

## Appendix 12

### Learning Modul

#### IDENTITAS MODUL

|                                                 |                                                                                                                                               |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mata Pelajaran</b>                           | : Bahasa Inggris                                                                                                                              |
| Nama Penyusun                                   | : Muhariyana, S.Pd                                                                                                                            |
| <b>Sekolah</b>                                  | : SMPN 5 Kalis                                                                                                                                |
| Kabupaten                                       | : Kapuas Hulu                                                                                                                                 |
| Tahun Penyusunan                                | : 2024                                                                                                                                        |
| Jenjang                                         | : SMP                                                                                                                                         |
| Fase CP                                         | : VIII/D                                                                                                                                      |
| <b>Eemen/CP</b>                                 | : Mendeskripsikan-Menulis                                                                                                                     |
| Kompetensi Awal                                 | : Siswa memahami fungsi, struktur <b>dan unsur-unsur</b> kebahasaan teks deskriptif, <b>Siswa mengetahui nama hewan dalam bahasa inggris.</b> |
| Profil Pelajar Pancasila                        | : Beriman, Bertakwa kepada Tuhan <b>Yang Maha Esa dan Berakhlak Mulia, Berkhebinekaan Global Gotong Royong Kreatif</b>                        |
| Sarana dan Prasarana<br>Technique, Laptop, LKPD | : Descriptive Text, Clustering                                                                                                                |
| Jumlah Peserta didik                            | : 23                                                                                                                                          |
| <b>Model Pembelajaran</b>                       | : Problem Based Learning                                                                                                                      |
| Pertemuan                                       | : 1&2                                                                                                                                         |

## Appendix 1

### The Result of Observation Checklist Frist Cycle

**The Observation Checklist**

Education units : SMPN 5 Kalis  
 Subjects : English  
 Class/Semester : VIII/2  
 Subject matter : Descriptive Text  
 Sub material : Explanation About Descriptive Text  
 Date and time : Wednesday 5<sup>th</sup> June 2024  
 Time Allocation : 2 x 45 minutes  
 Cycle/Meeting : 1 / 1

| NO | Aspect                 | Indicator                                                                                                             | Rating |   |   |   |
|----|------------------------|-----------------------------------------------------------------------------------------------------------------------|--------|---|---|---|
|    |                        |                                                                                                                       | 1      | 2 | 3 | 4 |
| 1  | Preliminary Activities | Students Greet the teacher when teacher enter to the class                                                            |        |   |   | ✓ |
|    |                        | Students lead the pray before the class begin                                                                         |        |   |   | ✓ |
|    |                        | Students response when teacher check their amendance list                                                             |        |   |   | ✓ |
|    |                        | Students listen to the motivate that given by the teacher well                                                        |        | ✓ |   |   |
|    |                        | Students enthusiastic listen to teacher explanation about the learning purpose                                        |        |   | ✓ |   |
|    | Main-Activity          | Students give respond when teacher ask something related to the material                                              |        |   |   |   |
|    |                        | Students listen carefully and pay attention when teacher explain about descriptive text by using clustering technique |        | ✓ |   |   |
|    |                        | Students read the example given by the Teacher                                                                        |        | ✓ |   |   |
|    |                        | Students classify and identify the generic structure of the                                                           |        | ✓ |   |   |

|  |                    |                                                                                 |  |   |   |   |
|--|--------------------|---------------------------------------------------------------------------------|--|---|---|---|
|  |                    | descriptive text                                                                |  |   |   |   |
|  |                    | Students pay attention when teacher emphasize about clustering technique        |  |   | ✓ |   |
|  |                    | Students give their question relate to material that seem do not clear for them |  | ✓ |   |   |
|  | Closing Activities | Students can conclude the material and guide by teacher                         |  | ✓ |   |   |
|  |                    | Students listen and pay attention to the feedback given by the teacher          |  |   | ✓ |   |
|  |                    | Students listen to the next follow-up activities at next meeting                |  |   | ✓ |   |
|  |                    | Students lead the pray before the class end                                     |  |   |   | ✓ |

## Description

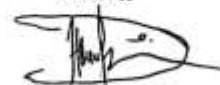
| Score | Description                              |
|-------|------------------------------------------|
| 4     | Almost all of students do the activities |
| 3     | Half students do the activities          |
| 2     | There are some students do the activites |
| 1     | Only few Students do the Activities      |

This is the Formula to coculete the percentages in this observation

$$\text{Total Score/percentages} = \frac{\text{Obtain Score}}{\text{Total Score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Observer



Muhariyanti, S.Pd  
NIP. 19920642024212014

### The Observation Checklist

Education units : SMPN 5 Kalis  
 Subjects : English  
 Class/Semester : VIII/2  
 Subject matter : Descriptive Text  
 Sub material : Explanation About Descriptive Text  
 Date and time : Thursday 6<sup>th</sup> June 2024  
 Time Allocation : 2 x 45 minutes  
 Cycle/Meeting : 1/2

| NO | Aspect                 | Indicator                                                                                                             | Rating |   |   |   |
|----|------------------------|-----------------------------------------------------------------------------------------------------------------------|--------|---|---|---|
|    |                        |                                                                                                                       | 1      | 2 | 3 | 4 |
| 1  | Preliminary Activities | Students Greet the teacher when teacher enter to the class                                                            |        |   |   | ✓ |
|    |                        | Students lead the pray before the class begin                                                                         |        |   |   | ✓ |
|    |                        | Students response when teacher check their amendance list                                                             |        |   |   | ✓ |
|    |                        | Students listen to the motivate that given by the teacher well                                                        |        |   | ✓ |   |
|    |                        | Students enthusiastic listen to teacher explanation about the learning purpose                                        |        |   |   | ✓ |
|    | Main-Activity          | Students give respond when teacher ask something related to the material                                              |        |   | ✓ |   |
|    |                        | Students listen carefully and pay attention when teacher explain about descriptive text by using clustering technique |        |   | ✓ |   |
|    |                        | Students read the example given by the Teacher                                                                        |        | ✓ |   |   |
|    |                        | Students classify and identify the generic structure of the                                                           |        |   | ✓ |   |

|                    |  |                                                                                 |  |   |   |   |
|--------------------|--|---------------------------------------------------------------------------------|--|---|---|---|
|                    |  | descriptive text                                                                |  |   |   |   |
|                    |  | Students pay attention when teacher emphasize about clustering technique        |  |   |   | ✓ |
|                    |  | Students give their question relate to material that seem do not clear for them |  | ✓ |   |   |
| Closing Activities |  | Students can conclude the material and guide by teacher                         |  | ✓ |   |   |
|                    |  | Students listen and pay attention to the feedback given by the teacher          |  |   | ✓ |   |
|                    |  | Students listen to the next follow-up activities at next meeting                |  |   | ✓ |   |
|                    |  | Students lead the pray before the class end                                     |  |   |   | ✓ |

## Description

| Score | Description                              |
|-------|------------------------------------------|
| 4     | Almost all of students do the activities |
| 3     | Half students do the activities          |
| 2     | There are some students do the activites |
| 1     | Only few Students do the Activities      |

This is the Formula to coculete the percentages in this observation

$$\text{Total Score/percentages} = \frac{\text{Obtain Score}}{\text{Total Score}} \times 100\%$$

Total score = number of aspects observed x highest rating

Observer



Muhariyanti, S.Pd  
NIP. 19920642024212014

## Appendix 2

### The Result Of Students' Observation Checklist In Second Cycle

**The Observation Checklist**

Education units : SMPN 5 Kalis  
 Subjects : English  
 Class/Semester : VIII/2  
 Subject matter : Descriptive Text  
 Sub material : Explanation About Descriptive Text  
 Date and time : Wednesday 12<sup>th</sup> 2024  
 Time Allocation : 2 x 45 minutes  
 Cycle/Meeting : 2/2

| NO | Aspect                 | Indicator                                                                                                             | Rating |   |   |   |
|----|------------------------|-----------------------------------------------------------------------------------------------------------------------|--------|---|---|---|
|    |                        |                                                                                                                       | 1      | 2 | 3 | 4 |
| 1  | Preliminary Activities | Students Greet the teacher when teacher enter to the class                                                            |        |   |   | ✓ |
|    |                        | Students lead the pray before the class begin                                                                         |        |   |   | ✓ |
|    |                        | Students response when teacher check their amendance list                                                             |        |   |   | ✓ |
|    |                        | Students listen to the motivate that given by the teacher well                                                        |        |   | ✓ |   |
|    |                        | Students enthusiastic listen to teacher explanation about the learning purpose                                        |        |   |   | ✓ |
|    | Main-Activity          | Students give respond when teacher ask something related to the material                                              |        |   | ✓ |   |
|    |                        | Students listen carefully and pay attention when teacher explain about descriptive text by using clustering technique |        |   |   | ✓ |
|    |                        | Students read the example given by the Teacher                                                                        |        |   | ✓ |   |
|    |                        | Students classify and identify the generic structure of the                                                           |        |   | ✓ |   |

|  |                    |                                                                                 |  |  |   |   |
|--|--------------------|---------------------------------------------------------------------------------|--|--|---|---|
|  |                    | descriptive text                                                                |  |  |   |   |
|  |                    | Students pay attention when teacher emphasize about clustering technique        |  |  | ✓ |   |
|  |                    | Students give their question relate to material that seem do not clear for them |  |  | ✓ |   |
|  | Closing Activities | Students can conclude the material and guide by teacher                         |  |  | ✓ |   |
|  |                    | Students listen and pay attention to the feedback given by the teacher          |  |  |   | ✓ |
|  |                    | Students listen to the next follow-up activities at next meeting                |  |  |   | ✓ |
|  |                    | Students lead the pray before the class end                                     |  |  |   | ✓ |

## Description

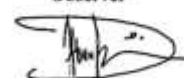
| Score | Description                               |
|-------|-------------------------------------------|
| 4     | Almost all of students do the activities  |
| 3     | Half students do the activities           |
| 2     | There are some students do the activities |
| 1     | Only few Students do the Activities       |

This is the Formula to coculate the percentages in this observation

$$\text{Total Score/percentages} = \frac{\text{Obtain Score}}{\text{Total Score}} \times 100\%$$

$$\text{Total score} = \text{number of aspects observed} \times \text{highest rating}$$

Observer



Muhariyanti, S.Pd  
NIP. 19920642024212014

### Appendix 3

#### The Result of Filed Notes in First Cycle

| Field Note     |                                                                                   |                                                                                       |
|----------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Cycle/Meeting  | : 1/1                                                                             |                                                                                       |
| Day/Date       | : Wednesday 5 <sup>th</sup> June 2024                                             |                                                                                       |
| Time           | : 07.30 - 09.30                                                                   |                                                                                       |
| Theme/Subtheme | : Descriptive Text / Animals                                                      |                                                                                       |
| NO             | Points                                                                            |                                                                                       |
|                | Teacher                                                                           | Students                                                                              |
| 1.             | The teacher explained the material interestingly.                                 | The students do not ask questions or provide responses when requested by the teacher. |
| 2.             | The teacher explained what a descriptive text is and invites students to discuss. | Some of students still passive. Students are not too focused on learning.             |
| 3.             | The teacher can explain the learning purpose.                                     |                                                                                       |

Tekudak, Wednesday 5<sup>th</sup> June 2024

Observer



Muhariyanti, S.Pd  
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## Field Note

Cycle/Meeting : 1/2  
 Day/Date : Thursday 6<sup>th</sup> June 2024  
 Time : 10.00 - 12.00  
 Theme/Subtheme : Descriptive Text / Animal

| NO | Points                                                                                                   |                                                                      |
|----|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|    | Teacher                                                                                                  | Students                                                             |
| 1. | The teacher can control the class.                                                                       | Students can make the descriptive text guide by the teacher.         |
| 2. | The teacher explained the material very interestingly by using clustering technique.                     | Some students can't remember the learning from the previous meeting. |
| 3. | The teacher repeats the learning from the previous meeting.                                              | Students still passive when teacher ask the questions.               |
| 4. | The teacher open a discussion with students about what difficulties they experience during the learning. |                                                                      |
| 5. | The teacher gives a test to the students.                                                                |                                                                      |

Tekudak, Thursday 6<sup>th</sup> June 2024

Observer

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## Appendix 4

### The Result of Filed Notes in Second Cycle

**Field Note**

Cycle/Meeting : 2/2  
 Day/Date : Wednesday 13th June 2024  
 Time : 07.30 - 09.50  
 Theme/Subtheme : Descriptive Text / Animal

| NO | Points                                                           |                                                                     |
|----|------------------------------------------------------------------|---------------------------------------------------------------------|
|    | Teacher                                                          | Students                                                            |
| 1. | The teacher marked the materials and is able to deliver it well. | Students respond well when teacher                                  |
| 2. | The teacher repeats the material from the previous meeting.      | Students are more active in learning process.                       |
| 3. | The teacher is able to control the class.                        | Students response enthusiastic when the teacher explained material. |

Tekudak, Wednesday 13th June 2024

Observer

Maharivanti, S.Pd  
 NIP. 19920642024212014

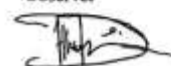
## Field Note

Cycle/Meeting : 2<sup>nd</sup>  
 Day/Date : Thursday 13<sup>th</sup> June 2024  
 Time : 10.00 - 12.00  
 Theme/Subtheme : Descriptive Text / Animal

| NO | Points                                                                         |                                                                                                                                                                                              |
|----|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Teacher                                                                        | Students                                                                                                                                                                                     |
| 1. | The teacher conveys the material less.                                         | Students pay close attention to what the teacher is saying.                                                                                                                                  |
| 2. | The material presented is very easy for students to understand and comprehend. | Students understand the material presented by the teacher.                                                                                                                                   |
| 3. | The material delivery is clearly exposed by the teacher.                       | Students respond and can do the test well.<br>Students are active in the question and answer session.<br>Interaction between students and teachers is very good during the learning process. |

Tekudak, Thursday 13<sup>th</sup> June 2024

Observer



Muhariyanti, S.Pd  
 NIP. 19920642024212014

## Appendix 5

### The Interview Transcript of Cycle One

**Name : AR**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : Belum pernah miss**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Karena membantu menemukan ide**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Senang miss**

4. Did your vocabulary increase after using clustering technique?

**Answer : Iya miss bertambah**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Beda miss awalnya saya sangat kesulitan dalam Bahasa Inggris karena bahasa Inggris pelajaran paling sulit miss, setelah pakai teknik ini saya sedikit bisa**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Iya miss termotivasi**

**Name : KS**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : Saya belum pernah menggunakannya miss**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Bisa karena memudahkan dalam menemukan kalimat**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Senang karena mudah dipahami**

4. Did your vocabulary increase after using clustering technique?

**Answer : bertambah miss**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Berbeda sekarang lebih paham dengan materi**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Sangat termotivasi miss**

**Name : ATP**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : Sebelumnya tidak pernah miss**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Karena dia menggunakan lingkaran pengelompokan miss jadi mudah dipahami dan menyenangkan**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Iya miss senang karena seru membuat clustering technique**

4. Did your vocabulary increase after using clustering technique?

**Answer : Iya miss sedikit bertambah**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Sangat berbeda miss karena menggunakan tehnik ini mudah dipahami bahasa inggris nya**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Termotivasi miss saya jadi lebih senang belajar**

**Name : AM**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : belum pernah**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Karena menyenangkan dan mudah dipahami miss**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Iya miss senang**

4. Did your vocabulary increase after using clustering technique?

**Answer : Lumayan miss**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Ada perbedaannya lebih paham miss, setelah saya menggunakannya**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Termotivasi miss**

**Name : JR**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : belum miss**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Membantu menemukan sebuah ide**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Seru miss**

4. Did your vocabulary increase after using clustering technique?

**Answer : Bertambah sedikit miss**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Perbedaannya lebih paham dengan materi miss**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : iya termotivasi miss**

**Name : KS**

**Class : VIII**

1. Have you ever used clustering technique in learning Descriptive Text?

**Answer : Tidak pernah miss**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Mudah untuk dipahami**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Senang sekali miss, karena pelajaran nya jadi seru**

4. Did your vocabulary increase after using clustering technique?

**Answer : Bertambah miss**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Lebih memahami materi dari yang sebelumnya miss**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Motivasinya jadi senang belajar bahasa Inggris miss**

## Appendix 6

### The Interview Transcript of Cycle two

**Name : TM**

**Class : VIII**

1. In your opinion, does using clustering techniques in learning descriptive text make the writing process more effective?  
**Answer : Iya miss, jadi lebih efektif karena pengaplikasiannya mudah untuk dipahami miss**
2. How can clustering technique help you find ideas in writing descriptive text?  
**Answer : Karena pengelompokan idenya miss jadi setelah itu bisa disusun ke sebuah paragraf**
3. Do you feel happy after learning descriptive text using clustering technique?  
**Answer : Senang miss pembelajarannya seru**
4. Did your vocabulary increase after using clustering technique?  
**Answer : Lumayan bertambah miss**
5. What is a different on your writing ability after and before the implementation of clustering technique?  
**Answer : Setelah menggunakan tehnik ini jadi jauh lebih paham miss**
6. Are you motivated to learning descriptive text by using clustering technique ?  
**Answer : Termotivasi miss saya sekarang suka belajar bahasa inggris**

**Name : MLV**

**Class : VIII**

1. In your opinion, does using clustering technique in learning descriptive text make the writing process more effective?

**Answer : Menurut saya efektif miss karena dengan menggunakan tehnik ini jadi memudahkan kami untuk memahami teks deskriptif**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer : Dari cara menemukan idenya miss, dan juga dengan mengelompokan ide tersebut**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer : Iya miss seru pembelajarannya**

4. Did your vocabulary increase after using clustering technique?

**Answer : Bertambah miss**

5. What is a different on your writing ability after and before the implementation of clustering technique?

**Answer : Setelah penggunaan tehnik ini jadi jauh lebih paham miss**

6. Are you motivated to learning descriptive text by using clustering technique ?

**Answer : Termotivasi sekali miss**

**Name : SN**

**Class : VIII**

1. In your opinion, does using clustering technique in learning descriptive text make the writing process more effective?\*\*\*

**Answer: Efektif, Miss, karena dengan teknik ini kami jadi lebih paham materi.**

2. How can clustering technique help you find ideas in writing descriptive text?

**Answer: Teknik ini membantu menemukan ide dengan mudah dan mengelompokkannya menjadi teks.**

3. Do you feel happy after learning descriptive text using clustering technique?

**Answer: Senang, Miss.**

4. Did your vocabulary increase after using clustering technique?\*\*\*

**Answer: Iya, Miss. Kosakata saya jadi bertambah.**

5. What is the difference in your writing ability after and before the implementation of clustering technique?\*\*\*

**Answer: Menulis yang biasanya sulit jadi lebih mudah, Miss.**

6. Are you motivated to learn descriptive text by using clustering technique?

**Answer: Iya, Miss, termotivasi.**

**Name : AR**

**Class : VIII**

1. In your opinion, does using clustering technique in learning descriptive text make the writing process more effective?  
**Answer: Ya miss, teknik clustering membuat proses menulis jadi lebih mudah dan teratur.**
2. How can clustering technique help you find ideas in writing descriptive text?  
**Answer: Clustering membantu saya menemukan ide dengan cara menghubungkan kata-kata yang berhubungan.**
3. Do you feel happy after learning descriptive text using clustering technique?  
**Answer: Ya miss, saya merasa senang karena belajar jadi lebih seru dan jelas.**
4. Did your vocabulary increase after using clustering technique?  
**Answer: Ya, saya belajar kata-kata baru dari clustering yang berbeda miss.**
5. What is the difference in your writing ability after and before the implementation of clustering technique?  
**Answer: Sebelum clustering, tulisan saya sering kacau. Setelah menggunakan clustering, tulisan saya lebih teratur dan jelas miss.**
6. Are you motivated to learn descriptive text by using clustering technique?  
**Answer: Ya miss, saya jadi lebih semangat belajar karena clustering membuat semuanya lebih mudah.**

**Name : AK**

**Class : VIII**

1. In your opinion, does using clustering technique in learning descriptive text make the writing process more effective?  
**Answer: Iya miss karena pembelajarannya mudah dipahami**
2. How can clustering technique help you find ideas in writing descriptive text?  
**Answer: Clustering membantu saya menemukan ide miss**
3. Do you feel happy after learning descriptive text using clustering technique?  
**Answer: Ya, saya senang miss.**
4. Did your vocabulary increase after using clustering technique?  
**Answer: Ya, saya belajar banyak kosakata baru.**
5. What is the difference in your writing ability after and before the implementation of clustering technique?  
**Answer: Perbedaanya jadi lebih memahami materi miss.**
6. Are you motivated to learn descriptive text by using clustering technique?  
**Answer: Ya miss jadi lebih semangat dalam belajar bahasa inggris.**

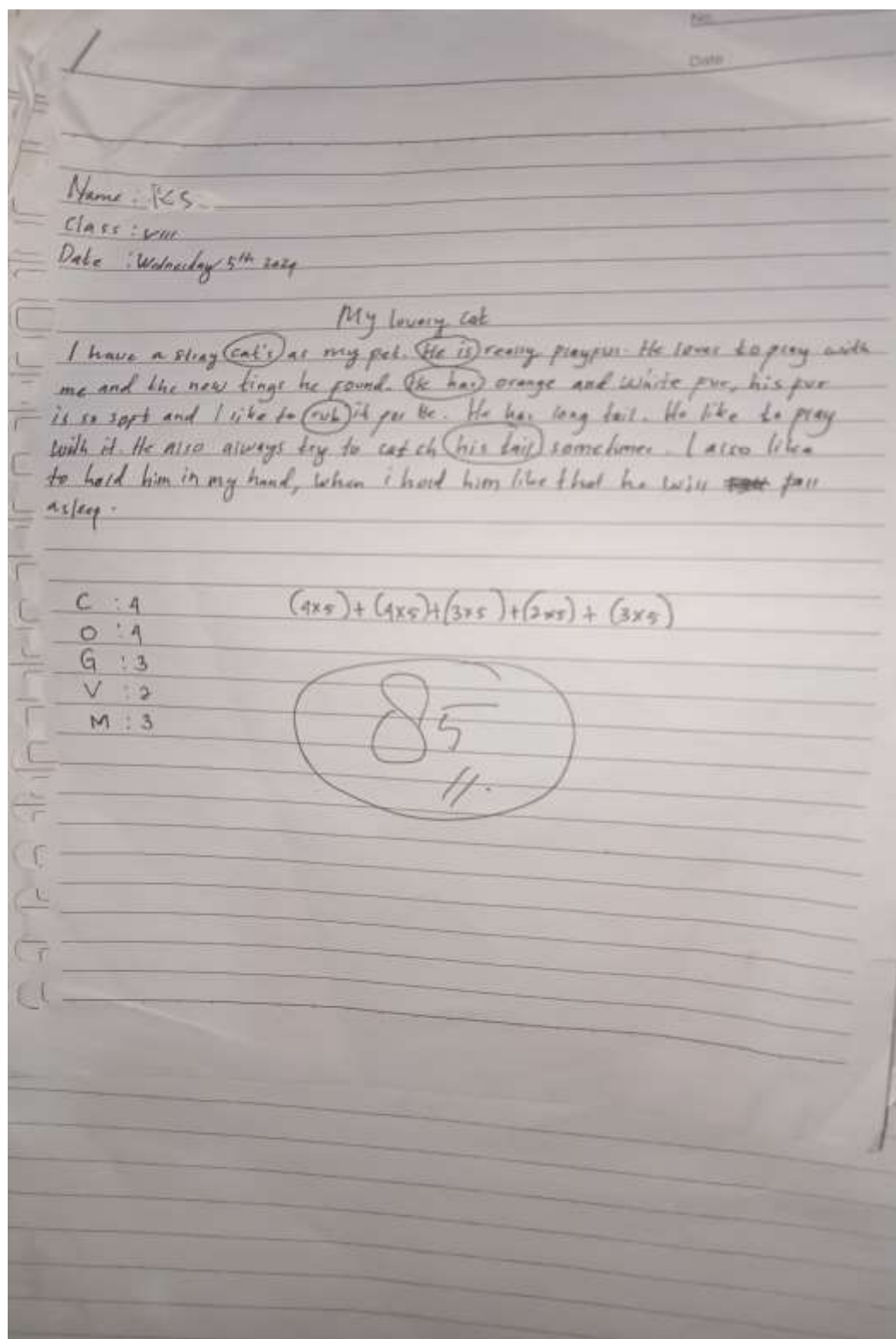
**Name : BJ**

**Class : VIII**

1. In your opinion, does using clustering technique in learning descriptive text make the writing process more effective?  
**Answer: Efektif miss karena membantu dalam menemukan ide dengan cepat.**
2. How can clustering technique help you find ideas in writing descriptive text?  
**Answer: Dengan cara tehnik pengelompokan kata nya miss, setelah tu di tentukan perbagiannya lalu di buat ke text.**
3. Do you feel happy after learning descriptive text using clustering technique?  
**Answer: Ya, saya merasa senang miss.**
4. Did your vocabulary increase after using clustering technique?  
**Answer: Meningkatkan miss jadi lebih banyak tau kosakata.**
5. What is the difference in your writing ability after and before the implementation of clustering technique?  
**Answer: Iya miss ada perbedaannya setelah menggunakan nya jadi lebih mengerti.**
6. Are you motivated to learn descriptive text by using clustering technique?  
**Answer: Termotivasi miss.**

## Appendix 7

The result of students' writing product in first cycle



ic : ATP  
Class : VIII

Torti

```

graph LR
    Torti --- liveVegetables[live Vegetables]
    Torti --- Body
    Torti --- tailGreen[tail green]
    Body --- legs
    Body --- head
  
```

I got a little turtle. He name is torti, he is a tortoise that a few mont ago I found in nearby ~~near~~ fore forest. He has head, legs, and tail are green. I usually put Torti in a small pond in my backyard. Torti like vegetables.

$C = 3$   
 $O = 3$   
 $G = 3$   
 $V = 4$   
 $M = 2$

$(3 \times 5) + (3 \times 5) + (4 \times 5) + (2 \times 5)$   
 75  
 14

KIRY

e: Ak  
 ass: VIII  
 Date: Rabu, 5 Juni 2024

Date: \_\_\_\_\_

I have a dog. She name is carry. She have short body, and also  
 might and cute. She color of fur is brown, she has big eyes,  
 and her ear is long. She like playing with me.

C = 2  
 O = 1  
 E = 1  
 V = 1  
 M = 3

$(2 \times 5) + (1 \times 5) + (1 \times 5) + (1 \times 5) + (3 \times 5)$

40

## Appendix 8

The result of students' writing product in second cycle

Name : SN  
Class : VIII  
Date Thursday 13th June 2024

my cat ~~my cat~~

```

graph LR
    MC[my cat] --> H[habits]
    MC --> B[body]
    H --> S1[Sleeps in my bed]
    H --> P[Playing with ball]
    H --> E[eat fish and drink milk]
    B --> SF[Soft and furry]
    B --> GE[green eyes]
    B --> SC[Sharp Claws]
    B --> GW[grey and white]
  
```

I have a Pet cat. It name is purpus. It white and grey in color. it has lovely green eyes. It is Very Soft and furry. It has sharp claws. it eats Fish and milk. It plays with me when I come back From School. It likes to Play with ball in the garden. It loves me and Show it's love by hicking me when I come back From School. It Sleeps in my bed. I love my maly very much.

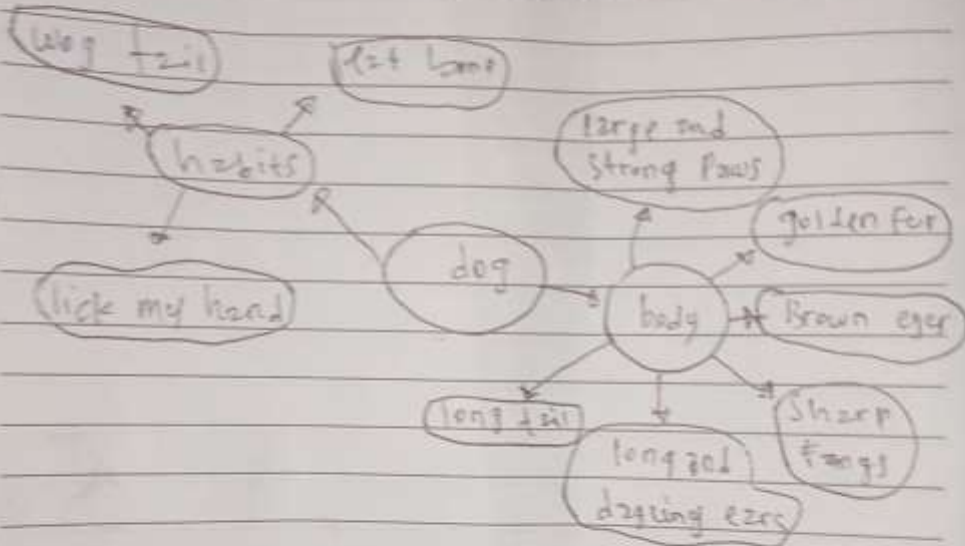
C:4 V:3  
D:3 M:3  
G:3

go //

Topic: MLV  
Class: VII

Date: Thursday 13th June 2024

### My Lovely Yeontan



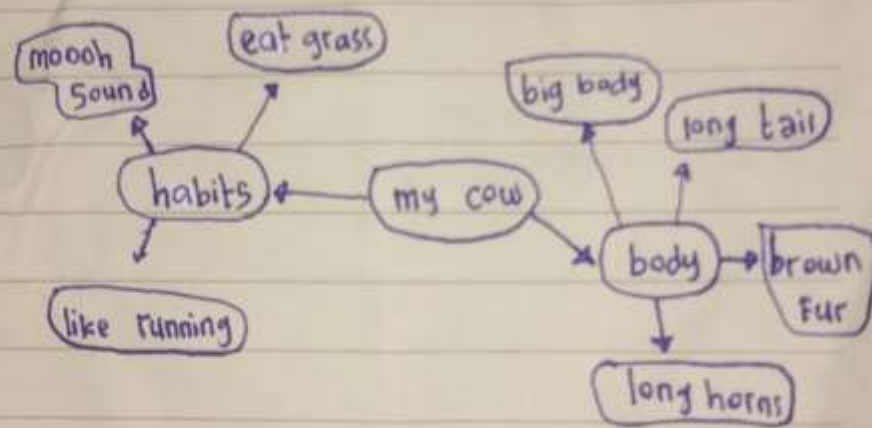
I have a pet dog named Yeontan. It is a three year old dog with soft, dense golden fur and round, brown eyes, that always look happy. (It) ears are long and dangling, and it long tail often wags, especially when excited or played. Yeontan has large and strong paws, also it has sharp fangs. Yeontan likes to wag its tail and lick my hand, run around and bark happily. (It) also loves to eat bone. (It) Presence always brings joy to the house.

C=4 G23  
O=4 V=4  
M=4

95  
11

Name : TM  
 Class : VIII  
 Date : Thursday 13<sup>th</sup> June 2024

### My Pet Coko



I have a cow named Coko (he) is a bull, his fur is brown. he has long horns and a big body he also has long tail. he really like to eat grass and drink a lot of water. When hungry or see people Coko will sound moohh. Coko really like to (play) running around.

C = 4    G = 2  
 O = 4    V = 3  
 M = 4

85

## Appendix 9

### Research Permission



**PEMERINTAH KABUPATEN KAPUAS HULU**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 5 KALIS**  
**KECAMATAN KALIS**  
 Alamat: Jl. Alni Desa Tekudak Kec. Kalis Kab. Kapuas Hulu Kode Pos. 78750.  
 Email: smpn5kalisi@gmail.com



---

Nomor : 1621/244/SMPN 5/K- KLS /2019  
 Lampiran : 1 (satu) lembar  
 Perihal : Pernyataan Penelitian

Dengan ini menyatakan bahwa,

Nama : Eka Marselina N.S  
 NIM : 200407128  
 Jurusan : Bahasa dan Seni  
 Program Studi : Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar telah melakukan penelitian di SMPN 5 Kalis dengan judul  
 The Use of Clustering Tehnique In Tenching Descriptive Text To Improve Student Writing  
 Performance At SMPN 5 Kalis. Penelitian ini dilaksanakan oleh yang bersangkutan selama 2  
 minggu.

Demikian surat ini kami sampaikan atas perhatian dan kerjasamanya kami ucapkan terima  
 kasih.

Tekudak, 13 Juni 2019

Mengetahui,  
 Kepala SMPN 5 Kalis

Guru Pamong



**Yuni Ayang, S.Pd**  
 NIP. 198306251008032003



**Muhariyanti, S.Pd**  
 NIP. 199306042004212019



## Appendix 10

### Students' Writing Ability Percentage

#### Cycle 1

| No  | NAME        | C    | O    | G    | V    | M    | SCORE |
|-----|-------------|------|------|------|------|------|-------|
| 1.  | AK          | 2    | 3    | 3    | 2    | 1    | 55    |
| 2.  | AM          | 3    | 2    | 3    | 3    | 2    | 65    |
| 3.  | AR          | 2    | 1    | 1    | 1    | 3    | 40    |
| 4.  | ATP         | 3    | 3    | 3    | 4    | 2    | 75    |
| 5.  | BJ          | 3    | 2    | 2    | 3    | 2    | 60    |
| 6.  | CG          | 3    | 2    | 3    | 3    | 2    | 65    |
| 7.  | DK          | 3    | 2    | 2    | 3    | 3    | 65    |
| 8.  | FA          | 3    | 2    | 2    | 3    | 2    | 60    |
| 9.  | FN          | 1    | 2    | 2    | 3    | 2    | 50    |
| 10. | FAP         | 2    | 3    | 1    | 2    | 3    | 55    |
| 11. | IG          | 2    | 3    | 1    | 2    | 2    | 50    |
| 12. | JR          | 2    | 3    | 2    | 2    | 1    | 50    |
| 13. | KS          | 2    | 3    | 2    | 2    | 3    | 60    |
| 14. | MLV         | 4    | 4    | 3    | 2    | 3    | 85    |
| 15. | PK          | 3    | 1    | 1    | 3    | 3    | 55    |
| 16. | RA          | 3    | 2    | 2    | 3    | 3    | 65    |
| 17. | SN          | 4    | 3    | 3    | 3    | 3    | 80    |
| 18. | SOV         | 3    | 2    | 2    | 2    | 3    | 60    |
| 19. | TM          | 3    | 4    | 2    | 2    | 3    | 70    |
| 20. | T           | 3    | 2    | 1    | 2    | 3    | 55    |
| 21. | WMF         | 4    | 2    | 2    | 2    | 3    | 65    |
|     | AVERAGE     | 2,57 | 2,28 | 1,95 | 2,52 | 2,47 | 1.289 |
|     | Total score |      |      |      |      |      | 61,19 |

## Appendix 11

### Students' Writing Ability Percentage

#### Cycle 2

| No  | NAME        | C    | O    | G    | V    | M    | SCORE |
|-----|-------------|------|------|------|------|------|-------|
| 1.  | AK          | 3    | 3    | 3    | 3    | 3    | 75    |
| 2.  | AM          | 4    | 4    | 3    | 3    | 3    | 85    |
| 3.  | AR          | 2    | 2    | 2    | 2    | 2    | 60    |
| 4.  | ATP         | 4    | 4    | 3    | 3    | 3    | 85    |
| 5.  | BJ          | 4    | 4    | 3    | 3    | 3    | 85    |
| 6.  | CG          | 4    | 3    | 3    | 3    | 3    | 80    |
| 7.  | DK          | 4    | 3    | 3    | 4    | 3    | 85    |
| 8.  | FA          | 4    | 3    | 3    | 3    | 3    | 80    |
| 9.  | FN          | 3    | 4    | 2    | 2    | 2    | 65    |
| 10. | FAP         | 3    | 4    | 3    | 3    | 2    | 75    |
| 11. | IG          | 4    | 4    | 3    | 3    | 2    | 80    |
| 12. | JR          | 4    | 4    | 3    | 3    | 3    | 85    |
| 13. | KS          | 4    | 3    | 3    | 3    | 3    | 80    |
| 14. | MLV         | 4    | 4    | 3    | 4    | 4    | 95    |
| 15. | PK          | 4    | 3    | 3    | 3    | 3    | 80    |
| 16. | RA          | 4    | 4    | 3    | 3    | 3    | 85    |
| 17. | SN          | 4    | 3    | 3    | 4    | 3    | 90    |
| 18. | SOV         | 4    | 3    | 3    | 3    | 3    | 80    |
| 19. | TM          | 4    | 4    | 2    | 3    | 4    | 85    |
| 20. | T           | 4    | 3    | 2    | 3    | 3    | 75    |
| 21. | WMF         | 4    | 3    | 3    | 2    | 2    | 75    |
|     | AVERAGE     | 3,85 | 3,38 | 2,80 | 3.04 | 2,90 | 1.770 |
|     | Total score |      |      |      |      |      | 80,23 |

## Appendix 12

### Documentation



**Picture 1. Explanation of clustering technique**



**Picture 2. students implement the clustering technique in front of the class.**



**Picture 3. students implement the clustering technique**



**Picture 4. Students interview**

### Appendix 13

#### ATP

Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII B/2  
 Penyusun : Muhariyana, S.Pd  
 Satuan Pendidikan : SMPN 5 Kalis

Capaian Pembelajaran : Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan ) dan teks asli menjadi rujukan utama dalam mempelajari bahasa inggris di fase in. Siswa menggunakan bahasa inggris untuk berdiskusi dan menyampaikan keinginan perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

| Elemen CP                                                                                                                                                                                  | Materi dan Konten               | Kegiatan                                                                                                                                                       | Tujuan Pembelajaran                                                                                                                                                             | JP       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Membaca-Memirksa, menyimak-berbicara, menulis mempresentasikan siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam | (Describe people, animal, noon) | Mengidentifikasi teks tentang people, animal, noon , Descriptive text membuat mapping tentang people, animal, noon , Menulis teks pendek, dan mempresentasikan | Siswa mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana terkait orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur | 12<br>JP |

|                                                                                                                                                                                                                                                                                                                |  |  |                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------|--|
| <p>penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat</p> |  |  | <p>kebahasaan yang benar dan sesuai konteks.</p> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------|--|

Mengetahui,  
Kepala Sekolah SMPN 5 Kalis



**Lusya Ayang, S.Pd**  
NIP. 1983062520082003

Guru Mata Pelajaran



**Muhariyanti, S.Pd**  
NIP. 19920642024212014

## ISI MODUL

### **MATERI YANG AKAN DIPELAJARI**

#### **DESCRIPTIVE TEXT**

A descriptive text is a text that describes something. For example, describes a person, an animal or an object as well as its shape, properties, quantity and so on. Descriptive text is also intended to explain, describe or reveal someone or something.

#### **Generic Structure dari Descriptive Text**

##### **1. Identification**

The identification section contains an introduction and general overview of a topic. so that the readers or listeners do not misunderstand. For example, what we describe is a cat, but the readers are misunderstood to be a dog,

##### **2. Description**

In the description section contains specific characteristics or characteristics that are present

#### **Language Feature dari Descriptive Text**

1. Use Simple Present Tense. Tenses are used because in descriptive text we will describe a fact or truth that is present in a thing or person.
2. Use many words Adjective. Because 'it' means 'is' that directs to the explanation of the object, person or animal that we are describing.

## Tujuan Pembelajaran

1. Setelah melaksanakan pembelajaran dengan model problem based dengan Clustering Technique descriptive text hewan, peserta didik mampu Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimedia dalam lingkup keluarga dan kelas dengan tepat.
2. Setelah melaksanakan pembelajaran dengan model problem based dengan Clustering Technique descriptive text hewan, peserta didik mampu Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan.
3. Setelah melaksanakan pembelajaran dengan model problem based dengan Clustering Technique descriptive text, peserta didik mampu Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tertulis (minimal 6 kalimat) dalam lingkup keluarga dan kelas dengan tepat.
4. Setelah melaksanakan pembelajaran dengan model problem based dengan Clustering Technique descriptive text, peserta didik mampu Menggunakan

struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tulisan dengan tepat

### Pemahaman yang bermakna

Setelah mempelajari modul ini, peserta didik mengetahui:

- Teks deskripsi dalam menggambarkan hewan
- Struktur dan language features dalam teks deskripsi menggambarkan hewan
- Cara membuat teks deskripsi dengan menggunakan Clustering Technique dalam menggambarkan hewan.

### Persiapan Pembelajaran

Langkah- langkah yang perlu dilakukan guru sebelum mengajar :

- Menyusun Lember Kerja Peserta Didik (LKPD)
- Menyiapkan laptop, menggambar clustering technique
- Menyiapkan buku absensi peserta didik
- Menyiapkan soal-soal / tugas / instrument assesmen / test diagnostic

### Pembelajaran

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kegiatan Awal<br>(20 Menit) | <p><b>Pendahuluan</b></p> <ul style="list-style-type: none"> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.</li> <li>- Memberikan pertanyaan pemantik berdasarkan materi descriptive text dan clustering tehnique.</li> <li>- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</li> <li>- Menjelaskan cara menggunakan Clustering Technique</li> <li>- Menjelaskan asesmen yang akan didapatkan peserta didik.</li> </ul> |
| Kegiatan Inti (80 Menit)    | <p><b>Pengorganisasian Peserta didik</b></p> <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk menyimak dan mengamati cara penggunaan clustering technique untuk membuat descriptive text</li> <li>- Peserta didik diarahkan untuk membuat Diagram clustering pada kertas masing-masing setelah diterangkan oleh guru</li> <li>- Peserta didik bersama guru berdiskusi tentang apa yang</li> </ul>                                                                                                                                                                             |

|            |                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (20 Menit) | <p>pembelajaran: Well, class, you have done a splendid job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</p> <ul style="list-style-type: none"> <li>- Menyimpulkan apa yang dipelajari hari ini.</li> <li>- Menyampaikan agenda pertemuan berikutnya</li> </ul> |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Knowing :  
English Subject Teacher



**Muhariyanti, S.Pd**  
NIP. 19920642024212014

Tekudak, 4<sup>th</sup> June 2024

Researcher

**Eka Marselina NS**  
NIM. 200407128

## BIOGRAPHY



Eka marselina is the researcher in this thesis, born to Anselmus ain and Maryani burai researcher was born in lubuk mantuk 03 november 2002 he lives in tekudak village lubuk mantuk hamlet, kalis sub-district, kapuas hulu district. The researcher has a history of education at sdn 21 lubuk mantuk in 2007-2013, SMPN 1 Kalis in 2014-2016 and SMAN 1 Kalis 2018-2020 after the researcher completed his education at the sd-sma level he continued his education to college STKIP Persada Khatulistiwa Sintang in 2020, and served as chairman of the Journalism UKM in 2021/2022, then became a member of the HMPS English Language Learning Students Association for the 2022/2023 period, and the last researcher served as a member of the Student Representative Council (DPM) for the 2022/2023 period, the researcher is also a recipient of the KIPK scholarship and also the teaching campus scholarship.