

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

This chapter presents to answer of problem statements stated in the first chapter. The first is the implementation of Teaching Writing Descriptive Text Using Clustering Technique to Eighth Grade Students at SMP Nahdlatul Ulama Candi. The second statement is the Students' Perceptions on Teaching Writing Descriptive Text Using Clustering Technique for Eighth Grade students at SMP Nahdlatul Ulama Candi.

4.1.1. Findings of The Implementation of Teaching Writing Descriptive Text by Using Clustering Technique

The result of the implementation of teaching writing descriptive text by using clustering technique to eighth grade of SMP Nahdlatul Ulama Candi describe on observation field note, observation checklist and questionnaires.

Description on Observation Field Note

In Pre- Teaching

At 06.00 A.M the teacher started lesson and asked to students about descriptive text, generic structure, the function, and etc. The students were motivated and interested to the lesson given.

Then, the teacher apperception to the students:

Teacher : “*Assalamualaikum wr.wb. Good morning students.*”

Students : *“Walaikumussalam wr.wb. Good morning miss.”*

Teacher : *“How are you today?”*

Students : *“I am fine, and you?”*

Teacher : *“I’m fine very well thank you.”*

The teacher gave apperception and motivation to support the students in learning process. The teacher warmed up the condition of the class before the lesson.

During whilst teaching

Teacher : *“okay students, now we start the lesson, and the lesson we will discuss about descriptive text. Before we start our lesson, let’s pray together. Pray, begin!”*

The teacher and the researcher prayed and were followed by the students.

Teacher : *“finish! The first, I will give you a text” and a picture of sport.*





Picture No. 4.1. Example of Descriptive Text

The teacher gave a picture and text to students and observes the picture before the lesson. The picture was about sport. Before teacher implemented the technique, the teacher gave direction to students to observe the picture of sport first.

Teacher : *“before I continue, please observe the image of the sport then read the text below it.”*

The students read the text carefully. After reading the text, the teacher asks about the text. The teacher also gave more explanation about the meaning, generic structure, language features and social function of the text.

Teacher : *“okay, do you know what about the text?”*

Students : *“about sport, ma’am.”*

Teacher : *“good, do you know what kind of text describing an sport?”*

Students : *“descriptive text, bu.”*

Teacher : *“good. So, descriptive text is the text which describe about animal, person or place. The generic structures are identification and description. Now, I ask, what is the purpose of descriptive text?”*

Student 1 : *“to describe about animal,ma’am.”*

Student 2 : *“to describe about someone, ma’am.”*

Student 3 : *“to describe about place also,ma’am.”*

Teacher : *“very clever, you all answer correctly, so Descriptive Text aims to describe someone, a place or something. I ask again, what is the generic structure?”*

Students : *“identification and description, bu.”*



Picture 4.2. Explaining Material

After the teacher explained the descriptive text, the teacher gave direction to the students writing descriptive text by using Clustering Technique. The teacher

explains the steps of applying the clustering technique: first explain the steps, second, explain how to make clustering with topic “Panda”. Third, make lists of sentences based on ideas in the branches of topic, and ideas of examples of branches. Forth, writing descriptive text based on List of sentences.

Explaining How to make a writing descriptive text

Using clustering technique

STEP 1

Fist, make circle for **Topic: SPORTS**.

Second, make circle for **branches Sport's**, they are *Individual Sport, Water sport, Contact Sports, Team Sports*.

Third, make circle for **kinds of branches ports**: they are:

1. *Individual Sports* have 4 *Branches* they are: cycling, golf, tennis, track.
2. *Water sports* have 4 branches they are: Water aerobics, Swimming Diving, water polo.
3. *Contact sports* have 3 branches, they are: basket ball, foot ball, hockey, base ball.
4. *Team sports* have 4 branches, they are: basket ball, foot ball, hockey, rugby.
5. For the last, the students write Descriptive Text based on the above key words

STEP 2.

SPORTS



Figure No.4.3. SPORTS using clustering technique

Source: <https://www.pinterest.co.uk/pin/27936460172526359/visual-search>

STEP 3

SPORTS

1. Sports have 4 branches of sports, they are *Individual Sport, Water sport, Contact Sports, Team Sports.*
2. The kind's branches of sport are: *Individual Sports, Water sports, Contact sports, Team sports.*
3. *Individual Sports* have 4 Branches they are: cycling, golf, tennis, track.

4. **Water sports** have 4 branches they are: Water aerobics, Swimming Diving, water polo.
5. **Contact sports** have 4 branches, they are: basket ball, foot ball, hockey, soccer.
6. **Team sports** have 4 branches, they are: basket ball, foot ball, hockey, rugby.

STEP 4

Make a paragraph by using the list of Sports:

SPORTS

Sports have 4 branches of sports; they are *Individual Sport, Water sport, Contact Sports, Team Sports*. The kind's branches of sport are: *Individual Sports, Water sports, Contact sports, Team sports*. *Individual Sports* have 4 Branches they are: cycling, golf, tennis, track. *Water sports* have 4 branches they are: Water aerobics, Swimming Diving, Water polo *Contact sports* have 4 branches, they are: basketball, football, hockey, soccer. *Team sports* have 4 branches, they are: basketball, football, hockey, rugby.

Teacher : “okay students, now please try, try to make writing descriptive text using clustering technique. You can imitate steps I just explained to you”.

Students : “yes, ma'am.”

The students decided the topic, then made the cluster technique and wrote the descriptive text based on clustering technique, until they finished it.

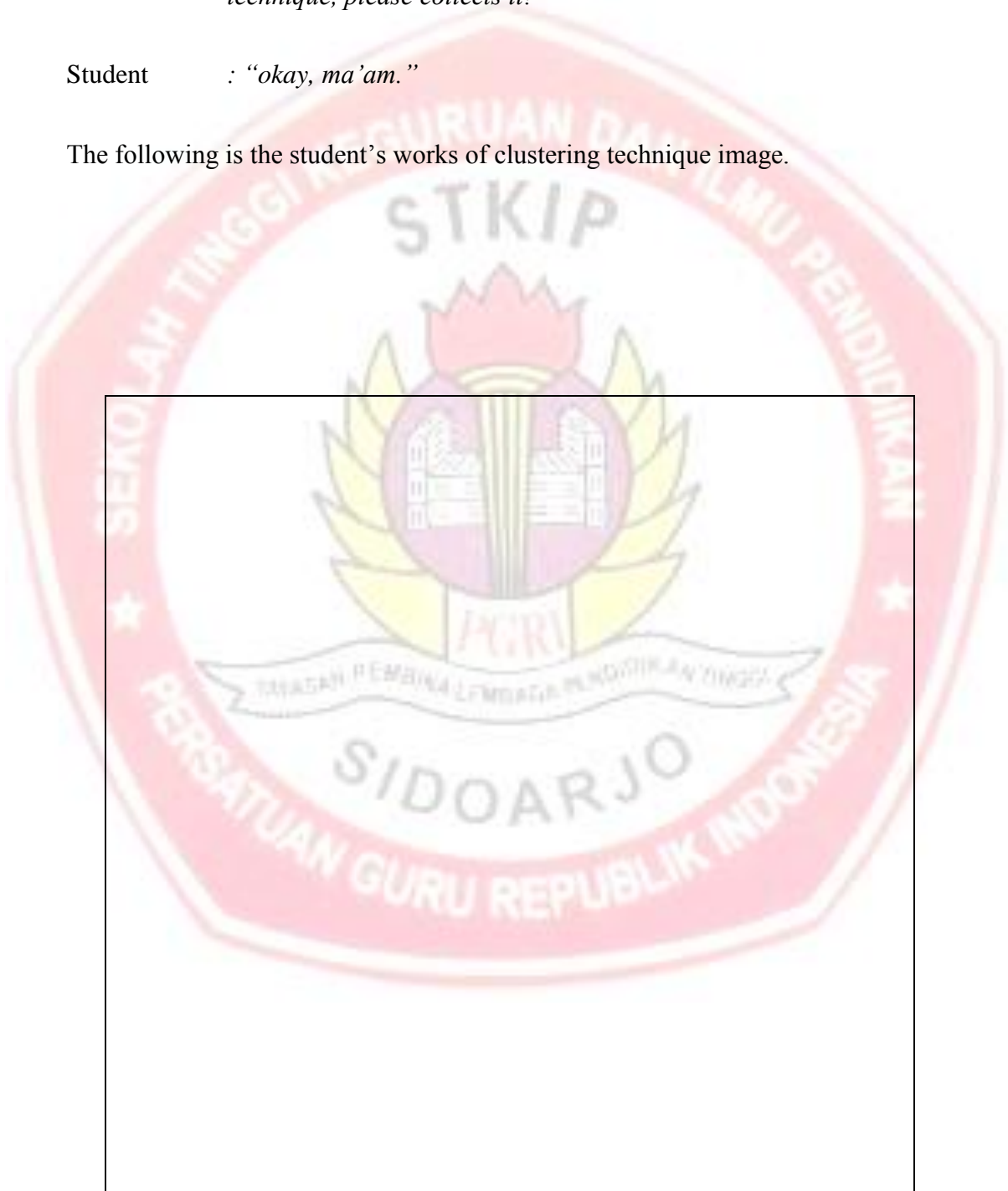
The teacher and the researcher helped the students to write their descriptive text.

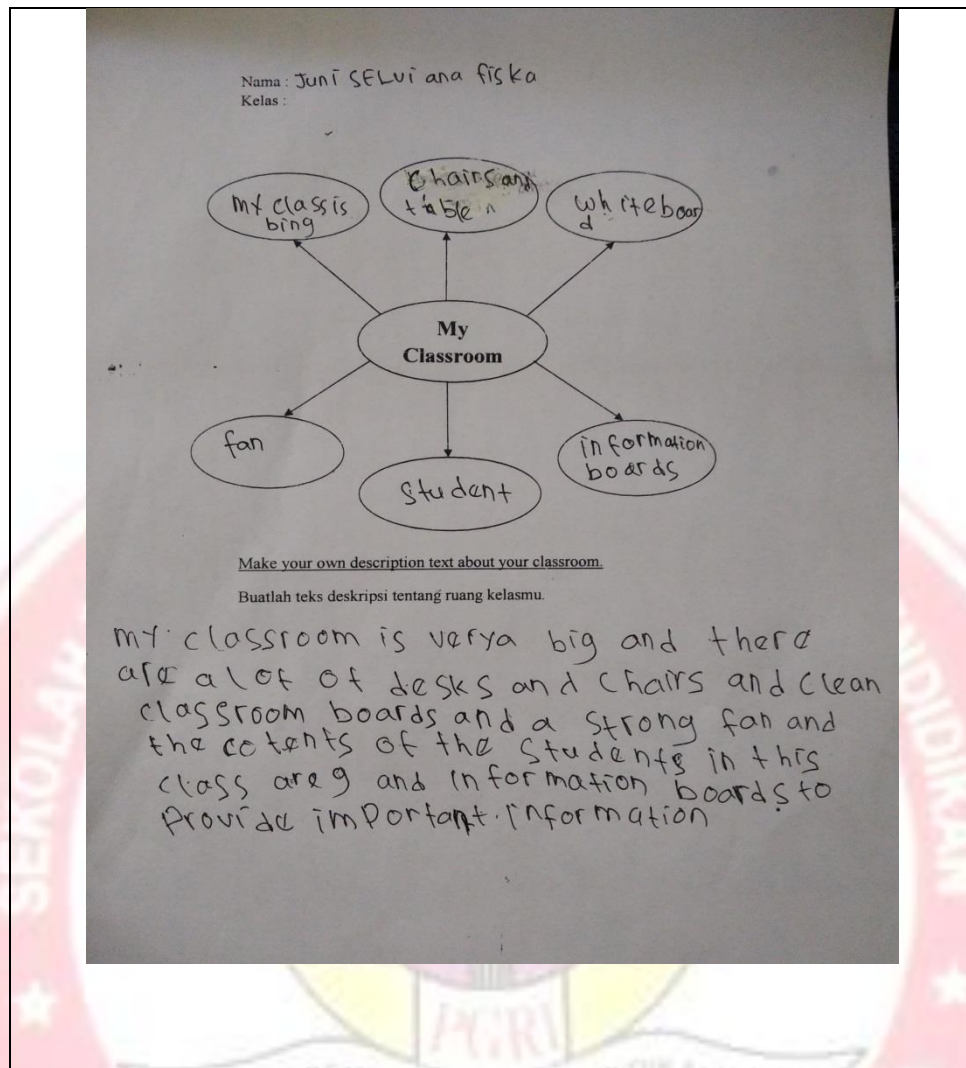
(Few minutes later. . .).

Teacher : *"alright, if you have finished descriptove text using clustering technique, please collects it!"*

Student : *"okay, ma'am."*

The following is the student's works of clustering technique image.





Picture 4. 3. The Student's Cluster Technique and The Descriptive Text by The Students' Own Sentences

Teacher : "our lesson today about descriptive text has been completed, hopfully it will be useful. Before we go home, let's pray together. Begin!"

Teacher : "FINISH! You can go home and be careful. See you."

Students : "see you too, ma'am."

4.1.2 Student's Perceptions

After teaching learning process was implemented in the class, the researcher gave 15 questionnaires students of teaching writing descriptive text by using clustering technique. Then, the researcher calculates the questionnaires using yes or no question. The result of questionnaires could be seen in the following table.

Table 4.1. The Result of Questionnaires

Jawaban dengan YES atau NO (Yes=1, No.=0)

No.	Questions	YES	NO	Percentage	
1.	Apakah Anda mengerti apa itu teks deskriptif ?	10	0	100% (YES)	0% (NO)
2.	Apakah Anda memahami struktur teks deskriptif?	8	2	80% (YES)	20% (NO)
3.	Apakah Anda memahami cara menulis teks deskriptif paragraf?	5	5	50% (YES)	50% (NO)
4.	Dapatkah Anda mengidentifikasi genre teks deskriptif?	9	1	90% (YES)	10% (NO)
5.	Apakah Anda memahami fungsi teks deskriptif?	7	3	70% (YES)	30% (NO)
6.	Apakah Anda suka belajar menulis?	6	4	60% (YES)	40% (NO)
7.	Tahukah Anda fungsi menulis?	8	2	80% (YES)	20% (NO)

8.	Apakah Anda menemukan kesulitan dalam menulis?	3	7	70% (YES)	30% (NO)
9.	Apakah Anda termotivasi dalam belajar menulis?	8	2	80% (YES)	20% (NO)
10.	Dapatkah Anda mendefinisikan menulis?	8	2	80% (YES)	20% (NO)
11.	Apakah Anda merasa teknik clustering membantu dalam memecahkan kesulitan saya dalam menulis teks deskriptif?	7	3	70% (YES)	30% (NO)
12.	Apakah Anda memahami langkah-langkah cara membuat teknik clustering?	7	3	70% (YES)	30% (NO)
13.	Apakah Anda merasa tertarik untuk belajar menulis menggunakan teknik clustering?	7	3	70% (YES)	30% (NO)
14.	Bisakah Anda memahami proses pembuatan teknik clustering?	8	2	80% (YES)	20% (NO)

15.	Apakah Anda merasa senang belajar menulis dengan teknik clustering?	9	1	90% (YES)	10% (NO)
		110	40	73% (YES)	27% (NO)

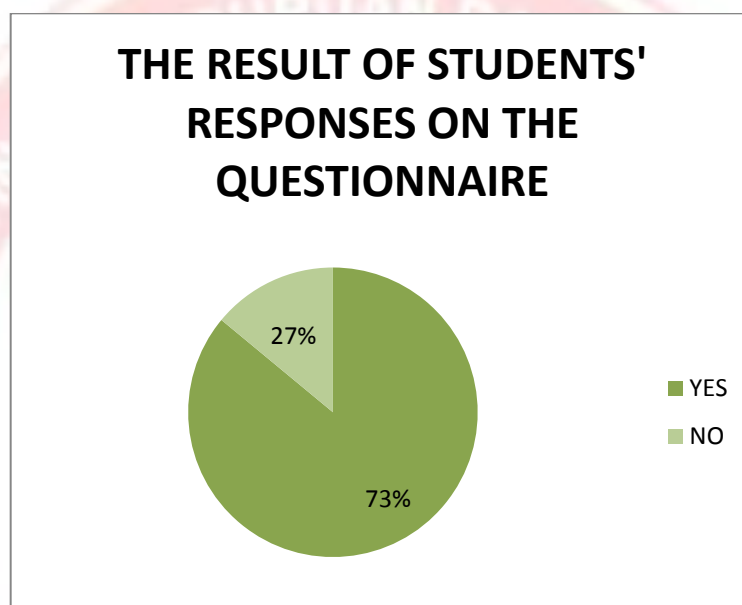


Figure 4.4. Frequency charts of students' responses

Finding description of students' perceptions:

The first, students' perception of "understand on descriptive text" resulted 100% (Yes) and 0% (NO). That the students understand that a descriptive text usually focuses on describing a location, object, event, person, or place.

The second, students' perception was "understand the structure of descriptive text" resulted 80% (YES) and 20% (NO). The students understand that

Descriptive text has structure of identification and description. Identification is identifying the phenomenon to be described. Description is describing the phenomenon in parts, qualities, or/and characteristics.

The third, students' perception was "understand how to write paragraph descriptive text" resulted 50% (YES) and 50% (NO). That, the students did not find difficulties in learning process of writing descriptive text.

The fourth, students' perception was "Can identify on genre of descriptive text" resulted 90% (YES) and 10% (NO). The genre of writing descriptive text is a text which describes something such as persons, places, or thing. The purpose of this text is to describe something looks like. It has two parts of generic structure; they are Identification and Description. There must be participants and must use present tense, action verbs, and adjectives.

The fifth, students' perception was "understand the function of descriptive text" resulted 60% (YES) and 40% (NO). That the students understand the function of descriptive is to describe and reveal a particular person, place, or thing. Resulted 60% (YES) and 40% (NO). That the students like the process of teaching writing to express ideas on paper.

The sixth, students' perception was "like learning writing" Resulted 60% (YES) and 40% (NO). That the students like the process of teaching writing to express ideas on paper.

The seventh, students' perception was "know the function of writing" and resulted 80% (YES) and 20% (NO). That the students know the function of

writing is to express one self, to provide information, to persuade, or to create a literary work.

The eighth, students' perception was "find difficulties in doing writing" and resulted 30% (YES) and 70% (NO). That, the students did not find any difficulties in teaching learning process of writing.

The ninth, students' perception was "motivated in learning writing" and resulted 80% (YES) and 20% (NO). That the students were motivated in teaching and learning process of writing.

The tenth, students' perception was "able to define of writing" and the resulted 80% (YES) and 20% (NO). That definition of writing is a thinking process which involves generating ideas, composing these ideas in sentences and paragraphs.

The eleventh, students' perception was "to feel that clustering technique is helpful in solving my difficulties in writing descriptive text" and the percentages were 70% (YES) and 30% (NO). That clustering helped students in solving their difficulties in writing descriptive text.

The twelfth, students' perception was "understand the steps of how to make the clustering technique" and resulted 70% (YES) and 30% (NO). That the students understand that in clustering technique, the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connect these to the topic with lines, and follow the same procedures with their subtopics.

The thirteenth, students' perception was "feeling interest in learning writing using clustering technique" and resulted 70% (YES) and 30% (NO). That the students feels enjoy and happy to do writing using clustering technique.

The fourteenth, students' perception was "understand the process of making clustering technique" and resulted 80% (YES) and 20% (NO). That the students can understand the process of clustering technique. In clustering technique, the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connect these to the topic with lines, and follow the same procedures with their subtopics.

The fifteenth, students' perception was "feel happy in learning writing using clustering technique" and resulted 90% (YES) and 10% (NO). Those students feel happy with clustering technique. Happy is a feeling of joy, pleasure, or good fortune. On its own, happy means an enjoyable or satisfied.

The conclusion of this questionnaires obtained results from students' perception are 73% (YES) and 23% (NO).

4.2 Discussion

This part purposed to analyze the finding result. The analysis would be based on the statements of the problem: the process of teaching writing descriptive text by using clustering technique and students' responses of teaching wring descriptive text by using clustering technique of eighth class students at SMP Nahdlatul Ulama Candi.

4.2.1 Discussion of the Process of Teaching Writing Descriptive Text by Using Clustering Technique

The meeting held on June, 15th, 2021, researchers found that the implementation of learning to write descriptive text using clustering technique was almost effective. In this study the students were very excited and enthusiastic about studying descriptive texts. Before starting the material, the teacher introduces the researcher to the students. Students welcome researchers with pleasure.

After that, the teacher gave motivation to students in studying writing descriptive text. The teacher gave text to the students before explained the material. Then, the teacher explained the goal of giving the text. The teacher used the technique in teaching learning process. Then, the teacher explained some steps of clustering technique to the students. The students looked at the text was given by the teacher. Before the students had to follow the steps, the teacher asked to students what the text about is. The teacher explains the meaning, social function, generic structure and language features. The students listened the teacher's explanation carefully. The students were seriously to ask about the material.

Before the students started to write the text by themselves, the teacher gave direction to the students to look at the text and follow the teacher's instruction by using clustering technique. The students were enthusiastically to follow the teacher's instruction by using clustering technique. The students also asked to teacher if students did not understand of clustering technique. The students made some questions of the text given. The students also organized the

keywords of the text by clustering. Then, the students rehearsed the keywords by memorize it. After that, the students wrote the keywords in sentences. The sentences arranged the texts based on the students' own sentences.

4.2.2 Discussion of Students' Perception in Teaching Writing Descriptive Text by Using Clustering Technique

Based on the questionnaires, for question number 1 there were 100% students answer yes that the students understand on descriptive text and 0% students answer no that students didn't understand descriptive text. It means that all of the students of VIII SMP Nahdlatul Ulama Candi understand on descriptive text. The students answer for question number 2 there were 80% students answer yes that students understand the structure of descriptive text and 20% students answer no that students didn't understand the structure of descriptive text. It means that most of the students students understand that Descriptive text has structure of identification and description. Identification is identifying the phenomenon to be described. Description is describing the phenomenon in parts, qualities, or/and characteristics. The students answer for question number 3 there were 50% students answer yes that the students understand how to write paragraph descriptive text and 50% students answer no that the students didn't understand how to write paragraph descriptive text. It means the students did not find difficulties in learning process of writing descriptive text.

The students answer for question number 4 there were 90% students answer yes that the students can identify on genre of descriptive text and 10% students answer no that the students can't identify on genre of descriptive text. It

means the students can identify the genre of writing descriptive text is a text which describes something such as persons, places, or thing. The students answer for question number 5 there were 60% students answer yes that understand the function of descriptive text and 40% students answer no that didn't understand the function of descriptive text. It means that the students understand the function of descriptive is to describe and reveal a particular person, place, or thing. The students answer for question number 6 there were 60% students answer yes that the students like learning writing and 40% students answer no that the students didn't like learning writing. It means that the students like the process of teaching writing to express ideas on paper.

The students answer for question number 7 there were 80% students answer yes that know the function of writing and 20% students answer no that the students didn't know the function of writing. It means that the students know the function of writing is to express one self, to provide information, to persuade, or to create a literary work. The students answer for question number 8 there were 30% students answer yes that find difficulties in doing writing and 70% students answer no that didn't find difficulties in doing writing. It means that the students the students did not find any difficulties in teaching learning process of writing. The students answer for question number 9 there were 80% students answer yes that the students motivated in learning writing and 20% students answer no that the students didn't motivated in learning writing. It means that the students were motivated in teaching and learning process of writing.

The students answer for question number 10 there were 80% students answer yes that the students able to define of writing and 20% students answer no that the students not able to define of writing. It means that the students can definition of writing is a thinking process which involves generating ideas, composing these ideas in sentences and paragraphs. The students answer for question number 11 there were 70% students answer yes, that the students feel that clustering technique is helpful in solving my difficulties in writing descriptive text and 30% students answer no, that the students didn't feel that clustering technique is helpful in solving my difficulties in writing descriptive text. It means that clustering helped students in solving their difficulties in writing descriptive text. The students answer for question number 12 there were 70% students answer yes, that the students understand the steps of how to make the clustering technique and 30% students answer no, that the students didn't understand the steps of how to make the clustering technique. It means that the students understand that in clustering technique, the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connect these to the topic with lines, and follow the same procedures with their subtopics.

The students answer for question number 13 there were 70% answer yes, that the students feeling interest in learning writing using clustering technique and 30% students answer no, that the students feeling interest in learning writing using clustering technique. It means that the students feels enjoy and happy to do writing using clustering technique. The students answer for question number 14 there were 80% students answer yes, that the students understand the process of

making clustering technique and 20% students answer no, that the students didn't understand the process of making clustering technique. It means that the students can understand the process of clustering technique. In clustering technique, the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connect these to the topic with lines, and follow the same procedures with their subtopics. The students answer for question number 15 there were 90% students answer yes, that the students feel happy in learning writing using clustering technique and 10% students answer no, that the students didn't feel happy in learning writing using clustering technique. It means that the students feel happy with clustering technique. Happy is a feeling of joy, pleasure, or good fortune. On its own, happy means an enjoyable or satisfied. Based on the count percentage of students' perceptions from each number, the researcher count percentage students' perceptions from all of yes no questions. There were 73% students answer yes and 23% students answer no.