



**IMPROVING STUDENTS' WRITING ABILITY  
IN REPORT TEXT THROUGH CLUSTERING  
TECHNIQUE AT GRADE XI SMAN 1 SIABU**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as  
a Partial Fulfillment of the Requirement for the Graduate Degree of  
Education ( S.Pd ) in English*

**Written By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2017**



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**2017**

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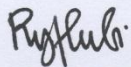
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to **YENI RISKKA**, entitle “ **Improving students' Writing Ability in Report Text Through Clustering Technique at Grade XI SMAN 1 Siabu** ”, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. That is all and thanks you for the selection.

Wassalamu'alaikum Wr. Wb.

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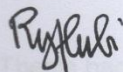
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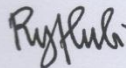
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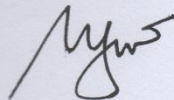
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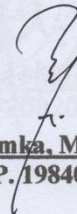
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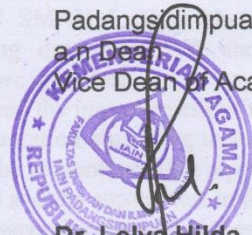
**Thesis : IMPROVING STUDENTS' WRITING ABILITY  
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TECHNIQUE AT GRADE XI SMAN 1 SIABU

### **ABSTRACT**

This research is talking about improving students' writing ability in report text through clustering technique at grade XI SMAN 1 Siabu, the student problems in writing ability are the students don't have ideas to write, the students can't develop idea to write, the students don't have interest in writing English and the English teacher don't have appropriate technique. The purpose of this research to describe the students achievement in writing report text and to identify the factors which influence students writing report text by using clustering technique at grade XI SMAN 1 Siabu.

The method is classroom action research by implementing the Kemmis and Mc Taggart designed which were consisted four steps. Those are plan, action, observe, and reflect. In addition, to solve the writing report text problems, the researcher applied clustering technique. The participants of the research are all of the students in the classroom XI IPA3 SMAN 1 Siabu that are consisted 28 students'. The instruments of collecting data are test and observation. The techniques of analysis data are mean score and *t*-test.

Based on the research result, showed the improvement of the students' writing ability in report text through the implementation clustering technique. The students' mean score showed the improvement of the students writing report text. The first test result in the first cycle was 58.92 ( 25 % ) and the second test in the second cycle was 83.28 ( 89.28 %). The mean score of the second cycle was higher than the first cycle. The application of clustering technique could be improved the students writing ability in report text at grade XI IPA 3 SMAN 1 Siabu, it means that hypothesis could be accepted.



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Yours Truly

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

English is an international language which has an important role in communication by people to interact with other people in the world. By speaking English everyone will be able communicate to international community in globalization era, we also made good relation with another country, and remember that good communication will make a good relation. Everyone must communicate well by using English in this era. English that is used to communicate in many aspects such as in politics, economy, education, technology, science, and culture.

Basically, in educational curriculum have three very important aspects they are cognitive, affective, and psychomotoric. Hopefully, working on this learning program the learners are able to speak English well. In Indonesia, English is a subject includes in senior high school. Based on school based curriculum ( KTSP ), there are four language skills that should be mastered by the students; they are, listening, speaking, reading, and writing.<sup>1</sup>

Writing is one of four language skills that is very important to learn. Writing is powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience. As a result is part of the important language teaching and learning. Many people feel that writing is difficult, *First*, writing

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<sup>1</sup> Curriculum SMA Negeri 1 Siabu



needed time to describe for anything to write. *Second*, writing can be edited and revised but too many revise make them lazy and let it. It will be possible to do mistake in writing especially grammar and vocabulary.

Meanwhile, writing is an important skill in life. The following illustration will be presented some significances of writing in life. The first, for described, like a proposal or project paper, in project paper there are characteristic of students when they started learning in classroom, and the characteristic of the researcher in writing. The second, for analyzing, there are several mistakes in the structures of sentences, grammar, vocabulary, and so on. If one of them didn't comprehend well, it will be difficult to analyze. The last, for communicating experience like in project paper, the researcher can communicate to the reader by writing. The researcher can be shared the experience with the other researcher by project paper. Based on illustration above, it has showed that writing is necessary in daily activity especially as a student who is learning writing.

The researcher has found from the school especially from the English teacher and students. The English teacher has used some ways when learning process such as; the teacher taught the students' based on their English book, given explanation about their learning, given the homework in group and individually. Actually, just a little partly of students' can understand the lesson, especially in writing. There are many students' problem can't write such as; the students do not comprehend well about vocabulary that makes the students facing difficulties in choosing the appropriate words in writing text; no ideas that make

students lazy and difficult to begin to write; there is no motivation that make students shy and afraid of mistake in writing and lack of confidence. The students did not have interest in writing English.

Besides that, based on the writer's observation, when the writer interviewed one of the English Teacher at SMAN 1 Siabu

Yusri Annur said :

Students have the problems in writing especially in developing idea, the students could not start their writing because they have not any idea, less motivate in writing because they think that writing is boring activity and it is uninteresting for them. They still confused in organizing the writing. The last, they often do some mistakes with the lack of knowledge in vocabularies.<sup>2</sup>

In senior high school, the basic competence that should be achieved in the writing English subject is the students have ability to express meaning and rhetorical structures in essay by using written language manner accurately, fluently and acceptable in everyday life context in form of report, narrative, and analytical exposition text.<sup>3</sup>

Report text is a kind of result perception, research, observation, or study about object, animal, people or place. Report text is a kind of text that gives general information about something and report text also to describe generic participants, it means a report text giving description of general classification or things.

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<sup>2</sup> Miss Yusri Annur, S.Pd, *Private Interview to the English Teacher of SMAN 1 siabu*. ( Siabu: SMAN 1, September 02<sup>th</sup>, 2016 on 10 pm )

<sup>3</sup> Syllabus SMA Negeri 1 Siabu

Writing report text is a writing activity that purposes to tell somebody about something, especially something that you have experience. Writing reports are written about living things like plants and animals. From explanation above, the writer concluded that report text is necessary for everybody in variety of purposes and needs. So, if the students want described the things, peoples, and animals, they are able to understanding of report text.

Besides that, based on writers observation that students ability in writing report text is still low, they did not have many vocabularies to develop idea to write report text, they are also can't determine generic structure of the text. They have difficulties to build and develop their ideas and they could not be able to write and communicate English well. Finally The English teacher always ask students translated the text.<sup>4</sup>

The problems above need to be solved in order to avoid flows in students as product of educations. Teachers needed another interesting technique in teaching writing. There are a lot of techniques in teaching writing like listing technique, outlining technique, story map technique, clustering technique, sketch and label technique. The writer would like to propose a technique which is called clustering technique.

This technique is good and easy. It is effective to be used in teaching by the teacher. At least some reasons are available as background of the choice.

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<sup>4</sup> Santri Safitri, *Private Interview to the Students of SMAN 1 Siabu*. ( Siabu: SMAN 1, September 02<sup>th</sup>, 2016 on 09 pm )

First, clustering technique makes visual map to produce a topic related to each other. Second, clustering technique will stimulate students' ideas, also they can make a good paragraph in every types of genre. Third, clustering technique can help students to think a visual way, and last, clustering technique is another strategy that can generate materials for paper.

Based on the explanation above, the researcher is interested to conduct a Classroom Action Research, which purposes to improve students writing ability through clustering technique at grade XI SMAN 1 Siabu.

#### **B. The Identification of the Problem**

Based on the explanation above, the problem this research can be formulation as the following:

1. The students did not have ideas to write
2. The students could not develop idea to write.
3. The students did not have interest in writing English.
4. The English teacher did not have appropriate technique

#### **C. The Focus of the Research**

Based on identification of the problems above, the writer focused this researcher on students' ability in writing report text. The researcher chooses clustering technique to solve students' problem in writing report text.

#### **D. The Formulation of the Problem**

Based on background of the problem above, the researcher formulate the problems of the research are:

1. How was clustering technique improve the students writing ability in report text at grade XI SMAN 1 Siabu ?
2. What the factors which influence students writing ability in report text through Clustering technique at grade XI SMAN 1 Siabu ?

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

Based on the research question above, there were two objectives of the research, as follow:

1. To describe improvement of the students achievement in writing report text through clustering technique at grade XI SMAN 1 Siabu.
2. To identify the factors which influence of students writing ability in report text through clustering technique at grade XI SMAN 1 Siabu.

#### **F. The Significances of the Problem**

The significances of the research are:

1. For the teacher, will give an input to the teacher in teaching writing skills, and as an alternative technique to enrich their teaching technique.
2. For the students, will give an input to the students, so they can improve their writing ability.

3. The last the result of this research is also expected will develop knowledge and information for everyone who are interested in doing research related with this research.

### **G. The Definition of the Key Terms**

To avoid vagueness and misunderstanding between the researches and the reader, there are researches states the terminologies are:

1. Improving means become or make better.<sup>5</sup> Improving was a process of becoming or making students' writing ability better through several cycles which is a change that improves students' writing ability by using a certain technique. Improving is a verb that making something better. So, improving is going through better work to achieve something.
2. Students are person who is studying at college or university.<sup>6</sup> Students is a person who attends a school, college, or University and studies something. The research assumed that a student is person who learns on the elementary, junior, and senior high school for both formal and informal education.
3. Writing according to Hornby said "Writing is written works of an author or persons hand writing".<sup>7</sup> Then, according to David Nunan, "Writing is both a physical and mental act".<sup>8</sup> So, it is a mental work in creating ideas to express

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<sup>5</sup> A.S. Hornby, *Oxford Learners Pockets Dictionary 4<sup>th</sup> Edition* (New York: Oxford University Press, 2008), p.222.

<sup>6</sup> *Ibid.*, p. 441.

<sup>7</sup> A.S. Hornby, *Oxford Learners 4<sup>th</sup> Edition*....p. 516.

<sup>8</sup> David Nunan, *Practical English Language Teaching* (USA: The Mecraw Hill Companies, 2003), p. 88.

and to organize them in paragraph or text so that the readers will be easier to understand the writer intention.

4. Ability is the mental or physical capacity, power or skill required to do. Meanwhile, ability is the fact that somebody is able to do something.<sup>9</sup> So, ability means the power or capacity to do something well.
5. Clustering is making a visual map of the ideas. Clustering is another brainstorming activity you can use to generate ideas. Based on the definition the researches assumed that clustering is activity before writing a text by making a note in advance about the ideas that are owned and relevance of the fact that the text will be written.
6. Report Text is a kind of pare result of perception, research, observation, or study about object, animal, people or place.<sup>10</sup> While, Report text is being used in a very specific way to refer only to text used to store information about a class of thing. Report text is a kind of genre which has the aim to inform the reader. So, Report text is a kind of text that give general information about something.

## **H. The Outline of the Thesis**

The systematic of this research desribed into five chapters. Each chapter consisted of many sub chapter with detail as follow:

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<sup>9</sup> A.S. Hornby, *Oxford Learners 4<sup>th</sup> Edition*.....,p. 2

<sup>10</sup> Otong Setiawan Djuhari, *Genre* (Bandung : Yrama Widya, 2007 ), p. 26

In chapter one, consisted of background of the problem, identification of the problem, focus of the research, formulation of the problem, purpose of the research, objectives of the research, definition of the key terms and outline of the thesis.

In chapter two, consisted of review of related literature. It consisted of sub chapter such as theoretical descriptions which explain about writing, report text, and clustering technique. Then review of related finding, conceptual framework, and hypothesis of the action.

In chapter three, consisted of research design, location and schedule of the research, participant, procedure of the research, and the last was instrument of data collection.

In chapter four, consisted of the result of the research which consists of description of the data, the testing of hypothesis, and the last analyzing the result of research.

And chapter five, consisted of conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

In arranging a research, theories are very important to explain some concepts or terms applied in research concerned. The terms are as follows:

##### 1. Writing

###### a. Definition of Writing

Writing is process of expressing ideas or thought in words, as stated by some expert as follows.

According to David Nunan:

Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts,, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.<sup>1</sup>

Similarly with Hamps Lyons in J. Michael O'Malley said that "writing is a personal act in which take ideas or prompts and transform them into ' self initiated ' topics ”<sup>2</sup>

Meanwhile According to H R Guntur Tarigan said that:

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<sup>1</sup> David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003),p. 88.

<sup>2</sup> J. M. O'Malley & L.V. Pierce, *Authentic Assessment For English language Learners*, ( USA: Addison Wasley Publishing Company : 1996)., p. 136.

“Menulis adalah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang lain dapat membaca lambang-lambang grafik itu, menulis merupakan suatu representasi bagian dari kesatuan ekspresi bahasa.”<sup>3</sup>

(Writing is to describe the graph of symbols which describe a language that is understood by someone, so that the others can read the description of graphic. Writing is representation of the expression of language).

So, based on explanation above can be concluded that writing is the activity transferring the ideas and to describe a language in graph of symbols that understood by someone, so the readers can understand what the writer means.

## **b. Characteristic of Writing**

There are some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point:

### 1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

### 2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient

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<sup>3</sup> H R Guntur Tarigan, *Menulis sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986) p. 21.

training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.<sup>4</sup>

From explanation above can be concluded characteristic of writing there are permanence, production time, distance, orthography, complexity, vocabulary, formality, and coherence.

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<sup>4</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall,1994), p .325-326

### c. Process of Writing

To make good writing there are the writing process, according to Penny Ur the writing has three stages :

Stages 1 : Writing

Stages 2 : Reflection

Reflection on the writing process:

- a) Preparation.
- b) Process
- c) product

Stages 3 : Conclusion.<sup>5</sup>

Meanwhile, There are three stages of writing process, they are :

- 1) Prewriting, or motivation, discussion, and concept development.
- 2) Writing, which take place in classroom or at home so students can rely on both teacher and other students for feedback and support.
- 3) Post writing, in which students share their writing with others, read aloud what they have written, or exchange writing with other students.<sup>6</sup>

Based on the statements above, process of writing is the appropriate classroom activities that support the learning writing.

### d. Purpose of Writing

According to O. Malley said that there are three purposes of writing, there are:

- 1. Informative writing, it means that the purpose are to share knowledge or give information, directions, or ideas.

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<sup>5</sup> Penny Ur, *A Course in Language Teaching*, ( USA : Cambridge University Press, 1991), p. 167 - 168

<sup>6</sup> J. M. O'Malley & L.V. Pierce, *Authentic Assessment*, ...p. 139.

2. Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
3. Persuasive writing, it means that writers attempt to influence others and imitate action or change.<sup>7</sup>

According to Hugo Hartigs in Henry Tarigan's book said that :

The purposes of writing are seven they are: tujuan penugasan (Assignment purpose), tujuan altruistik (Altruistic purpose), tujuan persuasive (persuasive purpose), tujuan informasional (informational purpose), tujuan pernyataan diri (Self expression purpose), tujuan kreatif (creative purposes ), tujuan pemecahan masalah ( Problem solving purpose ).<sup>8</sup>

Based on the explanation above, the purposes of the writing as follow :

- a. To give information and knowledge to the readers
- b. To introduce or define author to the reader.
- c. To make the reader happy or entertain.
- d. To make sure the readers about the truth of idea.

#### e. Evaluation of Writing

Evaluation of writing is task. The task must be specifying the amount of time students will have to complete the writing.

According to Arthur Hughes there are some criteria of writing assessment. The criteria of writing assessment is presented in the following table:

**Tabel 1**  
**Indicators of Writing Score**

Aspects	Indicators	Score
<b>Grammar</b>	Few if any noticeable errors of grammar or	20

<sup>7</sup> J. M. O'Malley & L.V. Pierce, *Authentic Assessments*,....p. 137

<sup>8</sup> Henri Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*,.....p. 106.

	word order	
	Some errors of grammar or word which do not however, interfere with comprehension	15
	Error of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	10
	Error of grammar of word order frequent; efforts of interpretation sometimes required an reader's part	5
<b>Vocabulary</b>	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
	Occasional uses in appropriate terms or relies in circumlocution; expression or ideas hardly impaired	15
	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	10
	Limited vocabulary and frequent errors clearly hinder expression of ideas	5
<b>Mechanic</b>	Few if any noticeable lapses in punctuation or spelling	20
	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime to obscurity	5
<b>Fluency</b>	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
	Occasional lack of consistently in choice of structures and vocabulary which does not	15
	Patchy with some structures or vocabulary items noticeable inappropriate to general style	10
	Structure of vocabulary items sometimes not only in appropriate but also misuses little sense of ease of communication	5
<b>Form</b>	Highly organized clear progression of ideas well linked: like educated native writer	20

	Material well organized linked could occasionally be clearly but communication not impaired	15
	Some lack of organization re-reading required for clarification of ideas	10
	Little or no attempt at connectivity through reader can deduce some organization <sup>9</sup>	5

## 2. Report Text

### a. Definition of Report Text

Report text is a kind of genre which has the aim to inform the reader. Basically, Report text is a kind of text that gives general information about something.<sup>10</sup>

Then, according to Otong Setiawan Djuhari said that report text is a kind of pare result perception, research, observation, or study about object, animal, people or place.<sup>11</sup> A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information<sup>12</sup>

From explanation above can be concluded report text is a kind text to inform the things, peoples, and animals, which has the aim to inform the reader.

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<sup>9</sup> Arthur Hughes, *Testing For Language Teachers*, ( New York; Cambridge University Press, 1990.,p. 91-93.

<sup>10</sup> Pardiyono, *Pasti Bisa Teachning Genre Based Writing* (Yogyakarta : Andi Offset, 2007 ),p. 271

<sup>11</sup> Otong Setiawan Djuharie, *Genre*,....., p. 26.

<sup>12</sup> Surya Luphani, *Report Text*, retrieved from <http://suryaluphani4.blogspot.co.id /2012/12/report-text.html>. Accessed on 24<sup>th</sup> March 2017

## **b. The Structural Element of Report Text**

### **1. Social function**

The social function of a report text is to draw a general inference or to report. The social function is near the same with the communicative purpose which refers to aim of the texts which want to express by the writer to the reader.

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and so on.<sup>13</sup> Then, Pardiyono said that social function is telling what the aim of the text.<sup>14</sup>

Then the social function or communicative purpose aims to tell events for the purpose of informing or entertaining. The social function gives the reader about topic of the text itself and brought the reader to know what are talking about.

Based on definition above, it can be concluded social function is to present information about something generally to the reader.

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<sup>13</sup> Surya Luphani, *Report Text*, ...

<sup>14</sup> Pardiyono, *Pasti Bisa*, ....p.272



## 2. Generic Structure

Generic structure is the stages that must be followed in arranging the text. Generic structure is something important of text construction. Otong Setiawan Djuharie said that generic structure mengacu pada alur yang tersaji dalam text atau tahapan – tahapan pemetaan gagasan/ informasi text.<sup>15</sup> It means generic structure is the structure of the text contains idea or information of the text.

According to Sanggam Siahaan and Kisno Shinoda said the text structure is the culture of the native speakers of a language to select and use the linguistic units of their language in the production and interpretation a text as the tool of an effective and efficient communication.<sup>16</sup>

Then, generic structure of report refers to general statements which explain reported subject, additional information, and its classification. It means that the generic structure of the report text are :

### a. General classification

Pardiyono said that general classification is a statement related to the topic which have been proud in title.<sup>17</sup> While, Linda

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<sup>15</sup> Pardiyono, *Pasti Bisa*,.....p.26

<sup>16</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, ( Yogyakarta : Graha 2008 ),p. 2

<sup>17</sup> Pardiyono, *Pasti Bisa* ,.....p.276.

Gerot and Peter Wignell says that general classification tells what the phenomenon under discussion.<sup>18</sup>

General classification stating classification of general aspect of thing; animal, public, place, plant, etc. which will be discussed in general.<sup>19</sup> Stating classification of general aspect of thing; animal, public place, plant, etc which will be described in general.

#### **b. Description**

Description is describing the thing which will be discussed in detail part of part, customs or deed for living creature and usage for materials.<sup>20</sup> While, description is a part gives describing of the things which will be discuss in detail.<sup>21</sup> An information report is a piece of text that information presents information about a subject. An information report usually contains fact about the subject, a description and information on this parts, habit or behavior and qualities.

### **3. Example of Report Text**

#### Dengue Fever

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Caribbeans, the Americas and Africas. This disease

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<sup>18</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd stabler, 1994), p .56.

<sup>19</sup> Puguh yulianto, Report Text, retrieved from <http://www.englishindo.com/2012/03/report-text-penjelasan-contoh.html>. Accessed on 24<sup>th</sup> Oct 2016 at 15.30 pm

<sup>20</sup> *Ibid.*,

<sup>21</sup> Pardiyono, *Pasti Bisa*, .....p. 276

rapidly spreads in most tropical urban areas of the world. It means people in these areas have high risks of infection of the diseases.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually *Aedes Aegypti*. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by a high fever, severe headache, backache, joint and muscle pains. Sometimes, many patients get nausea, vomiting, and rash on arms, face and legs. There is no specific treatment of the disease.

**Table 2**  
**Generic structure of Report text**

General Classification	Dengue fever is one of the most dangerous diseases in the world.
Description	<ol style="list-style-type: none"> <li>1. Dengue fever is endemic in most tropical countries</li> <li>2. This disease rapidly spreads in most tropical urban areas of the world</li> <li>3. Dengue fever is caused by a virus transmitted into humans by mosquitoes, <i>Aedes Aegypti</i></li> <li>4. The disease is characterized by a high fever, severe headache, backache, joint and muscle pains</li> </ol>

### 3. Clustering Technique

#### a. Definition of Clustering Technique

Cooper and Axelrod viewed that clustering is a strategy for revealing possible relationship among facts and ideas. Clustering requires a brief period of initial preparation when you divided your topic into parts or main ideas.<sup>22</sup>

Chris Juzwiak stated that Clustering involves using a series of bubbles ( Circles ) and connecting lines to record your thoughts. Clustering is especially helpful for students who have trouble organizing their ideas, the bubbles and lines help group related items together.<sup>23</sup>

Jhon Langan said that clustering is another strategy that can be used to generate material for a paper of any length. This method is helpful for people who like to think in a visual way. In clustering, you use lines, boxes, arrows, and circles to show relationship among the ideas and details that occur to you.<sup>24</sup>

Clustering, also known as mapping, cluster/ mapping provides a mental picture of the ideas you generate and how they connect to each other. Where you place ideas on the page shows their relationship to each other. Ideas placed closer to the middle are the overarching key

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<sup>22</sup> Rise B. Axelord and Charles R. Cooper, *Concise Guide to writing*, ( New York : Bedford/ St Martin's, 2012 ), p,317.

<sup>23</sup> Chris Juzwiak, *Stepping Stones: A Guided Approach to Writing Sentences and Paragraph*, (New York:Bedford/St. Martin's, 2012, ), p. 27

<sup>24</sup> Jhon Langan, *Exploring Writing :Sentence and Paragraphs*, ( New York : McGraw- Hill Companies, Inc, 1221) 2<sup>nd</sup> Edition, p, 22.

concept that unify seemingly disparate ideas and details.<sup>25</sup> Clustering is another prewriting technique you can use to get ideas.<sup>26</sup>

It can be concluded that clustering is activity before writing a text by making a note in advance about the ideas.

#### **b. The Step of using Clustering Technique**

There are step of using clustering technique, they are :

- Step 1 : Choosing one of the topic suggestions, and write it in large circle in the center of a piece of paper.
- Step 2 : Think about the topic for one or two minutes. Then write the each new idea that comes into your mind in smaller circles around the large circle.
- Step 3: Think about the idea in each smaller circle for one or two minutes. Write any new ideas in even smaller circle.
- Step 4 : Look over your groups of circles. Which group is the largest ? the large group of circles is probably the most productive topic for your paragraph.<sup>27</sup>

Besides that, to create a clustering, First, put the subject in the center of a page. Circle or underline it. Second, think of other ideas, link the new ideas to the central circle with lines. The last, think of ideas that relate to the new ideas, add to those in same way.<sup>28</sup>

Based on the statement above can be concluded in clustering technique, there are some steps:

1. Write your topic in the center of paper. Circle it.

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<sup>25</sup>Skyline College, The Writing Process; Prewriting, retrieved from [www.skylinecollege.edu/skyenglish/4prewriting.pdf](http://www.skylinecollege.edu/skyenglish/4prewriting.pdf), accessed on 24<sup>th</sup> Oct 2016.

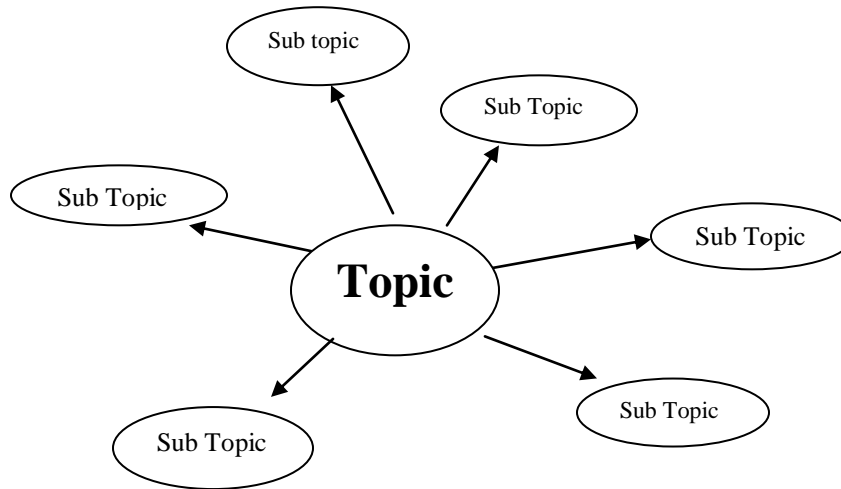
<sup>26</sup>Alice Oshima, and Ann Hogue, *Introduction to Academic Writing.*, ( USA: Pearson Longman , 2017 )p. 74.

<sup>27</sup> *Ibid*, p. 73

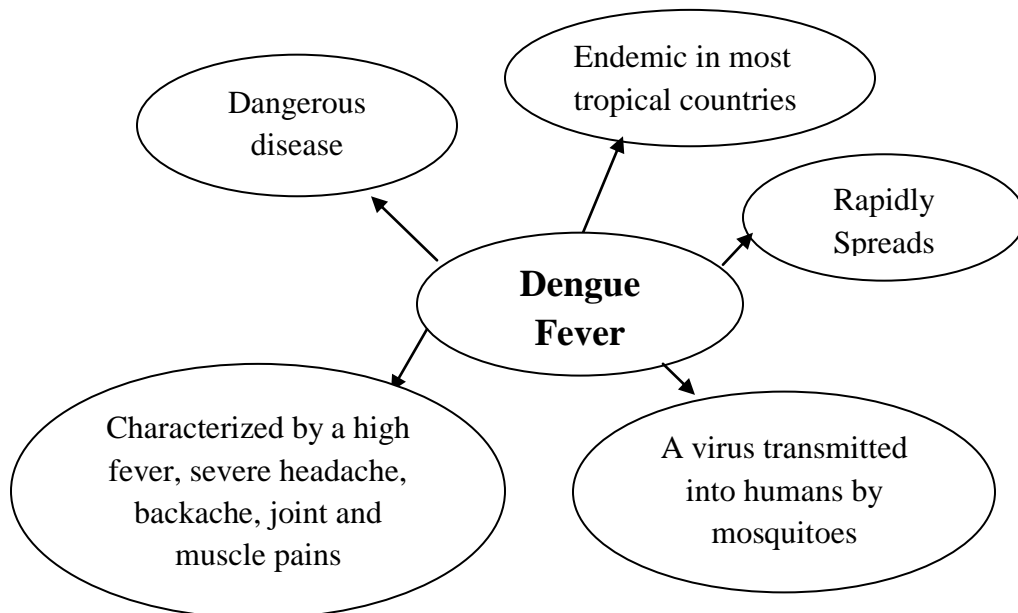
<sup>28</sup> Skyline College, The Writing Process,.....

2. Think of related ideas.
3. Write the each new idea related with your topic

**c. The Form of Clustering Technique**



**d. The Example of Clustering Technique**



## e. The Advantages and Disadvantage of Clustering Technique

### 1. Advantages of clustering technique

Clustering technique is a good technique can be applied in writing. The use of clustering technique in writing gives some advantages. They are:

- a. Clustering technique makes students can see and make relationship between ideas.
- b. Clustering technique can help students developing their topic
- c. Clustering technique can search to find concept.<sup>29</sup>

Meanwhile, according to Eramona Feradilla, Muhd. Al Hafizh said that use of clustering technique in writing gives some advantages:

- a. Clustering technique is helpful for the students to develop and organize their ideas systematically. This technique also encourages them to think in English because it can stimulate them to deliver their ideas in written form.
- b. By using clustering technique student will be motivated to write a good paragraph, because this technique is very interesting.
- c. Clustering technique can clearly show what the students think. So, their ideas will appear clearly.
- d. This technique is easy to be applied by the teacher. The teacher can apply it without using a lot of teaching media. Moreover, if there is no media, the teacher still can do it manually by asking one of the students to be a model.<sup>30</sup>

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<sup>29</sup> Riski Hasnah, Teknik Clustering, retrieved from [Https://cademimia.edu.ac.id](https://cademimia.edu.ac.id) , accessed at December 10<sup>th</sup> 2016

<sup>30</sup> Eramona Feradilla, Muhd. Al Hafizh, Using The Clustering Technique in Teaching Writing a Descriptive Text to Junior High School, JELT Vol. 2 No.2 Serie A. March 2014. p.79, retrieved from <http://ejournal.unp.ac.id/index.php/eramonaferadilla/jelt/issue/view/462/showToc>, on Monday 31 October 2016, at 16.25 pm.

Based on explanation above can be concluded the advantages of clustering technique are clustering technique is very good to use in teaching writing, clustering technique generally makes students creative and active in writing, student's will be motivate to write a good paragraph, this technique is easy to apply by the teacher, The teacher can apply it without using a lot of teaching media.

## 2. Disadvantages of clustering technique

Clustering technique is very good technique in teaching writing, but clustering also has disadvantages in writing they are:

- a. Teacher must be give more motivation on passive students,
- b. Clustering technique make teacher extra guide students if teacher cannot students so clustering technique is fail in teaching.
- c. Sometime clustering technique is not according as material in teaching.<sup>31</sup>

Meanwhile, according to Eramona Feradilla, Muhd. Al Hafizh said that clustering technique also have disadvantages;

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.<sup>32</sup>

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<sup>31</sup> Damayani, "Disadvantages of Clustering Technique" retrieved from <https://disadvantagesofclusteringtechnique.edu.ac.id>, accessed at december 10<sup>th</sup> 2016.

<sup>32</sup> Eramona Feradilla, Muhd. Al Hafizh, Using The Clustering Technique..... p.79



It can be concluded disadvantages of clustering technique are clustering technique is not good technique when use to write long paragraph, sometimes the learners are confused how to use it because the learners confused where to start writing.

## B. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are :

Firstly, a script of Tita Nurul Fajriyani, the kind of research is Classroom Action Research. The researcher found that Clustering Technique is a good method in improving writing ability.<sup>33</sup> Secondly, a script of Ismatul Maula, the kind of research is experimental research. The researcher found that clustering technique is good method in teaching writing narrative text.<sup>34</sup> Thirdly, a script of Abd Salam The kind of the research is Classroom action research. The researcher

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<sup>33</sup> Tita Nurul Fajriyani, *Improving Students Writing Ability Through Clustering Technique*, (Script UIN Syarif Hidayatullah Jakarta, 2011), retrieved from [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/1/102345TITA%20NURUL%20FAJRI YANI-FITK.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1721/1/102345TITA%20NURUL%20FAJRI%20YANI-FITK.pdf) on Monday 31 October 2016, at 16.00 pm.

<sup>34</sup> Ismatul Maula, *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at The Tenth Grade Students of SMA PGRI 56 Ciputat*, (Script UIN Syarif Hidayatullah Jakarta, 2010). retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/1256/2/92162-ISMATUL%20MAULANA-FITK.pdf> on Monday 31 October 2016, at 16.10 pm.

found that clustering technique is a good method in improving writing ability. Then, the conclusion are: the students achievement in writing is 72,4.<sup>35</sup>

The researcher from the review related finding is Tita Nurul Fajriyani the kind of research is Classroom Action Research, Ismatul Maula, she used experimental Research in her thesis, and then is Abd Salam he used classroom action research in her thesis. Based on the Tita Nurul Fajriyani's thesis, Ismatul Maula's thesis and Abd Salam's thesis are different. One experimental research and two classroom action research. So, the researcher took similar of the thesis to make this thesis more efficient.

### C. Conceptual Framework

Conceptual framework is necessary use to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria.

The research problem are most of students cannot write English well. This cause by student's internal and external factors. The Students didn't have ideas to write English, the students couldn't develop idea to write, the students didn't

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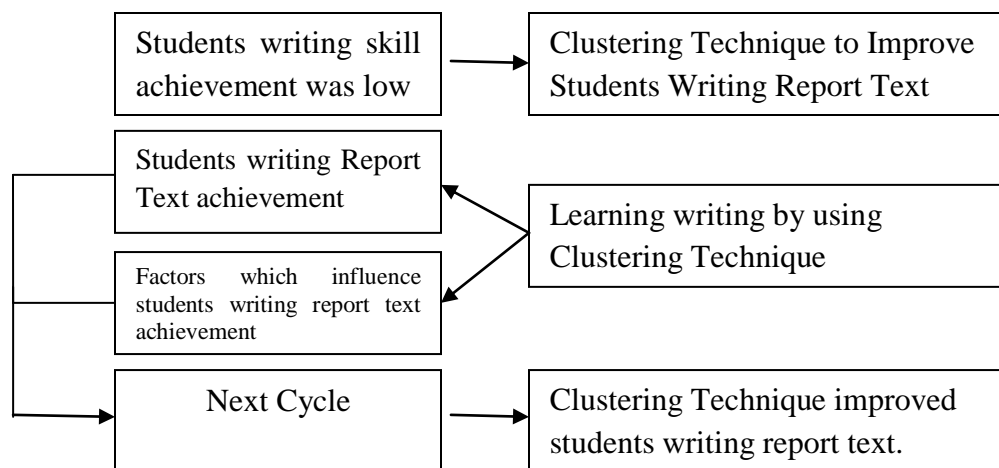
<sup>35</sup> Abd Salam, Using Clustering Technique to Improve Students Writing of Recount Text at SMPN 2 Tarumajaya, Bekasi, ( Script UIN Syarif Hidayatullah Jakarta, 2011 ). Retrieved from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/448/1/ABD%20SALAM.FITK.pdf> on Monday 31 October 2016, at 16.20 pm.

have interest in writing English, and English teachers didn't have appropriate technique.

To solve the problem, the writer conducted classroom action research, by implementing clustering technique. The writer applied two cycles in this research. Each cycle consisted of two meetings. After conducting clustering technique, writer would do reflection to analyze in the classroom whether clustering technique improves or does not.

The result of this research hopefully would be a source guidance to conduct the more effective writing class to improve students' writing ability.

The researcher did research based on the framework below:



#### D. Hypothesis the Action

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Clustering Technique could improve students' writing Ability in Report text.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Schedule of the Research**

The research would be conducted at SMAN 1 Siabu that is located on Jln. Medan Padang. Kec. Siabu, Kab. Mandailing Natal. This research conducted in academic year 2016/2017 and time of this research was done on 29 April until finished.

#### **B. The Research Design**

This research is designed by classroom action research (CAR). According to Ericson S. Sabacan stated action research is the process by which practitioner attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions. Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

Based on Gay and Airasian classroom action research is a type of practitioner research is used to improve the practitioner's practice; action implies doing or changing something.<sup>1</sup> Accordingly, this research is conduct which is use to improve the teacher's practice in the classroom for writing ability teaching applies by using clustering technique or changing student's prior writing ability at low competence to the better competence by its criteria.

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<sup>1</sup> L.R.Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

According to Kemmis and McTaggart in Anne Burns who are major in this field, action research typically involves four broad phases in a cycle of research, namely, planning, action, observation, and reflection.<sup>2</sup> The first cycle may become a continuing or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

In this research the writer applied two cycles. Each cycle consists of two meetings each meeting consist of 90 minutes. So, there were four meetings during research process. Each cycle consist of four steps; planning, acting, observing, and reflecting.

### **C. The Participant**

The participants of this research is classroom XI IPA-3 of SMAN 1 Siabu in academic year 2016/2017 where they are totally 28 student's consisted of 7 males and 21 females. The researcher choose this class because the researcher found the problems of writing in this class, such as the students didn't have idea to write, the students couldn't develop idea to write, the students didn't have interest in writing English, the English teacher didn't have appropriate technique.

### **D. The Technique of Data Collecting**

Instruments refer to tools which use by the researcher in collecting the data. In collecting the data, the researcher using instrument of data collecting is test and observation.

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<sup>2</sup> Anne Burns. *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.8.

## 1. Test

A test as a method of measuring a person's ability: knowledge or performance in given domain.<sup>3</sup> The test is use by the researcher to find out any problem weakness regarding the students writing ability. Researcher took the writing evaluation criteria rubric as reference in the process of learning to get student's score.

The test in this research is writing report paragraph by using clustering technique. The students would be testing based on the topic. The criteria of the qualification score is presented in the following table:

**Table 3**  
**The criteria of the qualification score**

No	Criteria	High Score
1	Grammar	20
2	Vocabulary	20
3	Mechanic	20
4	Fluency	20
5	Form	20
TOTAL SCORE		100

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<sup>3</sup> H. Douglas Brown, *Teaching by Priciples An Interactive Approach to language Pedagogy*, (New York: Pearson Education. Inc...2004), p.384

## 2. Observation

The researcher use observation sheet type field notes to gather the data. Gay and Airasian pointed out field notes are observer's record or documenting of what the researcher has see, hear, experience thought about during and observing session.<sup>4</sup>

Researcher collects the data from the field. In the process of observing writing, reflecting on field notes, qualitative researcher engage in a process of enveloping data analysis. The researcher observation is done by researcher directly to the location of the researcher to see the students ability in writing report text.

### **E. The Research Procedures**

The action research followed the model that was developed by cyclical AR model based on Kemmis and Mc Taggart. It is famous representation of the action research "cyclical" that contains four stages: planning, acting, observing and reflecting. In this research, the researcher applied two cycles. Every cycles consist of two meeting, and the time allocation is 2 x45 minutes/ 90 minutes. Moreover, every meeting consists of four steps of classroom action research such as planning, action, observing, and reflection. Here, the explanation of activities in teaching writing through clustering technique at grade XI, especially XI IPA 3 SMA Negeri 1 Siabu.

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<sup>4</sup> L.R.Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

## 1. First Cycle

### a. First Meeting

#### 1) Planning

- a) Making lesson plan.
- b) Determining the lesson material is about the report text
- c) Designing the procedure teaching writing through clustering Technique.
- d) Preparing instrument for students.

#### 2) Action

- a) Explaining the aim of the research
- b) Giving the motivation to students
- c) Giving the topic for the students.
- d) Explain about report text
- e) Introducing and explain about the clustering technique
- f) Give example of clustering design of report text
- g) The teacher ask the student's to mention their favorite animal
- h) The teacher ask the student's to find out five words that can to show the description of their favorite animal
- i) Monitoring time allocation with all activity is done
- j) Collecting the students result

#### 3) Observation

- a) Observing the execution of writing report text



- b) Evaluating students by taking the score of student's writing ability based on the indicator.

4) Reflection

- a) Discuss with the teacher about the action.
- b) Making any decision for next cycle.
- c) Developing another environment to be stimulated.
- d) Analyzing the data have found.
- e) Clarifying the problem found in the activity whether in the case of students or teacher.

**b. Second Meeting**

1) Planning

- a) Design the teaching writing procedure through clustering technique
- b) Prepare the final draft sheet for each students as a sheet where the students write back their draft as the final result of their writing.

2) Action

- a) Giving the motivation to students
- b) Giving learning material to students
- c) Using the clustering technique to students in learning material.
- d) The teacher ask the students to make the first draft of clustering design that they have done
- e) Helps to students to keep practicing in activity

- f) Taking student's to execute the activity to test the student's writing skill.
  - g) Giving the limited time for students
  - h) Monitoring time allocation with all activity is done
  - i) Collecting the students result
- 3) Observation
- a) Observing the students writing skill.
  - b) Observing the students difficulties while doing the task given.
  - c) Observe problems in the process of learning and giving solutions.
- 4) Reflection
- a) Discuss with the teacher about the action
  - b) Analyzing the weakness and progress when clustering technique is done to determine the next activity.
  - c) Analyzing the data have found.
  - d) Clarifying the problems found in the activity whether in the case of students or teacher.

## **2. Second Cycle**

### **a. First Meeting**

- 1) Planning
  - a) Teacher make lesson plan more.
  - b) Preparing another media that will be used in teaching learning process.

- c) Design a procedure teaching writing text through clustering technique.

## 2) Action

- a) Preparing class and greet when open the matter.
- b) Giving learning material to students then discuss is together with the students.
- c) Show up pictures bird and butterfly in the white board.
- d) The teacher give explanation about report text appropriate based on the topic
- e) Using the clustering technique to students in learning material.
- f) Giving the chance to students to write the report text by using clustering technique relate the example.
- g) The teacher improve observation in class
- h) The teacher give more effective advise
- i) Teacher circle to watch students
- j) Teacher also give help if there which difficult in class
- k) Collecting the students result

## 3) Observation

- a) Monitoring the teaching learning by using clustering technique in teaching learning.
- b) Discussion the problem in process giving solution.
- c) Discussion about the writing text result.

#### 4) Reflection

- a) Analyzing the finding during the observation is done.
- b) Analyzing the weakness and progress when clustering technique is done determine the next activity planning.
- c) Reflection for teaching activity and students learning result that using clustering technique.

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

##### 1) Planning

- a) Design the teaching writing procedure through clustering technique.
- b) Prepare the final draft sheet for each students as a sheet where the students write back their final draft as the final result of their writing.

##### 2) Action

- a) Preparing class and greet when open the matter.
- b) Giving learning material to students then discuss is together with the students.
- c) The teacher ask to students to write first draft appropriate with clustering technique in the report paragraph form
- d) The teacher improve observation in class
- e) Teacher also give help if there which difficult in class
- f) The teacher give more effective advise
- g) The teacher ask to students to change their task

- h) The teacher ask the students to make note about their partner task sheet about grammar and vocabulary
  - i) The teacher ask students to write the last draft
  - j) Teacher ask the students to read their task
  - k) Collecting the students result
- 3) Observation
- a) Teacher monitoring the student's activity when performance begin.
  - b) Discussion the problem in learning process and giving solution.
  - c) Discussion about the writing text.
- 4) Reflection

In this cycle, the researcher can reflect the data have found. The reflection will be gathered from the result of writing test through clustering technique.

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

In this stage, the researcher present and account of research for others. In presenting account of the research, the researcher show the report that set out the process of the research by discussing the question, describing the context of the research, outlining, and interpreting the finding, and suggestion the feedback project.

To know the means of students' score for each cycle, the writer applied the following formula:

$$M = \frac{\sum x}{N} \times 100\%$$

Where M : the mean of the students.

$\sum x$  : the total score

N : the number of the students.

The percentage of students improvement in writing is analyzed by the following formula

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

Where: P : The percentage of students who get the point 75.

R : The number of students who get the point up 75.

T : The total number of students do the test

To test the significances, the researcher used t-test for small samples less than 30 students. The formulation of t-test as follow:

$$t_o = \frac{M_D}{SE_{MD}}$$

$M_D$  = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$  = Number of difference Score between Second Cycle and First Cycle,

$$D = X - Y$$

$N$  = Number of Students

$SD_D$  = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$SE_{M_D}$  = Standard Error from Mean of Difference

$$SE_{M_D} = \frac{SD_D}{\sqrt{N - 1}}$$

Qualitative has six steps as suggested by Creswell as in the follow:

Step 1 : Organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.

Step 2: Read through all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: Begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categories and labeling those with a term (a term based in the actual language of the participant).

Step 4: Use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories.

Step 5: Advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.

Step 6: Make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature.<sup>5</sup>

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<sup>5</sup> Norman k.Denzin and YvonnaS.Lincoln, A Handbook of Qualitative Research, Translated by Dariyanto and Friends, (Yogyakarta: PustakaPelajar, 2009),p.499.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Data Description**

This chapter finding and discussion based on the analysis of the data collected from implementation of clustering technique to improve 28 students writing ability in report text on two cycles. Related to research finding; the data was attained from teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students writing report text ability through clustering technique in this action research.

##### **1. First Cycle**

In this first cycle, there was two meetings. Each meeting conducted of 2 x 45 minutes in this cycle. There were also two lesson plans which would be done, because there were two meetings.

##### **a) First Meeting**

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

The first meeting was conducted on Saturday, 29 April 2017. It was done XI grade of SMAN 1 Siabu, consisted 28 students. As what had been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom. The researcher made lesson plan based on the clustering technique

procedure and determined the lesson plan by materials about report text, prepared instruments for students.

## **2) Action**

The researcher came into the class with English teacher of XI IPA 3, was Mrs Yusri Annur. Then, the researcher explained purpose of the research that this researcher doing to complete data for thesis. The researcher also mentioned the thesis title to make the meeting purpose clearly for the students.

The first step, the researcher gave greeting to open the class. Then, the researcher brainstorm the students to create the warming class. The researcher explained the purpose of the research to attract the students motivation. The researcher gave the materials to students about report text by using clustering technique.

The second step, the researcher reminded the students by definition, generic structures, and language features of report text. There were some students responded that they still remembered the material about report text, but a half of them still responded doubly. The researcher continued by reminding the students about the material. The researcher also stimulated the students idea to create an example of the report text.

Finally, the researcher was going to the materials. The researcher introduce about clustering technique to make students got

easy to create a report text. The researcher explained clustering technique to students and the researcher explained how to create report text by using clustering technique, the researcher write example report text in the whiteboard, and circle it. The researcher made new idea related it.

Meanwhile, the researcher asked students to mention their favorite animal, and the researcher asked students to find out five words that to show the described of their favorite animal. The researcher also stimulated the students to give their ideas while the researcher ordered them to make the examples of the report text about my favorite animal Snake together with the students.

After created example of report text, the researcher gave timing to finish this activity, and the researcher collected the students result.

### **3) Observation**

In this phase, the researcher observated the students activity when the teaching and learning process. While the writer was explaining, there were some students who did not pay attention to the lesson. There were some students who enveloped to write report text. After the explanation, there were only few students who gave question regarding the lesson. In this meeting, there were several students had not finished yet their task.

In this meeting, there were some students still had not finish their task on time and there were some students who told that they difficulties in using clustering technique to learn report text. It showed that there were some students who were not ready to learn writing using clustering technique. So, in the next meeting the researcher needed to motivate the students.

#### **4) Reflection**

Based on the result of observation toward teaching learning process in this meeting, the researcher and the English teacher discussed the conclusion of applying the action for instance;

- a. There were some students had not finished yet their task, it may be caused the students had not been ready to learn report text by clustering technique.
- b. There were some students still didn't understand how to make report text by using clustering technique. it may be caused that they still didn't know how to use clustering technique to make report text.

From the reflection phase above, there must be more effort to develop students writing skill of report text by using clustering technique. It needed to be improved again in the next meeting. The researcher needed to motivate the students and to explain again about how to make a report text by using clustering technique.

## **b) Second Meeting**

### **1) Planning**

The second meeting was conducted on Wednesday, 03 May 2017. It was done in XI IPA 3 grade of SMAN 1 Siabu, consisted of 28 students. The researcher designed lesson plans that would be done in each meeting, analyzed the result from first meeting, prepared all materials that would be need in teaching, designed the teaching writing procedure through clustering technique.

### **2) Action**

The researcher greeted the student happily to open the class and the students responded it enthusiastically. The researcher continued by checked their attendance list.

The English teacher took seat and gave the researcher a chance to handle the class. This meeting, the researcher focused to eliminate the problems which was found in first meeting by motivating, encouraging, controlling and managing the class.

The researcher remembering the students about the material last meeting. The researcher presented and explained about the clustering technique. Then, the researcher also displayed the picture of kinds of animal to motivate students interest.

The students looked amazed with the pictures. The researcher gave example about kinds of favorite animal to make students more

comprehend. Then, the researcher made draft of clustering design in the white board. After that, the researcher asked students to find out words that can show the description of Birds, the students mentioned one by one. The researcher wrote in white board all the students words. The researcher invited the students to keep practicing in this activity to create paragraph report text through clustering technique.

Finally, the researcher gave the test for students. The researcher gave instruction about the test, how to answer the test that would be given to students and the researcher asked the students to write name and class in paper test. Furthermore, the researcher gave the limited time 40 minutes.

After students have done answered the test, the researcher asked students to change their task with their partner to make note about their partner task sheet. The researcher asked students to revise their task and the researcher asked students to read task. and the researcher collected the result of the students.

### **3) Observation**

The students began to write, the researcher observed the students that they had gotten the improvement than the previous cycle. The students showed the improvement, where the students more calmly and even any question they wanted to utter they just asked it to the researcher directly and it avoid annoying in the

classroom, the students more than half of class finished the test on time. Never forgot, the researcher reminded the students to give comments carefully and used their critical thinking, so, it could be the good in order to improve their peer writing.

The indicators score in writing paragraph report through clustering technique could be seen through following table that contented about the indicators achievement of XI IPA 3.

**Table 4**  
**Students' writing scores in Cycle I**

<b>Criteria of writing</b>	<b>Score</b>	<b>Mean</b>
Grammar	250	8,9
Vocabulary	385	13,75
Mechanics	355	12,67
Fluency	255	9.10
Form	445	15,89

#### **4) Reflection**

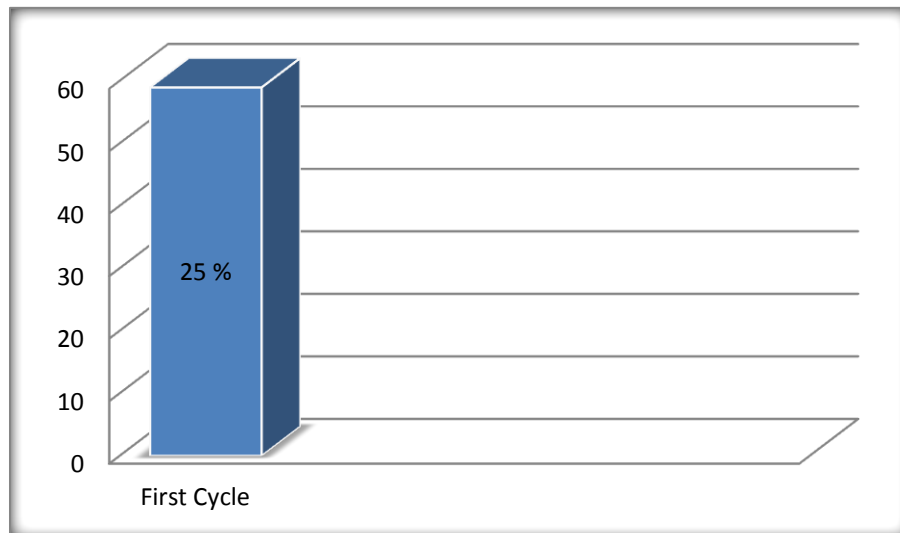
In this meeting, most of students were still confused to answer the test, based on observation most of the students still low motivation.

Based on the test have done in the classroom, the result showed that were 3 students got score 40; 2 students got score 45; 2 students got score 50; 3 students got score 55; 5 students got score 60; 3 students got score 62; 1 students got score 63; 1 students got score 65; 1 students got score 70; 7 students got score 75.

The total of the students in the classroom XI IPA 3 consisted 28 students, 7 students passed the Minimum Mastery Criterion ( KKM ) 75 score. Meanwhile, there were many of the students in the class still didn't reach the target of learning, they consisted of 21 students'. Form the scores of students, it would be concluded that there were 2 students passed the Minimum Mastery Criterion ( KKM ). The mean score in the first cycle was **58.92 (25 %)**. It showed that many of them still far from target learning in writing report text. it needed to improve any more.

The students result in writing paragraph report through clustering technique could be seen through following graph that contented about the achievement of XI IPA 3 SMAN 1 Siabu;

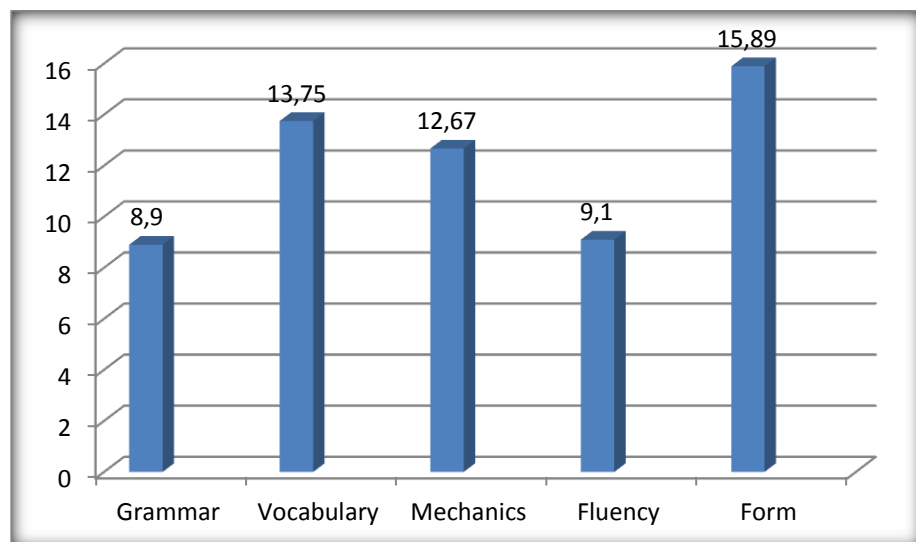
**Figure 1**  
**The Mean Score First Test**





Based on the figure above the score of students ability in writing report text through clustering technique at grade XI IPA3 SMAN 1 Siabu in first cycle was low, it could be seen from the result of students to show that the mean score in the first cycle was 58,92 ( 25 %).

**Figure 2**  
**The Indicators' Scores First Cycle**



From the figure of the students' score above can be seen the students' ability for each indicator of writing ability and the lower ability that the students have achieve is in grammar criteria, the mean score is 8,9 from maximal score is 20.

**c) Students problem in cycle 1**

There were two factors could influence writing report text and become troubles to the students, they are:

**Table 5**  
**Problem and solution of internal factor in cycle 1**

No	Internal Factors	Problem	Solutions
1	Grammar	Students don't understand about present tense, it made difficult to construct words in sentence.	The researcher gave solution for them by ordering to write the pattern of tenses.
2	Vocabulary	They used word based on dictionary directly and they felt difficult to identify what the word as noun, verb, adjective, or adverb.	The researcher gave explanation how to identify noun, verb, adjective and adverb.
3	Mechanics	They used system in Indonesian language was so different with English spelling.	The researcher suggested students to read and write anymore about English, because it would help them to be more familiar with English.
4	Fluency	They couldn't choice structure and vocabulary consistently appropriate	The researcher suggested students to choice familiar vocabulary.
5	Form	They were difficult to identify general classification and description in report text.	The researcher gave explanation as clear as possible to students.

Those were some external factors which influenced students writing skill in class XI IPA 3 SMA Negeri 1 Siabu. The researcher solved those problems in cycle 2 in order to improve their passion in learning writing skill in the classroom.

**Table 6**  
**Problem and solution of internal factor in cycle 1**

No	External Factors	Problems	Solutions
1	Students who made noisy in the classroom	Five students who made noisy because their best friend didn't want hearing them.	Ordered them to stop making noisy and gave advice to them.
2	Students asked for permissions	Two students who often asked permissions to bathroom	Gave 3 minutes to the bathroom after asking permissions
3	Students who slept in the classroom	-	-
4	Students who sat in the move	No, students did it. Every students sat in their seat with their self.	For this technique, asked them to have a partner each other.
5	Students who felt bored of this lesson.	Most of students seem to be no longer interested toward English	<p>a. Motivated them to have passion or to be active in writing skill by using clustering technique</p> <p>b. Chose the interesting or appropriate topic based on their favorite to be discussed.</p>

Based on the table above, there were some internal factors which influenced students writing skill in class XI IPA 3 SMA Negeri 1 Siabu. The researcher solved those problems in cycle 2 in order to improve their passion in learning writing skill in the classroom.

## **2. Second Cycle**

In this second cycle, there was also two meeting. Each meeting conducted of 2 x 45 minutes or there was 90 minutes again. In each cycle there was also some step must doing by the researcher again, there were planning, action, observation, and reflecting. The second cycle conducted on Saturday, 06 Mei and Wednesday, 10 Mei 2017.

### **a) First Meeting**

#### **1) Planning**

The third meeting was conducted on Saturday , 06 Mei 2017. The lesson plan has been revised was done. The condition on the second cycle was differing with the first cycle. The researcher made changing in this action or in teaching learning process. Based on the problem on the first cycle, the most of the students still low motivation, so that the researcher gave high motivation that had with their life and amused to make the students more interesting.

#### **2) Action**

The researcher greeted to students of XI IPA3 while open the lesson enthusiastically, as usual many of them always happy but there were also some of them who felt bored.

The researcher told that the meeting for today would be different than before. Firstly the researcher showed kind of animal to stole the student's attention and avoid their boring feeling. And

researcher make draft clustering design in white board, The researcher continued it by stimulate the students about what they looked in the picture, then together with the students made the description about animal favorite into report text through clustering design in white board. After that, researcher asked the students together make paragraph report text based on clustering design in white board, When the students began to write their text, the researcher also began to observe again what happened in the classroom as long as a teaching learning process.

While the students began to write, researcher observed the students that they had gotten the improvement than previous cycle. The researcher didn't forgot to ask them about their difficulties. The students showed the improvement, where the students more calmly and even any directly and it avoid annoying in the classroom.

The researcher asked the students to collect their writing results and did not forget the researcher reminded the students to make their writing draft as clear and good as possible. At the end of the lesson, the researcher explained again that in the next lesson they would do clustering technique toward their friend's writing result, and it would be the last meeting for the researcher to teach in the classroom. Then, the researcher with all of the students prayed

together and concluded the lesson by greet the students and closed the lesson as the time also has been over.

### **3) Observation**

In the meeting, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and followed the writing lesson, they enjoyed doing exercises. Then, most of them were enthusiastically to choose their favorite animal and made clustering technique based on topic given by the researcher.

Then the researcher checked the students work by walking to their table and giving comments. Then, her voice more quietly, it could be seen students could understand easily because the researcher explanation was not so low. Automatically, it led a good from students response in conveying their ideas and students were helped by the researcher to comprehend the text. Next, students did not give up when they found unfamiliar words because they could look up in their dictionary as suggested by the researcher.

### **4) Reflection**

The reflection was carried out after gaining the observation students. The researcher felt satisfied in as much their effort to improve the students writing skill of report text had been realized.

The students could understand how to make report text, and could explore their ideas easily.

The researcher asked the students to collect their writing result and did not forget the researcher reminded the students to make their writing draft as clear and good as possible at the end lesson they would do clustering technique toward their friend's writing result, and it would be the last meeting for the researcher to teach in the classroom. Then, the researcher with all of the students prayed together and conclude the lesson by greet the students and closed the lesson as the time also has been over.

## **b) Second Meeting**

### **1) Planning**

For the second meeting on Wednesday 10 Mei 2017, this meeting the researcher made lesson plan, and then researcher made such as games with the students to stimulate their motivation to learn.

### **2) Action**

Seeing that the students have motivated to study, the researcher explained as she has told in the previous meeting that for this meeting, clustering technique would be implemented once again and became the last time for the last result also for the students in improving writing ability by using clustering technique.

The researcher continued to explain report text, definition report text, generic structure, language feature and explain clustering technique, how to make paragraph report text through clustering technique, the researcher and students made clustering design in white board, and found out five words that showed the description of their favorite animals.

The researcher asked to students to create paragraph in report text through clustering technique, while the students wrote their writing the researcher improve observation in class and gave more effective advise about their writing, the researcher also gave students if there was students had difficulties in writing.

When the students had finished writing report text about favorite animals, the researcher gave the instructions to the students to share their task result to their friends to be given comments or notes about her/has task, in order to enlarge each students knowing.

After that, the researcher asked the students to write the last draft by considering their friends considering their friends suggestion. The researcher asked students to read their task to compare with their task before. And last, the researcher collected their task.

### **3) Observation**

The researcher directly observed the students to see and to give comments and suggestions toward their peer writing result. The



students showed the improvement in writing report text through clustering technique result more effectively.

The students improvement in writing paragraph report through clustering technique could be seen through following table that contented about the indicators achievement of XI IPA 3.

**Table 7**  
**Students' writing scores in Cycle II**

<b>Criteria of writing</b>	<b>Score</b>	<b>Mean</b>
Grammar	405	14.46
Vocabulary	524	18.71
Mechanics	470	16.78
Fluency	420	15
Form	529	18.89

From the table of students' achievement in writing ability above, it could be seen the students writing scores for each indicator through clustering technique. The researcher made the conclusion that clustering technique in teaching writing report text, improved the students of writing ability in class X IPA 3. Most of the students showed the good improvement in the writing ability indicators; grammar., vocabulary, mechanics, fluency, and form.

#### **4) Reflection**

As the reflection from the second test, after calculating the result of students writing ability test that had done in the second cycle showed that 1 students got score 70, 1 students got score 70, 1

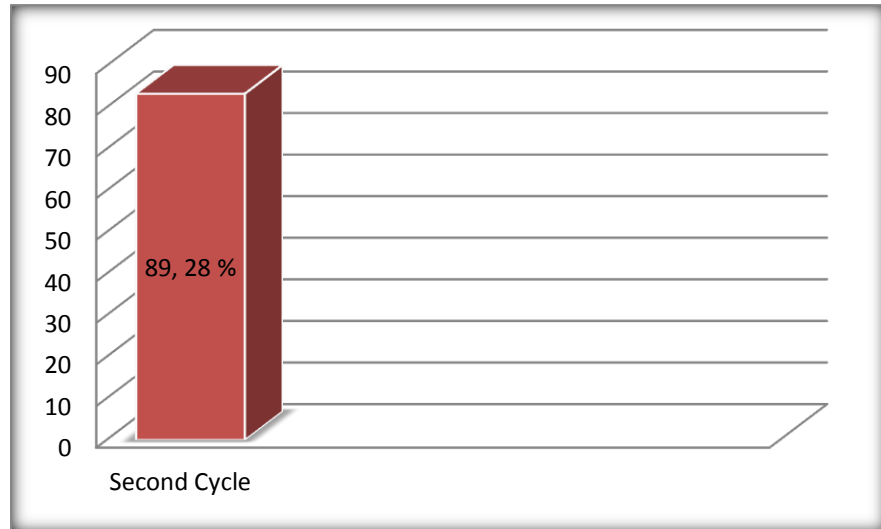
students got score 72; 1 students got score 74; 1 students got score 75; 1 students got score 77; 1 students got score 78; 3 students got score 80; 2 students got score 81; 1 students got score 82; 1 students got score 84; 1 students got score 85; 1 students got score 86; 2 students got score 87; 2 students got score 88; 3 students got score 89; 2 students got score 90; 1 students got score 91; 3 students got score 92.

From the total number of the students that were consisted of 28 students in the classroom XI IPA3, there were only 4 students who did not pass the Minimum Mastery Criterion ( KKM ) the score yet, it was 75 score, even if the three still didn't pass the Minimum Mastery Criterion ( KKM ) but, they also showed improvement that test had done previously. The mean score of the second cycle was **83.28** and the percentage was **89.28 %**.

The researcher conclude that through clustering technique in teaching writing report text, the students writing ability achievement in class XI IPA3 improved.

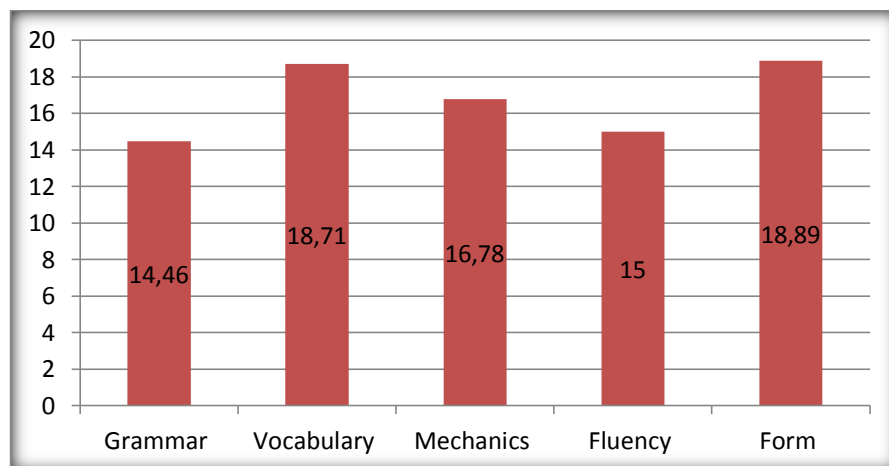
The students improvement in writing paragraph report through clustering technique could be seen through following graph that contented about the achievement of XI IPA 3.

**Figure 3**  
**The Mean Score Second Test**



Based on the figure above that result of students writing ability in report text through clustering technique at grade XI IPA 3 SMAN 1 Siabu showed that the mean score of the second cycle was 83.28 (89.28 %)

**Figure 4**  
**The Indicators' Scores First Cycle**



From figure above showed the students' score for each indicator of writing ability and the lower ability that the students have achieve is grammar criteria, the mean score is 14,46 from maximal score is 20. But, the students made improvement for all of the indicators of writing ability had done previously.

**c) Student's Problem in cycle 2**

From the result finding had done in the second cycle, the students problem had been solved by several problem solving that researcher had applied in the second cycle as follow:

**Table 8**  
**Problem and solution of internal factors in Cycle II**

No	Internal Factors	Problem	Solutions	Progress
1	Grammar	Students not understand about present tense, it made difficult to construct words in sentence.	The researcher gave solution for them by ordering to write the pattern of tenses.	The students improved
2	Vocabulary	They used word based on dictionary directly and they felt difficult to identify what the word as noun, verb, adjective, or adverb.	The researcher gave explanation how to identify noun, verb, adjective and adverb.	The students improved
3	Mechanics	They used	The researcher	The students

		system in Indonesian language was so different with English spelling.	suggested students to read and write anymore about English, because it would help them to be more familiar with English language.	improved
4	Fluency	They couldn't choice structure and vocabulary consistently appropriate	The researcher suggested students to choice familiar vocabulary.	The students improved
5	Form	They were difficult to identify general classification and description in report text.	The researcher gave explanation as clear as possible to students.	The students improved

**Table 9**  
**Problem and solution of external factors in Cycle II**

No	External Factors	Problems	Solutions	Progress
1	Students who made noisy in the classroom	-	-	No students who made noisy, before they took turn to create. They have prepared their writing beforehand.
2	Students asked for permissions	One student who asked permission to	Give 2 minutes to the bathroom after asking	They only could ask permission

		bathroom	permissions	to the bathroom only one students
3	Students who slept in the classroom	-	-	It had the same condition as cycle 1. It was caused by they have just rest before started this lesson
4	Students who sat in the move	-	-	They could sat in the move based on the teachers command
5	Students who felt bored of this lesson.	-	-	All of students had motivation in learning writing skill through clustering technique

Therefore, the problems in cycle 1 could be solved successfully. Here, English teacher also helped the researcher to manage the classroom until classroom could be more effective and conducive. Hopefully, the students were able to survive their behavior same as cycle 2 in despite of this researcher had been finished in doing research.

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

The comparative score of students ability in writing report text between cycle I and cycle II showed that, the mean score in the cycle I was **58.92 ( 25 % )** then in cycle II the mean score **83.28 ( 89.28 %)** it meant that mean score increased from the score **58.92** became **83.28** it was passed the Minimum Mastery Criterion ( KKM) 75, it could be seen from the percentage of the students who got the score above. From the data above the researcher would like to give some explanation toward the actions have done. The first test was done in the last meeting of cycle I and the second test was done in the last meeting of cycle II.

The first test in the first cycle was about animal favorite. In this test 7 students found that got the score the Minimum Mastery Criterion ( KKM) was 75 and 21 students more still didn't reach score was meant. Consisted from 28 students in the classroom XI IPA3, based on the test have done in the classroom, the result showed that there were 3 students got score 40; 2 students got score 45; 2 students got score 50; 3 students got score 55; 5 students got score 60; 3 students got score 62; 1 students got score 63; 1 students got score 65; 1 students got score 70; 7 students got score 75. The mean score was **58.92**, and the score percentage was **25 %**. There was the formula to calculate mean score:

$$\begin{aligned}
 Mx &= \frac{\sum fx}{N} \\
 &= \frac{1627}{28} \\
 &= 58.92
 \end{aligned}$$

Next, researcher needed calculate to percentage of students score who passed the Minimum Mastery Criterion ( KKM ). The researcher used formula to know the percentage of students score who passed the Minimum Mastery Criterion ( KKM ) in first cycle used formula:

$$\begin{aligned}
 P &= \frac{R}{T} \times 100\% \\
 P &= \frac{7}{28} \times 100\% \\
 P &= 25\%
 \end{aligned}$$

Second test in the second cycle, the score of the students have improved. Some of the students got the score above Minimum Mastery Criterion ( KKM ) was 75. From the test result can be concluded that 1 students got score 70; 1 students got score 70; 1 students got score 72; 1 students got score 74; 1 students got score 75; 1 students got score 77; 1 students got score 78; 3 students got score 80; 2 students got score 81; 1 students got score 82; 1 students got score 84; 1 students got score 85; 1 students got score 86; 2 students got score 87; 2 students got score 88; 3 students got score 89; 2 students got score 90; 1 students got score 91; 3 students got score 92.



From the total number of the students that there were of 28 students in the classroom XIIPA3, there were 4 students who didn't pass Minimum Mastery Criterion ( KKM ). The mean score of the second cycle II was **83.28** and the percentage was **89.28 %**. Through clustering technique the students writing ability achievement in class XIIPA 3 showed good improvement. The calculation of the students score in the second cycle as follow:

$$\begin{aligned} Mx &= \frac{\sum fx}{N} \\ &= \frac{2332}{28} \\ &= 83.28 \end{aligned}$$

To know the percentage of students score who passed the Minimum Mastery Criterion ( KKM ) in first cycle, the researcher used formula:

$$\begin{aligned} P &= \frac{R}{T} \times 100\% \\ P &= \frac{26}{28} \times 100\% \\ P &= 89.28 \% \end{aligned}$$

Students writing ability improved significantly. The improvement was **58.92 ( 25% )** in the first cycle and **83.28 ( 89.28 %)** in the second cycle.

**Table 10**  
**Comparative of Percentage Student's Comparison Study**

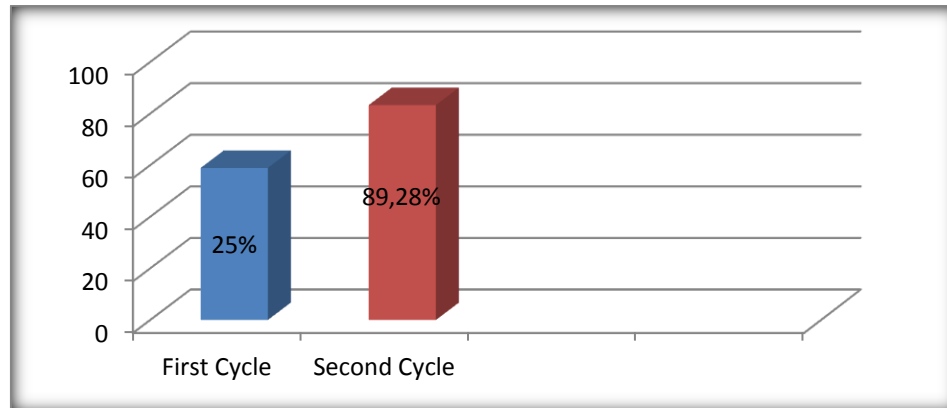
No	Student's Initial	Cycle I First Test	Cycle II Second Test
1	AH	40	89*
2	AS	45	<b>70</b>
3	BM	45	<b>72</b>
4	FM	60	85*

5	JR	60	77*
6	JS	50	86*
7	IH	75*	92*
8	LS	70	84*
9	MD	55	<b>74</b>
10	ML	65	91*
11	MR	62	87*
12	NN	75*	92*
13	NH	75*	92*
14	MF	60	81*
15	MS	75*	90*
16	RA	63	80*
17	RA	50	81*
18	RD	55	78*
19	RF	75*	80*
20	SR	60	90*
21	SL	60	80*
22	SK	55	89*
23	SW	40	87*
24	SA	75*	89*
25	WY	62	88*
26	YR	75*	82*
27	YH	72	88*
28	ZA	40	75*
	<b>Total</b>	<b>1650</b>	<b>2332</b>
	<b>Mean:</b> $M = \frac{\Sigma fX}{N}$	<b>58.92</b>	<b>83.28</b>
	<b>Percentage:</b> $P = \frac{R}{T} \times 100\%$	<b>25 %</b>	<b>89.28%</b>

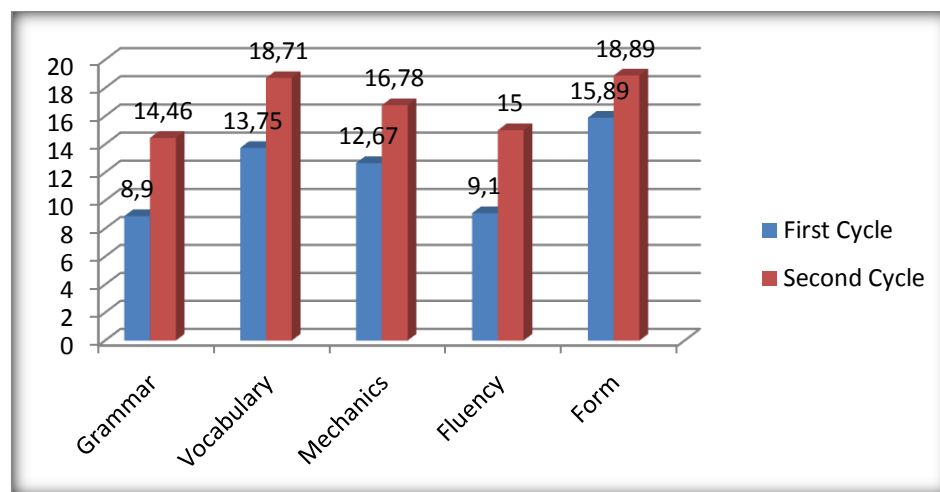
\*: *The students who passed the KKM (75) in first cycle and second cycle*

The researcher also provided the graph that showed the comparative of the students achievement between first cycle and second cycle that could be seen below:

**Figure 5**  
**The Comparative Mean Score Between First Test and Second Test**



**Figure 6**  
**The Comparative of Indicators Scores Between First Cycle and Second Cycle**



The figure 1 & 2 above showed the improvement of students' ability in writing through clustering technique in XI IPA 3 SMAN 1 Siabu between first cycle and second cycle. It meant that clustering technique was indeed could improve the students ability in writing text especially in report text. The learning activity was more comfortable for the students where they could use their critical

thinking while giving feedback toward their peer writing result and in the other side the students also received useful comments from their peer that could improve their writing ability. Finally the students writing ability improved significantly. The improvement was **58.92 ( 25% )** in the first cycle and **83.28 ( 89.28% )** in the second cycle.

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

**Table 11**  
**The Calculation of Result t-test**

No	Student's Initial	Cycle I	Cycle II	D = X- Y	$\Sigma D = D - M_D$	$\Sigma D^2$
1	AH	40	89*	49	24.54	602.21
2	AS	45	<b>70</b>	<b>35</b>	<b>10.54</b>	<b>111.09</b>
3	BM	45	<b>72</b>	<b>27</b>	<b>2.54</b>	<b>6.45</b>
4	FM	60	85*	25	0.54	0.29
5	JR	60	77*	17	-7.46	55.65
6	JS	50	86*	36	11.54	133.17
7	IH	75*	92*	17	-7.46	55.65
8	LS	70	84*	14	-10.46	109.41
9	MD	55	<b>74</b>	<b>19</b>	<b>-5.46</b>	<b>29.81</b>
10	ML	65	91*	26	1.54	2.37
11	MR	62	87*	25	0.54	0.29
12	NN	75*	92*	17	-7.46	55.65
13	NH	75*	92*	17	-7.46	55.65
14	MF	60	81*	21	-3.46	11.97
15	MS	75*	90*	25	0.54	0.29
16	RA	63	80*	17	-7.46	55.65
17	RA	50	81*	31	6.54	42.77
18	RD	55	78*	23	-1.46	2.13
19	RF	75*	80*	5	-19.46	378.69
20	SR	60	90*	30	5.54	30.69

21	SL	60	80*	30	5.54	30.69
22	SK	55	89*	34	9.54	91.01
23	SW	40	87*	47	22.54	508.05
24	SA	75*	89*	14	-10.46	109.41
25	WY	62	88*	26	1.54	2.37
26	YR	75*	82*	7	-17.46	304.85
27	YH	72	88*	16	-8.46	71.57
28	ZA	40	75*	35	10.54	111.09
	<b>Total</b>	<b>1650</b>	<b>2,332</b>	<b>685/ 28 = 24.46</b>	<b>-0.02/ 28 =- 0.00071</b>	<b>2968.9 2/ 28 = 106.03</b>

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis:

H= There is significant improvement among students' writing report text test in the cycle 1 and cycle 2

2. Calculating the signification of  $t_o$  and  $t_t$  and calculating of the degree of freedom (df) with  $df = N-1$

3. Looking for level of signification 5% or 1% in t table (it can be seen from df).

4. Comparing the result of  $t_o$  and  $t_t$  with the criterion:

a. If  $t_o$  bigger than  $t_t$ , so H is received. It means that there is significant improvement of students' learning process result.

b. If  $t_o$  smaller than  $t_t$ , so H is rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

$M_D$  = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{685}{28} = 24.46$$

$\sum D$  = Number of difference Score between Second Cycle and First Cycle,

$D = X - Y$

$N = 28$  Students

$SD_D$  = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{106,03}{28} - \left(\frac{0.00071}{28}\right)^2}$$

$$SD_D = \sqrt{3.79 - 0.0000000006}$$

$$SD_D = \sqrt{3.79}$$

$$SD_D = 1.95$$

$SE_{MD}$  = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{1.95}{\sqrt{28-1}}$$

$$SE_{MD} = \frac{1.95}{\sqrt{27}}$$

$$SE_{MD} = \frac{1.95}{5.20}$$

$$SE_{MD} = 0.375$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{24.46}{0.375}$$

$$t_o = 65,23$$

$$\text{Degrees of freedom (df)} = N-1 = 28-1 = 27$$

The calculation result of  $t_o = 65.23$ ,  $t_{table}$  with  $df = 27$ , level of significance in t table 5% is 40.113. It can be known that the result of  $t_o$  is bigger than  $t_t$ , it is  $65.23 > 40.113$ . Based on the result, it means that there is a significant improvement between students' writing report text through clustering technique learning process result in the first cycle and second cycle.

### C. Discussion of the Research Findings

Based on the related finding, the researcher discussed that the researcher findings had shown students' writing report text improved well. It could be proved by students' mean score and percentage. It also discussed with the theory that relate to the clustering technique. In this case, the theory which has been discussed by the researcher was from the founder of clustering technique, According Alice and Oshima, Clustering technique is a another prewriting technique you can to get ideas.<sup>1</sup> The theory has been proved where the students were so enthusiastic to follow the English lesson because this technique is made students work to write paragraph report text well, this technique ensures that each students knows the answer to problems or questions asked by the teacher.

There was a thesis that researcher used as related finding. The research had been done in English educational department, Jakarta, 2015. Her name is Tita Nurul Fajriyani. Her research was about "Improving Students' Writing Ability Through Clustering Tehnique".<sup>2</sup> She told that clustering technique could improve students' writing ability. In this study, it had found that the improvement of students' achievement by using clustering technique. The mean score in cycle 1 was 10.58 and in cycle 2 was 11.71. So, cycle 2 was bigger than cycle 1.

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<sup>1</sup> Alice Oshima, and Ann Hogue, *Introduction to Academic Writing*, ....p. 74.

<sup>2</sup> Tita Nurul Fajriyani, *Improving Students Writing* .....



Based on the explanation above, the researcher found the similarity with the others researcher and the theory which is related to clustering technique. His name is Ismatul Maula, his research was about “ The effectiveness of clustering technique in teaching of narrative text at the tenth grade students of SMA PGRI 56 ciputat ”.<sup>3</sup> It was based on the data in the pre test was 6.69 and in the post test was 7.84. It can be concluded that the researcher had been success in doing the research.

Finally, a script of Abd Salam.<sup>4</sup> The kind of the research is Classroom action research. The researcher found that Clustering Technique is a good method in improving writing ability Then, the conclusion are: the students achievement in writing is 72,4.

From the review of related finding above, the researcher also found the result that, clustering technique improve the students ability in writing report text at classroom XI IPA 3 SMAN 1 Siabu. The result was found during the research showed that the students enjoyed the lesson through clustering technique. The learning activity was more comfortable for the students where they could use their critical thinking while giving clustering technique when their writing report text. Finally students writing ability improved significantly, the improvement of students ability was **58.92 ( 25 % )** in the first cycle and **83.28 ( 89.28 % )** in the second cycle.

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<sup>3</sup> Ismatul Maula, The Effectiveness of Clustering Technique.....

<sup>4</sup> Abd Salam, using clustering technique.....

#### **D. The Threats of the Research**

When doing the research, the researcher found that some threats in this research. The researcher found that some of students still low in English learning motivation. It could be seen from the observation sheet, most of students in first cycle didn't have full attention and looks confused when the teaching learning process. The researcher tried to always give high motivation which had relationship with their life and made it in amusing case, so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, some students become trouble maker. It make another students didn't have concentration because they didn't hear when the researcher explained the material, so it became most of students didn't understand confused with the material. The researcher made solution,. The students as trouble maker should be more pay attention.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the findings of this research, the researcher conclude that :

1. Clustering technique could improve in teaching writing report skill at classroom XI IPA-3 SMAN 1 Siabu. It based on the students' writing score, the mean score in the cycle I was 58.92 (25%) then in the cycle II was 83.28 (89.28%). The students' improvement can be categorized into high motivation. Then the calculate result of  $t_o = 65.23$ ,  $t_{table}$  with  $df = 27$ , level of significance in t table 5% is 40.113. It can be known that the result of  $t_o$  is bigger than  $t_t$ , it is  $65.23 > 40.113$ . Based on the result, it means that there is a significant improvement between students' writing report text through clustering technique learning process result in the first cycle and second cycle.
2. Some factors that influence student's speaking ability by using clustering technique were internal factors that were grammar, vocabulary, mechanics, fluency, and form. Meanwhile, external factors that were the students who made noisy in the classroom, the students asked for permissions, the students who slept in the classroom, the students who sat in the move, the students who felt bored of this lessons. The solutions of the problems are; researcher motivated them, researcher teaching mostly about indicators writing.

## **B. Suggestions**

The researcher gave some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestions were:

1. For the teacher, become the reference to teach writing even if it in the different kind of text. Clustering Technique is able to improve the student's ability in writing. Therefore, the researcher was suggested to apply various activities and strategies in clustering technique to improve the quality of the English teaching and learning process.
2. For the students, it is hoped that by clustering technique the students more interested in studying English writing.
3. For the other researchers, this research was focused on implementing activities in Clustering Technique for teaching and learning process of writing. Specifically, this research concerns about the improving students' writing report text ability by using Clustering Technique. Therefore, the other researcher may conduct the action research through Clustering Technique also in the other aspects of study.

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## **CURRICULUM VITAE**

### **A. Identity**

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Reg. No. : 13 340 0074

Place and Birthday : Jakarta, 04<sup>th</sup> September 1995

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Religion : Moslem

Address : Jl Medan Padang, Siabu, Kec Siabu, Kab Mandailing  
Natal

### **B. Parent**

1. Father's Name : Syahrin Nasution
2. Mother's Name : Latipah S.Pd.I

### **C. Educational Background**

1. Graduated from Primary School number 022 Siabu in 2007
2. Graduated from SMP Negeri 1 Siabu in 2010
3. Graduated from SMA Negeri 1 Siabu in 2013
4. Graduated from IAIN Padangsidempuan in 2017



## APPENDIX I

### RPP RENCANA PELAKSANAAN PENGAJARAN (Meeting I)

<b>Sekolah</b>	<b>: SMAN 1 SIABU</b>
<b>Subjek</b>	<b>: Bahasa Inggris</b>
<b>Jenis teks</b>	<b>: Report Teks</b>
<b>Aspek/ skill</b>	<b>: Writing</b>
<b>Kelas/ Semester</b>	<b>: XI / Dua</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 minutes</b>

---

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks esei berbentuk report, narrative, dalam konteks kehidupan sehari –hari.

#### B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari, dalam tekss berbentuk report dan narrative.

#### C. Indikator

Siswa dapat :

1. Mengidentifikasi makna teks report
2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks report
3. Menemukan ide melalui teknik clustering
4. Memilih dan menyusun ide untuk menyusun paragraph report

#### D. Tujuan pembelajaran

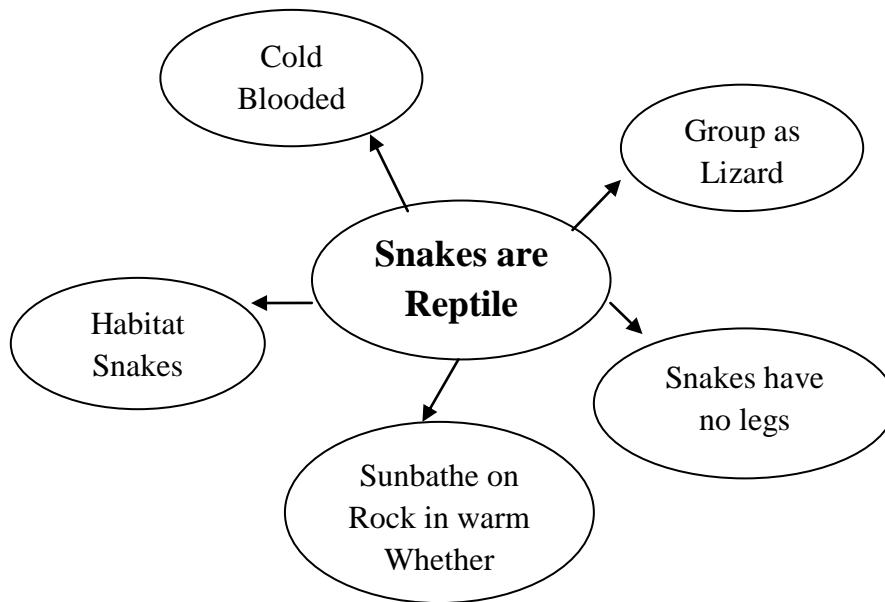
Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

1. Mengetahui makna teks report
2. Mengetahui langkah retorika dan ciri kebahasaan teks report
3. Menemukan ide melalui teknik clustering
4. Memilih dan menyusun ide untuk menyusun paragraph report

### E. Sumber pembelajaran

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Internet

### F. Materi pembelajaran



#### Snakes are Reptile

Snakes are reptiles. These cold blooded creatures belong to the same group as lizard. Snakes have no legs, but a long time ago they had claws to help them slither along. Snakes often sunbathe on rock in the warm whether.

This is because snakes are cold blooded and they need the sun's warmth to heat their body up. Most snakes live in the country. Some types of snakes live in tree's, some live in water, but most live on the ground in thick, long grass and in old logs.

## **G. Langkah pembelajaran**

### 1. Kegiatan Awal

- a. Greeting ( Memberi salam dan saling tegur sapa)
- b. Ice Breaking ( Pengkondisian Kelas)
- c. Apersepsi ( Menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)
- d. Memberi motivasi belajar

### 2. Kegiatan Inti

- a. Guru menjelaskan kepada siswa tentang teks report ( Fungsi sosialnya, cirri kebahasaannya, generik strukturenya)
- b. Guru memberikan contoh teks report kepada siswa untuk dipelajari
- c. Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari report teks
- d. Guru memperkenalkan teknik clustering dan menjelaskannya  
Memberikan contoh design clustering dari teks report
- e. Guru meminta siswa untuk menyebutkan hewan favoritnya.
- f. Guru meminta siswa untuk mencari lima kata yang dapat mewakili untuk mendeskripsikan hewan favoritnya tersebut.
- g. Guru meminta siswa untuk mengumpulkan design clustering dari lima kata yang telah ditentukan oleh siswa.
- h. Guru meminta siswa untuk design clustering yang telah dibuat siswa.

### 3. Kegiatan Penutup

- a. Guru menyimpulkan materi yang telah dipelajari
- b. Mengingatkan siswa bahwa dipertemuan selanjutnya akan membuat paragraph report.
- c. Guru menutup pelajaran

## H. Evaluation

### The Indicator of Value

NO	Criteria	High Score	Total Score
1	Grammar	6	6
2	Vocabulary	6	6
3	Mechanics	6	6
4	Fluency	6	6
5	Form	6	6
Score : $\frac{\text{Total correct answer}}{\text{Total of case}} \times 100$			

Siabu, 29 April 2017

Guru Mapel Bahasa Inggris

Researcher

Yusri Annur Lbs, S.Pd  
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Yeni Riska  
NIM: 13 340 0074

## APPENDIX II

### RPP RENCANA PELAKSANAAN PENGAJARAN ( Meeting II )

<b>Sekolah</b>	<b>: SMAN 1 SIABU</b>
<b>Subjek</b>	<b>: Bahasa Inggris</b>
<b>Jenis teks</b>	<b>: Report Teks</b>
<b>Aspek/ skill</b>	<b>: Writing</b>
<b>Kelas/ Semester</b>	<b>: XI / Dua</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 minutes</b>

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#### **I. Standar Kompetensi**

Mengungkapkan makna dalam teks esei berbentuk report, narrative, dalam konteks kehidupan sehari –hari.

#### **J. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari, dalam tekss berbentuk report dan narrative.

#### **K. Indikator**

Siswa dapat :

5. Menulis draf pertama dari paragraph report sesuai dengan design clustering technique.
6. Merevisi isi dan organisasi dari draf pagraph report.

#### **L. Tujuan pembelajaran**

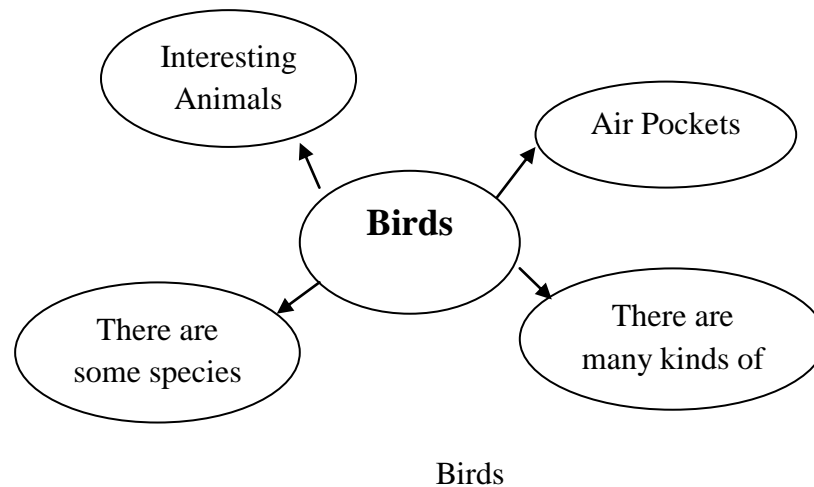
Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

5. Menulis draf pertama dengan isi dan organisasi yang benar
6. Merevisi isi dan organisasi dari draft paragraph report
7. Menemukan kesalahan dalam tulisan mereka
8. Menulis draft terakhir dengan benar.

#### **M. Sumber pembelajaran**

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Internet

#### N. Materi pembelajaran



Birds are interesting flying animals. They are vertebrates and warm blooded animals. They belong to aves class and they can be found all over the world.

Birds breath with their air pocket. Beside as respiration organ, air pocket also can enlarge or reduce their weight when flying or swimming.

There are many kinds of birds. Earth bird has special characteristic. They have different morphology according to their food and their habitat. Some of them eat seeds, pollen, fish or meat. There are some species that live in land and the others live in water. Land birds live on their nest.

Female birds have specific tasks. They lay eggs and feed their baby. Besides that they look for foods for their baby

#### O. Langkah pembelajaran

4. Kegiatan Awal
  - a. Greeting ( Memberi salam dan saling tegur sapa)
  - b. Ice Breaking ( Pengkondisian Kelas)

- c. Apersepsi ( Menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)
  - d. Memberi motivasi belajar
  - e. Merevisi pelajaran pada pertemuan pertama
5. Kegiatan Inti
- a. Siswa diminta untuk membuat draft pertama dari design clustering yang telah dibuat.
  - b. Guru mengobservasi kegiatan siswa
  - c. Siswa diminta untuk menukar hasil kerjanya dengan teman sebelahnya
  - d. Siswa diminta untuk memberikan catatan terhadap hasil kerja temannya.
  - e. Siswa diminta untuk merevisi draft yang telah dibuat.
  - f. Siswa diminta untuk menyempurnakan hasil tulisannya dengan memperhatikan grammatical dan teknik penulisannya.
  - g. Beberapa siswa diminta untuk membacakan hasil tulisannya
6. Kegiatan Penutup
- a. Siswa diminta untuk mengumpulkan hasil kerjanya untuk diambil penilaian pada siklus pertama.
  - b. Guru memberikan sedikit catatan.
  - c. Guru menutup pelajaran

**P. Evaluation**

**The Indicator of Value**

<b>NO</b>	<b>Criteria</b>	<b>High Score</b>	<b>Total Score</b>
<b>1</b>	<b>Grammar</b>	<b>6</b>	<b>6</b>
<b>2</b>	<b>Vocabulary</b>	<b>6</b>	<b>6</b>
<b>3</b>	<b>Mechanics</b>	<b>6</b>	<b>6</b>
<b>4</b>	<b>Fluency</b>	<b>6</b>	<b>6</b>
<b>5</b>	<b>Form</b>	<b>6</b>	<b>6</b>

Score :  $\frac{\text{Total correct answer}}{\text{Total of case}} \times 100$

**Guru Mapel Bahasa Inggris**

**Yusri Annur Lbs, S.Pd**

**NIP: 19780915 200502 2 003**

**Siabu, 03 Mei 2017**

**Researcher**

**Yeni Riska**

**NIM: 13 340 0074**



## APPENDIX III

### RPP RENCANA PELAKSANAAN PENGAJARAN ( Meeting III )

<b>Sekolah</b>	<b>: SMAN 1 SIABU</b>
<b>Subjek</b>	<b>: Bahasa Inggris</b>
<b>Jenis teks</b>	<b>: Report Teks</b>
<b>Aspek/ skill</b>	<b>: Writing</b>
<b>Kelas/ Semester</b>	<b>: XI / Dua</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 minutes</b>

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#### **Q. Standar Kompetensi**

Mengungkapkan makna dalam teks esei berbentuk report, narrative, dalam konteks kehidupan sehari –hari.

#### **R. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari, dalam tekss berbentuk report dan narrative.

#### **S. Indikator**

Siswa dapat :

7. Mengidentifikasi paragraph report
8. Menemukan ide melalui teknik clustering
9. Memilih dan menyusun ide untuk menyusun paragraph report

#### **T. Tujuan pembelajaran**

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

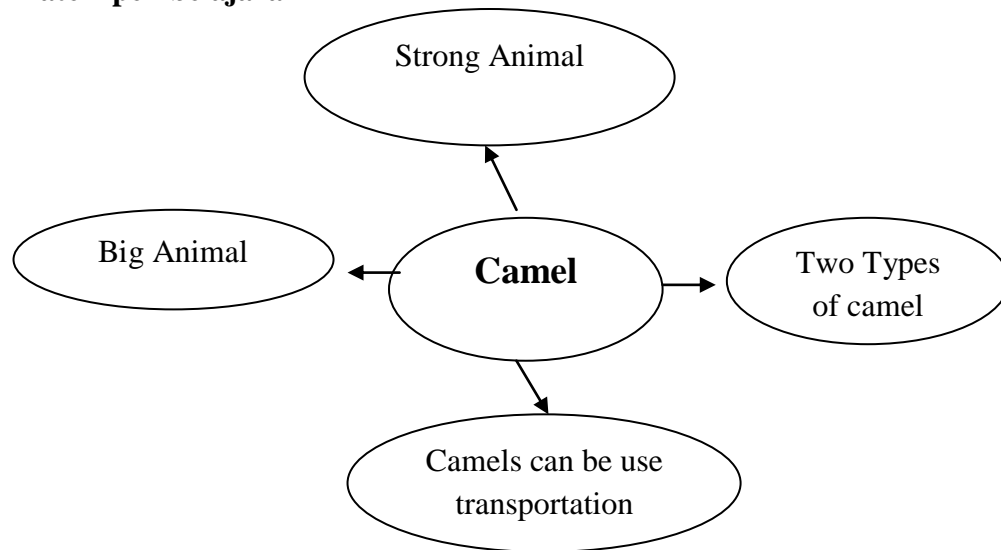
9. Mengidentifikasi paragraph report mengenai favorite animal
10. Menemukan ide mellalui teknik clustering
11. Memilih dan menyusun ide untuk menyusun paragraph repott.

#### **U. Sumber pembelajaran**

1. Buku Bahasa Inggris kelas XI SMA

2. English dictionary
3. Internet

#### V. Materi pembelajaran



#### Camel

Camel is a big and strong animal which is normally seen in desert. Generally, there are two types of camel; Bactrian camel and Arabian camel. The first type of camel has two humps and the second has one hump.

Camel can travel in great distances through hot and dry deserts with little food and water. They can walk easily on the desert.

Camels are trained as means of transportation to carry people and loads on their backs.

#### W. Langkah pembelajaran

7. Kegiatan Awal
  - a. Greeting ( Memberi salam dan saling tegur sapa)
  - b. Ice Breaking ( Pengkondisian Kelas)
  - c. Apersepsi ( Menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)
  - d. Memberi motivasi belajar

8. Kegiatan Inti

- a. Guru memberikan penjelasan tentang teks report berkaitan dengan tema yang sedang diangkat
- b. Guru menjelaskan kosakata yang berkaitan dengan teks report
- c. Guru menunjukkan contoh teks report tentang nama hewan
- d. Siswa diminta untuk membuat design clustering berkenaan dengan nama hewan kesukaannya.

9. Kegiatan Penutup

- a. Guru menyimpulkan materi yang telah dipelajari
- b. Mengumpulkan design clustering yang telah dibuat
- c. Mengingatkan siswa bahwa dipertemuan selanjutnya akan membuat paragraph report.
- d. Guru menutup pelajaran

**X. Evaluation**

**The Indicator of Value**

<b>NO</b>	<b>Criteria</b>	<b>High Score</b>	<b>Total Score</b>
<b>1</b>	<b>Grammar</b>	<b>6</b>	<b>6</b>
<b>2</b>	<b>Vocabulary</b>	<b>6</b>	<b>6</b>
<b>3</b>	<b>Mechanics</b>	<b>6</b>	<b>6</b>
<b>4</b>	<b>Fluency</b>	<b>6</b>	<b>6</b>
<b>5</b>	<b>Form</b>	<b>6</b>	<b>6</b>
Score : $\frac{\text{Total correct answer}}{\text{Total of case}} \times 100$			

**Siabu, 06 Mei 2017**

**Guru Mapel Bahasa Inggris**

**Researcher**

**Yusri Annur Lbs, S.Pd**

**Yeni Riska**

**NIP: 19780915 200502 2 003**

**NIM: 13 340 0074**

## APPENDIX IV

### RPP RENCANA PELAKSANAAN PENGAJARAN ( Meeting IV )

<b>Sekolah</b>	<b>: SMAN 1 SIABU</b>
<b>Subjek</b>	<b>: Bahasa Inggris</b>
<b>Jenis teks</b>	<b>: Report Teks</b>
<b>Aspek/ skill</b>	<b>: Writing</b>
<b>Kelas/ Semester</b>	<b>: XI / Dua</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 minutes</b>

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#### **Y. Standar Kompetensi**

Mengungkapkan makna dalam teks esei berbentuk report, narrative, dalam konteks kehidupan sehari –hari.

#### **Z. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari hari, dalam tekss berbentuk report dan narrative.

#### **AA. Indikator**

Siswa dapat :

10. Menulis draft pertama dari paragraph report sesuai dengan clustering technique
11. Merevisi isi dan organisasi dari draft paragraph report
12. Mengedit draft pertama dalam hal grammar
13. Proofread tulisan mereka
14. Menulis draft terakhir
15. Membacakan hasil tulisan mereka

#### **BB. Tujuan pembelajaran**

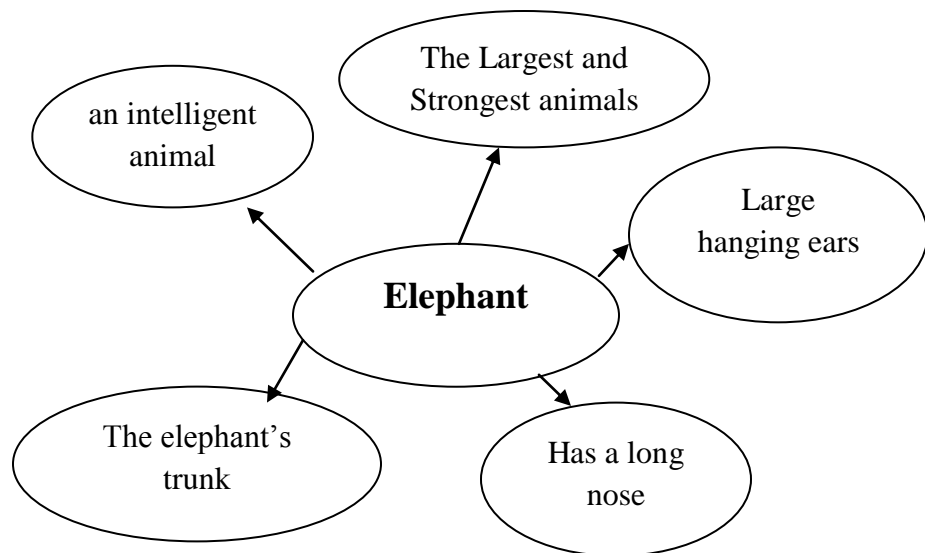
Setelah menyelesaikan kegiatan pembelajaran, siswa dapat :

12. Menulis draft pertama dari paragraph report sesuai dengan clustering technique
13. Menemukan kesalahan dalam tulisan mereka
14. Menulis draft terakhir dengan benar

**CC. Sumber pembelajaran**

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Internet

**DD. Materi pembelajaran**



**Elephant**

An elephant is the largest and strongest animals which live in land. It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

The trunk is the elephant's peculiar feature and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other word, their trunks serve the elephant as long arm and hand. An elephant looks very clumsy and heavy but an elephant can move very quickly.

The elephant is considered to be an intelligent animal. Its intelligence combined with its great strength make an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting

**EE. Langkah pembelajaran**

10. Kegiatan Awal
  - a. Greeting ( Memberi salam dan saling tegur sapa)
  - b. Ice Breaking ( Pengkondisian Kelas)
  - c. Apersepsi ( Menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)
  - d. Memberi motivasi belajar
  - e. Mereview pelajaran pada pertemuan sebelumnya
11. Kegiatan Inti
  - a. Siswa diminta untuk menuliskan draft pertama sesuai dengan teknik clustering dalam bentuk paragaraph report
  - b. Mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa
  - c. Meminta siswa menukar draft pertama mereka dengan teman sebelahnya
  - d. Siswa diminta untuk memberikan komentar dan saran terhadap hasil tulisan temannya.
  - e. Siswa diminta untuk menuliskan dan menegedit draft pertama terkait grammar dan kosakata.
  - f. Siswa diminta untuk menulis draft terakhir.
  - g. Siswa diminta untuk membacakan hasil akhir paragraph report mereka

12. Kegiatan Penutup
  - a. Guru menyimpulkan materi yang telah dipelajari
  - b. Mengumpulakn draft terkahir untuk diambil nilai sebagai hasil siklus II
  - c. Guru menutup pelajaran

**FF.Evaluation**

**The Indicator of Value**

<b>NO</b>	<b>Criteria</b>	<b>High Score</b>	<b>Total Score</b>
<b>1</b>	<b>Grammar</b>	<b>6</b>	<b>6</b>
<b>2</b>	<b>Vocabulary</b>	<b>6</b>	<b>6</b>
<b>3</b>	<b>Mechanics</b>	<b>6</b>	<b>6</b>
<b>4</b>	<b>Fluency</b>	<b>6</b>	<b>6</b>
<b>5</b>	<b>Form</b>	<b>6</b>	<b>6</b>
Score : $\frac{\text{Total correct answer}}{\text{Total of case}} \times 100$			

**Siabu, 10 Mei 2017**

**Guru Mapel Bahasa Inggris**

**Researcher**

**Yusri Annur Lbs, S.Pd**

**Yeni Riska**

**NIP: 19780915 200502 2 003**

**NIM: 13 340 0074**

## APPENDIX V

### List of Instrument for test. ( Cycle I )

1. Pengantar
  - a. Instrument ini hanya bertujuan untuk menjaring data dari siswa/i mengenai student's writing ability in report text. !
  - b. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini !
2. Petunjuk
  - a. Buatlah paragraph tentang report text menggunakan clustering technique !
  - b. Apabila ada yang kurang jelas, tanyakan langsung kepada pengawas !
  - c. Waktu yang tersedia 2x30 menit !
3. Soal

Create a paragraph of report text about your favorite animal !

Report text

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## APPENDIX VII

### Observation Sheet

School Name : SMA Negeri 1 Siabu  
Subject Matter : English  
Grade : XI IPA 3  
Cycle/ Meeting :  
Day/ Date :

No	Activities	Yes	No	Notes
I	<b>A. Opening</b>			
	1. Greeting the students			
	2. Checking the students present list			
	3. Doing apperception			
	4. Explaining the purpose of the learning outcome			
II	<b>B. Implementation of the Learning Material</b>			
	1. Explaining learning material			
	2. Connecting learning material to students experience through clustering technique			
	3. Explaining writing material through clustering technique			
	4. Explaining the step teaching learning by using clustering technique			
	5. Giving the suitable examples in writing material			
	6. Motivation all the students to participate in teaching learning process			
III	<b>C. Evaluation</b>			
	1. Giving and explaining the test			
	2. Asking the students to create paragraph report text through draft clustering technique design			
	3. Asking the students to change their task with their friend			

IV	<b>D. Closing</b>			
	1. Summarizing the material that has been			
	2. Giving the motivation to the students in order to apply clustering technique in writing skill			
	3. Telling the students the topic for next meeting and close the class			

**Observer by Co-teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

**APPENDIX VIII**

**Observation Sheet**

**Indicators List of Problematic Factors in Teaching Learning Process**

No	Activities	Students																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Students who made noisy in the classroom																													
2	Students who asked for permission																													
3	Students who slept in the classroom																													
4	Students who sat on the move																													
5	Students who felt bored of this lesson																													
<b>Condition of the class</b>																														

**Co- Teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

**Researcher**

**Yeni Riska**  
**NIM : 13 340 0074**

## APPENDIX IX

### Students Writing Ability Score in First Cycle 1

No	Student's Initial	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AH	5	10	10	5	10	40
2	AS	5	10	10	10	10	45
3	BMS	15	10	10	10	10	45
4	FM	10	10	15	10	15	60
5	JRM	10	15	15	5	15	60
6	JS	5	10	10	5	10	50
7	IH	10	15	15	15	20	75*
8	LSH	10	15	15	10	20	70
9	MDS	10	10	10	10	15	55
10	ML	10	15	15	10	15	65
11	MR	10	15	15	7	15	62
12	NNA	10	20	15	15	20	75*
13	NH	10	20	15	15	20	75*
14	MF	10	15	15	5	15	60
15	MS	10	20	15	10	20	75*
16	RA	10	15	10	8	20	63
17	RAD	5	10	15	5	15	50
18	RDS	5	15	10	10	15	55
19	RFD	10	20	10	15	20	75*
20	SRS	10	15	10	5	20	60
21	SLA	5	15	10	10	15	60
22	SK	10	10	10	10	15	55
23	SWD	5	10	10	5	10	40
24	SA	10	20	15	10	20	75*
25	WYN	15	10	15	7	15	62
26	YR	15	15	15	15	15	75*
27	YH	10	15	15	12	20	72
28	ZA	5	5	10	10	10	40
<b>TOTAL</b>		<b>250</b>	<b>385</b>	<b>355</b>	<b>255</b>	<b>445</b>	<b>1650</b>
<b>MEAN</b>		<b>8,9</b>	<b>13,75</b>	<b>12,67</b>	<b>9,10</b>	<b>15,89</b>	<b>58,92</b>

\*: The students who passed the KKM (75) in First Cycle

## APPENDIX X

### Students Writing Ability Score in Second Cycle 2

No	Student's Initial	Grammar	Vocabulary	Mechanics	Fluency	Form	Score
1	AH	17	20	17	16	19	89*
2	AS	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>70</b>
3	BMS	<b>10</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>72</b>
4	FM	16	19	15	15	20	85*
5	JRM	15	17	14	12	19	77*
6	JS	20	15	15	16	20	86*
7	IH	15	20	20	17	20	92*
8	LSH	13	20	18	13	20	84*
9	MDS	<b>10</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>17</b>	<b>74</b>
10	ML	16	20	20	15	20	91*
11	MR	14	18	18	18	19	87*
12	NNA	15	20	20	18	19	92*
13	NH	14	20	20	18	20	92*
14	MF	15	18	15	15	18	81*
15	MS	15	20	20	15	20	90*
16	RA	15	17	15	15	18	80*
17	RAD	15	17	15	15	19	81*
18	RDS	14	19	16	12	17	78*
19	RFD	10	20	16	15	19	80*
20	SRS	15	20	20	15	20	90*
21	SLA	15	20	15	10	20	80*
22	SK	17	20	17	16	19	89*
23	SWD	14	18	18	18	19	87*
24	SA	20	19	15	14	20	89*
25	WYN	16	20	17	15	20	88*
26	YR	10	20	18	15	19	82*
27	YH	16	20	17	15	20	88*
28	ZA	13	18	14	12	18	75*
<b>TOTAL</b>		<b>405</b>	<b>524</b>	<b>470</b>	<b>420</b>	<b>529</b>	<b>2,332</b>
<b>MEAN</b>		<b>14,46</b>	<b>18,71</b>	<b>16,78</b>	<b>15</b>	<b>18,89</b>	<b>83,28</b>

\*: The students who passed the KKM (75) in Second Cycle

## APPENDIX XI

### The calculation of students mean score in Cycle 1

Interval Class	F	X	Fx
70 – 75	8	72	576
54 – 69	1	66	66
58 – 63	9	60	540
52 – 57	3	54	162
46 – 51	2	48	96
40 – 45	5	42	210
I = 6	N = 28	-	1650 $\sum fx$

$$\begin{aligned}M_x &= \frac{\sum fx}{N} \\ &= \frac{1650}{28} \\ &= 58,92\end{aligned}$$

Where :

M = the mean of the students

$\sum fx$  = the total score

N = the number of students

## APPENDIX XII

### The calculation of student's score percentage in Cycle 1

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

$$P = \frac{7}{28} \times 100\%$$

$$P = 25\%$$

Where: P : The percentage of students who get the point 75.

R : The number of students who get the point up 75.

T : The total number of students do the test.



### APPENDIX XIII

#### The calculation of students mean score in cycle 2

Interval Class	F	X	Fx
90 – 93	6	91	546
86 – 89	8	87	696
82 – 85	3	83	249
78 – 81	6	79	474
74 – 77	3	75	225
70 – 73	2	71	142
I = 6	N = 28	-	2.332 $\sum fx$

$$\begin{aligned} M_x &= \frac{\sum fx}{N} \\ &= \frac{2.332}{28} \\ &= 83,28 \end{aligned}$$

Where :

M = the mean of the students

$\sum fx$  = the total score

N = the number of students

#### APPENDIX XIV

#### The calculation of student's score percentage in Cycle 2

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

$$P = \frac{25}{28} \times 100 \%$$

$$P = 89,28 \%$$

Where: P : The percentage of students who get the point 75.

R : The number of students who get the point up 75.

T : The total number of students do the test.

## APPENDIX XV

### Observation Sheet

#### Teacher activities in Teaching learning Process Classroom Action Research

School Name : SMA Negeri 1 Siabu  
 Subject Matter : English  
 Grade : XI IPA 3  
 Cycle/ Meeting : I / 1  
 Day/ Date : Saturday/ 29<sup>th</sup> April 2017

No	Activities	Yes	No	Notes
I	<b>E. Opening</b>			
	5. Greeting the students	√		When she arrived
	6. Checking the students present list	√		
	7. Doing apperception	√		
	8. Explaining the purpose of the learning outcome	√		
II	<b>F. Implementation of the Learning Material</b>			
	7. Explaining learning material	√		Should make her voice louder
	8. Connecting learning material to students experience through clustering technique	√		
	9. Explaining writing material through clustering technique	√		
	10. Explaining the step teaching learning by using clustering technique		√	More clearly
	11. Giving the suitable examples in writing material	√		
	12. Motivation all the students to participate in teaching learning process		√	Improved
III	<b>G. Evaluation</b>			
	4. Giving and explaining the test	√		
	5. Asking the students to create paragraph report text through draft	√		

	clustering technique design			
	6. Asking the students to change their task with their friend	√		
<b>IV</b>	<b>H. Closing</b>			
	4. Summarizing the material that has been		√	Together with students
	5. Giving the motivation to the students in order to apply clustering technique in writing skill		√	Improved
	6. Telling the students the topic for next meeting and close the class	√		

**Observer by Co-teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

## APPENDIX XVI

### Observation Sheet

#### Teacher activities in Teaching learning Process Classroom Action Research

School Name : SMA Negeri 1 Siabu  
Subject Matter : English  
Grade : XI IPA 3  
Cycle/ Meeting : I / 2  
Day/ Date : Wednesday/ 03<sup>th</sup> May 2017

No	Activities	Yes	No	Notes
I	<b>I. Opening</b>			
	9. Greeting the students	√		When she arrived
	10. Checking the students present list	√		More clearly
	11. Doing apperception	√		
	12. Explaining the purpose of the learning outcome	√		
II	<b>J. Implementation of the Learning Material</b>			
	13. Explaining learning material	√		
	14. Connecting learning material to students experience through clustering technique	√		
	15. Explaining writing material through clustering technique	√		
	16. Explaining the step teaching learning by using clustering technique	√		More clearly
	17. Giving the suitable examples in writing material	√		
	18. Motivation all the students to participate in teaching learning process		√	Improved
III	<b>K. Evaluation</b>			
	7. Giving and explaining the test	√		
	8. Asking the students to create paragraph report text through draft clustering technique design	√		Command by the researcher

	9. Asking the students to change their task with their friend	√		Gave instruction
<b>IV</b>	<b>L. Closing</b>			
	7. Summarizing the material that has been	√		More clearly
	8. Giving the motivation to the students in order to apply clustering technique in writing skill		√	Improved
	9. Telling the students the topic for next meeting and close the class	√		

**Observer by Co-teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

## APPENDIX XVII

### Observation Sheet

#### Teacher activities in Teaching learning Process Classroom Action Research

School Name : SMA Negeri 1 Siabu  
 Subject Matter : English  
 Grade : XI IPA 3  
 Cycle/ Meeting : II / 1  
 Day/ Date : Saturday/ 06<sup>th</sup> May 2017

No	Activities	Yes	No	Notes
I	<b>M. Opening</b>			
	13. Greeting the students	√		When she arrived
	14. Checking the students present list	√		
	15. Doing apperception	√		
	16. Explaining the purpose of the learning outcome	√		
II	<b>N. Implementation of the Learning Material</b>			
	19. Explaining learning material	√		Should make her voice louder
	20. Connecting learning material to students experience through clustering technique	√		
	21. Explaining writing material through clustering technique	√		
	22. Explaining the step teaching learning by using clustering technique	√		More clearly
	23. Giving the suitable examples in writing material	√		
III	<b>O. Evaluation</b>			
	10. Giving and explaining the test	√		
	11. Asking the students to create paragraph report text through draft	√		

	clustering technique design			
	12. Asking the students to change their task with their friend	√		Command by the researcher
<b>IV</b>	<b>P. Closing</b>			
	10. Summarizing the material that has been	√		
	11. Giving the motivation to the students in order to apply clustering technique in writing skill	√		
	12. Telling the students the topic for next meeting and close the class	√		

**Observer by Co-teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**



## APPENDIX XVIII

### Observation Sheet

#### Teacher activities in Teaching learning Process Classroom Action Research

School Name : SMA Negeri 1 Siabu  
 Subject Matter : English  
 Grade : XI IPA 3  
 Cycle/ Meeting : II / 2  
 Day/ Date : Wednesday/ 10<sup>th</sup> May 2017

No	Activities	Yes	No	Notes
I	<b>Q. Opening</b>			
	17. Greeting the students	√		
	18. Checking the students present list	√		
	19. Doing apperception	√		
	20. Explaining the purpose of the learning outcome	√		
II	<b>R. Implementation of the Learning Material</b>			
	25. Explaining learning material	√		
	26. Connecting learning material to students experience through clustering technique	√		
	27. Explaining writing material through clustering technique	√		
	28. Explaining the step teaching learning by using clustering technique	√		More clearly
	29. Giving the suitable examples in writing material	√		
	30. Motivation all the students to participate in teaching learning process	√		
III	<b>S. Evaluation</b>			
	13. Giving and explaining the test	√		
	14. Asking the students to create paragraph report text through draft clustering technique design	√		Command by the researcher

	15. Asking the students to change their task with their friend	√		Command by the researcher
<b>IV</b>	<b>T. Closing</b>			
	13. Summarizing the material that has been	√		
	14. Giving the motivation to the students in order to apply clustering technique in writing skill	√		
	15. Telling the students the topic for next meeting and close the class	√		

**Observer by Co-teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

**APPENDIX XIX**

**Observation Sheet**  
**Indicators List of Problematic Factors in Teaching Learning Process in First Cycle**

No	Activities	Students																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Students who made noisy in the classroom	-	-	-	√	-	√	-	-	-	-	√	-	-	-	-	√	-	-	-	-	-	-	-	-	√	-	-	-	5 students
2	Students who asked for permission	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	2 students
3	Students who slept in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
4	Students who sat on the move	√	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 students
5	Students who felt bored of this lesson	√	√	√	√	-	-	-	√	√	-	-	√	√	√	-	-	-	-	√	√	√	-	-	√	√	√	-	-	15 students
<b>Condition of the class</b>		<ul style="list-style-type: none"> <li>• 5 ( FM, JR, MR, RA, WY) students who made noisy in the classroom.</li> <li>• 2 ( MD, SL) students who asked for permission.</li> <li>• No students who slept in the classroom</li> <li>• 2 (AH, AS) students who sat on the move</li> <li>• 15 ( AH, AS, BM, FM, LS,MD, NN, NH, MF, RF, SR, SL, SA, WY, YR) students who felt bored of this lesson.</li> </ul>																												

**Co- Teacher**

**Yusri Annur Lbs, S.Pd**  
**NIP : 19780915 200502 2 003**

**Researcher**

**Yeni Riska**  
**NIM : 13 340 0074**

**APPENDIX XX**

**Observation Sheet**

**Indicators List of Problematic Factors in Teaching Learning Process in Second Cycle**

No	Activities	Students																												Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Students who made noisy in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
2	Students who asked for permission	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 students
3	Students who slept in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
4	Students who sat on the move	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
5	Students who felt bored of this lesson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
<b>Condition of the class</b>		<ul style="list-style-type: none"> <li>• No students who made noisy in the classroom.</li> <li>• 1 ( AH ) students who asked for permission.</li> <li>• No students who slept in the classroom</li> <li>• No students who sat on the move</li> <li>• No students who felt bored of this lesson.</li> </ul>																												

**Co- Teacher**

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**NIP : 19780915 200502 2 003**

**Researcher**

**Yeni Riska**  
**NIM : 13 340 0074**

# DOKUMENTATION

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