CHAPTER IV

FINDINGS AND DISCUSSION

A. THE RESEARCH FINDINGS

A.1. The Research Findings of Preliminary Study

The researcher got the data from beginning observation that the situation in teaching learning was running bored and the students were passive. In this case, the teacher use the conventional method in teaching. Then in order to know about how far the students' ability in writing descriptive text,the researcher gave pre-test to the students. Pre-test was given to the students in the first meeting before conducting Classroom Action Research (CAR). It was conducted on Thursday, 19th February 2015. In pre-test , the students assigned to write descriptive paragraph at least consisting of five sentences. The result can be seen as follow:

Table 4.1 Students' Score for Pretest

No	Students' Name	Pre-Test
1	Ajeng Ayu Ramadhina	60
2	Akbar Kurniawan	60
3	Alvi Munawar Chalil	50
4	Ana Cahya Hayati	55
5	Bayu Aditya Nugraha	40
6	Bunga Nurjannah	60
7	Desi Putri Wulandari	55
8	Dini Kania	60

9	Doni Kurniawan	40
10	Eka Pristiwati Dewi	60
11	Farisa Fathin Lubis	60
12	Firdawani	60
13	Fitri Sri Rezeky	50
14	Indah Indriani Tanjung	60
15	Indah Sari	60
16	Ismail Hasan Koto	55
17	Isna Marifa Nabila	55
18	Lela Permata Sari	55
19	Lili Indriani	60
20	Manda Mulia	60
21	M. Faisal	50
22	M. Ilham Syahputra	60
23	Nur Fadillah Azmi	60
24	Nurul Habibah	55
25	Rabiyatul Adawiyah	55
26	Ririn Ria Susana	70*
27	Rismawati Maylani	55
28	Savira Dwi Amalia	60
29	Siti Aisyah	70*
30	Tengku Muhammad Yahya	45
31	Yara Dwika Pratiwi	60
32	Yusuf Ramadhan R	60
Total		1815

To get the result of pre-test, firstly, the writer calculated the mean score such following:

$$Mx = \frac{\Sigma X}{N}$$

$$Mx = \frac{1815}{32}$$

$$Mx = 56.71$$

Next, to know the class percentage that's passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{32} \times 100\%$$

$$P = 6.25\%$$

Based on the result of the pre-test, the data showed that the mean score of pre-test was 56.71. there were only two students who derived the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 30 students below were that criterion. The lowest achievement gained score 40. From that analyzing, it could be seen that almost of the X-3 students' writing ability was still very low.

Then, after doing the analysis and reflection from the result of pre test, the researcher collaborated with the English teacher formulated the cause of the problems. It was found that (1) the students have difficulties to take out their ideas about the topic, (2) the researcher still use the convensional method, so the students feel bored in teaching learning process and couldn't understand the material well. These were the problems that crucial in writing descriptive text. Finally, the researcher decided to apply the cycle I as a treatment for them in understanding writing descriptive text by using Clustering Technique.

A.2. The Treatment And Research Findings in Cycle I

a. Planning

In this phase, the researcher and the teacher made a planning for the action based upon the problems faced by the students toward writing ability. In this case, the researcher determined the selected material and exercises into a lesson plan using Clustering Technique to make the students more understand and easier to take out their ideas. The researcher divided the students into several group and also prepared observation sheet to observe the activities in teaching learning process whether it was line with the lesson plan had made before. The researcher also prepared the post test I to collect the data; to know whether there are some students' improvement scores from pretest to posttest.

b. Acting

Action of the first cycle was done on February 25th and 26th 2015. The researcher implemented the teaching learning process based on the lesson plan had been made by using clustering technique. In the first meeting, the researcher started to convey what materials that would like to be learned by students and explain the concept of Clustering Technique, she began class presentation.

Firstly, the researcher devided the students into several groups and and each group given a topic by the researcher . The researcher taught descriptive text by implementing Clustering Technique and asked the students to make clustering technique based on the topic given and then collected it. In the second meeting, the students were asked to make a paragraph using clustering design that they had made in the first meeting, and collect it. The result of their writing was the data for the posttest I.

After doing the cycle I and giving Post Test I, it is found that there were 6 students who passed the Post Test I. The result can be seen as follow:

Table 4.2 Students' Score for Cycle I (Post Test I)

No	Students' Name	Post-Test I
1	Ajeng Ayu Ramadhina	60
2	Akbar Kurniawan	65
3	Alvi Munawar Chalil	50
4	Ana Cahya Hayati	55
5	Bayu Aditya Nugraha	60
6	Bunga Nurjannah	60

7	Desi Putri Wulandari	55
8	Dini Kania	60
9	Doni Kurniawan	60
10	Eka Pristiwati Dewi	60
11	Farisa Fathin Lubis	60
12	Firdawani	60
13	Fitri Sri Rezeky	55
14	Indah Indriani Tanjung	75*
15	Indah Sari	65
16	Ismail Hasan Koto	60
17	Isna Marifa Nabila	65
18	Lela Permata Sari	55
19	Lili Indriani	60
20	Manda Mulia	65
21	M. Faisal	65
22	M. Ilham Syahputra	60
23	Nur Fadillah Azmi	60
24	Nurul Habibah	70*
25	Rabiyatul Adawiyah	70*
26	Ririn Ria Susana	85*
27	Rismawati Maylani	55
28	Savira Dwi Amalia	65
29	Siti Aisyah	70*
30	Tengku Muhammad Yahya	55
31	Yara Dwika Pratiwi	75*
32	Yusuf Ramadhan R	60

TOTAL	1995

*Note: *) the student who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal KKM (70)*

To know the result of the students' writing, the writer needs to calculate the mean score firstly. The mean score derived from the following formula:

$$Mx = \frac{\Sigma X}{N}$$

$$Mx = \frac{1995}{32}$$

$$Mx = 62.34$$

Then, the writer calculated the class percentage that's passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{32} \times 100\%$$

$$P = 18.75\%$$

The data showed that the mean score of posttest I was 62.34. there were only six students or 18.75% of the students who got the score above the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 26 students were below that criterion. It implies that the first criterion has not fulfilled.

Based on the result of the students' writing in the cycle I, there was a slight improvement of students' writing mean score from the students writing on the preliminary study to the students' writing on the first cycle. The mean score of the previous score was 56.71 and the mean score of the students writing on the first cycle was 62.34. that means that there was 5.63 points or 9.92% of mean score improvement. Eventhough, it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research.

c. **Observing**

The observation was done by the collabolator during teaching learning process. There were many things that had been were observed as follows:

- The researcher in this case did all steps of procedural in using clustering technique but she could not manage time well so that the material did not explain clearly, but the time was over and she didin't give the limit time for the students when they was doing the task, that's why the students too hury in doing the task because the time almost over.

- The students still difficult to doing the task that given by the researcher.

d. **Reflecting**

The cycle I was considered unsuccessful, because the students have not got the standard competency yet, namely from 32 students, the percentage was 18,75%. Therefore, After the action was end, the

researcher and her collabolator analyzed the cycle I process and the result of action. The problems found in this cycle would be a base to make the next plan as a treatment or improvement.

The problems found in the first cycle were: (1) the researcher could not manage time effectively, (2) the students' ability in writing descriptive text was still low because they have difficulties about the topic that given by the researcher.

A.3. The Treatment And Research Findings in Cycle II

a. Planning

In this phase, the researcher and the teacher made a planning for the action based upon the problems faced by the students toward writing ability in cycle I. In this case, the researcher give more example and explanation about descriptive text by using clustering technique briefly and she decided to give limite time in the doing the task as the alternative way to manage time well. For the next step, the researcher gave a chances to the students in order to choose their own topic that they known well. In this case the students mentioned one topic to describe. So that the students can take out their ideas confidently because they familiar to the topic and they can share each other .

b. Acting

In the implementation of this phase, the researcher conducted the teaching learning process in the second cycle to get better result that was significant in improving writing ability using clustering

technique in order to improve students' ability in writing descriptive text.

The action of the second cycle was done on March 4th and 5th 2015. In the first meeting, the researcher explained the clustering technique by using clustering technique briefly to remember the students. After that, the researcher asked the students to choose their own topic. Then, the students asked to make the cluster design about their own topic and gave them the limit time to doing the task. In the second meeting, the researcher asked the students to connected every key word in their cluster design into paragraph.

After giving the treatment in the second cycle, the ability of the students in writing descriptive text was increased 29 students got the competency and reached the indicator in writing descriptive text. The students result can be seen as follow:

Table 4.3 Students' Score for Cycle II (Post Test II)

No	Students' Name	Post-Test II
1	Ajeng Ayu Ramadhina	85*
2	Akbar Kurniawan	88*
3	Alvi Munawar Chalil	75*
4	Ana Cahya Hayati	80*
5	Bayu Aditya Nugraha	68
6	Bunga Nurjannah	68
7	Desi Putri Wulandari	70*
8	Dini Kania	75*
9	Doni Kurniawan	88*

10	Eka Pristiwati Dewi	78*
11	Farisa Fathin Lubis	80*
12	Firdawani	88*
13	Fitri Sri Rezeky	80*
14	Indah Indriani Tanjung	85*
15	Indah Sari	85*
16	Ismail Hasan Koto	80*
17	Isna Marifa Nabila	88*
18	Lela Permata Sari	68
19	Lili Indriani	78*
20	Manda Mulia	78*
21	M. Faisal	75*
22	M. Ilham Syahputra	75*
23	Nur Fadillah Azmi	88*
24	Nurul Habibah	88*
25	Rabiyatul Adawiyah	85*
26	Ririn Ria Susana	88*
27	Rismawati Maylani	75*
28	Savira Dwi Amalia	88*
29	Siti Aisyah	70*
30	Tengku Muhammad Yahya	75*
31	Yara Dwika Pratiwi	80*
32	Yusuf Ramadhan R	85*
TOTAL		**2557**

Note: *) the student who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal KKM (70)

The calculation of the mean of students' score in writing posttest II gained 79.90. it was derived from:

$$Mx = \frac{\Sigma X}{N}$$

$$Mx = \frac{2557}{32}$$

$$Mx = 79.90$$

Then, the researcher calculated the class percentage that's passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{29}{32} \times 100\%$$

$$P = 91\%$$

Based on the result of the students' writing product, there was better improvement of students' mean score from the students' writing in the preliminary study to the students' writing in the second cycle. The mean mean score for the first one was 56.71 and the mean score of writing posttest II in the second cycle was 79.70. it means that there was 23.19 points or 40.9% of mean score improvement. The students who passed the Minimum Mastery Criterion (KKM) were 29 students or 91% if it calculated into class percentage. It indicated that the first

criterion of success has been achieved. The following was the table of students' writing score.

c. **Observing**

In the second cycle, the class condition in learning process was better than in the first cycle.

- The researcher was success to manage the time effectively and the students collected the task on time.
- The students looks happy in doing the task because they can doing the task easily.

d. **Reflecting**

The students ability in writing descriptive text by using clustering technique was improved. The result of the second cycle posttest that 91% of the students got the score above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM). So it has met the first criterion success that 75% of the students must get the score above the KKM. So the researcher and the collaborator decided to stop the action.

B. **DISCUSSION**

This discussion focuss on the result of the research as mentioned above. It is talked about the using of clustering technique to improve the students' ability in writing descriptive text from the pre-test until post-test II.

In Cycle I, the researcher using clustering technique as a treatment in teaching descriptive text that contain some information such as the definition,

generic structure and the grammatical features. She applied discussion group. Then in this cycle the writer was found the problem of the students in writing descriptive text, they were (1) the researcher could not manage time effectively, (2) the students' ability in writing descriptive text was still low because they have difficulties about the topic that given by the writer.

As the treatment the researcher decided to explain the material briefly and gave limit time in doing the task as the alternative way to manage time. For the next step, the writer gave a chances to the students in order to choose their own topic that they known well. So that the students could take out their ideas confidently and they could share each other.

As a result, when the students doing the task, they will easier and understand to writing because they familiar with the topic and easily to describe. Besides the using of clustering technique could help them in take out their ideas freely that related with the topic to develop in descriptive.

As defined by Santi V Buscemi that clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. It Also called *mapping, webbing, looping* and *diagramming*. It is an other effective way to gather information for an essay. Clustering uses free association. To cluster ideas, begin with a blank sheet paper. In the center, write and circle the word or phrase that express the broad subject you want to write about.[1] This technique will help the students to organize their ideas before they develop in descriptive paragraph.

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[1] Santi V. Buscemi, *op. cit*., p.14

Based on the data analysis, there is an improvement of the students' ability in writing descriptive text by implementing clustering technique at the first year students of SMA CERDAS MURNI TEMBUNG.