



**IMPROVING STUDENTS' WRITING ABILITY THROUGH  
CLUSTERING TECHNIQUE AT THE GRADE X  
SMK N 1 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institut for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of the Requirement  
for the degree of Islamic Education Scholar (S.Pd) in English*

**Written By :**

**RISKA AULINA RITONGA**  
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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2017**



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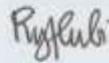
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After reading, studying and giving advice for necessary revision on thesis belongs to Riska Aulina Ritonga, entitled "*Improving Students' Writing Ability Through Clustering Technique at Grade X SMK N 1 Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.) in English.

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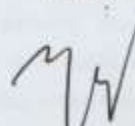
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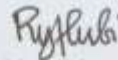


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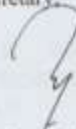
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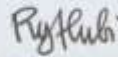
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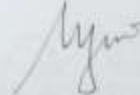
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THROUGH CLUSTERING TECHNIQUE AT GRADE X  
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### **ABSTRACT**

This research is done to solve the students' problem in writing ability at the grade X SMK N 1 Padangsidimpuan by using Clustering Technique. The problems of this researcher were most of the students have low achievement in writing ability, the students were lack of knowledge in structure and grammar, and the students did not understand how to develop ideas. This research purposed to describe the students' achievement in writing ability and students' activities in learning process by using Clustering Technique at grade X SMK N 1 Padangsidimpuan.

In order to achieve the purpose of this research, the researcher conducted classroom action research, by implementing the Kemmis and McTaggart design which consisted four steps, they were planning, action, observation, and reflection. In this research, the researcher used two cycles and each cycle consisted of two meetings. In addition, the participants of this research were the class of X Teknik Komputer Jaringan class which consisted of 34 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from quantitative (mean score of students' writing ability test), and qualitative (observation notes and interview).

The result of the research show that there is improvement of the students' writing ability through the implementation of Clustering Technique. The students' mean score show improvements in all aspects of the writing ability after the implementation of the actions. Students' mean score in cycle I is 61.91 (17.64%) and students' mean score in cycle II is 83.23 (94.11%). It indicates that there is a statistical difference between the mean score in cycle I and cycle II. This implies that the implementation of Clustering Technique can give positive effects on improving students' writing ability at grade X SMK N 1 Padangsidimpuan

*Key words: Students, Writing Ability and Clustering Technique.*

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the four basic skills that are very important in teaching learning English. It is an important language skill because without this skill people can't show their ideas through writing textbook, novels, newspaper, magazines, and any information. Therefore, writing skill need to be taught to students or human being. In fact, almost every aspect in every life for common people is carried out orally but all aspect should be supported by written form. There are some reasons why writing is important in Learning and Teaching English.

First, writing is a medium of communication. It used to communicate to each other, as means of ideas and emotional expression, because when writer write his/her ideas and emotion creatively. In writing, the writer and reader can communicate each other, the writer can write and express his/her ideas in writing when the reader can read what the writer writes the reader understands and fell what the writer written.

Second, writing can be used as a tool to transfer knowledge, opinion, and experience from mind into written form. Writing can be a great tool to help them for combining experience, knowledge, or opinion. For example, in

teaching learning process the students can share their knowledge or experience to other people through their writing.

Third, writing is to entertain the reader. Most of the writers write their stories for entertaining the readers. Like a writer of Novel, romance, newspaper, and magazine. If the writings are the best so the reader is more interested to read. In the other hand, the reader can feels what the writer feels like sad, happy, revenge, hatred, angry, etc.

Then, writing can help students to focus on their grammar and vocabulary. In writing, except transferring ideas, opinions, and experiences the students must comprehend the vocabulary and grammar so the students do not do the mistakes in writing. So, the teacher knows what the students do easily and then the students gain the good mark.

In short, the researcher gives the conclusion about the advantages of writing above are the medium of communication, an expression language to express ideas into written form and it can be used as tool to transfer knowledge from mind into written form, to express ideas, opinion and to entertain the reader.

In learning writing, there are some difficulties faced by students. As we known, writing is not easy. Writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. To make this illustration more accurate, some problems that done in tenth grade of SMK N 1 Padangsidempuan would be illustrated below.

Based on interviewed to a English teacher in SMK N 1 Padangsidempuan, she said that there are many students' problems in writing, they are: KKM, lack in vocabulary, lack of knowledge in structure and grammar, and can't develop the idea.<sup>1</sup> There is explanation about the students' problem in writing:

The first, the criteria of minimum learning mastery (KKM) is 75 score but in reality students still get 68, 6 that still problem because some of the students in each classroom got score in over than standardize. So, it becomes as the problem to teacher.

The second, the students were lack in vocabulary mastery. They were difficult to make a written because their vocabulary were too limited. Moreover, when the students were writing they spent too much time to find meaning of the words in the dictionary. So, it became a great problem for them in writing process and most of students were difficulties to write because less vocabulary mastery.

The third, they were lack of knowledge in structure and grammar. The students were hard to write because inability to use correcting structure and grammar. While they were writing, the students did not know which one is verb for present, past and future tense. As example, in writing descriptive text most of students still used past tense. So, it became as a great obstacle for

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<sup>1</sup> *Private Interview to the English Teacher*, Enni Sahroni Siregar (Padangsidempuan: X SMK N 1 Padangsidempuan on January 20<sup>th</sup> 2017 at 14.00 p.m).

them in writing and most of students were difficulties how to use the elements of language like; structure and grammar in writing activity.

The last, related with developing ideas. The students did not understand how to develop their writing and make their ideas into written form with coherence sentences. Even though they did not have sufficient ideas on what story they were going to write. Sometimes, they could write the sentences but the students did not know how to make them into the sequence of sentences and organized their writing into chronological and coherent written. Most of students only wrote the simple sentences without paying attention the unity of the text.

These problems can be influenced by some factors. The researcher assumed, these problems appear caused by method or technique in teaching writing, because the English teacher taught writing just gave explanation and exercises. It made students less comprehend and less interest in writing. These problems are important to be solved, therefore students get more comprehension in material of writing and students think that writing is an interesting skill.

Based on interviewed to a student of SMK N 1 Padangsidempuan at X grade, he said that he felt lazy and less motivated to learn writing. Besides, he also said that he felt bored of the technique that was used by the English

teacher in teaching writing so he did not interest to learn about writing.<sup>2</sup> Consequently, the teachers need another technique to increase the students' interest in writing and to help the students in writing process.

To help students in solving problems in writing, it needs another more interesting technique in learning writing. There are some techniques in teaching writing. For examples; guided writing, one picture, quick writing, map, pictures set technique, clustering etc. Based on the techniques mentioned, the researcher chooses Clustering Technique to solve those problems.

Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. According to John Langan clustering technique also known as diagramming or mapping, is another technique that can be used to generate material for a paper. This method is helpful for people who like think in a visual way. In clustering, writer can use lines, boxes, arrows, and circle to show relationships among the ideas and details. Clustering is making visual map to produce a topic related to each other.<sup>3</sup> It can be concluded that clustering technique is helpful for people who like think in a visual way. It use by lines, boxes, arrows, and circle to show relationship among the ideas details.

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<sup>2</sup>Private Interview to the student of SMK N 1 Padangsidempuan, Sahyuti Siregar, (Padangsidempuan: X SMK N 1 Padangsidempuan on January 20<sup>th</sup> 2017 at 14.00 p.m).

<sup>3</sup>John Langan, *English Skills with Reading*, Sixth Edition, ( New York: McGraw-Hill, 2001), p. 25

There are some advantages by Clustering Technique to teach writing. John Langan said “using clustering technique can help the students to stimulate their ideas and to organize them before their developed into paragraph.<sup>4</sup> Besides that, this technique can motivate them to write. Then, this technique is very fun and challenging technique for the students in exploring their ideas in writing activity before they start to write a paragraph. By applying this technique in writing class the teacher is supposed to be able to assist the students to improve their motivation to write to generate their ideas and to make them interest in learning writing. In addition, this technique also can help the teacher in teaching writing; the teacher only need to give the topic and guide the students to write a paragraph using clustering technique.

Based on the illustration above, clustering technique is expected able to help and solve students’ problem in writing. So, the researcher do the research because there are some problems happen at X grade SMK N 1 Padangsidempuan and the researcher will conduct CAR research that purpose to solve students’ problems in writing ability by title “Improving students’ writing ability through Clustering Technique at X Grade SMK N 1 Padangsidempuan”.

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<sup>4</sup> *Ibid.* p.25



## **B. Focus of the Problem**

Based on identification of the problem above, the researcher focused improving students' ability in writing descriptive text. This research is conducted by CAR (Classroom Action Research) at grade X through Clustering Technique in SMK N 1 Padangsidempuan in class TKJ (Teknik Komputer Jaringan) in 2016/2017 academic year.

## **C. Formulation of the Problem**

Based on limitation of the problem mentioned above, the research can be formulated:

1. To what extent does Clustering Technique improve the students writing ability at X grade SMK N 1 Padangsidempuan?
2. What were the factors which influence student's writing ability through clustering technique at grade X SMK N 1 Padangsidempuan?

## **D. The Purposes of the research**

The objectives of the research are expected:

1. To know that Clustering Technique can improve the students writing ability at X grade SMK N 1 Padangsidempuan.
2. To identity the factors which influence student's wiring ability through clustering technique at grade X SMK N 1 Padangsidempuan.

## **E. Significances of the Research**

The significances of this research were:

1. For headmaster, the result of this research was expected to be useful to develop the English learning process where the headmaster can guide the English teacher to use the technique in this research.
2. For the English teacher, the result of this research was expected to be useful for the English teacher in SMK N 1 Padangsidimpuan as their information or their source in teaching writing. this research is also expected to be able to become a motivation for the teacher to always make an interesting and fun technique in teaching writing.
3. For the students, the result of this research was expected to be useful for the students to help them in writing text or paragraph.
4. For the researcher, the result of this research was expected to be the information for the others researchers to make the further research.

## **F. Definition of the Key Terms**

To avoid vagueness and misunderstanding between the researcher and the reader, here are researcher states the terminologies are:

1. Improving

Improving is a verb that making something better. Crossing these in a step by step process is called improving specially to improve students writing ability of students SMK N 1 Padangsidimpuan.

## 2. Students

Students are person who studies at the school. It means that everyone who is studying in the school begin in elementary school until college.

## 3. Writing

Writing is an activity to express our ideas, expression, knowledge, and experience into written form that can be read and understand by the reader.

## 4. Clustering technique

Clustering technique is a good way to turn a broad subject into a limited and more manageable topic for a short essay. In clustering, writer can use lines, boxes, arrows, and circle to show relationships among the ideas and details. Clustering is making visual map to produce a topic related to each other.

## **G. Outlines of the Thesis**

This research was organized into five chapters. Every chapter was subdivided into subtopics to elaborate the given issue.

First chapter, it consisted of background of the problem, focus of the problem, formulation of the problem, purposes of the research, definition of the key term and outline the thesis.

Second chapter, it consisted of the theoretical description. It was divided into subchapters which consist of description of clustering technique

(definition of clustering technique, procedure of clustering technique, the advantages and disadvantages of clustering technique), description of writing (definition of writing, process of writing, purposes of writing), and description of descriptive text (definition of descriptive text). Second chapter also consisted of related findings, conceptual framework and hypothesis.

Third chapter, it consisted of research methodology which was divided into sub chapter, time and place of the research, research methodology, population and sample, instrument of the research, procedure of clustering research, technique of data collection, and the technique of data analysis.

Fourth chapter, it consisted of the result of the research. The result of the research consist of the findings/data presentation, the comparative result of the action, the discussion of the research findings and the threats of the research.

Fifth chapter, it consist of conclusion about the result of this research and suggestion that given by the research.

## THEORETICAL DESCRIPTION

### A. Theoretical Description

#### 1. General Concept of Clustering Technique

##### a. Definition of Clustering Technique

In teaching and learning process, a technique is one of the important components to make learning easier. Technique is a special skill or way of doing something. One of the techniques that can teacher use in teaching writing is Clustering technique. Clustering stated by experts, Karen Blanchard, and Christine Root, they define that clustering is another prewriting technique.<sup>1</sup> It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.

Hogue states that clustering like listing is another way to get ideas to write about something and write them in circle or bubbles, around the topic. Based on this statement, clustering is the writing technique to develop their ideas (learners) and write the words or phrases in circles or bubbles.<sup>2</sup> Santi V. Buscemil define that clustering is a simple yet powerful strategy.<sup>3</sup> It is visual character seems to stimulate the flow of association

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<sup>1</sup>Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 3ed*, (Longman: Pearson Education, Inc., 2003), p. 43

<sup>2</sup>Ann Hogue, *A Course in Language Teaching*, (New York. Cambridge University Press, 1996), p.91

<sup>3</sup>Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-HillCompanies, Inc., 2002), p. 14

and particularly good for students who know what they want to say but just can't say it.

Based on this statement, it can be concluded that clustering is a strategy to stimulate the learner for developing their idea that's difficult to say. In other words, clustering means a group of activities. It is the writing technique in grouping the idea by using pictures. Based on this statement, clustering is kind of teaching writing technique by using a group or pictures.

Dawson and Essid said that clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas.<sup>4</sup> So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas.

Based on this statement, clustering is an activities that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups.

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<sup>4</sup>Dawson and Essid, Writer's Web Prewriting Clustering accessed on <http://www.writing2.richmond.edu/writing/wweb/cluster.html-4k>, retrieved on February 25th 2017.

So, it can be concluded that in clustering technique, there are some steps: (1) Choosing a word or phrases; (2) Putting the word or phrases in central;(3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; and (5) Connecting the new word or phrases to previous ones with lines.

Moreover, clustering technique can helps the writer or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. Furthermore clustering is related to words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome the difficulty in developing ideas. It is effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.

#### **b. Procedure of Using Clustering Technique**

One of the best techniques for stimulating ideas and finding a direction for a piece of writing is "clustering." Clustering is a powerful tool because it taps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is too dominant when starting writing, it inhibits the free flow of thought. Meade mentions that there are some procedures to do clustering technique:

- 1) Write a word or phrase on a clean piece of paper
- 2) Circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line
- 3) Keep the hand moving all the time
- 4) Cluster for a while
- 5) Continue adding to the cluster
- 6) Write a piece without worrying about perfection<sup>5</sup>

Alice Oshima and Ann Hogue states that writing process by using clustering was:

- 1) Write your topic and write in a large circle in the center of your paper
- 2) Write the ideas in smaller circle around the first circle
- 3) Write any new ideas in even smaller circles.<sup>6</sup>

Dawson and Essid state that:

To begin to cluster, choose a word that is central to your assignment. For example, if you “expectations” and write that word in the middle of your sheet of paper. Circle “expectations,” then write words all around it—words that occur to you as you think of “expectations.” Write down all words that you associate with “expectations,” words that at first may seem to be random. Write quickly, circling each word, grouping words around your the central word. Connect your new words to previous ones with lines; when you feel you have exhausted a particular avenue of associations, go back to your central word and begin again.<sup>7</sup>

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<sup>5</sup>Meade, How to Use Clustering to Jump Start Your Writing by Vicky Meade, accessed on <http://www.meadecomm.com/ clustering.html>, 2010, retrieved on February 25<sup>th</sup> 2017

<sup>6</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Longman, 2007), p. 73

<sup>7</sup>Dawson and Essid, *Writer's Web* ....., p. 1



Cahyono states that the teaching and learning process is conducted through the following procedures:

- 1) Pre-writing
  - a) Write the theme on the whiteboard
  - b) Draw a sample of cluster.
  - c) Ask the students to competitively complete the provided cluster
  - d) Give the example of descriptive phrase based on cluster
  - e) Ask the students to make a cluster on their own
- 2) Whilst-Writing
  - a) Ask the students to write individually a descriptive text based on a certain theme
- 3) Post-Writing
  - a) Ask the students if clustering technique helps them in writing text
  - b) Evaluate the students' writing products<sup>8</sup>

Based on the statement above the researcher concludes that the procedures of clustering technique were: Writing a word or topic in the middle of your paper and make it in a large circle. Find the ideas that related with the topic and make it in smaller circle. Next, find any new ideas and make it in smaller circle. Last, write the all ideas into writing.

### **c. The Advantages and Disadvantages of Clustering Technique**

In general, clustering provides high availability by allowing your writing-critical applications to keep running in the event of a failure. Although clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using stand-alone (non-clustered) technique. Clustering provides:

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<sup>8</sup>Cahyono, *Technique in Teaching EFL Writing*. (Malang: State University of Malang Press, 2009), p. 23

- 1) Reduced single points of failure functionality;
- 2) Ability to perform maintenance and upgrades with limited downtime;
- 3) Ability to easily scale up your cluster.<sup>9</sup>

Therefore, this technique is good enough to the students in writing activity because this technique can reduce single points of failure functionality. This technique also performs maintenance and upgrades with limited downtime and easily scales up your cluster.

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.

To overcome the confusion of the students in the writing process, the teachers must explain the material in detail. The teacher also must be guide the students in the learning process so that they know how and what they should write.

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<sup>9</sup>Erlik Widiyani Styati, The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistic Intelligence for the Second Semester of English Department of IKIP PGRI Madiun in the Academic Year of 2009/2010, accessed on <http://eprints.uns.ac.id/3826/1/169372001010121.pdf>, retrieved on Desember, 8<sup>th</sup> 2017 at 09.22 a.m, p.33

## 2. General Concept of Writing

### a. Definition of Writing

Writing gives contribution to human life. The importance of writing can be seen in peoples' daily activities and in social life, such as personal letter, social life, office activity and business activity and particularly in academic activities. In academic activities, writing is a skills of language that used to communicate indirectly or written form. Writing is activity to share the ideas, opinions, feeling and thinking of writer too. Writing also has important role to students because it will make the students increase their ability, develop creativity and gather the informations. Moreover, writing can be an efficient and effective tool to communicate for some peoples.

Nevertheless, there are many experts explain about the definition of writing. Nunan defines that:

Writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.<sup>10</sup>

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<sup>10</sup>David Nunan, *Designing Task for the Communicative Classroom*. (Cambridge: Cambridge University Press, 2003), p. 88

Oshima and Hogue said that writing is a Process, not a “Product”. Writing is a progressive activity.<sup>11</sup> It means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it. Then after learners have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; as it is a process that has several steps.

Based on the explanation above, the researcher can concluded that writing is a process of expressing idea, opinion, experience, information and organize them into statements and paragraphs that can be read and understood by the reader. Writing is a progressive activities, it means that when learners for the first time write something down, learners have already been thinking about what they are going to say and how they are going to say it.

#### **b. Process of Writing**

Process of writing has important role to make a written. There are many experts give the opinion about it such as by Karen Blanchard, and Christine Root in their book; *Ready to Write: A first Composition Text*.

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<sup>11</sup>Alice Oshima and Ann Hogue, *Introduction to Academic.....*, p. 2

Step one: Prewriting

Thinking about your topic and organizing your ideas.

Step two: Writing

Using your ideas to write a first draft.

Step Three: Revising

Improving what you have written.<sup>12</sup>

Alice Oshima and Ann Hogue states that there are four processes to make a good writing, they are:

1) Prewriting

Prewriting is the way to get ideas, to choose a topic and collect ideas to explain the topic. In prewriting, there are some techniques can be used in prewriting but in case will be used is listing. Listing is the prewriting technique, here the students write the topic at the top piece of paper then they write the ideas of the topic quickly. Don't stop and do not think whether the ideas good or bad until she/he cannot find the ideas anymore.

2) Organize

Organizing is the writing process to organize the ideas into simple outline. Here, the students write topic sentence then they give more information about the topic sentence or write supporting sentences.

3) Writing

Writing is the next step to write a rough draft, suing the outline as guide. Write a rough draft as pass as possible without stopping and don't think about the grammar, punctuation or spelling. Just write down the ideas on paper. Later, you will fix the errors later.

4) Polishing

There are two steps in polishing they are revising and editing. The First is revising, attack the big issues of the content organization. Then editing, make into smaller issues and repair about the grammar, punctuation and mechanics.<sup>13</sup>

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<sup>12</sup>Karen Blanchard and Christine Root, *Ready to Write*.....p. 41

<sup>13</sup>Alice Oshima and Ann Hogue, *Introduction to Academic*.....p. 16-18

Based on the explanation above, the researcher concludes that there are some processes in writing namely:

1) Prewriting.

In prewriting, the students choose the topic. Then, Find out and build the idea and build.

2) Organizing. In organizing, the students organize the ideas like topic sentence, supporting sentence and others.

3) Writing. In writing, the student or writer writes down the ideas without stopping until they cannot find the ideas anymore.

4) Polishing . There are two steps in polishing like resiving and editing. Revising, the students rearrange the their writng better than before. Editing, the student or writer checks all components in their writing such as: words choices, structure and grammar, punctuation, arrange of the paragraph, mechanic, etc.

5) Publishing. In publishing, student or writer publishes their writing. It depends on usefulness.

**c. Purposes of Writing**

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the

writing”.<sup>14</sup> It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. In addition, there are really only four common purposes in writing they are: *to inform, to explain, to persuade, and to amuse others.*

1) *Writing to Inform*

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

2) *Writing to Explain*

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

3) *Writing to Persuade*

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task

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<sup>14</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: CambridgeUniversity Press, 1996), p.163

in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

#### 4) *Writing to Amuse Others*

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.<sup>15</sup>

It can be concluded that the purpose of writing were writing to inform, writing to explain, writing to persuade, and writing to amuse others. Writing to inform means the writer will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Writing to explain means writing to take what is unclear and make it clear. In explanatory

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<sup>15</sup>Robert Keith Miller, *Motives for Writing*, (New York: McGraw-Hill, Inc., 2006), p.569-570



writing, a writer who understands a complex topic must take sure that his/her readers understand it as well. Writing to persuade means your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial. Writing to amuse requires that you focus on readers other than yourself.

### **3. General Concept of DescriptiveText**

#### **a. Definition of Descriptive Text**

Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, an animal, a tree, a house or camping. It can be any topic.

Descriptive is a text containing two components, such as: identification and description by which a writer describes a person, an animal, a tree, a house or camping as his topic. The identification is to identify the object to describe. The description is describes part, qualities and characteristic of parts of the object.<sup>16</sup> It can concluded descriptive text consist of two generic structure they are identification and description.

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<sup>16</sup>Sanggam Siahaan dan Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

Description can be oriented from the general to the specific or from the specific to general.<sup>17</sup> Description gives sense impressions, such as: the feel, sounds, taste the smell and look of things. Emotion may be describes too like feelings: happiness, fear, loneliness, gloom and enjoy.

A text is meaningful linguistic unit in a context. A text is both a spoken text and written text.<sup>18</sup> A spoken text is any meaning a spoken text. It can be a word, a phrase, a sentence or discourse. A text refers to any meaningful short or long spoken or written text.

Based on explanation above, the researcher can be concluded that descriptive text is a text that describes a person, an animal, a tree, a house or camping. It can be helps the reader through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion.

#### **b. Purpose of Descriptive Text**

The function of descriptive text is to describe a particular person, place or thing.<sup>19</sup> Descriptive text also can help the reader through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion.<sup>20</sup> So, it can be concluded that the purpose of descriptive text is to describe a person, place or thing.

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<sup>17</sup>George E. Wishon and Julia M Burks, *Lets Write English*, (USA: American Book Company, 1980), p.128-130

<sup>18</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text....*, p. 1

<sup>19</sup>*Ibid*, p.89

<sup>20</sup>George E. Wishon and Julia M Burks, *Lets Write....*, p. 128

**Table I**  
**The Purpose of Descriptive Text<sup>21</sup>**

<b>Purpose</b>	<b>Description</b>
To Entertain	An amusing description of a teenager's bedroom
To Express Feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To Relate Experience	A description of your childhood home to convey a sense of the poverty you grew up in
To Inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To Inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To Persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

Based on the table above, it can be concluded that the purposes of descriptive text were to entertain, to express feelings, to relate experience, to inform (for a reader unfamiliar with the subject), to inform (to create a fresh appreciation for the familiar), and to persuade

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<sup>21</sup>Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 143

### c. Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description.

#### 1) Identification

Identification: identify phenomenon to be described

#### 2) Description

Description: describes parts, qualities and characteristic<sup>22</sup>

### d. Language Elements of Descriptive Text

The language elements used in descriptive text are:

- 1) Focus on specific participants
- 2) Use of attributive and identifying processes
- 3) Frequent use of epithets and classifiers in nominal groups
- 4) Use of simple present tense<sup>23</sup>

### e. The Factual Description Scaffold

- 1) A general opening statement in the first paragraph
  - a) This statement introduces the subject of the description to the audience.
  - b) It can give the audience brief details about the when, where, who, or what of the subject.
- 2) A series of paragraphs about the subject
  - a) Each paragraph usually begins with a topic sentence.
  - b) The topic sentence previews the details that will be contained in the remainder of the paragraph.
  - c) Each paragraph should describe one feature of the subject
  - d) These paragraphs build the description of the subject

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<sup>22</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text....*, p. 1

<sup>23</sup>George E. Wishon and Julia M Burks, *Lets Write....*, p. 89-92

- 3) A concluding paragraph (optional)  
 a) The concluding paragraph signals the end of the text.<sup>24</sup>

The example of descriptive text as below:

### COMPUTER

Computer is an electronic device that is now beginning to develop until now computers have sophisticated look, there are several components in their system, monitor, cpu, mouse and keyboard, computer on its antiquity only to calculate but now computers can already be used to do anything what, among its photo editing, typing, explore the virtual world via the Internet, and many more, can be found in a computer store in elektronik or internet cafes. all can use a computer from children, to the elderly also can use the computer, the computer does bring benefits.

Based on example above, the structure analysis descriptive text are identification and description, as below:

Identification: Computer is an electronic device that is now beginning to develop until now computers have sophisticated look.

Description: there are several components in their system, monitor, cpu, mouse and keyboard, computer on its antiquity only to calculate but now computers can already be used to do anything what, among its photo editing, typing, explore the virtual world via the Internet, and many more.

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<sup>24</sup> Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 27

## B. Review of Related Findings

Actually, there are some related findings to this research. The researcher is not only one does about the research. Many researchers have done research about students' writing ability by using clustering.

The first is Tita Nurul Fajriani.<sup>25</sup> She uses clustering as the technique to students' writing ability. She said that using clustering could improve students' writing ability. It can be seen from the first cycle and the second cycle. The students got 69.65 on the first cycle and the students got 78.17 on the second cycle. Based on the statement, it can be concluded that by using clustering was an effective technique used to improve writing skill of the students. Then, the hypothesis was accepted.

The other researcher is Fikri Fauzi.<sup>26</sup> He uses clustering as the technique to students' writing ability. He said that using clustering could improve students' writing ability. It can be seen from the first cycle and the second cycle. The students got 64.8 on the first cycle and the students got 74.3 on the second cycle. Based on the statement, it can be concluded that by using clustering was an

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<sup>25</sup>Tita Nurul Fajriyani, Improving Students' writing ability through clustering technique, classroom action research in the second year of smp al-Hasra Bojongsari-Depok, Unpublished Thesis, Department of English Education Faculty of Tarbiyah Teachers' Training Syarif Hidayatullah State Islamic University University, accessed on [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/102345-TITA\\_NURUL\\_FAJRIANI-FTIK.Pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/102345-TITA_NURUL_FAJRIANI-FTIK.Pdf), retrieved on Februari 2017, p. 37

<sup>26</sup>Fikri Fauzi Alawi, Improving Students' Ability in writing descriptive text using clustering technique at Eight grade MTs DarulMa'rif Cipete Jakarta, Unpublished Thesis, Department of English Education Faculty of Tarbiyah Teachers' Training Syarif Hidayatullah State Islamic University accessed on [http://repository.uinjkt.ac.id/dspace/handle/123456789/505-FIKRI\\_FAUZI\\_ALAWI-FTIK.Pdf](http://repository.uinjkt.ac.id/dspace/handle/123456789/505-FIKRI_FAUZI_ALAWI-FTIK.Pdf), retrieved on Februari 2017, p. 53

effective technique used to improve writing skill of the students. Then, the hypothesis was accepted.

The Last is Hartini.<sup>27</sup> She concluded that clustering can contribute to students in writing greatly. The students' writing ability was improved during the teaching and learning activity using the clustering. It was showed by the difference of the mean score of the result in cycle I and cycle II. The mean score in cycle I test were 55.5 whereas in cycle II were 78.33. From the data showed that students' result in writing descriptive text was improve.<sup>28</sup>

Those are three related findings which focus on students' problem and to solve the problem the researchers previously use clustering as technique. Based on the explanation above, the researcher makes the conclusion that clustering can help students to write and increase students' writing ability. So, the researcher believes that clustering technique can increase students' writing ability.

### **C. Conceptual Framework**

Based on theoretical review and review of related findings, the researcher arrives at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities face by the students and also the teacher. Therefore, mostly the success of the students in learning the

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<sup>27</sup>Hartini, Improving students' writing descriptive text using clustering technique at the seventh grade students of smp Nurul Islam Ngemplak in the academic year 2014/2015, Unpublished Thesis, Teacher Training and Education Faculty of Slamet Riyadi University Surakarta, accessed on <http://www.jurnal-mahasiswa.unisri.ac.id/index.php/FKIPING/article/view/239/292> - HARTINI.pdf, retrieved on Februari 2017, p. 9

English should be determined by themselves. Beside the students study English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Writing is the tool to express idea, opinion, experience, or information in the mind of the writer into the form of written language but writing still become problem in some of schools in Indonesia, especially at X grade SMK N 1 Padangsidempuan. The problems are the students are low in writing skill, lack in vocabulary and difficulty to organize and develop paragraph. Actually, the problem of teaching writing can be solved and the teaching writing can be successful. Many factors influence of it. One of them is the using suitable technique. So the teacher must teach by using suitable technique because it can make the students more interest to follow teaching writing process, easier to do writing and more comprehend the material. So, the researcher describes the conceptual framework as follow:



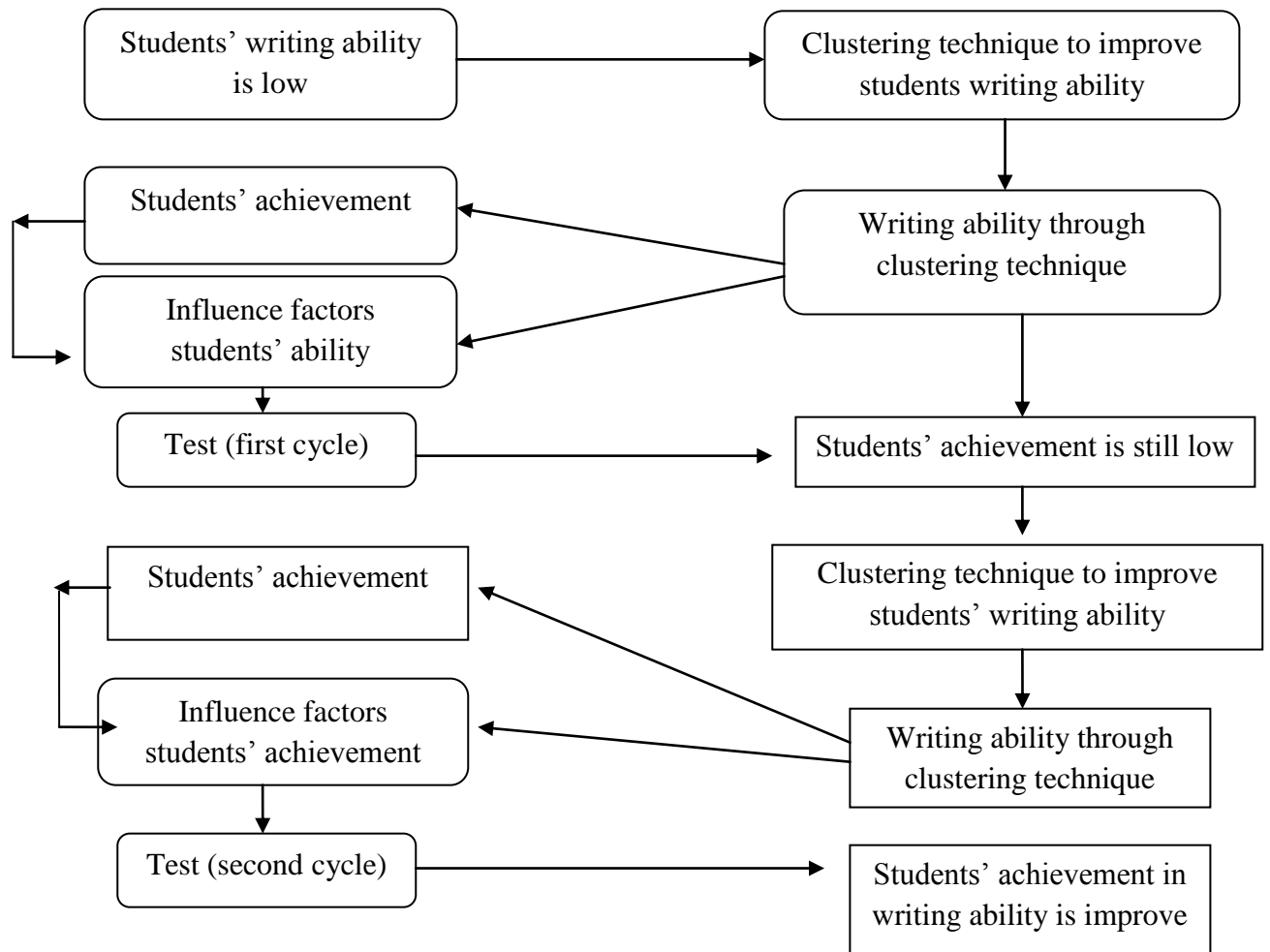


Figure 1: Conceptual Framework

#### D. Hypothesis of the Action

The hypothesis is needed to show the researcher thinking and explanation about outcomes of the research related to this study. The hypothesis of this research is stated that: Clustering technique can improve students' writing ability at grade X SMK N 1 Padangsidempuan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the research

The research conducted at (SMK) Negeri 1 Padangsidimpuan. It is located at Sutan Soripada Mulia Street number 25 south Padangsidimpuan, Padangsidimpuan, North Sumatera. The subject of the research was X grade TKJ (computer networking) 1 of students in SMK N 1 Padangsidimpuan. Then, the process of the research was held from January 2016 until 11 September 2017.

#### B. Research Design

This research has a purpose to improve students' writing ability by clustering technique; it is called Classroom Action Research (CAR). According to Elliot in Wina Sanjaya said that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.<sup>1</sup>In addition, Anne Burns said that classroom action research is a part of a board movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context.<sup>2</sup>

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<sup>1</sup> Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2009), p. 25

<sup>2</sup> Anne Burns, *Collaborative Action Research for English Language Teachers*. (Cambridge: Cambridge University Press, 1999), p.33

Rochiati Wiraatmadja said that classroom action research is a research which combines the procedure in substantive action as inquiry discipline or someone's effort to understand what happening is in the process of improving and changing.<sup>3</sup>

It could be concluded that action research is problem solving to improve the quality through the process of planning, action, observation, and reflection. This research was conducted in two cycles applying the model proposed by implementing actions using clustering technique in teaching and learning process.

Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form is one the best model as it summaries very succinctly the steps of the classroom action research process.

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<sup>3</sup> Rochiati Wiraatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p.11

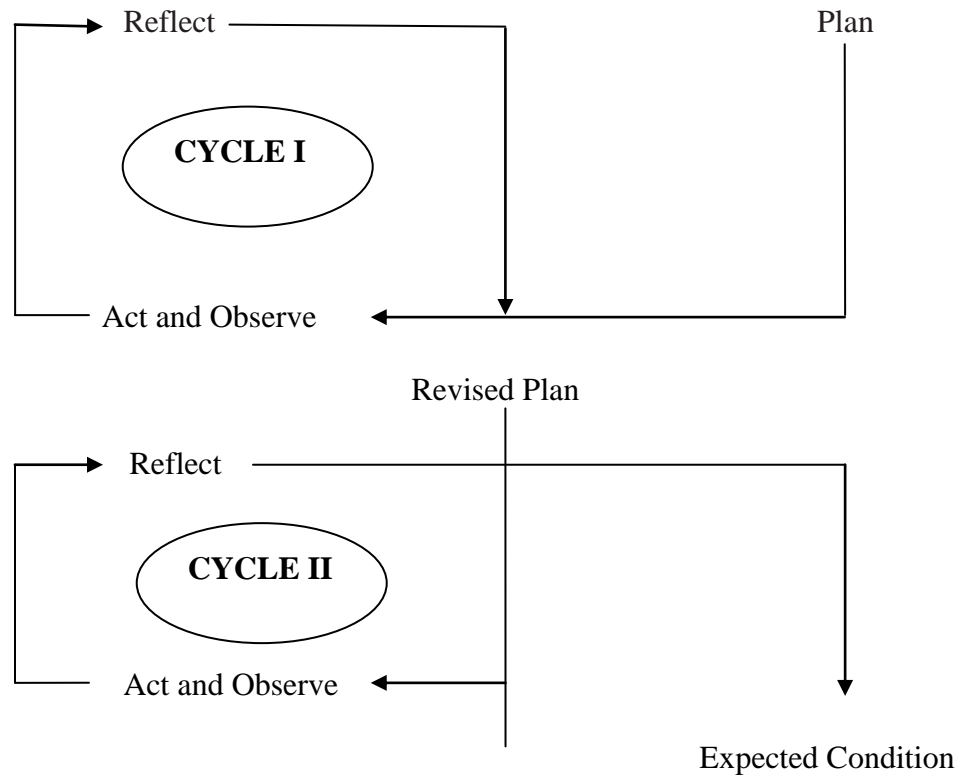


Figure 2: Action Research Spiral Kemmis<sup>4</sup>

### C. Participants

The participants in this research were the students at grade X – TKJ 1 SMK Negeri 1 Padangsidimpun, it is caused there were some writing ability problems in this class. The total of the students in X- TKJ 1 are 34 students. Moreover, there was collaboration with English teacher at grade X-TKJ 1 SMK Negeri 1 Padangsidimpun.

<sup>4</sup> Anne Burns, *Doing Action*....,p. 9

#### **D. Instrument of Collecting Data**

The instrument of collecting data were the test instrument and non-test instrument. They are:

##### 1. Observation

Observation is used to get information about phenomenon that occurs by observing every moment and write do it. Additionally, observation is a technique of collecting data to again in sign on understanding the natural environment as lived by the participants. Researcher observed all about students' activity and their attitude in the classroom. Researcher observed all about students' attitude in the class such as:

- a) Students who write learning material
- b) Students who have motivation
- c) Students who focus in the class
- d) Students who sleep in the class
- e) Students who disturb friend in the class

##### 2. Test

Test is used for determining the students' output from the lesson which is given. A test is a method of measuring a person's ability

knowledge or performance in a given domain. Test is used for determining the student's output from the lesson which is given.<sup>5</sup>

Researcher tested the students based on the indicators by using essay, each students chooses the topic they want. Then, the students wrote the descriptive text with the title "*Describing People and Describing Thing*". In giving score for the students writing test, the researcher gave 100 score for very good text, in writing text, the researcher gave five values namely: grammar, vocabulary, mechanics, fluency and form (organization). Researcher gives 20 for every very good value. So the high score was 100. Besides that all students must saw the writing assessment of descriptive text.<sup>6</sup>

**Table 2: Rubric score of writing<sup>7</sup>**

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form (organization)	20	15	10	5

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<sup>5</sup>

<sup>6</sup>

<sup>7</sup> Arthur Hugles, *Testing For Language Teaching*, (New York: Cambridge University Press, 1990), p. 91-93

## a. Grammar

The criteria of scoring were as determined by ranges of the scores as following:

No	Indicator	Score
1	Few ( if any) noticeable errors of grammar of word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Error grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Error grammar of word order so severe as to make comprehension virtually impossible	5

## b. Vocabulary

No	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that educated native write	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in educate vocabulary	15
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10

4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5
---	---------------------------------------------------------------------------------	---

## c. Mechanic

No	Indicator	Score
1	Few ( if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

## d. Fluency

No	Indicator	Score
1	Choice of structure and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeable inappropriate to general style	15
3	Structure or vocabulary items sometimes not only in appropriate but also misused little sense of easy of	10



	communication	
4	Communication often impaired by completely inappropriate/misused structure or vocabulary items	5

e. Form (organization)

No	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that communication is seriously impaired <sup>8</sup>	5

3. Interview

According to Hornby that interview is to talk somebody and ask his/her questions at a formal meeting to find out if his/her is suitable for job or study.<sup>9</sup> Interview is used to get the data or information that is not expressed in observation. After conducting observation the researcher was

<sup>8</sup> *Ibid*, p. 91-93

<sup>9</sup> A.S. Hornby, et all, *Action Research for teachers: Travelling the Yellow Brick Road*, (New Jersey : Pearson Merrill Prentice Hall, 2005), p. 144

did interview to the students. The interview concerned with the findings of the observation notes to get more information and clarification of the findings from the students. The researcher used the interview to know the condition of the students and also to know the students' problems in writing ability by using clustering technique in the classroom.

Researcher used the indicator of interview below:

- a) Students difficulties in using grammar
- b) Students difficulties in using vocabulary
- c) Students difficulties in using mechanic
- d) Students difficulties in using fluently
- e) Students difficulties in using form/organization

#### **E. Procedures of the Classroom Action Research**

This action research was followed the model of Kemmis and Robin. It was a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting. The model is described in the following figure:

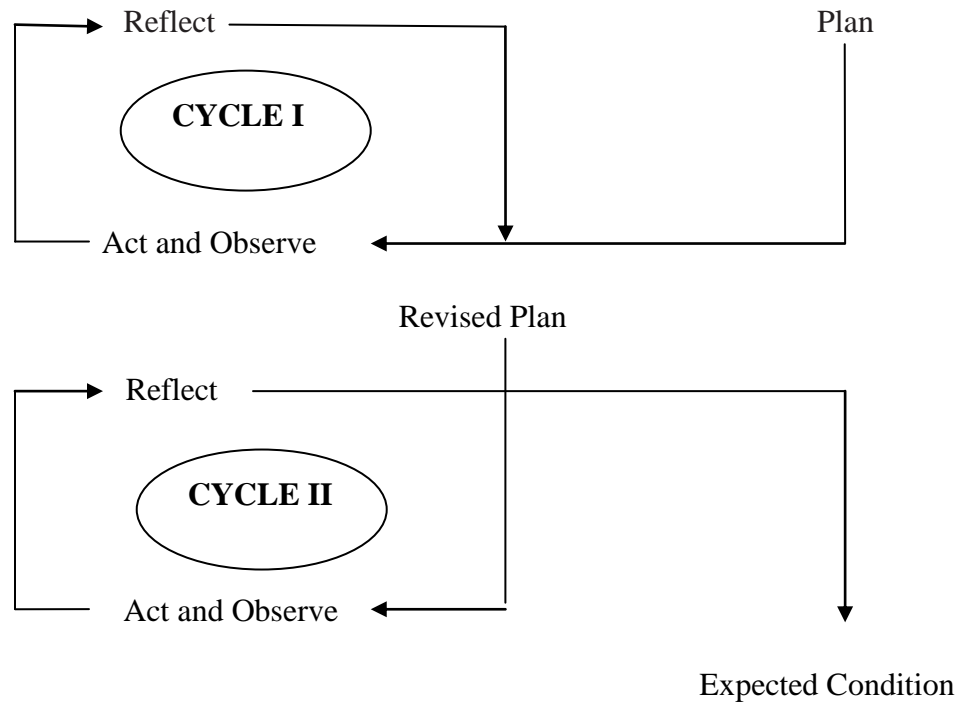


Figure 3: Action Research Spiral Kemmis<sup>10</sup>

In this research the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x45 minutes/90 minutes. So, it is need 180 minutes for each cycle. Moreover, every meeting consisted of four steps of classroom action research such as planning, action, observation, and reflecting. Here, the explanation of activities in teaching writing by using clustering technique at grade X TKJ 1 SMK N 1 Padangsidempuan.

<sup>10</sup>Anne Burns, *Doing Action....*, p.9

## 1. Cycle 1

### a) Planning

- 1) Arranging the lesson plan that consists of the steps of action
- 2) Determining the lesson material is about descriptive text
- 3) Designing the procedure teaching writing by using clustering
- 4) Doing the apperception
- 5) Giving the motivation to the students

### b) Action

- 1) Explaining the purpose of the research
- 2) Giving learning material to the students
- 3) Explaining clustering technique to the students in learning process
- 4) Monitoring every step that has been planned
- 5) Monitoring time allocation with all activity is done
- 6) Preparing the solution if have problem when the action is done
- 7) Collecting the students discussion result

### c) Observation

- 1) Discussion with English teacher to observed planning
- 2) Monitoring clustering technique is done
- 3) Making note activity and different when clustering technique using in teaching-learning is done
- 4) Discussing with English teacher about the weakness or finding activity during observation is done

d) Reflection

- 1) Discussion with the teacher about the action
- 2) Making any decision for the next meeting
- 3) Developing another environment to be stimulated
- 4) Clarifying the problems found in the activity whether in the case of students or teacher.
- 5) Analyzing the weakness and the teacher progress that using clustering technique to the determine the follow up of activity

**2. Cycle 2**

In the cycle 2 the researcher evaluated all the activities in the cycle 1 and repairing the problem. The researcher also conduct two meetings and every meeting will do 90 minutes.

a) Planning

- 1) Analyzing the problem that had been found from first meeting
- 2) Make more a lesson plan
- 3) Prepare the observation work sheet
- 4) Prepare the text and that will be used in teaching learning activity
- 5) Giving motivation to the students

b) Action

- 1) Giving more explanation about materials
- 2) Using clustering technique to students in learning process
- 3) Monitoring time allocation with the all activity is done

4) Collecting the students result

c) Observation

- 1) Teacher monitoring the students' activity when performance begin.
- 2) Teacher observe the students as long as clustering technique process.
- 3) Making note activity and different when clustering technique in teaching-learning process.

d) Reflection

- 1) Reflection is gathered from the discussion result, presenting and clustering technique.
- 2) Analyzing the weakness and progress when clustering technique is done to the determine the next activity planning
- 3) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting

## **F. Technique of Data Collection**

After preparing the test, the researcher gave the test to the sample of the research, then try to find out the result. There were some steps to collect the data:

1. The researcher made preparation of the test which are all the items of the test concern with the material
2. The researcher gave the students test and the time to do the test
3. Collecting the item of the students ' answer and
4. Analyzing the data

## **G. The Technique of Data Analysis**

### **1. The Quantitative Data Analysis**

After data were collected, the researcher analysis the data by using some steps, they are:

- a. Checked the true or false the data
- b. Counted sum of the true from the students answer and then classify it based their score
- c. Calculated their result by using mean score, the formula is below:

$$M = \frac{\Sigma fX}{N}$$

Where:

M : Mean Score (average)

N : Sum of Respondents

$\sum fX$  : The Total Score<sup>11</sup>

- d. To know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : Percentage

R : Range the students passed the test

T : Total students in the class

- e. After calculating and scoring students' answer sheet their score would be consulted into the classification quality on the table below:

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<sup>11</sup> Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30



**Table 3**  
**The Classification Quality of Students' Score**

Range Score	Category
A = 80 – 100	Very High
B = 61 – 80	High
C = 41 – 60	Enough
D = 40 – 21	Low
E = 0 – 20	Very Low

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:

- 1) If the value of mean score 81 - 100%, it can be categorized into very high.
- 2) If the value of mean score 61 - 80%, it can be categorized into high
- 3) If the value of mean score 41 - 60%, it can be categorized into enough
- 4) If the value of mean score 21 – 40%, it can be categorized into low
- 5) If the value of mean score 0 – 20%, it can be categorized into very low<sup>12</sup>

f. Finally, the researcher took conclusion. It was done to conclude discussion solidly and briefly.

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<sup>12</sup>Ridwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p.89

## 2. The Analysis of Qualitative Data

Qualitative data analysis needed to describe the situation during the teaching-learning process. The process of data analysis involves making sense of the data and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the large meaning of the data.<sup>13</sup> The qualitative data was analyzed from observation sheet.

Finally, researcher summarized qualitative data by six step as suggested by Creswell as in the following:

Step 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning

Step 3: beginning detail analysis whit a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant)

Step 4: using the coding process to generate a description of the setting or people as sell as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the theme during the coding, researcher built additional layers of complex analysis

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connection themes. Researcher used visuals or figure to convey descriptive information about participants in a table

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<sup>13</sup> John W. Creswell, *Research Design: Qualitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.<sup>14</sup>

From the explanation above, it could be concluded that there six steps that researcher used to summarizes the qualitative data they are: organizing the data for analysis, reading all the data, beginning detail analysis, using the coding process, advancing how the description and making interpretation of the data.

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<sup>14</sup> *Ibid*, p. 190

## **CHAPTER IV**

### **RESEARCH RESULT**

After researcher research in SMK N 1 Padangsidimpun, it discuss about the way to improve students' writing ability by using clustering technique at grade X SMK N 1 Padangsidimpun. In the following below, it would be described about the data description, the influencing factors of students' writing ability by using clustering technique, the comparative result of the action, the discussion of the research findings and the treats of the research.

#### **A. Findings**

The data presentation in this research described about all of things that had been found in the class when the research as a research did the research. The data could be found from learning process in every cycle. It was based on the instrument observation, interview and test. Researcher described that in cycle I and cycle II. .

##### **1. Cycle I**

The first cycle was done at 21<sup>th</sup> until 28<sup>th</sup> August 2017. In this case, the cycle was conducted for two meetings. In SMK N 1 Padangsidimpun the meeting was done 180 minutes. Every meeting was done for 2 x 45 minutes. Along the time, researcher explained about writing descriptive text, asked

students to tell about their background knowledge that it will become their own writing material. This is the description for each meeting, as follow:

**a. First Meeting**

First meeting had been done Monday at August 21<sup>st</sup> 2017. Step one researcher prepared the lesson plan that consists of the steps of action. The lesson plan arranged based on clustering technique procedure and determining the lesson plan by material was about descriptive text.

The first action, researcher and co-teacher came to the X TKJ 1 class. The researcher wore the green veil, the green blouse, the black skirt and the black shoes. It means the teacher got a dress neatly. The researcher came into the class together with Mr. Ismail Nasution.,S.Pd as English teacher,. The researcher started the teaching and learning process by greeting, ordering students to pray together, and checking the students' attendant. The teacher introduced the researcher to the students and the researcher introduced herself to the students in the first meeting.

Secondly, the researcher asked the students to tell about their knowledge in descriptive text. Then, researcher gave the motivation to the students. Next, the researcher explained the purpose of the learning outcome.

Thirdly, the researcher wrote a topic in the center of whiteboard and made it into a big circle. Researcher asked the students to find the idea that

related to the topic and make it to the circle around the topic. The students must find all ideas that related to the topic and make it into a smaller circle.

After students understood what has been explained by the researcher, the researcher asked the students write the ideas into the form of descriptive text. While students did the task, researcher controlled the students by walking around and focusing by checking their writing.

Next, researcher concluded the lesson, gave feedback to the students, and gave the information about material and activity in the next meeting. Finally, the researcher closed the lesson with a pray and said goodbye and see you next week. In the first meeting the researcher did not take the students' score because the researcher only wanted to try Clustering Technique before doing test.

*Researcher's classroom management:* researcher sat in front of all students. Researcher checked out the class condition and during learning process, the researcher controlled the class by moving around the class but condition of class was very noisy, students were sleeping, going permission, and disturbance their friends.

#### **b. Second meeting**

The second meeting was done on Monday at August 28<sup>th</sup> 2017. It was 2 x 45 minutes so this meeting was 90 minutes. Like first meeting, researcher made some plan for the lesson. The lesson plan arranged based on the clustering technique procedure and determining the lesson plan by

*Researcher's physic appearance* when the second time came to the class the teacher wore the black veil, the brown blouse, the black skirt and the black shoes. It means the teacher got a dress neatly. The researcher came into the class together with Mr. Ismail Nasution.,S.Pd as English teacher, the researcher started the teaching and learning process by greeting, ordering students to pray together, and checking the students attendant.

Before coming to introduce the material, researcher checked the classroom condition, if there was rubbish researcher ordered the students threw it and if the position of the chair not neat researcher ordered them to made it neat. The researcher prepared the lesson plan, determined material, prepared instruments, indicator of writing scores and students' evaluation.

Firstly, the researcher started the learning by making opening. Researcher did the apperception by open the background knowledge of students about that related with the material. Researcher gave the motivation to the students. Next, the researcher explained the purpose of the learning outcome.

Secondly, the researcher wrote a topic in the center of whiteboard and made it into a big circle. Researcher asked the students to find the idea that related to the topic and make it to the circle around the topic. The students must find all ideas that related to the topic and make it into a smaller circle.

After students understood what has been explained by the researcher, the researcher asked the students write the ideas into the form of descriptive text. While students did the task, researcher controlled the students by walking around and focusing by checking their writing.

Fourthly, researcher evaluated the students by giving the test. The researcher gave the topic and the students choose the topic what they want. After the student chose the topic they develop the topic into the form of writing using descriptive text that includes identification and description.

Finally, researcher closed the learning by giving the conclusion about the material that had been explained.

#### **c. Students' Achievement in Cycle I**

The researcher used quantitative data to evaluate the students' score in writing ability. After researcher collect they score of the indicator, researcher would evaluate it. Based on the result of the test in cycle 1 it was found that the students' writing ability was still low. The result of students' writing ability scores in cycle 1 would be showed as below:

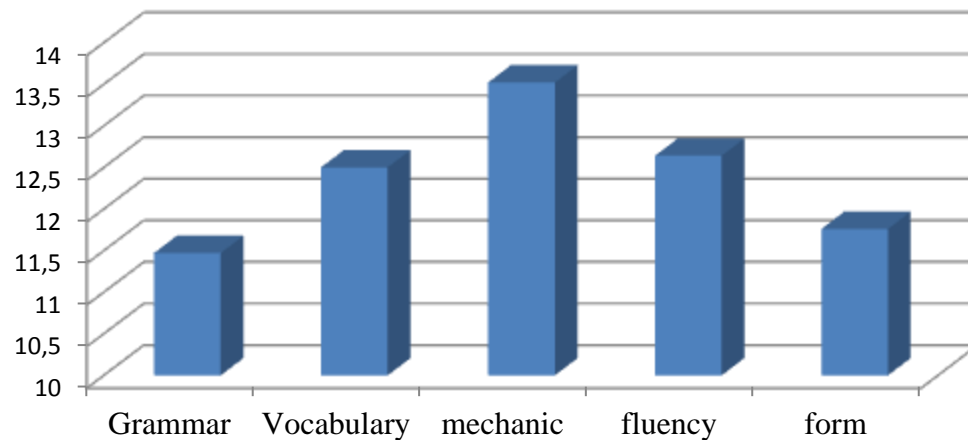


**Table 4**  
**Student's Writing Ability Scores in Cycle I**

<b>Criteria of Writing</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Percentage</b>
Grammar	<b>390</b>	<b>11.47</b>	<b>17.64%</b>
Vocabulary	<b>425</b>	<b>12.5</b>	
Mechanic	<b>460</b>	<b>13.52</b>	
Fluency	<b>430</b>	<b>12.64</b>	
Form (Organization)	<b>400</b>	<b>11.76</b>	
Total	<b>2105</b>	<b>61.91</b>	

Based on table above, it could be concluded that were 6 students got 50 score, 8 students got 55 score, 6 students got 60 score, 7 students got 65 score, 1 student got 70 score, 6 students got 80 score. All of students in the X TKJ 1 are 34 students, but just 6 students passed the Minimum Mastery Criterion (KKM) 75 score. The others students did not pass the KKM. Based on the calculation, the mean score of the cycle 1 was 61.91 (17.64%). It caused students writing ability still need improvement in cycle 2. It can be looked also from the chart below:

**Chart 1**  
**Students' Writing Ability Scores in Cycle 1**



## 2. Cycle II

The cycle 2 was conducted for two meetings, they were the third and fourth meeting. It carried out on 4<sup>th</sup> until 11<sup>st</sup> September 2017. Every meeting was done for 2 x 45 minutes. It means that the time allocation was 180 minutes. It caused 4 x 45 minutes. The topic for cycle 2 was “describing people”. The steps of cycle 2 were the same as cycle 1 but the researcher had new challenge to mad the learning process got improvement and the better than cycle 1.

### a. Third Meeting

In the third meeting, the researcher opened the class was same as usual, greeting, praying together, checking students' attendant list, and explain the purpose of learning.

*Teacher's physic appearance* when the third time came to the class, the teacher wore red batik, black skirt and black shoes. It means the teacher got a dress neatly. The students could look the teacher from all sides because she stood up facing to the students. Having aloud voice and audible because the teacher taught the learning energetically and enthusiastically.

Next, the researcher said to the students that their skill was writing descriptive text and asked the students about it. Next, the researcher was modeling the clustering technique. Then, the researcher asked the student to write the text into descriptive text. Finally, the researcher concluded the lesson.

*Teacher's classroom management* teacher sat in front of all students, the students had been able to read because she wrote by the large letter, teacher checked out the class condition and during learning process, the teacher controlled the class by moving around the class but condition of the class had been already quite.

#### **b. Fourth Meeting**

In the fourth meeting, the researcher opened the class was same as usual, greeting, praying together, checking students' attendant list, and explain the purpose of learning.

First, the researcher gave one topic and wrote the topic in the whiteboard and made a big circle. Then, teacher asked the students to

found the ideas that related to the topic. Next, the teacher asked the students to find the new ideas and made it to the smaller circle. Last, the teacher asked the students to write the all ideas into written form by using descriptive text that consist of identification and description. After the students finished do the task the teacher collected and gave the score.

### c. Students' Achievement in Cycle II

The researcher evaluated the result of test cycle 2. The result improved in the cycle 2. Most of students were high score. The result of students' writing ability scores in cycle 2 would be showed as below:

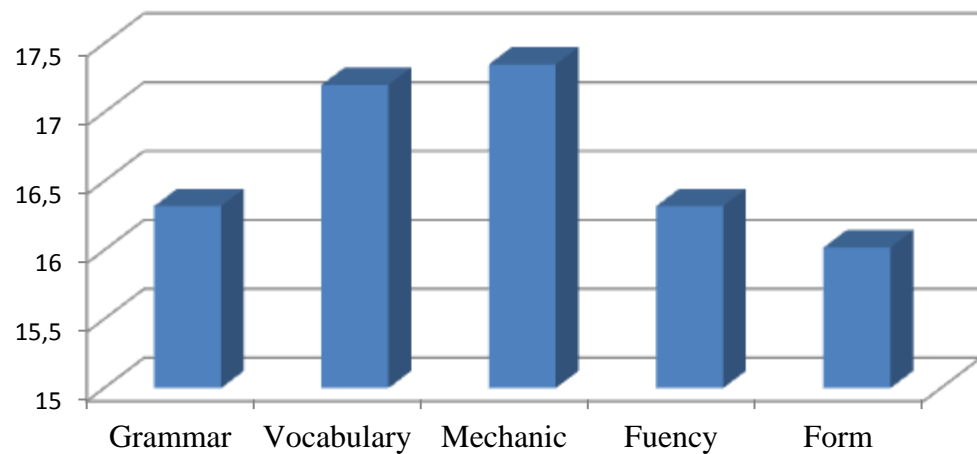
**Table 5**  
**Student's Writing Ability Scores in Cycle II**

<b>Criteria of Writing</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Percentage</b>
Grammar	<b>555</b>	<b>16.32</b>	<b>94.11%</b>
Vocabulary	<b>585</b>	<b>17.20</b>	
Mechanic	<b>590</b>	<b>17.35</b>	
Fluency	<b>555</b>	<b>16.32</b>	
Form (Organization)	<b>545</b>	<b>16.02</b>	
Total	<b>2830</b>	<b>83.23</b>	

Based on the table, it can be concluded that there were 1 student got 60 score, 1 student got 65 score, 13 students got 80 score, 9 students got 85

score, 10 students got 90 score. Then, from 34 students in the class X TKJ 1, just two students did not pass the Minimum Mastery Criterion (KKM). They were 1 student got 60 score, 1 student got 65 score. It means that there were 32 students passed the test well. Then, the mean score was 83.23 and the percentage of students' score was 94.11%, by using Clustering technique the students' writing descriptive text achievement in class X TKJ 1 improvement significantly. It can be looked also in chart below:

**Chart 2**  
**Students' Writing Ability Scores in Cycle 2**



### **B. The Comparative Result of the Action**

The teacher compared the test result on writing descriptive text between cycle I and cycle II. Teacher used quantitative in analyzing and comparing the data. It would analyze the data based on the score to decide the improvement of students' writing descriptive text achievement. The formula would calculate

students' writing descriptive text by using clustering technique. It identify grammar, vocabulary, mechanic, fluency and form in the text. Firstly, teacher calculated the students' mean score of the test. Secondly, teacher calculated the percentage of students' improvement in the cycle I and cycle II.

In the cycle I, most of students were less in identified grammar, vocabulary, mechanic, fluency and form in the based on the descriptive text. It could be seen from their score. The value above has shown the result of students' writing descriptive text. There were 34 students in the class. There were some levels score of them. The mean score in the class was 61.91. 6 students got 50 score, 8 students got 55 score, 6 students got 60 score, 7 students got 65 score, 1 student got 70 score, 6 students got 80 score. All of students in the X TKJ 1 are 34 students, but just 6 students passed the Minimum Mastery Criterion (KKM) 75 score. The others students did not pass the KKM. There are 28 students who score before 75 score. There was the formula to calculate mean score:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{2105}{34}$$

$$M = 61.91$$

It could be concluded that the mean score of students in the first cycle was 61.91. based on the standard of value in SMK N 1 Padangsidimpuan, it could be categorized as average.

Next, teacher need to calculated the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, teacher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{34} \times 100\%$$

$$P = 17.64\%$$

Based on the classification quality of students score is 17.64%. It means categorize into enough (0-20).

Secondly, in the cycle II, it could be concluded that there were 1 student got 60 score, 1 student got 65 score, 13 students got 80 score, 9 students got 85 score, 10 students got 90 score. Then, from 34 students in the class X TKJ 1, just two students did not pass the Minimum Mastery Criterion (KKM). They were 1 student that got 60 score and 1 student that got 65 score. It means that there were 32 students passed the test well. According to teacher and co-teacher, the students' descriptive text achievement by using clustering technique in class X TKJ 1 improved significantly. The teacher calculated the means score by using the formula below:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{2830}{34}$$

$$M = 83.23$$

Based on the standard of value in SMK N 1 Padangsidimpuan, it could be concluded that the mean score was included into category.

Next, teacher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion (KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the second cycle, teacher used formula below:

$$P = \frac{R}{T} \times 100\%$$

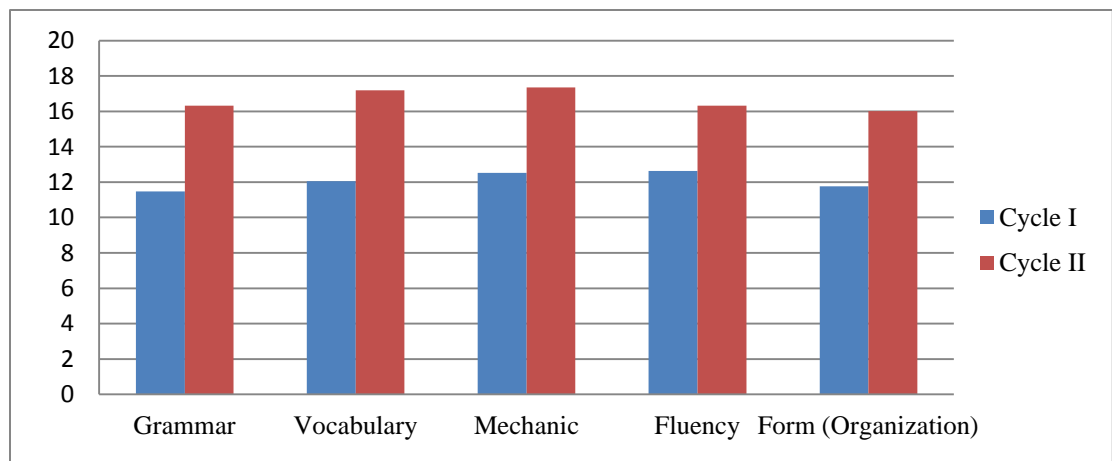
$$P = \frac{32}{34} \times 100\%$$

$$P = 94.11\%$$

Based on the classification quality of students score is 94.11%, it means categorized into very good. It can be conclude that the percentage of students who passed the KKM was improved from the first cycle to second cycle. It can be looked also from the chart below:

**Chart 3**

**The Comparison score between cycle1 test and cycle 2 test**





### **C. Influencing Factors of Students' Writing Descriptive Text by Using Clustering Technique**

There are two factors could influencing writing descriptive text. They are internal factor and external factor. It would be explained below:

#### **1. Internal Factors**

Internal factors came from the indicators of writing descriptive text directly. The researcher would identify students' problem based on the indicators. So, the researcher and co-teacher found that students had problem on each indicator such as grammar, vocabulary, mechanic, fluency and form (organization) on the descriptive text.

##### **a) Grammar**

There are 4 levels of grammar mastery. In cycle I there are 34 students in the class. There were 1 of them got 20 scores; 8 of them got 15 scores; 25 of them got 10 score; there weren't of them got score 5. The average of them in this indicator was 11.47.

The researcher and co-teacher had found some problems of students to identify the grammar on their descriptive text. The students misunderstood to identify about grammar (present tense) on the text because they did not know what the grammar was. They made some mistake in simple present tense so severe as to make comprehension virtually impossible.

Students' mistake in used present tense. First, they used past tense when they wrote simple present tense. That we know the formula of simple present tense was S + V1 but the students still used past tense. Example:

The formula of present tense: S + V1

1) The student wrote: I came in school

The correct sentence: I come to school.

2) The student wrote: My house found door, window, room

The correct sentence: My house consists of door, window and room

3) The student wrote: My mother teaching in sd st. Xaverius

The correct sentence: My mother teaches in the SD St. Xaverius.

Second, they didn't use to be in the sentence. That we know the formula of simple present tense in nominal sentence was S + is, am, are, but the students didn't use to be in writing descriptive text. Example:

The formula of simple present tense in nominal sentence: S + is, am, are

1) The student wrote: My school in jln. Sudirman

The correct sentence: My school is on Sudirman Street.

2) The student wrote: SMK N 1 in sutan soripada mulia street

The correct sentence: SMK N 1 is on Sutan Soripada Mulia Street.

3) Student wrote: my mother job a teacher

The correct: My mother's job is a teacher.

4) The student wrote: Tree who soar make area very cool

The correct sentence: There are some trees which soar that make the area is very cool.

5) The student wrote: in front of my class a garden with various plant.

The correct sentence: There is a garden with various plants in front of my class.

6) The student wrote: in my village have nice river which very cool

The correct sentence: There is a river which is very cool in my village.

7) The student wrote: This school I very-very happy because study very happy

The correct sentence: I am very happy in the school because I like to study.

Third, the students wrote two to be in one sentence. Some of students wrote two to be in one sentence, it made the researcher confused in reading the text. That we know every tenses just have one to be but in reality the students wrote two to be in one sentence. Example:

1) The student wrote: My school is direction is TKJ, Akuntansi and Tata Niaga

The correct sentence: My major of school are TKJ (Computer Networking), Accounting and Marketing techniques.

2) The student wrote: My school is head master is sudirman

The correct sentence: My headmaster is Sudirman.

Based on the explanation the researcher can concluded that the students didn't understand about grammar, they were difficult used the good grammar so their writing was bad.

Based on the interview<sup>1</sup>, AD, AH, AR, FA, JH, and RN said that they did not understand simple present tense that used in descriptive text, they felt confused about the verb or to be in the present tense.

Next, AB, BY, PR, RN, SF, SR and WR admitted their lack in identify grammar was caused by their lack of vocabulary. They did not know the translating of the sentence on page. Then, they did not know the meaning of the question that teacher gave to them.

Problem of students in identifying grammar on the text, it could be concluded that there were two factors in identifying grammar was. It could be seen from their descriptive text that had been by them. Secondly,

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<sup>1</sup>*Private Interview with the Student at Grade X-TKJ 1 SMK N 1 Padangsidempuan, (Sadabuan: SMK N 1 Padangsidempuan, 28<sup>th</sup> August, 2017 at 13.10 p.m).*

students did not know the meaning of the question. These problem data gathered from them in no more statement or had been saturated.

For solving the concerning problem, there some actions conducted by the teacher in second cycle. Therefore, teacher should give the solution for the students' problem in identifying grammar. Researcher explained again about simple present tense. After that, teacher motivated students to analyze the grammar was not only (to be) but also the grammatically. Teacher asked the students to bring dictionary by their selves in the second cycle.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle I test. From 34 students in the classroom, were 18 of them got 20 scores, 7 of them got 15 scores, 9 of them got 10 scores. In cycle I the mean score of students in grammar aspect was 14.47 and cycle II the mean score of students was 16.32.

#### **b) Vocabulary**

The researcher and co-teacher had found some problems of students to identify vocabulary. The students were limited in vocabulary so frequent errors clearly hinder expression of ideas.

There are 4 levels of vocabulary mastery. From 34 students in the classroom, there were 4 of them got 20 scores; there were 9 of them got 15 scores, there were 21 of them got 10 scores. There weren't of them got 5 scores. The average of them in this indicator was 12.5.

Students have problems in vocabulary. The students were limited in vocabulary so frequent errors clearly hinder expression of ideas. There were some problems of students in vocabulary. Example:

1) The student wrote

My house in Jl. Alboin hutabarat Number 43. Color of my house is orange, in My house is another Room, kitchen room, bedroom, living room, bathroom, watching room and other room.

In living room have a lamp, table, sofa, buffet and noun other. and in bedroom, have pillow, lamp, mirror, blanket, mosquito net, book case, wardrobe and noun other. in kitchen room have, dining table, Dispenser, rice cooker and noun other. In bathroom have dipper, water tub, pail, soaf, shampoo, and noun other. This is a condition of my house. I am comfortable with condition of my house.

The correct sentence:

My house is at Alboin Hutabarat Street number 43. The color of my house is orange. There are many rooms in my house. Those are kitchen room, bedroom, living room, bathroom, watching room and others.

In living room, it has a lamp, table, sofa, buffet, and etc. In bedroom, it has pillow, lamp, mirror, blanket, mosquito net, bookcase, wardrobe, and etc. In kitchen room, it has dining table, dispenser, rice cooker, and etc. In bathroom, it has dipper, bath up, pail, soap, shampoo,

and etc. this is a condition of my house. I am comfort with condition of my house.

2) The student wrote:

My school is my place to study, I study in SMK N 1 Padangsidempuan. SMK N 1 in sutan soripada mulia street, in front of SMK N 1 is SMK N 2 Padangsidempuan.

SMK N 1 have some class rooms, one aula, library, mosque, lab sains, 3 canteen and BP room. My school have flowers which is very beautiful, and a river who flow very calm.

Tree who soar make area very cool, in the river have fishes. In front of my class a garden with various plants, as flowers, green, mango tree, cron and have a chair in the garden.

The correct sentence:

My school is my place to study. I study in SMK N 1 Padangsidempuan. SMK N 1 is on Sutan Soripada Mulia Street. In front of my school is SMK N 2 Padangsidempuan.

SMK N 1 has some classrooms. There are hall, library, mosque, science laboratory, 3 canteens, and counseling room. My school has flowers which are very beautiful, and a river which flows calmly.

Tree soars which makes the area very cool. There are many fishes in the river. In front of my class, there is a garden whit various

plants, such as flowers, trees, mango tree, corns, and has a chair in the garden.

3) Student wrote:

My house is color is green. In my house found door, window, and room. My house have room. That is kichen room, bad room, living room, and bath room. In bad room to found table, television, and chair. in living room to found view and carvet.

My house location in Payanggar in front of Sadabuan road.

The correct sentence:

My house color is green. There are door, window and room in my house. My house has rooms. Those are kitchen room, bedroom, living room, and bathroom. In bedroom, there are table, television, and chair. in living room, there are picture and carpet. My house location is in Payanggar near Sadabuan Street.

They were AB, AR, AB, IA, JH and MI students who had problem in lack vocabulary in wrote the text. They didn't care about the word, they were just wrote the word that they thought and listened without check the correct word and didn't know chose the appropriate word.<sup>2</sup>

As solution, the researcher asked them to remind the word and implement them into writing and asked students to memorize the

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<sup>2</sup>*Ibid.*,



vocabularies minimally 10 word every day. Then, teacher asked students to bring dictionary in Learning English. Then, the researcher remembered that to check the word before they write into the text.

So, students would improve it in the second cycle. Because, were 18 of them got 20 scores, 11 of them got 15 scores, 5 of them got 10 scores. In cycle I the mean score of students in grammar aspect was 12.5 and cycle II the mean score of students was 17.20.

### c) **Mechanic**

There were 4 levels of mechanic mastery in writing test. There were 34 students in the class. In cycle 1, 4 of them got 20 scores, 16 of them got 15 scores, 12 of them got 10 scores. 2 of them got 5 scores. The average of them in this indicator was 13.52.

The researcher and co-teacher had found some problems of the students to make the good mechanic on their descriptive text. Some of them misunderstood to identify about mechanic like the comma, capital letter, spelling and full and others.

First, they didn't use comma, capital letter, full and others. For example:

1) The student wrote:

My house in Jl. Alboin hutabarat Number 43. Color of my house is orange,in My house is another Room, kitchen room, bedroom, living room, bathroom, watching room and other room.

In living room have a lamp, table, sofa, buffet and noun other. and in bedroom, have pillow, lamp, mirror, blanket, mosquito net, book case, wardrobe and noun other. in kitchen room have, dining table, Dispenser, rice cooker and noun other. In bathroom have dipper, water tub, pail, soaf, shampo, and noun other. This is a condition of my house. I am comfortable with condition of my house.

The correct sentence:

My house is at Alboin Hutabarat Street number 43. The color of my house is orange. There are many rooms in my house. Those are kitchen room, bedroom, living room, bathroom, watching room and others.

In living room, it has a lamp, table, sofa, buffet, and etc. In bedroom, it has pillow, lamp, mirror, blanket, mosquito net, bookshelf, wardrobe, and etc. In kitchen room, it has dining table, dispenser, rice cooker, and etc. In bathroom, it has dipper, bath up, pail, soap, shampoo, and etc. this is a condition of my house. I am comfort with condition of my house.

2) The student wrote:

My school is my place to study, I study in SMK N 1 Padangsidempuan. SMK N 1 in şutan şoripada mulia street, in front of SMK N 1 is SMK N 2 Padangsidempuan.

SMK N 1 have some class rooms, one aula, library, mosque, lab sains, 3 canteen and BP room. My school have flowers which very beautiful, and a river who flow very calm.

Tree who soar make area very cool, in the river have fishes. In front of my class a garden with various plants, as flowers, green, mango tree, cron and have a chair in the garden.

The correct sentence:

My school is my place to study. I study in SMK N 1 Padangsidempuan. SMK N 1 is on Sutan Soripada Mulia Street. In front of my school is SMK N 2 Padangsidempuan.

SMK N 1 has some classrooms. There are hall, library, mosque, science laboratory, 3 canteens, and counseling room. My school has flowers which are very beautiful, and a river which flows calmly.

Tree soars which makes the area very cool. There are many fishes in the river. In front of my class, there is a garden whit various plants, such as flowers, trees, mango tree, corns, and has a chair in the garden.

3) Student wrote:

My house is color is green. In my house found door, window, and room. My house have room. That is kichen room, bad room, living

room, and bath room. In bad room to found table, television, and chair. in living room to found view and carvet.

My house location in Payanggar in front of Sadabuan road.

The correct sentence:

My house color is green. There are door, window and room in my house. My house has rooms. Those are kitchen room, bedroom, living room, and bathroom. In bedroom, there are table, television, and chair. In living room, there are picture and carpet. My house location is in Payanggar near Sadabuan Street.

4) The student wrote:

My school direction is Tkj, Akutansi, and Pemasaran my school head mr. is sudirman my school in sutan soripada mulia my school is white and pink colors.

The correct sentence:

My major of school are TKJ (Computer Networking), Accounting and Marketing techniques. The headmaster is Mr. Sudirman. My school is on Sutan Soripada Mulia Street. My school is white and pink colors.

Based on the example above, the students misunderstood to identify about mechanic. They students didn't use capital letter, didn't use comma full stop and error in spelling the word.

Based on the interview<sup>3</sup> to GR, MI, MA, PR, RS and SR said that their difficulties in making good mechanic on their descriptive text caused by their misunderstanding and their knowledge about the punctuation like comma, capital letter, full and spelling. So, it can be concluded from the problem above for solving the concerning problem, there were some actions conducted by the researcher in cycle II.

Based on the observation, the researcher saw students have not able to use the punctuation as the function in writing descriptive text. So, the readers felt difficult to understand about the content of the text. For solving the concerning problem, the researcher should give the solution for the students' problem in mechanic. The researcher gave explanation the important of the punctuation in the text. After that, the researcher remembered students so that didn't forget put punctuation.

As a result, the students' achievement in this indicator was improved. Like what was made in the cycle I test. From 34 students in the classroom, were 20 of them got 20 scores, 10 of them got 15 scores, 4 of them got 10 scores. 1 of them got 5 score. In cycle I the mean score of students in mechanic aspect was 13.52 and in cycle II was 17.35.

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<sup>3</sup>*Ibid.*, p. 2.

#### d) Fluency

There are 4 levels of fluency mastery. From 34 students in the classroom, 4 of them got 20 scores, 8 of them got 15 scores, 16 of them got 10 scores. 6 of them got 5 scores. The average in this indicator was 12.64.

The researcher and co-teacher had found some students' problem in fluency. The students felt difficult to arrange sentence into the good paragraph because they students didn't know about structure.

1) The student wrote

My house in Jl. Alboin hutabarat Number 43. Color of my house is orange,in My house is another Room, kitchen room, bedroom, living room, bathroom, watching room and other room.

In living room have a lamp, table, sofa, buffet and noun other. and in bedroom have pillow, lamp, mirror, blanket, mosquito net, book case, wardrobe and noun other, in kitchen room have, dining table, Dispenser, rice cooker and noun other. In batroom have dipper, water tub, pail, soaf, shampoo, and noun other. This is a condition of my house. I am comfortable with condition of my house.

The correct sentence:

My house is at Alboin Hutabarat Street number 43. The color of my house is orange. There are many rooms in my house. Those are kitchen room, bedroom, living room, bathroom, watching room and others.

In living room, it has a lamp, table, sofa, buffet, and etc. In bedroom, it has pillow, lamp, mirror, blanket, mosquito net, bookshelf, wardrobe, and etc. In kitchen room, it has dining table, dispenser, rice cooker, and etc. In bathroom, it has dipper, bath up, bucket, soap, shampoo, and etc. this is a condition of my house. I am comfort with condition of my house.

2) The student wrote:

My school is my place to study, I study in SMK N 1 Padangsidempuan. SMK N 1 in sutan soripada mulia street, in front of SMK N 1 is SMK N 2 Padangsidempuan.

SMK N 1 have some class rooms, one aula, library, mosque, lab sains, 3 canteen and BP room. My school have flowers which\_very beautiful, and a river who flow very calm.

Tree who soar make area very cool, in the river have fishes. In front of my class a garden with various plants, as flowers, green, mango tree, cron and have a chair in the garden.

The correct sentence:

My school is my place to study. I study in SMK N 1 Padangsidempuan. SMK N 1 is on Sutan Soripada Mulia Street. In front of my school is SMK N 2 Padangsidempuan.

SMK N 1 has some classrooms. There are hall, library, mosque, science laboratory, 3 canteens, and counseling room. My

school has flowers which are very beautiful, and a river which flows calmly.

Tree soars which makes the area very cool. There are many fishes in the river. In front of my class, there is a garden with various plants, such as flowers, trees, mango tree, corns, and has a chair in the garden.

3) Student wrote:

My house is color is green. In my house found door, window, and room. My house have room. That is kitchen room, bedroom, living room, and bath room. In bedroom to found table, television, and chair. in living room to found view and carpet.

My house location in Payanggar in front of Sadabuan road.

The correct sentence:

My house color is green. There are door, window and room in my house. My house has rooms. Those are kitchen room, bedroom, living room, and bathroom. In bedroom, there are table, television, and chair. in living room, there are picture and carpet. My house location is in Payanggar near Sadabuan Street. .

Based on example, the researcher can concluded that the students difficult arranged the sentence into good structure. They students were just wrote based on they were know without paying



attention about structure. They felt confuse to arrange sentence into the good structure

Based on interview<sup>4</sup> to AN, GR, IR, MA, and PR said that they often make misused in structure and sometimes felt arrange sentence into the good structure. They were just wrote the text based on they were known.

As solution, the researcher gave explanation what sentence structure is and the researcher also gave the example based on the learning material.

As a result, students' achievement in this indicator was improved in cycle II. From 34 students in the classroom, were 14 of them got 20 score, 15 of them got 15 score, 5 of them got 10 score. In cycle I the mean score of students of fluency aspect was 12.64 and cycle II the students score was 16.32.

**e) Form (organization)**

There are 4 levels of form (organization) mastery. Teacher found that from 34 students in the classroom, there were 3 of them got 20 scores, 6 of them got 15 scores, 20 of them got 10 scores, 5 of them were got 5 scores. The average in this indicator was 11.76.

The teacher and co-teacher had found some problem of students to identify the form (organization) on their description text. Students'

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<sup>4</sup>*Ibid.*,

problems were organization of the text was students got difficult to deduce ideas and organization content the generic structure was not clearly.

First, the students didn't understand how to develop their writing and make the ideas into written form with coherence sentences. The students only wrote the simple sentence without paying attention the unity of the text. The students didn't know write the text into paragraph they were just write point by point. Example:

1) The student wrote:

1. My school is on Sutan Soripada Mulia Street. 2. My school is white colour. 3. My school has 5 direction. 4. My headmaster is Mr. Sudirman

2) The student wrote:

1. My school is on sutan soripada mulia street Padangsidimpuan. 2. My school color is red and white, the name of my school is SMK N 1 Padangsidimpuan. 3. My name is Marcell Tri Satrio, I am in X TKJ 1, my headmaster is mr. Sudirman, my school is the biggest in Padangsidimpuan.

From the example above, the student didn't develop the text into paragraph. They wrote the text point by point. The students didn't know about main idea and supporting idea. So, they wrote the text without paying attention about the unity of the text.

That we know the generic structure of descriptive text was *identification* (identify phenomenon to be describe) and *description* (describe parts, qualities, and characteristic) but the students didn't make it in their writing. Some of students just explain the description without wrote the identification of the text. Example:

1) Student wrote:

My house is color is green. In my house found door, window, and room. My house have room. That is kichen room, bad room, living room, and bath room. In bad room to found table, television, and chair. in living room to found view and carvet. My house location in Payanggar in front of Sadabuan road.

2) Student wrote:

My school direction is TKJ, Akutansi, and Pemasaran. My headmaster is Sudirman. My school is on Sutan Soripada Mulia. My school is white color.

From the example above, the student wrote the paragraph without made identification. The paragraphs were just description there was not identification in paragraph. The student didn't make identification in the paragraph.

Based on interview<sup>5</sup>, the student did not know the rule to make the good writing. They difficult to developed their writing into paragraph. Then, the students confuse in made identification and description in the text/paragraph.

So for solving the problem above, the researcher gave explain how to make a good paragraph. The researcher argued that knowing basic unit of organization in writing would help them to deduce their ideas in writing.

As a result, students' achievement I this indicator was improved in cycle II. From 34 students in the classroom, were 17 of them got 20 score, 7 of them got 15 score, 10 of them got 10 score. In cycle I the students score of form (organization) aspect was 11.76 and in cycle II students score was 16.02.

## **2) External Factors**

Based on observation notes, the researcher as a teacher and co-teacher as an observer had a task to monitor all activities by using clustering technique in the classroom. It was about class situation, students' activity and teacher activity in teaching learning process in the classroom. There were some external factors that influenced students' writing ability beside internal factor.

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<sup>5</sup>*Ibid.*, p.3

### a) Motivation

The students' motivation was the one of external factors in the cycle I. the students' motivation can influent students' writing ability. There were 24 who had motivation when teaching learning process in the classroom. However, there were 10 students (AD, AH, AN, AB, JH, MI, MA, RS, SR, WR) who had no motivation in writing. There were 4 students (AN, MI, MA, SR) who unfocused when researcher began to apply the technique. Then, 6 students (AD, AH, AB, JH, RS, WR) just silent when researcher explained the material, asked them to speak, applied the technique. It was caused by the factor that they did not interest to English class. Beside it, they did not understand well about English, especially in writing.<sup>6</sup>

To solve the problem, researcher motivated students to like English lesson and opened their mind because English was useful to be occupation. For example, researcher said that students could be a writer. It was the way how to solve students' problem.

Based on interview<sup>7</sup> AN, MI, MA, SR said that they unfocused because they did not understand English. So, they felt boring when

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<sup>6</sup>*The Observation is conducted when the researcher teaching in SMK N 1 Padangsidimpuan, (Sadabuan: SMK N 1 Padangsidimpuan, 21<sup>st</sup>, 28<sup>th</sup> August and 04<sup>th</sup>, 11<sup>st</sup> September, 2017).*

<sup>7</sup>*Private Interview with the Students at grade X-TKJ 1 SMK N 1 Padangsidimpuan, (Sadabuan: SMK N 1 Padangsidimpuan, 28<sup>th</sup> August, 2017 at 13.10 p.m)*

studying in the class. Next, AD, AH, AB, JH, RS, WR said that they felt lazy study about English because they did not like English lesson.

Students' result in the cycle II was better than cycle I. They had motivation in cycle II. In teaching learning process, they focused when researcher began to apply the technique and they were actively in applying the technique. They asked the researcher if they did not understand how to write the word. So, they score was better than cycle I.

#### **b) Going permission**

Asking permission annoyed teacher and the other students in learning process. When the teacher explained descriptive text and modeling descriptive text, there are some students who often asking permission. They were AR, NR and RS.

Based on the interview<sup>8</sup>, they said they want to pee because weather was cold and clean their face because they were sleepy.

So, to solve the problem, researcher made the schedule to asking permission. As a result in cycle I, from 34 students in the classroom, 3 of them asked permission and cycle II, 1 of them asked permission.

#### **c) Sleeping in the classroom**

Sleeping in the class would make students did not know teacher's explanation about descriptive text. The students who slept in the class were also the one external factor in the students' descriptive text. There were 2

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<sup>8</sup>*Ibid.*,

students who slept when learning process was happened. He is NR and WR, based on interviewed, they said that the time was good to sleep, because weather is cold, and they said they didn't sleep in the night so they felt sleepy in the class.<sup>9</sup>

So, to solve the problem, researche motivated them to focus in the class and gave students advice on the important of learning for them. As a result, in cycle I from 34 students in the classroom, 2 of them who slept in the class. In cycle II no one of them sleep in the class. They were active in learning process.

#### **d) Disturbance friends**

There are 5 students who made disturbance in the classroom. They are AN, AB, MI, MA and SR. So, the class was noised. The students chit-chatted in the classroom, they were MI and MA and they disturbance friend were AN, AB and SR. It made the others students did not focus to write descriptive text. Based on the interviewed<sup>10</sup>, MI and MA said they want to ask their friend about English language of "baik hati" they asked all their friends so it made noisy, and AN, AB and SR disturbance their friend because their paper was lost so they disturbance their friend to found their paper.

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<sup>9</sup>*ibid.*,  
<sup>10</sup>*Ibid.*,

As the solution, the researcher advised them to be silent and did not chit-chat in the class and asked them to find the word in dictionary. Teacher asked them to follow the learning process. Then, explained that English was important lesson. Teacher gave one paper to the students and asked them did not lose their paper again.

Finally, to solve their problem, the researcher gave reward to students who did not make disturbance. The reward would give after the class was finished.

As a result, in cycle I there were 5 students who make disturbance friends and in cycle II, there was no students who disturbance friends because they was focused in learning process.

**e) Class dirty**

First time teacher entered to the class, the condition of the class was dirty. Teacher saw some rubbish in the floor. The weather was rain and the roof of the class was leaked so it made the floor dirty and muddy. Based on interviewed the students said they lazy to clean the floor because the rain was still down.

So, to solve the problem the researcher asked the students to clean the class and asked them to mopping the floor. As a result, in cycle I classroom was dirty and cycle II the classroom was clean because there was no rubbish in the floor.



#### D. The Discussion of the Research Findings

The first is Tita Nurul Fajriani.<sup>11</sup> She uses clustering as the technique to students' writing ability. She said that using clustering could improve students' writing ability. It can be seen from the first cycle and the second cycle. The students got 69.65 on the first cycle and the students got 78.17 on the second cycle. Based on the statement, it can be concluded that by using clustering was an effective technique used to improve writing skill of the students. Then, the hypothesis was accepted.

The other researcher is Fikri Fauzi.<sup>12</sup> He uses clustering as the technique to students' writing ability. He said that using clustering could improve students' writing ability. It can be seen from the first cycle and the second cycle. The students got 64.8 on the first cycle and the students got 74.3 on the second cycle. Based on the statement, it can be concluded that by using clustering was an effective technique used to improve writing skill of the students. Then, the hypothesis was accepted.

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<sup>11</sup>Tita Nurul Fajriani, Improving Students' writing ability through clustering technique, classroom action research in the second year of smp al-Hasra Bojongsari-Depok, Unpublished Thesis, Department of English Education Faculty of Tarbiyah Teachers' Training Syarif Hidayatullah State Islamic University University, accessed on [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/102345-TITA\\_NURUL\\_FAJRIANI-FTIK.Pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/102345-TITA_NURUL_FAJRIANI-FTIK.Pdf), retrieved on Februari 2017, p. 37

<sup>12</sup>Fikri Fauzi Alawi, Improving Students' Ability in writing descriptive text using clustering technique at Eight grade MTs DarulMa'rif Cipete Jakarta, Unpublished Thesis, Department of English Education Faculty of Tarbiyah Teachers' Training Syarif Hidayatullah State Islamic University accessed on [http://repository.uinjkt.ac.id/dspace/handle/123456789/505-FIKRI\\_FAUZI\\_ALAWI-FTIK.Pdf](http://repository.uinjkt.ac.id/dspace/handle/123456789/505-FIKRI_FAUZI_ALAWI-FTIK.Pdf), retrieved on Februari 2017, p. 53

The Last is Hartini.<sup>13</sup> She concluded that clustering can contribute to students in writing greatly. The students' writing ability was improved during the teaching and learning activity using the clustering. It was showed by the difference of the mean score of the result in cycle I and cycle II. The mean score in cycle I test were 55.5 whereas in cycle II were 78.33. From the data showed that students' result in writing descriptive text was improve.<sup>14</sup>

In this study, researcher also had found that the improve of students' achievement through the title "Improving Students' Writing Ability Through Clustering Technique at Grade X SMK N 1 Padangsidempuan".

In cycle I was 61.91 (17.64%) and in cycle II was 83.52 (94.11%). So, cycle II was bigger than cycle I (94.11% > 17.64%).

#### **E. The Treats of the Research**

There were some aspects that could threat for this researcher, when researcher doing the research, they were:

1. The data in this research was objective because it was processed by the researcher's test, interview and observation to the students' writing.

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<sup>13</sup>Hartini, Improving students' writing descriptive text using clustering technique at the seventh grade students of smp Nurul Islam Ngemplak in the academic year 2014/2015, Unpublished Thesis, Teacher Training and Education Faculty of Slamet Riyadi University Surakarta, accessed on <http://www.jurnal-mahasiswa.unisri.ac.id/index.php/FKIPING/article/view/239/292> - HARTINI.pdf, retrieved on Februari 2017, p. 9

2. Teaching and learning process was not perfect, because:

- a) Some students confused in descriptive text, they did not know to make the good grammar and organization of the text, they did not master in vocabulary.
- b) Some students asked permission, slept in the class, disturbance the friends, class dirty.
- c) The researcher tried to explain more about the descriptive text and about the indicators of writing, and the researcher tried to always give motivation to students.

Even though, clustering technique gave chance to the students to use target language. The researcher hoped clustering technique can be applied in teaching the students at SMK N 1 Padangsidimpuan.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result of the classroom action research, it could be concluded:

1. Clustering technique can improve students' writing ability at grade X TKJ 1 SMK N 1 Padangsidempuan. It based on the students' writing ability mean score in which is in cycle I 61.91 (17.64%), and in cycle II is in 83.23 (94.11%). So, the hypothesis in this research could be accepted "students' writing ability Can improve Through Clustering Technique at Grade X TKJ 1 SMK N 1 Padangsidempuan".
2. There are some problems in writing ability. Students' problem in grammar is students not know well about use present tense. Problem in vocabulary is students are limit in vocabulary and students' vocabulary use are wrong they make errors of word choice. Problem in mechanic is students are not able to use the punctuation in writing descriptive text. Problem in fluency is students often make misuse in structure or vocabulary. Problem in form (organization) is students organization of the text are students got difficult to deduce ideas and organization content the generic structure is not clearly.

## **B. Suggestion**

After finishing the research, the reseracher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. The headmaster of SMK N 1 Padangsidimpuan, it can be used to motivate the teachers to teach as well as possible to maximize learning writing process because through this research it was proven that this technique increased students writing ability especially in descriptive text.
2. English teacher, from the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to English teacher of SMK N 1 Padangsidimpuan to apply various innovative techniques in teaching English. It also can be supported by choosing right technique and good class management. Besides it, it is also important for students to follow learning process seriously because the success of learning is in students' result.
3. Next researcher, the finding of this research were subject matter, it can be developed largely and deeply by adding other variables. It also may be useful with different students' condition like different population characteristic.
4. Readers, this research can be used as well as possible as positive input.

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Kepada Yth Bapak/Ibu

1. Rayendriani Fahmei Lbs. M.Ag (Pembimbing I)
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di -  
Padangsidempuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

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