

CHAPTER IV

FINDINGS AND DISCUSSIONS

As stated in previous chapter this research was focused on describing the Steps of Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021, and, describing the Students' Perceptions about Teaching Writing Narrative Text by Using Clustering Technique to the Undergraduate of STKIP PGRI Sidoarjo Academic Year 2021.

4.1. Research Findings

In this research, the researcher described the research implementation. The researcher observed during the lecture teaching teaching and students' perception and to find how the use clustering technique on narrative text. The researcher arranged with observation checklist, field note, and then students perception.

The further explanation can be seen as below :

4.1.1. Observation Checklist

The observer observe the teaching learning process by monitoring students' activity and attention during the action. Observation made for the lecturer and students learning activities.

The researcher made observation sheet for lecturer and students. The explanation of the result of lecturer's observation sheet are as follows :

Table 4.1. Observation check list Sheet for teacher

Kegiatan	Uraian				YES	NO
	Dosen	yes	no	Mahasiswa		
Pendahuluan	<ul style="list-style-type: none"> - Menunjukkan gambar atau video yang berkaitan dengan tugas yang akan mereka lakukan pada tahap tugas pelajaran. - Menjelaskan contoh tugas dirancang untuk mempersiapkan mereka melakukan tugas. - Memberikan perencanaan strategis pelaksanaan tugas pokok. 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> Mengamati contoh tugas yang telah diberikan - Mendengarkan penjelasan rancangan untuk melakukan tugas - Memahami perencanaan strategi pelaksanaan tugas pokok 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓
Inti	<ul style="list-style-type: none"> - menyampaikan materi yang akan disajikan, - Mengajak mahasiswa mendiskusikan tujuan pembelajaran 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Mendengarkan penjelasan dosen - Berdiskusi tentang tujuan pembelajaran terkait permasalahan 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none">

	<p>terkait permasalahan yang di bahas,</p> <ul style="list-style-type: none"> - Meminta mahasiswa untuk mengkaji permasalahan yang akan di bahas terkait dengan materi yang diberikan, seperti mencari sumber informasi sesuai permasalahan yang akan di bahas. - Memberi waktu mahasiswa untuk mengerjakan tugas 	<p>✓</p> <p>✓</p>		<p>yang di bahas,</p> <ul style="list-style-type: none"> - mengkaji topik permasalahan sesuai dengan tugasnya masing-masing, - Mengerjakan tugas 	<p>✓</p> <p>✓</p>	
Penutup	<ul style="list-style-type: none"> - Memberikan feedback - Membuat kesimpulan dari materi yang telah dipelajari - Melakukan evaluasi terhadap pembelajaran yang telah berlangsung 	<p>-</p> <p>✓</p> <p>✓</p>		<ul style="list-style-type: none"> - Bertanya, menjawab - Bersama-sama membuat kesimpulan dari materi yang telah dipelajari - Bersama-sama melakukan evaluasi terhadap pembelajaran yang telah berlangsung 	<p>✓</p> <p>✓</p> <p>✓</p>	

4.2. Field Note

4.2.1. First Meeting

On Thursday, July, 1 2021 at 9 am. The lecturer and the observer joined the classroom with online class using app Whats-app. The students of 2020 were active students in the university because they were just passed from senior high school, so the students were still fresh.

The lecturer began explained the sudy. This researcher included one lesson plan with two meetings, because there was another researcher to join with. The lecturer said greeting first before begin the lesson, and checked the students who answered greeting too.

Before the lesson, the lecturer gave 30 minutes to make attention by giving questions to students like "what do you know about cluster technique ?" this meeting have only one hour for lesson, so the lecturer give and explain about "what is clustering? anybody knows" and some students give respon with "it just like one word phrase connected with one idea with the other idea and connected with line." or "just I know is a technique grouping data to make more directed." The lecturer give good reponse to students who give their arguments about clustering technique, after that the lecturer gave explanation about clustering technique.

The lecturer says "your arguments will be noteed and thank you for your response. Basically clustering technique is a technique to turn a broad subject into a limited and more managable topic for short essay or text". Then the lecturer closed the meetings.

4.2.2. Second Meetings

On Thursday, July, 8 2021 the lecturer and observer joined the classrom.. The lecturer said greeting to students and student answered response. In this meeting the lecturer gave explanation how to use clustering technique in writing narrative text.

The students were active to explain and search how to use the clustering technique, there was a students gave explanation about the tiger just like have big claws and sharpest tooth and run fast. But that was not a narrative, it was descriptive text, then the lecturer corrected him and gave explanation about narrative text using clustering technique.

Some students were given instruction by the lecturer how to make paragraph using clustering technique as follows.

*A narrative should be arranged in paragraphs of **orientation, complication, resolution**. The 3 elements are what we call generic structure. Furthermore, the complication among the participants of narrative story can be more than one set. Complication is commonly built upon **the physical conflict, social conflict, or psychological conflict**.*

To read more about complication in narrative text, see here

The rule of complication inside of any narrative text is absolutely important. The absence of the complication will determine the schematic structure then the types of text is changed. To make it clear, let's see the important function of complication in the following legend of Toba Lake!

Teacher show an example of the Narrative Text with Generic structure

Narrative Text – The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got angry, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Teacher explained parts of Generic structure.

Table .4.2. Generic Structure of LAKE TOBA in Narrative text

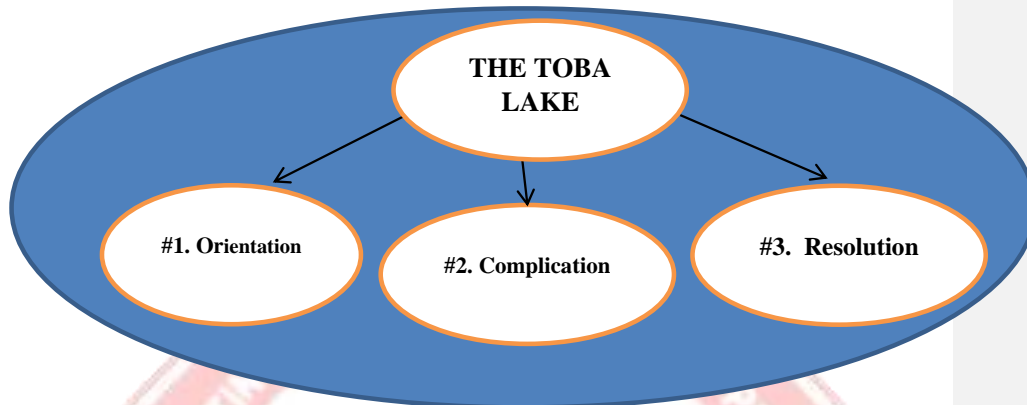
Generic Structure	Contents	Lecturer’s Description
Orientation	<i>Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did</i>	“orientation” is actually an introduction of the story. It inform the readers <i>who when</i>

	<p><i>some gardening and fishing for his daily life..</i></p>	<p>and where inside the story. It tells readers the specific participants in the specific place and time.</p> <p>In the legend of Toba lake, the first paragraph is clearly seen as an orientation. It introduces the participants involved in the story.</p>
Complication	<p><i>One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.</i></p> <p><i>Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got angry, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.</i></p>	<p>Complication can be build based on three kinds of conflict.</p> <p>1)They are <i>natural or physical conflict, social conflict, and inner or psychological conflict.</i></p> <p>2) A text of narrative can be organized through this one or more kinds of conflict.</p> <p>3)Without the existence of those conflicts, the text is NOT a narrative any more.</p>
Resolution	<p><i>Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.</i></p>	<p>As many traditional stories, every crisis should find its way to go down. The turning points will lead into the solution, and that is what we call “resolution”. Remember that a resolution can be a happy ending or the sad one.</p>

Teacher explained How to make clustering technique.

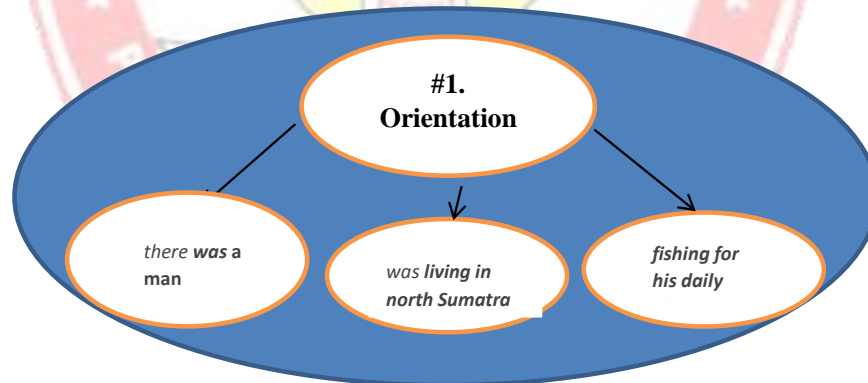
2.3.1. The narrative text with using cluster

Step 1.

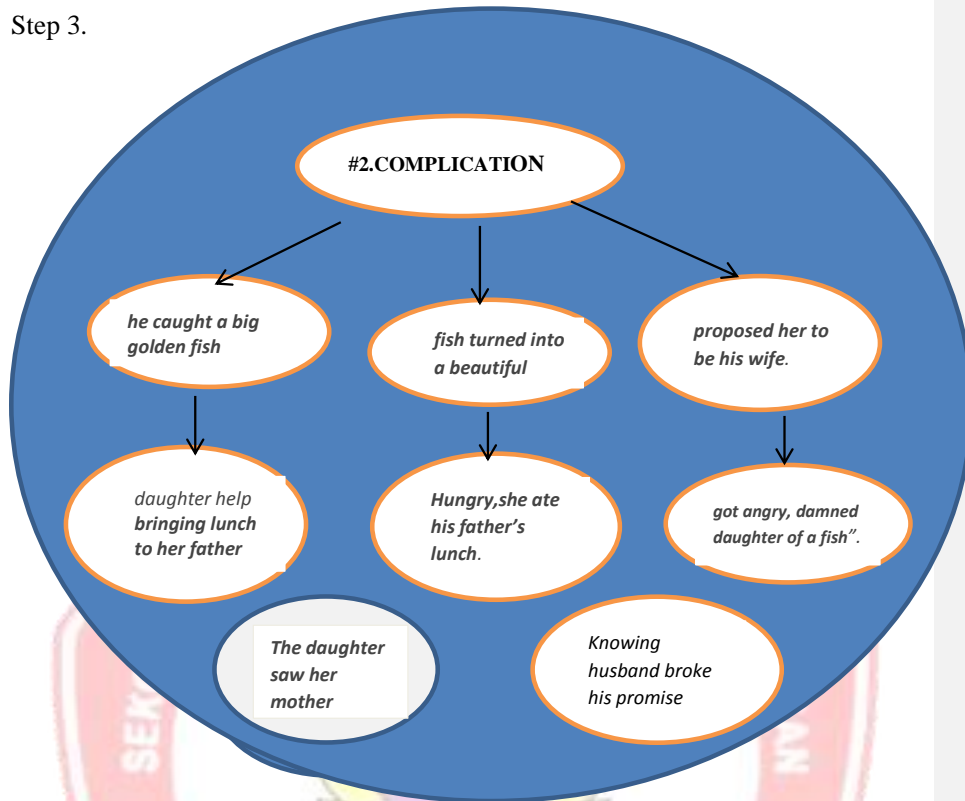


The Narrative text contains 3 parts: 1)Orientation,2)complication. 3) Resolution.

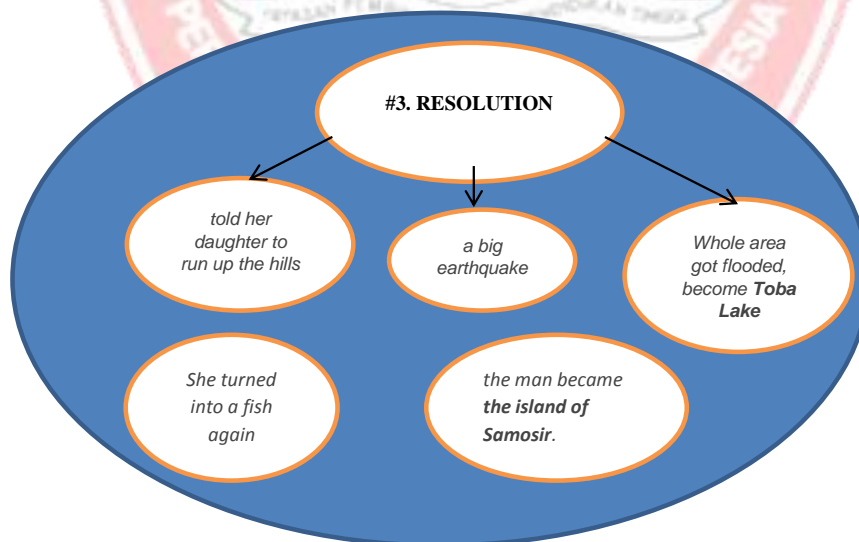
Step 2.



Step 3.



Step 4.



Closing in teaching.

The lecturer gave home works writing native text using clustering technique for one week to students and collect the assignment in one week to lecturer. The title can be:

1. Narrative Text of the Legend of Rawa Pening
2. The Legend of the Prambanan Temple
3. The Legend of Mount *Tangkuban Perahu*
4. The Legend of *Mount Bromo*
5. The Legend of Lake *Lau Kawar*
6. The Legend of the Color Lake
7. The Legend of *Banyuwangi*
8. The Legend of *Surabaya*

After that the observer made evaluation and gave the rewards to whom had been active students in the class section.

4.1.3. List of Questionnaire

No.	Questions	Yes	No
1	Do you like writing ?	85%	15%
2	Do you think writing can help your communicate activity ?	95%	5%
3	Do you think writing is very important to explore your idea ?	100%	0%
4	Can you organize paragraph writing?	95%	5%

5	Do you understand narrative text ?	100%	0%
6	Can you identify generic structure of narrative text?	95%	5%
7	Do you like narrative text story?	95%	5%
8	Do you know that narrative text is in past events?	90%	10%
9	Do you understand how to apply clustering technique in writing ?	95%	5%
10	Can you use clustering technique to generate my ideas do in writing ?	95%	5%
11	Do you feel more confident in your writing after studying with Clustering Technique?	90%	10%
12	Do you feel more interesting with writing narrative text using clustering technique?	90%	10%

4.2. Discussion

In this research, the researcher discussed the research implementation. The researcher observed during the lecture teaching teaching and students' perception and to find how the use clustering technique on narrative text. The researcher arranged with observation checklist, field note, and then students perception.

The further explanation can be seen as below :

4.2.1. Observation Checklist

Based on the result in finding, This observation the Lecturer give the students teaching almost all of list in lesson plan. The Lecturer takes steps from

the lesson plan accordingly. So, the Students become more aware of what is conveyed by lecturer.

This observation can be said succesful because the lecturer and students can communicate well and make the atmosphere in the class more better.

4.2.2. Field Note

Based on the note, field noted occurs in the field and requires observational sensitivity. These observation the researcher experience field noted become a source of data. According to Sandelowski (1998) these data represent the “facts” of the observational experience. The result of this observation researcher gived experience that there is an improvement of students ability in writing

4.2.1. Questionnaire

This question will be collecting data for students perception while in the lesson process, there is 20 students give response :

Table. 4.3. The Table of Questionnaire Result

No.	Questions	Yes	No
1	Do you like writing ?	85%	15%
Com	Students in the question no.1. do you like writing ? answer YES 85% means the most students like writing		
2	Do you think writing can help your communicate activity ?	95%	5%
Com	Students in the question no.2. Do you think writing can help your communicate activity ?answer YES 95% means the most students think		

	writing can help communicate activity.		
3	Do you think writing is very important to explore your idea ?	100%	0%
Com	Students in the question no.3. Do you think writing is very important to explore your idea ?answer YES 100% means all students think writing is very important to explore idea.		
4	Can you organize paragraph writing?	95%	5%
Com	Students in the question no.4. Can you organize paragraph writing ? answer YES 95% means most of students can organize paragraph writing.		
5	Do you understand narrative text ?	100%	0%
Com	Students in the question no.5. Do you understand narrative text ? answer YES 100% means all of students are understand narrative text.		
6	Can you identify generic structure of narrative text?	95%	5%
Com	Students in the question no.6. Can you identify generic structure of narrative text? answer YES 95% means some of students can identify generic structure of narrative text.		
7	Do you like narrative text story?	95%	5%
Com	Students in the question no.7. Do you like narrative text story? answer YES 95% means some of students like narrative text story.		
8	Do you know that narrative text is in past events?	90%	10%
Com	Students in the question no.8. Do you know that narrative text is in past events? answer YES 90% means some of students know that narrative text is in past events.		
9	Do you understand how to apply clustering technique in writing ?	95%	5%

Com	Students in the question no.9. Do you understand how to apply clustering technique in writing ? answer YES 95% means some of students understand how to apply clustering technique in writing.		
10	Can you use clustering technique to generate my ideas do in writing ?	95%	5%
Com	Students in the question no.10. Can you use clustering technique to generate my ideas do in writing ? answer YES 95% means some of students can use clustering technique to generate new ideas.		
11	do you feel more confident in your writing after studying with Clustering Technique?	90%	10%
Com	Students in the question no.11. do you feel more confident in your writing after studying with Clustering Technique? answer YES 90% means some of students feel more confident in writing after studying with Clustering Technique.		
12	Do you feel more interesting with writing narrative text using clustering technique?	90%	10%
Com	Students in the question no.12. Do you feel more interesting with writing narrative text using clustering technique? answer YES 90% means some of students feel more interesting with writing narrative text using clustering technique		

Comment [L1]: BUATKAN KOMENTAR DIBAWAH PERSEN -PESEN, MASING MASING DARI NOMER 1 SAMPAI NO.12.

Example:
Students in the question o.1. Doyou like writing? Answer YES 85% means the most students like writing,

$$\% \text{Respon}(p) = \frac{fo}{n} \times 100\%$$

Description :

P= Percentage

Fo = the number who answered yes

n = all the number who answered

Result of questionnaire

$$\begin{aligned} \% \text{ Respons(p)} &= \frac{1125}{1200} \times 100\% \\ &= 93,75\% \end{aligned}$$

Based on the table above, it showed that students perception is the students get more information and make student improve their skills of writing on narrative text using clustering technique .

1	Do you like writing ?	85%	15%
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It can be seen in Table number 1, students answered YES 85%, it is undeniable that students really like writing because they need writing for oral communication in the class, with friends, or through electronic media, or other media. While students answered NO 15%, it could be because students still have difficulty in writing because still lack of grammar, and vocabulary; they need remedial.

2	Do you think writing can help your communicate activity ?	95%	5%
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It can be seen in Table number 2, students answered YES 95%, it is undeniable that students really think writing can help their communicate activity, they need writing skill to communication in the class, or in outside the class. While students answered NO 5%, it could be because students still have learn in writing , they need remedial.

3	Do you think writing is very important to explore your idea ?	100%	0%
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It can be seen in Table number 3, students answered YES 100%, it is undeniable that students really think writing is very important to explore the students idea, they need writing skill to communication in the class, or in outside the class. While students answered NO 0%, that means all students have same perception.

4	Can you organize paragraph writing?	95%	5%
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It can be seen in Table number 4, students answered YES 95%, it is undeniable that students are know how to organize paragraph in writing, they need writing skill to communication in the class, or in outside the class. While students answered NO 5%, that means some students need learn about organize paragraph, they need remedial.

5	Do you understand narrative text ?	100%	0%
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It can be seen in Table number 5, students answered YES 100%, it is undeniable that students are know and understand about narrative text, they need read more many books to learn narrative text deeper. While students answered NO 0%, that means all students know about narrative text.

6	Can you identify generic structure of narrative text?	95%	5%
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It can be seen in Table number 6, students answered YES 95%, it is undeniable that students are know how to identify generic structure of narrative text, they need more deeper to read narrative text books. While students answered NO 5%, that means some students need learn about identify generic structure, they need remedial.

7	Do you like narrative text story?	95%	5%
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It can be seen in Table number 7, students answered YES 95%, it is undeniable that students are like read narrative text story, they need more deeper to read narrative text books. While students answered NO 5%, that means some students need read some narrative text books, they need remedial.

8	Do you know that narrative text is in past events?	90%	10%
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It can be seen in Table number 8, students answered YES 90%, it is undeniable that students are know narrative text is past events story, they need more deeper to read narrative text books. While students answered NO 10%, that means some students need to know narrative text books is in past events, they need remedial.

9	Do you understand how to apply clustering technique in writing ?	95%	5%
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It can be seen in Table number 9, students answered YES 95%, it is undeniable that students are understand how to apply clustering technique in writing, they need more deeper to learn clustering technique. While students answered NO 5%, that means some students need to learn clustering technique, they need remedial.

10	Can you use clustering technique to generate my ideas do in writing ?	95%	5%
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It can be seen in Table number 10, students answered YES 95%, it is undeniable that students are understand how to generate clustering technique to make new ideas in writing, they need more deeper to learn clustering technique. While students answered NO 5%, that means some students still need to learn clustering technique, they need remedial.

11	do you feel more confident in your writing after studying with Clustering Technique?	90%	10%
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It can be seen in Table number 11, students answered YES 90%, it is undeniable that students are confident studying writing with clustering technique, they need more class to learn clustering technique. While students answered NO 10%, that means some students still need to learn the effectiveness of clustering technique, they need remedial.

12	Do you feel more interesting with writing narrative text using	90%	10%
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	clustering technique?		
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It can be seen in Table number 12, students answered YES 90%, it is undeniable that students are interesting studying writing with clustering technique, they need more class to learn clustering technique. While students answered NO 10%, that means some students still need to learn the effectiveness of clustering technique, they need remedial.

The perception can be examined from the result of the observation sheet. The students active in action of learning process about 80% in first meeting the students get introduction about clustering technique and the students enjoyable the learning process. The students more active and pay more attention when the teacher explained the materials.

