

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings

4.1.1 Research Settings

The location of the research was held in UPTD SMP Negeri 5 Gunungsitoli. It was located in Pendidikan Street No.01, Gunungsitoli District, Gunungsitoli City. The total numbers of the teachers in the school consisted of 31 persons and educational staff data consisted 4 persons where the English teachers consisted of 4 persons. The total number of the students were 433 persons, 209 girls and 234 boys. The total numbers of classes were 14 classes where the class VII consisted of 5 classes, class VIII consisted of 5 classes, and class IX consisted of 4 classes. Besides that, there is also a headmaster's room, administration room, library, Islamic religion room and guidance and counseling room.

Furthermore, UPTD SMP Negeri 5 Gunungsitoli is an outstanding school where the school was selected as an adiwiyata school at the Gunungsitoli city level in 2019. And has also sent 1 boy scout team to represent Kwarda North Sumatra at the Padang Pajang City national cultural camp in 2019. However, the environment at the UPTD SMP Negeri 5 Gunungsitoli it really disrupted the learning process because the school's location was very close to the main road and also the music from residents' homes which really disturbed the learning process.

Eighth grade students in particular class VIII-A, which included 23 students, have been the subject of this research. They had 16 girls and 7 boys. The researcher carried out this research with the consent of the Head of UPTD SMP Negeri 5 Gunungsitoli. In conducted this research, the researcher has carried out four procedures, where the procedures are: planning, action, observation and reflection. During the research, the researcher was accompanied by an English teacher at UPTD SMP Negeri 5 Gunungsitoli. The English teacher acted as a teacher-collaborator to observe the activities of researcher and students during the

teaching and learning process. Researcher need the helped of an English teacher so that research activities can run well and research results can be valid. All students were present during the study. This research was conducted in two cycles, each cycle consisting of two meetings.

4.1.2 The Explanation of Clustering Technique to Improve Students' Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli

In conducted the research, the researcher took two cycles where one cycle consisted of two meetings.

1) Cycle 1

In conducted Cycle I, the researcher carried it out in two meetings. Each meeting consisted of planning, action, observation and reflection. The first meeting was held on Tuesday 27 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 1 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. First Meeting

The first meeting was held on Tuesday 27 June 2023. This meeting took place in 2x45 minutes at the 3rd hour until the 4th period. This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning activities and finally in post-teaching learning activities. Researcher did it with the following steps.

a. Planning

In planning, the researcher has prepared several things that are used in learning activities, namely: getting syllabus, Lesson plan, student attendance lists, materials, observation sheets for students, and also researcher, field notes. Syllabus As a reference in preparing lesson plans, for all subject studies, or managing learning activities and developing assessments of learning outcomes; RPP as a guideline for the implementation of teaching and learning process activities where in the RPP there are so-called learning activity steps, such as initial activities, core activities, and closing activities; attendance list to check student attendance in teaching and learning activities; material as a

tool to integrate students' abilities in writing, especially recount text; observation sheets for students and researcher as self-reflection on activities carried out by researchers and students; field notes as material for reflection for researchers to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in class; evaluation sheets to make it easier for students to understand the material, concise learning resources and facilitate the implementation of learning, and also to find out the increased in students' ability to write

b. Action

After planning is completed, the researcher acts as the classroom. A researcher and collaborator teacher enters the classroom. The teaching-learning process consisted of pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. In the pre-teaching the carried out several activities, namely: the researcher started by greeting students, asked about the condition of the students, asked students to pray before starting the lesson, after praying the researcher checked the presence of students, and gave motivation for students to be enthusiastic in participating in the learning process. Next, in the whilst-teaching-learning activities: the researcher informs students of new material, the researcher informs the learning objectives, asks students' knowledge of the material to be discussed, the researcher explains material about recount text to the students starting from definition, and generic structure, and language features and examples of recount text. After that, the researcher explained the technique used, namely: the clustering technique. the researcher explained the meaning of the steps.

c. Observation

The observation sheet is divided into two parts, namely observation sheets of researcher activities and student activities. Observations were made by the teacher-collaborator while the researcher implemented actions in the teaching and learning process by applying the clustering technique. Teacher-collaborator writes down all the activities that occur in the teaching and learning process.

1) The Researcher's Activities

Based of the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher can be classified in the table below:

Cycle	Meeting	Criteria	Frequency	Percentage
I	First meeting	Done	16	67%
		Undone	8	33%

Table 4.1 The Researcher' Activities in the First Meeting Cycle I

Based on the results of the researcher' activities in the first cycle of the first meeting, the researcher found the following weaknesses:

1. Researcher did not ask students to created a conducive situation
2. The researcher did not convey the learning objectives.
3. Researcher did not conclud the material that has been discussed.

There are also strengths of the researcher's activities as follows:

1. Researcher can provide attention and motivation to all students.
2. Researcher can explain learning material out loud.

The results of the research activities above are classified as low because there are several activities that have been prepared but not carried out. To achieve satisfactory results, researcher must improved and prepared for the next meeting.

2) The Researcher's Activities

Based on the result of students' observation sheet, the students' activities in the first meeting of cycle I, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
I	First meeting	Done	365	79%
		Undone	187	21%

Table: 4.2 The Students' Activities in the First Meeting Cycle I

In this meeting the researcher found several student weaknesses in carrying out activities in the first cycle of the first meeting, namely:

1. Some students are less conducive so they are not serious in participating in learning.

2. Some students lack focus in following the steps of the clustering technique that the researcher applies to them.

In addition, there are also strengths found by collaborator teacher at the first meeting of cycle I, as follows:

1. All students at the first cycle I meeting were present.
2. Students can appreciate researcher and respond to greetings from research.

The results of student activities are that most students do not carry out activities during the learning process. Students did not take the learning process seriously, students were not conducive in class, students did not answer questions from the researcher, students did not seriously listen to the researcher's explanation, and some students did not seriously follow the researcher's instructions in carrying out the clustering technique in writing recount text.

d Reflection

The statement above describes some of the weaknesses that have occurred during the learning process, namely the researcher asked for the previous material from the students so it took time and made the class atmosphere uncomfortable. Therefore, the researcher cannot carry out complete activities. This causes some students not to focus on participating in teaching and learning activities. Based on the results of the observation sheet that was explained in the previous section, the researcher made several improvements at the next meeting, namely:

1. Repairing and rearranging lesson plans sequentially so that the researcher can carry out the teaching and learning process properly.
2. The researcher asked the students to listen to the researcher's explanation about recounting text.
3. Motivating students to participate in following the learning process.
4. Motivating students to learn recount text and to better understand the use of clustering technique in writing recount text.

d. Second Meeting

The second meeting was held on Saturday 01 June 2023. This meeting took place in 2x45 minutes at the 1st hour until the 2nd period. This meeting starts with pre-teaching learning activities, then continues whilst-teaching and learning

activities and finally in post-teaching learning activities. Researcher do it with the following steps.

a. Planning

In planning, researcher have prepared several things that are used in learning activities, namely: getting syllabus, Lesson plan, student attendance lists, materials, observation sheets for students and also researcher, field notes, evaluation sheets.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions included: in the Pre-teaching learning activities, the researcher entered the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checked the students attendance list, the researcher motivated students in following the learning process, the researcher asked the students to created a conducive situation. Next, in the whilst-teaching-learning activities, the researcher asked about the material that had been previously taught to students, the researcher reviewed the material about recount text. After that, the researcher explained the steps in writing recount text using clustering techniques. The researcher asked the students to practice the technique with the students in the following steps: the researcher asked the students to take a piece of paper, the researcher invited students to write the main topic of researchers in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject. the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start

the draft. After practicing, researchers provide opportunities for students to asked as their difficulties in making text. However, no one of them asked.

Furthermore, the researcher evaluates students and distributes evaluation sheets as well. Then, students work on the test while being monitored by the researcher. After the students do the test in the evaluation sheet then submit it to the researcher. Furthermore, in Post-Teaching Learning Activities, researcher concluded the material that has been taught. After that, the researcher told one of the students to lead the prayer after completion of learning and closing the learning process by greeting students.

c. Observation

The results of observation during the teaching-learning process in the second meeting of cycle I, as follows:

1) The Researcher's Activities

Based of the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher can be classified in the table below:

Cycle	Meeting	Criteria	Frequency	Percentage
I	Second meeting	Done	12	71%
		Undone	5	29%

Table 4.3 The Researcher Activities in the Second Meeting Cycle I

Based on the results of the researcher's activities at the second meeting of Cycle I it was found that the researcher had weaknesses in pre-learning such as:

1. The researcher did not provide opportunities for students to ask about their difficulties in using the clustering technique to write recount text.

Besides that, the researcher also found the strengths of his activities in this meeting as follows:

1. Researcher can find out students' writing by using the clustering technique.
2. Researcher can improve student weaknesses based on students weaknesses in the previous meeting.

2) The Students' Activities

Based on the result of students' observation sheet, the students' activities in the second meeting of cycle I, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
I	Second meeting	Done	281	72%
		Undone	110	28%

Table 4.4 The Percentage of Students' Activities in Cycle I

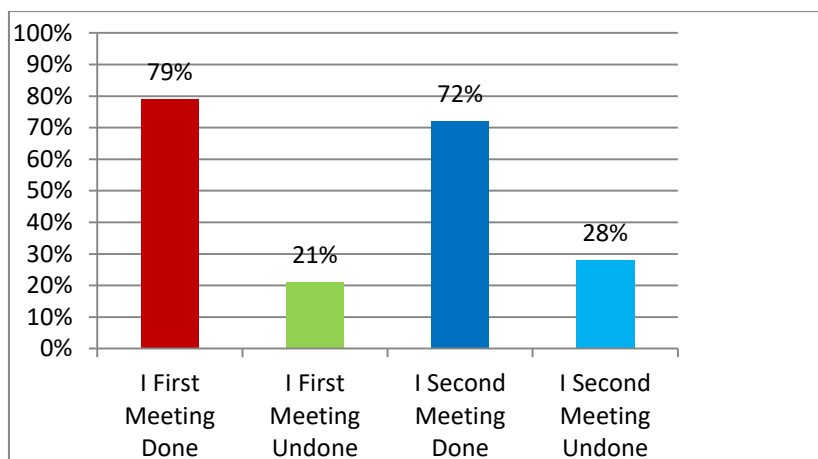
Based on the results of student activities in the second meeting of cycle I, the researcher found the following weaknesses in student activity:

1. Some students pay less attention to the explanation from the researcher

Besides that, the researcher also found the strengths of his activities in this meeting as follows:

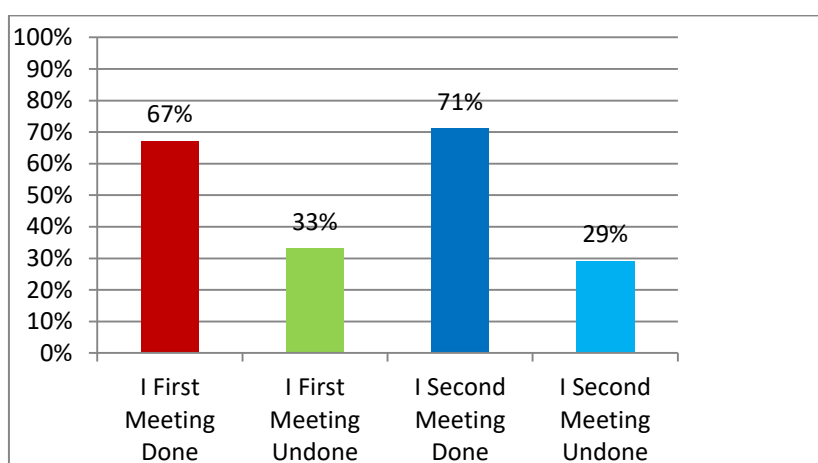
1. All students in the second meeting were present.
2. The students are interested in participating in the teaching and learning process because the researcher has motivated them how important it is to learn English.
3. Students take the test seriously and respect the researcher.
4. Students follow the instructions of the researcher.

Based on the results of the students' activity observation sheet above, the percentage of activities during the learning process in cycle I can be seen in the graphic below:



Graphic 4.1 The Percentage of the Students' Activities in Cycle I

Based on the result of the observation sheet research activity above, the percentage of activities during the learning process in cycle I can be seen in the graphic below:



Graphic 4.2 The Percentage of the Researcher' Activities Cycle I

d. Reflection

In cycle I of the second meeting, the researcher tested the students' ability to write recount text using the clustering technique. After checked the result of the students evaluation test (essay test) about retelling their experiences about holidays, the lowest score was 51 and the highest score was 76. From the number of students it shows that there were 12 people or 52,17% at the "less level" 6 people or 26,08% at "enough level" 5 people or 21.73% at "good level". In addition, the average percentage of student scores is 60. It can be said that the ability of students is at an unfavorable level. These result

indicated that the student's score does not meet the Minimum Competency Criteria. The result is their evaluation is explained in the table below:

No.	Criteria	Score	Frequency	Percentage
1	Very good	80-100		
2	Good	66-79	6	26%
3	Enough	56-65	7	30%
4	Less	40-55	10	44%
5	Very less	<40	-	-
Total			23 Students	100%

Table 4.5 The Percentage Students' Achievement In Writing Recount Text Using Clustering Technique In Cycle I

The previous statement was that the researcher had not succeeded, so the researcher continued to the next cycle. Therefore, to improve and increased students achievement in writing recount text, researcher revise and perfect the planning of teaching and learning activities. Researcher made several improvements to be used in the next cycle, such as:

1. Motivate students to learn more about recount text and its writing structure.
2. Teach students how to make some sentences into past tense.
3. Asking students to bring a dictionary with them when studying English to help them find the meaning of difficult words.
4. Teaches students about grammar, spelling, and punctuation, text organization and conventions.

In Cycle I, the students' score could not pass the MCC. Therefore the students' ability in writing recount text unsuccesfull would be continued to Cycle II.

2) Cycle II

In conducted Cycle II, the researcher carried it out in two meetings. Each meeting consists of planning, action, observation and reflection. The first meeting was held on Tuesday 11 June 2023 in the third lesson until it was finished and the second meeting was held on Saturday 15 June 2023 in the 1st to 2nd periods. All meetings were held in class VIII-A UPTD SMP Negeri 5 Gunungsitoli. The total meeting time is 4x45 minutes. Cycle I was carried out with the following procedure:

1. First Meeting

a. Planning

In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

b. Action

In this action, the researcher carries out several activities with collaborator who are always watching. The actions include: in the Pre-teaching learning activities, the researcher enters the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checks the student attendance list, the researcher motivated students in following the learning process, the researcher asked the students to create a conducive situation.

Next, in the whilst-teaching-learning activities: The researcher asked the material that had been previously taught to students. Then the researcher reviewed the material that had been taught, the researcher asked the students' difficulties in writing recount text used the clustering technique. after that, the researcher again explained the steps in the clustering technique to the students while practicing it. The researcher asked the students to take a piece of paper, the researcher invited students to write the main topic of researcher in the center and circle it. the researcher asked students to write down ideas related to the topic, the researcher asked the students to circle the ideas and combine them with the subject. the researcher invites students to write down facts, examples and other details related to each idea and combine them in the appropriate circle. The invites students to write down ideas without hesitation so they cannot think of anything else related to the topic, the researcher then looks at whether the clusters that have been made are sufficient to start a draft and cross out irrelevant words and phrases. Next, the researcher asked the students to start the draft. Next, in the post-teaching learning activities, the researcher gave the students the opportunity to ask questions that they did not understand. Then, the researcher concluded the material and asked one of the

students to pray. After that, the researcher ended the learning process by greeting the students.

c. Observation

The observations was did by teacher-collaborator during the researcher implemented actions in the classroom. Teacher-collaborator write down all the activities that occur in the teaching and learning process.

1) The Researcher's Activities

Based on the result of the observation of the researcher's activities from the first meeting, the activities which were done all, and not done at all during the teaching-learning process are described as follows:

Cycle	Meeting	Criteria	Frequency	Percentage
II	First meeting	Done	18	75%
		Undone	6	25%

Table 4.5 The Percentage of the Researcher' Activities in Cycle II

In this meeting, researcher found weaknesses in carrying out activities, such as:

- 1) Researcher did not provide material conclusions to students

Besides that, the result of the research activities, there are strengths found in this meeting as follows:

- 1) Researcher can master the class well.
- 2) Researcher take a good approach to students so as to make students interested in learning.
- 3) Researcher have good preparation in teaching.

2) The Student's Activities

Based on the result of students' observation sheet, the students' activities in the first meeting of cycle II, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
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II	Second meeting	Done	456	83%
		Undone	96	17%

Table 4.6 The Percentage of the Students' Activities In Cycle II

In this meeting, the researcher found student weaknesses in carrying out activities, namely:

1. There are still some students who do not focus on listening to the explanation from the researcher.
2. There were some students who were the only ones when the researcher asked about the material.

Besides that, there are also some student strengths as follows:

- 1) All students are present in class.
- 2) Students appreciate the researcher's greeting.
- 3) Students follow instructions from researcher in learning activities.

d. Reflection

The statement on the previous page explained that the process of teaching and learning activities cannot be carried out properly. Therefore, the researcher made several improvements to be implemented at the next meeting such as:

- 1) Focusing on guiding students to explore writing components involving conventions (spelling, grammar, punctuation, and paragraphs) and organization. Researcher provide many opportunities for students to write, both at home and in class.
- 2) Reviewing and reminding students in mastering the material studied at home and reminding them to bring a dictionary at the next meeting.
- 3) Motivate and guide students in using the clustering technique in writing recount text according to the generic structure.

2. Second Meeting

a. Planning

In planning cycle II, the researcher prepared several things such as: syllabus, lesson plans, learning materials, observation sheets for researcher and students, field notes as reflection material for researcher to organize the

weaknesses and strengths of teaching and learning strategies during the teaching and learning process carried out in the classroom.

b. Action

In this action, the researcher carries out several activities with collaborators who are always watching. The actions include: in the Pre-teaching learning activities, the researcher entered the class and greets the students, the researcher asked the condition of the students, the researcher orders one of the students to lead the prayer, the researcher checked the student attendance list, the researcher motivates students in following the learning process, the researcher asked the students to create a conducive situation.

Next, in the whilst-teaching-learning activities: Researcher asked students about the material that had been taught before, the researcher reviewed the steps in the clustering technique to the students. After that, the researcher provided opportunities for students to asked difficult things in making texts, the researcher answered questions from students. Then, the researcher provided evaluation to students, students work on the evaluation given by the researcher. After the work is done by students, researcher collect evaluation sheets from students. Next in the post-teaching learning activities, researcher asked students to concluded the material that had been studied, the researcher chose one student to pray, and the researcher greets the students to close the teaching learning process.

c. Observation

The result of observation during the teaching-learning process in the second meeting of cycle II, as follows:

1. The Researcher's Activities

Based on the result of the observation of the researcher's activities from the second meeting, the activities which were done all, and not done at all during the teaching-learning process are described as follows:

Cycle	Meeting	Criteria	Frequency	Percentage
II	Second meeting	Done	16	100%
		Undone	-	-

Table 4.7 The Percentage of Researcher Activities in the Second Meeting Cycle II

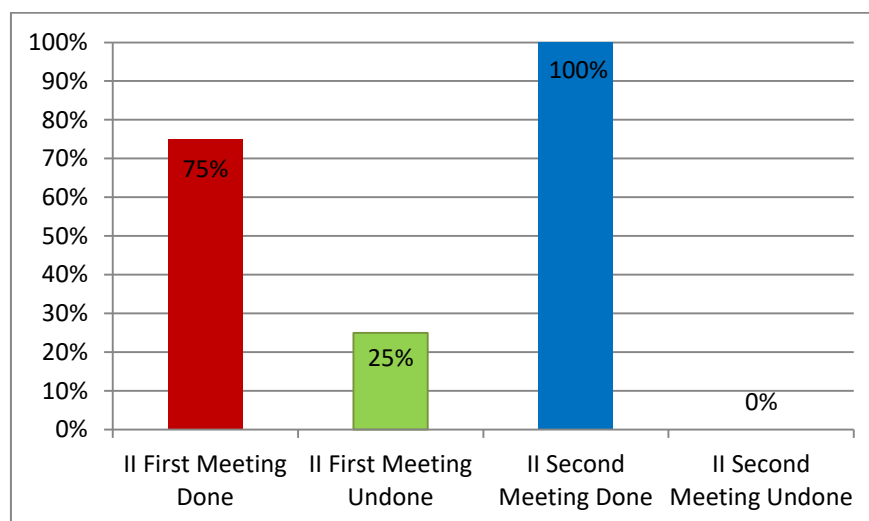
2. The Student's Activities

Based on the result of observation of the students' activities in the second meeting of cycle II, as follow:

Cycle	Meeting	Criteria	Frequency	Percentage
II	Second meeting	Done	368	100%
		Undone	-	-

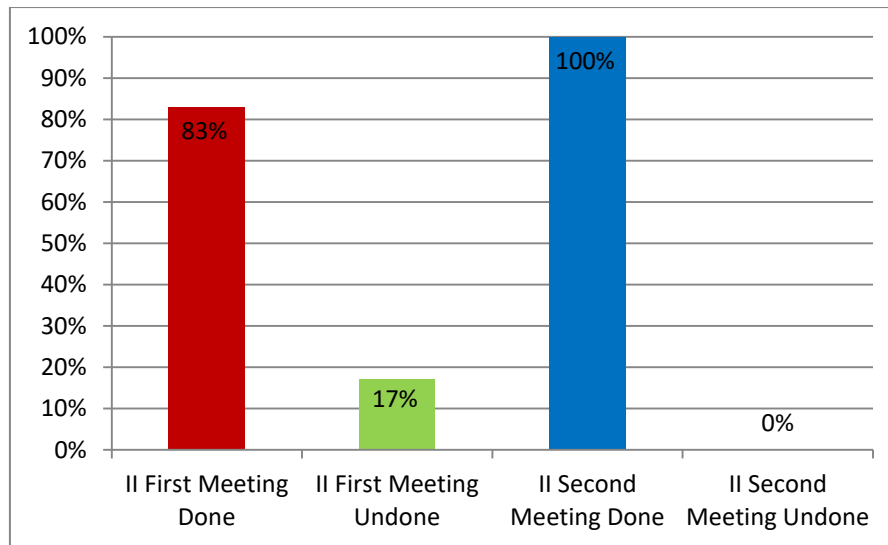
Table 4.8 The percentage of students' activities in the second meeting cycle II

Based on the result of the observation sheet research activity above, the percentage of activities during the learning process in cycle II can be seen in the graphic below:



Graphic 4.4 The percentage of researcher activities in cycle II

Based on the result of the observation sheet of the students' activity above, the percentage of activities during the learning process in cycle II can be seen in the graphic below:



Graphic 4.5 The Percentage of Students Activities in Cycle II

From the results of the observations of researcher and students activities in cycle II, all students were active during the learning process, with the percentage of students at the first meeting being 83% and the second meeting being 100%. But the percentage of activeness of researcher at the first meeting was 75%, while at the second meeting it was 100%. This means that the percentage of researcher and student activities is included in the very good category.

d. Reflection

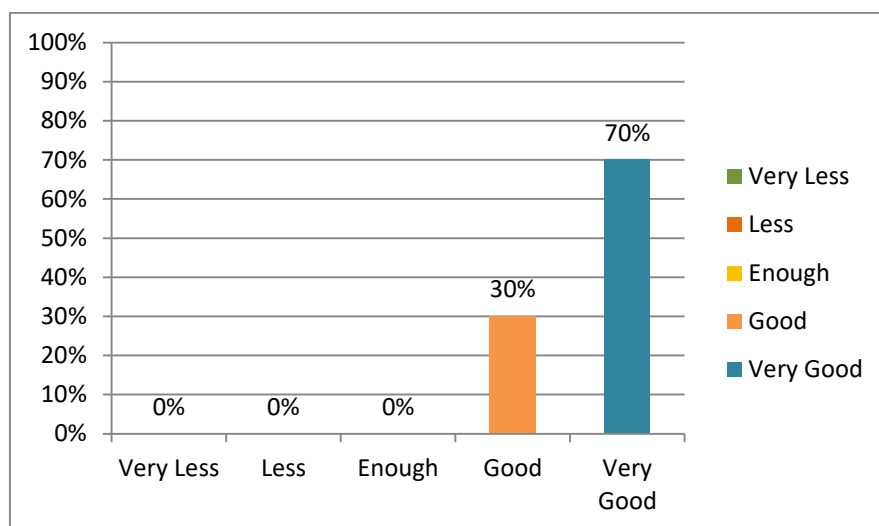
In the second meeting in cycle II, the researcher examined the students' achievement in writing recount text by using the clustering technique. After checking the result of the student's evaluation test (essay test) about retelling experiences especially holidays, it can be seen in the table below:

No.	Criteria	Score	Frequency	Percentage
1	Very good	80-100	16	70%
2	Good	66-79	7	30%
3	Enough	56-65	-	-
4	Less	40-55	-	-
5	Very less	<40	-	-
Total			23	100%

Table 4.9 The Percentage of Students' Achievement in Writing Recount Text by Using Clustering Technique in Cycle II

The table above explains that the percentage category of student achievement in writing recount text using the clustering technique increased in the second cycle. This shows that 14 students are at a very good level (70%), 9 students are at a good level (30%) and the average student score is 82,86. This means that student achievement in writing recount text using the clustering technique is said to be successful. Where it can be classified that all can pass the MCC, this means that students must improve their ability to write recount text through the clustering technique. After implementing the action above, the researcher explains the increasing percentage of students' activity that had been done and not been done.

The result of students' achievement in cycle II can be seen in the graphic below:



Graphic 4.6 The Percentage of Students' Achievement in Writing Recount Text By Using Clustering Technique in Cycle II

Based on the data above, the researcher concluded that students' ability to write recount text using the clustering technique could improve students' achievement in cycle II. This can be seen from the Minimum Competency Criteria (MCC) for English subjects in class VIII, namely 65 and that can be achieved by students with an average score of 82,86. From the result of cycle II, the researcher explained that the clustering technique could improve students' achievement in writing recount text.

4.2 DISCUSSIONS

4.2.1 The Common Response of the Problem

In this study, the problem is "How can the clustering technique improve student achievement in writing recount texts in class VIII UPTD SMP Negeri 5 Gunungsitoli in 2022/2023? The general response is that the clustering technique can improve students' ability to write recount text, especially telling experiences about holidays by training and guiding students in writing recount texts. This research was conducted in two cycles. In cycle I, the average score of students in writing recount texts using the clustering technique was 59,86 and in cycle II, the average score of students was 82,86. All students in cycle II passed the minimum competency criteria. From the average student's ability in each cycle, the researcher found an increase in students' ability to write recount texts, especially telling experiences about holidays. Therefore, based on the student's ability to write recounting experiences about holidays in each cycle, the researcher concluded that the clustering technique could improve students' abilities in writing recount texts.

4.2.2 The Analysis and Interpretation of the Research Finding

After conducting research in two cycles, researcher analyzed the results of students' writing skills and observation sheets for both researcher and student activities researcher conducted research in two cycles.

In Cycle I, especially at the second meeting, the researcher gave tests to students which were expanded to determine students' ability to write, and students results showed that most students did not pass the Minimum Competency Criteria (KKM). There were 5 students (21.73%) classified as "good". There were 8 students (34.78%) classified as "enough". And there are 10 students (43.47%) classified as "enough". The highest score obtained by students was 76 and the lowest score was 51 while the average students score was 59,86. Based on students scores in Cycle I, it can be concluded that students' writing skills in Cycle I were still lacking. Students have not been able to write recount text correctly.

In cycle II, the researcher taught students about the improvements that had been designed at the previous meeting. This increase had a very big influence on students achievement in Cycle II. This can be seen from the result of the observation sheet, most of the students did the activity. Moreover, students scores increased, all of them passed the Minimum Competency Criteria (KKM). The highest score obtained

by students was 95 and the lowest score was 69 while the average students score was 82,86.

Based on the results of the research, the problems that have been identified can be solved as follows: Students have not been able to distinguish between regular and irregular forms of verbs in the past tense, students are not able to arrange the words given properly, students are less able to conclude a story and Lack of methods or techniques used by the teacher to make students interested in making recount text.

4.2.3 The Research Finding Versus the Latest Related Research

In the research, the research title was “ The Use of Clustering Technique to Improve Students’ Achievement in Writing Recount Text at the Eight Grade of UPTD SMP Negeri 5 Gunungsitoli in 2022/2023. The subject of the research was VIII-A of UPTD SMP Negeri 5 Gunungsitoli. Which the total number of the students were 433. In conducted the research, the researcher used classroom action research (CAR). According to Cohen and Manion (1980) in Purrohman (2018) classroom action research is mini scale intervention for action in the real world and careful inquiries to that intervention effects. Wiriaatmaja (2005) in Purrohman (2018) CAR is how a group of teachers organized their learning practice condition, and learn from their own experiences. There are four components in one cycle for conducting classroom action research; planning, action, observation, and reflection.

The result of this research were compared with several related recent research. The first related research by Novela Hayati (2017) with the research title "The Use of Clustering Technique to Improve Students Achievement in Writing Recount Text at MAS. PAB 1 Sampali". The sample he used was class XI IPA 1 PAB Sampali with a total of 29 students. This research was conducted using classroom action research and the technique in analyzing the data was to use qualitative and quantitative data. In this study, researchers used a post test. The results of the post-test in cycle I were 17 or 60% of students who passed the minimum achievement criteria taking into account their average test score of 68.96. The results of the post-test in cycle II were 29 or 90% of students who passed with an average score of 81.72. based on the results of the post-test the researcher concluded that the use of clustering techniques to improve student achievement in writing recount text.

The second research is Della Hanafiawi (2019) with the researcher title “The Use of Clustering Technique to Improve Students’ Skill in Writing Descriptive Text”.

This research was conducted in class VII of SMPN 11 Cimahi. This research used Classroom Action Research. The research was carried out in two cycles and each cycle consisted of four steps, they are Planning, Action, Observation, and Reflection. The score of Minimum Mastery Criterion of English lesson was 75. The Students mean score of pretest was 45.7. The mean score in posttest 1 was 53.7. The mean score of posttest 2 was 79.3. From this result, the researcher concluded that teaching descriptive text using clustering technique can improve their writing ability and the atmosphere of the class is more alive.

Meanwhile, the result of the researcher's research, when applying the clustering technique to improve student achievement in writing recount text in class VIII UPTD SMP Negeri 5 Gunungsitoli. In applying this clustering technique, researcher conducted research in two cycles. The percentage of students activity in cycle II of the first meeting was 82.60%, and at the second meeting was 85.86%. Moreover, student scores increased, all of them passed the Minimum Competency Criteria (KKM) 65. There were 16 students (70%) who got grades belonging to the "Very Good" category. There were 7 (30%) students who scored in the "Good" category. The highest score obtained by students is 95 and the lowest score is 69 while the average student score is 82,86. From the above result the researcher can conclude that the clustering technique can improve students' achievement in writing recount text.

4.2.4 The Research Findings Versus Theory

After getting the result of the research, the researcher wants to compare it with the theories. According to Meyers (2010: 57) Hedrawati Nurmala (2017) group, write the topic in the middle of the page, then circle it and write related ideas around the circle. By using the clustering technique, the writer can easily get an idea of what to write, which is especially useful for visual learners. A cluster diagram presents the main events or components of an essay visually, and the more detailed event branches of the main events provide a visual overview of the whole idea. Grouping is a good way to turn a broad topic into a narrower, more manageable short essay topic; also called a chart, bar, loop, or graph. Clustering is creating a visual map or new association that allows you to think more creatively and start without clear ideas. Grouping helps students connect ideas, write thoughts, and organize ideas into good paragraphs. Clustering can be useful for all types of writing. In addition, grouping not

only records all existing ideas, but we can also exclude registered ideas if they are far from the central topic. Writers use it in the early stages of essay planning to find a subtopic to organize the topic. Writers can use grouping to plan when outlining a short section of an essay.

Based on the theory above, the researcher concludes that the clustering technique has a significant increase in students' achievement in writing recount text.

4.2.5 The Research Findings Implication

There are implications derived from the research finding, as follows :

1. Researcher as guidelines and tools for implementing clustering technique in the learning process.
2. English teacher as a guide to improve student achievement in the teaching and learning process.
3. Students, as a way to express ideas and solve their problems by using clustering technique.
4. The application of clustering technique can improve student achievement in writing.
5. Syllabus expectations are achieved and problems are resolved.
6. Minimum Competency Criteria has been achieved by students.

4.2.6 The Analysis of Research Findings Limitation

In conducting and obtaining data in this study, there are several limitations. It is important to explain these limitations so that the reader has the same insight as the researcher. The limitations of the research findings are:

1. Researcher as beginners realize that there are many weaknesses in conducting research, so that research cannot be carried out perfectly.
2. This research is limited by time to implement the clustering technique.
3. Researcher are limited by the weaknesses of students' abilities.
4. There is a lot of noise around the class such as the sound of vehicles and music at the house next to the school which really disrupts the teaching and learning process.
5. Learning resources are limited, in fact students need adequate learning resources, namely dictionaries to help them improve their writing achievement.