

Developing Describe Text Materials By Using Clustering Technique In SMA Gajah Mada Medan

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ABSTRACT

The objective of this study was to develop descriptive text writing material by using clustering technique to fulfill the needs of tenth grade students at SMA Gajah Mada Medan. This research was conducted using the Research and Development (R&D) Method. The Research and Development process were divided into six stages: gathering information and data, analyzing data, designing material, expert validation, revising material, and finally, the final product. To discover what the students needed, data were gathered by handing out questionnaires to 38 tenth grade students and interviewing the English teacher at SMA Gajah Mada Medan. The study's findings led to the creation of

descriptive text writing materials in PDF format that focus on the description of a location, particularly tourist attractions. The developed materials may be used as engaging learning tools for students. The product was validated by two experts, and the average score of their validations was 78% for content, 80% for presentation, 75% for language, and 85% for layout. The overall average was 79.5%, which was considered good and recommended for use in English classes, particularly for writing descriptive language at the senior high school level.

Keywords:

Writing Materials, Descriptive Text, Interactive Materials, Clustering Technique

INTRODUCTION

Appropriate learning materials in the teaching and learning activities can help and support the accomplishments of the materials that are presented. If the learning materials are of higher quality, the learning process will be more efficient. The learning process will be more effective if the instructional materials are of higher quality. To give students a choice of information on different learning topics, learning materials should be provided as one of the learning resources. As a result, it is important to think about the subjects or contents of the teaching materials.

As Tomlinson (2012:143) stated, there are some characteristics of the learning material. The first is informative and instructional material, it informs about the target language which guides the learners to practice themselves about language. The second is

eliciting and exploratory because the learning material is not only expected as a source of information but also as a tool that can guide the student to explore their experience related to the materials. To teach high school students English, for instance, you may use a handbook, a tape, a disc, a movie, a photocopied handout, a newspaper, a piece of writing on a whiteboard, or anything else that can inform or educate the students about the language they are learning. It can be concluded that there are a variety of ways that integrating materials to teach high school students can help a teacher ensure that the students comprehend what is being taught.

There are four abilities that students should master in order to learn English. Speaking, listening, reading, and writing are all being done. One of the most crucial abilities is writing. It is a nonverbal method of communicating. Thus, writing instruction should be provided in schools to enable students to convey their views through writing. Additionally, the majority of learners have some difficulty with writing skills, particularly in a second language. Richards (2002:303) stated, writing is the most difficult skill for a second language to master. The difficulty is not only in generating and organizing but also in translating these ideas into readable text. Writing is one of the skills that students should practice to develop students' abilities in learning English. Writing skills require hard thinking skills to create ideas into a good paragraph.

During the observation of the teaching and learning of descriptive texts in the tenth grade at SMA Gajah Mada Medan, the researcher discovers that students struggle to understand and produce written text, particularly descriptive text. The students do not know how to start writing. The students are unable to begin their writing. The students are struggling to come up with topic ideas for descriptive writing. Because the teacher mainly uses a textbook to teach descriptive text, the students are not interested in writing it. It frequently lacks color variety and tends to be monotonous. Meanwhile, based on Curriculum (2013), descriptive text is a written text that should be learned by the tenth-grade students in high school. As stated in one of the basic competencies of English subject in the syllabus :

A suitable technique must be used while writing descriptive text. The technique might encourage students to come up with ideas and take an interest in producing descriptive texts. Also the one that can involve students' creativity. Using maps and diagrams, the clustering technique helps students come up with ideas before they begin to write. Teachers can teach descriptive text writing using textbooks in engaging ways

by implementing the clustering technique. As mentioned by Caswell (2004:55) that clustering technique is appealing for two reasons. First, it's a way to organize the ideas in a brainstorming list into categories, with each branch representing a different paragraph. Second, it is visual, so it appeals to a specific learning style.

METHOD

The research was a research and development study (R & D). According to Borg and Gall (2003), educational R & D is an industry-based development model in which the findings of research are used to design new product and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standards research methods. Based on Borg and Gall (2003), there are ten steps of developing that can be scaled down into six steps. Collecting data, analyzing data, developing writing material, validating by experts, revising writing material, and final revision are the six steps. To make the research objective, using qualitative data is required to support the research by using a syllabus, lesson plans, and interesting learning materials.

The data was collected from the tenth grade students of SMA Gajah Mada, with 38 students as the participants in the academic year 2021/2022. The data was collected as follows: (1) The researcher learned the syllabus and textbook that are used in SMA Gajah Mada. (2) The questionnaires were given to the students to gain information about their interest in and problems with learning English, especially in writing descriptive text. (3) The researcher interviewed the teacher to gain information about the students' problems learning English.

RESULTS

Need Analysis

The students' background showed that students learned English for the first time in elementary school with the percentage of 58%. Students usually learn English at school with percentage of 59%.

Target Need

All of the students agreed that mastering English is needed. 100% of the students chose yes, which means it is really important to master English. In addition, 43% of the students learn English to help them connect with people around the world. 89% of the students chose practice was the most interesting teaching technique. Next is the problem

that students face. 82% of the students had vocabulary as their problem in learning English. Furthermore, to know the students' objective in learning English. 43% of the students chose to learn English to increase their knowledge. Necessities and lacks also play the important role in developing the materials. Writing skills were chosen by 69% of the students as the most difficult skill to learn. Students did not like writing descriptive text with the percentage of 61%. Students liked writing descriptive text if the topic is interesting with the percentage of 66%.

Learning Needs

Most of the students chose the text in the book as the media that they needed in writing, with a percentage of 79%. The writing activity that students liked is writing exercises with an interesting technique, with a percentage of 84%. Moreover, develop the descriptive materials using an interesting technique. The technique is clustering technique. The percentage showed 100% of the students did not know this technique and 97% of the students agreed if the teacher implemented clustering technique in teaching writing. The students agreed to use clustering technique because it is an interesting technique that can improve their writing skills with the percentage of 90%.

Expert Validation

The average score from the experts was 79.5%, and it was categorized as good. According to the average score, the final draft of developing descriptive materials by using clustering technique was valid and appropriate to help students in grade ten at SMA Gajah Mada Medan write descriptive text.

Research Findings

The final product was created based on the existing materials, especially those about tourist attractions in the students' books, and followed the scientific approach to adjusting the curriculum (2013). The descriptive text materials were developed using the clustering technique in the PDF version. This media has been designed based on the target needs to help students write descriptive text. The final product was also revised in response to the experts' reviews of the first edition of the materials.

DISCUSSIONS

The purpose of this study was to create descriptive text materials using the clustering technique as a teaching medium for writing descriptive texts based on the needs of students in the tenth grade at SMA Gajah Mada Medan. This research was conducted by

Research and Development (R&D). Also adopted the six steps listed by Borg and Gall (2003): 1) gathering information and data, 2) analyzing the data, 3) designing the product, 4) validating the product, 5) revising the product, and 6) final product.

The gathering of information and data is the first step in this research. The information was gathered through the curriculum and existing materials, particularly about tourist attractions, from the students' books, by distributing questionnaires to the students, and by interviewing the English teacher of the tenth grade. The questionnaires were conceptualized based on needs analysis.

The needs analysis was conducted by distributing student questionnaires and interviewing the English teacher to cover both target and learning requirements. The students acknowledged that they liked writing activities if they did writing exercises with an interesting technique. Regarding learning needs, students wanted to learn how to write descriptive text by following the example of the descriptive texts in their book. In order to help them write by combining the text from the books and also created the new descriptive texts with clustering technique. Thus, the new descriptive materials were edited to make them interesting with the aim of motivating the students to write descriptive text.

As stated by Hutchinson and Waters (1987), the target needs are the tasks the learner must perform in the target situation. The target need has three components: necessities, wants, and lacks. When writing a text out of necessity, students must be able to follow the proper structure, and word choice. The students wanted to develop their English writing abilities by utilizing engaging materials and helpful techniques. Along with other issues, the students had trouble with vocabulary and lacked enthusiasm for learning to write.

The next step was data analysis. The result of the observation, the questionnaire that includes a needs analysis of the students, and the interview with the English teacher were discussed in the data analysis. The aim of this part is to customize the information according to the students' needs in writing descriptive text. Also The analysis results can be used to help the researcher develop writing materials.

The following stages were designing the descriptive text material by using clustering technique. The Syllabus 2013 curriculum, lesson plan, and existing media in designing materials as a guide in designing the writing materials. Moreover, the needs analysis of the students was used as guidance in designing the descriptive text materials by using clustering technique.

The next stage is the experts' validation. The questionnaires were distributed to the experts to get a review of the descriptive text materials by using clustering technique. The items of the questionnaire were adapted from Badan Standar Nasional Pendidikan (BSNP). The questionnaires covered four aspects of material evaluation: evaluating the appropriateness of the content, language, presentation, and design. The final score of the material evaluation which included the four aspects, was 79.5. It was categorized as good based on Sugiyono's suggested feasibility criteria (2012). The score from the first expert was 3.7, and 4.1 was from the second expert. The score indicates that the materials that had been developed under the title "Developing Descriptive Text Materials by Using Clustering Technique in SMA Gajah Mada Medan" were considered "Good. The average score given by the experts was 3.7 and 4.1, which meant that the percentage was 79.5. The score demonstrated that the descriptive text materials by using clustering techniques and categorized as good based on Sugiyono (2012) suggested feasibility criteria. Thus, the new materials were appropriate to help tenth grade students at SMA Gajah Mada Medan with their writing. After the new descriptive materials are made, the students and the teacher may access the new descriptive materials in PDF format on a computer or mobile phone. Based on those findings, it was concluded that the descriptive text materials about tourist attractions developed using clustering technique could be one of the recommended teaching materials, particularly in writing descriptive text.

CONCLUSIONS

After collecting the data and analyzing it, the conclusions from this research were that the materials for descriptive text, particularly about tourist attractions, that were developed using clustering technique could be one of the recommended teaching materials for the tenth grade of SMA Gajah Mada Medan. The final score was 79.5. It was categorized as good based on Sugiyono's suggested feasibility criteria (2012). The score from the first expert was 3.7, and 4.1 was from the second expert. The descriptive materials developed using clustering technique, were designed by evaluating the students' needs. The questionnaire and the interview that contained the needs analysis were conducted on June 1, 2022, at SMA Gajah Mada Medan and distributed to 38 students in the tenth grade. All the information that was gotten from the questionnaire and the interview got analyzed. After that, the new descriptive materials that had been developed by using the clustering technique were produced. Next, the new descriptive

text materials were validated by two experts, the lecturer at Universitas Negeri Medan and the English teacher at SMA Gajah Mada Medan.

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