IMPROVING STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH CLUSTERING TECHNIQUE AT TENTH GRADE of MA MA'ARIF ROUDHOTUT THOLIBIN METRO

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The objective of this research was to improve the students' writing ability in descriptive text through clustering technique at the tenth grade of MA Ma'arif Roudhotut Tholibin Metro in academic year 2018/2019. This research was conducted at tenth grade in second semester at MA Ma'arif Roudhotut Tholibin Metro in academic year 2017/2018. The design of this research was classroom action research (CAR). This research was applied collaborative action research, this research was done in two cycle. It is done with; planning, acting, observation and reflecting. In collecting data, the writer uses; test,observation and questionnaire. the application of the clustering technique could improve the students' writing ability in descriptive text. Based on the results of the observation obtained the students more understanding to make descriptive sentences, and make the descriptive sentences into a descriptive text. The activity make the student become interested to describe the pictures or object, students more active and more anthusiasm in the writing learning process. Then, in Cycle 1 students passed is 15 (60%). In cycle 2 students passes the KKM (80%). Was improved 20% in cycle 2. By this number, the researcher concludes that the minimum target of success, that is 70% of the students in a class, has been achieved in cycle 2, and from the third data we can conclude it was prove that clustering technique can positively improve the students' writing ability in descriptive text at tenth grade of MA Ma'arif Roudhotut Tholibin Metro in academic year of 2018/2019

Keyword : *Improve Student's Writing, Descriptive Text, Clustering technique.*

1. INTRODUCTION

Writing a text is complex task that needs a coordinated implementation of a large set of mental activities.3 They use it to communicate to each other, as means of deas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

The fourth basic skills are taugght in integrate way. Thus speaking and writing are productive skill or ability to product, listening and reading are receptive skill or ability to compreend. Additionally, writing is a process to produce language. We can take more time to think and choose words in order to express our ideas toughts and feelings, then we make a revision if it is not clear to express what we intend to write, it is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhhetorical devices but also of the conceptual and judgement. Because of that, it needs practice to improve that skill. Realizing that writing is important for English learners, it is essential for English teachers to encourage the students to write. They seems to have difficulties in deciding what techniques for learn must be used and how to teach writing appropriately, but they must be able to find out the ways of how to make writing easier and be the fun activities for the students to learn. In this case, the teachers have responsibilities to MA Ma'arif

Roudhotut Tholibin Metro guide the students during the learning process and to give motivation to them to improve their writing skill especially in descriptive text.

From the statement above, the researcher wants to know the students' writing ability especially in descriptive text through clustering technique at the tenth grade of MA Ma'arif Roudhotut Tholibin Metro in academic year 2018/2019.

Based on the background above, some problems are identified as follow The students have low in writing ability. Most of the students' ability are far a way from their learning target, because the students know or have the ideas what they are going to write but they do not know how to put them into words. They con not build a good sentence in teaching learning writing, the students did not see enthusiastic. It indicates that they did not have motivation in learning writing. They thought that English writing was so complex and not easy to learn because it was different from Indonesian writing.

2. REVIEW OF RELATED LITERATURE

Definition of Writing

According to J.B Heaton, Writing skills are complex and sometimes difficult to teach. Requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Brown stated that written languange is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.

Start that writing is a language skill that is used for indirect communications. Carol Hegarty state that writing is talk written down, it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation. To be a clear writer, you must first be a clear thinker.

Writing is one skill that difficult to grow, especially for student who learn English as foreign language. This case can be seen from, most of student in middle and high school difficult to complete their English writing task. Writing is one of the important ways in communication and another way for people use, to express their thought, feelings, and judgment about what they have read, seen, or experienced. Actually, there are many different points of view about what is writing.

It means that language is very important role in human's life for communication. This happen because writing involves not just graphic representation of speech, but development and presentation of thoughts in a structured way. In principle, to write means to try to produce or reproduce written messages. Before we write, we need to determine what to write; we should have something meaningful to convey.

From explanation above, it can be said that writing is important means of indirect communication. Writing is one of languages skill and indirect communication that conveys meaningful and expressive information from the writer to the readers in forms of written language. By writing, language learners can express their feelings, ideals, thought, emotions, attitudes, ect.

Descriptive text

Descriptive text is a text which describes person, place, mood, situation, and etc. "A good description is a word picture; the reader can imagine the object, place or person in his or her mind.[19] According to Kane in Reszy and Yuli "descriptive text is description about sensory experience-how something looks, sounds, tastes."

As Barbara Fine Clouse said in her book, *The Student Writer*, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".[21]Description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers. The purpose of descriptive text is to describe the characteristics or features of a thing or a phenomenon.

Definition of Clustering Technique

The term technique is commonly used in teaching learning process. It is often misunderstood with two others term, they are approach and method. Therefore, it is important to give clear description of those terms to avoid misunderstanding.

By using this technique, the student's problem could be solved in writing activity. In addition, it generated their vocabulary and grammar as well. The form of clustering technique was easy to understand especially by the students and it could give a new style in writing activity. Dawson and Essid say that clustering is a type of prewriting that allows the learners to explore many ideas around some stimulus as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas.

There are three levels of conceptualization and organization; approach, method, and technique. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It can be seen that an approach is the basic concept behind the method of representing teaching and learning of language with certain theoretical. While method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. It means that method is a procedure or steps and the way that will be used by teachers in the achievement of learning objectives. Technique is method of doing something expertly or needs skill. In addition, a technique is implementation that which actually takes place in a classroom. [30] Referring to the idea above, clustering is one of techniques in teaching writing because it is a teacher's strategy which is applied in the classroom.

3. RESEARCH METHODOLOGY

The research was classified as Classroom Action Research. Mettetal stated that a classroom action research is a method to find out the best strategy or technique in the classroom in order to improve students' skill. It means that to get the data and information that were needed, the researcher did the research by herself in the classroom. In doing this research, the researcher was helped by a collaborator to help defining and exploring certain problems and needs in the classroom. The reasearcher acted as a real teacher who taught reading to the students by using Clustering Technique. The collaborator acted as an observer who observed the researcher who applied Clustering Technique in improving students' writing ability.

The researcher would like to conduct the research in cycles. Each cycle consist of planning, acting, observing and reflecting. There are the steps of classroom action research as follows:

a. Planning
b. Action
c. Observasing the action
d. Reflecting

Population

Reseach activies will be successfull if students have the atmosphere as follows learning. Learning activies should take place in a pleasant atmosphere and can master the skills be learned, able to turn the students' social skills. The students should 80% be active in learning activities not only exercise but also activley answer in the learning process. At the result, the students at tenth grade of MA Ma'arif Roudlotut Tholibin Metro in the academic year 2018/2019 are taken the subject of the research since the researcher is a classroom action research.

The criteria of questionnaire will be success if 75% student agree with the questionnaire related the teaching learning has applied in strategy.

4. RESULT

The Report of Teaching Activity
    1. Cycle 1

Cycle 1 was done by the class teacher on Wednesday, January 30th 2019 – Wednesday, 06th February 2019 to take a test. The stages of activities done in the first cycle covered planning the action, implementation, observation, and reflection of the action.

a. Planning

In this planning the researcher prepared the teaching method, a lesson plan, prepared the material, test and prepared the observation sheet to the students.

1) First Meeting

The teacher gave explanation about the material and teacher gave the stimulus to the students to explore more about the descriptive text. And then the teacher put the topic in the center by using box or other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. The teacher ask students to write the forst draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. After students are able to use clustering technique, the teacher ask them through selected topic to make a descriptive text referred to their own experience based on the result of their draft in clustering technique.

2) Second Meeting

Second meeting was done Saturday, February 2nd 2019. The teacher. The teacher explains the aim of learning. The teacher put the topic in the center by using box or other shapes to make it more interesting, and put keywords related to the topic by using lines or arrows. The teacher ask students to write the forst draft based on the design of clustering technique samples that have been made on the whiteboard to know that students have easy when started to write by using clustering technique. After students are able to use clustering technique.

3) Third Meeting

This activity was on Wednesday, February 6th 2019. The teacher started the lesson by motivating the student and teacher also talked about the result writing of activities yesterday. In this meeting the teacher give test to cycle 1. The test is following by 20 students.

4) The Reflection of First Cylce

The reseacher found that the cylce 1, the students still got difficulty in to get point in text. However, they have been thought. They were little bit cofused to developed the descriptive text. The mistakes were also in meaning of the descriptive text. The students difficult in translate text that they would wrote. Although the reseacher had asked to them see dictionary, some students still confused to make the sentences in to a descriptive text.

Cycle II

Cycle 2 was begun on Saturday, February 9th 2019 – Saturday, February 16th 2019, right after the cycle 1 post-test done.

a. Planning

In this planning the researcher re-arranged the teaching method, re-designed a lesson plan in Appendix 2.

b. Acting

Implementing in cycle 2 would be done in two meetings with time allocation 4 x45 minutes per meeting.

1) First Meeting
   First meeting in cycle 2 was on Saturday, February 09th 2019.

2) Second Meeting
   Second meeting in cycle 2 was on Wednesday, February 13rd 2019.

3) Third Meeting
   This activity was on Saturday, February 16th 2019.

c. The Reflection of Second Cylce

In cycle 2, the better the condition of the class, the students actively participating in learning activities. Students are also more active to ask the problems in the learning process. The students more understanding to make a descriptive text. After that, the researcher gave post-test cycle 2 with the similar task on post-test cycle 1 before.

4. DISCUSSION

5. CONCLUSION AND SUGGESTION

From the research that the authors have done regarding the effectiveness of teaching vocabulary by using picture media at Eighth Grade Students of SMP IT Al Asror in academic year 2018/2019 Based on the conclusions of the results of this study, it can be stated suggestion, namely students are expected to use visual media in the form of images as learning media in learning English, in order to make it easier them to remember words and master the English vocabulary so their vocabulary increased that improve the speaking ability of the student.

SUGGESTION

Teachers should be able to further develop students' learning materials for Picture mdia in vocabullary, because these learning materials only contain congratulating and complimenting other materials. Can be added to other materials in order to achieve learning goals.

What is expected by researchers to other research in order to add material and do the preparation of students 'learning materials' English worksheets based on phonetic transcription by adding video links that can support the learning of pronunciation and produce learning materials that are more varied and interesting.

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