THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TOWARDS STUDENTS’ WRITING SKILL OF DESCRIPTIVE TEXT

(A Quasi-experimental Study at Eighth Grade of MTs Islamiyah Ciputat)

The “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of S.Pd (Bachelor of Arts) in English Language Education

By :

Artika Diannita

1110014000038

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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By :
Artika Diannita
1110014000038

Approved by

Advisor I
Drs. Bahrul Hasan, M.Ed.

Advisor II
Devi Yusnita, M.Pd.

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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2015
ENDORSEMENT SHEET

The examination Committee of Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (Scientific Paper entitled “The Effectiveness of Clustering Technique towards Students’ Writing Skill of Descriptive Text (A Quasi-experimental Study at Eight Grade of MTs Islamiyah Ciputat)”, written by Artika Diannita student’s registration number 1110014000038 was examined by the Committee on July 8, 2015. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Department.

Jakarta, July 8, 2015

EXAMINATION COMMITTEE

CHAIRMAN: Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

SECRETARY: Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

EXAMINER I: Dr. Fahriany, M.Pd.
NIP. 19700611 199101 2 001

EXAMINER II: Neneng Sunengsih, M.Pd.
NIP. 19730625 199903 2 001

Acknowledged By
Dean of Tarbiyah and Teachers’ Training

Prof. Dr. Ahmad Thob Rava, MA.
NIP. 19550421 198203 1 007
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,

Nama : Artika Diannita
Tempat/Tgl.Lahir : Blora, 6 Juni 1990
NIM : 1110014000038
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Clustering Technique towards Students’ Writing Skill of Descriptive Text

Dosen Pembimbing : 1. Drs. Bahrul Hasibuan, M.Ed.
2. Devi Yusnita, M.Pd.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.
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Jakarta, 9 Juli 2015
Mahasiswa Ybs.

Artika Diannita
NIM: 1110014000038
ABSTRACT

Artika Diannita. 1110014000038. The Effectiveness of Clustering Technique towards Students’ Writing Skill of Descriptive Text (A Quasi-experimental Study at Eighth Grade of MTs Islamiyah Ciputat). Skripsi of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta, 2015.

The objective of this research is to find the empirical evidence of the effectiveness of clustering technique towards writing skill of descriptive text at the eighth grade of MTs Islamiyah Ciputat. In this research, the writer used the quantitative approach. The writer conducted the experiment in two different classes using two different treatments. The first class, the experiment class used clustering technique. The second class, the control class used conventional technique. The writer administered pre-test and post-test to both classes. The purpose of giving the test was to know which class got better achievement after being taught by using different methods. Next the controlled data in this research were analyzed by using t-test. According to the result of statistical calculation, the score of pre-test in experiment class is 60.20; 72.24 for post-test; and 12.04 for gained score. Meanwhile, the mean score of pre-test in control class 59.28; 64.80 for post-test; and 5.52 for gained score. Moreover, $t_o$ (t observation) is 4.43 and $t_t$ (t table) is 2.01. Therefore, $t_o$ (observation) is higher than $t_t$ (t table) or $t_o > t_t$. This statement proved that the students who were taught descriptive text writing using clustering technique got higher score than those who were taught with conventional teaching. Thus, it can be concluded that using clustering technique in teaching descriptive text writing is effective to the eighth grade students of MTs Islamiyah Ciputat.
ABSTRAK


Tujuan penelitian ini adalah untuk mengetahui keefektifan mengajar descriptive text dengan menggunakan metode clustering technique di kelas delapan MTs Islamiyah Ciputat. Dalam penelitian ini, penulis menggunakan metode kuantitatif. Penulis melakukan eksperimen di dua kelas berbeda dengan menggunakan tindakan berbeda. Kelas yang pertama menggunakan metode clustering technique sebagai kelas eksperimen. Kelas yang kedua menggunakan metode konvensional sebagai kelas kontrol. Penulis memberikan pre-test dan post-test kepada kedua kelas. Tujuan tes ini adalah untuk mengetahui kelas mana yang lebih baik setelah diajar menggunakan dua metode yang berbeda. Selanjutnya data yang terkumpul dalam penelitian ini dianalisis dengan menggunakan t-test. Berdasarkan hasil perhitungan statistik didapatkan nilai rata-rata dari kelas eksperimen: pre-test sebesar 60.20; post-test sebesar 72.24 dan selisihnya sebesar 12.04. sedangkan nilai rata-rata dari kelas kontrol: pre-test sebesar 59.28; post-test sebesar 64.80 dan selisihnya sebesar 5.52. Selanjutnya, $t_o$ (t observasi) yaitu sebesar 4.43 dan $t_t$ (t tabel) sebesar 2.01. Maka, $t_o$ (observasi) lebih besar dari pada $t_t$ (t tabel); $t_o>t_t$. Pernyataan tersebut membuktikan bahwa siswa-siswa yang di ajar descriptive text writing dengan menggunakan metode clustering technique mendapatkan nilai lebih tinggi dari pada mereka yang diajar dengan menggunakan metode konvensional. Maka dapat disimpulkan bahwa pengajaran menggunakan metode clustering technique lebih efektif dalam pengajaran descriptive text di kelas delapan MTs Islamiyah Ciputat.
ACKNOWLEDGMENT

In the name of Allah the Most Beneficent and the Most Merciful.

All prise be to Allah, lord of the World, who has bestowed upon the writer in completing this “skripsi” which the title is “The Effectiveness of Clustering Technique towards Students’ Writing Skill of Descriptive Text (A Quasi-experimental Study at Eighth Grade of MTs Islamiyah Ciputat).” Peace and blessing be upon our prophet, Muhammad, his families, his companions and his followers.

The writer is conscious that she could not carry out this work without help of others, both material and spirituals. In this occasion, the writer would like to express her great thanks and gratitude to her beloved parents, Sutar and Sugiarti who always give their love, support and moral encouragement to finish her study.

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Finally, the writer realizes that this skripsi is still far from being perfect. Criticism and suggestions would be acceptable to make it better.
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CHAPTER I

INTRODUCTION

This chapter presents the general account of the study. It covers the background of the study, the formulation of the problem, the limitation of the problem, the objective of the study and the significance of the study.

A. The Background of the Study

Communication to all people around the world is a very important activity in life. Communication in a language is impossible without having the ability of the vocabulary in the language. It is mainly through using vocabularies that is composed and expressed to others. When people want to deliver information, they can choose the vocabulary that they need to use and to put these words together to create meaning in communication.

Writing is used as a way to communicate with others. To communicate effectively, people must constantly adjust their speech to suit their purpose and audience. When you write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work. The ability to adjust your writing to suit the purpose and audience will serve you well not only in the classroom, but also in the workplace and beyond.

Writing is a skill of English. It is skill like driving, typing, or cooking, and like any skill, it can be learned. Because writing is a skill, it makes sense that the more you practice writing, the better you will write. According to Harmer “English is consisting of four skills that should be learned, they are listening, speaking, reading, and writing skills. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.”1 However, many people consider writing as the most difficult skills to be learned compared to the other language skill. To be able to write people must learn it

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consciously. People cannot write even a single letter without being shown how to form it. Most people who have learned writing skill, they find many difficulties when facing writing task in a language class. Beside that, many people who study English consider that they do not know how to write a topic so they cannot make a good paragraph.

Writing is not easy and needs hard work to make a good writing. It needs hard thinking and procedure words, sentences, and paragraphs. A good writing generally contains more information per phrase, more wit, more insight, more beauty than conversation. Not many students able to write English as well as to speak it. Therefore, the students must have extensive knowledge if they want to write well.

Based on the KTSP curriculum that is used by the government, there are some types of writing which have to be taught in junior high school at the second grade, they are descriptive text, narrative text and recount text.

Descriptive text is kind of writing. Anderson states that “A factual description describes a particular person, place or thing.” In descriptive text, the students appeal to their imagination and perspective senses. In descriptive text, the student wish the reader to see, hear, taste, smell, and feel as they present a vivid word picture of the subject. Description adds an important dimension to people’s life because it moves our emotions and expands our experience. When people read description of beautiful places and scenes, they are uplifted, when people read newspaper accounts of the devastation of wars and natural disasters, they are saddened.

In the teaching descriptive writing, there are some difficulties faced by students. First, most of students just have an idea, but they are still confused how to develop it as the correct one. Second, they actually have good knowledge of word and sentence but they have lack of knowledge in

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vocabularies, grammatical rules and tenses. Third, they are hardly to develop their imagination as they write.

Next, based on the observation the writer found that the students were not interested in learning process of writing descriptive text because in their opinion writing is boring. It happened because teachers were not creative in teaching writing of descriptive text, they did not use the suitable technique in teaching writing descriptive text. During teaching learning activity, the teacher gave them some minutes to do exercises meanwhile most of students did not pay attention to the teacher’s explanation even they did not do the exercises. Furthermore, the teacher never gives motivation to the students.

Based on the writer’s experience when she taught the eighth grade students of junior high school, the students are still difficult to achieve those targets because their knowledge of English is still low primarily in writing skill. The students don’t understand clearly what the descriptive text is, how to identify the descriptive text, and how to describe persons, places and things in English writing. Beside, according to the students that the teacher also less prepare the material in teaching and learning descriptive text. Therefore, the teacher needs to be more creative in teaching, including the use of teaching technique.

Based on the writer’s experience when she did PPKT, the most important thing that causes the students’ difficulties in teaching and learning English, especially in writing is the appropriateness of the methods or techniques that is used by the teachers in teaching their students. It should be used by teacher that an inappropriate technique/method will lead them to misconceptions. According to Harmer, teachers need to know and recognise different stages and techniques in teaching. And also teachers need to know difference between accurate reproduction and communicative activities. Teaching technique in teaching and learning process is needed to make students more understand in teaching descriptive text. The teacher

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3Harmer, op.cit, 1989, p. 260
should prepare the material clearly and the teaching technique before they are teaching and learning descriptive text in the class.

To solve the problems, the creativity of teachers to use the suitable technique in teaching the descriptive text is necessary. There are a lot of teaching techniques that can motivate the students and the teacher to get the English learning and teaching effectively, for example small group learning, clustering, brainstorming, and interactive learning.

Clustering technique is an alternative teaching technique that can be used to make students become easy and interested in learning writing of descriptive text. In clustering technique, students can make and develop the stage of planning (pre writing) in order to find subtopic, topic or to organize the information. According to Langan “Clustering, also known as diagramming or mapping is a strategy that can be used to generate material for a paper by using lines, boxes, arrows, and circles to show the relationships among the ideas and details that occur to you.” Moreover the clustering technique can motivate the students to write and to stimulate their ideas, also it can build connections and establish associations between students’ experience and new information. Clustering technique is an effective tool for prewriting stage of the writing process. It helps the students to omit the unimportant ideas.

Based on the explanation above, the writer wants to conduct a research about the effectiveness of clustering towards students’ writing skill of descriptive text at eighth grade of MTs Islamiyah Ciputat.

B. The Limitation of Problem

Based on the background of the study, the study will be limited on the effectiveness of clustering technique towards students’ writing skill of descriptive text focused at the eighth grade of junior high school (MTs Islamiyah Ciputat).

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C. The Formulation of Problem

Based on the limitation of the problem, there is problem that can be formulated as follows:

Is clustering technique effective towards students’ writing skill of descriptive text?

D. The Objective of the Study

The objective of the study is to find the empirical evidence of the effectiveness of clustering technique towards students’ writing skill of descriptive text.

E. The Significance of the Study

This study is expected to give good knowledge and useful information especially for the writer and generally for the reader about the influences of clustering technique on the students’ writing at MTs Islamiyah Ciputat. The finding of this study can provide information about the condition of the English teaching learning process in MTs Islamiyah Ciputat, especially in teaching and learning descriptive text.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. The Understanding of Writing

Dietsch states that “writing is a skill that we can learn, it considers the rhetorical situation, which has five elements: the occasion, purpose, topic, audience, and writer’s voice.”\(^5\) It means that writing is skill and we can learn the skill to get the goal and it is supported by some elements to complete it. The occasion refers to the situation or event that prompts the writing.

Binder and Nemey support that “writing is an activity that is to be finished in the shortest time possible by focused on grammar and writing, it means producing a text that consists of grammatical sentences.”\(^6\) In writing, we put a pen to paper as soon as we are told to do so without even coming up with a rough plan, and we need to focused in grammatical rules, in order our writing become interesting when the reader read it.

Langan states that writing is unbearably difficult and natural gift. It means that “writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey. The point of writing is a process of continuing discovery, as when writing, suddenly switch direction or double back.”\(^7\) It means that writing is an activity that is difficult process because it needs the steps to get the point and to be working on a topic sentence and realize suddenly to make concluding the idea of thinking.


\(^7\) Langan, 2005, *op.cit*, p.13
The understanding of writing is same idea with Langan’s idea, Hairston states that “writing is a tool for discovery.”\textsuperscript{8} It means that in writing we need to stimulate our think process by the act of writing and tap into information and images that we have in our unconscious minds. In writing, it needs the ideas in general into one think in order to discover a topic, then explore what want to write until develop a supporting details.

Smalley defines that “writing is a way of thinking, exploring and discovering what you think.”\textsuperscript{9} It means that writing is one’s think come from our mind, it can explore into a topic to get the point, then discover the point to get the supporting details.

Miller states that "writing is process to produce a discovery draft, an extented piece of freewriting in which you try to stick a topic."\textsuperscript{10} It means that discovery draft is only in beginning, it is away to let ideas find their own shape. A discovery draft can help to define the main topic of the paper that is planning and generate related the material. It makes easier for the writer to more focus draft or to arrange the ideas into a plan that will guide in the next draft.

Tuan defines that “writing process is a sharp tool to discover meaning, to perfect a piece of writing both in thought and in grammatical accuracy and to bring intellegence to the writing.”\textsuperscript{11} It means that writing expresses through the concept in trying to discover what a piece of written text means by understanding the words that is used by the writer.

Based on the understanding above, the writer sums up that writing is a process of thinking, exploring and discovering one think into the

\textsuperscript{8} Maxine Hairston, *Contemporary Composition*, (Boston: Houghton Mifflin Company, 1986), p. 2
\textsuperscript{11} Luu Trong Tuan, Teaching Writing through Reading Integration, *Journal of Language Teaching and Research*, Vol. 3, 2012, pp. 489-499
idea that is focus on grammar and produce a text which is more than a word. One thinking in our mind, then exploring the idea to get the point, and discovering the point into supporting details. Writing is to deliver the message or information with the written text to the reader.

2. The Types of Writing

Generally, writing is divided into four types, they are: description, narration, exposition, and argumentation.12

a. Description

Description is a verbal picture of a person, place, or thing. For examples, by telling the readers how something strike the sense, how it looks, smells, sounds, feels even sometimes how it tastes.

b. Narration

Narration is writing about a succession of events. In narration, a writer tells the story of something that happened.

c. Exposition

Exposition is used to give information, making explanations and interpreting meaning. It includes editorials, essays, and instructional material. In exposition, the writer provides information about and explains a particular subject.

d. Argumentation

Argumentation is writing to support a controversial point or to defend a position that there is a difference of opinion. Argumentation is used to make case or to prove and disapprove a statement.

3. The Objectives of Writing

According to Heasley, there are four the objectives of writing as follows:13

12 Langan, 2005, op.cit., p. 163
a. To Inform

That basic objective of writing is to inform the reader, both while you are in college and during the rest of your life, usually will be to inform. For example, the objective of an essay examination is to inform your teacher of the knowledge that you have accumulated about a given subject.

b. To Amuse

Humor is complex and some of its greatest practitioners have been very serious men. They have used humor to render foolish, and thus funny, many of the foibles of the world. The pleasure we get from humor comes largely from time, place, mood and companions.

c. To Satirize

Satire is often a form of humor, but it is always humor with a serious purpose to effect reform. Satire, like all humor, is an appeal to reality.

d. To Persuade

The objective of writing is to persuade, if you desire to influence your reader’s thoughts or actions. Therefore, persuasion incorporates argument as it is used in logic argument comprises the methods by which we reach conclusions and attempt to convince others of the soundness of those conclusions.

According to Binder, the objectives of writing are:  

a. to inform  
b. to express an opinion  
c. to convince  
d. to argue  
e. to entertain  

---

Thus, the writer sums up that writing has many useful objective in our daily life, it depends on the situation of the writing. The main objective of writing are to inform and to entertain the reader. As a reader, we need new information about situation in our daily life while writing also can make the reader enjoy when they read it.

4. The Characteristics of Good Writing

According to Hairston, the characteristics of good writing as follows:15

a. Significance

Writing is significant when the reader enjoys it, learns something from it, or fills some need by reading it. It should tell the reader something they want or need to know.

b. Clarity

To write clearly we have to pay attention to everything: audiences, sentence structure, diction, organization, transitions, choice of example, and half a dozen other considerations. The writer doesn’t want to have to reread it several times to find out what it means.

c. Unity and Organization

Unity and organization is called the quality in writing coherence. It means that in tightly unified writing, each sentence in a paragraph develops or supports the main idea of the paragraph and connects in some way with any sentences that come before and after it.

d. Economy

Economy is called qualities of economical writing. The student writer find it difficult to believe that they should write economically because they so often have been asked write papers

15 Hairston, 1986, op.cit., p. 5
of a specified length. The writer doesn’t want to feel that the writer is being unnecessarily long-winded and wasting their time.

e. Adequate Development

A good writer meets that obligation by answering the questions they have raised and by explaining and developing the assertions they have made. The writer wants the author support key points and keep any promise that the writer makes.

f. Acceptable Usage

It calls the qualities of grammatical writing. It means that writing need perfect grammar and mechanics to be perfect in every report or paper. The writer doesn’t want to find distracting mistake in usage or mechanics.

5. The Writing Process

According to Braine, the major steps in writing process as follow:16

a. Planning

As the plans are the first step to building house, the first step in writing a paper is to plan what kind of paper you will write. You will need to select and then narrow the subject to a topic.

b. Research

Research is gathering the information for your paper. You will do the research after you have planned your paper before you have begun to write the first draft.

c. Drafting

A draft is where you begin to record your ideas and add information from your research and experience.

d. Reviewing and Revising

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When reviewing your paper, you note the places where the paper is weak. You look for ideas that need further development, and words that are inaccurate or misspelled.

According to Jungk, writing as individual concepts. The writing process has four steps: planning, writing, revising, and editing as follows the figure.17

**Figure 2.1: Writing as individual concepts**

![Diagram of writing process with steps: Planning, Writing, Revising, Editing]

According to Pharr and Buscemi, the writing process consists of: prewriting, focusing, organizing, and drafting.18

- **Prewriting.**
  Prewriting helps to think about the ideas and put a range of information and details on paper for future use.

- **Focusing.**
  Focusing is a good time to determine the thesis statement, and the guiding idea of the idea.

- **Organizing.**
  Organizing strategy is to move further in the writing process than to might have guessed.

- **Drafting.**
  Drafting is structuring the prewriting so that it can guide through the rest of the writing process.

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According to Binder, the complete writing process is shown in the following figure: \(^{19}\)

Langan supports that the writing process involves the following steps: \(^{20}\)

- a. Discovering a thesis often through prewriting.

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\(^{19}\) Binder and Nerney, 2005, *op.cit.*, p. 6

\(^{20}\) Langan, 2005, *op.cit.*, p. 22
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.

According to Miller, the successful writing process includes: planning, drafting, revising, and editing.¹¹

a. Planning

Planning is finding a topic. It means that before we write, we need a good topic to make planning about our writing.

b. Drafting

Drafting means writing a preliminary version of a work that you will later revise. It means getting the ideas on the paper so that we can work with them.

c. Revising

Revising is seeing again, taking another look. Revising involves considerably more than fixing the spelling and punctuation before we pass our writing on to a reader.

d. Editing

Editing is primarily devoted to polishing what we have already written. When editing, we look for ways to tighten our prose, eliminating wordy constructions and unnecessary repetition.

Thus, the writer synthesis that writing has many stage in writing process. But, actually writing process consists of four steps: pre-writing, drafting, revising, and editing. Pre-writing is the first step to find the idea, it is still rough plan. Drafting is getting

¹¹ Miller, 2006, op. cit., p. 7
the ideas on paper and explore the idea. Next, revising and editing is necessarily because writing needs to seeing again in order there is not mistake.

B. Descriptive Text

1. The Understanding of Descriptive Text

Zaida states that “Descriptive text is text that describes a particular person, place or thing.” Descriptive text normally takes on three forms, they are describing a place, peson, and thing. In descriptive text, the students appeal to their imagination and perspective senses.

Lunsford defines that “Description uses specific details to create a clear impression.” It means that descriptive paragraph includes details about a topic sentence at the beginning or at the lasting paragraph to help set the scene and to convey the strong impression.

Dietsch states that “descriptive text is a recording of concrete details that we see, hear, smell, taste, or touch.” For example, the beauty of a spectacular sunset, the delicate mist of rainbow, etc. It means that descriptive text can make the object can be real with the sense when the reader read it.

Dietsch’s idea is same with Pharr and Buscemi’s idea, they support that “descriptive details help make the subject mater become real for them. For example, film can appeal to both our eyes and our ears, but three more senses remain: touch, taste, and smile.” It means that descriptive text gives more information include the object become real situation to make the readers feel the sense of the object which is describes.

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22 Nur Zaida, Practice Your English Competence For SMP/MTs Class VII, (Jakarta: Erlangga, 2013) p. 56
23 Andrea A. Lunsford, The Martin’s Handbook, (Boston: St. Marin’s All Rights reserved, 2010), p. 117
24 Dietsch, 2006, op.cit., p. 140
25 Pharr and Buscemi, 2005, op.cit., p. 136
Desciptive text can be written by objectivity, subjectivity, or mixing both of them. Objective descriptions attempt to be uncolored by personal opinion or emotion, on the other hand subjective descriptions allow the writer’s opinions and emotions to come through.

Pharr and Buscemi support that the objective of description is a description that written without any personal point of view of the writer, that usually used in science, business or technology, meanwhile subjective description that allows the writer to connect he or she personal opinion or experience with his or her subject.

Clouse states that, “when you write subjective description, your goal is to create vivid mental image that using concrete sensory detail which consists of specific words that appeal to the senses (sight, sound, taste, smell, touch).” It means that the five senses are very important to be used in writing descriptive text especially in subjective description.

From the understanding of descriptive text above, the writer synthesis that descriptive text is a text that consist of subjective and objective perspective about an object that the objective to inform and persuade the reader about the object. The object can be particular person, place and thing.

2. The Objectives of Descriptive Text

Pardiyono states that “description is a type of written text, which has the specific function to give information about an object (human or non human).”

Dietsch states that ”description has three general objectives.

1. To create imagery, a mood, or an aura of a place.
2. To stimulate understanding and convince.

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27 Pardiyono, Pasti Bisa! Teaching Genre Based Writing, (Yogyakarta: ANDI Yogyakarta, 2007), p. 34
28 Dietsch, 2006, op.cit., p. 140
3. To urge the listener to action.

Clouse gave more detail about the objectives of descriptive text on the following figure including the example.\textsuperscript{29}

\textbf{Figure 2.3: The objective of Descriptive Text}

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom.</td>
</tr>
<tr>
<td>To express feelings</td>
<td>A description of your favorite outdoor retreat so your reader understands why you enjoy it so much.</td>
</tr>
<tr>
<td>To relate experience</td>
<td>A description of your childhood home to convoy a sense of the poverty you grew up in..</td>
</tr>
<tr>
<td>To inform (for a reader unfamiliar with the subject)</td>
<td>A description of a newborn calf for a reader who has never seen one.</td>
</tr>
<tr>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of this simple fruit.</td>
</tr>
<tr>
<td>To persuade (to convoice the reader that some music videos degrade women)</td>
<td>A description of a degrading music video.</td>
</tr>
</tbody>
</table>

Thus, the writer synthesis that descriptive text has many useful objectives in our daily life. Furthermore description also uses in many fields, such as advertising, travel agents, and real estate agents. Advertisers describe products to persuade us to buy them, travel agents describe locals to entice to visit them, and the real agents describe properties to stimulate a desire to see them.

3. The Generic Structure of Descriptive Text

According to Zaida, descriptive text has two main parts: \textsuperscript{30}

a. Identification

\textsuperscript{29} Clouse, 2004, \textit{op.cit.}, p. 143
\textsuperscript{30} Zaida, 2013, \textit{op.cit.}, p. 56
This part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic of the topic? And What is the text about?

b. Description

This part describes the parts also the characteristics of the object that being described.

The following text is the example of generic structure of descriptive text:

**Figure 2.4: The Generic Structure of Descriptive Text**

<table>
<thead>
<tr>
<th>Identification</th>
<th>I live with my dad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description(s)</td>
<td>My dad is big. He has spiky black hair and a moustache. My dad has big dark eyes. His hobby is playing football. My dad is great football player. He runs very fast. I love my dad.</td>
</tr>
</tbody>
</table>

The statement above is supported by Pardiyono, descriptive text contains two components, they are:

a. Identification: the statement that will describe the object.

b. Description: it describes the condition of object, characteristic, location, weather, size, etc.

The following text is another example of generic structure of descriptive text included more detail in the description part.

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31 Ibid.
33 Ibid.
Figure 2.5: The Example of Descriptive Text

**Tawangmangu Waterfall**

Tawangmangu Waterfall is one of the most interesting places of interest in Karanganyar.

It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient.

It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted.

The water falls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows.

Located in the middle of pinewoods, the lake is always wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.

Here, the writer analyzes the text structure of the following figure:

**Figure 2.6: The Analysis of Descriptive Text Structure**

<table>
<thead>
<tr>
<th>Identification</th>
<th>Tawangmangu Waterfall is one of the most interesting places of interest in Karanganyar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient.</td>
</tr>
<tr>
<td></td>
<td>It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted.</td>
</tr>
<tr>
<td>Quality</td>
<td>The water falls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows.</td>
</tr>
<tr>
<td></td>
<td>Located in the middle of pinewoods, the lake is always wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.</td>
</tr>
</tbody>
</table>
The writer synthesis that descriptive text has two main parts, they are identification and descriptions. Identification contains the introduction about the object that the writer wants to describe, while descriptions contain the part, quality, or other characteristics of the object being describe.

4. The Kinds of Descriptive Text

According to Smalley, descriptive text has three kinds, they are describing a place, describing a person, and describing a thing.34

a. Describing a Place

In describing a place, the arrangement of the details in a descriptive paragraph depends on subject. The selection and the description of details depend on the describer’s purpose.

The example paragraph of describing a place as follows the figure:

Figure 2.7: The Example of Describing Place

My Room
My dormitory room is on the second floor of Bienville Hall. It is small rectangular room with a white ceiling and green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and bedspread, is under the windows. On your left, against the wall, there is a large bookcase filled with books. Close to the door, a desk and chair sit next to the bookcase, with a small woven waterpaper basket underneath the desk. There are several posters on the wall. The poster that is over the bookcase shows an interesting scene from our country. The poster that is over the desk is of my favourite singer. To your right, built into the wall opposite the bookcase and desk, is a closet with sliding doors. Behind you on your right and somewhat behind the door is a dresser with a mirror over it.

In the paragraph above, the location of the objects in the room is clear, and the details are arranged logically. The paragraph is both unified and coherent.

34Smalley, et al., 2012, op. cit., p. 60
b. Describing a Person

In describing a person, we arrange the paragraph depending on the subject or assignment, we can describe the person’s physical appearance, behavior, or both. In the describing a person, the writing about style of clothing, manner of walking, color and style of hair, facial appearance, body shape, expression, and way of talking.

The example paragraph of describing a person as follows the figure:

**Figure 2.8: The Example of Describing Person**

Marie is as beautiful as any Hollywood star. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her exquisite, diamond-shaped face and draws attention to her smooth, clear complexion. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on stormy day. Her eyes are large, but not too long nor too short. A small black mole on the left side of her mouth adds to her beauty. And her mouth! It is a small mouth that looks delicate and feminime. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of beauty. When she smiles, which is often, her well-formed and even white teeth brighten up her whole face. There is nothing but extraordinary beauty in the face of Marie.

c. Describing a Thing

In the describing a thing, the arrangement of the details in a descriptive paragraph depends on subject. The selection and the description of details depend on the characteristic of the subject.

The example paragraph of describing a thing as follows:

**Figure 2.9: The Example of Describing Thing**

**Deinonychus**

The model of Deinonychus, a dinosaur from the Cretaceous period, can be found in the Museum of Natural History.\[\text{\footnotesize{Anderson, op.cit, 1998, p. 27}}\]
Deinonychus is small by dinosaur standards. It is about 2.5 metres in length and stands about one metre high at the shoulder. This reptile has a long tail, spindly legs and slender neck. The head is large and the jaws are lined with sharp teeth. The tail, approximately 3 metres in length, has vertebrae surrounded by bundles of bony rods so the whole tail can be held stiff.

The toes of Deinonychus are unusual. The first toe is small and points backwards. The second toe has a huge sickle-shaped claw and is raised. The third and fourth toes are in the normal position. Deinonychus is an interesting example of a fast-running dinosaur.

5. The Characteristics of a Good Descriptive Text

According to Wishn and Burks, a good descriptive text usually have three important qualities. To make a good descriptive text, we need:36

a. Dominant Impression

The first sentence or even the first words of a description may establish the dominant impression. Succeeding sentences 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. Mood

A mood is feeling that goes beyond measurable physical appearances. Feelings and emotions 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 descriptive writing has some logical plan of development. The writers have to try to give a picture or

impression of a person, place, or things; but, unlike the photographer or the painter, who has chemicals or pigments to work with; the writers have only words to use. Therefore, to be effective, written description should have an efficient, sensible, carefully through out, logical plan.

C. Clustering Technique

1. The Understanding of Clustering Technique

Langan states that “clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for a paper.” Clustering technique is helpful method for people who like to do their thinking in a visual way. In clustering, we use boxes, arrows, lines and circles to show relationship among the ideas and details that occur to us.

Lunsford said “clustering is a way of generating ideas using a visual scheme or chart.” It means that clustering is especially helpful for understanding the relationships among the parts of a broad topic and for developing subtopics.

Braine and May support that “clustering is another effective technique that you can use to narrow a subject into a topic, involves writing whatever comes to mind.” It means that the technique is effective to develop the idea that come to mind by connecting with lines.

Pharr and Buscemi support that ”clustering is the method to see the developing essay by write the topic in the center of a paper then write the ideas around it by connecting with lines.” It means that this technique is effective to see the developing a topic when we write it in the center of paper then write ideas around it.

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37 Langan, 2005, *op.cit.*, p. 27
38 Lunsford, 2010, *op.cit.*, p. 57
39 Braine and May, 1996, *op.cit.*, p. 21
40 Pharr and Buscemi, 2004, *op.cit.*, p. 34
Based on the understanding above, the writer synthesis that clustering technique is an effective technique of writing to developing a topic in the center of paper then write the ideas around it by connecting a lines, boxes, arrows, and circles.

2. The Application of Clustering Technique

Clustering technique 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. Clustering technique uses line, boxes, arrows, and circles to show relationship among the idea and details that accrue to you.

The applications of clustering technique supported by Lunsford, it follows this steps:41

a. Write down your topic in the middle of a blank piece of paper, and circle it.

b. In a ring around the topic circle, write what you see as the main parts of the topic. Circle each part, and draw a line from it to the topic.

c. Think of more ideas, examples, facts, or other details relating to each main part. Write each of these near the appropriate part, circle each one, and draw a line from it to the part.

d. Repeat this process with each new circle until you can’t think of any more details. Some trails may lead to dead ends, but you will still have many useful connections among ideas.

According to Langan, the applications of clustering technique are:42

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 and to the subject.

41 Lunsford, 2010, *op.cit.*, p. 57
42 Langan, 2005, *op.cit.*, p. 27
Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well.

Based on the statements of Lunsford and Langan, the application both of clustering technique is support each other that the point of this technique is to generating the idea in the middle of the paper and then make another idea around it by connecting lines, arrows or boxes.

The sample cluster begin with the main topic that central idea branched out, leading to the key words related to the topic, as following the figure:

**Figure 2.10: The Figure of Clustering Technique**

**Figure 2.11: The Example of Clustering Technique**
The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in United States, as following the figure:43

**Figure 2.12: The Rating Scale in Scoring**

<table>
<thead>
<tr>
<th>Content</th>
<th>30-27</th>
<th>EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26-22</td>
<td>GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject – little substance – etc.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject – non substantive – etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>20 – 18</th>
<th>EXCELLENT TO VERY GOOD: fluent expression – ideas clearly – stated – etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent – ideas confused or disconnected – etc.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR: does not communicate – no organization – etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>20-18</th>
<th>EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate range – occasional errors of word/ idiom form, choice, usage but meaning not obscured.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Language use</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.</td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: essentially translation – little knowledge of English vocabulary.</td>
<td>GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.</td>
</tr>
<tr>
<td></td>
<td>Language use</td>
<td>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.</td>
</tr>
<tr>
<td></td>
<td>25-22</td>
<td>VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</td>
</tr>
<tr>
<td></td>
<td>EXCELLENT TO GOOD: effective complex constructions – etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOD TO AVERAGE: effective but simple constructions – etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAIR TO POOR: major problems in simple/complex constructions – etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VERY POOR: virtually no mastery of sentence construction rules –etc.</td>
<td></td>
</tr>
</tbody>
</table>

D. The Relevant Study

Developing Students’ Writing Skill of Descriptive Text by using Mind Mapping Strategy (A Classroom Action Research at the seventh grade class VII. A, SMP Al – Fajar Kedaung, Tangerang Selatan). In 2012, Neneng Qofiah conducted the research about decriptive text. This
research is aimed to describe the effectiveness of using mind mapping in the teaching writing descriptive text at the seventh grade students. The research question of this study is “is mind mapping effective in writing descriptive text.” In this research, the writer collects data by interviews, questionnaire, and test. The result of this study showed that guided mind mapping is effective in teaching writing descriptive text.

Developing Students’ Writing Ability of Descriptive Text Through Clustering Technique (A Classroom Action Research at the first grade of SMPN 38 Bekasi). In 2011, Irfan Fahmi conducted the research about descriptive text by using clustering technique. This research is aimed to describe the effectiveness of using clustering technique in the teaching writing descriptive text at the first grade students. The research question of this study is “is clustering technique effective in writing descriptive text.” In this research, the writer collects data by observations, interviews, questionnaire, and test. The result of this study showed that guided clustering technique is effective in teaching writing descriptive text.

An error Analysis on Students’ Descriptive Text (A Case Study on students of Harapan Jaya Senior High School at Cipondoh, Tangerang). In 2009, Ahmad Bustomi conducted the research about analysis descriptive text. This research is aimed to describe an error analysis in the teaching writing descriptive text at the student of Harapan Jaya Senior High School. The research question of this study is “what type of errors the students often do in writing descriptive text composition and the causes of those errors?” In this research, the writer collects data by test. The result of this study showed that the type of errors made by the student in writing descriptive text are: article, add word, word choice, capitalization, omit word, spelling, singular plural, verb tense, punctuation and word order. These errors are caused by their lack of English grammar knowledge.
E. The Conceptual Thinking

Descriptive text is a text that consist of subjective and objective perspective about an object that the objective to inform and persuade the reader about the object. The object can be particular person, place and thing. Descriptive text has two main parts, they are identification and descriptions. Identification contains the introduction about the object that the writer wants to describe, while descriptions contain the part, quality, or other characteristics of the object being describe.

Clustering technique is an effective technique 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. Clustering technique uses line, boxes, arrows, and circles to show relationship among the idea and details that accrue to you.

Descriptive text is a kind of text that the object can be particular person, place, and thing. It has two main parts, they are identification and description. The objective of descriptive text is to inform the reader, so it makes the writing should be clear when describe the object. Before describing the object clearly, it needs prewriting to generate and to develop the topic. So, clustering technique is effective technique to prewriting because it can help to generate the idea and omit the unimportant ideas.

F. The Theoretical Hypothesis

There are two hypothesis of this research:

1. Ha (Alternative Hypothesis)

There is an effectiveness between the student’s score in writing of descriptive text taught by using clustering technique and the student’s score in writing of descriptive text taught without clustering technique at eighth grade students of MTs Islamiyah Ciputat.
2. H0 (Null Hypothesis)

There is no effectiveness between the student’s score in writing of descriptive text taught by using clustering technique and the student’s score in writing of descriptive text taught without clustering technique at eighth grade students of MTs Islamiyah Ciputat.
CHAPTER III

RESEARCH METODOLOGY

A. The Place and Time of the Study

This study was held at the eighth grade students of MTs Islamiyah Ciputat which is located in Ciputat. This study was conducted on April 6 until April 20, 2015.

B. The Method and Design of the Study

The method of this research was a quasi-experimental research. The writer taught two different classes employing two different teaching techniques. In the experiment class the writer employed the clustering technique, while in the control class the writer did conventional teaching, in the sense, they were taught in the same way they are usually taught.

The design of this study is following the figure:

The teaching was conducted in six contact hours. The first step of this study was to conduct a pre-test to students. After that, the writer taught using clustering technique in experiment class and employing conventional technique in the control class in descriptive text writing. Then, the writer conducted a post-test to measure whether or not there was progress in the descriptive text writing of the students. The score from pre-test and post-test be compared to know whether it is effective to teach descriptive text using clustering technique.
C. The Population and Sample of the Research

1) Research Population

The population of the research was the eighth grade students of MTs Islamiyah Ciputat. This eighth grade students of this school were divided into three classes with 25 students in each class. So, the population of this was 75 students of the three classes.

2) Research Sample

In taking a sample for this study, the writer used purposive sampling technique because the process of selecting sample for this classes involved a consideration about the quality of the sample which should be similar before the treatment. After conducting a pre-test to the three classes, the writer found that VIII-2 and VIII-3 have similar quality. So, the writer chose VIII-3 as a control class and VIII-2 as an experimental class for this study.

D. The Instrument and Technique of Data Collection

The instrument of this study is test which was delivered in a pre-test and post-test.

a. Pre-test

Before the treatment, the writer administered a pre-test to the students to check the extent of students’ similarity, especially their competency in descriptive text writing. In this test, students were asked to write a descriptive paragraph about their favourite recreation place.

b. Post-test

After the treatment, the writer administered a post-test to the students to see students’ growing score. The instrument of this test was like in a pre-test but it was given after the treatment.
Further, to facilitate students to write a descriptive text, the writer gave students guided questions in both pre-test and post-test. The writer also made a limitation for students’ writing as long as short three paragraphs (around 100 words). The aim of making such limitation is to facilitate the writer to assess students’ writing. Moreover, the writer also made the following indicators to determine criteria that the writer wants to assess.

E. The Technique of Data Analysis

After getting the data, the writer analyzed the data by using statistical calculation of t-test formula with the degree of significance 5%. This calculation was used to compare the mean score between the experimental and control group. The result of this calculation determined the truth or false the null hypothesis and showed the effectiveness of clustering technique towards students’ writing skill of descriptive text. The formula of this calculation is as follow:

a. Determining Mean of Variable X:
   \[ M_x = \frac{\sum X}{N_1} \]

b. Determining Mean of Variable Y:
   \[ M_y = \frac{\sum Y}{N_2} \]

c. Determining Standard of Deviation Score of Variable X:
   \[ SD_x = \sqrt{\frac{\sum X^2}{N_1}} \]

d. Determining Standard of Deviation Score of Variable Y:
   \[ SD_y = \sqrt{\frac{\sum Y^2}{N_2}} \]

e. Determining Standard Error Mean of Variable X:
   \[ SE_{M_x} = \frac{SD_x}{\sqrt{N_1 - 1}} \]

f. Determining Standard Error Mean of Variable Y:
   \[ SE_{M_y} = \frac{SD_y}{\sqrt{N_2 - 1}} \]
g. Determining Standard Error of Different Mean of Variable X and Mean of Variable Y:

\[ SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2} \]

h. Determining \( t_0 \) with formula:

\[ t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}} \]

i. Determining \( t \)-table in significant level 5% with degree of freedom, with formula:

\[ df = N_1 + N_2 - 2 \]

F. The Statistical Hypotheses

1. Alternative hypothesis (Ha): clustering technique is effective towards students’ writing skill of descriptive text at the eighth grade students of MTs Islamiyah Ciputat.

2. Null hypothesis (Ho): clustering technique is not effective towards students’ writing skill of descriptive text at the eighth grade students of MTs Islamiyah Ciputat.
CHAPTER IV  

FINDING OF THE RESEARCH  

A. The Description of the Data  

From the students’ pre-tests and post-tests, the writer gets a whole description of students’ writing skill in descriptive text before and after treatment. In addition, the writer also gets a description of students’ gained scores both in the experimental and control groups.

Below is Table 4.1. In this Table, the writer summarizes the scores of students’ pre-test and post-test in the experimental class as well as their gained scores.

**Table 4.1**
The Scores of Students’ Test in Experimental Class  

<table>
<thead>
<tr>
<th>Students identification number (N)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>61</td>
<td>71</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>71</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>62</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>81</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>48</td>
<td>65</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>67</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>74</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>70</td>
<td>74</td>
<td>4</td>
</tr>
</tbody>
</table>
From the Table above, it can be seen that the mean score of students’ pre-tests in the experimental class is 60.20 and the mean score of their post-tests is 72.24. From the pre-test and post-test scores, the writer then gets the mean of students’ gained scores that is 12.04.

For further detailed description, the writer adds the following analysis to show the interval both of pre-test and post-test in the experimental class and also the number of students which get a certain score in the same interval. This analysis shows the interval score which the most students get.

The following are the calculation of pre-test interval score in the experimental class and its frequency:

**a. Pre-test Statistic Data of Experimental Class**

1) The total of class interval (C), ratio (R) and interval (I) as follow:

\[ \text{Total of class interval (C) is } 1 + 3.322 \log N, \ N \text{ is number of students.} \]

\[ C = 1 + 3.322 \log N \]
\[ = 1 + 3.322 \log 25 \]
\[ = 5.64 \sim 6 \]

**Ratio (R) is the highest score (H) minus the lowest score (L) plus 1**

\[ R = H - L + 1 \]
\[ = 75 - 45 + 1 \]
\[ = 31 \]

**The length of class interval (I) is derived from ratio (R) divided total of class interval (C)**

\[ I = \frac{R}{C} \]
\[ I = \frac{31}{6} \]
\[ I = 5.16 \sim 5 \]

**Table 4.2**

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>45–49</td>
<td>3</td>
</tr>
<tr>
<td>50–54</td>
<td>2</td>
</tr>
<tr>
<td>55–59</td>
<td>5</td>
</tr>
<tr>
<td>60–64</td>
<td>9</td>
</tr>
<tr>
<td>65–79</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

The Table above shows that most of students got scores which fell in the interval “60-64” and the number of the students which got the score is 9.

Further are the calculation of post-test interval scores in the experimental class and its calculation:

**b. Post-test Statistic Data of Experimental Class**

1) The total of class interval (C), ratio (R) and interval (I) as follow:

*Total of class interval (C) is 1 + 3.322 log N, N is number of students.*
\[ C = 1 + 3.322 \log N \]
\[ = 1 + 3.322 \log 25 \]
\[ = 5.64 \sim 6 \]

Ratio \((R)\) is the highest score \((H)\) minus the lowest score \((L)\) plus 1

\[ R = H - L + 1 \]
\[ = 85 - 62 + 1 \]
\[ = 24 \]

The length of class interval \((I)\) is derived from ratio \((R)\) divided total of class interval \((C)\)

\[ I = \frac{R}{C} \]
\[ I = \frac{24}{6} = 4 \]

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 – 65</td>
<td>6</td>
</tr>
<tr>
<td>66 – 69</td>
<td>3</td>
</tr>
<tr>
<td>70 – 73</td>
<td>5</td>
</tr>
<tr>
<td>74 – 77</td>
<td>7</td>
</tr>
<tr>
<td>78 – 81</td>
<td>3</td>
</tr>
<tr>
<td>82 – 85</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

As stated above, most of students got scores around 74 – 77 and the number of the students which got the score is 7.

Furthermore, the writer also summarizes the scores of students’ pre-test and post-test in the control class as well as their gained score in the following Table:
### Table 4.4
The Score of Students’ Test in Control Class

<table>
<thead>
<tr>
<th>Students identification number (N)</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>71</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>72</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>61</td>
<td>69</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>55</td>
<td>-5</td>
</tr>
<tr>
<td>9</td>
<td>58</td>
<td>64</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>64</td>
<td>-1</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>63</td>
<td>70</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>56</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>62</td>
<td>-8</td>
</tr>
<tr>
<td>17</td>
<td>55</td>
<td>62</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>62</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>55</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
<td>23</td>
<td>52</td>
<td>52</td>
<td>0</td>
</tr>
</tbody>
</table>
The Table above shows that the average scores of students’ pre-test and post-test in control class are 59.28 and 64.80. Then, the mean of students’ gained scores between pre-test and post-test is 5.52.

For further detailed description, the writer adds the following analysis to show both pre-test and post-test interval data in the control class as well as the frequent number of students which get a certain score in the same interval.

The following are the calculation of pre-test interval data in the control class and its frequency:

### a. Pre-test Statistic Data of Control Class

1) The total of class interval (C), ratio (R) and interval (I) as follow:

   *Total of class interval (C) is $1 + 3.322 \log N$, N is number of students.*

   \[
   C = 1 + 3.322 \log N \\
   = 1 + 3.322 \log 25 \\
   = 5.64 \sim 6
   \]

   *Ratio (R) is the highest score (H) minus the lowest score (L) plus 1*

   \[
   R = H - L + 1 \\
   = 72 - 40 + 1 \\
   = 33
   \]

   *The length of class interval (I) is derived from ratio (R) divided total of class interval (C)*

   \[
   I = \frac{R}{C} \\
   I = \frac{33}{6} \\
   I = 5.5 \sim 5
   \]

<table>
<thead>
<tr>
<th></th>
<th>24</th>
<th>40</th>
<th>50</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>63</td>
<td>80</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1482</strong></td>
<td><strong>1620</strong></td>
<td><strong>138</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>59.28</strong></td>
<td><strong>64.80</strong></td>
<td><strong>5.52</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.5

Table frequency of pre-test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 44</td>
<td>1</td>
</tr>
<tr>
<td>45 – 49</td>
<td>0</td>
</tr>
<tr>
<td>50 – 54</td>
<td>2</td>
</tr>
<tr>
<td>55 – 59</td>
<td>6</td>
</tr>
<tr>
<td>60 – 64</td>
<td>12</td>
</tr>
<tr>
<td>65 – 69</td>
<td>2</td>
</tr>
<tr>
<td>70 - 74</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

The Table above shows that most of students got scores which fell in the interval “60-64”. The number of the students is 12.

The below are the calculation of post-test interval scores in the control class and its calculation:

**b. Post-test Statistic Data of Control Class**

1) The total of class interval (C), ratio (R) and interval (I) as follow:

*Total of class interval (C) is $1 + 3.322 \log N$, $N$ is number of students.*

\[
C = 1 + 3.322 \log N \\
= 1 + 3.322 \log 25 \\
= 5.64 \approx 6
\]

*Ratio (R) is the highest score (H) minus the lowest score (L) plus 1*

\[
R = H - L + 1 \\
= 80 - 50 + 1 \\
= 31
\]

*The length of class interval (I) is derived from ratio (R) divided total of class interval (C)*
\[ I = \frac{R}{C} \]
\[ I = \frac{31}{6} \]
\[ I = 5.16 \sim 5 \]

Table 4.6
Table frequency of post-test

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 – 54</td>
<td>2</td>
</tr>
<tr>
<td>55 – 59</td>
<td>1</td>
</tr>
<tr>
<td>60 – 64</td>
<td>10</td>
</tr>
<tr>
<td>65 – 69</td>
<td>5</td>
</tr>
<tr>
<td>70 – 74</td>
<td>5</td>
</tr>
<tr>
<td>75 – 79</td>
<td>0</td>
</tr>
<tr>
<td>80 – 84</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

As stated in the Table above, most of students got scores around 60-64 and the number of the students which got the score is 10 students.

After that, the writer compared the description analysis in the experimental and control group by making the following Table:

Table 4.7
The result of calculation of the test both experimental class and control class

<table>
<thead>
<tr>
<th>Students identification Number (N)</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>5</td>
<td>-2.04</td>
<td>-0.52</td>
<td>4.16</td>
<td>0.27</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>5</td>
<td>1.04</td>
<td>-0.52</td>
<td>1.08</td>
<td>0.27</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>7</td>
<td>-8.04</td>
<td>1.48</td>
<td>64.64</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.04</td>
<td>5.48</td>
<td>9.24</td>
<td>30.03</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>11</td>
<td>5.04</td>
<td>2.48</td>
<td>25.40</td>
<td>6.15</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>8</td>
<td>-3.04</td>
<td>2.48</td>
<td>9.24</td>
<td>6.15</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>8</td>
<td>3.04</td>
<td>-1.52</td>
<td>9.24</td>
<td>2.31</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>4</td>
<td>-6.04</td>
<td>-10.52</td>
<td>36.48</td>
<td>110.67</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>-5</td>
<td>5.04</td>
<td>0.48</td>
<td>25.40</td>
<td>0.23</td>
</tr>
<tr>
<td>9</td>
<td>17</td>
<td>-1</td>
<td>5.04</td>
<td>-6.52</td>
<td>25.40</td>
<td>39.06</td>
</tr>
<tr>
<td>10</td>
<td>19</td>
<td>5</td>
<td>7.04</td>
<td>-0.52</td>
<td>49.56</td>
<td>0.27</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>7</td>
<td>3.04</td>
<td>1.48</td>
<td>9.24</td>
<td>2.19</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>7</td>
<td>-8.04</td>
<td>4.48</td>
<td>64.64</td>
<td>20.07</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>5</td>
<td>4.04</td>
<td>-0.52</td>
<td>16.32</td>
<td>0.27</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>10</td>
<td>-3.04</td>
<td>4.48</td>
<td>9.24</td>
<td>20.07</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>-8</td>
<td>-6.04</td>
<td>-13.52</td>
<td>36.48</td>
<td>182.79</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>7</td>
<td>-10.04</td>
<td>1.48</td>
<td>100.80</td>
<td>2.19</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>2</td>
<td>-8.04</td>
<td>-3.52</td>
<td>64.64</td>
<td>12.39</td>
</tr>
<tr>
<td>18</td>
<td>15</td>
<td>6</td>
<td>3.04</td>
<td>0.48</td>
<td>9.24</td>
<td>0.23</td>
</tr>
<tr>
<td>19</td>
<td>5</td>
<td>10</td>
<td>-1.04</td>
<td>-0.52</td>
<td>1.08</td>
<td>0.27</td>
</tr>
<tr>
<td>20</td>
<td>13</td>
<td>8</td>
<td>1.04</td>
<td>2.48</td>
<td>1.08</td>
<td>6.15</td>
</tr>
<tr>
<td>21</td>
<td>18</td>
<td>6</td>
<td>6.04</td>
<td>0.48</td>
<td>36.48</td>
<td>0.23</td>
</tr>
<tr>
<td>22</td>
<td>7</td>
<td>0</td>
<td>-5.04</td>
<td>-5.52</td>
<td>25.40</td>
<td>30.47</td>
</tr>
<tr>
<td>23</td>
<td>17</td>
<td>10</td>
<td>5.04</td>
<td>4.48</td>
<td>25.40</td>
<td>20.07</td>
</tr>
<tr>
<td>24</td>
<td>22</td>
<td>17</td>
<td>10.04</td>
<td>11.48</td>
<td>100.80</td>
<td>131.79</td>
</tr>
<tr>
<td>Total</td>
<td>301</td>
<td>138</td>
<td></td>
<td></td>
<td>760.68</td>
<td>626.78</td>
</tr>
<tr>
<td>Mean</td>
<td>12.04</td>
<td>5.52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:

X = the students’ gained score in experimental class
Y = the students’ gained score in control class
x = X – MX
y = Y – MY
From the Table above, it can be seen that the mean of students’ gained score in the experimental class is higher than those students in the control class. The students in the experimental class get mean gained score 12.04 while those in the control class get 5.52 as their mean gained score.

**B. The Analysis of the Data**

After describing the data that the writer gets from students’ pre-test and post-test, the writer then analyzed the data by using statistical calculation of *t-test* formula with degree of significance 5%. The following is the analysis:

a. Determining Mean 1 \( (M_1) \)

\[
M_1 = \frac{\sum X}{N_1} = \frac{\sum 301}{25} = 12.04
\]

b. Determining Mean 2 \( (M_2) \)

\[
M_2 = \frac{\sum Y}{N_2} = \frac{\sum 138}{25} = 5.52
\]

c. Determining Standard of Deviation Score of Variable X \( (SD_1) \)

\[
SD_1 = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{760.68}{25}} = 5.15
\]

d. Determining Standard of Deviation Score of Variable Y \( (SD_2) \)

\[
SD_2 = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{626.78}{25}} = 5.00
\]
e. Determining Standard Error of Mean Variable X \((SE_{M_1})\)

\[
SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} \\
= \frac{5.15}{\sqrt{24}} \\
= 1.05
\]

f. Determining Standard Error of Mean Variable Y \((SE_{M_2})\)

\[
SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}} \\
= \frac{5.00}{\sqrt{24}} \\
= 1.04
\]

g. Determining Standard Error of Difference of Mean of Variable X and Variable Y, the formula is:

\[
SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
= \sqrt{1.05^2 + 1.04^2} \\
= \sqrt{1.10 + 1.08} \\
= \sqrt{2.18} \\
= 1.47
\]

h. Determining \(t_0\) with formula:

\[
t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
= \frac{12.04 - 5.52}{1.47} \\
= \frac{6.52}{1.47} = 4.43
\]

i. Determining t-table in significance 5% with degree of freedom, with formula:

\[
df = (N_1 + N_2 - 2) \\
= (25 + 25 - 2) = 48
The writer gained t-table

= S.L. 5% = 2.01

j. The comparison between t-score with t-table:

\[ t_{o} > t_{t} = 4.43 > 2.01 \]

From the statistical analysis above, the writer gets 4.43 as a value of t-observation and 2.01 as a value of t-table with significance degree of 5%.

C. The Testing Hypotheses

Further, as the result of the analysis above, the t-observation score i.e. 4.43 is higher than t-table score i.e. 2.01. It means that the Null hypothesis \((H_{0})\) is rejected and the Alternative hypothesis \((H_{a})\) is accepted. The followings are the Null and Alternative hypothesis of this study:

3. Alternative hypothesis \((H_{a})\): teaching writing of descriptive text using clustering technique is effective at the eighth grade students of MTs Islamiyah Ciputat.

4. Null hypothesis \((H_{0})\): teaching writing of descriptive text using clustering technique is not effective at the eighth grade students of MTs Islamiyah Ciputat.

In other word, this study accepts the Alternative hypothesis \((H_{a})\) which states writing of descriptive text at the eighth grade students of MTs Islamiyah Ciputat using clustering technique is effective.

D. The Interpretation of the Data

According to the testing hypotheses above, it shows that the value of t-table on degree of significance of 5% is smaller than the value of t-observation. So, it can be inferred that the teaching of descriptive text writing using clustering technique is more effective and more appealing to the eighth grade students of MTs Islamiyah Ciputat.
It can be seen on the Table of the students’ score that the students who were taught by using clustering technique in learning descriptive text writing generally got higher score than the students who were taught without using clustering technique.

Therefore, the writer interprets that the use of clustering technique towards students’ writing skill of descriptive text is effective at the eighth grade students of MTs Islamiyah Ciputat.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data which is obtained from the research finding previously, it can be concluded that teaching descriptive text writing using clustering technique is effective to improve students’ score than the students’ score which is taught using conventional technique. Teaching descriptive writing using clustering technique helps the students to develop the ideas. This interpretation supported by the score of the students which is analyzed using t-test. It showed that the average score in the experimental class while pre-test was 60.20 and it changed to be 72.24 in post-test. For the control class, the average score in pre-test was 59.28. And it changed to be 64.80 in post-test. To sum up, based on the explanations above, the experimental class had higher improvement in posttest’ average score after the treatment was given than the control one. Based on the testing hypotheses, the t-observation score i.e. 4.43 is higher than t-table score i.e. 2.01. It means that the Null hypothesis (H₀) is rejected and the Alternative hypothesis (Ha) is accepted.

Therefore, it proves that the use of clustering technique in the teaching of descriptive text writing to the eighth grade students of MTs Islamiyah Ciputat is effective.

B. Suggestion

At this point, two suggestions would be presented by the writer related to enhance the ability of the students in learning descriptive writing text:

1. The English teacher should employ more interesting teaching method to the students in the teaching and learning process in order to stimulate their interest in studying English.
2. The English teacher should be more effective in presenting the material in order to make the class alive such as using clustering technique as an alternative way in the teaching descriptive text writing.
REFERENCES


APPENDICES
Name :
Class :

INSTRUMENT TEST

Topic : Favourite Recreation Place

1. What is your favourite recreation place?
2. What are the characteristics of your favourite recreation place?
3. Why do you like it?

Write a descriptive text consisting of minimal 3 paragraphs (around 100 words)?
INSTRUMENT TEST

Topic : Favourite Recreation Place

1. What is your favourite recreation place?
2. What are the characteristics of your favourite recreation place?
3. Why do you like it?

Write a descriptive text consisting of minimal 3 paragraphs (around 100 words)?
RENCA PELAKSANAAN PEMBELAJARAN
EXPERIMENT CLASS 1

Nama sekolah : MTs Islamiyah Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Jenis Teks : Descriptive
Aspek/Skill : Membaca
Alokasi Waktu : 2 x 40 menit
Pertemuan ke- : 1

Standar Kompetensi : 5. Membaca
Memahami makna dalam esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount pendek dalam ucapan, tekanan, intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Siswa dapat menyebutkan bagian-bagian yang terdapat dalam teks deskripsi.
   b. Siswa dapat mengidentifikasi bagian-bagian dalam teks deskripsi.
   c. Siswa dapat menyusun teks deskripsi yang masih dalam bentuk acak/tidak berurutan.
   d. Siswa dapat mengidentifikasi berbagai informasi dari teks deskripsi.
   e. Siswa dapat membuat teks deskripsi dengan menggunakan cara clustering technique.

2. Karakter siswa yang diharapkan : Reading habit, communicative, social interaction Curiosity, discipline and hard work.
3. **Materi Pembelajaran**

**A. Descriptive Text**

The purpose of the descriptive text is to describe particular person, place and thing.

The generic structure of descriptive text is:

- **Identification**: this part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic? And What is the text about?

- **Description**: this part describes the parts also the characteristics of the object that being described.

**B. Contoh teks narrative**

<table>
<thead>
<tr>
<th>My Dad</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live with my dad</td>
<td>Identification</td>
</tr>
<tr>
<td>My dad is big. He has spiky black hair and a moustache. My dad has big dark eyes. His hobby is playing football. My dad is a great football player. He runs very fast. I love my dad.</td>
<td>Description</td>
</tr>
</tbody>
</table>

**C. Clustering Technique**

Clustering technique is the planning technique of writing to developing a topic in the center of paper then write the ideas around it by connecting a lines, boxes, arrows, and circles.

Example:
4. **Metode Pembelajaran** : *Clustering technique*

5. **Langkah-Langkah Kegiatan**

   **A. Kegiatan Pendahuluan**

   **Apersepsi** :
   - Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan terdekat

   **Motivasi** :
   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

   **B. Kegiatan Inti**

   **Eksplorasi**
   Dalam kegiatan eksplorasi, guru:
   - Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam sehingga guru memberi materi dari aneka sumber.
   - Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog prosedur.
   - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.
   - Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
   - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
   - Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

   **Elaborasi**
   Dalam kegiatan elaborasi, guru:
   - Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.
Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks prosedur.

Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.

Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan berfikir tanpa rasa takut.

Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif.

Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.

Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan.

Memfasilitasi peserta didik melakukan kegiatan yang menyumbangkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.

- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber.

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
Kelebihan: Membantu menyelesaikan masalah.
Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi.
Memberi informasi untuk bereksplorasi lebih jauh.
Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
 bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
memberikan umpan balik terhadap proses dan hasil pembelajaran.
merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Kegiatan

**SKENARIO PEMBELAJARAN**

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>ALOKASI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Kegiatan pendahuluan</strong></td>
<td></td>
</tr>
<tr>
<td>1) Guru memberi salam ketika masuk kelas dan menanyakan kabar kepada peserta didik.</td>
<td></td>
</tr>
<tr>
<td>2) Guru melihat ketertiban kelas dan kerapihan kelas</td>
<td></td>
</tr>
<tr>
<td>3) Guru mengececk daftar hadir peserta didik</td>
<td></td>
</tr>
<tr>
<td>4) Sebelum pelajaran di mulai, guru memberikan <em>Ice breaking</em> untuk</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
menarik perhatian siswa.

5) Apersepsi: tanya jawab mengenai materi yang akan disampaikan.
6) Guru memberi motivasi dengan menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai.

b. Kegiatan Inti

Explorasi
1) Guru memberikan beberapa pertanyaan untuk mengarahkan pemikiran peserta didik ke dalam topik yang akan dipelajari.
2) Guru bertanya kepada peserta didik apa yang mereka ketahui tentang teks deskripsi dan apa saja susunannya (generic structure).
3) Guru menampilkan sebuah contoh berupa teks deskripsi.
4) Peserta didik diminta untuk membacakan teks deskripsi secara bergantian.
5) Guru menjelaskan tentang bagian-bagian yang ada dalam teks deskripsi (generic structure).
6) Guru menjelaskan tentang clustering technique dan caranya untuk mengaplikasikannya dalam teks deskripsi.
7) Peserta didik diminta untuk menayakan hal-hal yang belum jelas tentang teks deskripsi.

Elaborasi
1) Guru meminta siswa untuk membentuk kelompok yang anggotanya terdiri dari 6 orang.
2) Guru memberikan tugas kepada siswa; siswa diminta untuk menyusun teks deskripsi yang masih dalam bentuk acak dan mengidentifikasi bagian-bagian dari teks deskripsi tersebut.
3) Siswa yang sudah selesai menyusunnya diminta untuk mengumpulkan hasil kerjanya.
4) Guru meminta peserta didik untuk saling mengoreksi hasil kerjanya antar kelompok dengan menampilkan teks deskripsi yang sudah disusun.
5) Guru memberikan tugas kedua: siswa diminta untuk membuat teks deskripsi berdasarkan topik yang diberikan dengan menggunakan cara clustering technique. (Topic: Favourite
Singer).

**Konfirmasi**

1) Guru memberikan umpan balik positif dengan memberi penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.

2) Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai materi yang sedang dipelajari.

3) Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi tentang teks deskripsi.

4) Guru menanyakan kesulitan-kesulitan yang dialami siswa selama proses pembelajaran.

**c. Kegiatan Penutup**

1) Guru dan peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

2) Guru dan siswa menyimpulkan materi pembelajaran.

3) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

4) Guru mengakhiri pelajaran dengan berdoa dan mengucapkan salam.

10 menit

**7. Sumber Belajar**

- Buku paket dan LKS
- Netbook dan Proyektor
- Powerpoint
- Contoh teks descriptive yang relevan

**8. Penilaian**

<table>
<thead>
<tr>
<th>Indikator Kompetensi</th>
<th>Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menyusun descriptive</td>
<td>teks</td>
<td>Tes tulis</td>
<td>Menyusun teks</td>
<td>1. Arrange the jumbled sentences into a good</td>
</tr>
</tbody>
</table>
2. Menulis teks berbentuk descriptive dengan menggunakan clustering technique.

<table>
<thead>
<tr>
<th>2. Write down a simple descriptive text based on the topic by using clustering technique</th>
</tr>
</thead>
</table>

- **Instrumen:**
  - Arrange the jumbled sentences into a good descriptive text

  a. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her exquisite, diamond-shaped face and draws attention to her smooth, clear complexion.
  b. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on stormy day.
  c. Marie is as beautiful as any Hollywood star.
  d. Her eyes are large, but not too long nor too short. A small black mole on the left side of her mouth adds to her beauty.
  e. And her mouth! It is a small mouth that looks delicate and feminine.
  f. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of beauty.
  g. There is nothing but extraordinary beauty in the face of Marie.

- Write down a simple descriptive text based on the topic by using clustering technique.

  **Topic**: Favourite Singer

  - Afgan
    - Handsome
    - Beautiful voice
    - Many fans
    - Black hair
    - Love songs

  Many fans
- **Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>2</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui,
Guru Pamong
Nurul Atikah, S. Pd

Jakarta, April 2015

Mahasiswa Praktikan,
Artika Diannita
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT CLASS 2

Nama sekolah    : MTs Islamiyah Ciputat
Mata Pelajaran  : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Jenis Teks      : Descriptive
Aspek/Skill     : Menulis
Alokasi Waktu  : 2 x 40 menit
Pertemuan ke-   : 2
Standar Kompetensi  : 6. Menulis

Mengungkapkan makna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 6. 1 Megungkapkan makna dan langkah retorika yang terdapat dalam monolog pendek dan berinteraksi dalam berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Siswa dapat menyebutkan bagian-bagian yang terdapat dalam teks deskripsi.
b. Siswa dapat mengidentifikasi bagian-bagian dalam teks deskripsi.
c. Siswa dapat menyusun teks deskripsi yang masih dalam bentuk acak/tidak berurutan..
d. Siswa dapat mengidentifikasi berbagai informasi dari teks deskripsi.
e. Siswa dapat membuat teks deskripsi dengan menggunakan cara clustering technique.

2. Karakter siswa yang diharapkan : Reading habit, communicative, social interaction Curiosity, discipline and hard work.
3. **Materi Pembelajaran**

   **A. Descriptive Text**

   The purpose of the descriptive text is to describe particular person, place and thing.

   The generic structure of descriptive text is:

   - **Identification**: this part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic? And What is the text about?

   - **Description**: this part describes the parts also the characteristics of the object that being described.

   **B. Contoh teks narrative**

<table>
<thead>
<tr>
<th>Tawangmangu Waterfall</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tawangmangu Waterfall is one of the most interesting places of interest in Karanganyar.</td>
<td>Identification</td>
</tr>
</tbody>
</table>

   It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient.

   It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted.

   The water falls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows.

   Located in the middle of pinewoods, the lake is always wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.
C. Clustering Technique

Clustering technique is the planning technique of writing to developing a topic in the center of paper then write the ideas around it by connecting a lines, boxes, arrows, and circles.

Example:

4. Metode Pembelajaran: Clustering technique

5. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi:

- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan terdekat

Motivasi:

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam sehingga guru memberi materi dari aneka sumber.
Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog prosedur.

Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.

Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.

- Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks prosedur.

- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.

- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif.

- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.

- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan.

- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.
Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
  - Membantu menyelesaikan masalah.
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi.
  - Memberi informasi untuk bereksplorasi lebih jauh.
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- memberikan umpan balik terhadap proses dan hasil pembelajaran.
merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Kegiatan

SKENARIO PEMBELAJARAN

<table>
<thead>
<tr>
<th>KEGIATAN</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Kegiatan Pendahuluan</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1) Guru memberi salam ketika masuk kelas dan menanyakan kabar kepada peserta didik.</td>
<td></td>
</tr>
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<tr>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>5) Apersepsi: tanya jawab mengenai materi yang akan disampaikan.</td>
<td></td>
</tr>
<tr>
<td>6) Guru memberi motivasi dengan menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>b. Kegiatan Inti</strong> | |
| <strong>Explorasi</strong> | |
| 1) Guru memberikan beberapa pertanyaan untuk mengarahkan pemikiran peserta didik ke dalam topik yang akan dipelajari. | |
| 2) Guru bertanya kepada peserta didik apa yang mereka ketahui tentang teks deskripsi dan apa saja susunannya (generic structure). | |
| 3) Guru menampilkan sebuah contoh berupa teks deskripsi. | |
| 4) Peserta didik diminta untuk membaca teks deskripsi secara bergantian. | |
| 5) Guru menjelaskan tentang bagian-bagian yang ada dalam teks deskripsi (generic structure). | |
| 6) Guru menjelaskan tentang clustering technique dan caranya untuk mengaplikasikannya dalam teks deskripsi. | |
| 7) Peserta didik diminta untuk menanyakan hal-hal yang belum jelas tentang teks deskripsi. | |</p>
<table>
<thead>
<tr>
<th>Elaborasi</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Guru meminta siswa untuk membentuk kelompok yang anggotanya terdiri dari 6 orang.</td>
<td></td>
</tr>
<tr>
<td>2) Guru memberikan tugas kepada siswa; siswa diminta untuk menyusun teks deskripsi yang masih dalam bentuk acak dan mengidentifikasi bagian-bagian dari teks deskripsi tersebut.</td>
<td></td>
</tr>
<tr>
<td>3) Siswa yang sudah selesai menyusunnya diminta untuk mengumpulkan hasil kerjanya.</td>
<td></td>
</tr>
<tr>
<td>4) Guru meminta peserta didik untuk saling mengoreksi hasil kerjanya antar kelompok dengan menampilkan teks deskripsi yang sudah disusun.</td>
<td></td>
</tr>
<tr>
<td>5) Guru memberikan tugas kedua: siswa diminta untuk membuat teks deskripsi berdasarkan topik yang diberikan dengan menggunakan cara clustering technique. (Topic: Favourite Recreation Place).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Konfirmasi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Guru memberikan umpan balik positif dengan memberi penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</td>
<td></td>
</tr>
<tr>
<td>2) Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai materi yang sedang dipelajari.</td>
<td></td>
</tr>
<tr>
<td>3) Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi tentang teks deskripsi.</td>
<td></td>
</tr>
<tr>
<td>4) Guru menanyakan kesulitan-kesulitan yang dialami siswa selama proses pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Kegiatan Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Guru dan peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td>2) Guru dan siswa menyimpulkan materi pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>3) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>4) Guru mengakhiri pelajaran dengan berdoa dan mengucapkan salam.</td>
<td></td>
</tr>
</tbody>
</table>
7. **Sumber Belajar**

- Buku paket dan LKS
- Netbook dan Proyektor
- Powerpoint
- Contoh teks descriptive yang relevan

8. **Penilaian**

<table>
<thead>
<tr>
<th>Indikator Kompetensi</th>
<th>Pencapaian</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menyusun teks descriptive</td>
<td></td>
<td></td>
<td></td>
<td>1. <em>Arrange the jumbled sentences into a good descriptive text</em></td>
</tr>
<tr>
<td>2. Menulis teks berbentuk <em>descriptive</em> dengan menggunakan <em>clustering technique.</em></td>
<td></td>
<td></td>
<td></td>
<td>2. <em>Write down a simple descriptive text based on the topic by using clustering technique</em></td>
</tr>
</tbody>
</table>

- **Instrumen:**
  - ✓ *Arrange the jumbled sentences into a good descriptive text*
    
    a. It is small rectangular room with a white ceiling and green walls.
    b. As you enter the room, straight ahead you will see two large windows with gold curtains.
    c. My bed, which is covered with a red and bedspread, is under the windows.
    d. My dormitory room is on the second floor of Bienville Hall.
    e. There are several posters on the wall. The poster that is over the bookcase shows an interesting scene from our country.
    f. The poster that is over the desk is of my favourite singer.
    g. Behind you on your right and somewhat behind the door is dresser
Write down a simple descriptive text based on the topic by using clustering technique.

**Topic : Favourite Recreation Place**

- Borobudur Temple
  - Buddhist
  - Big temple
  - Fantastic
  - Fresh & not polluted
  - Easy Transportation
  - Central Java
  - Many visitors
  - Beautiful
  - Wonderful
  - Magelang
  - Beautiful Central Java
  - Buddhist Many visitors

**Rubrik Penilaian**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>2</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

---

Jakarta, April 2015

Mengetahui,

Guru Pamong

Mahasiswa Praktikan,

Nurul Atikah, S. Pd

Artika Diannita
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS 1

Nama sekolah    : MTs Islamiyah Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Jenis Teks      : Descriptive
Aspek/Skill    : Membaca
Alokasi Waktu  : 2 x 40 menit
Pertemuan ke-  : 1
Standar Kompetensi : 5. Membaca

Memahami makna dalam esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5. 1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk descriptive dan recount pendek dalam ucapan, tekanan, intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Siswa dapat menyebutkan bagian-bagian yang terdapat dalam teks deskripsi.
   b. Siswa dapat mengidentifikasi bagian-bagian dalam teks deskripsi.
   c. Siswa dapat menyusun teks deskripsi yang masih dalam bentuk acak/tidak berurutan.
   d. Siswa dapat mengidentifikasi berbagai informasi dari teks deskripsi.

2. Karakter siswa yang diharapkan : Reading habit, communicative, social interaction Curiosity, discipline and hard work.

3. Materi Pembelajaran : 
   A. Descriptive Text
The purpose of the descriptive text is to describe particular person, place and thing.

The generic structure of descriptive text is:

- **Identification**: this part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic? And What is the text about?
- **Description**: this part describes the parts also the characteristics of the object that being described.

### B. Contoh teks narrative

<table>
<thead>
<tr>
<th>My Dad</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I live with my dad</td>
<td>Identification</td>
</tr>
<tr>
<td>My dad is big. He has spiky black hair and a moustache. My dad has big dark eyes. His hobby is playing football. My dad is great football player. He runs very fast. I love my dad.</td>
<td>Description</td>
</tr>
</tbody>
</table>

### 4. Metode Pembelajaran

: *Three-Phase technique*

### 5. Langkah-Langkah Kegiatan

#### A. Kegiatan Pendahuluan

**Apersepsi** :
- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan terdekat

**Motivasi** :
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

#### B. Kegiatan Inti

**Eksplorasi**
Dalam kegiatan eksplorasi, guru:

♫ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam sehingga guru memberi materi dari aneka sumber.
♫ Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog prosedur.
♫ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.
♫ Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
♫ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
♫ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

♫ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.
♫ Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks prosedur.
♫ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.
♫ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
♫ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif.
♫ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
♫ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.
♫ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.
Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan.

Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
  - Membantu menyelesaikan masalah.
  - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi.
  - Memberi informasi untuk bereksplorasi lebih jauh.
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

**C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:
 bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

memberikan umpan balik terhadap proses dan hasil pembelajaran.

merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Kegiatan

<table>
<thead>
<tr>
<th>SKENARIO PEMBELAJARAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEGIATAN</td>
</tr>
<tr>
<td>a. Kegiatan pendahuluan</td>
</tr>
<tr>
<td>1) Guru memberi salam ketika masuk kelas dan menanyaan kabar kepada peserta didik.</td>
</tr>
<tr>
<td>2) Guru melihat ketertiban kelas dan kerapihan kelas</td>
</tr>
<tr>
<td>3) Guru mengecek daftar hadir peserta didik</td>
</tr>
<tr>
<td>4) Sebelum pelajaran di mulai, guru memberikan <em>Ice breaking</em> untuk menarik perhatian siswa.</td>
</tr>
<tr>
<td>5) Apersepsi: tanya jawab mengenai materi yang akan disampaikan.</td>
</tr>
<tr>
<td>6) Guru memberi motivasi dengan menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai.</td>
</tr>
<tr>
<td>b. Kegiatan Inti</td>
</tr>
<tr>
<td>Explorasi</td>
</tr>
<tr>
<td>1) Guru memberikan beberapa pertanyaan untuk mengarahkan pemikiran peserta didik ke dalam topik yang akan dipelajari.</td>
</tr>
<tr>
<td>2) Guru bertanya kepada peserta didik apa yang mereka ketahui tentang teks deskripsi dan apa saja susunannya (generic structure).</td>
</tr>
<tr>
<td>3) Guru menampilkan sebuah contoh berupa teks deskripsi.</td>
</tr>
<tr>
<td>4) Peserta didik diminta untuk membacakan teks deskripsi secara bergantian.</td>
</tr>
</tbody>
</table>
5) Guru menjelaskan tentang bagian-bagian yang ada dalam teks deskripsi (generic structure).
6) Peserta didik diminta untuk menayangkan hal-hal yang belum jelas tentang teks deskripsi.

**Elaborasi**

1) Guru meminta siswa untuk membentuk kelompok yang anggotanya terdiri dari 6 orang.
2) Guru memberikan tugas kepada siswa; siswa diminta untuk menyusun teks deskripsi yang masih dalam bentuk acak dan mengidentifikasi bagian-bagian dari teks deskripsi tersebut.
3) Siswa yang sudah selesai menyusunnya diminta untuk mengumpulkan hasil kerjanya.
4) Guru meminta peserta didik untuk saling mengoreksi hasil kerjanya antar kelompok dengan menampilkan teks deskripsi yang sudah disusun.
5) Guru memberikan tugas kedua; siswa diminta untuk membuat teks deskripsi berdasarkan topik yang diberikan. (Topic: Favourite Singer).

**Konfirmasi**

1) Guru memberikan umpan balik positif dengan memberi penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
2) Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai materi yang sedang dipelajari.
3) Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi tentang teks deskripsi.
4) Guru menanyakan kesulitan-kesulitan yang dialami siswa selama proses pembelajaran.

c. **Kegiatan Penutup**

1) Guru dan peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
2) Guru dan siswa menyimpulkan materi pembelajaran.
3) Guru menyampaikan rencana pembelajaran pada pertemuan

| Elaborasi | 60 menit |
| Konfirmasi |  |
| c. Kegiatan Penutup | 10 menit |
berikutnya.

4) Guru mengakhiri pelajaran dengan berdoa dan mengucapkan salam.

7. **Sumber Belajar**

- Buku paket dan LKS
- Netbook dan Proyektor
- Powerpoint
- Contoh teks descriptive yang relevan

8. **Penilaian**

<table>
<thead>
<tr>
<th>Indikator Kompetensi</th>
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<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menyusun teks</td>
<td>Tes tulis</td>
<td>Menyusun teks</td>
<td>1. Arrange the jumbled sentences into a good descriptive text</td>
<td></td>
</tr>
<tr>
<td>2. Menulis teks berbentuk</td>
<td>Esai</td>
<td></td>
<td>2. Write down a simple descriptive text based on the topic.</td>
<td></td>
</tr>
</tbody>
</table>

- **Instrumen:**

  ✓ Arrange the jumbled sentences into a good descriptive text

a. Her thick, wavy, long black hair gracefully falls down to her shoulders and surrounds her exquisite, diamond-shaped face and draws attention to her smooth, clear complexion.

b. Her slightly arched chestnut brown eyebrows draw attention to her deep blue eyes, which remind me of a lake on stormy day.

c. Marie is as beautiful as any Hollywood star.

d. Her eyes are large, but not too long nor too short. A small black mole on the left side of her mouth adds to her beauty.

e. And her mouth! It is a small mouth that looks delicate and feminine.
f. Her lips are rather thin, but not too thin; her light pink lipstick adds another touch of beauty.

g. There is nothing but extraordinary beauty in the face of Marie.

✓ Write down a simple descriptive text based on the topic:

Topic : Favourite Singer

**Rubrik Penilaian**

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<tbody>
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<td>Jawaban kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)  
EXPERIMENT CLASS 2

Nama sekolah : MTs Islamiyah Ciputat  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / 2  
Jenis Teks : Descriptive  
Aspek/Skill : Menulis  
Alokasi Waktu : 2 x 40 menit  
Pertemuan ke- : 2  
Standar Kompetensi : 6. Menulis  

Mengungkapkan makna teks fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 6.1 Mengungkapkan makna dan langkah retorika yang terdapat dalam monolog pendek dan berterima dalam berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

1. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

a. Siswa dapat menyebutkan bagian-bagian yang terdapat dalam teks deskripsi.

b. Siswa dapat mengidentifikasi bagian-bagian dalam teks deskripsi.

c. Siswa dapat menyusun teks deskripsi yang masih dalam bentuk acak/tidak berurutan..

b. Siswa dapat mengidentifikasi berbagai informasi dari teks deskripsi.

2. **Karakter siswa yang diharapkan** : Reading habit, communicative, social interaction Curiosity, discipline and hard work.

3. **Materi Pembelajaran** :  

A. Descriptive Text
The purpose of the descriptive text is to describe particular person, place and thing.

The generic structure of descriptive text is:

- **Identification**: this part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic? And What is the text about?
- **Description**: this part describes the parts also the characteristics of the object that being described.

### B. Contoh teks narrative

<table>
<thead>
<tr>
<th>Tawangmangu Waterfall</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tawangmangu Waterfall is one of the most interesting places</td>
<td>Identification</td>
</tr>
<tr>
<td>of interest in Karanganyar.</td>
<td></td>
</tr>
</tbody>
</table>

It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transports. Bus is the cheapest, but taxi is the most convenient.

It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted.

The water falls more than 30 meters down into a small lake. The falling water looks very fantastic, and the beauty of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows.

Located in the middle of pinewoods, the lake is always wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake.

4. **Metode Pembelajaran**: *Three-phase technique, discussion*

5. **Langkah-Langkah Kegiatan**
A. Kegiatan Pendahuluan

Apersepsi :
- Tanya jawab mengenai teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive text* dan *recount text* yang berkaitan dengan lingkungan terdekat

Motivasi :
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam sehingga guru memberi materi dari aneka sumber.
- Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog prosedur.
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.
- Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna.
- Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks prosedur.
Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.

Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.

Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif.

Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.

Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok.

Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan.

Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.

Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber.

Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
- Membantu menyelesaikan masalah.
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi.
- Memberi informasi untuk bereksplorasi lebih jauh.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
☞ memberikan umpan balik terhadap proses dan hasil pembelajaran.
☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Kegiatan

<table>
<thead>
<tr>
<th>SKENARIO PEMBELAJARAN</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>ALOKASI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Kegiatan pendahuluan</td>
<td></td>
</tr>
<tr>
<td>1) Guru memberi salam ketika masuk kelas dan menanyakan kabar kepada peserta didik.</td>
<td></td>
</tr>
<tr>
<td>2) Guru melihat ketertiban kelas dan kerapihan kelas</td>
<td></td>
</tr>
<tr>
<td>3) Guru mengecek daftar hadir peserta didik</td>
<td></td>
</tr>
<tr>
<td>4) Sebelum pelajaran di mulai, guru memberikan Ice breaking untuk menarik perhatian siswa.</td>
<td></td>
</tr>
<tr>
<td>5) Apersepsi: tanya jawab mengenai materi yang akan disampaikan.</td>
<td>10 menit</td>
</tr>
</tbody>
</table>
6) Guru memberi motivasi dengan menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasai.

### b. Kegiatan Inti

**Explorasi**
1) Guru memberikan beberapa pertanyaan untuk mengarahkan pemikiran peserta didik ke dalam topik yang akan dipelajari.
2) Guru bertanya kepada peserta didik apa yang mereka ketahui tentang teks deskripsi dan apa saja susunannya (generic structure).
3) Guru menampilkan sebuah contoh berupa teks deskripsi.
4) Peserta didik diminta untuk membacakan teks deskripsi secara bergantian.
5) Guru menjelaskan tentang bagian-bagian yang ada dalam teks deskripsi (generic structure).
6) Peserta didik diminta untuk menayakan hal-hal yang belum jelas tentang teks deskripsi.

**Elaborasi**
1) Guru meminta siswa untuk membentuk kelompok yang anggotanya terdiri dari 6 orang.
2) Guru memberikan tugas kepada siswa; siswa diminta untuk menyusun teks deskripsi yang masih dalam bentuk acak dan mengidentifikasi bagian-bagian dari teks deskripsi tersebut.
3) Siswa yang sudah selesai menyusunnya diminta untuk mengumpulkan hasil kerjanya.
4) Guru meminta peserta didik untuk saling mengkoreksi hasil kerjanya antar kelompok dengan menampilkan teks deskripsi yang sudah disusun.
5) Guru memberikan tugas kedua: siswa diminta untuk membuat teks deskripsi berdasarkan topik yang diberikan. (Topic: Favourite Recreation Place).

**Konfirmasi**
1) Guru memberikan umpan balik positif dengan memberi penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
2) Guru memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai materi yang sedang dipelajari.

3) Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi tentang teks deskripsi.

4) Guru menanyakan kesulitan-kesulitan yang dialami siswa selama proses pembelajaran.

c. Kegiatan Penutup

1) Guru dan peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

2) Guru dan siswa menyimpulkan materi pembelajaran.

3) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

4) Guru mengakhiri pelajaran dengan berdoa dan mengucapkan salam.

7. Sumber Belajar

- Buku paket dan LKS
- Netbook dan Proyektor
- Powerpoint
- Contoh teks descriptive yang relevan

8. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menyusun teks descriptive</td>
<td>Tes tulis</td>
<td>Menyusun teks</td>
<td>1. Arrange the jumbled sentences into a good descriptive text</td>
</tr>
<tr>
<td>2. Menulis teks berbentuk descriptive dengan menggunakan clustering technique.</td>
<td>Esai</td>
<td>Esai</td>
<td>2. Write down a simple descriptive text based on the topic by using clustering technique</td>
</tr>
</tbody>
</table>

- Instrumen:
✓ Arrange the jumbled sentences into a good descriptive text

a. It is small rectangular room with a white ceiling and green walls.
b. As you enter the room, straight ahead you will see two large windows with
gold curtains.
c. My bed, which is covered with a red and bedspread, is under the windows.
d. My dormitory room is on the second floor of Bienville Hall.
e. There are several posters on the wall. The poster that is over the bookcase
shows an interesting scene from our country.
f. The poster that is over the desk is of my favourite singer.
g. Behind you on your right and somewhat behind the door is dresser with a
mirror over it.

✓ Write down a simple descriptive text based on the topic by using clustering
technique.

Topic: Favourite Recreation Place

### Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar</td>
<td>2</td>
</tr>
<tr>
<td>Jawaban kurang tepat</td>
<td>1</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Jakarta, April 2015

Mengetahui,

Guru Pamong

Mahasiswa Praktikan,

Nurul Atikah, S. Pd

Artika Diannita