



**USING CLUSTERING TECHNIQUE TO EXPLORE THE  
IDEAS IN WRITING DESCRIPTIVE TEXT**

**(The Case of the Tenth Graders of State Senior High School 1  
Pegandon in the Academic Year of 2014/2015)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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This final project has been approved by the board of examination and officially verified by Dean of Faculty of Languages and Arts on March 19th, 2015

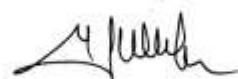
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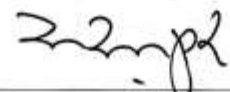
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(The Case of the Tenth Graders of State Senior High School 1  
Pegandon in the Academic Year of 2014/2015)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana. Ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Januari 2015

  
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*"Success does not consist in never making mistakes but in never making the same on a second time."*

*~ George Bernard Shaw*

To:

- My beloved mother Ibu Sri Hasturi for her never ending support and pray for me,
- My younger sister, Debby Putri Aulya Zetira
- All of my friends at English Department 2010

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Finally, there is nothing perfect in this world and I realize that this final project has many weaknesses. Hopefully this final project will be beneficial and useful for all the readers.

The writer,

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## ABSTRACT

**Zetira, Rega Giyang Girana.**2014. *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text (The Case of the Tenth Graders of State Senior High School 1 Pegandon in the Academic Year of 2014/2015)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University, Dr. Dwi Anggani Linggar Bharati, M.Pd.

**Keywords** : Clustering Tecnique, Explore Ideas, Writing Ability

This final project is about the use of clustering technique in writing descriptive text. The objectives of this research are to find the problems are faced by students in descriptive text, to describe the implementation of using clustering technique to explore students' ideas in writing descriptive text, and to describe the influence of clustering technique in the students' improvement of ideas in writing descriptive text. The subjects of the research were the tenth graders of class X IIS (*Ilmu Ilmu Sosial*) 3 of the Senior High School 1 *Pegandon* in the academic year of 2014/2015. This study used an action research design which was done through two cycles. The action cycle was begun with pre-cycle test, followed by cycles and ended with post-cycle tests. Within the cycle, there was post-cycle test. These tests were used to gather the quantitative data. In addition, observation score was used to gather qualitative data. To get the quantitative data, the students' clustering result and writing text were analyzed and tabulated. The observation score recorded the students' behavior change during the teaching and learning process. The result of pre-cycle test, post-cycle test 1 and post-cycle test 2 were compared to measure the students' improvement in exploring the ideas and their writing ability. The observation scores were compared to know the improvement of the students' attitude and feeling during the teaching and learning process. The result of this research revealed that there was a significant improvement of the students' achievements in the pre-cycle test and in the post-cycle test. This improvement was shown by the comparison between the result of pre-cycle test (60.8) and that of the post-cycle test (72.2). This improvement was also supported by the result of the observation score. The result of the students' behavior change showed that the students seemed more enthusiastic and interested in teaching and learning processes. In additon, the result of the observation score showed that the students' behavior change in Cycle 2 has better than in Cycle 1. The conclusions drawn from this research is the clustering technique can help the students to explore their ideas in writing a descriptive text.

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# CHAPTER I

## INTRODUCTION

This chapter explains several points which involve (1) background of the study, (2) reasons for choosing the topic, (3) statements of the problem, (4) objectives of the study, (5) significance of the study, (6) definition of the key terms, (7) scope of the study, and (8) outline of the report.

### **1.1 Background of the Study**

Language is a tool of communication. People use language to understand what the other's feeling and thought. They share their ideas to live in their society and make the civilization and culture. From centuries ago, people from different country already had the relationship to meet their needs. People from Europe and Persia sailed the world to do trading to Asia. They usually used hand and body gesture as a tool of communication. They started to use it to share their ideas with minimal misunderstanding. Nowadays English is used to solve the problems that are found among foreign language speakers.

English is also intensively used in international communication, in written and 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. The amount of attention is given to each skill will depend both the level of learners as well as their situational needs. For example,

beginners, especially those who are non literate, will more focus on listening and speaking instruction than reading and writing. As fluency increases, the amount of reading and writing in lessons may also increase.

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. In writing, learners have to master many elements or knowledge of the language, such as vocabulary, grammar, and so on. Students get bored in monotonous writing class when a teacher keeps giving them about structure and students keep analyzing it. The teacher must take control the class and make it to be interesting. As a result, the goal of the teaching learning process will be achieved easily.

In the first year of senior high school, the basic competency that should be achieved in the writing, English subject is the ability to develop and produce simple functional texts in the form of descriptive, recount, and narrative text.

Descriptive text is one of the functional texts which is difficult to be learnt by the students. Descriptive text is a text that describes the features of someone, something or a certain place (Wardiman, 2008:115). 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 simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties to organize their ideas. Furthermore, many students make some mistakes and face difficulties to build and develop their imagination.



The method usually used to teach writing in class is individual writing by guided writing. Those methods do not increase the students' writing ability. The students still face some difficulties in developing paragraph.

The students also do some mistakes with the lack of knowledge in vocabularies. These problems can be influenced by some factors. I assumed the problems are caused by method or technique in teaching writing, because some teachers teach writing just by giving explanation and exercise. It makes students bored, less comprehended, and less interest in writing. These problems must be solved to increase the students' ability in material of writing.

Based on the explanation, teachers must be able to organize learning-teaching activities. They have to find a suitable teaching, methods or technique and apply them in teaching learning process in order to make the students understand. A good technique can help the students in comprehending and mastering the lesson.

This research will investigate the students' ability in writing a descriptive text through a clustering technique. In Indonesia, English teachers use English teaching system based on the curriculum applied. In traditional English teaching pattern, the writing teaching methods used do not achieve the target for they focus on structure instead of the developing ideas in the text. The teacher's goal is how to make the students able to answer all questions in the national final test. In this case, writing ability is ignored.

As stated by Ramelan (1992:2), English as an international language is used to communicate, strengthen, and fasten relationship among all countries in

all fields, for examples; in tourism, business, science, technology, etc. Therefore, it goes without saying that English is important in modern era.

Unfortunately, some students feel that English is a difficult and boring subject. Therefore, the students will be passive and they are not stimulated to be more active in learning English. Teaching and learning is a process that includes not only one or two strategies, some strategies.

In the current curriculum, in Indonesia, English is still taught from the fourth grade of elementary school to senior high school. In elementary school, students are introduced to English by using pictures, songs and videos in order to make the teaching and learning process enjoyable. In junior high school, the students are prepared to master listening, speaking, reading, and writing skills in functional stage. While students in senior high school are expected to reach the informational stage (the skill in understanding and creating short informational text, monolog and essay and procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking) (Depdiknas, 2006:36).

## **1.2 Reasons for Choosing the Topic**

I analyzed the topic entitled *Explore Students' Ideas in Writing Descriptive Text* based on the following reasons:

- 1) Writing is one of the four basic skills that have to be mastered by students in second year of senior high school and descriptive text is one of the genres that has to be mastered by them as stated in the curriculum.

- 2) This could bring teachers' new standpoint of teaching descriptive text. The teacher can help his/ her students in exploring their ideas in writing descriptive text in a new way.

### **1.3 Statements of the Problem**

Through the study, I want to answer the following questions:

- 1) What are the problems faced by the students in descriptive text writing?
- 2) How can clustering technique be implemented to explore the ideas of descriptive text writing's students?
- 3) How can clustering technique improve the students' ideas in writing descriptive text?

### **1.4 Objectives of the Study**

The objectives of the study can be stated as follows.

- 1) to find the problems faced by students in descriptive text writing,
- 2) to describe the implementation of using clustering technique to explore students' ideas in writing descriptive text, and
- 3) to describe the influence of clustering technique in students' improvement of ideas in writing descriptive text.

### **1.5 Significance of the Study**

At least, there are some advantages resulted from the result of this research. First, the research can help the students to solve their problem in writing descriptive text.

Second, this research is expected to improve the students' ideas and ability in writing descriptive text considering the use of generic structures and language features by using clustering technique in writing descriptive text.

## 1.6 Definition of the Key Terms

In order to avoid ambiguity and also to make this study easier to be understood, I will draw briefly the definition of terms in the study as follows.

- 1) Clustering technique is a kind of technique which can be used in pre-writing stage (Rico, 2001). It is a technique which provide as an alternative way for writers to do the brainstorming before starting to write. ([http://www.amazon.com/reader/0874779618?\\_encoding=UTF8&page=28#reader\\_0874779618](http://www.amazon.com/reader/0874779618?_encoding=UTF8&page=28#reader_0874779618)) [accessed 03/03/2014]
- 2) Media, according to Gerlach and Ely (1980:241), are any persons, materials, or events that establish conditions which enable learners to acquire knowledge, skills and attitudes.
- 3) Writing is a form of communication to deliver thought or to express feeling through written form (Harmer, 2001:79). (<http://dasarbahasainggris.com/2013/06/the-deffinition-of-writing-according-to.html?m=1>) [accessed 03/03/2014]
- 4) Descriptive text is a text which says what a person, place or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place or thing. (<http://britishcourse.com/tag/generic-structure-of-descriptive-text>) [accessed 03/03/2014]

Therefore, using clustering technique to explore the ideas in writing descriptive text is defined as the using of a medium to explore students' ideas and facilitate students in writing a descriptive text.

### **1.7 Scope of the Study**

I limit the scope and the set of study so that the problems are not wide. It will be limited in the implementation of using Clustering technique in teaching writing descriptive text and exploring students' ideas in writing through Clustering technique in the first year of X IIS (*Ilmu Ilmu Sosial*) 3 class of SMA N 1 Pegandon.

### **1.8 Outline of the Report**

Chapter I is the introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, definition of the key terms, scope of the study, and outline of the report.

Chapter II is the review of related literature. It consists of the review of the previous studies, review of theoretical background, general concept of descriptive text, general concept of media, clustering technique, general concept of action research, and theoretical framework.

Chapter III deals with methods of investigation. It consists of research design, subject of the study, research procedures, instrument of the study, and method of data analysis.

Chapter IV presents result and interpretation, it consists of results of using clustering technique to explore the ideas, result of the students' exploration ideas, students' test result, and interpretation of data.

Chapter V consists of conclusions and suggestions of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains several points which involve (1) Review of the Previous Studies, (2) Review of Theoretical Background, (3) Senior High School, (4) General Concept of Descriptive Text, (5) General Concept of Media, (6) Clustering Technique, (7) General Concept of Action Research, and (8) Theoretical Framework.

#### **2.1 Review of the Previous Studies**

There have been studies which were conducted related to the topic of this study. The descriptions of the previous research findings are as the following. First, a study done by Sutanto (2008) entitled *The Application of Mind Mapping Method in Teaching Descriptive Writing for the Second Grade Students of SMU Negeri 1 Kajen*. He found that there were some advantages by applying mind mapping method in teaching descriptive text: (1) The students were interested in exploring their imagination and ideas by using mind mapping method since they found out the new things during the learning process. (2) The students might be motivated to be active in the class by asking the teacher. (3) The students were trained to think widely and be creative. (4) It was easy to do the mind mapping method by making a chart or like tree diagrams. The students understand, memorize, and remember the main idea and the relative words easily. The writer knew that every method

has its advantages and weaknesses. The weaknesses are described as follows; (1) It spends more paper sheets to do the test and more time. The students do two steps before they make descriptive text. (2) The writer must have a broad knowledge especially in vocabularies because the students sometimes asked English translation the difficult word related the topic.

Second, Muzakki (2012) conducted a study entitled *The Use of Environmental Media to Improve Student Descriptive Text Writing (A Classroom Action Research with 8th Grade Students of MTs Darul Ulum Putatnganten Grobogan)*. He found that the use of environmental media improved students' descriptive text writing for the eight grade students of MTs Darul Ulum Putatnganten-Grobogan. The classroom action research approach was adopted by conducting six meetings. The enviromental technique could be done by observation. The students observed the enviroment around them and then they wrote and reported the result of their observation. The students' achievement in writing descriptive text increased from the first meeting to the last meeting. The researcher used documentation, observation, and test to collect the data. After that the writer scored the students' work by using the analytical scoring. This score was based on five criteria; they are organization, content, grammar, punctuation, and vocabulary.

Third, Kiptiyah (2011) also did a research entitled *Improving Students' Writing Skill in Descriptive Text Using Power of Two and Four for Eight Grade Students of MTs Irsyaduth Thullah Tedunan*. She aimed in improving students' writing skill in descriptive text using the power of two and four for eight grade



students of MTs Irsyaduth Thullah Tedunan Wedung-Demak. The use of two and four helped students generate ideas and practice expressing thought in a written form, so that they produced a better work in writing. From her study, it was proven that two and four techniques could improve students' writing descriptive text. The improvement could be seen from the increase of students' average writing score from 67.52 in the first cycle to 77.52 in the second cycle.

From the researchers above, I can conclude that there are some methods and techniques which are used in teaching writing descriptive text. Every method or technique has advantages and disadvantages. Such as in Muzakki's final project, environmental media to improve students' descriptive text writing was difficult to be applied. Environmental media can be done by observation, and then students need to find the object outside the classroom to support the learning activity, it takes time to do the observation. On the other hand, the teacher should pay more attention to the students in order to control them when they do the observation outside and prevent from disturbing teaching and learning process of other classes.

## **2.2 Review of Theoretical Background**

In this sub-chapter, some theories which support the present study are explained as follows.

### ***2.2.1 General Concept of Writing***

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate

moment (Rogers, 2005:1). Writing allows us to communicate at a distance, either at a distance place or at distant time.

There are a lot of definitions stated by some experts; Raymond (1980:2) defines that writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and thus expands the collective memory of human being from the relatively small store that we can remember and pass on orally to the infinite of a modern library (Raymond, 1980:2). In addition, Raymod (1980:2) also states that writing is also a way of finding out what people know and what people need to learn. He adds that spoken words disappear as soon as they are spoken, but writing freezes their thoughts, makes them visible and permanent so people can examine and test their quality. It can be seen that writing is a way of remembering because it makes word permanent and writing is also a good way to communicate because when writing, the writer really thinks about what he or she wants to be communicated by writing it. That is the way of keeping themselves honest because writing is the way of arguing with them.

As Alexador and Cooper (1983:4) state, "Writing is a process of discovering and shaping meaning". They add experienced writers rarely gather and understand immediately all the information they need. From the definition above, writing needs a process which must be surpassed by the writer. And writing is tools of human beings to share information or stories to others because someone can read it by several times.

“Writing is not only just talking about the post, but also the process of writing that would make a lot of writing that makes people interested” (Langan, 2006:20). He adds the essential writing will need a long process from the planning, drafting, writing, and revising. The process can be done by anyone, especially students. The stages of writing process is to help students in learning writing, so if they have already followed the writing process they will be able to acquire this skill easily and be able to make a good writing.

Based on the definition above, it can be concluded that writing is communicating a message to a reader for a purpose, it is complex skill used by people to communicate in written form to express their idea, thought, opinion, belief and to provide information. Writing skill should be acquired by students in order to use English perfectly.

### ***2.2.2 Components of Writing***

In order to produce a good text, a writer could follow the component of writing.

According to Brown (2004:243) there are five components of writing:

#### 1) Organization

Organization means how a writer organizes his writing. The content should be well organized from the introduction, body and the last is conclusion.

#### 2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his/her ideas into writing logically. The logical development ideas of writing will make the readers easy in getting the substances of writing.

### 3) Grammar

In writing, especially in English, a writer has to employ the grammatical forms and syntactic patterns.

### 4) Mechanics

Mechanics is the use of the graphic conventions of the language. It includes the correct use of punctuation and spelling.

### 5) Style

Style means the use of vocabulary, quality of expression and register.

Based on the components above, it can be concluded that if students want to be successful in writing, they must do some steps, and each step involves how to organize content well, how to develop logical ideas, the grammar rule, the use of punctuation and spelling correctly, and the use of vocabularies.

#### **2.2.3 *The Process of Writing***

Writing process is learning how to write. This current emphasis in writing instruction focuses on the process of creating writing rather than the end of product. Langan (2006:20) states that “The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing”. He explains 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.

“Prewriting is the first stage of the writing process, is a time of discover you unearth ideas” (Dietsch, 2003:25). In other words, prewriting is any activity designed to help students generate or organize their ideas before writing. As stated by Pharr and Buscemi (2005:40) that “The prewriting methods discussed thus far are designed to get you started: to generate ideas, to recall facts and anecdotes, to realize patterns”.

However, these activities are preliminary before writing a draft; they need to establish a structure for an essay. It also helps writer to generate ideas and allows the writer to see the connection among those ideas. Second step is drafting. Drafting is making draft of the goal to state main idea clearly and develop the content with plenty of specific details. In addition, an essay gets stonger as the drafting process continues. As the essay involves and develops, the writer also gets more and more invested in the process and its outcome (Pharr and Buscemi, 2005:43).

As stated by Langan (2006:29) that no one is able to write a perfect first draft, even people who tend to write very strong first draft essays realize the need for revision and redrafting. Then, revising in rewriting a paper, building upon what has already been done, in order to make it stronger. The last step is editing. Richards and Renandya (2002:319) state that editing is the stage where the students are engaged in tidying up their texts as they prepare the final draft for evaluation by checking a paper for mistakes in grammar, punctuation, usage, and spelling.

#### ***2.2.4 The Problem in Writing***

Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour-not counting the thought and research that went on before the actual writing (Raymond, 1980:7). Therefore, many problems are faced by teachers and students. In the teaching-learning process, not only the students have problem in it, but the teacher also face some problems.

As stated by Gebhard (2006:223-226), the first problem is “the less proficient writer” problem. Less proficient writers jump the process of writing by skip the prewriting strategies to generate ideas. Students might take much time to write down their ideas. Teacher also needs to give full attentions to them, to show them how to plan a piece of writing through prewriting activities. The suggestion for this problem is the teacher should teach less proficient writers the writing process.

The second problem is “I cannot write English”. Students usually give up toward writing and believe that they cannot write. The solution is teachers should apply the writing process to the students. Teacher can lead students through prewriting, drafting and revising activities. By doing this, students can see that writing is indeed a process of development that takes time and effort. In the prewriting, the students can develop their ideas before writing down the complete text.

The last problem is “teacher response” problem. Writing teacher often spend many hours reading and marking students’ papers. The suggestion for this

problem is teachers can work with students on developing their written work through student-to-student conferences.

### ***2.2.5 Teaching Writing in Senior High School***

It goes without saying that senior high school students are prepared to university or college so that they are expected to reach informational level. Therefore, they will be ordered to produce knowledge using their own language. There are six English texts types taught in senior high school such as narrative, descriptive, recount, procedure, news item, etc. In this case, the students should be able to write English text using their own words.

One of the goals in teaching learning English at senior high school is to improve communication skill in English both spoken and written language. Teacher and students should cooperate in teaching learning activity in order to reach the goals. In teaching learning process, teachers have to pay more attention to the students' progress and the students should practice regularly to improve their ability, especially in writing ability.

In the classroom, a teacher as a facilitator in teaching learning process must be able to deliver materials in an appropriate way. A teacher should understand students' background knowledge and characteristics before teaching learning started, especially teaching writing. It will be a difficult thing for teachers in teaching writing if their students do not have any knowledge about it. Besides, all elements in writing must be mastered before teaching writing started.

### **2.3 General Concept of Descriptive Text**

Writing is one way to communicate with people besides speaking, reading and listening. Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently Gerot and Wignel (1995:192-219), state that “There are many text types in English. These are narrative, recount, procedure, report, descriptive, explanation, hortatory exposition, analytical exposition, etc”. One of them is descriptive text. A descriptive text is a text which lists the characteristics of something. Therefore, speaking or writing about describing particular person, place, or thing are called a descriptive text. They describe that writing is an unnatural activity. It must be taught formally and deliberately. In addition, it requires some conscious mental efforts; we think of sentences and consider various ways of combining and arranging them.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman et. al., 2008:122). Description in writing is the process of creating visual images and sensory impression through words. More often, Woodson (1982:73) states that 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. Description recreates sense impression by translating into words, the feel, sound, taste, smell and look of things. Emotion may be describing too, feeling such as happiness, fear, loneliness, gloom, and joy.



### 2.3.1 *The Purpose of Descriptive Text*

Every text type has a number of characteristics that make it different from other text types. A text type has a specific purpose, the generic structure and also the language features.

Descriptive text also has a purpose like in the Gerot and Wignel's statement (1995:208) that "The purpose of descriptive text is to describe a particular person, place or thing". It can be concluded that the purpose of descriptive text is to describe and reveal a particular person, place or thing.

### 2.3.2 *The Generic Structure and Language Features of Descriptive Text*

Hammond (1996:78) states that "Descriptive text has two generic structures, namely *identification* and *description*". Identification is the person, place or thing to be described. The description is describing parts, qualities, and characteristics of an object. It is in line with Gerot and Wignel (1995:208). It is stated that "Descriptive writing has two generic structures. They are identification and description". Therefore, the generic structure of descriptive text can be showed in the following table:

**Table 2.1**

**Generic Structure of Descriptive Text**

Generic structure	Function
Identification	Identifies phenomenon to be described.
Description	Describes parts, qualities, characteristics.

From the explanation about the step of constructing the descriptive text, then I have my own conclusion that generally a descriptive text consists two elements. They are identification and description.

Besides the social function and generic structure, descriptive text also has language features that support formed a descriptive text. Gerot and Wignel (1995:208) state that the language features usually found in a descriptive text are;

- 1) Focus on specific participant. In describing something in written descriptive must focus only one subject, for example: Borobudur Temple, a cat, my new house, and so on.
- 2) The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes about particular place.
- 3) The use of attributive and identifying processes. It is about the use of have and has.
- 4) The use of frequent epithets and classifiers in nominal group, like attractive and beautiful.

From the explanation above, I can conclude that there are some requirements dealing with the language features of descriptive text. A descriptive text must have specific characters: using simple present tense, using attributive and identifying processes, focusing on specific participant, and using descriptive adjective to build up nominal group.

### ***2.3.3 Kinds of Descriptive Text***

Descriptive text is a text to describe something, such as person, places or things. Therefore, it normally takes three forms, they are:

### 1) Description of a people

To describe a people, the students can use:

#### a) Identification

Adelstein and Pival (1976:149) state that identification consists only of certain statistical information, such as height, weight and age; visible characteristics such as color of hair, skin and eyes; and recognizing marks, such as scars and birthmark. The students can identify the people based on the visible characteristic that can be seen.

#### b) Impression

Unlike the identification, the impression may not identify a person, but it conveys an overall idea of him or her. Many details may be missing, yet the student 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 capture an individual's striking or distinctive traits (Adelstein and Pival, 1976:150).

#### c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profile, literary portraits, and biographical sketches. A character sketch may be about a type rather than an individual, revealing the characteristics to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes (Adelstein and Pival, 1976:151). As its name indicates, a character sketch delineates the character of a person, it may

includes identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.

## 2) Description of a place

Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive text. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. As stated by Smalley and Ruetten (2001:69) that “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 detail in your description depends on your subject and purpose”. The description must be organized so that the reader can vividly imagine the scene being described.

## 3) Description of a thing

To describe a thing the students must have a good imagination about that thing that will be described. Besides, to make subjects as interesting and as vivid to readers, the students can use proper nouns and effective verbs.

### a) Using Proper Noun

In addition to filling the descriptive text with concrete details and figures of speech, students might also want to include a number of proper nouns, which 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 students are describing more familiar to them.

#### b) Using Effective Verb

Verbs are important to narration, but effective verbs can also be added to a piece of description. “The verb chiseled also give the reader a more accurate picture of the wind’s action than made does” (Anderson and Anderson, 1998:27). Verbs are used to make description more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had more deep grooves.”

With the references to this phenomenon, I feel that it is desirable to conduct a study about the use of Clustering technique in improving the ideas in descriptive text. This is from which the study is rooted.

## **2.4 General Concept of Media**

The word media derived from the Latin word *medium*, it literally means central or messenger. According to Gerlach and Ely (1980), “Media are any persons, materials, or events that establish conditions which enable learners to acquire knowledge, skill and attitudes.” Media are used to motivate students in learning (Hamalik, 1993). By using media, the students will feel different and more enthusiastic in following the lesson, so they can be more motivated. In this case, the teacher might get some difficulties or problems that might interfere the teaching learning process, and media is expected to help solve the problems.

Specifically in teaching and learning process, media mean the tools, graphics, photographic etc that be used to get, to process and to rearrange the

information that students got. Teaching and learning process need media to facilitate teachers and students to reach the goals of study.

#### ***2.4.1 The Role of Using Media in Teaching and Learning Processes***

Media play important roles in teaching and learning processes. The followings are the brief explanation on the roles of media given by Sudjana and Rivai in Kimtafsirah (1998:2-3):

- 1) To promote learning motivation. Students will be more interested in learning when, for example, the teacher uses television set as an instructional medium.
- 2) To enable learners to understand the message better. If the materials are presented in a certain way such as by using media, definitely it will make students easier to understand the meaning.
- 3) To provide various kinds of teaching methods and techniques. By using media, it means teachers provide various kind of teaching method, so learners do not feel bored and teachers themselves are not so exhausted.
- 4) To activate students to communicate with their friends in the target language. Students can be more active since instead of listening to the teacher they can discuss the message or they can demonstrate it.

By using the media, the teacher can increase students' activeness during teaching learning process. The materials presented will make students easier to understand because they are interested and they will learn enthusiastically.

### **2.4.2 Types of Media**

Gerlach and Ely (1980: 247) divide media into six types:

1) Still Pictures

A still picture is an image of real object or event which may be smaller or bigger. It involves drawing, painting or photograph.

2) Audio Recording

Audio recording is a record of voice or sound. It is usually used as listening media. Teachers can use audio recording to the students individually or over a central sound system.

3) Motion Pictures

A motion picture is a moving image in color or black and white. It may be silent or with a sound. The example of motion picture is animated film which is usually used in teaching and learning.

4) Television

Television is an electrical equipment which can show moving image with sound through its screen. Television can be used as an audio-visual medium.

5) Real Things, Simulations, and Models

Real thing is the object itself. It is not represent another object or event. Simulation is the replication of real events which can be used to teach someone to do something. Whereas, model is a copy or representation of an object. A model can be a miniature, exact size or an enlargement.

## 6) Programmed and Computer-Assisted Instruction

This type of media is designed by using computer. By using this media, it is expected that the students are able to elicit more information.

For there are many various of media, it is expected that teachers can use media to help them in creating more interesting materials. They can also apply the media in teaching and learning process in the classroom so that the students will be more active and communicative.

### **2.4.3 Clustering Technique**

Clustering technique is prewriting that allows to explore many ideas in the writing process. Clustering technique allows the writers to begin without clear ideas, like brainstorming or free associating.

#### *2.4.3.1 The Definion of Clustering Technique*

In writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definitions about clustering stated by experts, according to Langan (2006:25), Clustering also known as *diagramming*, or *mapping*, is another strategy that can be used to generate material for a paper. This technique is helpful for people who like to think in a visual way. In clustering, students can use line, 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.

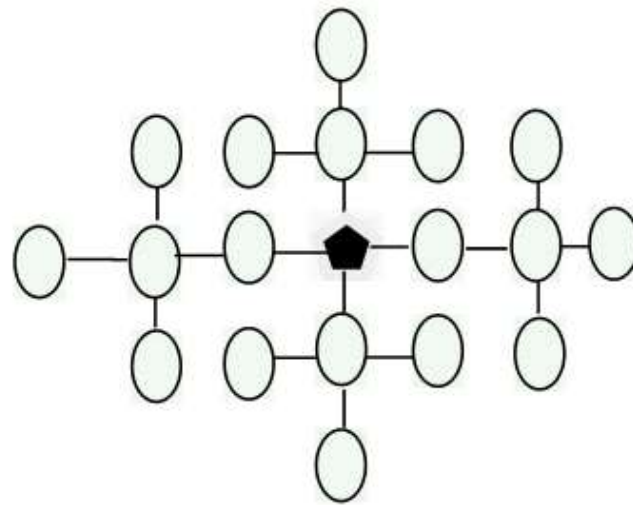
Another definition stated by Buscemi (2002:14), clustering is a good way to turn a broad subject into a limited and more managable topic for a short essay. Also called *mapping*, and *diagramming*, it is another effective way to gather



information for an essay. To cluster ideas, it begins 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.

A clustering technique developed by Rico (1983) it used to improve writing skill. According to Henry (1985-1986), clustering technique is used to facilitate thinking in classroom setting. Rico (2001:1) explains that “Clustering technique is a technique for quickly making explicit the idea and associations we have about the topic”.

Oshima and Houge (2000:8) state that clustering is another brainstorming activity that the people can use the general ideas. Clustering is powerful tool in freewriting to generate the ideas from mind. The purpose of clustering is to find out the ideas as many as possible. In addition, DePorter and Hernacki (1999:181) emphasize that clustering is the way to classify the ideas and share into a piece of paper by making the connection with the core of the idea. This is to use the technique, draw the balloons in around it, then write the topic in the center of paper. This is the center, or core, balloons. Then write whatever ideas come in balloons around core. Think about each of these ideas and make more balloons around them. For example:



**Figure 2.1**

**Example of Clustering Technique (from Hoover, 2008)**

Note:

● = nucleus word (Mind/Topic)

○ = association words (Minds)



**Figure 2.2**

**Example of Clustering Technique (from <http://www.clustering-technique.net/examples.htm>)**

The clustering process represents a way to involve the talent of the mute right brain in the complex symbolic activity that calls writing. In making clustering, it begins with a nucleus word in the middle of paper and then write the other words and circle around the nucleus word.

According to Dietsch (2003:26) “Clustering is uncensored brainstorming combined with doodling. Clustering produces an overview of a subject, suggest specific topics, and yields related details”. I summarized that clustering is making a visual technique or new associations that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing.

For the definition above, I conclude that clustering technique makes a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering technique can be useful for any kind of writing.

#### *2.4.3.2 The Advantages of Clustering Technique*

According to Gorski (2010), there are advantages of clustering technique for writing ability.

- 1) Clustering technique is simple to be applied by the students.
- 2) Clustering technique can make the students find the word as a keyword related with topic easily.
- 3) Clustering technique can help the students explore their idea on their writing activity.
- 4) The students are easy to construct their ideas on the sentences into paragraph through ideas in clustering technique.

- 5) The students can show their knowledge to produce the words within limited time but it is still related to the topic.

#### *2.4.3.3 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 writer who like to do their thinking in a visual way. In clustering, the students can use lines, boxes, arrows and cycles to show relationship among the ideas and details that occur to them.

As Dietsch stated (2003:26-27), to begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word. Keep in mind that there is no right or wrong way of clustering. “It is way to think on paper about how various ideas and details relate to one another” (Langan, 2006:25). Without thinking in long time, write down as many as ideas in the paper.

Pharr and Buscemi (2005:34) stated that “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 subtopic”.

Blanchard and Root (2003:42) define clustering technique is another pre-writing technique. It is a visual way of showing how some ideas are connected using circles and lines when the students draw a diagram based on their knowledge. To clusters, follow the steps:

- 1) Write the topic in the center of a blank piece of paper and draw a circle around it.

- 2) Write any ideas that come into the mind about the topic in circles around the main circle.
- 3) Connect these ideas to the center word with a line.
- 4) Think about each of new ideas, write more related ideas in circle near the new ideas, and then connect them.
- 5) Repeat this process until the run of ideas.

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page around which the student jots down in a few minutes all of the free associations triggered by the subject matter using simply words or short phrases. Unlike listening, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the students sees as each new through emerge. Complete cluster can look like spoken on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate each other.

## **2.5 General Concept of Action Research**

Action research is a kind of research that is conducted in the classroom by a teacher or a group of teachers with the purposes of improving the effectiveness of teaching and learning process.

There are some definitions of action research which are stated by some experts. Mc. Niff (1972:2) views action research as the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of her own practice in order to enhance the quality of education for

herself and her pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, school-improvement schemes, and so on, and such as, it actively involves teacher as participants in their own educational process.

According to Kember (2000:24-28) action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students, (2) action research is aimed towards improvement, (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting, (4) action research is pursued by systematic inquiry, (5) action research is participative.

As stated by Burns (2010:2), action research is a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflexive practice' and 'the teacher as researcher'. She adds that "Action research involves taking self-reflexive, critical and systematic approach to exploring your teaching context". The central idea of action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.

Mills (2003:5) states that "Research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about how well their students learn".

Many linguists have defined action research in different ways, but the theme is similar. Action research can be defined as "learning by doing" – a group

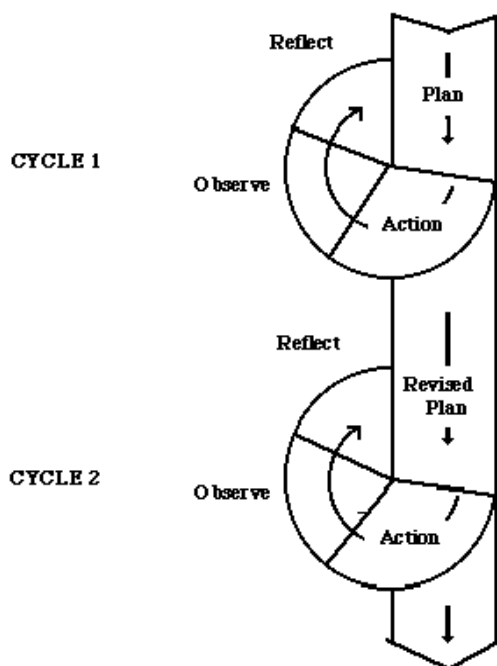
of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

From the definitions above, I conclude that action research is an action in a research that the goal is to give improvement in teaching and learning process.

### **2.5.1 Action Research Design**

Action research design consists of two cycles, and each cycle consists of four steps, those are planning, acting, observing, and reflecting.

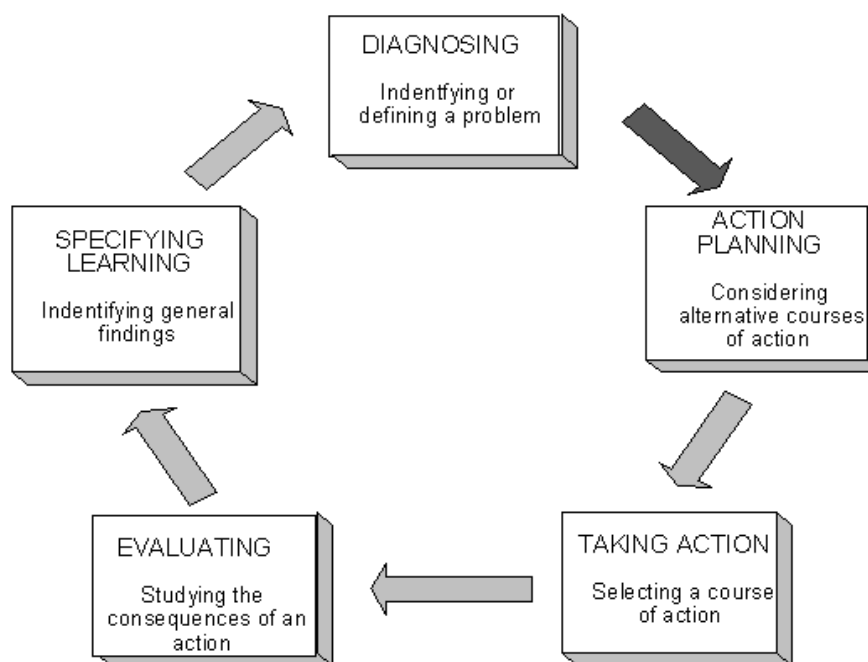
As the explanation given in the article that was accessed on (<http://www.web.net/~robrien/papers/arfinal.html>) written by O'Brien (2001), Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.



**Figure 2.3**

**Simple Action Research Model (from MacIsaac, 1995)**

Susman (1983) who gives his opinion in (<http://www.web.net/~robrien/papers/arfinal.html>) states that he distinguishes five phases to be conducted within each research cycle (Figure 2.4).



**Figure 2.4**  
**Detailed Action Research Model (from Susman, 1983)**

Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.



### 2.5.2 *Principles of Action Research*

This study was applied in two cycles. According to Lewin in Arikunto (2006:92), there would be sequence of cycles done and each cycle had four basic activities. They are planning, acting, observing, and reflecting. Those four components are integrated. Each phase is conducted based on the previous one and the next. It means that the activities in the classroom of action research are based on the planning and then to be observed from the three phases to reflect and to determine the next cycle. In this study, clustering technique is used as the teaching technique to improve students' writing skill especially in descriptive text writing.

The classroom action research in this study consist of four phases:

1) Planning

Planning is the first activity which covered the problem identification. The first step was finding an institution to do the action research. In this case, SMA N 1 *Pegandon* was chosen. After that I asked the permission to the headmaster to carry out the study there. Then I met the English class teacher grade X. He chose X IIS (*Ilmu Ilmu Sosial*) 3 to be subject of the action research. After making sure about the problem of the research, I did the preparation before doing a classroom action research. In planning some preparations are constructed. The kind of preparations could be seen as follows (Lewin, 2006:92):

- a) Making lesson plan, which consists of some steps, activities and test items in teaching writing descriptive text by using clustering technique.
- b) Preparing for the teaching facilities such as: board maker and hand out.

c) Preparing for data analysis during the research process, namely: attendance list (see appendix 2 page 101) and field notes.

2) Acting

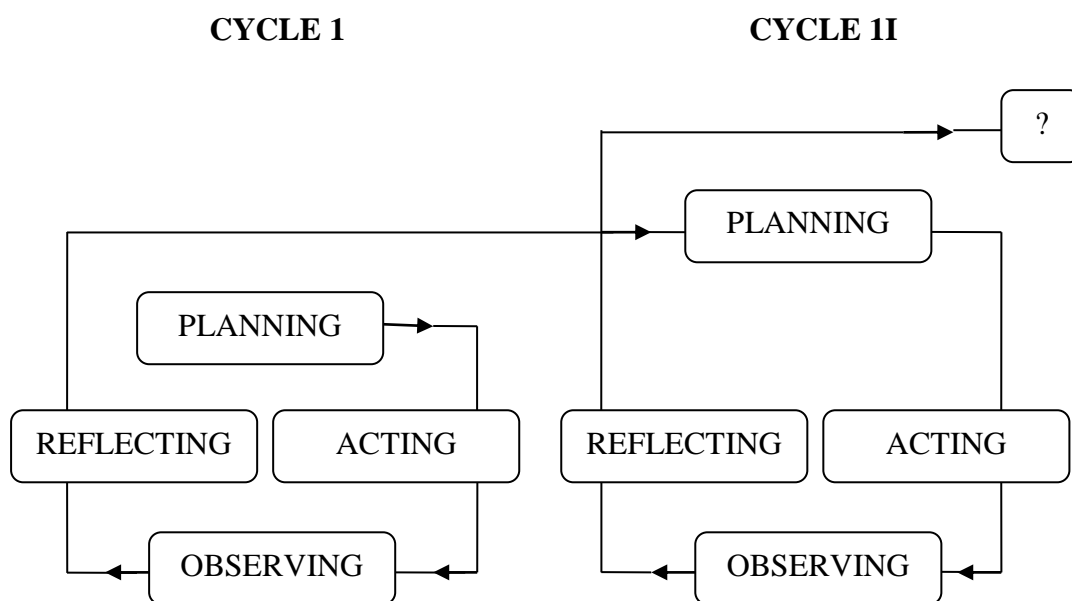
After identifying the possible cause of problems faced by the tenth grade students of SMA N 1 *Pegandon*, the action was decided in advance to solve the problems. Entirely, there were four meetings for descriptive text writing by using clustering technique.

3) Observing

In this step, I took the quantitative and qualitative data. The quantitative data covered the students' progress in form of the students' score, while qualitative was taken from the field notes.

4) Reflecting

After collecting some data, I inspected the progress or change of the students' achievement in writing descriptive text. The result of reflection was the inspection effort on the success or the failure in reaching the temporary purposes that was given in order to determine the alternative step that were probably made to get the final goals of the research.



**Figure 2.5**  
**Model of Action Research (Mulyasa, 2009:73)**

## 2.8 Theoretical Framework

In this study, I conducted a classroom action research which focuses on the exploring students' ideas in writing descriptive text for the tenth graders of SMA 1 Pegandon Kabupaten Kendal. In this classroom action research, I intend to use clustering technique to explore students' ideas in writing a text. In this research descriptive text is chosen as the text that would be investigated.

There would be some plans, treatment and evaluation done during this research. This research consists of two cycles and each cycle consists of four steps, they were: *planning, action, observation, and reflection*. To collect and analyze the data, I used the information from observation checklist and the students'

writing test as the instruments to gather qualitative and quantitative data. Those activities were carried out through cycles till the purpose of this study is reached.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

In this chapter, I present the procedures and research steps to solve the research problem. It is divided into five subchapters which are (1) Research Design, (2) Subject of the Study, (3) Research Procedures, (4) Instruments of the Study, and (5) Method of Data Analysis.

#### **3.1 Research Design**

This study is an action research which concerns with the implementation of clustering technique as media to explore the students' ideas in writing a descriptive text. Isaac and Michael (1980:27) state that "The purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or working world setting".

According to Arikunto (2009:58), "Classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality".

Kemis and McTaggart in Nunan (1992:18) make statement that:

Action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation. The essential impetus for carrying out action research is to change the system.

In other words, action research is first and foremost situation, being concerned with the identification and solution of problems in a specific context (Cohen and Mannion, 1992:18). From the statement above, I draw the inference that action research is used to identify and to solve those problems in certain procedure. Action research 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.

According to Kunandar (2008:45), there are three elements in classroom action research. Those are:

- 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 the problem.
- 2) Acting is an activity that is done for certain purpose, in cycle sequence from activity.
- 3) Class is group of students when at the same time, receive same lesson from their teacher.

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.

### **3.2 Subject of the Study**

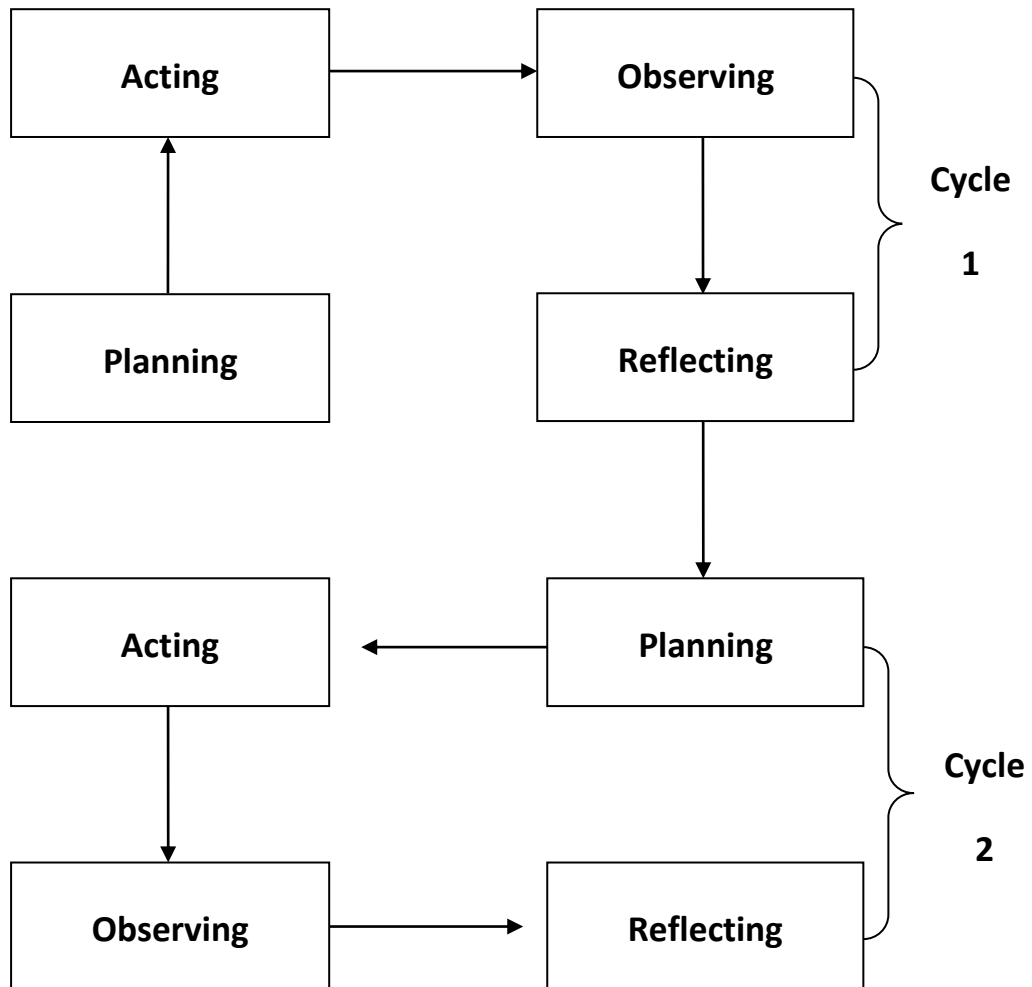
One of the most important thing in conducting an action research is the subject of the study. The research was conducted in SMA N 1 *Pegandon* in the academic year of 2014/2015 especially the tenth grade students. In the SMA N 1 *Pegandon*, there are 8 classes of the tenth grade. Each class consists of 35 students. To get more information about the tenth grade of the SMA N 1 *Pegandon*, I contacted one of the English teachers of the tenth grade, Mr. Budi Santosa. Then, the teacher chose X IIS (*Ilmu Ilmu Sosial*) 3 as the subject of the research.

Actually, the tenth graders had learnt descriptive text in junior high school. However, there were some problems that students still face when they compose a descriptive text. The main problem was difficult to find ideas and develop it into a good composition. The lack of vocabulary also affected this problem.

After knowing the problem faced by the students, I then began the research. Here, I described the research procedure which I had done to complete the study.

### **3.3 Research Procedures**

I use the action research procedure based on Kurt Lewin's design. It consists of two cycles, which cycle contains four phases; planning, acting, observing, and reflecting.



**Figure 3.1**

**Kurt Lewin's Action Research Design (from Kusumah and Dwitagama, 2009:44)**

The Classroom Action Research using Lewin's design consists of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle finished but still finding problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning,



acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, I conduct the pre-test.

### ***3.3.1 Pre-cycle Test***

The pre-cycle test was conducted at the first meeting of the research because it was aimed to know the students' ability in writing a descriptive text before being treated by using the treatment. In this research, I used writing test as the pre-cycle test. I asked the students to compose a descriptive text. In composing their descriptive text, the students were allowed to open their dictionaries.

At first, the students faced difficulty in determining what object they have to describe, although they have learnt descriptive text. During the pre-cycle test, some students asked about the vocabulary they would use in their composition. Then, the pre-cycle test was scored and analysed to determine what action should be taken in cycle 1.

### ***3.3.2 Post-cycle Test***

After the pre-test was conducted, I began the research by converging some phases: planning, acting, observing and reflecting.

#### **1) Planning Phase**

The following activities in this step are designing lesson plan, preparing the model of clustering technique, preparing material and media, and determining criteria of success.

- a) Designing lesson plan. It aims to provide the teacher with the guideline of teaching and learning activities.

- b) Preparing the model of clustering technique. The use of clustering technique to explore the ideas in writing descriptive text is applied. It is an activity that is conducted by the student to explore their ideas based on cluster.
- c) Preparing material and media. The material for implementing the action relates to schemantic structure and language features in writing descriptive text.
- d) Determining the criteria of succes. It is useful for measuring whether the action research is successful or not. In line with the study it is considered successful if:
  - (1) The students' writing score improves at the same as the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above.
  - (2) The students' participation in writing activity increases that 75% of the students should get involved in writing activities and their involvements are in scales "Good" and "Very Good".

## 2) Acting Phase

I carry out the action based on the lesson plan that has been made. In implementing, I taught descriptive text using clustering technique. In addition I also acted as the observer who observed all the activity that happened in teaching and learning process. The implementation of the action involved a meeting in each cycle.

### 3) Observing Phase

This phase discusses about the process of recording and gathering all relevant data about aspects occurred during the implementation of the action. The important aspects are sources of the data, the instruments used in collecting the data, and the technique for data collection. During the teaching and learning process, I observed all the activities that happened in the class.

### 4) Reflecting Phase

After collecting the data, I analyzed the result of the observation. If the first plan is unsuccessful, proven by students' achievement, I should conduct the second cycle to solve students' problem.

After the pre-cycle test, I conducted the cycles. The cycles consist of cycle 1 and cycle 2. The last step was giving the post-cycle test. The procedures of the research would be described as follows.

#### 3.3.2.1 Cycle 1

In this phase, I applied the treatment referring to the problems faced by the students. Based on the result of pre-cycle test, the students had the problems in developing their ideas into a good composition of descriptive text and having some grammatical errors. As I stated above, the students had already learnt about descriptive text, so I tried to recall the students' comprehension about descriptive text in this meeting.

In explaining the material of descriptive text to the students, I used clustering technique as media. It includes social function, generic structure, language features, and the example of descriptive text. During the explanation, I

observed the students' enthusiasm toward the lesson. The data of students' behaviour are then analysed.

#### a) Post-cycle Test 1

At the end of cycle 1, the students were assigned to compose a descriptive text based on the clustering technique they had learnt before. To make the students easier in composing the text in the post-cycle test 1 of the research., I gave a theme for this test. The theme was my best friend. As the same as the pre-cycle test, the post-cycle test 1 was also analysed. The result of the post-cycle 1 test would be analyzed whether it was successful or not. If it was uncessessful, I would conduct the second cycle to solve students' problem and also to get a good result.

#### 3.3.2.2 Cycle 2

I conducted the steps of cycle 2 the same as the steps of cycle 1. Based on the process of cycle 1, the implementation of the media successfully decreased the students' problem in exploring their ideas in writing descriptive text. The students quite understood about the social function and generic structure of descriptive text. However there was another problem which was still faced by the students in writing a descriptive text. The problem was grammatical error. The students often made mistakes in pronouns. Therefore in cycle 2, I continued explaining about descriptive text concerning the form of pronouns and clustering technique.

I decided to deepen the students' understanding by giving another example of descriptive text in cycle 2. Then, I asked the students to analyse the generic structure and pronouns of the descriptive text given. After that, I explained about

pronoun to the students. I explained subject pronouns, object pronouns, possessive adjectives, and possessive pronouns. After that, I gave some questions related to the pronouns. They had to come forward to answer the questions.

As I stated above, the students had a problem in how to write a descriptive text. They had difficulty in developing their ideas into a good descriptive text. Therefore, I gave the students a medium of clustering technique to help them in composing a descriptive text. By using clustering technique, the students wrote some important points of their story first, such as the topic and ideas of their story related to the topic. From the ideas they had written before, they added some supporting ideas to their stories. Therefore, they could keep in mind what story they had to write.

a) Post-cycle Test 2

At the end of cycle 2, there was the post-cycle test 2 of the research. The students were assigned to compose a descriptive text based on the clustering technique they had learnt before. Like in cycle 1, I gave the students a theme for this test. The theme was my family. The same as the pre-cycle test and the post-cycle 1, the post-cycle 2 test was also analysed. The result of the post-cycle 2 test would be compared with the result of the pre-cycle test and the post-cycle 1 test. The comparison result would be the supporting evidence whether there was an improvement in the students' ability of writing a descriptive text or not.

In conducting the research, I definitely used some instruments to collect the data. The instrument to collect the data are as follows,

### 3.4 Instrument of the Study

Harmer (2001: 346-347) states that “The methods which can be used to gather evidence in action research are as follows: tape recording data, experiments, journal, questionnaires, interviews, observation, and test”. For this classroom action research, I used two instruments.

#### 3.4.1 Observation Sheet

Burns (1999: 80) states “Observation enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.” According to Burns’ statement, I inferred that observation sheet was used to monitor the students’ activities during the action steps of each cycle in a classroom action research.

To make the observation easier, I decided to use an observation as follows.

**Table 3.1**

**Observation Sheet of the Students’ Behavioural Changes**

No.	Code	Indicators and Scores				
		Indicator A	Indicator B	Indicator C	Indicator D	Indicator E
1.	S1					
2.	S2					
3.	S3					
4.	S4					
5.	S5					

Notes:

Indicator A : Students’ activeness involved in the brainstorming session.

Indicator B : Students' seriousness in learning process.

Indicator C : Students' interest in using clustering technique.

Indicator D : Students' enthusiastic about their ideas.

Indicator E : Students' activities in writing a descriptive text.

To make the observation easier, I decided to use the scoring criterion as follows:

**Table 3.2**

**Scoring Criterion of the Students' Behavioural Changes**

<b>Scoring Criterion</b>				
1	2	3	4	5
Very low	Low	Medium	High	Very high

### **3.4.2 Test**

Test item which was used in this research was writing test. Brown (2004: 3) states "A test is a method of measuring a person's ability, knowledge, or performance in a given domain". As stated above, this research concerned with exploring the students' ideas in writing a descriptive text by implementing clustering technique as a medium. Therefore in the study, tests were used to measure the students' ability in writing a descriptive text. However, the test items were very helpful in knowing the students' mastery in writing a descriptive text. The tests were given in three sessions:

1) Pre-cycle test

The pre-cycle test was used to know the students' ability in writing a descriptive text before they were given the treatment.

2) Post-cycle test 1

The post-cycle test was used to measure the students' ability in writing a descriptive text after they got the treatment. The post-cycle test 1 was the same as the pre-cycle test.

3) Post-cycle test 2

The post-cycle test was used to measure the students' ability in writing a descriptive text after they got the treatment. The post-cycle test 2 was the same as the pre-cycle test and post-cycle 1.

### **3.5 Method of Data Analysis**

In this study, I used writing test to measure the students' improvement and achievement in writing a descriptive text. To analyse the data, I used the method of data analysis as the following. It consists of method of scoring and level of achievement.

#### ***3.5.1 Method of Scoring***

In giving score to the students I used the scoring guidance taken from Heaton's Grid (1974). They are fluency, grammar, vocabulary, content, and spelling. The scoring is rated from 1 until 5. The five major categories are (1) organization, (2) logical development of ideas (content), (3) grammar, (4)



punctuation/spelling/mechanics, (5) style and quality of expression. In the study, I analysed data of students' writing based on Brown's design.

**Table 3.3**

**Scoring Guidance for Writing Test from Heaton's Grid (1974)**

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonym, circumlocution, etc. on a few occasions.
		2	Restricted vocabulary, use of synonym (but not always appropriate).
		1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g. ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.

		2	Little or no attempt at connectivity, readers can deduce some organization; individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

(Heaton, 1974:138)

Note:

Grammar (G) : refers to appropriate tenses

Vocabulary (V) : refers to diction

Mechanic (M) : refers to mechanics and punctuation

Relevance (R) : refers to the relevance in relation to the task demanded of the students.

Fluency (F) : refers to style and ease of communication.

According to Heaton's Grid, there are five components of scoring writing. The scoring system above is the most suitable scoring to measure the students' ability in writing a descriptive text. From that reason, I analysed the students' writing of descriptive text based on those five components. The highest score of each component is 25 and the lowest score is 1. Therefore, the maximum score of writing is 100.

### 3.5.2 Method of Analyzing the Exploration of Ideas

A method of assessing concept clustering proposed by Novak and Gowin in 1984 is based on the components and structure of the clustering. A less “mechanical” approach to grading concept clustering is to use (and provide students with) a rubric as the following.

**Table 3.4**  
**Scoring Guidance for Exploring the Ideas**

<b>Concept Clustering Element</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>	<b>Failing</b>
Breadth of net	Clustering includes the important concepts and describes domain on multiple levels	Clustering includes most important concepts, describes domain on limited number of levels	Important concepts missing and/or describes domain on only on level	Clustering includes minimum concept with many important concept missing
Embeddedness and inter-connectedness	All concept interlinked with several other concepts	Most concept interlinked with other concepts	Several concepts linked to other concept	Few concepts linked to other concepts
Use of descriptive links	Link succinctly and accurately describe all relationships	Links are descriptive and valid for most relationships	Some link unclear or vague; some invalid or unclear	Links are vague; show inconsistent relationships
Efficient links	Each link type is distinct from all other, clearly describes relationships; used consistently	Most links are distinct from others; discriminate concepts; present variety of relationships; used fairly consistently	Several links are synonymous; don't discriminate concepts well; don't show a variety of relationships; used	Most links synonymous or vaguely describe relationships and aren't distinct from other links

			inconsistently	
Layout	Clustering is contained in a single page, has multiple clear hierarchies, is well laid out and provides a sufficient number of relevant examples with links	Clustering is contained in a single page, has several clear hierarchies, is fairly well laid out and provides a sufficient number of fairly relevant examples with links	Clustering is not contained in a single page, has unclear hierarchies, is poorly laid out and provides some fairly relevant examples with links	Clustering is not contained in a single page, is confusing to read with no hierarchical organization

(Novak and Gowin, 1984:36-37)

To get the individual score, I used scoring sheet below:

**Table 3.5**  
**Scoring Sheet for Exploring the Ideas**

Code	Concept Clustering Element					$\Sigma$	X
	A	B	C	D	E		
S1							
S2							
S3							
S4							
S5							

Note:

- A : Breadth of net
- B : Embeddedness and inter-connectedness
- C : Use of descriptive links
- D : Efficient links
- E : Layout
- F : Development over time

$\Sigma$  : Total

X : Individual score

To get the total score, I used the scoring criterion below:

**Table 3.6**  
**Scoring Criterion for Exploring the Ideas**

<b>Scoring Criterion</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Failing	Poor	Good	Excellent

To get the score, I use the formula

$$X = \Sigma x 4$$

Note:

X : Individual score

$\Sigma$  : Total

### **3.5.3 Level of Achievement**

After I had analysed the students' writing, I applied the analytic method to score the test papers. According to Brown, there are some advantages of using analytical scoring. These are as follows.

- 1) Classroom evaluation of learning is best served through analytic scoring, in which as many as six/five major elements of writing are scored.

- 2) As your curricular goals and students' needs vary, your own analytical scoring of essays may be appropriate tailored.
- 3) Analytic scoring of compositions offers students a little more wash back than a single holistic or primary trait score.

#### 3.5.4 *Technique of Data Analysis*

To get the mean of students' writing score within one cycle, I used the formula (Sudijono, 2008:81):

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

Note:

$M_x$  : Mean

$X$  : Individual score

$N$  : Number of students

As Sudijono (2008:43) stated that in gaining the class percentage which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal (KKM)* 75, I used the formula:

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

Note:

$P$  : The class percentage

$F$  : Total percentage score

$N$  : Number of students

Next step, I identified the improvement score on students' descriptive text from pre-cycle test up to post-cycle test score in cycle 1 and cycle 2. I used the formula (Meltzer, 2008:3):

$$P = \frac{y - y_1}{Y} \times 100\%$$

Note:

P : Percentage of students' improvement

y : Pre-cycle test result

y<sub>1</sub> : Post-cycle test 1

$$P = \frac{y_2 - y}{Y} \times 100\%$$

Note:

P : Percentage of students' improvement

y : Pre-cycle test result

y<sub>2</sub> : Post-cycle test 2

In analysing the pre-cycle test, post-cycle test 1 and post-cycle test 2, I also tried to find out the mean scores of each test. In mathematics, mean or average score is the sum of the entire list divided by the number of items in the list. (<http://wikipedia.org/wiki/mean>)

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, I would like to infer some conclusions about the result of the research which has been reported in the previous chapter. I also give some suggestions about the contributions of clustering technique to support teaching and learning processes.

#### **5.1 Conclusions**

The implementation of Clustering Technique in the first year of X IIS (*Ilmu Ilmu Sosial*) 3 class of SMA N 1 Pegandon in academic year 2014/2015 can be concluded as follows.

I found out that the students had some problems in writing a descriptive text. The first problem was the students faced difficulties to find the ideas of developing descriptive text into a good composition. The second problem was the students' mastery of grammar, especially in pronouns.

Knowing the problems faced by the students, I decided to use Clustering Technique as medium to improve the students' ability in writing descriptive text. Based on the result of the study, I could conclude that Clustering Technique successfully improves the students' ability in writing descriptive text and this technique made them more enthusiastic during teaching and learning processes. It was supported by the observation result in the cycle 1 and cycle 2.



The improvement could be seen from the increase of students' mean writing score from 48.91 or 5.72% of the class percentage which passes the Minimum Mastery Criterion –*Kriteria Ketuntasan Minimal (KKM)* in the pre-cycle test, and 65.25 or 40% of the class percentage which passes the Minimum Mastery Criterion –*Kriteria Ketuntasan Minimal (KKM)* in the post-cycle test 1, to 76.51 or 82.86% of the class percentage which passes the Minimum Mastery Criterion –*Kriteria Ketuntasan Minimal (KKM)* in the post-cycle test 2.

From the result of students' behavior change, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students creative in finding the ideas.

According to the result of students' improvement in explore the ideas, it indicated that application of clustering technique in teaching-learning written descriptive text was appropriately applied. It was helpful for the students to find related ideas and develop the topic sentences from the main topic to be a complete descriptive text. Clustering technique was something new for the students, so they were motivated to use this method and they encouraged to learn more about written descriptive text.

Moreover, students' mastery of language features also improved after some treatments given in two cycles. It could be seen from the improvement result of the students' writing test given (pre-cycle test, writing test at the post-test 1, and post test 2). Besides, their mastery in choosing appropriate words was better than before. They always used dictionary when they tried to find appropriate

words while they were creating clustering technique before they wrote a complete descriptive text.

I can conclude that Clustering Technique is effective and helpful to explore the ideas in writing a descriptive text. Moreover, Clustering Technique could be an alternative strategy in teaching writing.

## **5.2 Suggestions**

According to the conclusions I have drawn above, I would like to offer some suggestions:

- 1) For teachers, they should use various techniques in the classroom because it can motivate their students and they will not get bored easily. The teachers can attempt to use the Clustering Technique as an alternative strategy in teaching writing. This technique is effective and helpful to explore the students' ideas and enthusiasm in writing of descriptive text.
- 2) For students, it will be easier to use Clustering Technique first before they write the whole composition. Because by using Clustering Technique, they have to write some points of their stories so they know what they have to write in their compositions.
- 3) For researchers, hopefully there will be more studies about the application of learning media to improve the students' writing ability especially media which utilize the information and communication technologies.

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# **APPENDICES**

## Appendix 1

### Content Standard of Tenth Grade of Senior High School

#### Kelas X

KOMPETENSI INTI	KOMPETENSI DASAR
Menghayati dan mengamalkan ajaran agama yang dianutnya	
<p>Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia</p>	<p>Menunjukkan perilaku tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi mengenai terjadinya permasalahan yang terkait dengan lingkungan alam (banjir, tsunami, gempa, dst) dalam bentuk <i>explanation text</i></p> <p>Menunjukkan perilaku tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi mengenai terjadinya permasalahan yang terkait dengan lingkungan sosial (tawuran/konflik antar warga, kemiskinan, kebodohan, dst) dalam bentuk <i>explanation text</i></p> <p>Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan mengajukan solusi untuk mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan alam dalam bentuk hortatory text</p> <p>Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan mengajukan solusi untuk mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial dalam bentuk (hortatory text)</p> <p>Menunjukkan perilaku disiplin, tanggung jawab, dan cinta damai dalam mengungkapkan pokok pikiran dengan menggunakan berbagai idiom, peribahasa, dan bahasa puitis yang</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	bersumber dari puisi berbahasa Inggris
<p>Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>Memahami cara menyajikan explanation text mengenai terjadinya permasalahan yang terkait dengan lingkungan alam (banjir, tsunami, gempa, dst)</p> <p>Menganalisis explanation text mengenai terjadinya permasalahan yang terkait dengan lingkungan sosial (tawuran/konflik antar warga, kemiskinan, kebodohan, dst)</p> <p>Memahami cara menyajikan hortatory text untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan alam</p> <p>Menganalisis hortatory text untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial</p> <p>Menganalisis pokok pikiran dalam berbagai idiom, peribahasa, dan bahasa puitis yang bersumber dari puisi berbahasa Inggris</p>
<p>Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>Menangkap gagasan utama sebuah explanation text dan menyajikan informasi mengenai terjadinya permasalahan yang terkait dengan lingkungan alam (banjir, tsunami, gempa, dst) dalam bentuk explanation text</p> <p>Menghasilkan informasi dalam explanation text yang koheren mengenai terjadinya permasalahan yang terkait dengan lingkungan sosial (tawuran/konflik antar warga, kemiskinan, kebodohan, dst)</p> <p>Menangkap gagasan utama sebuah hortatory text dan mengajukan solusi untuk mengatasi permasalahan yang terkait dengan lingkungan alam dalam bentuk hortatory text</p> <p>Menghasilkan hortatory text yang koheren untuk solusi dalam mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial</p>

<b>KOMPETENSI INTI</b>	<b>KOMPETENSI DASAR</b>
	Mengungkapkan pokok pikiran dengan menggunakan berbagai idiom, peribahasa, dan bahasa puitis yang bersumber dari puisi berbahasa Inggris

## Appendix 2

### List of the Students

No.	Code	Students' Name
1.	S1	Ahla Ainu Salaman
2.	S2	Amir Syarifuddin
3.	S3	Angger Julian
4.	S4	Arif Rismiyanto
5.	S5	Arisatun Nadhifah
6.	S6	Arsyad Nur Rohman
7.	S7	Dadang Abdul S.
8.	S8	Dewi Ristanti
9.	S9	Dewi Zulaiqoh
10.	S10	Dian Novitasari
11.	S11	Elly Noviana
12.	S12	Eny Pristilia Putri
13.	S13	Fatur Rohman
14.	S14	Frendy Indo Avisa
15.	S15	Hari Setiyono
16.	S16	Indah Ayu Handayani
17.	S17	Laelatul Fahrotin
18.	S18	Laila
19.	S19	Lukman Aji Nugroho
20.	S20	Lulut Ismoyowati
21.	S21	M. Alfian Lutfi
22.	S22	Masruroh
23.	S23	Muhammad Khusni M.
24.	S24	Nasrul Huda
25.	S25	Nisa Lutviana
26.	S26	Nur Abdul Kafid
27.	S27	Nur Khofifah
28.	S28	Nurul Avivah
29.	S29	Priemma Tutuarima
30.	S30	Rahmadina Dzikriya
31.	S31	Rina Anggraeny
32.	S32	Siti Oky Nurhanika
33.	S33	Vina Dwi Nuryani

34.	S34	Wahyu Indra Walujib
35.	S35	Wahyu Triningsih

## Appendix 3

### Lesson Plan of the Pre-cycle

Sekolah	: SMA N 1 Pegandon
Matapelajaran	: Bahasa Inggris ( <i>Written</i> )
Kelas/Semester	: X / I
Materi Pokok	: <b>Teks deskriptif lisan dan tulis, sederhana, tentang orang</b>
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Inti (KI)

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p><b>Sikap</b></p> <p>Siswa merasa antusias mengikuti pembelajaran.</p>
<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>Siswa percaya diri dalam menulis teks deskriptif secara individu maupun secara berkelompok.</p>
<p>4.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya.</p>	<p><b>Pengetahuan</b></p> <p>Siswa mampu mengidentifikasi kata sifat orang, mendeskripsikan orang dalam struktur teks, unsur kebahasaan dan fungsi sosial pada ungkapan menyatakan dan menanyakan sesuai dengan konteks penggunaannya.</p> <p>Siswa dapat menuliskan kata sifat dan mendeskripsikan orang dengan benar dan tepat dalam sebuah kalimat setelah mengamatinya (mengidentifikasinya</p>



<p>4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Keterampilan</b> Siswa terampil membuat teks deskriptif dalam berkomunikasi secara tulis.</p>
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### C. Tujuan Pembelajaran

#### Kompetensi Sikap dan Spiritual.

##### Pertemuan pertama

**Sikap** : Siswa tumbuh rasa percaya diri dan syukur dalam berkomunikasi menggunakan bahasa inggris.

**Pengetahuan** : Siswa dapat menuliskan kata sifat serta mendeskripsikan orang, suatu benda atau tempat dalam bentuk teks deskriptif (*descriptive text*).

**Ketrampilan** : Siswa terampil membuat kalimat dengan baik dan benar mendeskripsikan orang dan mengaplikasikannya kedalam sebuah tulisan.

### D. Materi Pembelajaran

#### Pertemuan pertama

Materi pokok : Membuat deskripsi teks

Materi pembelajaran:

- a. Mengingat kembali deskripsi teks
- b. Membuat deskripsi teks

### E. Metode Pembelajaran

Strategi :

1. Discussion
2. Individual assignment; creating descriptive text.

### F. Media, Alat, dan Sumber Pembelajaran

#### Media

1. (power point)

#### Alat/Bahan

1. LCD / Proyektor
2. Laptop
3. Whiteboard
4. spidol

#### Sumber Belajar

- 1 Grammar practice dan progress Betty Azar.

### G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Langkah-langkah Kegiatan Pembelajaran	Waktu
<b>Pertemuan Pertama</b>		
<b>Pendahuluan</b>	Mengawali KBM dengan berdoa Salam pembuka Mengabsensi peserta didik Mempersiapkan kelas agar lebih kondusif menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran Menyampaikan tujuan pembelajaran	5 menit
<b>Inti</b>	<b>Observing</b> Siswa mengingat kembali deskripsi teks	10 menit

	<p><b>Questioning</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan deskripsi teks</p> <p><b>Experimenting</b> Siswa berlatih membuat kalimat untuk mendeskripsikan orang</p> <p><b>Associating</b> Dengan bimbingan dan arahan guru, siswa membuat sendiri deskripsi teks.</p>	15 menit  10 menit  35 menit
<b>Penutup</b>	Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, Memberikan umpan balik terhadap proses dan hasil pembelajaran,	5 menit

## H. Penilaian

### Pertemuan pertama:

#### 1. Sikap Spiritual dan Sikap Sosial

Jenis/Teknik Penilaian : ke aktifan dalam pembelajaran

Bentuk Instrumen dan Instrumen : angket sederhana. (instrumen terlampir)

Pedoman Penskoran :

(Lampiran 1)

No	Aspek uji	Penilaian
	Rasa kepercayaan diri yang tumbuh dari keberanian untuk menyatakan dan menyakan kata sifat	4= percaya diri sekali dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.  3= percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat

		<p>dalam kalimat</p> <p>2=sedikit kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat</p> <p>1= kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.</p>
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## 2. Keterampilan

Jenis/Teknik Penilaian : Tulis (rubrik penilaian terlampir) project

Bentuk Instrumen dan Instrumen : Make a simple descriptive text

Pedoman Penskoran :

(Lampiran 3)

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught

		4	previously. Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use synonym, circumlocution, etc. on a few occasions.
		2	Restricted vocabulary, use of synonym (but not always appropriate).
		1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.
		2	Little or no attempt at connectivity, readers can deduce some organization; individuals' ideas may be clear but very difficult connection

		1	between them. Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

To get the mean of students' writing score uses the formula:

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

Note:

$M_x$  : Mean

$X$  : Individual Score

$N$  : Number of Students

No.	Level	Number of students	Percentage
1.	$75 \geq 100$	10	28,6
2.	$74 \leq 0$	25	71,4
Total		35	100

To get the class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM)* 75 (seventy-five), the writer uses the formula:

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

Note:

- P : The class percentage  
 F : Total percentage score  
 N : Number of students

Teacher

Pegandon, August 2014

Researcher

.....

NIP. ....

**Rega Giyang Girana Zetira**

NIM. 2201410088

## Appendix 4

### Lesson Plan of the Cycle 1

Sekolah	: SMA N 1 Pegandon
Matapelajaran	: Bahasa Inggris ( <i>Written</i> )
Kelas/Semester	: X / I
Materi Pokok	: <b>Teks deskriptif lisan dan tulis, sederhana, tentang orang</b>
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Inti (KI)

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.



### A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p><b>Sikap</b></p> <p>Siswa merasa antusias mengikuti pembelajaran.</p>
<p>2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>Siswa percaya diri dalam menulis teks deskriptif secara individu maupun secara berkelompok.</p>
<p>4.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya.</p>	<p><b>Pengetahuan</b></p> <p>Siswa mampu mengidentifikasi kata sifat orang, mendeskripsikan orang dalam struktur teks, unsur kebahasaan dan fungsi sosial pada ungkapan menyatakan dan menanyakan sesuai dengan konteks penggunaannya.</p> <p>Siswa dapat menuliskan kata sifat dan mendeskripsikan orang dengan benar dan tepat dalam sebuah kalimat setelah mengamatinya</p>

<p>4.10.Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(mengidentifikasinya</p> <p><b>Keterampilan</b> Siswa terampil membuat teks deskriptif dalam berkomunikasi secara tulis.</p>
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## B. Tujuan Pembelajaran

### Kompetensi Sikap dan Spiritual.

#### Pertemuan kedua

**Sikap** : Siswa tumbuh rasa percaya diri dan syukur dalam berkomunikasi menggunakan bahasa Inggris.

**Pengetahuan** : Siswa dapat menuliskan kata sifat serta mendeskripsikan orang, suatu benda atau tempat dalam bentuk teks deskriptif (*descriptive text*).

**Keterampilan** : Siswa terampil membuat kalimat dengan baik dan benar mendeskripsikan orang dan mengaplikasikannya kedalam sebuah tulisan.

## C. Materi Pembelajaran

#### Pertemuan kedua

Materi pokok : Mengenalkan clustering technique dan menulis deskripsi teks menggunakan clustering technique

Materi pembelajaran:

- a. Mengenalkan clustering technique

- b. Mengumpulkan ide untuk menulis deskripsi teks
- c. Menuliskan ide menjadi kalimat
- d. Menyusun kalimat menjadi teks utuh

#### **D. Metode Pembelajaran**

Strategi :

Individual assignment; creating descriptive text.

#### **E. Media, Alat, dan Sumber Pembelajaran**

##### **Media**

1. (power point)

##### **Alat/Bahan**

1. LCD / Proyektor
2. Laptop
3. Whiteboard
4. spidol

##### **Sumber Belajar**

- 1 Grammar practice dan progress Betty Azar.

#### **F. Langkah-langkah Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Langkah-langkah Kegiatan Pembelajaran</b>	<b>Waktu</b>
<b>Pertemuan Kedua</b>		
<b>Pendahuluan</b>	Mengawali KBM dengan berdoa Salam pembuka Mengabsensi peserta didik Memperiapkan kelas agar lebih kondusif menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran Menyampaikan tujuan pembelajaran	5 menit

<b>Inti</b>	<p><b>Observing</b></p> <p>Siswa mengamati clustering technique.</p> <p>Siswa mendengarkan penjelasan guru tentang clustering technique.</p> <p><b>Questioning</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan clustering technique.</p> <p><b>Experimenting</b></p> <p>Siswa berlatih membuat kalimat untuk mendeskripsikan orang dengan menggunakan metode clustering technique secara kelompok.</p> <p><b>Associating</b></p> <p>Dengan bimbingan dan arahan guru, siswa menalar dan menghubungkan kalimat mendeskripsikan orang yang dibuat oleh mereka sendiri menjadi teks deskripsi.</p>	<p>10 menit</p> <p>15 menit</p> <p>10 menit</p> <p>35 menit</p>
<b>Penutup</b>	<p>Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,</p> <p>Memberikan umpan balik terhadap proses dan hasil pembelajaran,</p>	<p>5 menit</p>

## H. Penilaian

### Pertemuan kedua:

#### 1. Sikap Spiritual dan Sikap Sosial

Jenis/Teknik Penilaian : keaktifan dalam pembelajaran

Bentuk Instrumen dan Instrumen : angket sederhana. (Instrumen terlampir)

Pedoman Penskoran :

(Lampiran 1)

No	Aspek uji	Penilaian
	Rasa kepercayaan diri yang tumbuh dari keberanian untuk menyatakan dan menyakan kata sifat	<p>4= percaya diri sekali dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.</p> <p>3= percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat</p> <p>2=sedikit kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat</p> <p>1= kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.</p>

## 2. Pengetahuan

- a. Teknik Penilaian : Tes lisan
- b. Bentuk Instrumen : Instruksi langsung
- c. Kisi-kisi :

No.	Indikator	Butir Instrumen
	Peserta didik merespon kata sifat yang digunakan dalam descriptive text dengan pronunciation dan stress yang benar	Soal No. 1

## d. Instrumen:

1. Berilah kata sifat yang tepat untuk mendeskripsikan orang dengan pronunciation dan stress yang benar.

## e. Pedoman penskoran:

(Lampiran 2)

ASPEK	KETERANGAN	SKOR
Pelafalan	Sangat jelas sehingga mudah dipahami	4
	Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	Tidak ada atau sedikit kesalahan tatabahasa	4
	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	Sering membuat kesalahan sehingga makna sulit dipahami	2
	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	Menggunakan kosakata dan ungkapan yang tepat	4
	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	Sering menggunakan kosakata yang tidak tepat	2
	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

### Konversi Kompetensi Pengetahuan

Predikat	Nilai Kompetensi
	Pengetahuan
A	4
A-	3.66
B+	3.33
B	3
B-	2.66
C+	2.33
C	2
C-	1.66
D+	1.33
D-	1

### 3. Keterampilan

Jenis/Teknik Penilaian	: Tulis (rubrik penilaian terlampir) project
Bentuk Instrumen dan Instrumen	: Make a clustering technique in group and make a simple descriptive text
Pedoman Penskoran	:

(Lampiran 3)

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence

		1	<p>construction.</p> <p>Numerous serious mistakes, no mastery of sentence construction, almost intelligible.</p>
2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use synonym, circumlocution, etc. on a few occasions.
		2	Restricted vocabulary, use of synonym (but not always appropriate).
		1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required



		2	for classification ideas. Little or no attempt at connectivity, readers can deduce some organization; individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

To get the mean of students' writing score uses the formula:

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

Note:

$M_x$  : Mean

$X$  : Individual Score

$N$  : Number of Students

No.	Level	Number of students	Percentage
1.	$75 \geq 100$		
2.	$74 \leq 0$		
Total			

To get the class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM) 75* (seventy-five), the writer uses the formula:

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

Note:

- P : The class percentage  
 F : Total percentage score  
 N : Number of students

Teacher

Pegandon, August 2014

Researcher

.....

NIP. ....

**Rega Giyang Girana Zetira**

NIM. 2201410088

## Appendix 5

### Lesson Plan of the Cycle 2

Sekolah	: SMA N 1 Pegandon
Matapelajaran	: Bahasa Inggris ( <i>Written</i> )
Kelas/Semester	: X / I
Materi Pokok	: <b>Teks deskriptif lisan dan tulis, sederhana, tentang orang</b>
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Inti (KI)

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
<p>1.3.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p><b>Sikap</b></p> <p>Siswa merasa antusias mengikuti pembelajaran.</p>
<p>2.4.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>Siswa percaya diri dalam menulis teks deskriptif secara individu maupun secara berkelompok.</p>
<p>4.9Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya.</p>	<p><b>Pengetahuan</b></p> <p>Siswa mampu mengidentifikasi kata sifat orang, mendeskripsikan orang dalam struktur teks, unsur kebahasaan dan fungsi sosial pada ungkapan menyatakan dan menanyakan sesuai dengan konteks penggunaannya.</p>
	<p>Siswa dapat menuliskan kata sifat dan mendeskripsikan orang dengan benar dan tepat dalam sebuah kalimat setelah mengamatinya (mengidentifikasinya</p>

<p>4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Keterampilan</b> Siswa terampil membuat teks deskriptif dalam berkomunikasi secara tulis.</p>
--	---

### C. Tujuan Pembelajaran

#### Kompetensi Sikap dan Spiritual.

##### Pertemuan ketiga

**Sikap** : Siswa tumbuh rasa percaya diri dan syukur dalam berkomunikasi menggunakan bahasa Inggris.

**Pengetahuan** : Siswa dapat menuliskan kata sifat serta mendeskripsikan orang, suatu benda atau tempat dalam bentuk teks deskriptif (*descriptive text*).

**Ketrampilan** : Siswa terampil membuat kalimat dengan baik dan benar mendeskripsikan orang dan mengaplikasikannya kedalam sebuah tulisan.

### D. Materi Pembelajaran

#### Pertemuan ketiga

Materi pokok : Menulis deskripsi teks menggunakan *clustering technique*.

Materi pembelajaran:

- a. Menjelaskan kekurangan siswa dalam menulis deskripsi teks pada cycle 1
- b. Menjelaskan kembali materi yang perlu diperbaiki (pronoun and exploring ideas)
- c. Mengumpulkan ide untuk menulis deskripsi teks

- d. Menuliskan ide menjadi kalimat
- e. Menyusun kalimat menjadi teks utuh

### **E. Metode Pembelajaran**

Strategi :

Individual assignment; creating descriptive text.

### **F. Media, Alat, dan Sumber Pembelajaran**

#### **Media**

- 1. (power point)

#### **Alat/Bahan**

- 1. LCD / Proyektor
- 2. Laptop
- 3. Whiteboard
- 4. Spidol

#### **Sumber Belajar**

- 1 Grammar practice dan progress Betty Azar.

### **G. Langkah-langkah Kegiatan Pembelajaran**

<b>Kegiatan</b>	<b>Langkah-langkah Kegiatan Pembelajaran</b>	<b>Waktu</b>
<b>Pertemuan Ketiga</b>		
<b>Pendahuluan</b>	Mengawali KBM dengan berdoa Salam pembuka Mengabsensi peserta didik Mempersiapkan kelas agar lebih kondusif menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran Menyampaikan tujuan pembelajaran	5 menit

<b>Inti</b>	<p><b>Observing</b></p> <p>Siswa mengamati hasil tulisan mereka pada cycle 1.</p> <p>Siswa mendengarkan penjelasan guru tentang kekurangan mereka pada cycle 1.</p> <p><b>Questioning</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan kekurangan mereka.</p> <p><b>Experimenting</b></p> <p>Siswa berlatih membuat kalimat dengan menggunakan kata kata ganti (pronoun)</p> <p>Siswa berlatih mebuat deskripsi text menggunakan clustering technique</p> <p><b>Associating</b></p> <p>Dengan bimbingan dan arahan guru, siswa menalar dan menghubungkan kalimat mendeskripsikan orang yang dibuat oleh mereka sendiri menjadi teks deskripsi.</p>	<p>10 menit</p> <p>15 menit</p> <p>10 menit</p> <p>35 menit</p>
<b>Penutup</b>	<p>Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,</p> <p>Memberikan umpan balik terhadap proses dan hasil pembelajaran,</p>	<p>5 menit</p>

## H. Penilaian

### Pertemuan ketiga:

#### 1. Sikap Spiritual dan Sikap Sosial

Jenis/Teknik Penilaian : ke aktifan dalam pembelajaran

Bentuk Instrumen dan Instrumen : angket sederhana. (instrumen terlampir)

Pedoman Penskoran :

(Lampiran 1)

No	Aspek uji	Penilaian
	Rasa kepercayaan diri yang tumbuh dari keberanian untuk menyatakan dan menyakan kata sifat	<p>4= percaya diri sekali dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.</p> <p>3= percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat</p> <p>2=sedikit kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat</p> <p>1= kurang percaya diri dalam menyampaikan pernyataan dan pertanyaan kata sifat dalam kalimat.</p>

## 2. Pengetahuan

- a. Teknik Penilaian : Tes lisan
- b. Bentuk Instrumen : Instruksi langsung
- c. Kisi-kisi :

No.	Indikator	Butir Instrumen
	Peserta didik merespon kata sifat yang digunakan dalam descriptive text dengan pronunciation dan stress yang benar	Soal No. 1



## d. Instrumen:

1. Berilah kata sifat yang tepat untuk mendeskripsikan orang dengan pronunciation dan stress yang benar.

## e. Pedoman penskoran:

(Lampiran 2)

ASPEK	KETERANGAN	SKOR
Pelafalan	Sangat jelas sehingga mudah dipahami	4
	Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	Tidak ada atau sedikit kesalahan tatabahasa	4
	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	Sering membuat kesalahan sehingga makna sulit dipahami	2
	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	Menggunakan kosakata dan ungkapan yang tepat	4
	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	Sering menggunakan kosakata yang tidak tepat	2
	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

### Konversi Kompetensi Pengetahuan

Predikat	Nilai Kompetensi
	Pengetahuan
A	4
A-	3.66
B+	3.33
B	3
B-	2.66
C+	2.33
C	2
C-	1.66
D+	1.33
D-	1

### 3. Keterampilan

Jenis/Teknik Penilaian : Tulis (rubrik penilaian terlampir) project

Bentuk Instrumen dan Instrumen : Make a clustering technique in group  
and make a simple descriptive text

Pedoman Penskoran :

(Lampiran 3)

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.

		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
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2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
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3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.

4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required for classification ideas.
		2	Little or no attempt at connectivity, readers can deduce some organization; individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
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Mx : Mean

X : Individual Score

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No.	Level	Number of students	Percentage
1.	$75 \geq 100$		
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To get the class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM) 75* (seventy-five), the writer uses the formula:

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

Note:

P : The class percentage

F : Total percentage score

N : Number of students

Pegandon, August 2014

Teacher

Researcher

.....

NIP. ....

**Rega Giyang Girana Zetira**

NIM. 2201410088

## Appendix 6

### Presentation in the First Meeting



First Meeting

## DESCRIPTIVE TEXT

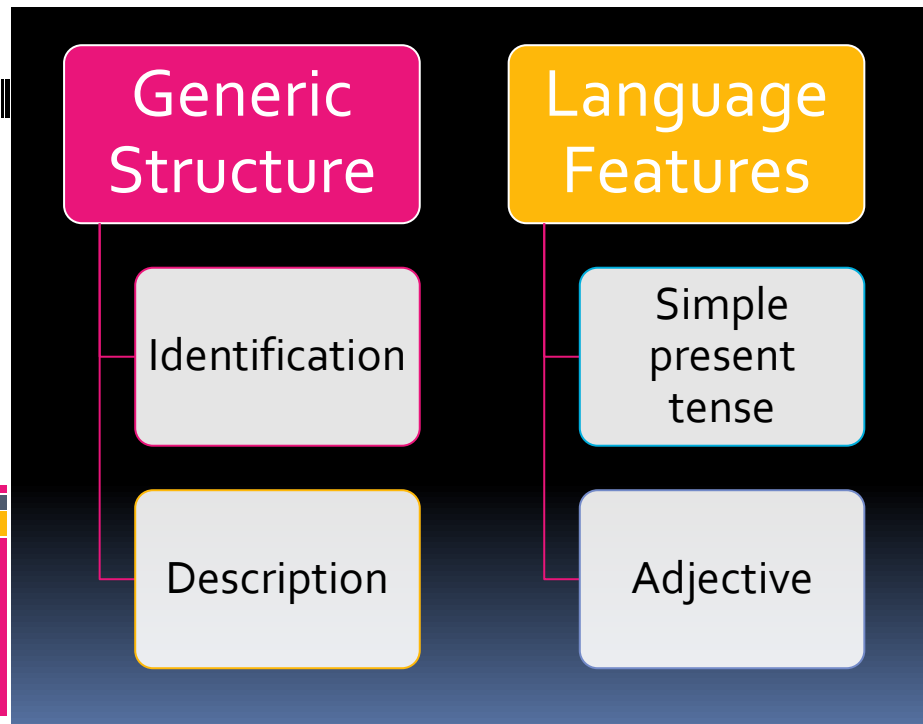
What do you know about  
Descriptive text?

## Example

## Agnes Monica

Agnes Monica is one of my favorite singer. She was born on July 1st, 1986 in Jakarta. She started her career in the industry of entertainment as a child singer. she is tall, beautiful girl and has a bright skin. She also has a straight hair and round eyes.

Agnes Monica is one of the multi-talented young girl. She is singer, songwriter, actress, dancer, record producer, presenter and also fashion designer. Agnes Monica is the most awarded Indonesian singer. She has received numerous awards such as Anugerah Musik Indonesia award, Panasonic award, MTV Indonesia award and so on. In each of her performance, she always attracts people's attention. She can perform dancing and singing at the same time with her beautiful and powerful voice. That's why she looks great. Agnes is a smart girl and everyone knows it. Many people adore her. She is one of the singer with the International level in Indonesia.



Please write down your own descriptive text with topic:  
My Favorite Singer



## Appendix 7

### Presentation in the Second Meeting

# Using Clustering Technique to Write Descriptive Text

Second Meeting

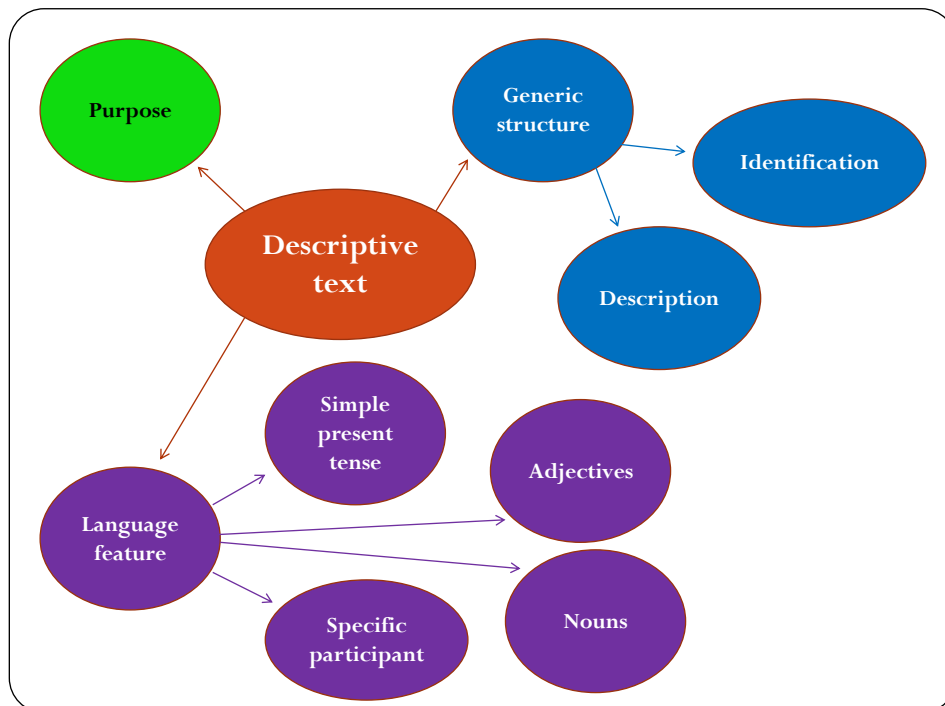


## Pronouns

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
<ul style="list-style-type: none"> <li>• I</li> <li>• You</li> <li>• We</li> <li>• They</li> <li>• He</li> <li>• She</li> <li>• It</li> </ul>	<ul style="list-style-type: none"> <li>• Me</li> <li>• You</li> <li>• Us</li> <li>• Them</li> <li>• Him</li> <li>• Her</li> <li>• It</li> </ul>	<ul style="list-style-type: none"> <li>• My</li> <li>• Your</li> <li>• Our</li> <li>• Their</li> <li>• His</li> <li>• Her</li> <li>• Its</li> </ul>	<ul style="list-style-type: none"> <li>• Mine</li> <li>• Yours</li> <li>• Ours</li> <li>• Theirs</li> <li>• His</li> <li>• Hers</li> <li>• Its</li> </ul>

### Fill in the blanks with the missing pronouns

1. My best friend is Adam. I like \_\_\_\_ a lot.
2. Where is Lala? I have got a book for \_\_\_\_.
3. I have a brother. Everybody calls \_\_\_\_ "Richie".
4. Jimmie can not put the book on the shelf. Can you help \_\_\_\_?
5. Don't call \_\_\_\_ Rich! I don't like it.
6. I gave \_\_\_\_ (Joko) a comic.
7. I will meet \_\_\_\_ (Aris, Riska, Ana) tomorrow.
8. They are watching TV with \_\_\_\_\_. (uncle George)
9. There is a rainbow in the sky. Can you see \_\_\_\_? (the rainbow)
10. I want to buy a present for \_\_\_\_\_. (Putri) It is \_\_\_\_ (Putri's) birthday today. \_\_\_\_\_ (Putri) is having a party on Sunday.



## Example

### An Important Person in My Life

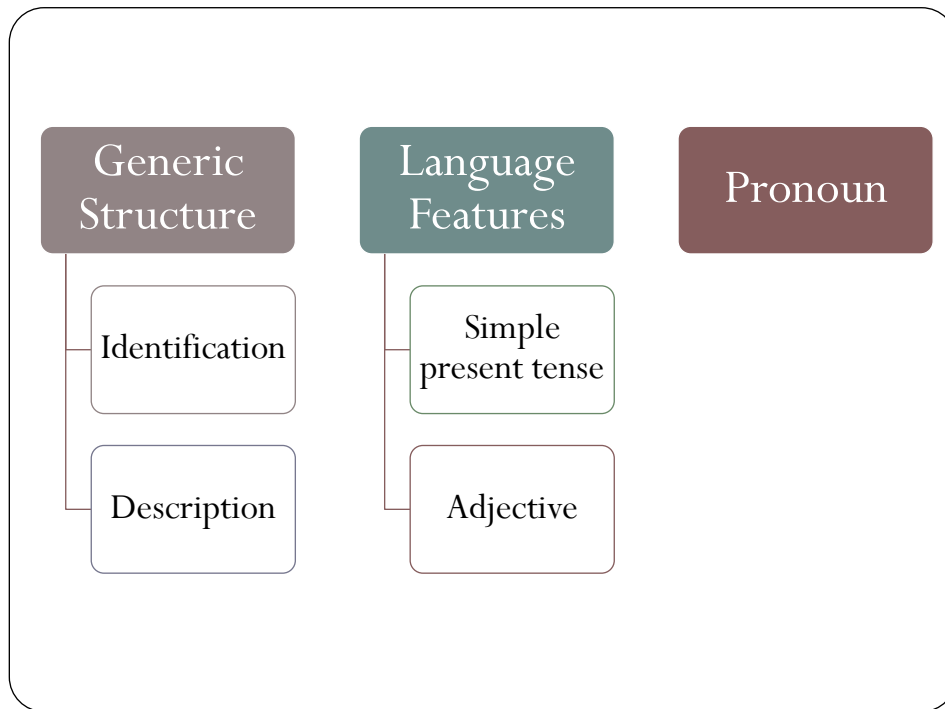
One of the most important people of my life is my mom. Her name is Silvia Edith Flores. I was named after her. She is very important to me, because she teaches me to be better every day. She is a good example to me, and I love her for many more reasons.

My mom is 40 years old, but she doesn't look like it. She is of medium height. Her hair is long, straight, and brown. Her eyes are small and brown. Her skin is soft and white. She has a beautiful smile. Some people say I look like her when she was teenager. I think it is true and I am happy for that.

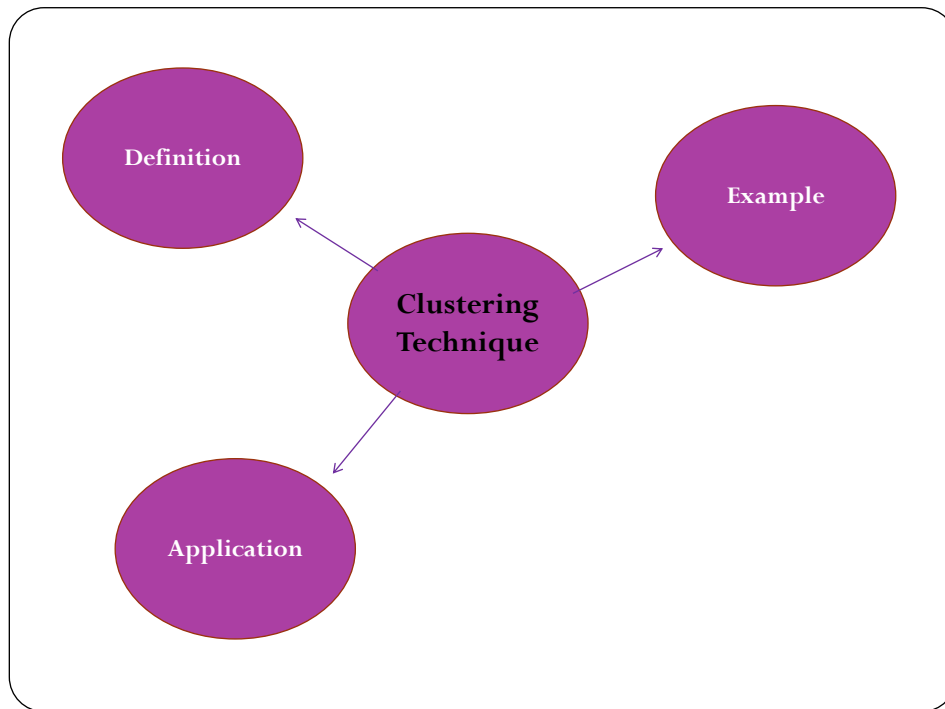
My mother has many talents. She can type on a computer very fast. She is a good leader in the church. She likes to dance and cook. When she has time, she goes to parties. I admire her because she is very intelligent, and she has many goals in her life. She takes care of us because she loves us like I and my brothers love her.

My mom works as a junior high school teacher. She likes to teach in her areas, which are science and geography. She loves to teach because she says it was her dream when she was a child. Also, she says she learns when she teaches other people. She works hard every day because she loves her work and she likes to learn something new every day.

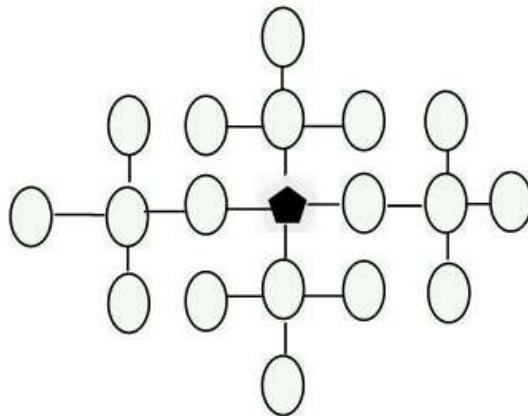
I admire my mom so much and I miss her, but she knows that I have a great opportunity to study here in the United States. She wants good things for her family and it is good for me. I want to be like her with many goals in my life. We are far away, but our hearts are together today and forever.



**Clustering Technique**



### The Example of Clustering Technique



Please write down your own descriptive text with following steps:

1. Topic: My Best Friend
2. Make clustering technique
3. Make sentences from the words in the clustering
4. Use the sentences to make a complete descriptive text.

**Thank You**



## Appendix 8

### Students' Behavioural Observation in Cycle 1

No.	Code	Score					Total
		A	B	C	D	E	
1.	S1	4	2	4	3	3	16
2.	S2	2	2	3	3	2	12
3.	S3	2	2	2	2	2	10
4.	S4	3	2	3	4	4	16
5.	S5	2	2	2	3	2	11
6.	S6	3	4	3	4	3	17
7.	S7	2	2	3	2	2	11
8.	S8	2	2	3	3	2	12
9.	S9	3	2	3	3	2	13
10.	S10	2	2	3	2	2	11
11.	S11	3	3	3	3	3	15
12.	S12	3	2	3	4	4	16
13.	S13	4	3	4	3	3	17
14.	S14	3	4	4	3	3	17
15.	S15	3	4	3	4	3	17
16.	S16	3	3	3	3	3	15
17.	S17	2	2	2	2	2	10
18.	S18	2	2	2	2	2	10
19.	S19	3	4	4	3	3	17
20.	S20	2	1	2	2	1	8
21.	S21	4	3	4	3	3	17
22.	S22	2	2	3	2	2	11
23.	S23	2	2	3	3	2	12
24.	S24	4	3	4	4	4	19
25.	S25	2	2	3	2	2	11
26.	S26	2	2	2	2	1	9
27.	S27	1	2	2	2	2	9
28.	S28	2	2	2	3	2	11
29.	S29	3	3	4	3	4	17

30.	S30	2	2	2	2	2	10
31.	S31	3	4	4	3	3	17
32.	S32	4	4	3	3	3	17
33.	S33	2	2	2	2	2	10
34.	S34	4	4	4	4	4	20
35.	S35	3	3	3	3	3	15
TOTAL		93	90	104	99	90	476
MEAN		2.66	2.57	2.97	2.83	2.57	13.6

Note:

A : Students' activeness involved in the brainstorming session

B : Students' seriousness in learning process

C : Students' interest in using clustering technique

D : Students' enthusiastic about their ideas

E : Students' activities in writing a descriptive text

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high



## Appendix 9

### Students' Behavioural Observation in Cycle 2

No.	Code	Score					Total
		A	B	C	D	E	
1.	S1	4	4	5	4	4	21
2.	S2	4	4	4	4	4	20
3.	S3	3	3	3	3	3	15
4.	S4	3	4	4	4	5	20
5.	S5	4	4	4	5	4	21
6.	S6	4	4	4	4	4	20
7.	S7	5	4	5	4	4	22
8.	S8	4	3	4	5	4	20
9.	S9	3	4	4	5	4	20
10.	S10	5	4	4	4	4	21
11.	S11	4	4	4	4	4	20
12.	S12	4	4	4	4	5	21
13.	S13	4	4	4	4	4	20
14.	S14	4	3	5	5	3	20
15.	S15	3	4	4	5	4	20
16.	S16	3	3	3	3	3	15
17.	S17	4	5	4	4	4	21
18.	S18	4	4	4	4	4	20
19.	S19	3	4	4	4	3	18
20.	S20	3	2	4	3	3	15
21.	S21	5	5	4	4	4	22
22.	S22	4	4	4	5	4	21
23.	S23	4	4	4	4	4	20
24.	S24	4	3	4	4	5	20
25.	S25	4	5	4	5	5	23
26.	S26	4	4	4	4	4	20
27.	S27	4	4	4	4	4	20
28.	S28	5	5	5	5	4	24
29.	S29	4	5	4	4	5	22

30.	S30	4	5	5	5	5	24
31.	S31	3	4	4	3	3	17
32.	S32	4	5	4	4	5	22
33.	S33	4	4	4	4	4	20
34.	S34	4	4	4	4	4	20
35.	S35	3	3	3	3	3	15
TOTAL		135	139	142	144	140	700
MEAN		3.86	3.97	4.06	4.11	4	20

Note:

A : Students' activeness involved in the brainstorming session

B : Students' seriousness in learning process

C : Students' interest in using clustering technique

D : Students' enthusiastic about their ideas

E : Students' activities in writing a descriptive text

Scoring Criterion				
1	2	3	4	5
Very low	Low	Medium	High	Very high

## Appendix 10

### Overall Students' Behavioural Observation

No.	Code	Cycle 1	Cycle 2
1.	S1	16	21
2.	S2	12	20
3.	S3	10	15
4.	S4	16	20
5.	S5	11	21
6.	S6	17	20
7.	S7	11	22
8.	S8	12	20
9.	S9	13	20
10.	S10	11	21
11.	S11	15	20
12.	S12	16	21
13.	S13	17	20
14.	S14	17	20
15.	S15	17	20
16.	S16	15	15
17.	S17	10	21
18.	S18	10	20
19.	S19	17	18
20.	S20	8	15
21.	S21	17	22
22.	S22	11	21
23.	S23	12	20
24.	S24	19	20
25.	S25	11	23
26.	S26	9	20
27.	S27	9	20
28.	S28	11	24
29.	S29	17	22
30.	S30	10	24

31.	S31	17	17
32.	S32	17	22
33.	S33	10	20
34.	S34	20	20
35.	S35	15	15
TOTAL		476	700
MEAN		13.6	20

## Appendix 11

### The Result of Students' Knowledge in Cycle 1

No.	Code	Pelafalan	Tatabahasa	Kosakata	Nilai Kompetensi Pengetahuan	Predikat
1.	S1	3	3	4	3.33	B+
2.	S2	3	3	3	3.00	B
3.	S3	2	2	2	2.00	C
4.	S4	3	3	4	3.33	B+
5.	S5	3	3	4	3.33	B+
6.	S6	2	3	3	2.66	B-
7.	S7	3	2	3	2.66	B-
8.	S8	3	3	3	3.00	B
9.	S9	3	2	4	3.00	B
10.	S10	3	3	4	3.33	B+
11.	S11	2	3	4	3.00	B
12.	S12	3	3	4	3.33	B+
13.	S13	3	3	3	3.00	B
14.	S14	3	2	3	2.66	B-
15.	S15	3	3	4	3.33	B+
16.	S16	3	3	3	3.00	B
17.	S17	3	2	2	2.33	C+
18.	S18	3	3	3	3.00	B
19.	S19	3	2	3	2.66	B-
20.	S20	3	3	4	3.33	B+
21.	S21	4	4	4	4.00	A
22.	S22	3	3	4	3.33	B+
23.	S23	2	2	3	2.33	C+
24.	S24	3	3	4	3.33	B+
25.	S25	3	2	4	3.00	B
26.	S26	2	3	2	2.33	C+
27.	S27	3	2	4	3.00	B
28.	S28	2	3	4	3.00	B
29.	S29	3	3	4	3.33	B+
30.	S30	3	3	3	3.00	B
31.	S31	2	3	4	3.00	B

32.	S32	3	3	4	3.33	B+
33.	S33	2	3	4	3.00	B
34.	S34	3	2	4	3.00	B
35.	S35	3	3	3	3.00	B

<b>Predikat</b>	<b>Nilai Kompetensi Pengetahuan</b>
A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D+	1.33
D-	1.00

## Appendix 12

### The Result of Students' Knowledge in Cycle 2

No.	Code	Pelafalan	Tatabahasa	Kosakata	Nilai Kompetensi Pengetahuan	Predikat
1.	S1	4	3	4	3.66	A-
2.	S2	3	3	4	3.33	B+
3.	S3	3	3	3	3.00	B
4.	S4	3	3	4	3.33	B+
5.	S5	3	3	4	3.33	B+
6.	S6	3	3	3	3.00	B
7.	S7	3	3	3	3.00	B
8.	S8	3	3	3	3.00	B
9.	S9	3	3	4	3.33	B+
10.	S10	3	3	4	3.33	B+
11.	S11	3	3	4	3.33	B+
12.	S12	3	3	4	3.33	B+
13.	S13	3	3	3	3.00	B
14.	S14	3	3	3	3.00	B
15.	S15	3	3	4	3.33	B+
16.	S16	4	4	4	4.00	A
17.	S17	3	3	3	3.00	B
18.	S18	3	3	3	3.00	B
19.	S19	3	3	3	3.00	B
20.	S20	3	3	4	3.33	B+
21.	S21	4	4	4	4.00	A
22.	S22	3	3	4	3.33	B+
23.	S23	3	3	3	3.00	B
24.	S24	4	4	4	4.00	A
25.	S25	3	3	4	3.33	B+
26.	S26	3	3	3	3.00	B
27.	S27	3	3	3	3.00	B
28.	S28	3	3	4	3.33	B+
29.	S29	3	4	4	3.66	A-

30.	S30	3	3	3	3.00	B
31.	S31	3	3	4	3.33	B+
32.	S32	3	3	4	3.33	B+
33.	S33	3	3	4	3.33	B+
34.	S34	3	3	4	3.33	B+
35.	S35	3	3	3	3.00	B

<b>Predikat</b>	<b>Nilai Kompetensi Pengetahuan</b>
A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D+	1.33
D-	1.00



## Appendix 13

### Overall Students' Knowledge Score

No.	Code	Cycle 1	Cycle 2
1.	S1	B+	A-
2.	S2	B	B+
3.	S3	C	B
4.	S4	B+	B+
5.	S5	B+	B+
6.	S6	B-	B
7.	S7	B-	B
8.	S8	B	B
9.	S9	B	B+
10.	S10	B+	B+
11.	S11	B	B+
12.	S12	B+	B+
13.	S13	B	B
14.	S14	B-	B
15.	S15	B+	B+
16.	S16	B	A
17.	S17	C+	B
18.	S18	B	B
19.	S19	B-	B
20.	S20	B+	B+
21.	S21	A	A
22.	S22	B+	B+
23.	S23	C+	B
24.	S24	B+	A
25.	S25	B	B+
26.	S26	C+	B
27.	S27	B	B
28.	S28	B	B+
29.	S29	B+	A-
30.	S30	B	B
31.	S31	B	B+
32.	S32	B+	B+
33.	S33	B	B+

34.	S34	B	B+
35.	S35	B	B

## Appendix 14

### The Result of Students' Ideas Exploration in Cycle 1

No.	Code	Concept Clustering Element					$\Sigma$	X
		A	B	C	D	E		
1.	S1	3	3	2	2	3	13	56
2.	S2	3	2	2	2	3	12	52
3.	S3	2	3	2	2	2	11	48
4.	S4	3	2	3	3	3	14	60
5.	S5	2	2	3	2	2	11	48
6.	S6	2	3	3	3	3	14	60
7.	S7	2	2	2	3	2	11	48
8.	S8	3	2	2	2	2	11	48
9.	S9	3	3	2	2	2	12	52
10.	S10	2	2	2	2	3	11	48
11.	S11	3	3	3	3	3	15	64
12.	S12	2	4	3	3	3	15	64
13.	S13	3	3	3	3	3	15	64
14.	S14	3	3	3	2	4	15	64
15.	S15	3	3	3	3	4	16	68
16.	S16	3	3	3	3	3	15	64
17.	S17	3	3	3	3	3	15	64
18.	S18	2	3	3	3	3	14	60
19.	S19	3	3	3	3	3	15	64
20.	S20	2	2	2	2	3	11	48
21.	S21	3	3	3	3	4	16	68
22.	S22	3	3	3	3	3	15	64
23.	S23	3	3	3	3	3	15	64
24.	S24	3	3	3	3	4	16	68
25.	S25	3	3	3	3	3	15	64
26.	S26	2	3	2	3	3	13	56
27.	S27	3	2	2	3	3	13	56
28.	S28	3	3	3	4	3	16	68
29.	S29	4	3	3	4	3	17	72
30.	S30	3	3	3	3	3	15	64
31.	S31	3	3	3	3	4	16	68
32.	S32	4	3	3	3	4	17	72
33.	S33	3	3	3	3	3	15	64

34.	S34	3	3	3	3	4	16	68
35.	S35	3	3	3	3	4	16	68
TOTAL		98	98	95	98	108	497	2128
MEAN		2.8	2.8	2.7	2.8	3.1	14.2	60.8

Note:

A : Breadth of net

B : Embeddedness and inter-connectedness

C : Use of descriptive links

D : Efficient links

E : Layout

F : Development over time

$\Sigma$  : Total

X : Individual score

## Appendix 15

### The Result of Students' Ideas Exploration in Cycle 2

No.	Code	Concept Clustering Element					$\Sigma$	X
		A	B	C	D	E		
1.	S1	4	4	3	3	4	18	76
2.	S2	4	3	3	3	3	16	68
3.	S3	3	3	3	3	3	15	64
4.	S4	4	3	3	3	3	16	68
5.	S5	4	3	4	4	4	19	80
6.	S6	3	3	4	3	3	16	68
7.	S7	4	3	4	3	4	18	76
8.	S8	4	4	3	3	4	18	76
9.	S9	3	4	4	4	4	19	80
10.	S10	4	3	4	4	4	19	80
11.	S11	4	3	4	3	3	17	72
12.	S12	3	4	4	3	4	18	76
13.	S13	4	3	3	3	3	16	68
14.	S14	3	3	3	3	4	16	68
15.	S15	3	3	3	3	4	16	68
16.	S16	4	4	3	4	4	19	80
17.	S17	3	4	4	4	4	19	80
18.	S18	3	3	4	3	4	17	72
19.	S19	3	3	3	3	3	15	64
20.	S20	3	3	3	3	3	15	64
21.	S21	4	3	4	3	4	18	76
22.	S22	4	4	3	3	4	18	76
23.	S23	4	3	3	3	4	17	72
24.	S24	3	4	3	3	4	17	72
25.	S25	4	4	3	3	4	18	76
26.	S26	3	3	3	4	4	17	72
27.	S27	3	3	3	3	4	16	68
28.	S28	4	3	4	4	4	19	80
29.	S29	4	3	4	4	4	19	80
30.	S30	4	4	3	4	4	19	80
31.	S31	4	3	4	3	4	18	76
32.	S32	4	3	4	3	4	18	76
33.	S33	4	3	4	3	4	18	76

34.	S34	3	3	3	3	3	15	64
35.	S35	4	3	4	4	4	19	80
TOTAL		126	115	121	115	131	608	2572
MEAN		3.6	3.3	3.5	3.3	3.7	17.6	72.2

Note:

A : Breadth of net

B : Embeddedness and inter-connectedness

C : Use of descriptive links

D : Efficient links

E : Layout

F : Development over time

$\Sigma$  : Total

X : Individual score

## Appendix 16

### Overall Students' Ideas Exploration Result

No.	Code	Score	
		Cycle 1	Cycle 2
1.	S1	56	76
2.	S2	52	68
3.	S3	48	64
4.	S4	60	68
5.	S5	48	80
6.	S6	60	68
7.	S7	48	76
8.	S8	48	76
9.	S9	52	80
10.	S10	48	80
11.	S11	64	72
12.	S12	64	76
13.	S13	64	68
14.	S14	64	68
15.	S15	68	68
16.	S16	64	80
17.	S17	64	80
18.	S18	60	72
19.	S19	64	64
20.	S20	48	64
21.	S21	68	76
22.	S22	64	76
23.	S23	64	72
24.	S24	68	72
25.	S25	64	76
26.	S26	56	72
27.	S27	56	68
28.	S28	68	80
29.	S29	72	80
30.	S30	64	80
31.	S31	68	76
32.	S32	72	76
33.	S33	64	76

34.	S34	68	64
35.	S35	68	80
TOTAL		2128	2572
MEAN		60.8	72.2



## Appendix 17

### The Result of Pre-test

No.	Code	Writing Component					X	Mx
		G	V	M	R	F		
1.	S1	2	3	3	3	2	13	52
2.	S2	2	1	3	2	1	9	36
3.	S3	2	1	2	2	1	8	32
4.	S4	3	3	3	3	3	15	60
5.	S5	2	3	3	3	2	13	52
6.	S6	3	1	3	1	2	10	40
7.	S7	2	1	2	2	2	9	36
8.	S8	2	3	3	2	2	12	48
9.	S9	2	2	3	2	3	12	48
10.	S10	3	2	3	2	2	12	48
11.	S11	2	2	3	2	2	11	44
12.	S12	2	2	3	2	2	11	44
13.	S13	3	2	3	2	2	12	48
14.	S14	3	3	3	3	3	15	60
15.	S15	3	3	3	3	3	15	60
16.	S16	4	4	4	3	4	19	76*
17.	S17	3	3	3	3	3	15	60
18.	S18	3	2	2	2	2	11	44
19.	S19	2	2	3	2	2	11	44
20.	S20	2	1	3	2	1	9	36
21.	S21	5	4	4	3	3	19	76*
22.	S22	3	2	3	3	2	13	52
23.	S23	2	1	3	2	3	11	44
24.	S24	2	2	3	1	2	10	40
25.	S25	2	1	3	2	2	10	40
26.	S26	2	1	3	2	2	10	40
27.	S27	2	2	3	2	2	11	44
28.	S28	3	3	3	3	3	15	60
29.	S29	3	2	3	3	3	14	56

30.	S30	2	3	3	2	2	12	48
31.	S31	2	1	3	2	3	11	44
32.	S32	2	3	3	3	2	13	52
33.	S33	3	3	2	2	2	12	48
34.	S34	2	2	3	2	2	11	44
35.	S35	3	3	3	2	3	14	56
TOTAL		88	77	103	80	80	428	1712
MEAN		2.51	2.2	2.94	2.28	2.28	12.22	48.91
MINIMUM SCORE								32
MAXSIMUM SCORE								76

\*: *The student who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal KKM (75)*

Note:

G : Grammar

V : Vocabulary

M : Mechanic

R : Relevance

F : Fluency

X : Individual Score

Mx : Mean

No.	Level	Number of Students	Percentage
1.	$75 \geq 100$	2	5.72
2.	$74 \leq 0$	32	94.28
Total		35	100

## Appendix 18

### The Result of Post-test in Cycle 1

No.	Code	Writing Component					X	Mx
		G	V	M	R	F		
1.	S1	4	4	4	4	3	19	76*
2.	S2	4	2	3	3	1	13	52
3.	S3	3	3	2	3	1	12	48
4.	S4	3	4	4	4	4	19	76*
5.	S5	2	3	3	3	2	13	52
6.	S6	4	3	4	4	4	19	76*
7.	S7	4	2	3	2	2	13	52
8.	S8	3	3	3	2	2	13	52
9.	S9	3	3	4	3	3	16	64
10.	S10	4	3	4	2	2	15	60
11.	S11	4	3	4	3	4	18	72
12.	S12	3	4	4	4	4	19	76*
13.	S13	4	4	4	3	4	19	76*
14.	S14	3	4	4	4	4	19	76*
15.	S15	4	4	4	3	4	19	76*
16.	S16	4	3	3	4	4	18	72
17.	S17	3	3	3	3	3	15	60
18.	S18	3	3	3	3	2	14	56
19.	S19	4	3	4	4	4	19	76*
20.	S20	2	2	3	2	1	10	40
21.	S21	4	4	4	4	4	80	76*
22.	S22	3	3	4	3	2	15	60
23.	S23	4	3	4	4	3	18	72
24.	S24	4	4	4	4	4	20	80*
25.	S25	4	4	3	4	2	17	68
26.	S26	2	2	3	3	2	12	48
27.	S27	2	2	3	3	2	12	48
28.	S28	3	3	4	3	3	16	64
29.	S29	3	4	4	4	4	19	76*

30.	S30	3	3	3	2	2	13	52
31.	S31	3	4	4	4	4	19	76*
32.	S32	4	4	4	4	3	19	76*
33.	S33	3	3	2	2	2	12	48
34.	S34	4	4	4	4	4	20	80*
35.	S35	3	3	4	4	4	18	72
TOTAL		117	113	124	115	103	632	2284
MEAN		3.34	3.22	3.54	3.28	2.94	18.05	65.25
MINIMUM SCORE								40
MAXSIMUM SCORE								80

\*: *The student who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal KKM (75)*

Note:

G : Grammar

V : Vocabulary

M : Mechanic

R : Relevance

F : Fluency

X : Individual Score

Mx : Mean

No.	Level	Number of Students	Percentage
1.	$75 \geq 100$	14	40
2.	$74 \leq 0$	21	60
Total		35	100

## Appendix 19

### The Result of Post-test in Cycle 2

No.	Code	Writing Component					X	Mx
		G	V	M	R	F		
1.	S1	4	4	4	4	4	20	80*
2.	S2	4	4	4	4	3	19	76*
3.	S3	3	3	3	3	3	15	60
4.	S4	4	4	3	4	4	19	76*
5.	S5	3	5	4	4	4	20	80*
6.	S6	3	4	4	4	4	19	76*
7.	S7	4	5	4	4	4	21	84*
8.	S8	3	4	4	4	4	19	76*
9.	S9	3	4	4	4	3	18	72
10.	S10	4	5	4	4	3	20	80*
11.	S11	4	3	4	4	4	19	76*
12.	S12	4	4	4	4	4	20	80*
13.	S13	4	4	4	3	4	19	76*
14.	S14	3	4	4	4	4	19	76*
15.	S15	4	4	4	4	3	19	76*
16.	S16	5	4	4	4	4	21	84*
17.	S17	4	4	4	4	4	20	80*
18.	S18	3	4	4	4	4	19	76*
19.	S19	3	3	3	3	3	15	60
20.	S20	2	3	3	3	3	14	56
21.	S21	4	5	4	4	4	21	84*
22.	S22	4	4	4	4	4	20	80*
23.	S23	4	4	4	4	3	19	72
24.	S24	3	4	4	4	4	19	76*
25.	S25	4	5	3	4	4	20	80*
26.	S26	3	4	4	4	4	19	76*
27.	S27	3	4	4	4	4	19	76*
28.	S28	4	5	4	5	4	22	88*

29.	S29	4	4	4	4	4	20	80*
30.	S30	4	5	4	5	4	22	88*
31.	S31	3	4	4	4	4	19	76*
32.	S32	4	4	4	4	4	20	80*
33.	S33	3	4	4	4	4	19	76*
34.	S34	3	3	4	4	4	18	72
35.	S35	4	4	4	4	4	20	80*
TOTAL		124	142	135	138	132	671	2678
MEAN		3.54	4.05	3.85	3.94	3.77	19.17	76.51
MINIMUM SCORE								56
MAXSIMUM SCORE								88

\*: *The student who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal KKM (75)*

Note:

G : Grammar

V : Vocabulary

M : Mechanic

R : Relevance

F : Fluency

X : Individual Score

Mx : Mean

No.	Level	Number of Students	Percentage
1.	$75 \geq 100$	29	82.86
2.	$74 \leq 0$	6	17.14
Total		35	100

## Appendix 20

### Overall Test Score

No.	Code	Test Score		
		Pre-test	Post-test Cycle 1	Post-test Cycle 2
1.	S1	52	76	80
2.	S2	36	52	76
3.	S3	32	48	60
4.	S4	60	76	76
5.	S5	52	52	80
6.	S6	40	76	76
7.	S7	36	52	84
8.	S8	48	52	76
9.	S9	48	64	76
10.	S10	48	60	80
11.	S11	44	72	76
12.	S12	44	76	80
13.	S13	48	76	76
14.	S14	60	76	76
15.	S15	60	76	76
16.	S16	76	72	84
17.	S17	60	60	80
18.	S18	44	56	76
19.	S19	44	76	60
20.	S20	36	40	56
21.	S21	76	76	84
22.	S22	52	60	80
23.	S23	44	72	76
24.	S24	40	80	76
25.	S25	40	68	80
26.	S26	40	48	76
27.	S27	44	48	76
28.	S28	60	64	88
29.	S29	56	76	80

30.	S30	48	52	88
31.	S31	44	76	76
32.	S32	52	76	80
33.	S33	48	48	76
34.	S34	44	80	76
35.	S35	56	72	80
TOTAL		1712	2284	2696
MEAN		48.91	65.25	76.51



## Appendix 21

### The Example of Student's Descriptive Text during Pre-cycle Test

Rahmadina Dzikriya

X 11 3

30

Al Ghazali

Al Ghazali is singer, DJ and actor from Indonesia. He often call Al. His parents is Ahmad Dhani and Maya. He has two brothers, Ahmad El and Abdul Godir Jaelani. Al is very handsome. He have band with her brothers. Her band is call Lucky Labi.

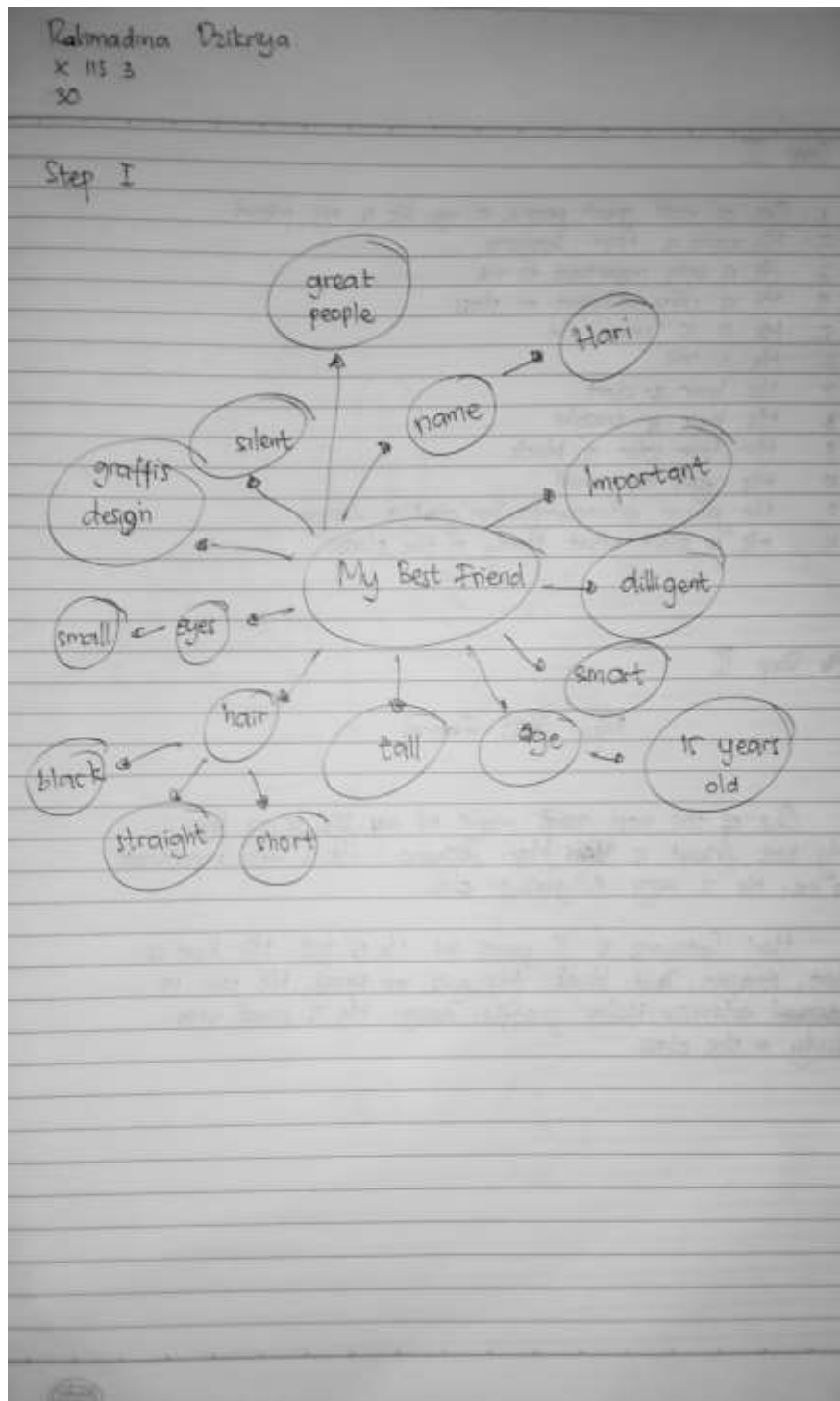
Nama = M. Alfian Luter  
Kelas = X 1133  
No = 21

## Wayne Rooney

Wayne Rooney is a famous football player from England. He call Rooney. He body is short and little fat. But, he can run fast and move quick. He has short hair and white skin. Wayne Rooney play in Manchester United FC. He is striker. He has powerful shot. He often make goal.

## Appendix 22

### The Example of Student's Descriptive Text during Post-cycle Test 1



## Step II

1. One of most great people of my life is my friend.
2. His name is Hari Setiyono
3. He is very important to me
4. He is very diligent in class
5. He is 15 years old.
6. He is tall
7. His hair is short
8. His hair is straight
9. His hair color is black.
10. His eyes are small
11. He join in extracurricular graffiti design
12. He is silent when study in the class

## Step III

## My Best Friend

One of the most great people of my life is my friend. My best friend is ~~was~~ Hari Setiyono. He is very important to me. He is very diligent in class.

Hari Setiyono is 15 years old. He is tall. His hair is short, straight, and black. His eyes are small. He join in ~~extracurricular~~ extracurricular graffiti design. He is silent when study in the class.

Nama : M. Alfan Lutfi  
Kelas : X 115 3  
No : 21

Step I



### Step II

1. One of my friends is Khurni
2. He is my best friend
3. He is very important to me.
4. Khurni is 14 years old.
5. He is tall
6. His hair is short, straight and black.
7. His eyes are big.
8. His skin is very white
9. He is a handsome boy
10. He is good in English
11. He join English extracurricular
12. He is smart boy
13. When in break time he is so funny.
14. He live in Patibon.

### My Best Friend

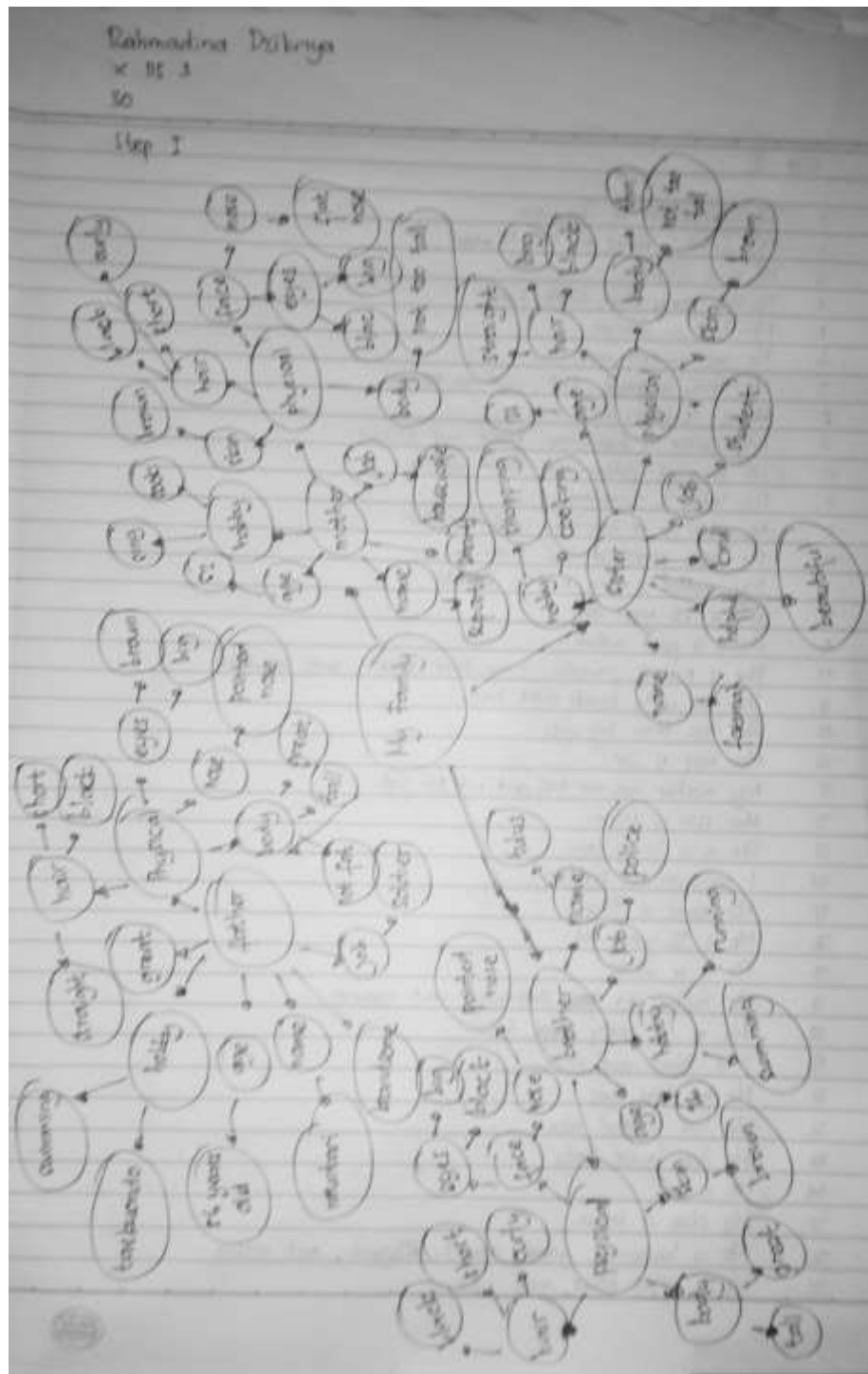
One of my friends is Khurni. He is my best friend. He is very important to me because he is very diligent in class.

My friend is 14 years old, but he does not look like it. He is tall. His hair is short, straight, and black. His eyes are big. His skin is very white and he is a handsome boy.

My friend is good in English. He joins in English extracurricular. He is a smart boy in the class X IIS 3. He is always silent when he is in the class. And when break time he is so funny. Khurni lives in Patibon.

## Appendix 23

### The Example of Student's Descriptive Text during Post-cycle Test 2



## Step II.

1. My family life in Pegandon.
2. My father's name is Mr. Muntari.
3. He is a soldier.
4. He has short black hair.
5. His hair is straight.
6. He has pointed nose.
7. His body is great, tall, and not too fat.
8. He is 55 years old.
9. My father is handsome, brave, and diligent.
10. He is great father and hard worker.
11. His hobby is swimming.
12. We often go to swimming pool together.
13. He also practice taekwon do.
14. My mother's name is Mrs. Sparti.
15. She is 52 years old.
16. She is a good mother.
17. She is patient, friendly, lovely, kind, smart, and beautiful.
18. She has curly black short hair.
19. She has black big eyes.
20. Her nose is flat.
21. My mother not too tall and not too fat.
22. Her skin is brown.
23. She is a house wife.
24. I have an old brother.
25. His name is Tulus.
26. He is 26 years old.
27. He is a police.
28. His hobbies are ~~are~~ swimming and running.
29. He ~~is~~ has curly ~~short~~ hair.
30. It is black and short.
31. He has big eyes.
32. He has pointed nose.
33. He has great body.
34. He is tall.
35. His skin is brown.
36. He is handsome, great, smart, diligent, and active.
37. He is often make good joke.



38. Sometimes he angry to me.
39. I have a old sister
40. Her name is Fatimah.
41. She is 21 years old
42. She is a student at a university in Kendal.
43. She has straight long hair
44. Her eyes are not too big.
45. Her nose is flat
46. Her hobbies are shopping and cooking
47. She is kind, helpful, ~~and~~ and beautiful.

### Step III

#### My Family

My name is Dia. I'm a student of SMA N 1 Pegandon. I live in Pegandon with my family. I will introduce my family.

First is my father. My father's name is Mr. Muntari. He is 56 years old. My father is a soldier in Kendal. My father has short hair. He has pointed nose. His body is so great because he often swimming, and practice low buan ob. He is tall and not fat. My father is brave and diligent. He is a great father and hard worker. Sometimes in weekend we go to swimming pool together.

My mother's name is Mrs. Suparti. She is 52 years old. She is a good mother for me. She is patient, friendly, lovely, kind, smart and beautiful. She has black short hair. She has flat nose. My mother is not too tall and not too fat. Her skin is brown. She is a good house wife. She has some hobbies, there are sing and cook. She always make delicious food for us.

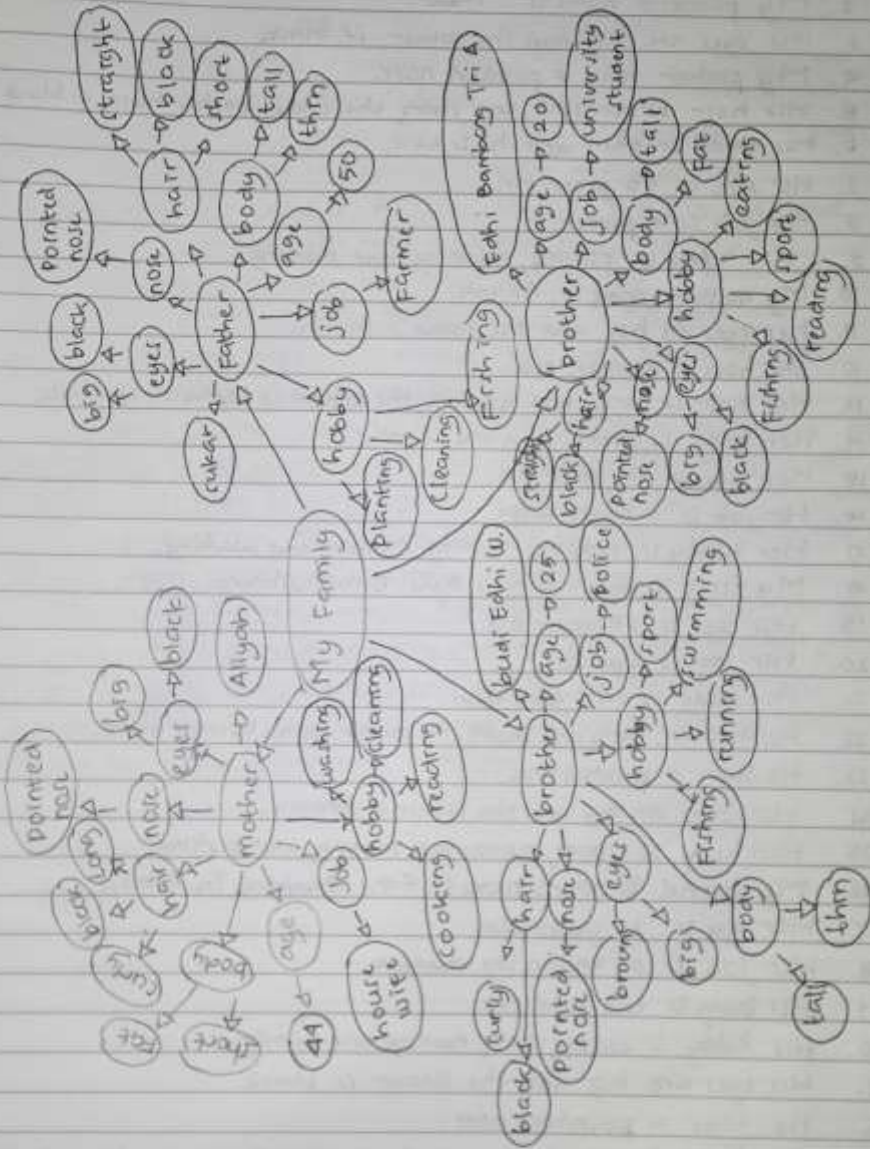
I have an old brother. His name is Tulus. He is 26 years old. He is a police in Semarang. He has ~~hobby~~ hobby swimming, like my father. My brother has short curly hair. He has big eyes and pointed nose. His skin is brown. He also has great body. He is tall and handsome. He is great make us laugh with his jokes. Sometimes he is angry at me. It is make me sad and afraid. But I love him.

I also have an old sister. Her name is Fatimah. She is 21 years old. She is a student at an university in Kendal. She has beautiful face. Her hair is long and straight. Her eyes are not too big and

she has flat nose. She has some hobbies, like shopping and cooking.  
Her hobbies is same with me. We often do the hobbies together.  
Sometimes we go to mall together for shopping. ~~And when~~  
My sister like my friend to me. She is so kind and helpfull  
She is a great sister to me.  
That is my family. My family is not too big, but it is  
so funny. I love my family very much.

Nama : M. Alfian Lutfi  
Kelas : X IIS 3  
No : 21

Step I



## step II

1. In my family, there are father, mother, and two brothers.
2. My father's name is Subar.
3. His eyes are big and the colour is black.
4. My father have a pointed nose.
5. His hair is straight and short, the colour of his hair is black.
6. His body is thin and he is tall.
7. His age is 50 years old.
8. His job is a farmer.
9. His hobby is fishing, cleaning and planting.
10. My mother's name is Aliyah.
11. Her eyes are big and the colour is brown.
12. She have a pointed nose.
13. Her hair is curly and very long, the colour of her hair is black.
14. Her body is short and she is fat.
15. Her age is 44 years old.
16. Her job is a house wife.
17. Her hobby is cooking, reading, cleaning and washing.
18. My first brother's name is Budi Edhi Wibowo.
19. His age is 25 years old.
20. His job is a police.
21. His body is tall and thin.
22. His hair is curly and short, the colour of his hair is black.
23. He have a pointed nose.
24. His eyes are big and the colour is brown.
25. His hobby is sport, swimming, running, and fishing.
26. My second brother's name is Edhi Bambang Iri Atmaja.
27. His age is 20 years old.
28. His job is a university student.
29. His body is tall and fat.
30. His hobby is eating, sport, reading and fishing.
31. His eyes are big and the colour is black.
32. He have a pointed nose.
33. His hair is straight and short, the colour of his hair is black.

## My Family

In my family, there are father, mother and two brothers. My father's name is Rutar. His eyes are big and the colour is black. My father has a pointed nose. His hair is straight and short, the colour of his hair is black. His body is thin and tall. Right now, he is 50 years old. His job is a farmer. He has some hobby, his hobby is fishing, cleaning and planting.

My mother's name is Allyah. She has a big eye and their colour is brown. She has a pointed nose. Her hair is curly and they are very long, the colour of her hair is black. Her body is short and she is fat. Right now, she is 49 years old. Her job is a house wife. My mother has some hobby, her hobby is cooking, reading, cleaning and washing.

My first brother's name is Budi Eshi Wibowo. In this year, my brother's age is 25 years old. His job is a police. His body is tall and thin. His hair is curly and short, the colour of his hair is black. He has a pointed nose. His eyes are big and the colour is brown. His hobby is sport, swimming, running and fishing.

My second brother's name is Eshi Bambang Tri Atmaja. His age is 20 years old. His job is a university student. His body is tall and fat. His hobby is eating, sport, reading and fishing. His eyes are big and the colour is black. He has a pointed nose. His hair is straight and short, and the colour of his hair is black.

## Appendix 24

### Research License



PEMERINTAH KABUPATEN KENDAL  
DINAS PENDIDIKAN

**SMA NEGERI 1 PEGANDON**

Alamat : Jalan Raya Putat – Pegandon ☎ ( 0294 ) 388482 Kode Pos : 51357

#### SURAT KETERANGAN

Nomor : 005 / 357 / SMA

Yang bertanda tangan di bawah ini, Kepala SMA N 1 Pegandon Kabupaten Kendal menerangkan bahwa nama yang tersebut di bawah ini :

- |                     |   |   |
|---------------------|---|---|
| 1. Nama             | : | REGA GIYANG GIRANA ZETIRA   |
| 2. N I M            | : | 2201410088  |
| 3. Perguruan Tinggi | : | Universitas Negeri Semarang (UNNES)   |
| 4. Fakultas         | : | Fakultas Bahasa dan Seni (FBS)  |
| 3. Program Studi    | : | Bahasa Inggris  |
| 4. Judul Penelitian | : | "Using Clustering Map To Explore The Ideas In Writing Descriptive Text (The Case Of The Tenth Graders Of State Senior High School 1 Pegandon)". |

Benar-benar telah melakukan penelitian pada tanggal 28-29 Agustus 2014, 3 September 2014 di SMA N 1 Pegandon Kabupaten Kendal.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Pegandon, 04 September 2014



**DAS BUDI SANTOSO**  
NIP 19581208 198603 1 014

## Appendix 25

### Documentation



Students' activity during the learning process using clustering technique



Students' activity during discussion in their group



Students are writing their own descriptive text.