

THE USE OF CLUSTERING TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS

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Abstract

This research was intended to be implemented the ability in writing descriptive text through clustering technique for grade VIII students at SMP Nahdlatul Ulama Candi in the academic year of 2020/2021. The researcher worked collaboratively with the English teacher in implemkening the actions. The aims of the study are to describe 1) the implementation of teaching writing descriptive text using clustering technique to the Eighth Grade at SMP Nahdlatul Ulama Candi. 2) students' perceptions in teaching writing descriptive text using clustering technique to the Eighth Grade students at SMP Nahdlatul Ulama Candi. This research was qualitative research. The instrument used was field notes, observation checklist and questionnaires. The research subject were the English teacher and the research object were 10 students of Eight Grade at SMP Nahdlatul Ulama Candi. The results of the research are (1) teaching using clustering technique can be applied well and suitable to students for learning narrative text because student find it easier to remember the material and write down their ideas. (2) 73% of students answer yes, and 27% of students answer no in the use of clustering technique for descriptive text. Therefore, the teacher must be creative, active and find the best technique in apply to improve students ability in learning English, especially writing skills using clustering technique.

Key words: *Teaching Writing, Descriptive Text, Clustering Technique.*

INTRODUCTION

Teaching writing descriptive text for the eighth class students at SMP Nahdlatul Ulama Candi is very important to be implemented because the students in this class have very low ability to write descriptive text explains by the English teacher. This explanation state when the researchers see first the teacher for request to implement observation for takes the research in this school.

Writing is one of four English language skills; they are speaking skill, reading skill and listening skill. According to Harmer (2007) writing can be defined as writing for learning and writing for writing. Writing for learning means writing as tool to practice the language will learned. In

writing for writing it is a tool teach the students as writer. Students have purpose to their own write, and the students can learn to write by trying to write something and to implementation students writing.

Teaching writing is something that always taught in schools and is necessary in English lesson. In line with this, Nation and Newton (2009:113) stated that writing, as with the other languages skill, it is useful to make sure that learners are involved in meaning-focus use, language-focus learning, and fluency development. Teaching writing can also develop children thinking in writing. Writing provides thinking and learning. It motivates communication and makes

thought available for reflection (Sangkala, 2012:180).

Descriptive text is used in this study, because the students find difficulties in writing descriptive text. They are confuse when the teacher ask to write descriptive text based on the topic will give. Descriptive text is a text which describes a particular person, place, or thing in detail (Abdillah, Sutarsyah, & Hasan, 2017: 2). According to Collin (2009) descriptive text is to describe about location, size, old, content, and others characteristics. In facing this problem, the teacher tries to use Clustering Technique in teaching writing. Caswell and Mahler (2004:55) say that clustering Technique is appealing for two reasons. First, it is a way to organize the ideas from a brainstorm list into categories, which each branch

RESEARCH METHOD

In conducted this research, this teaching learning process was implemented thru offline. According to Arikunto (2010) research method is the method used by the writer in collecting data of research, the variation of method are questionnaire, interview, observation, test and documentation. The use of method in research influenced the strength, effectiveness, and efficiency of the research. The Objective of the study was intended to cover the following purpose: To implement Teaching Writing Descriptive Text using Clustering Techniques for Eight Class Students at SMP Nahdlatul Ulama Candi, and to describe the students' perceptions on teaching Writing Descriptive Text Using Clustering Techniques for Eight Class Students at SMP Nahdlatul Ulama Candi. While the study entitled "The Use of Clustering Technique in Teaching Writing Descriptive Text for The Eighth Class Students of SMP Nahdlatul Ulama Candi".

representing different paragraph. Second, it is visual, it appeals to specific learning style.

There are many techniques in teaching writing, this study chooses one the best technique, and it is clustering technique. Based on Langan (2002) Clustering technique is also known as Diagramming or Mapping is a technique that can be used to generate ideas in writing. It is added by Pharr and Santi (2005) in clustering the students write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these the topic with lines, follow the same procedures with their subtopics. So, this technique can help the students to writing descriptive text more easily.

It used qualitative method design, because in the finding was described (1) the implementation process of teaching writing descriptive texts using clustering technique and (2) was described the student's perceptions on that technique of teaching.

The sources of the data were the observation during teaching learning process where the teacher was teaching writing using clustering technique, especially the steps was used by the teacher and the student's activity along the teaching learning process; and questionnaire results were given to the students to provided the information about the students' perceptions towards the teaching-learning process using clustering as a technique.

Instrument was tools that were required to get information. Gay and Airasian (2000: 145) stated that instrument was a tool used in collecting data. While, Arikunto (2000: 134) revealed that

instrument in collecting data a tool was used by researchers to help them in collecting data in order to make it more systematic and easier.

FINDING AND DISCUSSION

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.

Picture 3. footage from the sport



Picture 4. assignments of students

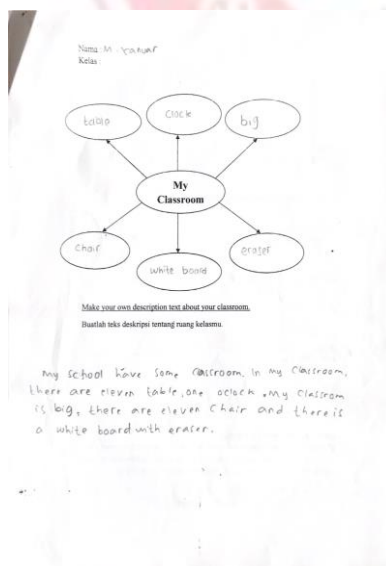


Table 5. Presentage of questionnaire result the reseacher

Nama : Aldi
Kelas : 8

Tabel Kuesioner

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda mengerti apa itu teks deskriptif ?	✓	
2.	Apakah Anda memahami struktur teks deskriptif?	✓	
3.	Apakah Anda memahami cara menulis teks deskriptif paragraf?	✓	
4.	Dapatkah Anda mengidentifikasi genre teks deskriptif?	✓	
5.	Apakah Anda memahami fungsi teks deskriptif?		✓
6.	Apakah Anda suka belajar menulis?	✓	
7.	Tahukah kamu fungsi menulis?	✓	
8.	Apakah Anda menemukan kesulitan dalam menulis?		✓
9.	Apakah Anda termotivasi dalam belajar menulis?	✓	
10.	Dapatkah Anda mendefinisikan menulis?		✓
11.	Apakah Anda merasa teknik clustering membantu dalam memecahkan kesulitan saya dalam menulis teks deskriptif?	✓	
12.	Apakah Anda memahami langkah-langkah cara membuat teknik clustering?		✓
13.	Apakah Anda merasa tertarik untuk belajar menulis menggunakan teknik clustering?	✓	
14.	Bisakah Anda memahami proses pembuatan teknik clustering?		✓
15.	Apakah Anda merasa senang belajar menulis dengan teknik clustering?	✓	

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

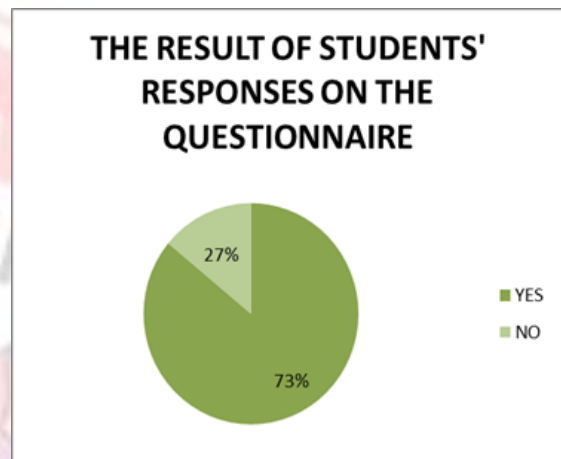
CONCLUSION

Based on the result of finding and discussion, the researcher conclude that teaching writing descriptive text by using clustering technique to students's of SMP Nahdlatul Ulama Candi, are:

The first, based on observation field notes and observation checklist there was one meeting, the teacher gave material How to write descriptive text and explain steps how to make clustering technique.

The teacher explained about descriptive text entitled (topic) "panda" and the students were asked to identify the characteristic of descriptive text in the "panda" story, after that the teacher explained How to make Clustering Technique by topic "Sports". The teacher explained the steps clearly. Then, she asked the students to write

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 studnts' perceptions from all of yes no questions. There were 73% students answer yes and 23% students answer no.



descriptive text using clustering technique. Further, the teacher asked students to write descriptive text using clustering technique based on their idea on the Topic. At last, the students can do the exercises well..

In the process of implementation teaching writing descriptive text using clustering technique above, can be concluded that this technique can be applied for the teaching to write descriptive text.

The second, based on the questionnaires above, the students' perception in learning writing descriptive text using clustering technique have positive response because students mostly respons YES with the use of clustering technique in teaching writing descriptive text. This is reinforced by the percentage of strongly YES as much as 73%, which means that more than half on the students like to write descriptive text using clustering technique. In addition, according to data only 23% of students answer NO, which is means that under 50% of student do not like writing descriptive text

using clustering technique. Therefore, it can be concluded that the use of clustering technique can

be used to write descriptive text.
text.



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