

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to present the sub-topic deal with the title of the thesis. It consists of six sub-chapters, those are, background of the study, problem of the study, objective of the study, significant of the study, scope and limitation of the study, and definition of key term.

A. Background of the study

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Writing is a useful tool for discovering and thinking. This skill becomes more difficult for students in any level of English because it needs hard thinking and produce word sentences, paragraph and the same time. Besides that, many students who study English consider that they do not know how to write a topic. They are unable to apply English in the written form. They often face some problems to organize their ideas they do some mistakes with the lack of

knowledge in vocabularies and grammatical rules and tenses. Moreover, the students face some problems in improving their writing skill. They cannot recognize or improve a sentence or paragraph correctly or they do not have an idea about what they want to write. Furthermore, they cannot put the right words down becoming a good sentence or paragraph. Another problem is, although they have an idea, but they are still confused how to develop it as the correct one so they cannot make a good paragraph.

Based on competency standard-*standar kompetensi (SK)* and basic competency-*kompetensi standar (KD)*, the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount text to interact with people in their nearest environment.

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.¹ The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

¹ Doddy Ahmad, *Developing English Competencies 1: for Senior High School (SMA/MA) grade X* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). Page 128

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching- learning process. There are a lot of methods and techniques to get the English teaching effectively.

To solve the problems as mentioned above, the English teachers can use some techniques to teach writing such as using various pictures, contextual teaching and learning approach, using parallel writing technique, using mind mapping/clustering technique, etc. By applying one of the techniques, 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 teacher gives opportunities to the students to write their ideas without being afraid of making mistake. It can be done by introducing topics and a good writing process.

The writing process has steps or procedures which must be carried out by the learners. According to Hoshima and Hogue writing is never a one-step action; it is a process that has several steps. In other word, writing has more than one step. The steps in writing process are prewriting, planning, writing and revising draft, and writing the final copy to hand in. A good writing is done from a set of rules and principles. In prewriting there are two steps: choosing and narrowing

and brainstorming. There are three techniques in brainstorming: listing, free writing, and clustering.

Hoshima and Hogue state that clustering technique is another brainstorming activity that the students can use to generate ideas. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar. It gives the influence in quality of writing. The form of clustering technique is easy to understand especially by the students and it can give a new style in writing activity.²

Moreover, the clustering technique can motivate the students to write and to stimulate their ideas. Besides that, this technique will help the students to organize their thinking before they develop in a paragraph.

Based on the writer's experience when he did the observation on SMPN 3 Blitar, the process of teaching –learning in the classroom is still passive. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Besides that, the teacher uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted. Therefore, the teacher needs to be more creative in teaching, including the use of technique.

² Erlik Widiyani Styati. *The Effectiveness Of Clustering Technique To Teach Writing Skill Viewed From Students' Linguistic Intelligence*. Surakarta. 2010

Based on the background above, the writer takes a title of this thesis **“Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique in SMPN 3 Blitar.”**

B. Problem of the study

Based on the background of the study above, the problem of the study is how to improve student’s ability in writing descriptive text using clustering technique?

C. Objective of the 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.

D. Significance of the study

The result of this study can provide useful information for:

1. Teachers

The result of this study is useful for English teachers at Junior High School 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 junior high school level can get the basic information from this study to do the further research.

E. Scope and limitation of the study

The scope of the study as follow:

1. The writer would study about using clustering technique with make descriptive text to improve the student ability by using classroom action research (CAR).
2. The subject of the study is the student of eight grade of SMPN 3 BLITAR.
3. The object of this study is the student ability clustering and descriptive text.
4. The place of this study is in SMPN 3 BLITAR.
5. the study will conducted in the first semester in academic year 2014/2015

F. Definition of key terms

There are some terms in this study that be clarified, as follows:

1. Clustering Technique

Clustering technique also known as diagramming or mapping, is another strategy that can be used to generate material for a paper.

2. Descriptive Text

Descriptive text is when you are describing the way something looks like.

More clearly descriptive writing as present an object, feeling, a place or a person.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents writing, teaching writing, writing purpose, writing process, descriptive text, and clustering technique.

A. Writing

1. Definition of writing

Writing is one of four skills in English lesson. The students must master in writing in order that they can convey their idea from what they write. To make clear and understand about writing, the writer will explain about the definition from many experts.

Hammer states that “*writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.*”³ Another definition is given by Wingersky, Boerner and Balogh defines that “*writing is a process through which you discover, organize, and write your thoughts to communicate with reader.*”⁴

Next, Hartfiel and Hughey state that “*writing is indeed a voyage of discovery.*”⁵ Besides, Linse and Nunan state that “*writing is multifaceted, it is only*

³ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004) P.86

⁴Joy Wingersky, Jan Boerner and Diana Holguin-Balogh, *Writing Paragraphs and Essays*(California: Wadsworth,Inc, 1992), Page 3.

⁵ V. Faye Hartfield and Jane B. Hughey, *Learning ESL Composition* (Rowley: Newbury House Publisers, Inc, 1985), Page 3.

logical that it evokes different images."⁶ The writer could summarize that writing is a process of gaining ideas and get them down on paper.

2. Teaching Writing

Writing is one of four skills taught in junior high school, and it is included in syllabus and standard competence. As a teacher, we must master the condition that happens in the class. In order that our class will be running well and will not make the students bored, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language uses. However, this quite separates from the issues of writing process and genre. In fact, students are not writing to be better writers. Hammer stated that there are some ways to help them learn better:⁷

1. Get students to plan writing

Before students start to write, we can ask them to think what they are going to write by planning, what they will put down on paper (or type into the computer). When students are planning, we can ask them to think not only about the content but also about what the purpose of their writing and who the target of their writing is.

2. Encourage students to draft, reflect and revise writing

Students sometimes find difficulty in writing. As a teacher we may give some treatment to them. One way of encouraging drafting, reflection, and revision

⁶Caroline T.Linse and David Nunan, *Practical English Language teaching Young Learners* (New York: McGraw-Hill Companies, Inc, 2005) Page 98

⁷ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004)

is to have students involved in collaborative writing. We can make a pair of group of students working together on a piece of paper. It can respond to each other's ideas (both in terms of language and content). Then, make suggestion for changes. Last, give appreciation the group that success of the finishes product.

3. Respond to students' writing

Teachers can read their draft and then make written suggestions about how the text could be reordered. Another, teacher asks the students reformulation their write with their own version to make it better. Reformulation will be beneficial to the student who compares their version with their teachers. It is not just teachers who can respond to the students writing. But their friend also can respond with their own way. It will make their writing well.

3. Writing Purposes

There are many purposes of writing. Hartfiel and Hughey state the purposes of writing are telling how, reporting facts, telling what, telling why, solve, judge and persuade.⁸

First, telling how means practical writing, it is used to instruct advice or inform. Second, reporting facts means facts are the basis of most public writing. Writers will use facts to support almost everything they write whether it included proving a point, making a judgment, solving problems, substantiating a hypothesis, or explaining the what, why, and how of a subject. However,

⁸ V. Faye Hartfield and Jane B. Hughey, *Learning ESL Composition* (Rowley: Newbury House Publisers, Inc, 1985)

sometimes a writer needs to report facts simply to give objective, unbiased information.

Besides, telling what means more than factual reporting or simple, basic dictionary definition. To tell what means explaining a word, an object, a method, or a concept within a certain context, for example, a writer may want to explain the word stress, so that readers will understand and use the term stress in the context of building construction or engineering. Next, telling why is a part of writing, especially when we think of writing as a lifetime skill. It is the basic tool for teaching. It means for selling products, the substance behind news commentary, the justification for actions and much more.

Then, solve means knowing how to solve problems is one important way to control the environment. When your purpose for writing is to solve, you need a special method of logical thinking which includes through definitions and critical analysis of the problem. Furthermore, judge means to make an evaluation and form an opinion about something by carefully analyzing its strengths and weakness according to a set of standards or criteria. The last, persuade means writers not only express themselves and explain events, phenomena, and ideas to others but also persuade other. When setting out persuade, writers explain with facts why their readers should agree with them.

4. The Writing Process

Writing also needs a process to make the result as we want. Wingersky, Boerner and Balogh states the general steps in the writing process include prewriting, organizing ideas, drafting, revising, editing, and making a final draft.

If you use these steps when you have a writing assignment, you will give yourself an opportunity to make the most of your time and get your best ideas on paper.⁹

Prewriting is the first major step in the writing process. Prewriting can be accomplished in several ways those are talking, free writing, brainstorming, journal writing and reading. Next, organize the ideas into a rough outline that includes a main idea and supporting ideas. Besides, drafting starts with the main ideas and adds supporting ideas that flow smoothly. In addition, revising means make changes to clarify wording and organization. The next, editing means check for any problems in mechanics. And the last, making a final draft means that you are writing is ready.

B. The Theory of Descriptive Text

There are many kinds of text namely narrative, procedure, recount, news item etc. One of them is descriptive text. Descriptive text is studied in the first students' of junior high school.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. 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.¹⁰

⁹ Joy Wingersky, Jan Boerner and Diana Holguin-Balogh, *Writing Paragraphs and Essays*(California: Wadsworth,Inc, 1992)

¹⁰ Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), p. 73

The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.¹¹

Example of descriptive text



I have a hamster. It is small and cute. I give him a name, Dion. I bought him last month when I visited Jogjakarta. I really love him. Dion has 3 different colors, white, orange and black. His eyes and ears are small. He always squeaks in the time I come close to his cage. Every morning I feed him. Dion likes to eat some grass and leaves. I take the grass from the field near my house. Dion looks happy to eat it.¹²

C. Clustering Technique

1. The meaning of Clustering Technique

A clustering technique developed by Rico 1983 to improve writing skill is adapted by Henry (1985-1986) to facilitate thinking in classroom setting. Hogue (1996: 91) states that clustering like listing is another way to get ideas to write about something and write them in circle or bubbles, around the topic.¹³ Based on this statement, clustering is the writing technique to develop their ideas (learners)

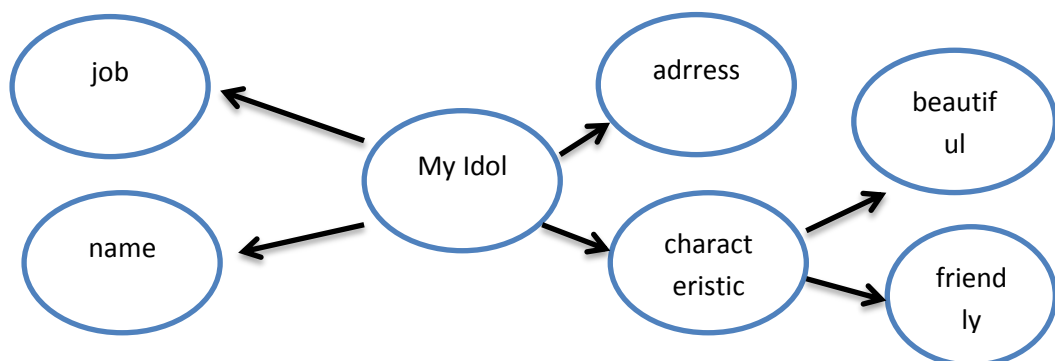
¹¹ Doddy Ahmad, *Developing English Competencies 1: for Senior High School (SMA/MA) grade X* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). 117

¹²<http://www.sekolahoke.com/2013/01/Pets.Descriptive.Text.Tentang.Hewan.Peliharaan.Hamster.html>. Acces June 26, 2014

¹³ Oshima, Alice, Ann Hogue. 1999. *Writing Academic English*. New York: Addison Wesley Longman

and write the words or phrases in circles or bubbles. Clustering is a simple yet powerful strategy. Its visual character seems to stimulate the flow of association and particularly good for students who know what they want to say but just can't say it.

Based on this statement, it can be concluded that clustering is a strategy to stimulate the learner for developing their idea that's difficult to say. In other words, clustering means a group of activities. It is the writing technique in grouping the idea by using pictures. Based on this statement, clustering is kind of teaching writing technique by using a group or pictures. Dawson and Essid, say that clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas.¹⁴ So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word as follows:



¹⁴ Dawson and Essid in [http: www.writing2.richmond.edu/writing/wweb/cluster. html](http://www.writing2.richmond.edu/writing/wweb/cluster.html)-4k accessed on June 27 2014.

Based on this statement, clustering is an activity that generate idea by using circles and it starts from a stimulus word or the words expectation, then develop them into several groups. Reid (1993: 6) mentions that the invention of clustering helps writers to generate, develop, and arrange their ideas.¹⁵ It can be said that clustering helps the learners in developing their idea. The goal of clustering is to determine the intrinsic grouping a set of unlabeled data. It can be shown that there is no absolute “best” criterion which would be independent of the final aim of the clustering. Consequently, it is used to supply this criterion, in such way that the result of the clustering will suit their needs. Based on this statement it can be concluded that clustering is to help generate ideas and arrange them into good writing. A cluster is therefore a collection of objects which are “similar” between them and are “dissimilar” to the object belonging to the other clusters. It means that clustering is collecting the similar word or phrases related to the topic and losing the dissimilar word or phrases that are not related to the topic. Dawson and Essid state that: To begin to cluster, choose a word that is central to your assignment. For example, if you “expectations” and write that word in the middle of your sheet of paper. Circle “expectations,” then write words all around it— words that occur to you as you think of “expectations.” Write down all words that you associate with “expectations,” words that at first may seem to be random. Write quickly, circling each word, grouping words around you is the central word. Connect your new words to previous ones with lines; when you feel you have

¹⁵ Reid, Joy M., 1993. *Teaching ESL Writing*. USA: Prentice Hall Regents.

exhausted a particular avenue of associations, go back to your central word and begin again.

Based on the statement, it can be concluded that in clustering technique, there are some steps: (1) Choosing a word or phrases; (2) Putting the word or phrases in central; (3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; and (5) Connecting the new word or phrases to previous ones with lines. Moreover, clustering technique helps the writer or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced.

Furthermore clustering is related to words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome the difficulty in developing ideas. It is effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.

2. Benefit of Using Clustering Technique

In general, clustering provides high availability by allowing your writing-critical applications to keep running in the event of a failure. Although clustering adds additional complexity to your messaging in writing, it provides a number of

advantages over using stand-alone (non-clustered) technique. Clustering provides: (1) Reduced single points of failure functionality; (2) Ability to perform maintenance and upgrades with limited downtime; and (3) Ability to easily scale up your cluster to a maximum of seven active EVSs.

3. Disadvantages of Using Clustering Technique

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.

4. Teaching Procedures of Clustering Technique

One of the best techniques for stimulating ideas and finding a direction for a piece of writing is "clustering." Clustering is a powerful tool because it taps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is too dominant when starting writing, it inhibits the free flow of thought. Meade (2010) mentions that there are some procedures to do clustering technique:

- 1). Write a word or phrase on a clean piece of paper;

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

Cahyono (2009: 88) states that the teaching and learning process is conducted through the following procedures:

1. Pre-writing

- a. write the theme on the whiteboard;
- b. Draw a sample of cluster. Ask the students to competitively complete the provided cluster;
- c. give the example of descriptive phrase based on cluster;
- d. Ask the students to make a cluster on their own.

2. Whilst-Writing

Ask the students to write individually a descriptive text based on a certain theme.

3. Post-Writing

- a. ask the students if clustering technique helps them in writing text;

b. Evaluate the students' writing products.¹⁶

Dawson and Essid state that there are some teaching procedures of clustering technique: (1) Choosing a word or phrases; (2) Putting the word or phrases in central; (3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; (5) Connecting the new word or phrases to previous ones with lines.¹⁷

¹⁶ Cahyono, Bambang Yudi. 2009. *Technique in Teaching EFL Writing*. Malang: State University of Malang Press.

¹⁷ Dawson and Essid in [http: www.writing2.richmond.edu/writing/wweb/cluster. html](http://www.writing2.richmond.edu/writing/wweb/cluster.html)-4k accessed on June 27 2014

CHAPTER III

RESEARCH METHOD

This section discusses the research method used by researcher in conducting this study. It includes research design, setting and subjects and research procedure.

A. Research Design

The research design used in this study is Classroom Action Research (CAR). It is called CAR because the study focuses on a problem of students in a classroom. According to Arikunto, classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.¹⁸ Mills 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.¹⁹

Based on the definition above the implementation of classroom action research will be helpful for improving the quality of teaching and learning at school. It can diagnose and solve the problem in the teaching learning activity. It will run the teaching learning English well.

¹⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p. 58.

¹⁹ Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher (fourth edition)*, (New Jersey: Merrill Prentice Hall, 2003), p. 5.

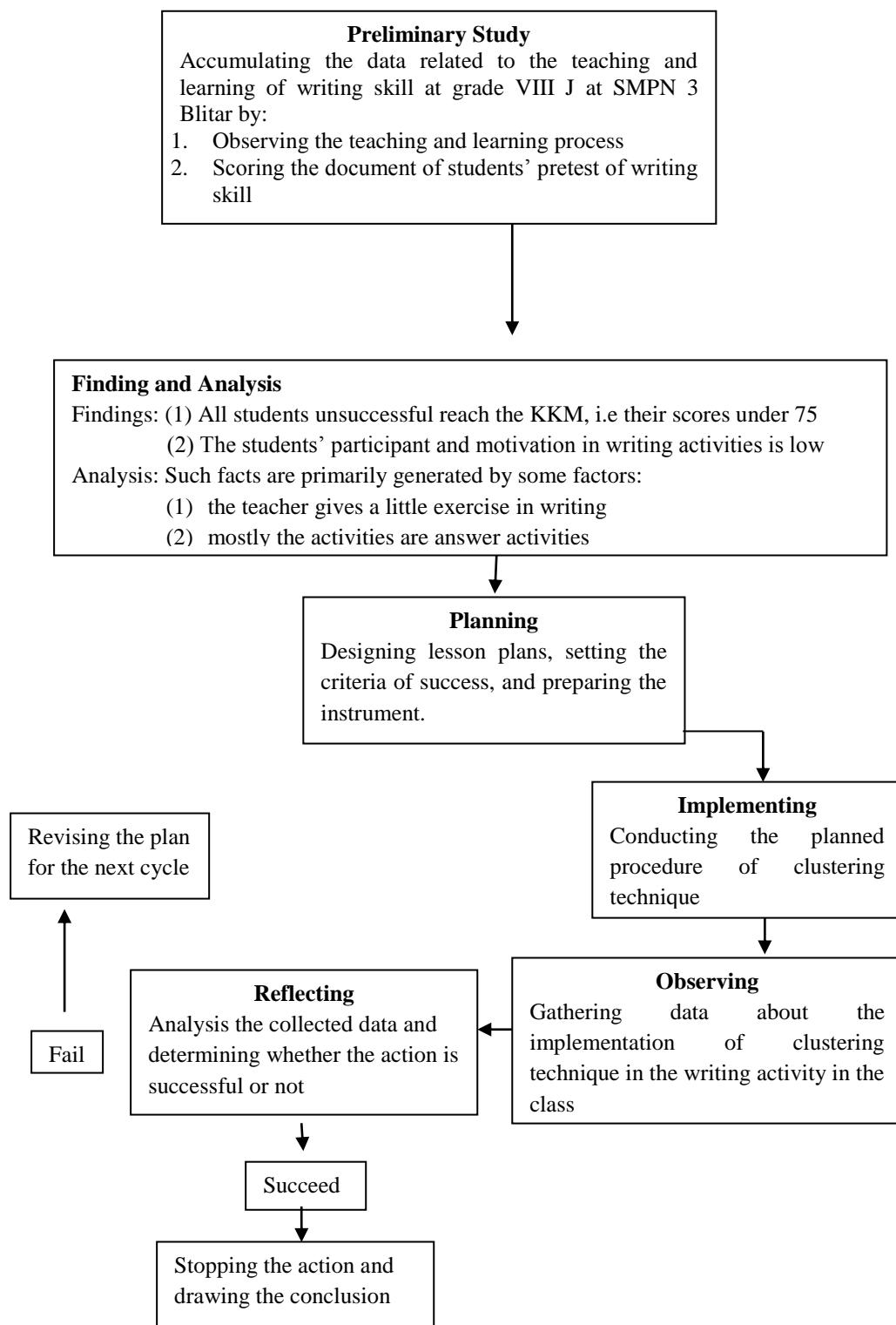
B. Setting and Subjects

This study is conducted at SMPN 3 Blitar. The school is located at Jln. Soedanco Supriadi 43 Blitar. The writer selects student of class VIII J at SMPN 3 Blitar which consists of 35 students in the 2014-2015 academic years as the subjects of the study. According to the writer observation, many students of class VIII J at SMPN 3 Blitar have problem in writing.

C. Research Procedure

This research was preceded by a preliminary study, which was followed by cycles comprising a numbers of steps. Those are planning, action, observation and reflection which are adapted from a model proposed by Kemmis and Mc Taggart (in Hidayat, 2011: 11).²⁰

²⁰ Kemmis and Mc Taggart in Maqbul Hidayat, "Improving English Listening Skill of First-Year Students at *Madrasah Aliyah Persiapan Negeri Batu Through StorryTelling Using Puppets*"(Malang: UNM, 2011)p. 11



Research Procedure (adapted from Kemmis and Mc Taggart in Hidayat, 2011: 11)

1. Preliminary Study

The researcher conducted preliminary study in order to obtain data about the real condition of the students' problem in the teaching learning activities of English, especially in the teaching and learning of writing.

The researcher gave questionnaire to the students in order to know their responds toward the process of teaching and learning in writing and also about their motivations and problems in learning English writing before they were taught using clustering technique. (See Appendix 1)

Next, the researcher interviewed the teacher. The purpose of interview before classroom action research is to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing. (See Appendix 2)

Then, the researcher gave writing test. It was about descriptive paragraph. The purpose of the test before classroom action research is to know the achievement of students' writing ability. (See Appendix 3)

All the data from the preliminary study were used as the basic consideration in planning the action to be applied. After the preliminary study was conducted, the researcher begins the research with the following procedures: planning the action, implementing the action, observing the action and reflecting.

2. Planning the Action

In the planning stage, the researcher prepared all things concerning the implementation of clustering technique to improve the students' writing ability. The preparations consisted of designing lesson plan, setting the criteria of success, and preparing the instruments.

a. Designing the Lesson Plan

The lesson plan is designed as teacher's guideline to conduct the teaching activity. By following the designed lesson plan, it is expected that the process of teaching-learning run well. The lesson plans are developed on the basis of the English syllabus employed in the recent established curriculum i.e. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

In designing the Lesson Plan, the items considered are the learning objective (goal), specified objective (achievement indicators), instructional materials, instructional media and source, teaching technique (method), character building and assessment. (See Appendix 4)

b. The Criteria of Success

The criteria of success are designed to know whether the action is already successful or not. The criterion of success is made by the researcher by considering the minimum mastery criterion or *kriteria ketuntasan minimum* at the school. The minimum mastery criterion or *kriteria ketuntasan minimum* was 75. This study is considered success if \geq

75% students of the class achieved the score greater than or equal to 75 in the students' writing result.

c. The instrument of the Research

The research instruments used in collecting the data are 5 items of questionnaire in preliminary study and 5 items questionnaire in cycle, 10 questions for interview to teacher in preliminary and 10 questions for interview after cycle, 2 observations checklist, 3 field notes and the writing test.

The questionnaire is used to know their motivations and respond in learning English writing before and after they were taught using clustering technique. (See Appendix 1 and 5)

The interview guide is given to the English teacher before and after classroom action research was conducted. The purpose before classroom action research is to know the students' difficulties in writing skill, the students' participation in writing class and the teacher's strategy in teaching writing. And the purpose of interview after the classroom action research is to know the teacher's response about the learning strategy focusing on the implementation of using clustering technique in the teaching descriptive paragraph. (See Appendix 2 and 6)

The observation checklist will be used to monitor the students' and teacher's involvement during teaching and learning process by using clustering technique. The use of observation checklist is carried out by collaborator. (See Appendix 7 and 8)

The field note is going to be used to record the data covered in the observation checklist. It consists of general events visualizing what happen during the teaching and learning process, positive things to maintain and negative things to mend. The use of field note is carried out by collaborator. (See Appendix 9,10 and 11)

The writing test is given to the students focusing on writing descriptive paragraph. The result of this test is students' descriptive paragraph. The purpose of this test is to measure the students' ability in writing descriptive paragraph before and after they were taught using clustering technique. (See Appendix 13 and 14)

3. Implementing the Action

According to the lesson plan designed, the researcher of this study will implement the strategy in three meeting. In implementing the action, the researcher will act as a teacher who carries out the teaching and learning process in the classroom. On the other hand, the collaborative teacher will be the observer whose job is observing the teaching and learning process and also the students' response and attitude towards the implementation of clustering technique based on the observation checklist and field note which have been provided by the writer. Moreover, the researcher of this study will implement some action dealing with the clustering technique.

In the first meeting, the teacher and the students ask and answer each other about the topic, the teacher and students collaborates doing

brainstorming idea, the teacher gives the example how to make outline and the students make outline. In the second meeting, the teacher shows model of the first draft as developing from outline, the teacher and the students discuss the model of the text, the students write the first draft, the teacher discusses with students about content of their draft, the students revise their draft, the students exchange their revision of draft with their friends and the teacher explain how to correct or edit the draft. In the third meeting, the students write their final draft, the students publish their writing by reading their writing in front of the class and display it, the students give comment to appreciate their friends' writing and the teacher collects the students' writing result. The students' writing result was the data for the cycle.

4. Observing the Action

Observing is the process of recording and gathering all relevant data. Observation plays an important part in any kinds of gathered data. It is a process of observing people and incidents all the time to make judgment.²¹ Observing the action is done at the same time by implementing the action.

In this case, the writer needs a collaborator when the teaching and learning process is being done. The collaborator fills the observation checklist and writes field note during the classroom action research. To get

²¹ Valsa Khosy. *Action Research for Improving Practice: A practical Guide*(London: SAGE Publication, 2005) Page 98

observation data, the collaborator complete the observation checklist and field note which have been provided by the writer.

5. Reflecting on the Action

This part is the final step of classroom action research in which all relevant data analyzed. Data analysis is done to see whether or not the implementation of the action is successful. The data will be obtained from observations checklist, field notes and the students' final writing product. The data about the students' final writing products is analyzed based on the scoring rubric.

The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Analytical scoring rubric.²²

Components of Writing	Scores	Indicators
Content	4	relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not quite easy to understand
	1	quite relevant to the topic but is not quite easy to understand
Organization	4	most of the sentences are related to the main idea
	3	some sentences are related to the main idea
	2	few sentences related to the main idea
	1	the sentences are unrelated to each other
Vocabulary	4	a few errors in choice of words
	3	some errors in choice of words
	2	occasional errors in choice of words
	1	frequent errors in choice of words
Mechanic	4	Few errors in punctuation, capitalization and spelling
	3	Several errors in punctuation capitalization and spelling
	2	Frequent errors in punctuation capitalization and spelling
	1	Dominated by errors in punctuation capitalization and spelling
Grammar	4	a few grammatical inaccuracies
	3	some grammatical inaccuracies
	2	numerous grammatical inaccuracies
	1	frequent grammatical inaccuracies

This rubric scoring is presented that the research will give score in the students' writing test based on five aspects. Those are content, organization, vocabulary, language use and mechanics. To interpret the result of the students' writing statistically it is needed formula as the following:

$$\text{Score} = \frac{\text{The total of the students score}}{\text{The total of the scoring rubric}} \times 100$$

²² V. Faye Hartfield and Jane B. Hughey, *Learning ESL Composition* (Rowley: Newbury House Publishers, Inc, 1985), Page 12.

In this study, scoring rubric is scored by three raters. The three raters are the researcher and their friends. The formula is:

$$\text{Score} = \frac{\text{Rater 1} + \text{Rater 2} + \text{Rater 3}}{3}$$

Afterwards, the results of the data analysis are compared to the criteria of success to know whether the criteria of success have been achieved or not. If the indicators of the criteria of success have not been achieved yet, the researcher will continue to the next cycle by revising the steps and do the revised steps until the criteria of success have been achieved. Meanwhile, if the criteria of success have been already achieved within one cycle, the researcher will stop the action.