IMPROVING STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT USING CLUSTERING TECHNIQUE

(An Action Research at Eight Grade Students of MTs. Darul Ma’arif Cipete-Jakarta)

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JAKARTA
2011
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

Praise be to Allah, The Lord of the worlds who gives the writer guidance and strength, so he could finish this scientific paper (skripsi). Peace and blessing be upon our prophet Muhammad SAW, his family, his companions and his followers.

This skripsi is presented to the English Education Department of Tarbiya and Teaching Sciences Faculty of UIN Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for Strata 1 (S1). This research could not be completed without a great deal of help of many people, especially Dr. H. M. Farkhan, M. Pd, as his advisor who has patiently given valuable advice and guidance to finish this research paper.

His gratitude also goes to those who helped him in finishing his work, among others:

1. His best gratitude to his beloved parents, Drs. H. Ako Komarudin and Hj. Ida Juraidah, and his beloved brother Helmi Rahman Akmali, Fazri Tamami Azhari, and Ahmad Zulfikar Qomara who always give supports, motivations and moral encouragements to finish this research paper. Thanks a lot for all their supports and prays to him. He is nothing without you.

2. Drs. Syauki, M.Pd, as the head of English Education Department of UIN Syarif Hidayatullah Jakarta.

3. All lecturers in English Education Department who have taught and educated the writer so he knows many things.

4. Mrs. Neneng Sunengsih, S.Pd, the secretary of English Education Department of UIN Syarif Hidayatullah Jakarta

5. Prof. Dr. H. Dede Rosyada, MA, as dean of Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University.
6. His best friend, Alwi Maulana, Firman Adi Saputra, Agus Budiman, Abdul Aziz Mansur (gojez), and Ahmad Syifa who have given their times to support and help the writer in finishing this research paper.

7. His friends in English Education Department especially in “A” class whose names cannot be mentioned one by one (thank you for being my best friends in happiness and sadness).

The writer realizes that this paper is far from being perfect. Therefore, the writer expects some suggestions and criticism for this paper. At last, the writer hopes that this research paper will be useful for all.

Jakarta, June 09th 2011

The writer
Fikri Fauzi Alawi, “Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique (An Action Research at eighth grades of MTs. Darul Ma’arif Cipete-Jakarta)”. Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta, 2011.

This research is conducted in order to improve students’ writing ability using Clustering Technique at eighth grades of MTs. Darul Ma’arif Jakarta.

In conducting this research the researcher used Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four steps, they were: Planning, action, observation, and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in one month and one day. To collect and analyze the data, the researcher used the information from interview, observation, questionnaire, and the students’ achievement in pre-test and post-test in order to support the data collected.

The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing’s ability. The students’ responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students’ achievement in pre-test and post-test showed a significant improvement. The students’ mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. it means that there was 15.2 points or 30% of mean improvement from the students’ score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students’ score in preliminary study to the second cycle. From this result, the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma’arif Jakarta can improve their writing ability.

**Key words:** Writing Ability, Clustering Technique

Penelitian ini dilaksanakan untuk meningkatkan kemampuan menulis siswa kelas VIII MTs. Darul Ma’arif Jakarta menggunakan teknik Cluster.


Hasil penelitian ini menunjukan bahwa penggunaan teknik cluster dalam menulis paragraf deskriptif dapat meningkatkan kemampuan menulis mereka. Sedangkan respon siswa menunjukan bahwa bahwa mereka merasa lebih mudah dalam menulis dengan menggunakan teknik cluster. Disamping itu, pencapaian siswa dalam pre-test dan post-test menunjukan peningkatan yang signifikan. Bisa dilihat pada nilai rata-rata siswa ketika pre-test hanya menunjukan angka 49.5%, sedangkan nilai rata-rata pada siklus pertama mencapai 64.8%, lebih jauh lagi nilai rata-rata siswa pada siklus kedua mencapai 74.3 %. Ini menunjukan terdapat peningkatan yang cukup signifikan yakni sebesar 15.2 poin atau 30% antara nilai pre-test dengan nilai rata-rata pada siklus pertama dan terdapat peningkatan sebesar 24.7 poin atau 49.8% dari nilai pre-test dengan hasil akhir pada siklus kedua. Dari hasil tersebut, peneliti menyimpulkan bahwa pengajaran menulis deskripsi menggunakan teknik cluster pada siswa kelas delapan MTs. Darul Ma’arif dapat meningkatkan kemampuan menulis mereka

Kata Kunci: Kemampuan Menulis, Teknik Cluster
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A. The Background of Study

Language is an important tool for communication. According to Oxford Advanced Learner’s Dictionary of Current English, language is “(1) The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing”.¹ It means people can express their ideas, thoughts, feelings, and desires by language.

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C. Richards and Theodore S. Rodgers said, “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.”² In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken


communication. In addition, many books of science and technology, art, and other published issues are written in English.

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

As Jack C. Richard and Willy A. Renandya said, “writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.”

In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text.

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

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4 Artono Wardiman, et. al. English in Focus, for grade VII Junior high school (SMP/MTs), (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 115
Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching-learning process. There are a lot of methods and techniques to get the English teaching effectively.

According to Edward Anthony in Richards identified that technique is implementation—that which actually takes place in classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.”5

To modify positively the situation of the classroom and to make the teaching-learning process lively, the writer would like to propose an alternative technique, that is the one which common known under the term “Clustering Technique”. Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to John Langan, clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occur to you.”6

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

Based on the writer’s experience when he did the observation on MTs. Darul Ma’arif Cipete, the process of teaching –learning in the classroom is still passive. The students do not understand clearly about

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5 Jack C. Richards and Theodore S. Rodgers, *Approach and Methods*……, p.15

descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Beside that, the teacher uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted. Therefore, the teacher needs to be more creative in teaching, including the use of technique.

Based on the background above, the writer takes a title of this “skripsi” “Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique”.

B. The statement of problem

Based on the background presented above, the writer plans to analyze the use of clustering technique in teaching writing of descriptive text at the eighth grades of students of MTs. Darul Ma’arif Cipete. The general question of this research is “how can the use of clustering technique improve students’ ability in learning descriptive writing?”

C. The scope and limitation of study

In this “skripsi”, the writer only focuses on eighth grades of MTs. Darul Ma’arif Cipete-JakSel at the first semester 2010/2011 academic year, and to make a description of this “skripsi” deeper, the problems will be limited in the implementation of using clustering technique in teaching descriptive writing.
D. The objective of study

From the previous discussion in the background of the study, the objectives of this study are as follows:

1. To know whether the clustering technique can improve students’ ability in writing descriptive text.
2. To know how the clustering technique can improve students’ ability in writing descriptive text.

E. The significances of study

The result of this study can provide useful information for:

1. Teachers
   The result of this study is useful for English teachers at Junior High School level to get information about teaching descriptive writing using clustering technique.

2. Students
   The result of this study will give an input to the students to improve their ability in writing.

3. Other researcher
   For further researchers who are interested in teaching descriptive writing at junior high school level can get the basic information from this study to do the further research.

F. The organization of study

The organization of study facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into five chapters.

Chapter one is introduction. It consists of six parts: the background of study, the statement of problem, the scope and limitation of the study, the objective of study, the significance of study, and the organization of study.
Chapter two is theoretical framework. It consists of three parts. Part A presents writing which discusses about the definition of writing, the writing process, purposes of writing, and types of writing taught in junior high school. Part B presents of the definition of descriptive text, purposes of descriptive text, kinds of descriptive text, and the structure and example of descriptive text. Part C presents of the definition of clustering technique, the definition of technique, and the application of clustering technique in writing descriptive text.

Chapter three is research methodology. This chapter presents research methodology which discusses about the setting of the study, subjects and time of study, research instrument, the design of the study, the procedure of the study, the technique of collecting data, and the technique of data analysis.

Chapter four is research findings. This chapter consists of two parts. Part A presents description of data which discusses about findings of preliminary study, findings of first cycle, findings of the second cycle, and findings after implementation the action. Part B presents interpretation of data which discusses about data of observation, data of interview, and data of students’ achievement in the test.

Chapter five is conclusion and suggestion. This chapter is the last chapter which consists of general explanation about the previous discussion in this report and some suggestion that may be useful for the English teacher and further researcher.
A. WRITING

1. The definition of writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya,”Writing is the most difficult skill for second language learners to master”.¹ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

There are many different definitions about writing given by experts from many resources. According to Rise B. Axelrod and Charles R. Coopers’ said, “writing is a complex process and as such contains

element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”.

Marianne C. Murcia said, writing is “the ability to express one’s ideas in written form is a second or foreign language”. It means that writing is an activity to express our ideas in written form.

On the other side, Barnet and Stubb’s said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice”.

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

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2. The writing process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book; Ready to Write: A first Composition Text.

Step one: Prewriting
Thinking about your topic and organizing your ideas.

Step two: Writing
Using your ideas to write a first draft.

Step Three: Revising
Improving what you have written.5

If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

a. Prewriting

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

There are several ways to warm up before start writing:

1) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them.

To brainstorm, follow these steps:

a) Begin with a broad topic.

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

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

d) Group similar items on the list together.

e) Cross out items that do not belong.

2) Clustering

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

This term will be explained in the next section.

On the other hand said that pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

6 a) Group Brainstorming
   b) Clustering
   c) Rapid Free Writing
   d) WH-Question

b. Writing

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

As you write, remember to:
1) Begin with a topic sentence that states the main idea.
2) Include several sentences that support the main idea.
3) Stick to the topic.
4) Arrange the sentences so that the order of ideas makes sense.

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

**c. Revising**

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

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

In another source stated that writing is a process that involves the following steps:

1) Discovering a point—often through prewriting.
2) Developing solid support for the point—often through more prewriting.
3) Organizing the supporting material and writing it out in a first draft.
4) Revising and then editing carefully to ensure an effective, error-free paper.

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8 Karen Blanchard, and Christine Root, *Ready to Write......*, p. 44

3. Purposes of writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.\(^\text{10}\)

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

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

\textbf{a. Writing to Inform}

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

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

\textbf{b. Writing to Explain}

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

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

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.\textsuperscript{11}

d. Writing to Amuse Others

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

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.\textsuperscript{12}


4. Types of Writing taught in Junior High School

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are: procedure, descriptive, recount, and narrative.

a. Procedure\(^{13}\)

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

1) Features of procedure

a) Constructing a procedure

A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal. Some procedures have other stages such as explaining, why each step is necessary.

b) Grammatical feature of a procedure

Procedure texts usually include the following grammatical features:

1 (1) Sentences that begin with verbs and are started as commands.
2 (2) Time words or numbers that show the order for carrying out the procedure.
3 (3) Adverb to describe how the action should be performed.

\(^{13}\) Mark Anderson and Kathy Anderson, Text Types in English 3, (Australia: MacMillan, 1998), p. 28
2) **Models of procedure**

**Anzac biscuits**

*You will need:*
- 2 cups of rolled oats
- 1 ½ cups caster sugar
- 4 tablespoons golden syrup
- 2 tablespoon boiling water
- 1 cup plain flour
- 250 grams butter
- 1 teaspoon baking soda

1. Turn oven to 160°C.
2. Lightly grease oven tray.
3. Mix oats, flour and sugar in a large bowl.
4. Melt butter and golden syrup in a pan.
5. Mix baking soda and boiling water in a cup.
6. Add this mixture to melted butter and golden syrup.
7. Add this to the oats mixture in the large bowl, mix together well.
8. Rolls tablespoonfuls of the mixture into balls. Put on tray 5 cm apart.
9. Press lightly on top of each with a fork.
10. Bake for 20 minutes.
b. Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words. The explanation about this term will be presented in the next session.

c. Recount

Recount is a piece of text that retells past events, usually in the order which they happened.

The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

1) Features of recount

The recount text type retell past events, usually in the order in which they happened. The steps for construction a written recount are:
   a) A first paragraph that gives background information about who, what, where, and when called an orientation
   b) A series of paragraphs that retell the events in the order in which they happened called events
   c) A concluding paragraph is called re-orientation, but it is not necessary.

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14 Elizabet Cowan, Writing Brief Editin, (Texas: Scott, foresman, and company), p. 148


2) **Language features in recount**

The language features usually found in a recount text are:

- a) Proper noun and pronouns to identify those involved in the text
- b) Action verb
- c) Descriptive word to give details about who, what, when, where, and how.
- d) The use of the past tense to retell the events.
- e) Conjunction and time connectives.
- f) Adverb and adverbial phrase.
- g) Words that show the order the events.  

**d. Narrative**

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type.

There are many different types of narratives including: *humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.*

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1) The Narrative Scaffold
   a) Orientation
   In this paragraph the narrator tells the audiences who are in
   the story, when it is happening, who are in the story, when it is
   happening, where it is happening, and what is going on.
   
   b) Complication
   This is part of the story where the narrator tells about
   something that will begin a chain of events. These events will
   affect one or more of the characters. The complication is the
   trigger.
   
   c) Sequence of events
   This is where the narrator tells how the characters react to
   the complication. It includes their feelings and what they do. The
   even can be told in chronological order or with flashback. The
   audience is given the narrator’s point of view.
   
   d) Resolution
   In this part of the narrative where the complication is
   sorted out or the problem is solved
   
   e) Coda
   The narrator includes a coda if there is to be a moral
   message to be learned from the story.19

2) Language Features in Narrative
   a) Noun
   b) Adjective formed noun phrase; **long black hair, two red apples,**
   **etc.**
   c) Time connectives; **then, before, soon, etc.**

---

19 Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan,
1998), p. 4
d) Adverb and adverbial phrase; here, in the mountain, etc.
e) Action verb in past tense; stayed, dimed, etc.
f) Saying verb and thinking verb; said, told, felt, etc.²⁰

B. DESCRIPTIVE TEXT

1. The definition of descriptive text

Descriptive text is a part of factual genres. Its social function is to
describe a particular person, place or thing.²¹ Description in writing is the
process of creating visual images and sensory impression through words.
More often, description is a part of another piece of writing and is used to
inform an audience about how something or someone looked or to
persuade an audience to see something from the writer’s point of view.²²

Description recreates sense impression by translating into words,
the feel, sound, taste, smell, and look of things. Emotion may be
describing too, feelings such as happiness, fear, loneliness, gloom, and joy.
Description helps the reader, through his or her imagination, to visualize a
scene or a person, or to understand a sensation or an emotion.²³

As Barbara Fine Clouse said in her book, The Student Writer,
“Description adds an important dimension to our lives because it moves
our emotion and expands our experience”.²⁴ Description expands our
experience by taking us to place we might not otherwise know much

²¹ Artono Wardiman, et. al. English in Focus: for Grade VII Junior High School(SMP/MTs), (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122
²² Linda Woodson, From cases to composition, (University of Texas: Scott, Foresman and Company), p. 73
about, which explains the popularity of descriptive travel essay in magazines and newspapers.

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

The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.25

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

**Tabel 2.1**

List of descriptive words26

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Touch</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
<td>Noise</td>
<td>Musty</td>
<td>Soft</td>
<td>Salty</td>
</tr>
<tr>
<td>Glare</td>
<td>Bang</td>
<td>Fresh</td>
<td>Velvety</td>
<td>sweet</td>
</tr>
<tr>
<td>Moonlight</td>
<td>Tinkle</td>
<td>Rain washed</td>
<td>Sharp</td>
<td>Sour</td>
</tr>
</tbody>
</table>

Based on the table above, we can convey the essence of the subject by using sensory details to appeal to our reader’s imagination. As much as possible, we should try to evoke all five senses.


2. Purposes of descriptive text

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

<table>
<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 understand why you enjoy it so much</td>
</tr>
<tr>
<td>To relate experience</td>
<td>A description of your childhood home to convey 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>
</tbody>
</table>

To persuade (to convince the reader that some music videos degrade woman) A description of a degrading music video

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

3. **Kinds of descriptive text**

   As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

   a. **Description of a people**

      People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What’s so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

      1) **Identification**

         Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).²⁸

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2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits. ²⁹

3) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees. ³⁰

b. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and

²⁹ Michael E. Adelstein and Jean G. Pival, The Writing Commitment, (HARCOURT BRACE JOVANOVICH, INC., 1976), p. 150

then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.³¹

c. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had

made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.  

4. **The structure and example of descriptive text**

*The generic structures of a description are as follows:*

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

*The generic features of description are:*

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.  

*The factual description scaffold*

1. A general opening statement in the first paragraph
   a) This statement introduces the subject of the description to the audience.
   b) It can give the audience brief details about the when, where, who, or what of the subject.

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33 Artono Wardiman, et. al. *English in Focus*…………………., p. 122
2. A series of paragraphs about the subject
   a) Each paragraph usually begins with a topic sentence.
   b) The topic sentence previews the details that will be contained in the remainder of the paragraph.
   c) Each paragraph should describe one feature of the subject
   d) These paragraphs build the description of the subject
3. A concluding paragraph (optional)
   a) The concluding paragraph signals the end of the text.  

---

**Example of descriptive text**

**Mr. Kartolo, the farmer**

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo’s duties before breakfast. He does most of the hard outdoor work by himself.  

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36 Artono Wardiman, et. al., *English in Focus: for grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 113
C. CLUSTERING TECHNIQUE

1. The definition of clustering

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definition about clustering stated by experts, Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.\(^{37}\)

Another definition stated by Regina L. Smalley, and Mary K. Ruetten, clustering is making a visual map of the ideas.\(^{38}\)

Santi V. Buscemi said that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called mapping, and diagramming, it is another effective way to gather information for an essay.\(^{39}\) To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

According to John Langan, “Clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper.”\(^{40}\) This technique is helpful for people who like to think in a visual way. In nclustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to


them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

On the other hand, Thomas E. Tyner said that,

Looping (clustering) is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas.⁴¹

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas.

Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

2. The definition of technique

Talking about technique there are three terms that must be differentiated because these terms used in teaching learning activity and people often confuse with these terms, they are approach, method, and technique.

From the statement above, Edward Anthony in 1963 identified three levels of conceptualization and organization, which he termed approach, method, and technique. The arrangement is hierarchical. The organizational key is that technique carry out a method which is consistent with an approach. An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. While method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected

approach. An approach is axiomatic, a method is procedural. Within an approach, there can be many methods.

From the idea previously, it can be conclude that a technique is implementation-that which actually takes place is a classroom. It is a particular tricks, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.\textsuperscript{42}

Based on the statement above, it can be said that technique is a way of doing an activities derived from an application of principles. This statement is supported by Diane Larsen-Freeman, “technique is the behavioral manifestation of the principles”.\textsuperscript{43}

So, clustering is one of the techniques in teaching writing because it is a teachers’ strategy which implemented in the classroom.

3. The application of clustering technique in writing descriptive text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them.

To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the world.\textsuperscript{44} Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.\textsuperscript{45}


\textsuperscript{43} Diane Larsen-Freeman, \textit{Techniques and Principles in Language Teaching}, (New York: Oxford University Press), p. xi


\textsuperscript{45} John Langan, \textit{English with Readings……}, p. 25
In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.46

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges. Complete cluster can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.47


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

RESEARCH METHODOLOGY

A. The Setting of the Study

This study is conducted at MTs. Darul Ma’arif Jakarta. The school is located at Jl. RS. Fatmawati No. 45 Cipete- South Jakarta. It was established by the late of Prof. Dr. KH. Idham Cholid in December 15\textsuperscript{th}, 1959.

This school was chosen as the field of the study because the writer has teaching learning experience during \textit{praktek profesi keguruan terpadu (PPKT)}, so the writer knows the real condition of this school, and the writer can identify the problems in teaching writing more easily. Secondly, the writer suggests that innovation is needed in improving students’ writing ability for the better quality of school.

B. Subjects and Time of study

The writer selects the eighth year of MTs. Darul Ma’arif class which is consists of 30 students in the 2010-2011 academic year as the subjects of the study.

The writer conducted this research for one month. It began from November 10\textsuperscript{th}, 2010 until December 11\textsuperscript{th}, 2010.
C. Research Instrument

Some instruments are applied to obtain the data in this study. The writer uses interview, field notes, and questionnaire sheet dealing with the qualitative data. On the other side, the writer uses the students’ final writing as a pre-test and post-test to obtain the quantitative data.

1. Interview is applied for the English teacher before the classroom action research and after classroom action research. It is applied before classroom action research to know the students difficulties in writing skill, the students’ participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it is conducted after classroom action research to know the teacher’s response about the learning strategy focus on Clustering Technique.

2. Questionnaire is written of questions to be answered by the students. This instrument takes all students as the respondents. It is applied at the preliminary study. It consists of 5 items in order to get the data about students’ liking for learning English particularly in writing skill and the technique used by the teacher in teaching writing. Also, it is used after classroom action research to know the students’ response toward teaching and learning activities through Clustering technique.

3. Field notes is used to record detailed information about the implementation of the study in the. In addition it is used to know the good point from the student and the teacher side and things to consider for the next meeting. The writer and observer record a description of classroom atmosphere, the setting of the class, and the students’ activities during the teaching and learning of writing using Clustering Technique.

4. Test is given to the students focus on writing descriptive paragraph. The result of this test is students’ descriptive paragraph. The aim of this test is to measure the students’ ability in writing descriptive paragraph. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Clustering Technique in preliminary study to know the students competence in writing descriptive paragraph. Post-test is done
after implementing the Clustering Technique in teaching descriptive writing.

D. The Design of the Study

The design of this study is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto, classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.\(^1\) Mills defines an action research as any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.\(^2\)

Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

Therefore, there are elements in CAR:

1. Research is an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve problem.

2. Acting is an activity that is done for certain purpose, in cycle sequence form activity.

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3. Class is group of students when at the same time, receive same lesson from their teacher.\(^3\)

The writer uses classroom action research model proposed by Prof. DR. H. E. Mulyasa, M.Pd., which consists of four steps, namely, planning, acting, observing, and reflecting. Improvement of the problem in this study is brought about by a series of cycles. The figure can be seen below:

![Diagram of action research model](image)

**Figure 3.1**
Model of action research.\(^4\)

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\(^4\) Prof. Dr. H. E. Mulyasa, M. Pd., *Praktik Penelitian Tindak Kelas*, (Bandung: PT Remaja Rosdakarya, 2009). P. 73
E. The Procedure of the Study

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. This research consisted of two cycles and each cycle consisted of four elements.

1. Planning Phase

In this phase, the writer and the teacher make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the model of clustering technique, preparing materials and media, and determining criteria of success.

Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

Next step is preparing the model of clustering technique; the use of clustering technique in improving student’s ability in writing of descriptive text is applied. A model of clustering technique develops by the writer and collaborator in teaching descriptive writing is using shapes, lines and box. It is an activity conducts by the students to generate and organize their ideas on the shapes based cluster.

The following step is preparing materials and media. The materials for implementing the action relates to schematic structure and language features in writing descriptive text taken from English text books for the eighth grade students of junior high school, *English in Focus, for grade VIII junior high school* by Artono Wardiman, et., al.

The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:
a. The students’ writing score improves at the same as the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English (60.0) or above. And it is considered successful if 75% (23 out of 30) of the students with individual score in writing descriptive text achieve at least the same as or above 60.0.

b. The students’ participation in writing activities increase that 75% (23 out of 30) of the students should get involved in writing activities and their involvements are in scales “Good” and “Very Good”.

2. Acting Phase

   In this phase, the writer carries out the action based on the lesson plan that has been made. In implementing the action, the writer acts as the English teacher who taught descriptive writing using clustering technique. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved three meetings in each cycle.

3. Observing phase

   This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In doing the observation phase, the writer himself involves in teaching learning activities and the observer observes all the activities that happen in the class.

4. Reflecting Phase

   After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect himself by seeing the result of the observation, whether the teaching learning process of writing descriptive text using clustering technique is good to imply in teaching learning process at the eight year of students of MTs. Darul
Ma’arif or not. If the first plan is unsuccessful, proven by students’ achievement, the writer should make the next plan (re-planning) to solve students’ problem and also to get a good result.

F. The Technique of Collecting Data

There are four techniques of data collecting applied in this study, they are observation, interview, questioner and test in order to support the data of teaching and learning process. On the other side, the writer uses the students’ final writing as a pre-test and post-test to obtain the quantitative data.

1. The writer did the observation directly toward English teaching and learning-process in VIII grade of MTs. Darul Ma’arif students 2010/2011 Academic Year.

2. Interview is applied for the English teacher before the classroom action research and after classroom action research. It is applied before classroom action research to know the students difficulties in writing skill, the students’ participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it is conducted after classroom action research to know the teacher’s response about the learning strategy focus on the implementation of using clustering technique in teaching descriptive writing.

3. The questioner was given to the students of eighth grade of MTs. Darul Ma’arif in order to know their responds toward the process of teaching and learning writing descriptive text using clustering technique and also about their motivations and problems in learning English writing before and after they were taught using clustering technique.

4. Test is given to the students focus on writing descriptive paragraph. The result of this test is students’ descriptive paragraph. The aim of this test is to measure the students’ ability in writing descriptive paragraph. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Clustering Technique in preliminary study to know the
students competence in descriptive writing. Post-test is done after implementing the Clustering Technique in teaching descriptive writing.

G. The Technique of Data Analysis

In analyzing the data related to the students’ test of writing ability, the writer uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component. The following table is the analytical scoring rubric used by the writer to analyze the students’ paragraph writing.

Table 3.1
Analytical scoring rubric adapted from Weigle.5

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>rather relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>quite relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>most of the sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>some sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>few sentences related to the main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>the sentences are unrelated to each other</td>
</tr>
<tr>
<td>Vocabulary &amp; Mechanic</td>
<td>4</td>
<td>a few errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>some errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>occasional errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>frequent errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>a few grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>some grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>numerous grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>frequent grammatical inaccuracies</td>
</tr>
</tbody>
</table>

To get the mean of students’ writing score within one cycle uses the formula:

\[ M_x = \frac{\sum X}{N} \]

\( M_x \) : Mean  
\( X \) : Individual score  
\( N \) : Number of students

In gaining the class percentage which passes the minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM) 60 (eighty) uses the formula:

\[ P = \frac{F}{N} \times 100\% \]

\( P \) : The class percentage  
\( F \) : Total percentage score  
\( N \) : Number of students

Next step, the writer identifies the improvement score on students’ descriptive paragraph from pre-test up to post-test score in cycle 1 and cycle 2 the writer uses the formula:

\[ P = \frac{y - y_1}{y} \times 100\% \]

\( P \) : Percentage of Students’ Improvement  
\( y \) : Pre- test Result

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H. The Trustworthiness of Study

To get the valid data the writer uses triangulation technique. As Anne Burns said in her book that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation technique is to gather multiple perspectives on the situation being studied.\(^9\) Besides, Anne Burns also added the definition of triangulation in her book from other experts, such as: R.B. Burns (1994:272) states that triangulation is a way of arguing that “if different methods of investigation produce the same result then the data are likely to be valid”. Silverman (1993:156) defines triangulation as:

Comparing different kinds of data (e.g. quantitative and qualitative) and different methods (e.g. observation and interviews) to see whether they corroborate one another.... This form of comparison, called triangulation, derives from navigation, where different bearings give the correct position of an object.”

Besides, the writer also examines the tests which are used as the instrument of the study to get its validity. To analyze the examined test items, the writer implements the trustworthiness of the test. It is used as the evidence of the truth of this research.

\(^9\) Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University press, 1999), p.163
CHAPTER IV
RESEARCH FINDINGS

A. Description of Data

1. Findings of Preliminary Study
   a. The result of Interview

   Pre interview of this research was held on Wednesday, November 10th 2010 started at 08.00 A.M. until 08.45 A.M. during interview, the writer asked some question to the teacher. The questions are about the general condition in teaching learning process of English material especially in writing subject, and then the writer asked about the difficulties faced by the students in writing, and then about their participation, and the strategy that used by the teacher in writing descriptive text. Furthermore, the writer asked about the clustering technique.

   In general, teaching learning process was conducted as usual. In which there were pre activities like brainstorming, while activities, and post activities. In writing subject, the teacher used some activities such as grouping and individual work.

   The next question is about some difficulties faced by the students. The teacher gives some arguments, which are as it knows that writing is one of difficult skill among other skills to be
learnt by the students. The students usually feel difficult in generating their ideas into a paragraph. It may be caused of lack of vocabulary, grammatical understanding, and choosing suitable word in a sentence.

The next question is about the strategy used by the teacher in writing subject, and asking about the clustering technique. The teacher said that she never used clustering technique in writing subject, but she has known about clustering technique. She argued that clustering technique could be an effective strategy in teaching writing because it could facilitate the students in generating their ideas. It also might be able to improve students’ ability in writing.

The conclusion of the interview in term of students’ difficulties in writing was the eighth grade students of MTs. Darul Ma’arif Jakarta have problems in writing in term of generating ideas, organizing ideas into paragraph, and grammatical function. (see appendix 1b)

b. The result of pre questionnaire

The pre questionnaire was conducted to know the students’ response about English lesson especially in writing skill. The questionnaire was given to the eighth year students of MTs. Darul Ma’arif Jakarta on Wednesday, November 10th 2010. The questionnaire had five questions, the description as follows:

1) The feeling toward in English lesson

The result of questionnaire showed that 10% of students like English very much, 56.6% of students like English lesson, 26.6% students felt fair to the English lesson, and 6.6% of students did not like English lesson. It can be shown the conclusion that the most students of MTs. Darul Ma’arif Jakarta like English lesson
2) **The most difficult skill in English skill**

The result showed that 50% of students assumed that writing was the most difficult skill; meanwhile 33.3% of the students consider speaking was difficult skill to learn. It shows that writing was the most difficult skill to be learnt by some students.

3) **The feeling toward teaching learning process of writing**

The result showed that 50% of students felt fair to writing skill, and 33.3% of the students like writing skill. From the data presented above it was indicated that some students should be given the motivation and innovation in studying in order to change their feeling become interest in writing class.

4) **The feeling if the students write using English**

It showed that 83.3% of the students got difficulties in writing skill; Meanwhile 16.6% of the students felt fair dealing with writing.

5) **The teacher’s style when teaching writing**

The result was 50% of the students felt interested in the way of the teacher teach, 36.6% of the students felt fair about it.

The conclusion in term of writing problems was their class still got difficult in writing skill and need improvement to reach the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. (see appendix 3a)

c. **The result of pre-test**

The pretest was conducted on Saturday, November 13th 2010. In pretest, the students assigned to write descriptive paragraph consisting of five sentences. To get the result of the pretest, firstly, the writer calculated the mean score such following:
Next, to know the class percentage that’s passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* using the following formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{6 \times 100\%}{30} \]

\[ P = 20\% \]

Based on the result of the pre test, the data showed that the mean score of pretest was 49.6. There were only six students or 20% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* meanwhile the other 24 students were below that criterion. (See appendix 5b). From that analyzing, it could be seen that almost of the eighth grade students’ of MTs. Darul Ma’arif writing descriptive paragraph was still very low.

After analyzing the result of preliminary study, it could be concludes that most of the students at the eighth year of MTs. Darul Ma’arif Jakarta had difficulty in writing skill. So, it needs to find out the solution to overcome this problem. The writer used Clustering Technique in teaching writing as an innovation in teaching learning process. The action needed to improve students’ ability in writing skill. The action research conducted in two cycles. Every cycle followed the procedures of action research
involving planning, acting, observing, and reflecting. Every cycle was conducted in three meetings. The following was the explanation of the action research results.

Table 4.1
The result of pre-test students’ writing score

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<tr>
<th>No</th>
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</table>

Note: *) students who passed the Minimum Mastery Criterion (KKM) eighty (60)
2. Findings of First Cycle

a. Planning

There are some activities conducting in this phase. First of all, to find out students’ writing ability the writer did pre-test in cycle one. Next, the writer helped by the teacher designed a lesson plan and selected the appropriate material. The lesson plan in this cycle was three lesson plans. The writer also prepared the model of clustering technique. The model of clustering was using shapes and lines. The writer also prepared the material and source of study, besides the writer also prepared the media of learning. Furthermore, the writer and teacher determined the criteria of success. The criterion of success was 75% of the students’ writing score achieved the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM).

b. Acting

Action of the first cycle was done on November, 17th, 20th and 24th 2010. The writer implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the writer taught descriptive paragraph through Clustering Technique and asked the students to make Clustering Technique based on the topic given and then he collected it. In the second meeting, the students were asked to make the first draft based on their Clustering and asked them to revise their first draft by peer correction. In the third meeting, the students were asked to edit their draft, read their final draft, and collect the final draft. The final draft was the data for the posttest 1.

c. Observing

The writer carried out the observation. The writer observed the teaching learning process by monitoring the students’ activities in this cycle. The writer saw that most of meetings were not running well. The students still looked confused, and still felt difficult to
generate their ideas into a readable text of descriptive. It caused of most of students had problems in looking for vocabularies and correct grammar. (See appendix 5c)

The result of posttest 1 showed that the mean score of the class derived 43.3 in which there were 13 students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 60 (eighty).

**The result of students writing**

To know the result of students’ writing, the writer needs to calculate the mean score firstly. The mean score derived from the following formula:

\[
M_x = \frac{\sum x}{n}
\]

\[
M_x = \frac{1944}{30}
\]

\[
M_x = 64.8
\]

Then, the writer calculated the class percentage whose passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* using the following formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{13 \times 100\%}{30}
\]

\[
P = 43.3\%
\]

The data showed that the mean score of posttest 1 was 64.8. There were only thirteen students or 43.3% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* meanwhile
the other 17 students were below that criterion. It implied that the first criterion has not fulfilled. (see appendix 6a)

Based on the result of the students’ writing in the cycle 1, there was a slight improvement of students’ mean score from the students’ writing on the preliminary study to the students’ writing on the first cycle. The mean score of the previous score was 49.6 and the mean score of the students’ writing on the first cycle was 64.8. That means that there was 15.2 points or 30.6% of mean score improvement. The improvement percentage derived from the formula:

\[
P = \frac{y_{1} - y}{y} \times 100\%
\]

\[
P = \frac{64.8 - 49.6}{49.6} \times 100\%
\]

\[
P = 30.6\%
\]

d. Reflecting

After analyzing the data by observing and evaluating the result of students writing product showed 43.3% of the students who got the score above the Minimum Mastery Criterion- *criteria Ketuntasan Minimal* (KKM). From the data above, it can be concluded that the implementation of clustering technique has not given satisfactory result on the improvement of students’ writing ability. The students have not achieved the Minimum Mastery Criterion. Therefore, it needs to be revised before the implementation of the next cycle. So that it could achieve the criterion of success of this study.
Table 4.2
The result of First Post-Test Students’ writing score

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<tr>
<td>MEAN</td>
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<td>49.5</td>
<td>64.8</td>
</tr>
</tbody>
</table>

Note: *) students who passed the Minimum Mastery Criterion (KKM) eighty (60)
3. Findings of the second cycle
   
a. Planning

   After finding the facts that students’ writing ability was not satisfied, which was proven by their post-test 1 score, the writer helped by the teacher made a lesson plan for the second cycle. Almost there were not significant differences with the previous lesson plan. The material still related to descriptive writing but it is focused on describing a thing, for example “A town”.

   The second cycle was carried out to solve the problem found in the first cycle in which students were still difficult to produce the word and organizing their ideas into a good descriptive paragraph.

b. Acting

   In the implementation of this phase, the writer conducted the teaching learning process in the second cycle to get better result that was significant in improving writing ability using clustering technique in order to improve students’ ability in writing descriptive text.

   The action of the second cycle was done on November 27th, December 1st, and 4th 2010. Before began to the action, the writer explained the clustering technique briefly to remember the students. After that, the writer asked the students to make a draft using clustering technique which facilitated by the dictionary based on the topic given. After finished, the writer asked to collect it.

   In the second meeting, the students were asked to make the first draft based on their key words which were gathering in a cluster. In the last meeting, the students were asked to edit their draft, read their final draft, and collect it. The final draft was the data for the post-test 2.
c. Observing

The writer carried out the observation. He observed the teaching learning process by monitoring the students’ activities during this cycle. The observation was done to get the data from the students’ progress during their activity when teaching learning process occurred.

Students’ respond in cycle one was not good. Most of meetings were not running well. Some students still looked confused and felt difficult especially in generating and organizing their ideas into a good paragraph. (see appendix 5c) However, in the second cycle, the writer found that the students’ progress in writing was better than in the first cycle. In the last meeting of this cycle, the writer was held on post-test 2 that were taken from the students’ final draft.

The mean score of the students was 74.3 in which there were 27 of the students passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) 60 (eighty). The following were the detail description about the result of students’ writing score in second cycle. (see appendix 7a)

The result of Students’ Writing

The calculation of the mean of students’ score in writing posttest 2 gained 74.3. It was derived from:

\[
M_x = \frac{\sum x}{n}
\]

\[
M_x = \frac{2231}{30}
\]

\[
M_x = 74.3
\]

Then, The calculation of class percentage about the students who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM):
Finally, the calculation of the improvement percentage is gained from the following formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{27 \times 100\%}{30} \]

\[ P = 90\% \]

Based on the result of the students’ writing product, there was better improvement of students’ mean score from the students’ writing in the preliminary study to the students’ writing in the second cycle. The mean score for the first one was 49.6 and the mean score of writing posttest 2 in the second cycle was 74.3. It means that there was 24.7 points or 49.8% of mean score improvement. The students who passed the Minimum Mastery Criterion - *Kriteria Ketuntasan Minimal (KKM)* were 27 students or 90% if it calculated into class percentage. It indicated that the first criterion of success has been achieved. The following was the table of students’ writing score.
### Table 4.3

The Students’ Writing Score of Pretest, Posttest 1, Posttest 2

<table>
<thead>
<tr>
<th>No</th>
<th>Students' Number</th>
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<td>MEAN</td>
<td></td>
<td>49.5</td>
<td>64.8</td>
<td>74.3</td>
</tr>
</tbody>
</table>

Note: *) The student who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal KKM (60)
It could be seen from the table above that the numbers of students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* also increases from preliminary study and each cycle. In the preliminary study there were only six students or 20% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, in the first cycle there were only thirteen students or 43.3% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, and in the second cycle the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* were 27 students or 90%. It proved that the target of the first criterion of success in which minimum 75% of the students passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* could be achieved. (see appendix 7a)

d. Reflecting

The result of the second posttest showed that 90% of the students got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. So it has met the first criterion of success that 75% of the students must get the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. So the writer and the collaborator decided to stop the action.

4. Findings after Implementing the Action

After the teaching action had been implemented, the writer carried out the interview to the English teacher who acted as observer. It was to know her response about implementation the action. Besides, the writer gave the questionnaire to the students to know their response
about the implementation of clustering technique in teaching descriptive writing.

a. The result of Post-Interview

This interview was held on December, 4th 2010 after accomplishing the second cycle. It was started at 08.30 A.M until 09.00 A.M. the writer asked some question to the teacher. It was begun with the general condition of the students during implementing the action. As far as she looked, clustering technique was good enough to be implemented in teaching descriptive writing. They looked enthusiast and spirit during teaching learning process. Although still there were a few students were not paid attention to the teacher. They felt easier to write their draft because of this technique. In general, the students’ participation was good because the activity in the classroom involved the students.

Other question was about the difficulties faced by the students and its solution in implementing clustering technique during implementing the action. It was observed that the most of the students felt difficult in the grammatical process of writing, besides they felt difficult in generating and organizing their ideas in the paragraph. So, the teacher should give more motivation to the students to study hard. The teacher should gave them a perspective that writing is a skill, its need practice as much as possible.

The last category was about the opinion of clustering technique, she said that clustering technique was a good technique in teaching descriptive writing, it can made students felt easier in writing descriptive paragraph. So, it can be an alternative technique in teaching writing. Furthermore, it was able to improve students’ writing ability. It can be seen in the final score that there was significant differences before the technique implemented in teaching descriptive writing.
From the explanation above, it could be conclude from the post interview that the teacher gave a positive response toward the implementation of clustering technique in teaching descriptive writing. In addition, clustering technique gave a good impact for improvement of the students’ ability in writing descriptive text. (see appendix 2b)

b. The Result of Post-Questionnaire

The post questionnaire was conducted to know about the students’ response after learning descriptive writing through clustering technique. The questionnaire was given to the eighth students of MTs. Darul Ma’arif Jakarta on Wednesday, 8th 2010. This questionnaire had five questions; the following was the result of post questionnaire.

1. The feeling toward learning writing

The result of the first question showed that 16.6% of students felt like very much toward writing subject, and 13.3% of students felt fair about it, the last 3.3% of the students unlike toward writing subject

2. Does clustering technique help the student to improve their writing’s ability?

The second question showed that 66.7% of the students felt clustering technique was very helpful to improve their writing’s ability, 33.3% of the students felt clustering technique could help them to improve their writing’s skill.

3. The feeling toward teaching writing through clustering technique

The result showed that 6.6% of the students felt very happy in learning writing using clustering technique, 90% of the students felt happy to learn descriptive writing using clustering technique and 3.3% of the students felt fair about it.
The result indicated that most of the students accepted clustering technique in teaching descriptive writing.

4. **The feeling in writing using clustering technique.**

The result showed that 90% of the students felt easy in writing after taught using clustering technique, whereas 10% of the students still felt hard in writing. From the data above, it was indicated that clustering technique was easy and interesting to be applied in teaching descriptive writing.

5. **Teacher’s style during teaching writing using clustering technique**

The result showed that 23.3% of the students were very interested in the teacher style during the action, 63.3% of the students felt interested, and 13.3% of the students felt fair about the teacher’s style. It indicated that the teacher had done the action well. (see appendix 4b)
B. Interpretation of Data

1. Data of Observation

Based on observation conducted by the writer, it was known that English teacher taught writing by analyzing the text, then she asked the students to translate and comprehend the text, after that she asked the students to make a draft as same as possible with the example text that had been taught. Of course, this technique made students felt bored and hard to make a draft. They felt difficult in produced the words, they did not know how to generate ideas or even less organize their ideas into a good paragraph.

They need a simple technique to help them in writing, something that make them motivated and felt simple in writing. However, after the students are taught using clustering technique they felt easier to write. They assumed that clustering technique were helped them in making descriptive writing. (see appendix 2b)

2. Data of Interviews

The data of interviews with English teacher and the students of eighth grade of MTs. Darul Ma’arif showed that the teacher and the students have some problems teaching and learning English writing. First of all, the teacher has a problems to get students’ attention and participation, they felt writing was a difficult skill to be learnt, so they were not interested to learn it. Consequently, It need the innovation in teaching writing. The writer suggested implementing clustering technique in teaching writing.

After conducting the action, the English teacher gave positive responses toward the action. She felt satisfied with the improvement made by the students focus on writing ability and their participation. (see appendix 2b)
3. **Data of Students’ achievement in the test**

Based on the result of students’ writing score, it was found that the students’ writing in a descriptive paragraph was gradually improving. It was showed that there was a good impact of clustering technique toward the increasing of students’ ability in writing descriptive text.

The students mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile, the mean score in the second cycle was 74.3%. It means that there was 15.2 points or 30.6% of mean improvement from the students’ score in preliminary study up to the first cycle, and there was 24.7 points or 49.8% of mean score improvement from the students’ score in the preliminary study up to the second cycle.

The students’ improvement in the writing descriptive paragraph from the preliminary study to the second cycle was recapped in Figure below:

**Figure 4.1**

*The students’ achievement in writing product*
All of the result of instruments after accomplishing the classroom action research revealed the good results from implementing clustering technique in descriptive writing. The students admitted that they were interested in this technique. They felt easier in writing descriptive text. The students looked motivated and confident in writing. Considering the explanation above, the writer concludes that the research was successful and the technique of clustering technique can improve the students’ writing ability in writing descriptive text. The improvement of students’ ability in writing descriptive text can be supported by the improvement of students’ score. The result of pre-test and post-test showed a significant improvement. The use of clustering technique in teaching writing can overcome the research problem that is how to improve students’ ability in writing descriptive text. The students also have a positive response to the implementation of teaching descriptive writing using clustering technique. The students’ writing ability can be improved through clustering technique.
A. Conclusion

The result of this research showed that the use of clustering technique has successfully improved the eighth year students’ writing ability in writing the descriptive text at MTs. Darul Ma’arif Jakarta in academic year 2010/2011. The conclusion could be drawn from the result of research as follows:

1. The improvement of students’ ability in writing descriptive text could be seen from the increasing of students’ mean writing score from 49.5 in the preliminary study, and 64.8 in the first cycle to 74.3 in the second cycle.
2. The observation and interviews conducted by the writer during the action showed that the students were motivated and interest to participate and actively in writing activity.
3. The teacher’s response about the implementation of clustering technique was positive and it would be an alternative technique in
teaching writing. Therefore, clustering technique could improve the students’ ability in writing of descriptive text.

B. Suggestion

Having concluded the result of this research, the writer would like to propose some suggestions that hopefully will be useful, especially for as follows:

1. The teacher
   It is suggested that the English teacher implement the clustering technique as an alternative technique in writing subject.

2. Other researcher
   For further researcher, the result of this study can be used as an additional reference with different discussion.
BIBLIOGRAPHY


Brain, George, Writing from Source, USA: Mayfield Publishing Company, 1996.


Appendix 1a: Interview for the English teacher in the Preliminary Study
(Before Classroom Action Research)

PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS
TERKAIT MASALAH PENGAJARAN DI KELAS

1. Bagaimana proses pembelajaran bahasa Inggris di kelas?
2. Aktivitas apa yang dilaksanakan dalam proses pengajaran writing?
3. Media apa yang anda gunakan dalam pengajaran writing?
4. Skill apa yang anda anggap paling sulit dalam pengajaran bahasa inggris?
5. Apa kendala dalam pengajaran writing?
6. Bagaimana partisipasi siswa ketika pengajaran writing berlangsung?
7. Strategi apa yang anda gunakan dalam pengajaran writing?
8. Apakah anda pernah mendengar teknik Clustering dalam pembelajaran writing?
9. Apakah strategi pembelajaran writing menggunakan teknik clustering efektif
diterapkan pada pengajaran skill writing?
10. Menurut anda, apakah teknik clustering dapat meningkatkan kemampuan
menulis siswa dalam bahasa Inggris?
Appendix 1b: The result of interview in the preliminary study (Before CAR)

HASIL WAWANCARA
Kepada Guru Bahasa Inggris MTs. Darul Ma’arif)

Pewawancara : Fikri Fauzi Alawi
Pihak yang diwawancarai : Dra. Hj. Hasidah
Jabatan : Guru Bahasa Inggris
Hari/ Tanggal : Rabu/ 10 November 2010
Waktu : 08.00 – 08.45
Tempat : Ruang guru

1. Tanya : Bagaimana proses pembelajaran bahasa Inggris di kelas?
Jawab : biasanya saya memulai dengan apersepsi, kemudian brainstorming atau sedikit ice breaking, bisa dengan kuis atau tebak-tebakan, sampai saya yakin kelas sudah terkondisikan baru setelah itu saya menginstruksikan untuk membuka buku yang akan menjadi topic pembahasan pada hari itu, selanjutnya proses pembelajaran seperti biasa. Terkadang saya menggunakan kelompok-kelompok kecil dalam belajar, atau biasanya dengan metode ceramah.

2. Tanya : Aktivitas apa yang dilaksanakan dalam proses pengajaran writing?
Jawab : saya biasanya menjelaskan writing dari struktur teksnya terlebih dahulu, kemudian menjelaskan karakteristik dari sebuah teks yang akan saya ajarkan. Setelah itu siswa diminta untuk memahami teks terlebih dahulu, kemudian siswa diminta untuk membuat contoh teks yang serupa, terkadang dilakukan sendiri-sendiri atau kelompok.

3. Tanya : Media apa yang anda gunakan dalam pengajaran writing?
Jawab : biasanya saya menggunakan media dari buku paket, lks, dan terkadang dengan realia.

4. Tanya : Skill apa yang anda anggap paling sulit dalam pengajaran bahasa inggris?
Jawab : speaking dan writing

5. Tanya : Apa kendala dalam pengajaran writing?
Jawab : minat siswanya yang lemah, kemudian mereka sangat minim sekali dalam penguasaan vocabulary, maupun pemahaman grammar. Jadi saya harus benar-benar mengguide mereka dalam pelajaran writing.

6. Tanya : Bagaimana partisipasi siswa ketika pengajaran writing berlangsung?
Jawab : secara partisipasi mereka cukup mengikuti materi yang saya ajarkan, karena saya memberikan tekanan dengan nilai, apabila ada yang tidak mengikuti pelajaran dengan baik, saya akan mengurangi nilai mereka.
7. Tanya : Strategy apa yang anda gunakan dalam pengajaran writing?
   Jawab : biasayanya saya hanya menjelaskan teks terlebih dahulu baik dari jenis teksnya, karakteristiknya, maupun garammaticalnya, setelah itu terkadang mereka saya buat kelompok-kelompok untuk bekerja sama dalam mempelajari teks yang diajarkan, atau terkadang saya menggunakan individual work dalam memberikan tugas.

8. Tanya : Apakah anda pernah mendengar teknik clustering dalam pengajaran writing?
   Jawab : pernah.

9. Tanya : Apakah strategi pembelajaran writing menggunakan teknik clustering efektif diterapkan pada pengajaran skill writing?
   Jawab : saya belum tahu karena belum pernah saya terapkan dalam pengajaran writing.

10. Tanya : Menurut anda, apakah teknik clustering dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?
    Jawab : saya belum bisa memastikan, tapi menurut saya tehnik tersebut harus dicoba, karena siswa saya membutuhkan sesuatu yang baru untuk dapat memotivasi mereka kembali dalam pelajaran bahasa inggris.

Jakarta, 10 November 2010
Interviewer      Interviewee

Fikri Fauzi Alawi       Dra. Hj. Hasidahh
Appendix 2a: Interview for the English Teacher after Classroom Action Research

PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS TERKAIT RESPON PENGGUNAAN CLUSTERING TEHNIK

1. Bagaimana kondisi siswa ibu dalam pembelajaran writing (menulis) setelah menggunakan teknik clustering?
2. Bagaimana kemampuan pemahaman menulis siswa ibu setelah menerapkan strategi clustering?
3. Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan teknik clustering berlangsung?
4. Kendala apa yang terlihat ketika belajar writing menggunakan teknik clustering?
5. Menurut anda, bagaimana cara mengatasi kendala itu?
6. Apa pendapat anda, setelah melihat pembelajaran writing menggunakan teknik clustering?
7. Apakah Anda merasa termotivasi setelah melihat penggunaan teknik clustering dalam pembelajaran di kelas?
8. Menurut pendapat anda, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran writing dengan menggunakan teknik clustering?
9. Setelah mengobservasi pembelajaran writing dengan menggunakan teknik clustering, apakah teknik tersebut efektif diterapkan pada pembelajaran skill writing?
10. Setelah menjadi observer, Menurut anda, apakah teknik clustering dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?
HASIL WAWANCARA

Kepada Guru Bahasa Inggris (MTs. Darul Ma’arif)

Pewawancara : Fikri Fauzi Alawi
Pihak yang diwawancarai : Dra. Hj. Hasidah
Jabatan : Guru Bahasa Inggris
Hari/ Tanggal : 4 desember 2010
Waktu : 09.00 – 09. 30
Tempat : Ruang Guru

1. Bagaimana kondisi siswa ibu dalam pembelajaran writing (menulis) setelah menggunakan teknik clustering?
Jawab: sejauh yang saya lihat, tehnik clustering dalam pembelajaran descriptive writing cukup baik diterapkan pada siswa dikelas, mereka lebih termotivasi lagi dalam belajar bahasa inggris hususnya pelajaran writing yang mereka anggap sulit untuk dipelajari.

2. Bagaimana kemampuan pemahaman menulis siswa ibu setelah menerapkan strategi clustering?
Jawab: basically mereka sangat kurang sekali dalam vocabulary, maupun dalam organizing text, akan tetapi setelah belajar menggunakan teknik clustering mereka merasa lebih mudah dalam membuat tulisan dalam bahasa inggris.khususnya dalam menyambungkan satu ide dengan ide yang lain.

3. Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan teknik clustering berlangsung?
Jawab: sebagian besar dari mereka sangat cooperative, namun ada beberapa siswa yang memang kurang memperhatikan ketika pembelajaran berlangsung.
4. Kendala apa yang terlihat ketika belajar writing menggunakan teknik clustering?
Jawab: yang terlihat mencolok memang dari grammatical penulisan, kemudian sebagian kecil dari mereka mereka terkadang masih kesulitan untuk menyambungkan kata-kata menjadi satu kalimat yang utuh. Disamping itu mereka baru mengetahui teknik clustering, jadi harus banyak pendekatan untuk bisa memaksimalkan teknik clustering ini dalam pelajaran menulis.

5. Menurut anda, bagaimana cara mengatasi kendala itu?

6. Apa pendapat anda, setelah melihat pembelajaran writing menggunakan teknik clustering?
Jawab: saya melihat, teknik clustering ini dapat menjadi alternative dalam pembelajaran writing di kelas.

7. Apakah Anda merasa termotivasi setelah melihat penggunaan teknik clustering dalam pembelajaran di kelas?
Jawab: saya sangat mengapresiasi apa yang sudah anda lakukan dengan anak didik saya dalam pembelajaran descriptive writing menggunakan teknik clustering, tentunya ini sangat memotivasi saya untuk bisa mencoba menerapkan teknik ini dalam pembelajaran writing selanjutnya.

8. Menurut pendapat anda, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran writing dengan menggunakan teknik clustering?
Jawab: sejauh yang saya lihat, aktifitas dalam proses pembelajaran writing menggunakan teknik clustering berjalan sangat baik, para siswapun sangat termotivasi dalam mengikuti rangkaian pembelajaran.
9. Setelah mengobservasi pembelajaran writing dengan menggunakan teknik clustering, apakah teknik tersebut efektif diterapkan pada pembelajaran skill writing?

Jawab: cukup efektif untuk diterapkan dalam pembelajaran writing.

10. Setelah menjadi observer, Menurut anda, apakah teknik clustering dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?

Jawab: ya, itu bisa terlihat dari indicator pencapaian nilai yang saya lihat, nilai mereka relative naik lebih dari 50%.

Fikri Fauzi Alawi

Dra. Hj. Hasidahh

Jakarta, 10 November 2010

Interviewer

Interviewee
PEDOMAN KUISIONER UNTUK SISWA

PETUNJUK:
2. Jawaban anda sama sekali tidak akan mempengaruhi nilai.

1. Bagaimanakah perasaan Anda terhadap pelajaran Bahasa Inggris?
   a. sangat suka
   b. suka
   c. biasa saja
   d. tidak suka

2. Diantara 4 (empat) kecakapan berbahasa dalam bahasa Inggris: menyimak (listening), berbicara (speaking), membaca (reading), dan menulis (writing), manakah yang Anda anggap paling sulit?
   a. listening
   b. speaking
   c. reading
   d. writing

3. Apakah Anda senang terhadap pelajaran menulis dalam bahasa Inggris?
   a. sangat senang
   b. senang
   c. biasa saja
   d. tidak senang

4. Bagaimanakah menurut Anda menulis dalam bahasa Inggris?
   a. Sangat mudah
   b. Mudah
   c. Biasa saja
   d. Sulit

5. Bagaimana cara guru anda mengajar pada pelajaran menulis dalam bahasa Inggris?
   a. sangat menyenangkan
   b. menyenangkan
   c. biasa saja
   d. tidak menyenangkan
## RECAPITULATION OF THE QUESTIONNAIRE RESULT IN PRELIMINARY STUDY

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
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<td>Bagaimanakah perasaan Anda terhadap pelajaran Bahasa Inggris?</td>
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<td>Diantara 4 (empat) kecakapan berbahasa dalam bahasa Inggris: menyimak (listening), berbicara (speaking), membaca (reading), dan menulis (writing), manakah yang Anda anggap paling sulit?</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Apakah Anda senang terhadap pelajaran menulis dalam bahasa Inggris?</td>
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<td>10</td>
</tr>
<tr>
<td>4</td>
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<td>Bagaimana cara guru anda mengajar pada pelajaran menulis dalam bahasa Inggris?</td>
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<td>15</td>
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</tbody>
</table>
PEDOMAN KUISIONER UNTUK SISWA

PETUNJUK:

1. Apakah anda senang terhadap pelajaran writing (menulis)
   a. sangat senang
   b. senang
   c. biasa saja
   d. tidak senang

2. Apakah belajar writing dengan menggunakan teknik clustering membantu anda dalam mengembangkan tulisan anda?
   a. sangat membantu
   b. membantu
   c. kurang membantu
   d. tidak membantu

3. Bagaimanakah perasaan Anda terhadap pembelajaran writing dengan menggunakan teknik clustering?
   a. sangat senang
   b. senang
   c. biasa saja
   d. tidak senang

4. Bagaimanakah menurut Anda menulis dengan menggunakan teknik clustering?
   a. Sangat mudah
   b. Mudah
   c. Biasa saja
   d. Sulit

5. Bagaimana cara guru anda mengajar pada pelajaran menulis dalam bahasa Inggris dengan menggunakan teknik clustering?
   a. sangat menyenangkan
   b. menyenangkan
   c. biasa saja
   d. tidak menyenangkan
### Appendix 4b: The Result of Questionnaire after Classroom Action Research.

#### Recapitulation of the Questionnaire Result in Last Classroom Action Research

<table>
<thead>
<tr>
<th>No</th>
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<th>Percentage (%)</th>
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<td>D A b C d</td>
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<td>1 16,6 66,6 13,3 3,3</td>
</tr>
<tr>
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<td>Apakah belajar writing dengan menggunakan teknik clustering membantu anda dalam mengembangkan tulisan anda?</td>
<td>20 10 0 0</td>
<td>66,7 33,3 0 0</td>
</tr>
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<td>Bagaimanakah perasaan Anda terhadap pembelajaran writing dengan menggunakan teknik clustering?</td>
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<td>6,6 90 3,3 0</td>
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<td>0 26,7</td>
</tr>
<tr>
<td>5</td>
<td>Bagaimana cara guru anda mengajar pada pelajaran menulis dalam bahasa Inggris dengan menggunakan teknik clustering?</td>
<td>7 19 4 0</td>
<td>23,3 63,3 13,3 0</td>
</tr>
</tbody>
</table>
Appendix 5a: Instrument of pre-test

PRE-TEST

Write descriptive paragraphs consisting of 5 sentences!

Nama : _______________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________.
## Appendix 5b: Students' Writing Descriptive Paragraph Score in Preliminary Study

### THE RESULT OF STUDENTS' WRITING IN THE PRELIMINARY STUDY

<table>
<thead>
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<th>V &amp;M</th>
<th>G</th>
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<td>68.8</td>
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<td>2</td>
<td>2</td>
<td>9</td>
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</tr>
<tr>
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**MEAN**

- Mean Score: 2.4
- Mean Total Score: 1.7
- Mean Total Score: 1.9
- Mean Total Score: 7.9
- Mean Total Score: 49.5

**MINIMUM SCORE**

- Minimum Total Score: 25

**MAXIMUM SCORE**

- Maximum Total Score: 87.5

**Note:**

- C = Content,
O = Organization,  
V & M = Vocabulary & Mechanic,  
G = Grammar

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Appendix 5c: The Sample of Students’ Descriptive Writing in the Preliminary Study

SAMPLE OF STUDENTS’ WRITING IN PRELIMINARY STUDY

1. Name: Lisa
   Class: 8B
   Pre-Test

2. Kurniasih
   Date: 

   Sue is an Indonesian comedian. He has a very flat nose. He has long curly hair. The color of his hair is yellow. His favorite quote is: "Life is a comedy."
### Appendix 6a: Students’ Writing Descriptive Paragraph Score in the Cycle 1

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Appendix 6b: The Sample of Students’ Descriptive Writing in the First Cycle
Appendix 7a: The students’ descriptive writing score in the cycle 2

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<td></td>
</tr>
<tr>
<td>2</td>
<td>59 ≤ 0</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7b: The Sample Students’ Descriptive Writing in the Second Cycle.
Appendix 8a: Field Notes in the first cycle

FIELD NOTES

Cycle/Meeting : I / 1 (One)
Day/Date : Wednesday/ November 17th, 2010
Time : 07.00 – 08.20
Theme / Sub theme : Describing People

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Some students pay attention on teacher’s explanation</td>
</tr>
<tr>
<td>2.</td>
<td>Students looked so interested and motivated with the new technique in teaching writing</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher has good technique in acquainting clustering technique to the students</td>
</tr>
<tr>
<td>4.</td>
<td>Students need to explore their hard vocabulary. Some students feel hard to find out the vocabulary they need.</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher should give the way how to get the vocabulary, because most of students have lack vocabulary.</td>
</tr>
</tbody>
</table>

Observer

Dra. Hj. Hasidah
NIP. 150 415 481
FIELD NOTES

Cycle/Meeting : I / 2 (Two)
Day/Date : Saturday/ November 20\textsuperscript{th}, 2010
Time : 10.00 – 11.20
Theme / Sub theme : Describing People

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students looks cooperative.</td>
</tr>
<tr>
<td>2.</td>
<td>Students are enthusiastic in writing and revising their draft</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gives activity to get the goal of teaching</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher reminded the students that they should pay attention to the content and organization.</td>
</tr>
<tr>
<td>5.</td>
<td>In general some students still feel difficult in comprehending the technique, so the teacher should give explanation more clearly.</td>
</tr>
</tbody>
</table>

Observer

\[\text{Dra. Hj. Hasidah} \]
\[\text{NIP. 150 415 481}\]
FIELD NOTES

Cycle/Meeting : 1 / 3 (Three)
Day/Date : Wednesday /November 17th, 2010
Time : 07.40 – 08.40
Theme/subtheme : Describing People

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are interested with the technique</td>
</tr>
<tr>
<td>2.</td>
<td>Some students still feel difficult in generating their ideas</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers masters the technique and material he gives</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher checked the students’ work by walking to their table and giving comments.</td>
</tr>
<tr>
<td>5.</td>
<td>Some students had difficult in selecting words</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher should make sure if the students are ready to listen to his explanation</td>
</tr>
<tr>
<td>7.</td>
<td>Don’t forget to give the rewards</td>
</tr>
</tbody>
</table>

Observer

Dra. H. Hasidah
NIP. 150 415 481
Appendix 8b: Field Notes in the second cycle

FIELD NOTES

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>More students pay good attention on a new topic.</td>
</tr>
<tr>
<td>2.</td>
<td>Some students feel interested of the clustering technique</td>
</tr>
<tr>
<td>3.</td>
<td>My notification of the class still noisy</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher should have effort to make the student keep silent.</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher should make her voice louder.</td>
</tr>
<tr>
<td>6.</td>
<td>In general, the program is running well</td>
</tr>
</tbody>
</table>

Observer

Dra. Hj. Hasidah
NIP. 150 415 481
## FIELD NOTES

**Cycle/Meeting** : 2 / 2 (Two)  
**Day/Date** : Wednesday / December 01st, 2010  
**Time** : 07.00-08.20  
**Theme / Sub theme** : Describing Thing “Town”

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students wrote and revised their draft individually with good cooperation. The teacher gave enough explanation and guidance to the students in the stage of writing.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher used modeled revising guide to help students in revising their first draft and explained the points in it one by one.</td>
</tr>
<tr>
<td>3.</td>
<td>In general, the class was running very well. Most of students felt interested and enthusiastic in learning descriptive writing using clustering technique.</td>
</tr>
</tbody>
</table>

Observer  
Dra. Hj. Hasidah  
NIP. 150 415 481
FIELD NOTES

Cycle/Meeting : 2 / 3 (Three)
Day/Date     : Saturday/ December 4\textsuperscript{th}, 2010
Time         : 10.00-11.20
Theme / Sub theme : Describing Thing “Town”

<table>
<thead>
<tr>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All of the Students did every aspect of learning process</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher checked the students to make sure the entire student understand about the instruction.</td>
</tr>
<tr>
<td>3.</td>
<td>Some students had difficulty to find the mistake of their friends’ writing.</td>
</tr>
<tr>
<td>4.</td>
<td>In general, the class was running very well.</td>
</tr>
</tbody>
</table>

Observer

\[\text{Signature}\]

Dra. Hj. Hasidah
NIP. 150 415 481
Appendix 9: Photographs of the Students’ Participation in Writing Activities
Appendix 10a: Lesson plan in the first cycle

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 1

Sekolah : MTs. Darul Ma’arif Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (delapan)
Semester : Ganjil (satu)
Pertemuan : I, II, III
Alokasi Waktu : 6 x 40 Menit
Aspek/Skill : Writing (Menulis)
Tema : Describing People
Jenis Teks : Descriptive Text
Tahun Pelajaran : 2010/2011

Standar kompetensi : (Menulis) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar : (Menulis) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Indikator:

Pertemuan I
Siswa dapat:
1. Mengidentifikasi makna teks Deskriptif.
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks deskriptif.
3. Menemukan ide melalui Teknik Clustering.
4. Memilih dan menyusun ide untuk menyusun paragraf deskriptif.

Pertemuan II
Siswa dapat:
1. Menulis draft pertama dari paragraf deskriptif sesuai dengan design Clustering technique.
2. Merevisi isi dan organisasi dari draft paragraf deskriptif.

Pertemuan III
Siswa dapat:
1. Mengedit draft pertama dalam hal grammar.
2. Proofread tulisan mereka.
3. Menulis draft terakhir.

I. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:
1. Mengetahui makna teks deskriptif.
2. Mengetahui langkah retorika dan ciri kebahasaan teks deskriptif.
3. Menemukan ide melalui Clustering Technique.
4. Memilih dan menyusun ide untuk menyusun paragraf deskriptif.
5. Menulis draft pertama dengan isi dan organisasi yang benar.
6. Merevisi isi dan organisasi dari draft paragraf deskriptif.
7. Menemukan kesalahan dalam tulisan mereka.
8. Menulis draft terakhir dengan benar.

II. Materi Pembelajaran

1. Cirri kebahasan teks descriptive.
2. Vocabulary items related to personal appearance:

<table>
<thead>
<tr>
<th>Heighet</th>
<th>Body</th>
<th>Age</th>
<th>Hair</th>
<th>Face</th>
<th>Eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tall</td>
<td>Slim</td>
<td>Young Teenager</td>
<td>Long</td>
<td>Round</td>
<td>Big Brown</td>
</tr>
<tr>
<td>Short</td>
<td>Thin</td>
<td>Old</td>
<td>Short</td>
<td>Oval</td>
<td>Brown Round</td>
</tr>
<tr>
<td>Fat</td>
<td>Muscular</td>
<td>Bald</td>
<td>Bald</td>
<td>Square</td>
<td>Blue Green</td>
</tr>
<tr>
<td>Muscular</td>
<td></td>
<td>Teenager</td>
<td>Curly</td>
<td>Wrinkles</td>
<td>Hazel Hazel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Long</td>
<td>Pale</td>
<td>Bright Bright</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short</td>
<td>Bearded</td>
<td>Slanting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wavy</td>
<td>Shaved</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Blond</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Memberikan contoh teks descriptive menggunakan tehnik clustering.

**e.g.**

**My Favorite Artist**

I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVIJ” as a funny comedian. Besides, He also has a good voice. I like Him very much
4. Design clustering yang dibuat siswa.
5. Draft paragraph descriptive siswa.

III. Metode Pembelajaran

Three-phase technique

IV. Langkah Pembelajaran

Pertemuan I

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td>Greeting (member salam dan saling tegur sapa)</td>
<td>10 Menit</td>
</tr>
<tr>
<td>Ice Breaking (pengkondisian kelas)</td>
<td></td>
</tr>
<tr>
<td>Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)</td>
<td>65 menit</td>
</tr>
<tr>
<td>Memberikan motivasi belajar</td>
<td></td>
</tr>
</tbody>
</table>

| B. Kegiatan Inti                  |        |
| Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, | 65 menit |
struktur teksnya)
Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.
Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.
Guru memperkenalkan tehnik clustering dan menjelaskannya.
Memberikan contoh design clustering dari teks descriptive.
Guru meminta siswa untuk menyebutkan artis favoritnya.
Guru meminta siswa untuk mencari lima kata yang dapat mewakili untuk mendeskripsikan artis favoritnya tersebut.
Guru meminta siswa untuk membuat design clustering dari lima kata yang telah ditentukan oleh siswa.
Guru meminta siswa untuk mengumpulkan design clustering yang telah dibuat siswa.

C. Kegiatan penutup
Guru menyimpulkan materi yang telah dipelajari
Mengingatkan siswa bahwa dipertemuan selanjutnya akan membuat paragraph descriptive
Memberikan salam perpisahan

Pertemuan II

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td>Greeting (member salam dan saling tegur sapa)</td>
<td>10 Menit</td>
</tr>
<tr>
<td>Ice Breaking (pengkondisian kelas)</td>
<td></td>
</tr>
<tr>
<td>Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)</td>
<td></td>
</tr>
<tr>
<td>Mereview pelajaran pada pertemuan pertama</td>
<td></td>
</tr>
<tr>
<td><strong>B. Kegiatan Inti</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td>Siswa diminta untuk membuat draft pertama dari design clustering yang telah dibuat</td>
<td></td>
</tr>
<tr>
<td>Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk menukar hasil kerjanya dengan teman disebelahnya</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk memberikan catatan terhadap</td>
<td></td>
</tr>
<tr>
<td>Kegiatan dan Langkah Pembelajaran</td>
<td>Waktu</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td>10 Menit</td>
</tr>
<tr>
<td>Greeting (member salam dan saling tegur sapa)</td>
<td></td>
</tr>
<tr>
<td>Ice Breaking (pengkoindisian kelas)</td>
<td></td>
</tr>
<tr>
<td>Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)</td>
<td></td>
</tr>
<tr>
<td>Mereview pelajaran pada pertemuan kedua</td>
<td></td>
</tr>
<tr>
<td><strong>B. Kegiatan Inti</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td>Guru membagikan draft tulisan siswa</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk merevisi draft yang telah dibuat</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan tehnik penulisannya</td>
<td></td>
</tr>
<tr>
<td>Guru meminta siswa untuk menukar hasil kerjanya dengan teman disebelahnya.</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk memberikan komentar terhadap hasil kerja temannya</td>
<td></td>
</tr>
<tr>
<td>Beberapa siswa diminta untuk membacakan hasil tulisannya</td>
<td></td>
</tr>
<tr>
<td><strong>C. Kegiatan penutup</strong></td>
<td>5 menit</td>
</tr>
<tr>
<td>Siswa diminta untuk mengumpulkan hasil kerjanya untuk diambil penilaian pada siklus pertama</td>
<td></td>
</tr>
<tr>
<td>Guru memberikan sedikit catatan</td>
<td></td>
</tr>
<tr>
<td>Salam</td>
<td></td>
</tr>
</tbody>
</table>

**V. Sumber dan Media Belajar**

a) Sumber Belajar

- Buku *English in Focus for Grade VIII Junior High School (SMP/MTs)*
- Kurikulum KTSP Bahasa Inggris
Silabus SMP/MTs kelas VIII

b) Media Belajar
- Script text yang terlampir
- Gambar orang
- Kertas latihan
- White board

VI. Penilaian
Untuk mengukur KBM penilaian diambil dengan menggunakan field notes
Untuk hasil tulisan diambil dengan cara scoring rubric dibawah ini

<table>
<thead>
<tr>
<th>Komponen</th>
<th>Nilai</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Isi</td>
<td>4</td>
<td>Sesuai dengan topik dan mudah dimengerti</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Cukup sesuai dengan topik dan mudah dimengerti</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sesuai dengan topik tetapi tidak mudah dimengerti</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Cukup sesuai dengan topik tetapi tidak mudah dimengerti</td>
</tr>
<tr>
<td>Writing Susunan</td>
<td>4</td>
<td>Kebanyakan kalimat berhubungan dengan ide pokok</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Beberapa kalimat berhubungan dengan ide pokok</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sedikit kalimat berhubungan dengan ide pokok</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Kalimat tidak berhubungan dengan ide pokok</td>
</tr>
<tr>
<td>Writing Kosa Kata &amp; Mekanik</td>
<td>4</td>
<td>Sedikit kesalahan pada pilihan kata, spelling dan punctuation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Beberapa kesalahan pada pilihan kata, spelling dan punctuation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Banyak kesalahan pada pilihan kata, spelling dan punctuation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Sering sekali terdapat kesalahan pada pilihan kata, spelling dan punctuation</td>
</tr>
<tr>
<td>Writing Grammar</td>
<td>4</td>
<td>Sedikit kesalahan pada grammar</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Beberapa kesalahan pada grammar</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sering terjadi kesalahan pada grammar</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Sering sekali terjadi kesalahan pada grammar</td>
</tr>
</tbody>
</table>

Mengetahui Jakarta, 17 November 2010

Observer
Dra. Hj. Hasidah
NIP. 150 415 481

Researcher
Fikri Fauzi Alawi
NIM. 106014000332
Appendix 10b: Lesson plan in the second cycle

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS 2

Sekolah : MTs. Darul Ma’arif Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas   : VIII (delapan)
Semester  : Ganjil (satu)
Pertemuan : I, II, III
Alokasi Waktu : 6 x 40 Menit
Aspek/Skill : Writing (Menulis)
Tema : Describing Thing “town’
Jenis Teks : Descriptive Text
Tahun Pelajaran : 2010/2011

Standar kompetensi : (Menulis) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar : (Menulis) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Indikator:
Pertemuan I
Siswa dapat:
1. Mengidentifikasi paragraf deskriptif
2. Menemukan ide melalui Mind Mapping
3. Memilih dan menyusun ide untuk menyusun paragraf deskriptif

Pertemuan II
Siswa dapat:
1. Menulis draft pertama dari paragraf deskriptif sesuai dengan Mind Mapping
2. Merevisi isi dan organisasi dari draft paragraf deskriptif.

Pertemuan III
Siswa dapat:
1. Mengedit draft pertama dalam hal grammar
2. Proofread tulisan mereka
3. Menulis draft terakhir
4. Membacakan tulisan deskriptif mereka
VII. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi paragraf deskriptif mengenai Describing town
2. Menemukan ide melalui teknik clustering
3. Memilih dan menyusun ide untuk menyusun paragraf deskriptif
4. Menulis draft pertama dengan isi dan organisasi yang benar
5. Menemukan kesalahan dalam tulisan mereka
6. Menulis draft terakhir dengan benar

VIII. Materi Pembelajaran

1. Teks descriptive tentang suatu tempat
2. Kosakata terkait tema
3. Contoh teks descriptive menggunakan teknik clustering

Paris is the capital city of European Nation, France. It has famous landmark, named Eiffel tower. It is also called the city of light. Besides, Paris is well known as the international fashion center. Therefore, it becomes one of the famous cities in the world.
IX. Metode Pembelajaran

Three - phase technique

X. Langkah Pembelajaran

Pertemuan I

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td>Greeting ( member salam dan saling tegur sapa)</td>
<td>10 Menit</td>
</tr>
<tr>
<td>Ice Breaking (pengkondisian kelas)</td>
<td></td>
</tr>
<tr>
<td>Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)</td>
<td></td>
</tr>
<tr>
<td><strong>E. Kegiatan Inti</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td>Guru memberikan penjelasan tentang teks descriptive berkaitan dengan tema yang sedang diangkat</td>
<td></td>
</tr>
<tr>
<td>Guru menjelaskan kosakata yang berkaitan dengan teks descriptif</td>
<td></td>
</tr>
<tr>
<td>Guru menunjukan contoh teks descriptif tentang nama tempat</td>
<td></td>
</tr>
<tr>
<td>Siswa diminta untuk membuat design clustering berkenaan dengan nama sebuah tempat.</td>
<td></td>
</tr>
<tr>
<td><strong>F. Kegiatan penutup</strong></td>
<td>5 menit</td>
</tr>
<tr>
<td>Guru menyimpulkan materi yang telah dipelajari</td>
<td></td>
</tr>
<tr>
<td>Mengumpulkan design clustering yang telah dibuat</td>
<td></td>
</tr>
<tr>
<td>Mengingatkan siswa bahwa dipertemuan selanjutnya akan membuat paragraph descriptive</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan II

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
<td></td>
</tr>
<tr>
<td>Greeting ( member salam dan saling tegur sapa)</td>
<td>10 Menit</td>
</tr>
<tr>
<td>Ice Breaking (pengkondisian kelas)</td>
<td></td>
</tr>
<tr>
<td>Mereview pelajaran pada pertemuan pertama</td>
<td></td>
</tr>
<tr>
<td><strong>B. Kegiatan Inti</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td>Siswa diminta untuk menuliskan draft pertama sesuai dengan teknik clustering dalam bentuk</td>
<td></td>
</tr>
</tbody>
</table>
paragraf deskriptif

- Meminta siswa menukar draft pertama mereka dengan teman sebelahnya
- Siswa diminta untuk memberi komentar dan saran terhadap hasil tulisan temannya.

<table>
<thead>
<tr>
<th>C. Kegiatan penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru menyimpulkan draft yang telah dipelajari</td>
</tr>
<tr>
<td>- Mengumpulkan draft siswa</td>
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<tr>
<td>- Memberikan salam perpisahan</td>
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</table>

Pertemuan III

<table>
<thead>
<tr>
<th>Kegiatan dan Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Kegiatan Awal</strong></td>
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<td></td>
</tr>
<tr>
<td>- Mereview pelajaran pada pertemuan pertama</td>
<td>65 menit</td>
</tr>
</tbody>
</table>

| **B. Kegiatan Inti**            |       |
| - Siswa diminta untuk menuliskan dan mengedit draft pertama terkait grammar dan kosakata | 5 menit |
| - Siswa diminta untuk menulis draft terakhir | |
| - Siswa diminta untuk membacakan hasil akhir paragraf descriptive mereka | |

| **C. Kegiatan penutup**         |       |
| - Guru menyimpulkan materi yang telah dipelajari | |
| - Mengumpulkan draft terakhir untuk diambil nilai sebagai hasil siklus II | |
| - Guru memberikan salam perpisahan | |

XI. Sumber dan Media Belajar

c) Sumber Belajar
- Buku English in Focus for Grade VIII Junior High School (SMP/MTs)
- Kurikulum KTSP Bahasa Inggris
- Silabus SMP/MTs kelas VIII

d) Media Belaja
- Script text yang terlampir
XII. Penilaian

Untuk mengukur KBM penilaian diambil dengan menggunakan field notes
Untuk hasil tulisan diambil dengan cara scoring rubric dibawah ini

<table>
<thead>
<tr>
<th>Komponen</th>
<th>Nilai</th>
<th>Indikator</th>
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</thead>
<tbody>
<tr>
<td>Writing Isi</td>
<td>4</td>
<td>Sesuai dengan topik dan mudah dimengerti</td>
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<tr>
<td></td>
<td>3</td>
<td>Cukup sesuai dengan topik dan mudah dimengerti</td>
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<tr>
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<td>Sesuai dengan topik tetapi tidak mudah dimengerti</td>
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<tr>
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<td>Kebanyakan kalimat berhubungan dengan ide pokok</td>
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<td>Beberapa kalimat berhubungan dengan ide pokok</td>
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<td>Sedikit kalimat berhubungan dengan ide pokok</td>
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</tr>
<tr>
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<td>3</td>
<td>Beberapa kesalahan pada pilihan kata, spelling dan punctuation</td>
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<tr>
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<tr>
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<tr>
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<td>4</td>
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<td>Sering terjadi kesalahan pada grammar</td>
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<tr>
<td></td>
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<td>Sering sekali terjadi kesalahan pada grammar</td>
</tr>
</tbody>
</table>

Observer

Mengetahui

Jakarta, 27 November 2010

Researcher

Dra. Hj. Hasidah
NIP. 150 415 481

Fikri Fauzi Alawi
NIM. 106014000332