

**USING OF CLUSTERING TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT
THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1
LANGSA**

THESIS

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ABSTRACT

This title of research is “Using of clustering technique to improve students’ ability in writing descriptive text at the eighth grade students of Smp Negeri 1 Langsa”. Writing skill is one of the productive skills that should be mastered in using a language. The students have difficulties in writing descriptive text because they difficult to find fresh ideas. Therefore, the researcher will try to use clustering technique as a technique to improve students’ability in writing descriptive text. The research was designed to figure out whether clustering technique can improve students’ ability in writing descriptive text. This research aimed to find out the clustering technique can improve student’s ability in writing descriptive text at the eighth grade students of SMP Negeri 1 Langsa. This research was applied to elevate student’s writing ability. This research used Classroom Action research (CAR) as the method. This research involved the students of VIII-E class. The class consist of 35 students. The instruments that used in this research were test and observation. Based on the research result, learning writing through clustering technique made students’ writing ability in descriptive text increased. The result of pre-test showed that only 10 students (28,5%) who passed the KKM score, the result of post test 1 showed that 19 students (54,28%) who passed the KKM score. In the end of cycle 2, the result of post test 2 showed that 30 students (85,7%) who passed the KKM score. Based on these finding it can be concluded that clustering technique can increased the students’s ability in writing descriptive text at the eighth students of SMP Negeri 1 Langsa

Keyword : Writing, descriptive text, clustering technique

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international language used by most of people in the world. In indonesia, English has become the first foreign language which is taught from junior high school up to university. English has also become one of the compulsory subjects to pass the National Examination. One of the aims of teaching English is to develop student's ability for communication. In learning English, there are four skill to be mastered, they are listening, speaking, reading and writing.

Writing is one of the important skills in English because it takes a part as important communication tools. People need to learn English writing because it is a process of expressing idea, opinion, experience and information in the form of written language. In fact, the students still get some difficulties when they are asked to write English text, especially descriptive text. Most of them get low scores in their writing. It is caused by the students' lack of knowledge how to write, what to write, vocabulary, grammar and technical writing.

In learning writing, there are some difficulties faced by the students. First, they do not have ideas to be written. Second, they have lack of vocabulary. Third, they have difficulties in organizing their ideas. Fourth, they have low motivation to write. Therefore, the teacher should be able to organize good learning-teaching activities and prepare a good technique to help students in writing a text. According to Tompkins mentions that the emphasis of writing is shifted from

what the writers think and do as they write to the product of writing¹. In addition Richard says that writing is the most difficult skill for foreign language learners to be mastered. They have to put together string of grammatically correct sentences. Observe the purpose in learning English is very important to develop students' critical thinking, so to transform to the students needs to attend its methods and strategies in learning writing. Therefore the implementation can be a benefit for the students.

Based on the basic competence of teaching writing at junior high school, there are two kinds of text that need to be taught: descriptive text and procedure text. Both of them are taught in the first grade of junior high school. The achievement indicator is that the students have ability at developing and producing simple written monolog texts in the form of descriptive and procedure text.

A descriptive text is one of the monolog texts which is assumed as one of the texts that difficult to be learned by the students because students needs critical thinking to write a paragraph. A descriptive text is a text which describes the features of people, animals, things or places. According to Abisamra states that descriptive text is a text that tells the reader what the thing is, or what the thing does². Based on the other expert descriptive text is to describe specific of places, this text usually describe about location, size, old, content and others

¹Tompkins, Gail E, *Teaching Writing Balancing Process and Product*. (New Jersey: Prentice-Hall, 2000) p. 3

²Abisamra, Nada. 2005. *Teaching Writing Approaches and Activities*. Retrieved on October 27, 2013 From: <http://nadabs.triod.com/teaching writing.htm>.

characteristics. The generic structure of descriptive text consists of identification and description.

Ideally, the students of junior high school at the eighth grade are able to write a descriptive text using the rules such as : generic structure, features, vocabulary and grammatically based on the theme and using simple present tense. And able to describe an object so the reader can feel the story that is made.

In fact, the students of junior high school at the eighth grade can not write the descriptive text well. Looked at from the result of students test, only 40 % students can write the descriptive text well. In this study, the researcher deals with writing as her topic because when she was giving writing material to students, especially for the descriptive text. There were some problems found in the field. One of the problems is that students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The other problem is there are many errors in the vocabulary, grammar, and spelling. In addition the students have low motivation and are not interested in doing the task since the writing activities are not interesting.

Therefore, the teacher should be able to organize good learning-teaching activities and prepare a good technique to help students in writing a text. According to Tompkins mentions that the emphasis of writing is shifted from what the writer think and do as they write to the product of writing.³

³Tompkins, Gail E, p. 4

Considering the facts above, there is an urgent need to use a technique in teaching learning process that can help them to solve their problems. Arends states that “to solve the problems, the English teacher can use a technique to teach writing. By applying a technique, the teacher can encourage the students to participate in the classroom activities. The teacher should be able to encourage the students to express their ideas into good writing.

The researcher offered one technique that can help the students to improve their writing ability in writing descriptive text. The technique is clustering technique which is done by making a visual presentation or diagram of how important ideas or a specific topic related to one another”.⁴ Clustering Technique is a good technique to help them to develop their idea in writing text especially, descriptive text. Clustering technique offers a way to help student in generating their inspiration and insight. Clustering technique help students to write easier and interested in writing activity.

Based on the matter above, the researcher is encouraged to do research with title “Using Of Clustering Technique To Improve Students’ Ability in Writing Descriptive Text at The Eighth Grade of Smp Negeri 1 Langsa”

B. Research question

Can clustering technique improve student’s ability in writing descriptive text at the eighth grade students of SMP Negeri 1 Langsa ?

⁴Richard Arends, *Classroom Instruction and Management*. (New York: The Mc Graw-Hill Company, 1997) p. 10-11

C. Purpose of study

To find out the clustering technique can improve student's ability in writing descriptive text at the eighth grade students of SMP Negeri 1 Langsa.

D. Significant of study

For the teacher

Using this technique can be used by the teacher to develop their teaching technique. Hopefully, it can give inspiration to the teacher to make some variation in teaching English and can be one of strategy alternative in Learning English at SMP Negeri 1 Langsa.

For the student

For the students, using of clustering technique is one of way or technique to increase the students' achievement in writing aspect especially for grade eighth students of SMP Negeri 1 Langsa. They can get some fresh idea in writing. Hopefully it can help the students to solve their problem in learning writing decriptive text.

For the reseacher

This study expected that can extend the researcher's knowledge about the advantages and disadvantages of using Clustering technique in teaching writing descriptive text.

E. Hypothesis

The hypothesis is a tentative answer to the problem of research, until proven by the data collected.⁵ As we have been mentioned in of the problem, the

⁵Suharsimi, Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998).p. 67

hypothesis in this study is : “Clustering technique can improve students’ ability in writing descriptive text at the eighth grade of SMP Negeri 1 Langsa.

F. Terminology

1. Clustering tehniqne

“According to Noel, clustering is a method of “mapping” your ideas as they come into your mind”.⁶ In this case, the reseacher wants to extend the students’ ability in writing descriptive text through Clustering technique at SMP Negeri 1 Langsa

2. Writing

“Jeremy Harmer says that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities”.⁷ Based on the definition above the write wants to extend the students in writing.

3. Descriptive text

“Descriptive text is a text which describes the features of people, animals, things or places”.⁸ Based on the definition above can pulled summarize that descriptive text is a kind of text which describes detail the features of something. The generic structure of descriptive text consists of identification and description.

⁶Noel, Michele. *A Guide to Writing at ECC*. (English : ECC, 2005) p. 6

⁷Jeremy, Harmer, *How to Teach Writing*. (New York: Longman, 2007) p.35.

⁸Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler Antipodean Education Enterprise, 1995),p.208