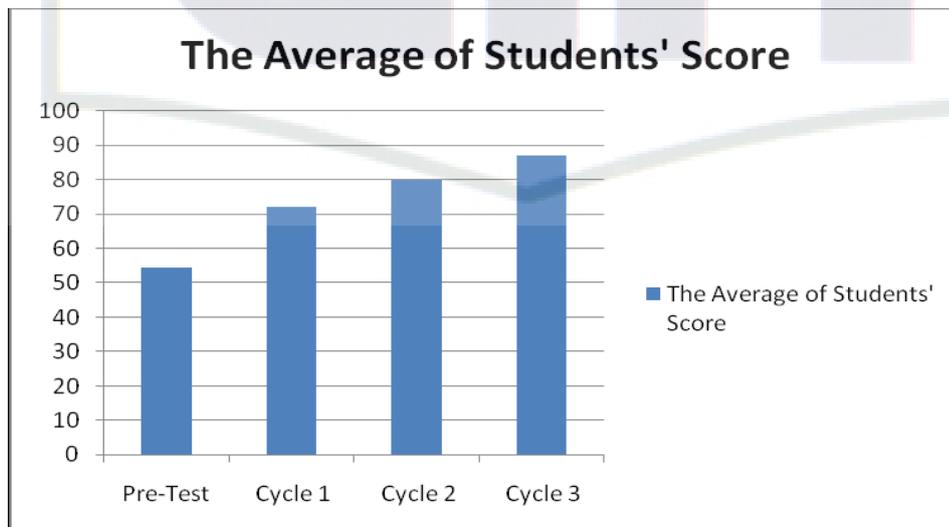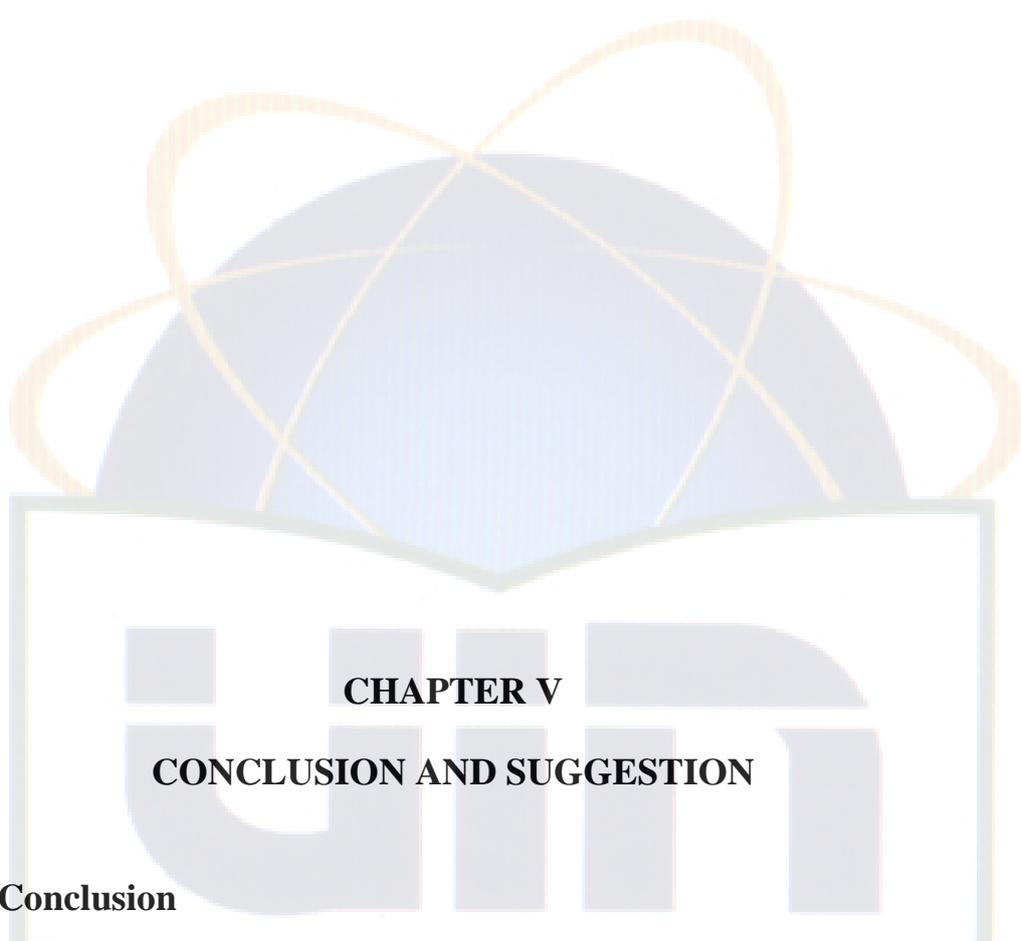
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research carried out in VII-4 class at SMPN 38 Bekasi academic year 2010/2011, it can be concluded that clustering technique is effective to develop students' writing ability of descriptive text and effective to improve their writing skill achivement. It is referred to the following information:

1. Related to the test result, there are some improvements of students' score from pre-test to the post-test of the third cycle, about 61.11%. In the pre-test, there are thirteen (27%) students who pass the *KKM* and the mean score of pre-test were 54.46. Then in the result of post-test in cycle 1, there are 35 or 74.47% students in the class who passed the *KKM* considering their mean score of the test gaineds 72.02. Next in the result of post-test in the second cycle, there are 44 (93.62%) students who pass the *KKM* in which their mean score of writing test derivedes 79.89. Next in the final result of post-test in the third cycle, there are 47 (100%) students who passed the *KKM* in which their mean score of writing test derived are 87.12.

2. The result of questionnaire in the final cycle is increase signifacantly: there are 95% students easier to understand the material, 95% students feel happy learning descriptive text through clustering technique, 95% students think that this method makes them easier in making descriptive text and more creative to develop their ides, and about 90% of students think, there are no difficulties in learning descriptive text through clustering technique.

3. The result of observation in third cycle is: the enthusiasm of students in teaching learning process gets very good criteria by score >85 which reach 95%, the Accuracy of students in making descriptive text get very good criteria by score >85 which reach 100%, the liveliness of students in giving idea get good criteria by score 71-85 which reach 80%.

4. Base on the information above it can be conclude that the students' perception and impression about learning process in writing skill of descriptive text through clustering technique is more enthusiastic, and makes students easier in developing and exploring their idea in making descriptive text. This technique also effective and can improve students' achivement significatly in writing skill of descriptive text.

B. Suggestion

Based on the result of classroom action research, the writer gives some suggestion as follows:

1. The English teachers are hoped more well in teaching preparation and more innovative in teaching learning proces. A teacher should not teach their students monotonously and make them bored. The teacher should also be active to involve the students in teaching learning process in order to improve students' academic achievement.

2. Clustering technique can be applied in English teaching learning process, because this technique can improve students' writing skill. In

this term, the students are encouraged to be more creative in developing the idea.

3. Clasroom Action Reserach should be developed in many schools in order to solve students' problem in academic achievement and to encourage teachers to be more creative and professional in teaching learning process.

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Appendix 1

Schedule of the Research

No	Action Planning	Time							
		October				November			
		1	2	3	4	1	2	3	4
1.	**Preparation**								
	Arrange Planning Concept	√							
	Agreeing Schedule and Task		√						
	Arrange Instruments			√					
	Concepts of Planning				√				
2.	**Action**								
	Prepare Class and media				√				
	Cycle I				√				
	Cycle II					√			
	Cycle III						√		
3.	**Arrange Result or Report of the CAR**							√	

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	:	SMPN 38 Kota Bekasi
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/ I

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator : 1. Mengidentifikasi fungsi dari teks deskripsi
2. Mengidentifikasi *generic structure* dari teks deskripsi
3. Membuat teks deskripsi sesuai dengan tema yang ditentukan menggunakan *Clustering Technique*

Aspek Skill	:	Menulis
Alokasi Waktu	:	2 x 40 Menit

A. Tujuan Pembelajaran

Pada akhir pembelajaran:
1. Siswa mampu memahami fungsi teks deskripsi
2. Siswa mampu mengidentifikasi *generic structure* dari teks deskripsi
3. Siswa mampu membuat teks deskripsi

B. Materi Pembelajaran

Descriptive text is used to describe a particular person, place, or thing. The generic structures of descriptive text are:

- ➤ Identification   : introduction of the thing, person, or place to be describe
- ➤ Description   : descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed

C. Metode Pembelajaran/Teknik : *Two Phase Technique*

1. Ceramah: Menjelaskan fungsi dan *generic structure* dari teks deskripsi
2. Demonstrasi : Membuat kelompok siswa dan mempraktikkan menulis teks deskripsi menggunakan *Clustering technique.*
3. Penugasan dan latihan

D. Langkah-langkah Kegiatan :

Siklus I :

Kegiatan	Langkah-langkah	Waktu
Motivasi	• Salam dan tegur • Guru menanyakan siswa tentang kegiatan menarik yang pernah siswa lakukan • Motivasi dan pengenalan materi	• 10 menit
Presentasi	• Guru menjelaskan *descriptive text*. • Guru membuat kelompok siswa secara berpasangan (*Work in pairs*) • Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *descriptive text*	• 30 menit
Latihan	• Memberikan pri-tes kepada siswa mengenai teks deskripsi • Taip-tiap kelompok membuat *descriptive text* sesuai tema yang dipilih	• 30 menit
Evaluasi	• Membahas hasil kerja siswa • Menayakan kesulitan belajar siswa • Menyimpulkan materi	• 10 menit

E. Sumber Belajar

    1. Buku teks yang relevan.

F. Penilaian
    a. Teknik   : Praktek
    b. Bentuk   : Membuat teks deskripsi menggunakan *Clustering technique*

Make one paragraph of descriptive that consists of five sentences about particular person, place, or things!

    1.

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Hadiro, S.Pd   **Munawar Kholil, M.Pd**
NIP.   **NIP.**

Guru Praktikan/Mahasiswa

Irfan Fahmi
NIM. 106014000390

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	:	SMPN 38 Kota Bekasi
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/ I

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator : 1. Menentukan tema dalam menulis teks deskripsi menggunakan *Clustering Technique*.
2. Membuat teks deskripsi sesuai dengan tema yang ditentukan menggunakan *Clustering Technique*.

Aspek Skill	:	Menulis
Alokasi Waktu	:	2 x 40 Menit

F. Tujuan Pembelajaran

Pada akhir pembelajaran:
4. Siswa mampu menggunakan *Clustering Technique*
5. Siswa mampu menegembangkan ide dan kerangka karangan
6. Siswa mampu membuat teks deskripsi

G. Materi Pembelajaran
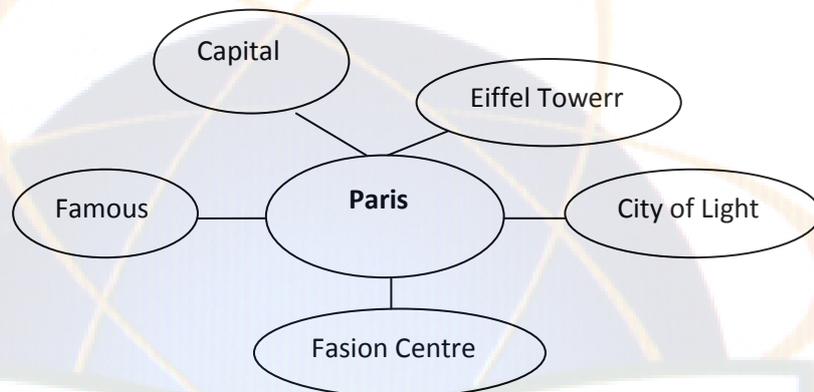
Paris is the capital of Europen nation, France. It has amazing landmark, named Eiffel Tower. Paris is also called the city of light. Besides, Paris is well known as the international fashion centre. Therefore, it becomes one of the famous cities in the world.

H. Metode Pembelajaran/Teknik : *Two Phase Technique*

4. Ceramah: Menjelaskan fungsi dan *generic structure* dari teks deskripsi
5. Demonstrasi: Membuat kelompok dan diskusi siswa serta dan mempraktikkan menulis teks deskripsi menggunakan *Clustering technique*.
6. Penugasan dan latihan

D. Langkah-langkah Kegiatan :

Siklus 2 :

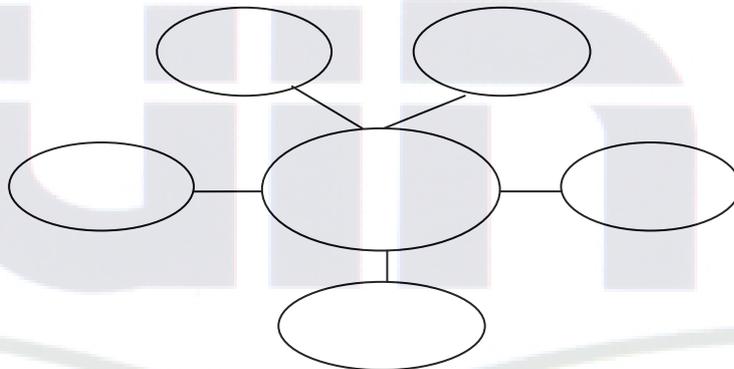| Kegiatan	Langkah-langkah	Waktu
Motivasi	- Salam dan tegur - Apersepsi - Motivasi dan pengenalan materi	10 menit
Presentasi	- Guru menjelaskan fungsi dan cara *Clustering Technique* dalam menulis *descriptive text*. - Guru membuat kelompok siswa secara berpasangan (*Work in pairs*) - Guru memberikan kesempatan pada tiap-tiap kelompok mendiskusikan langkah-langkah dalam membuat *descriptive text*	35 menit
Latihan	Memberikan tugas kepada siswa membuat teks deskripsi sesuai tema yang dipilih	35 menit
Evaluasi	- Membahas hasil kerja siswa - Menayakan kesulitan belajar siswa - Menyimpulkan materi	10 menit

E. Sumber Belajar

1. Buku teks yang relevan.

F. Penilaian

    a. Teknik   : Praktek

    b. Bentuk   : Membuat teks deskripsi menggunakan *Clustering technique*

Make one paragraph of descriptive that consists of five sentences about particular place, person, or things!

Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Hadiro, S.Pd   **Munawar Kholil, M.Pd**

NIP.   **NIP.**

Guru Praktikan/Mahasiswa

Irfan Fahmi
**NIM. 106014000390**

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	**:**	SMPN 38 Kota Bekasi
Mata Pelajaran	**:**	Bahasa Inggris
Kelas/Semester	**:**	VII/ I

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Indikator : 1. Menentukan tema dalam menulis teks deskripsi menggunakan *Clustering Technique*.
 2. Membuat teks deskripsi sesuai dengan tema yang ditentukan menggunakan *Clustering Technique*.

Aspek Skill	:	Menulis
Alokasi Waktu	:	2 x 40 Menit

I. Tujuan Pembelajaran

Pada akhir pembelajaran:
7. Siswa mampu menggunakan *Clustering Technique*
8. Siswa mampu menegembangkan ide dan kerangka karangan
9. Siswa mampu membuat teks deskripsi

J. Materi Pembelajaran
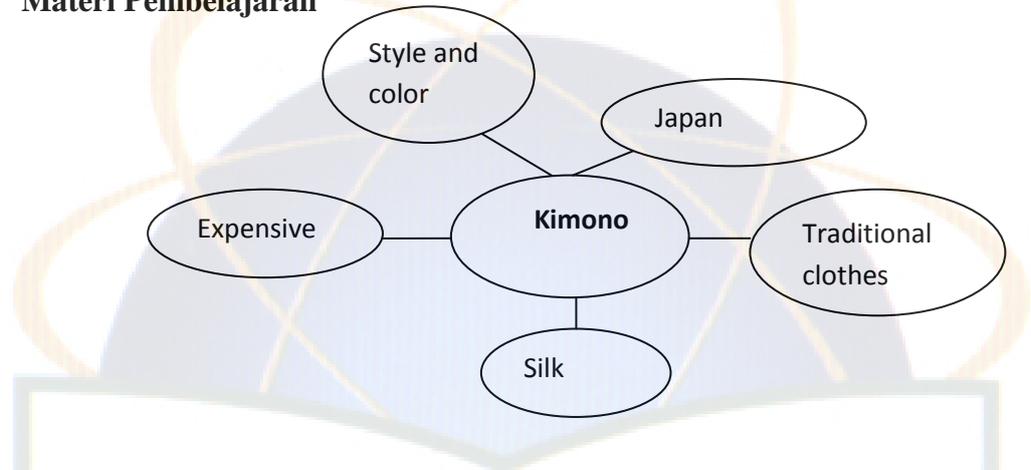
Kimono is the traditonal clothes of Japanese people. It is made of silk and usually very expensive. There are many kinds of style and color of kimono. These styles and colors depend on the occasion, the age, and the status of the person who wears it.

K. Metode Pembelajaran/Teknik : *Two Phase Technique*

7. Demonstrasi: Mempraktikkan menulis teks deskripsi menggunakan *Clustering technique.*
8. Penugasan dan latihan

Siklus 2 :

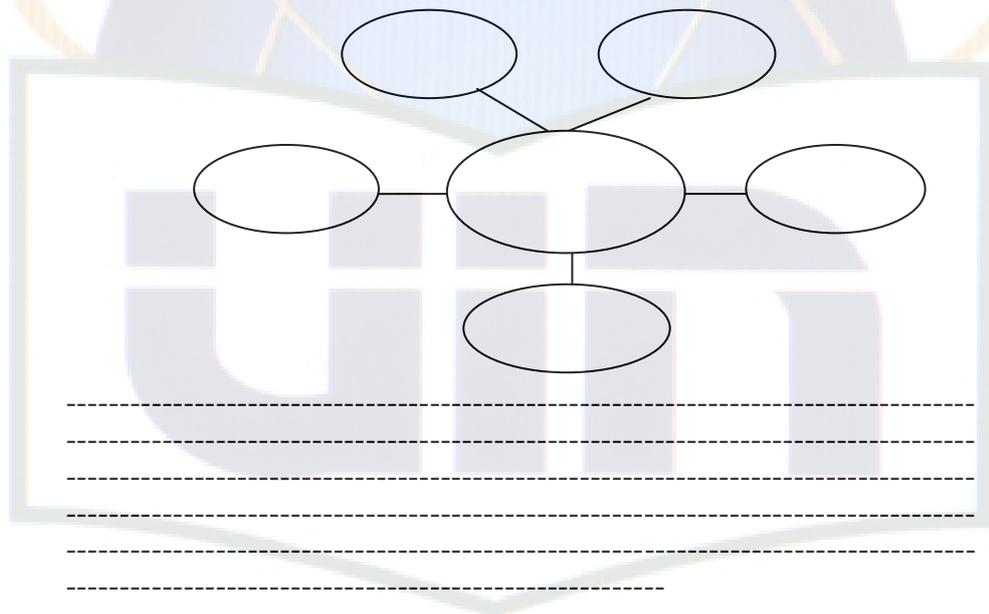| Kegiatan	Langkah-langkah	Waktu
Motivasi	• Salam dan tegur • Apersepsi • Motivasi dan pengenalan materi	• 10 menit
Presentasi	• Guru menjelaskan fungsi dan cara *Clustering Technique* dalam menulis *descriptive text*. • Guru memberikan kesempatan pada siswa mendiskusikan kesulitan dalam membuat *descriptive text* menggunakan *Clustering Technique*	• 35 menit
Latihan	• Memberikan pos-tes kepada siswa mengenai teks deskripsi	• 35 menit
Evaluasi	• Membahas hasil kerja siswa • Menayakan kesulitan belajar siswa • Menyimpulkan materi	• 10 menit

F. **Sumber Belajar**

Buku teks yang relevan.

F. **Penilaian**
   a. Teknik   : Praktek

b. Bentuk : Membuat teks deskripsi menggunakan *Clustering technique*

Make one paragraph of descriptive that consists of five sentences about particular place, person, or things!

2.
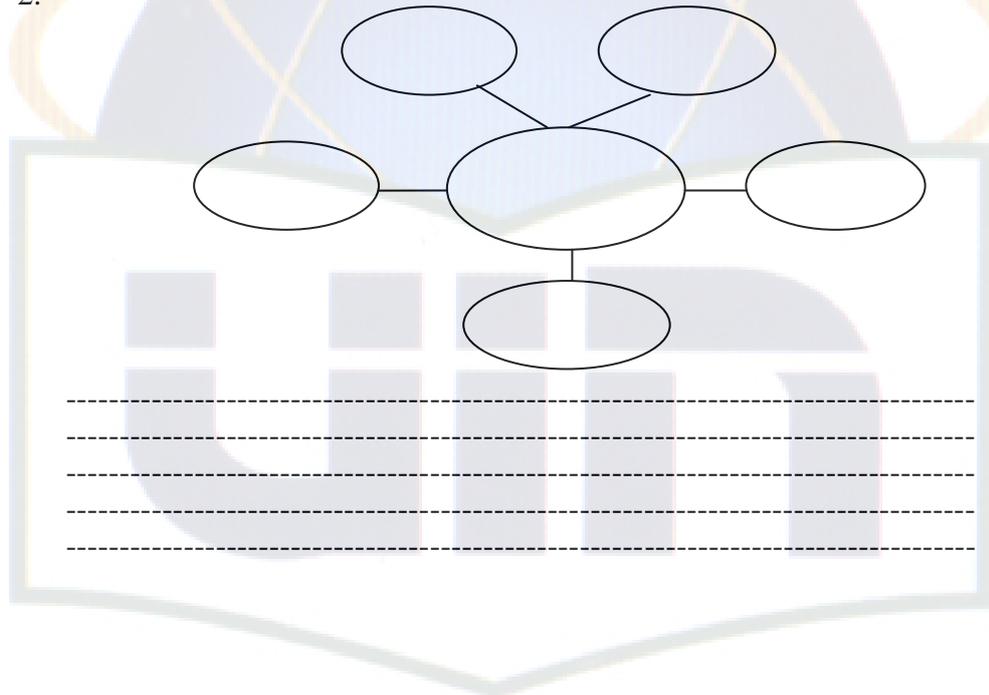
Mengetahui,

Kepala Sekolah   Guru Mata Pelajaran

Hadiro, S.Pd   **Munawar Kholil, M.Pd**
NIP.   **NIP.**

Guru Praktikan/Mahasiswa

Irfan Fahmi
NIM. 106014000390

Appendix 5

ANGKET UNTUK GURU

Nama Sekolah   :

Alamat Sekolah   :

Nama Guru   :

Mengajar di kelas   :

1. Bacalah dengan teliti setiap pertanyaan, kemudian jawablah sesuai dengan keadaan yang sebenarnya.
2. Berilah tanda silang (X) pada salah satu atau beberapa pilihan jawaban yang tersedia.
3. Untuk pilihan jawaban yang tidak tersedia, tuliskan jawaban pada tempat yang disediakan.
4. Terimakasih atas kesediaan bapak untuk mengisi angket ini.

A. PERENCANAAN PENGAJARAN

1. Sebelum mengadakan pertemuan tatap muka di kelas, apakah bapak membuat persiapan tertulis?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah
2. Persiapan mengajar apakah yang bapak buat sebelum mengajar? (jawaban boleh lebih dari satu)
   a. Program tahunan (Prota)
   b. Program semester (prosem)
   c. Penegembangan silabus
   d. Rencana pelaksanaan pembelajaran
3. Apakah dalam membuat RPP, bapak mengacu pada standar isi SMP dalam silabus KTSP 2006?
   a. Selalu
   b. Kadang-kadang

c. Tidak pernah

4. Apakah RPP yang bapak buat berdasarkan pada masing-masing keterampilan berbahasa (Listening, Speaking, Readind, Writing) atau secara terpadu?

a. Masing-masing keterampilan berbahasa diajarkan secara terpisah
b. Terpadu (integrated)

5. Sehubungan dengan pembuatan RPP, kesulitan apa saja yang bapak alami?

(jawaban boleh lebih dari satu)

a. Memahami SK dan KD
b. Menentukan indikator yang sesuai dengan SK dan KD
c. Memilih tema dan pokok bahasan
d. Menentukan kosa kata yang berhubungan dengan pokok bahasan
e. Memberikan evaluasi dan penilaian yang sesuai dengan pokok bahasan
f. Kesulitan lain (mohon disebutkan)

....
....
....

B. MATERI PEMBELAJARAN

6. Apakah sumber bahan pembelajaran yang bapak gunakan dalam pengajaran keterampilan menulis teks deskripsi (place, person, or things) pada kelas 7.3?

a. Dari buku teks

Judul buku :
Pengarang :
Penerbit :

b. Dari jurnal
c. Dari internet

7. Apakah dalam buku teks yang bapak gunakan terdapat materi menulis "descriptive text"?

a. Ya
b. Tidak

8. Jika jawaban pada soal no. 7 (ya). Teknik manakah yang bapak gunakan dalam pembelajaran di kelas?

a. Descriptive text "using pictures"
b. Descriptive text "using guided questions"
c. Descriptive text "using clustering technique"

9. Apakah siswa pernah dilatih menulis descriptive text menggunakan teknik seperti yang ada pada no. 8 di atas?
   a. Ya
   b. Tidak
      Karena...
      ....
      ....

10. Materi manakah yang lebih dominan bapak ajarkan dalam pengajaran keterampilan menulis (Writing) di kelas VII smester I SMPN 38 Kota Bekasi?
    a. Procedural teks
    b. Descriptive of person
    c. Descriptive of place
    d. Edescriptive of things

11. Kesulitan apa saja yang bapak hadapi dalam pembelajaran "descriptive text"? (jawaban boleh lebih dari satu)
    a. Kurangnya pemahaman siswa dalam praktek menulis "descriptive text"
    b. Keterbatasan alokasi waktu dalam laihan menulis bahsa inggris
    c. Sedikitnya materi menulis dari buku teks kelas VII
    d. Kendala lainnya (mohon dituliskan)
       ....
       ....
       ....

C. PENILAIAN PEMBELAJARAN (EVALUASI)

12. Evaluasi/penilaian manakah yang bapak berikan kepada siswa dalam pembelajaran "descriptive text"?
    a. Kognitif (pemahaman konsep)
    b. Afektif (perubahan sikap)
    c. Psikomotorik (praktik)

13. Bentuk evaluasi seperti apa yang sering bapak gunakan pada pembelajaran "descriptive text"?
    a. Formatif, dalam bentuk ujian harian (blok)
    b. Summatif (UTS dan UAS)

14. Butir-butir soal yang digunakan untuk mengevaluasi kemempuan siswa dalam "descriptive text" di susun oleh?
    a. Bapak sendiri
    b. Tim guru sekolah

c. Tim guru dalam MGMP (Musyawarah Guru Mata Pelajaran)

15. Kriteria apakah yang bapak gunakan dalam pengadaan remedial terhadap siswa?

   a. Siswa belum menguasai materi dengan baik

   b. Kemampuan siswa masih di bawah nilai SKBM

   c. Kurannya minat siswa dalam/motivasi siswa dalam mengerjakan tugas

Appendix 6

ANGKET SISWA
PENELITIAN TINDAKAN KELAS

Mata Pelajaran   : Bahasa Inggris
Pada Sekolah   : SMPN 38 Kota Bekasi
Siklus ke   :

No	Pertanyaan	Ya	Tidak
1.	Apakah pembelajaran *Descriptive Text* menggunakan *Clustering Technique* membuat kamu mudah memahami materi pelajaran?		
2.	Apakah pembelajaran menulis dalam bahasa Inggris menggunakan *Clustering Technique* membuat kamu lebih mudah membuat *Descriptive Text*?		
3.	Apakah pembelajaran menggunakan *Clustering Technique* medorong kamu lebih kreatif menulis dalam bahasa Inggris?		
4.	Apakah pembelajaran *Descriptive Text* menggunakan *Clustering Technique* menyenangkan?		
5.	Apakah kamu mengalami kesulitan dalam pembelajaran *Descriptive Text* menggunakan *Clustering Technique*?		

Appendix 7

OBESERVASI KEGIATAN SISWA

PADA SAAT KBM

PENELITIAN TINDAKAN KELAS

Mata Pelajaran   : Bahasa Inggris

Pada Sekolah   : SMPN 38 Kota Bekasi

Siklus ke   :

No	Kegiatan/Aspek yang diamati	Baik Sekali	Baik	Cukup	Kurang
1.	Antusias siswa dalam mengikuti KBM				
2.	Keaktifan siswa dalam diskusi secara berpasangan (Work in pairs)				
3.	Keaktifan siswa dalam bertanya dan mengemukakan ide				
4.	Kelancaran mengembangkan ide/tema dalam membuat Descriptive Text				
5.	Ketelitian dalam menuliskan ide-ide menjadi sebuah Descriptive Text				
6.	Efektifitas pemanfaatan waktu				
7,	Kelancaran siswa dalam menjawab pertanyaan				

Appendix 8

OBSERVASI KEGIATAN GURU

PADA SAAT KBM

PENELITIAN TINDAKAN KELAS

Mata Pelajaran   : Bahasa Inggris

Pada sekolah   : SMPN 38 Kota Bekasi

Siklus ke   :

Put checklist mark based on the score that have been observed

No	The Item of Score	Score			
		SB	B	C	K
1.	Prepare the condition of the class and the students				
2.	Apperception				
3.	Motivated the students				
4	Conveying the indicators that would be reached				
5.	Using media based on the lesson plan				
6.	Explaining decriptive text				
7.	Focusing on students' attention toward teaching learning process				
8.	Using clustering techniques when conveying the subject				
9.	Organizing discussion activity				
10.	Guidance of group				
11.	Giving chance to students for giving idea				

No.		SB	B	C	K
12.	Giving chance to students for asking				
13.	Enthusiast toward students' answer and perception				
14.	Observing the difficulty/development of students' learning process				
15.	The ability to explain/conclude the subject that have been conveyed				
16.	The ability to give evaluation based on the indicator				

Note:

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

Appendix 9

Work Sheet

CYCLE   : 1 (Pre test)
NAME   :
CLASS   :

Complete the sentences using the words below!

    I want to tell you about a .... girl. You know she is Agnes in .... her full name is Agnes Monica. Almost everyone in our country .... her very much because she is a ..... singer.

    She has straight black hair, ... nose and round ..... She has also ..... body, with the ..... skin. She has sang since she was a little girl. Now she is an adult pretty ..... She is an energetic when she .... her song.

Knows	performs	beautiful	woman	famous
Short	white	pointed	eyes	slim

CYCLE   : 1 (Pre test)
NAME   :
CLASS   :

Make one paragraph of descriptive that consist of five sentences for each topic yu're discussed!
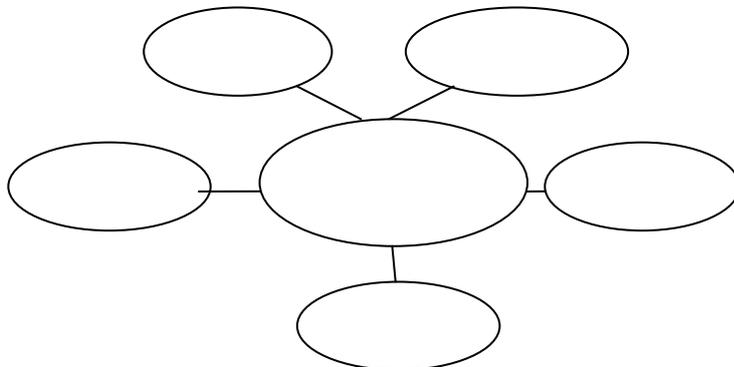
Appendix 10

Work Sheet
(Post test)

CYCLE   : ....
NAME   : ....
CLASS   : ....

Make one paragraph of descriptive that consist of five sentences for each topic yu're discussed!
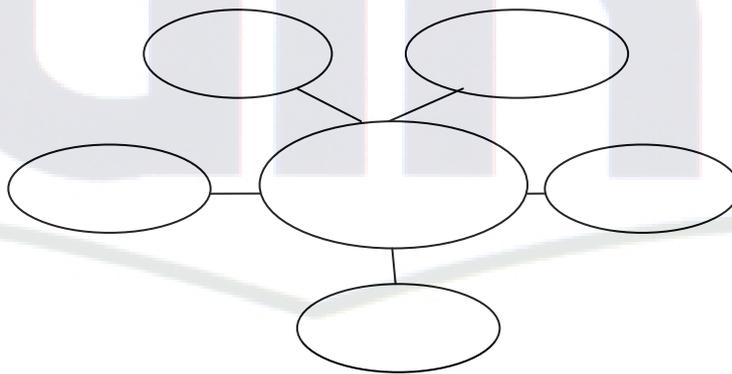
Appendix 11

Perihal   : Permohonan Pengisian Angket
Lampiran   : 1 (Satu) Berkas

Kepada Yth,
Bapak Munawar Kholil, M.Pd
Di-
          SMPN 38 Kota Bekasi

Assalamu'alaikum Wr. Wb.

Dalam rangka penulisan skripsi sebagai salah satu persyaratan untuk mendapatkan gelar Strata Satu (S1) Sarjana Pendidikan di Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, maka saya memohon dengan hormat kepada bapak untuk mengisi angket yang telah disediakan.

Data atau keterangan yang di minta semata-mata untuk kepentingan penelitian. Oleh karena itu, bapak tidak perlu ragu dalam memberikan jawaban yang sejujurnya dan sesuai dengan kondisi yang bapak alami dan rasakan selama ini. Kerahasiaan jawaban yang bapak berikan akan dijamin sepenuhnya.

Setiap jawaban yang bapak berikan merupakan sebuah penghargaan yang tidak ternilai harganya bagi kesempurnaan penelitian ini. Atas perhatian dan partisipasi bapak saya ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Bekasi, 10 Nopember 2010

Pemohon,

Irfan Fahmi
106014000490

Appendix 12

The Result of Students'Writing Score
of Pre-Test, Post-Tes 1, Post-Test 2, and Post-Test 3

No	Name of Students VII-4	Score			
		Before Cycle (Pre-Test)	Cycle 1 (Post-Test)	Cycle 2 (Post-Test)	Cycle 3 (Post-test)
1	Adelia Pertiwi	80	90	90	100
2	Agil Kris Mahmud	70	80	85	95
3	Agung Gumelar Prasetiyo	40	60	80	90
4	Aldis Annisa Tuzzahra	50	75	80	95
5	Alya Nabilah	40	65	80	90
6	Amelia Mutiara Putri	60	70	80	95
7	Ardianti Setia Cahyani	50	70	80	95
8	Chris Natalia Sri Rotua Tabarita	50	60	65	80
9	Dian Nugroho	80	80	95	100
10	Dinda Dwi Rahayu	80	80	85	90
11	Dini Mardianah	50	65	85	90
12	Dita Rina Oktavia	50	75	80	90
13	Eva Yoseppina	50	70	75	80
14	Fazri Ari Sandi	60	75	85	90
15	Galih Aji Nugroho	40	60	85	90
16	Hafith Prayoga	40	80	80	90
17	Halim Abelard Prayoga	35	60	65	85
18	Intan Safitri Dwi Karya	50	70	75	85
19	Irzha Dewa Badrayana	50	70	85	85
20	Katon Kuncoro	35	60	70	80
21	Lintang Wahyu Azuli	70	80	80	85
22	Lisa Dwi Handayani	50	65	90	90
23	Lorensius Ryan Irawan	40	75	75	80
24	Mega Selviyah	35	75	70	85
25	Meita Rizky Nanda	80	80	90	95
26	Monica Damayanti Siringo-Ringo	35	60	80	90
27	Muhammad Ridwan Arifin	50	70	70	80
28	Nirmala Khaerunisa	80	85	85	90
29	Noviani	80	85	85	80

30	Nur Afifah Jamil	35	65	80	80
31	Nuraini Nawad Suhaimah	80	70	90	80
32	Octa Fiani Fanny	40	75	80	90
33	Prayoga Pangestu	35	50	60	70
34	Puspita Bella Yanuardi	60	75	85	90
35	Rechta Amelia Safitri	40	75	80	85
36	Rendy Christian Donggala	40	70	75	75
37	Riska Nur Hikmawati	50	75	80	85
38	Rodhotul Janah	60	70	75	80
39	Shanrio Prahara Khatamy	50	75	70	80
40	Sufi Islami Widodo	70	85	85	90
41	Syntia Octavianti	40	75	80	85
42	Tita Aprilia Lestari	50	60	80	90
43	Tomy Harman	40	70	75	80
44	Tri Nurjannah	80	75	75	85
45	Veronika Astrid Handa Widyastuti	50	70	80	85
46	Viky Arta	80	75	85	95
47	Wahyu Pakerty Utami	80	85	90	100
	Sum	2560	3385	3755	4095
	Mean: $$\overline{X} = \frac{\sum x}{N}$$	**54,46809**	**72,02128**	**79,89362**	**87,12766**

Appendix 13

Table 4.6

Observation Sheet of Teacher Activities

In Teaching Learning Process

Cycle : 1 (First Meeting)

Put checklist mark based on the score that have been observed

No	The Item of Score	Score			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception			√	
3.	Motivated the students		√		
4	Conveying the indicators that would be reached			√	
5.	Using media based on the lesson plan			√	
6.	Explaining descriptive text				√
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using clustering techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group			√	
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		

15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

Note:

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

Table 4.7

Cycle : 1 (Second Meeting)

Put checklist mark based on the score that have been observed

No	The Item of Score	Score			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining decriptive text		√		
7.	Focusing on students' attention toward teaching learning process			√	
8.	Using clustering techniques when conveying the subject			√	
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		

12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception			√	
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed			√	
16.	The ability to give evaluation based on the indicator		√		

Note:

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

Table 4.8

Cycle : 2

Put checklist mark based on the score that have been observed

No	The Item of Score	Score			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4	Conveying the indicators that would be reached		√		
5.	Using media based on the lesson plan		√		
6.	Explaining decriptive text		√		
7.	Focusing on students' attention toward teaching learning process		√		

No.		SB	B	C	K
8.	Using clustering techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		

Note:

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

Table 4.9

Cycle : 3

Put checklist mark based on the score that have been observed

No	The Item Score	Score			
		SB	B	C	K
1.	Prepare the condition of the class and the students		√		
2.	Apperception		√		
3.	Motivated the students		√		
4	Conveying the indicators that would be reached		√		

5.	Using media based on the lesson plan		√		
6.	Explaining descriptive text		√		
7.	Focusing on students' attention toward teaching learning process		√		
8.	Using clustering techniques when conveying the subject		√		
9.	Organizing discussion activity		√		
10.	Guidance of group		√		
11.	Giving chance to students for giving idea		√		
12.	Giving chance to students for asking		√		
13.	Enthusiast toward students' answer and perception		√		
14.	Observing the difficulty/development of students' learning process		√		
15.	The ability to explain/conclude the subject that have been conveyed		√		
16.	The ability to give evaluation based on the indicator		√		

Note:

SB= sangat baik/very good; B=Baik/good; C=cukup/adequate;

K=kurang/insufficient

Appendix 14

The Result of Students' Test

Work Sheet

CYCLE   : 1 (Pre test)

NAME   : Rizkika Dea S.

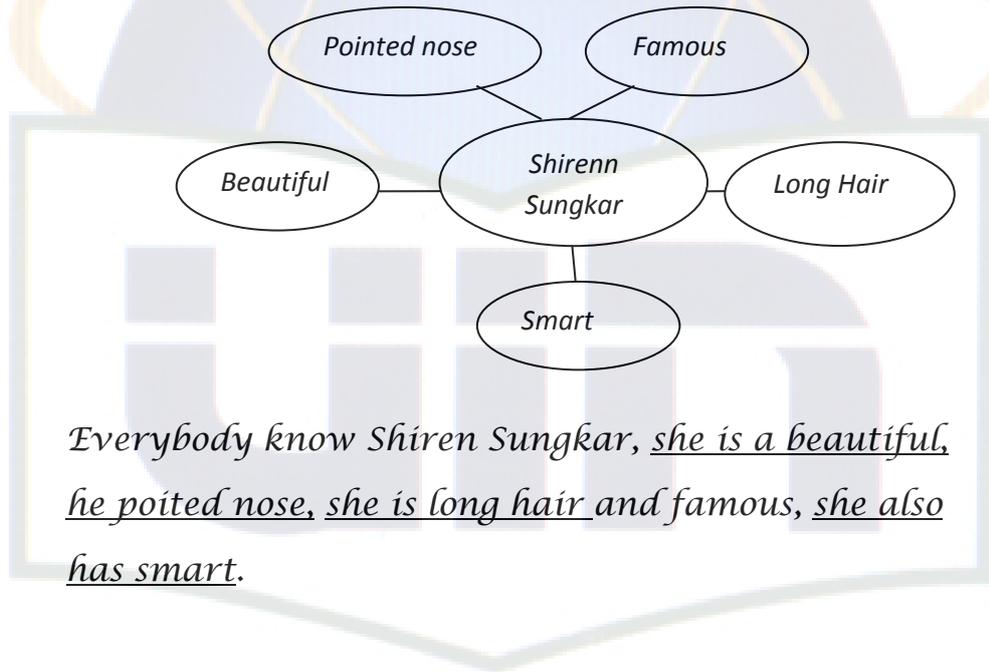CLASS   : VII. 4

Complete the sentences using the words below!

     I want to tell you about a ***slim*** girl. You know she is Agnes in ***beautiful*** her full name is Agnes Monica. Almost everyone in our country ***knows*** her very much because she is a ***famous*** singer.

     She has straight black hair, ***poited*** nose and round ***eyes.*** She has also ***white*** body, with the ***short*** skin. She has sung since she was a little girl. Now she is an adult pretty ***woman.*** She is an energetic when she ***performs*** her song.

Knows	performs	beautiful	woman	famous
Short	white	pointed	eyes	slim

CYCLE   : 1 (Pre test)
NAME   : Rizkika Dea S.
CLASS   : VII.4

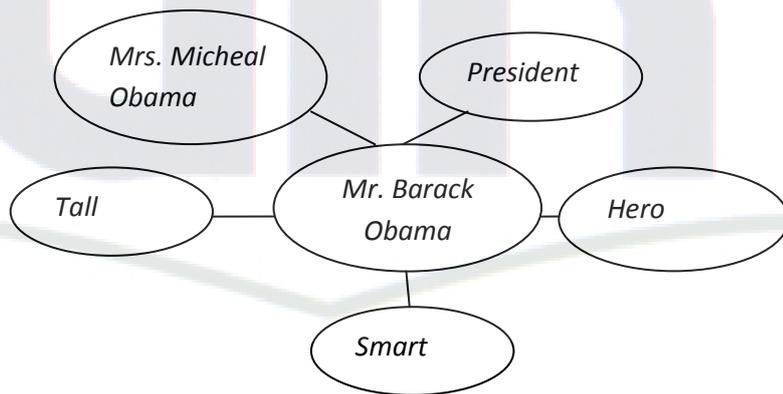*Make one paragraph of descriptive that consist of five sentences for each topic yu're discussed!*

Pointed nose   Famous

Beautiful   Shirenn Sungkar   Long Hair

Smart

Everybody know Shiren Sungkar, <u>she is a beautiful,</u> he poited nose, <u>she is long hair</u> and famous, <u>she also has smart</u>.

Work Sheet

CYCLE   : 2 (Post test)

NAME   : Rizkika Dea S.

CLASS   : VII.4

Make one paragraph of descriptive that consist of five sentences for each topic yu're discussed!
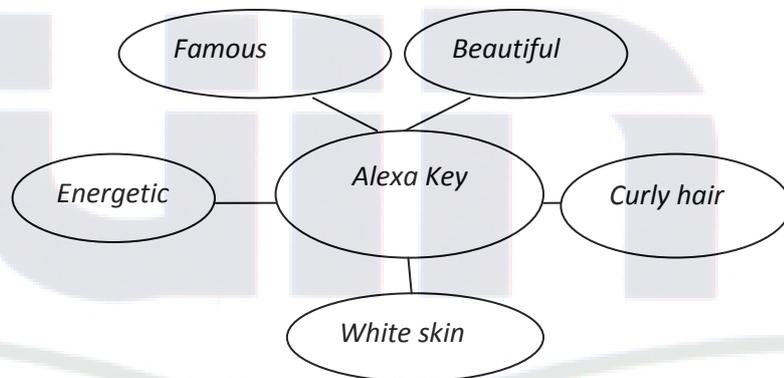

Mr. Barack Obama is the President <u>from American</u>. He is smart, he has a wife, <u>the</u> name is Mrs. Micheal Obama. He is tall, he is a hero for American

Work Sheet

CYCLE : 1 (Pre test)

NAME : Rizkika Dea S.

CLASS : VII.4

Make one paragraph of descriptive that consist of five sentences for each topic yu're discussed!

Everybody know Alexa Key. She is a famous singer and she is very beautiful. She has curly hair and white skin. She is very energetic when she performs her song.

Appendix 15

Teacher's Interview

Pre-Observing

1. How is the process of teaching learning English in the classroom?

    Teaching learning English was effective in many classrooms, but there was a class that faced problem, it was VII-4 class. This class was too crowded. The students of that class were unconcerned, ignored the teacher's attention. As a result, the students got low score in English subject.

2. How is students' attention toward English subject?

    As I said before, the students' interesting was low except for clever students in VII-4 class

3. What is method that used in learning English?

    I use GTM method for the first grade, because they were too young to learn using complex method, I am doubt, if the students learn with the other method, it is hard for them.

4. Is the method effective?

    Yes for temporary, when the students were still in the class, they understand, but after class, I do not think so.

5. How is the students' English score in VII-4 class?

    Comparing with other classes, students at VII-4 class the score are still low

6. What do you know about clustering technique?

    I do not know specifically about this technique. In general, this technique is used to develop students in making a text or written form in writing skill.