CHAPTER I
INTRODUCTION

1.1 The Background of Study

One of the objectives of teaching and learning English at senior High School in Indonesia as stated in the 2004 curriculum guidelines is to allow learners to use English as a means of communication. In addition, it is also stated in the curriculum that English is the first foreign language that has to be mastered by the students especially for the skill of writing which includes the ability to write a text.

Writing is one of the productive skills in English. It means that through writing, learners including the students of SMK Negeri 1 Pulau Rakyat can create composition which may express their ideas and arguments, by doing the activities of writing, the students of SMK Negeri 1 Pulau Rakyat can also practice their background of grammar and vocabulary to produce their writing. In writing, therefore the students will not only drill themselves to use the language elements but also they have to know about the topic what want they write about and develop it.

In writing, the students must commonly think of the ideas coming out the topic given; however, they have difficulties in generating ideas. Good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to a student's success in almost all university courses. Writing is the most difficult skill for the learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The difficulty becomes more pronounced if their language proficiency is weak. In order to generate and organize ideas well before writing, students must be able to start and concentrate on the quality task of their work. Depending on the topic of the task, students may also present their perspective and think creatively to come up new ideas. For example, students may need to decide what to write about,
develop a topic, produce original thought, elaborate on ideas, use prior knowledge, think critically, and apply and learn new concepts.

The difficulties and the obstacles in writing also were faced by the students of SMK Negeri 1 Pulau Rakyat. Meanwhile, this school had some programs to develop English proficiency such as studying English Grammar and giving vocabularies once a week, practicing writing English conducted twice a week. The teacher always brought the students to some places (out of the class) to support them in English subject especially in writing.

Based on the syllabus of SMK Negeri 1 Pulau Rakyat, the first semester of the first grade, the students required to write descriptive text. The standards competence of writing English refers to capability of students in describing something else given by the teacher especially in describing about people to be a text. But in reality, they still had problem in writing, they were unable to express their idea to write a paragraph although English was taught three times a week for five hours in this school. The score (kkm) of English in this school is 70.

SMK Negeri 1 Pulau Rakyat is one of the vocational schools in which English becomes a compulsory lesson. It is also a favorite school in this town because the location is so strategic. English is taught four times a week in this school. Even though the students have been studying English for three years at junior high school and three years in vocational school, but most of the students do not write well. As matter of fact, the writer found that the students of SMK Negeri 1 Pulau Rakyat had problem in writing. On the other hand, the students of SMK Negeri 1 Pulau Rakyat tended to construct ungrammatical sentence in expressing their idea. For this, a number of them got difficulties in organizing their ideas or in putting their thought into writing. They also got trouble to create the connection between in idea with another one. Besides, they were lake of vocabulary, so they were hard to make a text.

To encounter the barriers above, teachers can implement clustering technique to arouse students’ interest in writing. For clustering itself, it is a way to help the students in searching for as many as ideas possible going to be generated and developed in writing particularly in descriptive text.
Clustering is an invention strategy that can be used to generate ideas for a text or to plan a text. There are two types of clusters. First, the discovering cluster is that students find out a text topic and find out what they know about the topic. Second, the planning cluster is that students plan a text and produce supporting ideas. It means that planning clustering can be used to plan a text as students find and organize some subtopics. They may discard several of them before settling on one. In this way, clustering can be used to narrow and focus the scope of a paper topic.

Based on the writer’s preliminary study of the problems of the first year students of SMK Negeri 1 Pulau Rakyat, the writer finds out some phenomena as follows:
1. Students cannot write their essay based on the generic structure in writing English.
2. Students cannot use good grammar in writing.
3. Students have lack of vocabulary in writing descriptive text.
4. Students cannot use coherence and cohesion to make sentence correctly.

The problems above can be caused by the difficulties in writing itself as an external factor. It can also happen because the students are accustomed to requiring long time to think of the issues given because they do not have enough information including arranging the sentences that will be written. So, to solve the problem needs a suitable strategy to improve students’ writing ability. In this case, the writer gives a solution by using clustering technique to help students get ideas and discuss their ideas one another to improve writing skill. Therefore, the writer is interested in pointing out the problem into a research entitled “Improving Students’ Ability In Writing Descriptive Text By Using Clustering Technique At Grade X Of SMK Negeri 1 Pulau Rakyat In The Academic Year 2015/ 2016”.

1.2 The Scope of Study

In this “proposal”, the writer only focuses on first grade of SMK Negeri 1 Pulau Rakyat at the first semester 2015/ 2016 academic year, and to make a
description of this “proposal” deeper, the problems will be limited in the improvement by using clustering technique in teaching descriptive writing.

1.3 The Problem of Study

Based on the background and the problems explained above, it is clear that most of the students of SMK Negeri 1 Pulau Rakyat still face various problems in learning English, especially in writing. The problems in the research will identify as follow “how can the use of clustering technique improve students’ ability in learning descriptive writing?”

1.4 The Objective of Study

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

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

1.5 The Significant of Study

The result of this study can provide useful information for:

1. Teachers
   The result of this study is useful for English teachers at SMK Negeri 1 Pulau Rakyat level to get information about teaching descriptive writing using clustering technique.

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

3. Other Researcher
   For further researchers who are interested in teaching descriptive writing at SMK Negeri 1 Pulau Rakyat level can get the basic information from this study to do the further research.
CHAPTER II
REVIEW OF LITERATURE

2.1 Writing

2.1.1 The Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion in this proposal is supported by Richards and Renandya (2003: 303), “writing is the most difficult skill for second language learners to master”. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

According to Axelrod and Coopers’ (1985: 3) said, “writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage”. Murcia (1991: 233) said, writing is “the ability to express one’s ideas in written form is a second or foreign language”. It means that writing is an activity to express our ideas in written form. From definitions above, it can be concluded that writing can be distinguished from other skills as the most difficult one.

There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

2.1.2 Writing Process

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so
that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge (1988: 20-22) Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

At least, there are three steps in the writing process mentioned by Blanchard, and Root (2003: 41) in their book; Ready to Write: A first Composition Text “Step one: Prewriting (Thinking about your topic and organizing your ideas), Step two: Writing (Using your ideas to write a first draft), and Step Three: Revising (Improving what you have written). If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

a. Prewriting

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

b. Writing

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

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

Basically the two opinions above have same points in writing process, it started by gaining any ideas using some suggested technique called prewriting and then developing the idea called organizing and writing stage.

**2.1.3 Teaching Writing**

To teach imaginative writing especially on short stories, it needs an approach or method which has strategies and techniques in teaching them. However, before taking at glance at kinds of approaches, strategies, and techniques in teaching writing, it is better to understand the approach term first. It is because there are two different terms of approaches. Then it continues with an over look at strategies of writing. Finally it is followed by the description of teaching techniques. Each of those is described below.

a. **Approaches of Writing**

Approach refers to a set of correlative assumption dealing with the nature of language and the nature of language learning. The differentiates approach with method and technique. Method is an overall plan for the orderly presentation of language material while technique is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. In short, an approach is axiomatic, a method is procedural, and a technique is implementation. In an approach, there will be more than one method and in one method, there will be several techniques. The method covers approach, design, and procedure. The method is in the top position parallel to approach and design. The techniques that are used in the classroom are described in the procedure. Whatever term used to describe, there is a hierarchy, starting from the concept into practical. The term of approach or method used interchangeably to represent fundamental concept of language and language learning whereas technique and procedure are the same things for practical terms in teaching and learning activity.
b. Strategies of Writing

In addition to selecting texts and compiling resources, the next part of planning the writing activities involves choosing an instructional strategy. It provides a helpful breakdown of four writing strategies that can be used during a teaching-learning activity. They are as follows:

1) Shared Writing: In shared writing, the teacher and learners compose texts together — often with the teacher writing the text down. The teacher-ascribe can write words that challenge students just beyond their existing familiarity with words. This instructional strategy is commonly used with students who are just learning how to write, but it is also valuable when introducing new words and new textual structures to advanced students. This shared writing lets the teacher models writing lessons for students to imitate later.

2) Guided Writing or Writing Workshop: With students increasingly gaining familiarity with writing, they can then be guided through more specific lessons. In this way, they learn strategies that they can later use independently. This allows students more freedom to explore their imaginative ideas and their opinions.

c. Techniques of Writing

The technique of teaching writing is essential. The technique are more interested in helping students to express ideas thought processes and feeling on papers; to organize those ideas, thoughts and feeling in writing. There are two techniques of teaching writing as follows:

1) The controlled-to- freer technique

The controlled-to free techniques in writing is sequential: in the controlled, students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. This technique stresses three features of grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality. In the free- writing technique, the emphasis in
this technique is that students should put content and fluency first and not to worry about form. Once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. Concern for —audience— and —content— are seen as important in this technique, especially since the writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused writing tasks.

2) The process to product technique

In this technique, the students are trained to generate ideas, think of the purpose and also the reader. The students have to pass some stages (prewriting, writing, revising, editing) during the process in order to present a written product. They perhaps write multiple drafts in order to have a final written text. The teacher now begins to focus on the process of writing that leads to the final written product. Then he helps student writers to understand their own composing process by building repertoires of techniques for prewriting, drafting and rewriting. Finally he gives students' feedback throughout the composing process and encourages other students to give feedback. Prewriting is the getting-ready-to-write stage. In the pre-writing step, the students choose a topic; consider function, form, and audience. In Drafting, students write and refine their composition through a series of draft. During the drafting stage, students focus on getting their ideas down on a paper. It is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. During the revising stage, writers refine ideas in their composition. Activities in revising stage are: rereading the rough draft, sharing the writing draft in a writing group, revising on the basis of feedback. Editing is putting the piece of writing into its final form. The focus is still on the content of students’ writing. In this stage, students bring their composition to life by publishing them or sharing them orally with an appropriate audience.
2.1.4 Purposes of Writing

According to Penny Ur (1996: 163) the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”. It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others. Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, and narrative. The writer knows that different Vocational School with Senior High School. The Vocational School, material taught in learning English is a kind of text descriptions and procedures. In the writing of this proposal that will be discussed is the type of text descriptions.

2.2 Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman, 2008: 122). Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer’s point of view.

Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective description is to create vivid mental images. To do that,
we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

*Example of descriptive text*

**Mr. Kartolo, The Farmer**

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his corps. Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo’s duties before breakfast. He does most of the hard outdoor work by himself.

### 2.3 Clustering Technique

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definition about clustering stated by experts, Blanchard, and Root (2003: 42) state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas. Another means clustering is making a visual map of the ideas. It is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called *mapping*, and *diagramming*, it is an other effective way to gather information for an essay. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.
2.4 The Application of Clustering Technique in Writing Descriptive Text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them. To begin, take a fresh sheet of paper and write a general subject in the center. Dietsch (2003: 26-27) said then circle the world and keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.

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

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

2.5 Hypothesis

This research formulates the hypotheses as follows:

1. Clustering technique will be more effective than direct instruction to teach writing descriptive text at grade X of SMK Negeri 1 Pulau Rakyat in the academic year 2015/2016.

2. There is an interaction between teaching techniques and students’ linguistic intelligence to teach writing descriptive text at grade X of SMK Negeri 1 Pulau Rakyat in the academic year 2015/2016.
CHAPTER III
RESEARCH METHOD

3.1 The Setting of Study

This study will be conducted at SMK Negeri 1 Pulau Rakyat. The school is located at Jl. Pulau Rakyat. This school will be chosen as the field of the study because the writer has teaching learning experience for teaching practice, so the writer knows the real condition of this school, and the writer can identify the problems in teaching writing more easily. Secondly, the writer suggests that innovation is needed in improving students’ writing ability for the better quality of school.

3.2 Subjects and Time of Study

The writer will select the first year of SMK Negeri 1 Pulau Rakyat class which consists of 30 students in the 2015/2016 academic year as the subjects of the study. The writer will be conducted this research for one month. It began from March 2015.

3.3 Research Instrument

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

1. Interview will apply for the English teacher before the classroom action research and after classroom action research. It will be applied before classroom action research to know the students difficulties in writing skill, the students’ participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it will be conducted after classroom action research to know the teacher’s response about the learning strategy focus on Clustering Technique.
2. Questionnaire is written of questions to be answered by the students. This instrument will take all students as the respondents. It will be applied at the preliminary study. It consists of 5 items in order to get the data about students’ liking for learning English particularly in writing skill and the technique used by the teacher in teaching writing. Also, it will be used after classroom action research to know the students’ response toward teaching and learning activities through Clustering technique.

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

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

3.4 The Design of Study

The design of this study is classroom action research. It is called CAR (Classroom Action Research) because the study will focus on a particular problem and a particular group of students in a certain classroom. According to Arikunto (2009: 58), he said that classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality. Mills (2003: 5) defines an action research as any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.
Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity. Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

Therefore, there are elements in CAR:

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

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

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

The writer will use classroom action research model proposed by Mulyasa (2009: 73) which consists of four steps, namely, planning, acting, observing, and reflecting. Improvement of the problem in this study is brought about by a series of cycles. The figure can be seen below:

**Figure 3.1 Model of Action Research**
3.5 The Procedure of Study

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

1. Planning

   In this phase, the writer and the teacher will make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the model of clustering technique, preparing materials and media, and determining criteria of success. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. Next step is preparing the model of clustering technique; the use of clustering technique in improving student’s ability in writing of descriptive text is applied. A model of clustering technique develops by the writer and collaborator in teaching descriptive writing is using shapes, lines and box. It is an activity conducted by the students to generate and organize their ideas on the shapes based cluster. The following step is preparing materials and media. The materials for implementing the action relates to schematic structure and language features in writing descriptive text taken from English text books for the first grade. The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

   a. The students’ writing score improves at the same as the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English (70.0) or above. And it is considered successful if 75% (23 out of 30) of the students with individual score in writing descriptive text achieve at least the same as or above 70.0.
b. The students’ participation in writing activities increase that 75% (23 out of 30) of the students should get involved in writing activities and their involvements are in scales “Good” and “Very Good”.

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

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

4. Reflecting
After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect himself by seeing the result of the observation, whether the teaching learning process of writing descriptive text using clustering technique is good to imply in teaching learning process at the first year of students of SMK Negeri 1 Pulau Rakyat or not. If the first plan is unsuccessful, proven by students’ achievement, the writer should make the next plan (re-planning) to solve students’ problem and also to get a good result.

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

1. The writer will do observation directly toward English teaching and learning process in X grade of SMK Negeri 1 Pulau Rakyat students 2015/ 2016 Academic Year.

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

3. The questioner will be given to the students of first grade of SMK Negeri 1 Pulau Rakyat in order to know their responds toward the process of teaching and learning writing descriptive text using clustering technique and also about their motivations and problems in learning English writing before and after they were taught using clustering technique.

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

3.7 The Technique of Data Analysis

In analyzing the data related to the students’ test of writing ability, the writer will use analytical scoring rubric adapted from Weigle (2002: 116). There are five components presented in the analytical scoring rubric for writing, examples; content, organization, vocabulary, language use, and mechanics. In this study, the writer will combine vocabulary and mechanic component. The
following table is the analytical scoring rubric used by the writer to analyze the students’ paragraph writing.

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>4</td>
<td>Relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>Most of the sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences related to the main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; Mechanic</strong></td>
<td>4</td>
<td>A few errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Occasional errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in choice of words, spelling and punctuation</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>4</td>
<td>A few grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracies</td>
</tr>
</tbody>
</table>

**Table 3.1**  
**Analytical Scoring Rubric Adapted from Weigle**

To get the mean of students’ writing score within one cycle uses the formula (Sudijono, 2008: 81).

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

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

In gaining the class percentage which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal (KKM)* 70 (seventy) will use the formula:
P : The class percentage
F : Total percentage score
N : Number of students

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

\[
P \left( \frac{y - y_1}{y} \right) \times 100\%
\]

P : Percentage of Students’ Improvement
y : Pre-test Result
y1 : Post-test 1

\[
P \left( \frac{y - y_2}{y} \right) \times 100\%
\]

P : Percentage of Students’ Improvement
y : Pre-test Result
y2 : Post-test 2
REFERENCES


