

**THE APPLICATION OF VENN DIAGRAM METHOD TO IMPROVE THE
STUDENTS' WRITING ABILITY**

(A Classroom Action Research at class XI of SMA GUPPI SamataGowa)



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MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2015

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THESIS

submitted to the faculty of Teacher Training and Education

Muhammadiyah University of Makassar in partial fulfillment of the requirement

for degree of education in English Department

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO

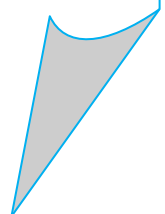
**“The second chance does not come twice, and believe me
it’s not just for you but also for the people who love you”**

(The Writer)

I dedicated this thesis to my beloved Parents

Abd. Muis S. and Syamsiah, and my brother and sisters

Thank you.....



ABSTRACT

MUH. RAFLI SAPUTRA. 2016. *“The Application of Venn Diagram Method To Improve The Students’ Writing Ability (A classroom Action Research at Class XI of SMA GUPPI Samata)”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Arif Paturusi and Ahmad Basir).

This research aimed to find out the improvement of the students’ writing content and writing organization at class XI of SMA GUPPI Samata Gowa.

To find out the improvement, the researcher used a Classroom Action Research (C.A.R) which was conducted in two cycles in which every cycle consisted of four meetings. The researcher also using Venn Diagram Method to be applied in the class to make the improvement of the students’ writing skill. The location of this research was taken at the XI grade of SMA GUPPI Samata with a number of the subject were 27 students.

The research findings indicated that the application of Venn Diagram Method was significant in improving the students’ writing proficiency in terms of writing content and writing organization. It was proved by the mean score of cycle I was 52.78. It was classified as FAIR then improved to be 74.63. It was classified as GOOD in cycle II. They were higher than the mean score of diagnostic test namely 43.52 that classified as POOR. Based on the explanation, the researcher concluded that the application of Venn Diagram Method was improving the students’ writing content and writing organization at class XI of SMA GUPPI Samata Gowa.

ABSTRAK

MUH. RAFLI SAPUTRA. 2016. *“The Application of Venn Diagram Method To Improve The Students’ Writing Ability (A classroom Action Research at Class XI of SMA GUPPI Samata)”*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Muhammadiyah Makassar (dibimbing oleh Arif Paturusi and Ahmad Basir).

Tujuan penelitian ini adalah untuk mencari tahu peningkatan kemampuan menulis isi dan penyusunan tulisan siswa di kelas XI SMA GUPPI SAMATA GOWA.

Untuk mencari tahu peningkatannya, peneliti menggunakan sebuah tehnik Penelitian Tindakan Kelas (Class Action Research/CAR) yang dilaksanakan dalam dua siklus, di mana tiap siklus terdiri atas 4 pertemuan. Peneliti juga menggunakan metode Diagram Venn untuk diaplikasikan di dalam kelas untuk membuat peningkatan dalam kemampuan menulis siswa. Lokasi penelitian ini diadakan di tingkat XI SMA GUPPI Samata dengan jumlah subyek 27 siswa.

Penemuan-penemuan penelitian ini menunjukkan bahwa metode Diagram Venn adalah signifikan dalam meningkatkan kecakapan menulis siswa dalam hal isi dan organisasi susunan. Itu dibuktikan dengan nilai rata-rata di siklus I adalah 52,78%. Itu dapat dikategorikan CUKUP, kemudian meningkat menjadi 74,63%, dan itu dikategorikan BAIK di siklus II, hasil yang diperoleh lebih tinggi dari nilai rata-rata Diagnostic Test yaitu 43,52% yang dikategorikan sebagai KURANG. Berdasarkan penjelasan, peneliti menyimpulkan bahwa pengaplikasian metode Diagram Venn terbukti meningkatkan kemampuan menulis siswa dalam hal isi dan susunan di kelas XI SMA GUPPI Samata Gowa.

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Alhamdulillah Robbil Alamin, I pray my sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health, so that I could finish writing this thesis with the title *“The application of Venn Diagram Method to Improve the Students’ Writing (A Classroom Action Research at Class XI of SMA GUPPI Samata)”*. Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon him). In writing this thesis I found many difficulties, so I realized that the thesis has a lot of mistakes and weakness. In order to become a perfect of the paper, I hope correction and suggestion from the reader. I would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to me as follows:

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The Writer,

MUHAMMAD RAFLI SAPUTRA

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CHAPTER I

INTRODUCTION

A. Background

English is one of the language used as a means of sharing ideas on setting information from the other people in the world. We can't deny that the mastery of english is quite necessary for indonesian people. The need for english nowadays is increasingly felt in almost every face of life in our country, indonesia. Therefore, the government of Indonesia has put English as an essential level. Nowadays, it has being taught at elementary school.

There are four skills in English such as listening, speaking, reading and writing. Generally, writing is quite unpopular. It has been in long practice of teaching English as a foreign language in Indonesia that writing is rather neglected for various seasons. It needs great efforts on the part of teacher and therefore it is quite demanding, causing a greater burden than other language aspect to teach, the teaching of writing has been associated with tedious correction and markings of individual students' work.

Jacobs. G (2008: 1) states that writing is one of the language skills that plays an important role in human communication. The most important of writing is coming to be more and more recognized. It is the written mark that links with the outside world is formed.

Specially the students' problems or difficulties in formulating or expressing their ideas or thoughts into written-form are: first, the students do not know how to develop their ideas or thoughts into wider or broader writing that is related to the topic of writing. Second, the students do not know how to arrange idea or topic of writing in logical order, so the students' writing seem unclear, confusing, and incoherent.

The two problems above are usually faced by the students and therefore certain way is required to help them write well which may be expected to increase their ability to write. Furthermore, Goldman and Heaton (1986:114) states that no single method of writing works for all writers. They need to find a method for the best result work. The methods of writing must cover three broad areas. Three broad areas are discovering a message and purpose, developing a method of presentation, and using suitable language.

According to the information that researcher has got from the English teacher at SMA GUPPI SAMATA Gowa and observation has been conducted for several days in learning English which found that the real fact of the situation at class XI keep a big potency but they were still low in writing. They have a difficulty in expressing their ideas. The ability of students aren't balance between in which there are students who are so predominate in the class and the other student tend to passive.

To overcome the students' problems in SMA GUPPI SAMATA Gowa especially class XI we needs a good strategy and it is the teacher's responsibility to increase their potency. In order for students to communicate well they need to

have expand their academic language cognitive proficiency level. It is important for students to learn how to think critically and creatively.

B. Problem Statements

Based on the previous description, the researcher presents some research questions, as follow:

1. How is the improvement of the students' writing content through Venn diagram Method at class XI of SMA GUPPI SAMATA Gowa?
2. How is the improvement of the students' writing organization through Venn diagram Method at class XI SMA GUPPI SAMATA Gowa?

C. Objectives of the Study

Based on the problem statement above, the objective of this research are to find out:

1. The improvement of the students' writing content through Venn Diagram method at class XI SMA GUPPI SAMATA Gowa.
2. The improvement of the students' writing organization through Venn Diagram method at class XI SMA GUPPI SAMATA Gowa.

D. Significance of the Study

By using Venn diagram Method, it is hoped that the teacher will be able to motivate the students to learn especially in writing subject, so that the writing ability of the students can be improved. The results of the research is expected to

be valuable information and give a meaningful contribution for teachers in learning process to create a good strategy and to motivate the students to be interested in learning English.

E. Scope of the Study

The content is a very important component of writing which should be clear for the students to understand the message conveyed and gain information. Organization of writing is concerned with the ways to arrange and organize the ideas in order the message in the words. By this reason, this study will be focused on improving the students' ability to write explanatory composition text especially to the stating an opinion restricted on content and organization of the text at class XI SMA GUPPI SAMATA Gowa.

CHAPTER II

REVIEW OF LITERATURE

A. Some Previous Research Finding

There are some researchers who have conducted research that related with this topic as follows:

Buzan (2009: 13) said that mind map is an expression of Radiant Thinking and is therefore a natural function of human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

Mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structures, and classify ideas, and as an aid in study, organization, problem solving, decision making and writing.

The elements of given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches, or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also recall of existing memories.

Dalasari (2004: 12) conducted research on improving the writing ability at the third year's students of MAN Wajo through mind mapping. She pointed out that, extensive studies and research reveal that using mind mapping improves students' ability to remember, study decisions and improve exam success rates. Mind

mapping increases the quality of thinking. Mind mapping is helpful for creative thinking allowing the students to access multiple intelligences and generate new idea.

Yuharniati (2002: 3) in her research concluded that if the students study well about something that they are going to write, it is easy for them to express their ideas in written form.

Yunus (2004: 2) in his research concluded that the students must think actively about what they are going to select and organize those selected experience according to the purpose of the writing.

According to the previous research findings above the writer can conclude that mind map is a way to help the students in writing. The students will easily to generates, arrange, and organize their ideas in writing form. They can express their ideas and more creative to write because students can see the diagram of map and all the ideas can put in the diagram. It is same with the Venn Diagram method which the students put the idea directly in the diagram.

B. Some Pertinent Ideas

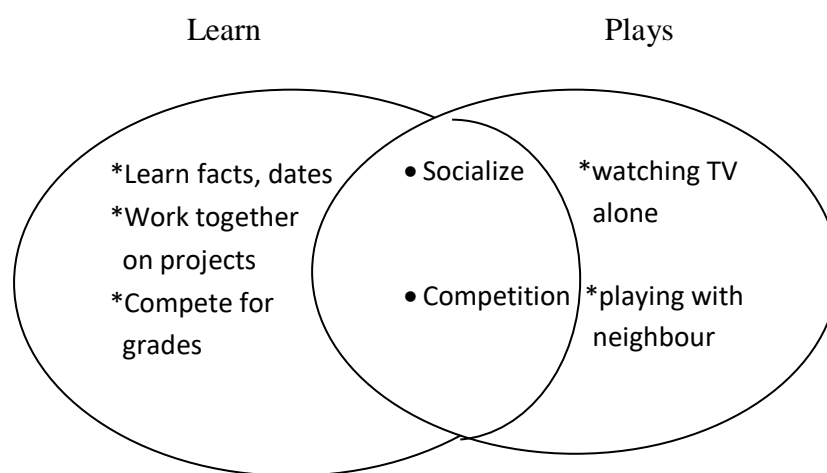
1. Venn Diagram Method

a. Definition of Venn Diagram Method

According to John Venn “On the Diagramatic and Mechanical Representation of Propositions and Reasoning” (1880: 59) define Venn diagram is a tactic that can be used to teach in learning objectives that have been written. A Venn diagram is a visual organizer used to compare and

contrast defined concepts. Venn Diagrams are made up of two or more overlapping circles. The circles show relationships between defined concepts and allow learners to visually organize similarities and differences between the defining characteristics of the defined concepts.

Below is an example of Venn diagram method:



(Example of Venn diagram)

Figure 2.1 The display of Venn Diagram Method

The picture above is the example of the Venn diagram method where it shows the comparing and contrasting two issues. where they overlap in the centre represents where they are similar. The issues are put on the top of the circles which it's as a topic. The centre contains the general ideas and the outside sections contain the specific differences or supporting ideas which related to both the issues. From the picture we can see that there are two issues those contrast. But from the issues we can compare be a writing unity.

John Venn (1880: 59) states that Venn diagram is useful in visually organizing related information about defined concepts in a structured manner that facilitates comprehension by showing the similarities and differences between defined concepts. This is especially important for coordinate concepts (related concepts that share some or many characteristics) because a Venn diagram helps clearly show which characteristics make the coordinate concepts different from one another.

According to Jeremy Jones (2010 : 27) Venn Diagrams can be used with other tactics such as Concept Frames and Concept Maps. It is important to note that Venn Diagrams can become complicated and difficult to interpret as more concepts are compared. They work best when only two or three concepts and their characteristics are compared in a single diagram.

b. A compare and contrast essay will ultimately follow this basic format:

- Introduction and Thesis Statement (one paragraph).
- Topic One (at least one paragraph, can be more, discussing just one of the ideas, people, or objects being discussed in great detail).
- Topic Two (will follow the same guidelines as topic one).
- Topic One and Topic Two Together (analyze both topics together can be one or more paragraphs).

- Conclusion (sum up the compare and contrast essay, should generalize the thesis and should reaffirm the thesis).

The first paragraph of the essay will be an introductory paragraph. It will also include the essay's thesis statement. The first paragraph should present the first comparison from the Venn diagram, the second paragraph should present the second comparison from the Venn diagram, and the third paragraph should present the third comparison from the Venn diagram. If there are more comparisons on the Venn diagram, more paragraphs can be added. The fourth paragraph should present the first contrast from the Venn diagram. The fifth paragraph should present the second contrast from the Venn diagram. The sixth paragraph should present the third contrast from the Venn diagram. Like the comparison, more contrast paragraphs can be added. The eighth paragraph should present the comparisons and contrasts together. The ninth paragraph should present the conclusion, generalization of the thesis, and reaffirmation of the thesis. (David Within: 2000: 46)

c. The Elements of Venn diagram Method

The elements of the Venn diagram method will be explained as follows:

- 1) Topic in the top of the circles. There are two topics which contrast both them and comparing.
- 2) Keyword that is from related the topic. There is no limit for the keyword. The keyword or supporting ideas must put in the circles.

- 3) General ideas. It must related to the two issues and put it on the centre represent.

d. Teaching Procedure by Using Venn diagram Method

The following are teaching procedure by using Venn diagram method:

- 1) The first step, the teacher explains to the students the aim of Venn diagram method.
- 2) The second step, teacher divides students into pairs or small group if desired.
- 3) The third step, the teacher provides one example for the students to see as an example of Venn diagram method.
- 4) The fourth step, teacher gives students the paper size A4 as thing to create Venn diagram.
- 5) The fifth step, teacher writes the topic on the paper which the topic appropriate comparing and contrasting two issues and ask all students to determine the two issues from the topic and general ideas from the topic then ask them to find as much as words that related to the both the issues then fill in the circles.
- 6) The process of Venn diagram, teacher is suggested to give correction toward students' mistakes if the students do not respond correctly.

e. The Advantages of Venn Diagram Method

The following is a summary of advantages of Venn diagram method as follows:

- 1) This is the most enjoyable strategy to organize thoughts because the students can see the whole subject/area.
- 2) Venn diagram method will improve memory, concentration, creativity and ability in writing.
- 3) Venn diagram method will improve the understanding of the relationship between facts.
- 4) Encourage problem solving by showing students new creative pathways.
- 5) Venn diagram method enables the students to be extremely efficient.
- 6) Be enjoyable to look at, read, muse over, remember and write.
- 7) Venn diagram method helps the students to stimulate the memory to know many vocabularies.
- 8) Venn diagram method helps the students to absorb and processes information more quickly and easily.

2. The Concept of Writing

a. Definition of Writing

Writing is one of four language skill; it communicates ideas by means of conversational symbol that are traced, incites, draw or otherwise formed on the surface or some materials. Writing gives permanence to

men's knowledge and enables them to communicate over great distance. This is excellence of writing compared to speaking because people may save message through writing longer than speaking. As one of language skill in English, writing is used to express ideas. In writing, the writer will be involved in the process of building the larger units of ideas from the larger ones.

Writing is the production of graphic symbols to form words in a sequence of sentence arranged in a particular order and linked together in certain ways, also writing is the process of encoding a message to transfer meaning to the reader (Byrne, 1984: 19).

Byrne (1984: 20) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain order in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate throughout into language.

Another statement about writing skill comes from Widdowson (1985: 30) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindholm (1983: 25) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by

writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

b. Part of Paragraph

Oshima (1981: 71) classify three main parts of paragraph they are: topic sentences, supporting sentences, and concluding sentences.

1. Topic sentences

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and the controlling idea, the writer's main idea, opinion, or feeling about that the topic. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentences will tell the reader what the paragraph is about.

2. Supporting sentences

The supporting sentences develop the topic sentences by giving specific details about the topic. The supporting sentences that follow the topic sentences should develop the main ideas of the paragraph. The topic sentences can supported by supporting sentences to develop and explain the topic sentences by giving definition, reason, example, fact, comparison and effect. In order to choose detail to support the topic sentence, rephrase it as a question, and answer that question with your supporting sentences. The supporting sentences follow the topic sentences and make up of paragraph.

3. Concluding sentences

This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentences remind the reader of the topic sentences. When

the writer writes a concluding sentence, you can state the topic sentences in different word or summarize some of the main points in the paragraph.

c. Types of Writing

1. Narration

Oshima (1981: 37) explains that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution*.

2. Description

Oshima (1981: 37) explains that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion*.

3. *Explanatory*

There are three kinds of explanatory composition, they are:

a.) Explaining a Process

To write an explanatory composition that explains a process, rely on the same skills you have used in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they are accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan: *introduction, steps in the process, and conclusion*.

b.) Stating an Opinion

An explanatory composition may express an opinion and explain why others should accept that opinion. In an explanatory composition, you need to present strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

c.) Stating a Definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of

the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (the sums up the main idea of your definition). (Littell, 1981: 122-140).

d. Process of Writing

This section includes a description of the activities leading to the writing of the previous essay. These activities include prewriting, writing and rewriting.

1). Prewriting

Oshima (1981: 39) states that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own in small groups with your classmates. You quickly write down a list of ideas that come to your mind as you are thinking about a general subject or specific topic. Follow these brainstorming steps:

1. Write down your general subject or specific topic.
2. Make a list everything that comes to your mind about it.
3. Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.

4. Just keep writing down whatever comes to your mind until you run out of ideas. Because you are only brainstorming, don't be concerned if you repeat several ideas.

2). *Writing* .

Litell (1981: 7) at this point in the process of writing, you are ready to write. Simply put your pencil to paper and write. Don't fuss with the writing. Don't worry about organizing ideas. Don't fuss about spelling or punctuation. Just Write.

According to Oshima (1981: 40) there are several steps in writing process, they are:

1. Prewritten to get previous ideas
2. Organize the ideas
3. Write the rough draft
4. Editing the rough draft
5. Write the second draft
6. Write the final draft.

3). *Rewriting*

At this stage of the process you will need to work more carefully. Read what you have written and repair it as you can. Finally, when you are satisfied that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

e. Components of Good Writing

Jacob (2008: 23) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

1). Content

The content of writing should be clear for the readers, so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

a.) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b). Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular informations. It is relative to know how complex or general the topic sentences by

having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2). *Organization*

In organization of the writing concern with the ways through which the writer arranges and organizes the ideas in order to convey the message in the words. There are many ways used by the writers to organize or arrange the writing; this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

a). Coherence

Coherence means that sticking together and in coherence. In an essay, all the ideas stick together. A coherence paragraph is each idea in a supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writer through an essay to follow sentence order in a paragraph.

b). Spatial Order

If the purpose of the paragraph is to tell them something, the most effective organization pattern is usually spatial. If the writer writes a description of a neighborhood, a room, or a holding that they want the readers to have a mental picture of what they are describing, a house or building, they will probably describe the exterior and the interior of the building by moving systematically

rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

3). *Language Use*

Coke (1939:78) states that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen- modifier is often more effective than several used together. If it is difficult to describe with over used or worn-out modifier, find more interesting synonyms, in the dictionary.

4). *Vocabulary*

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and English

teacher, because there is a doubt that learning the words of the language.

5). *Mechanic*

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are capitalization.

The use of capital letters makes our writing easier to read. Capital letters call attention to certain special words, as well as to words that begin sentences. There are specific rules for capitalizing words.

The words which are capitalized, names (e.g. **A. E. Housman**) and titles (e.g. the **Secretary of State**), the pronoun **I**, months (e.g. **November**), days (e.g. **Monday**), and holidays (e.g. **Memorial Day**), names of organization (e.g. **Democratic Party**) and institution (e.g. **Wright Junior College**), etc.

3. The Concept of C.A.R (Class Action Research)

a. Definition

Action research is a simply form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the

rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out. The approach is only action research when it is collaborative, though it is important to realize that action research of the group is achieved through the critically examined action of individual group members.

Classroom Action Research is an activity undertaken by teachers to improve their performance and teaching skills in the classroom. They do it by evaluating their teaching approaches and then making improvements. By doing this repeatedly, they should improve their performance and skills. (Training in Applicative Classroom Action Research)

Classroom Action Research is research designed to help a teacher find out what is happening in her or his classroom, and to use that information to make wise decisions for the future. Method can be qualitative or quantitative, descriptive or experimental. (Indiana University South Bend, Division of Education)

b. The Synthesis

From all the definitions of Research Action and Classroom Action Research we can make conclusion and the simple definition:

Action Research is the research or investigating which is done by participants in social situation in order to improve their social practice, their understanding, and the situation of something which is observed more deeply. Here, the scope is wider than Classroom Action Research; it

includes the social world or situation not the educational situational only. The researcher is not only teacher but also it can be the government or social institution.

While Classroom Action Research is the action research which happens in a classroom (educational situation) about the problem during the process of teaching and learning activities which is done by the teacher to raise awareness of his or her personal theory; tryout new strategies; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching; and also to improve his or her skill especially his or her professionalism.

c. The Review

1). The Concept of Classroom Action Research

Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning.

Research in English learning is a scientific activity that aims at investigating the rules that work in the process of English learning. Research activities in English learning cover four steps: observing,

describing, analyzing, and explaining. The way each step is done depends on the nature of the data and the objective of the research. Classroom Action Research for English Learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. Each English learner is basically able to learn English provided that he or she is given the appropriate help as each learner has his or her own style and strategy of learning. Classroom Action Research for English Learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. Classroom Action Research is done in several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan (acting), observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle:

- a) Planning
- b) Action
- c) Observing
- d) Reflecting

Those four components are related each other as a cycle.

Planning is the first step the researcher has to do before doing something. The planning is expected to be futuristic and flexible to

face some non-anticipated effects. By the planning, we can prepare to handle the troubles early. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.

Acting is an applying of the planning. It can be a teaching method applying that has a purpose to repair or complete a certain model. That action can be applied by the persons who are involved in the applying a teaching method which the result also will be sued for completing in doing assignment. Observing is used to see and capture some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation. In the observation, the researcher should take a note of the process of action, the action's effects, environment, and some troubles.

Reflecting consists of: analysis, synthesis, interpretation, explanation, and conclusion. The reflection's result is having revision of the planning which has been done, and it can be used for repairing the teacher's performance in the future. Thereby, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

d. Purpose and Significance

The purposes of Classroom Action Research:

- 1) To understand more about teaching and learning

- 2) To develop teaching skills and knowledge
- 3) To improve the students in learning.

The significances of Classroom Action Research:

- 1) Providing a framework for trying out different approaches and ideas
- 2) Helping to develop reflective practice
- 3) Enabling the teachers to make choices and decisions about their teaching styles
- 4) Helping to develop confidence
- 5) Helping the teachers improve student learning
- 6) Curriculum development.

C. Conceptual Framework

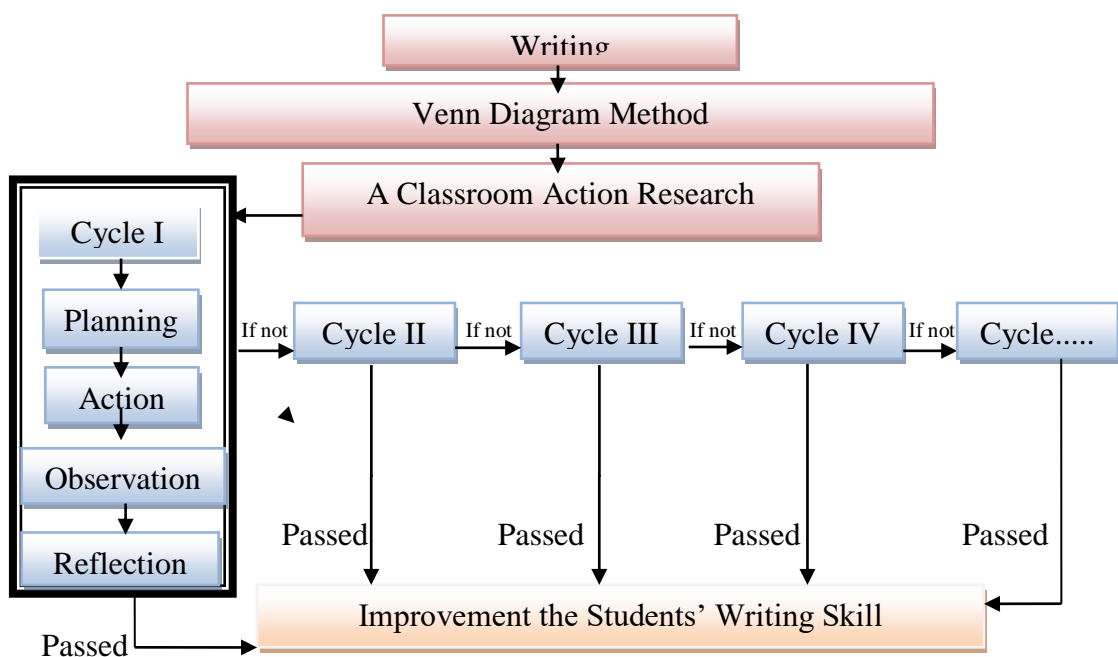


Figure 2.2 Model of framework of the research objective and the research method

Based on the conceptual of Venn diagram method, the researcher would like to use Venn diagram method as teaching in classroom action research. The research is conduct two cycles. In cycle 1, the teacher use free writing to the students for writing explanatory exposition text focuse on stating an opinion and would like to continue the reseacher if there is weakness or the target of the teacher does not achieve yet. The teacher will implement both of the teaching material above for improving the students' writing ability. Therefore, in the final version the teacher can get information about the improvement of the students' writing ability.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research has applied a classroom action research (CAR). It has been conducted through two cycles to observe the students' skills to write English through Venn diagram method. Where the realization of the second cycle is continued and will repair from the first cycle. It consisted of planning, action, observation, and reflection. The classroom action research will be carried out by researcher and English teacher as collaborator.

B. Research Time and Subject

The research has been conducted at Vocational Hight School at SMA GUPPI SAMATA MAKASSAR for English subject. As subject in this research is class XI for 2015-2016 academic years with students number as about 27 students. All the students are consisting of 9 men and 18 women.

C. Research Variables and Indicators

1. Variables

The following are the variables of the research:

- a. Independent variable of the research has used Venn diagram method. It is the important process to which allows the students to share and develop ideas/opinion to improve the writing skills.

- b. The dependent variables of the research consisted of the students' skills to write explanatory focused on stating an opinion text focused on the content and organization.

2. *Indicators*

The following were the main indicators of each variables:

- a. The indicators of the content are the unity and the completeness of the students' writing. There were some sub indicators of unity and completeness as follows:
 - 1) The ideas were about the topic selected
 - 2) The ideas were clearly stated
 - 3) The ideas were clearly supported
 - 4) The ideas were comprehensible
 - 5) The ideas were well developed
 - 6) The ideas were relevant
 - 7) The ideas fluently expressed
- b. The indicators of the organization are the coherence and the spatial order of the students' writing. There were some sub indicators of coherence and spatial order as follows:
 - 1) The ideas were-well organized
 - 2) The organization was concised
 - 3) The ideas were cohesion
 - 4) The ideas were coherent
 - 5) The ideas were relevant to outline

- 6) The ideas were presented in logical sequence.

D. Research Design in Action Research

This action research has been carried out through two cycles. Each cycle consisted of four meetings. Both cycles consisted of teaching learning process and tests. In this research, the procedure has been divided into two cycles:

Cycle I

The first cycle in this classroom action research consisted of planning, action, observation and reflection as follows:

1. Planning

- a. Researcher analyzed syllabus to know basic competency to be conveyed to the students by using Venn diagram method.
- b. Made lesson planning of Venn diagram, and also made instrument evaluation used in the classroom action research cycles.
- c. Arranged instruction evaluation instruments.
- d. Prepared observation forms for observer.

2. Action.

Conducted the scenario of learning process, it was based on the Venn diagram method in learning English especially in writing skills improvement through Venn diagram method. After gave pre-action, the students were given English materials by using Venn diagram method for four times of meeting. Each meeting spends 45 minutes. The activities as follows:

- a. The first step, the teacher explained to the students the aim of Venn diagram method.
- b. The second step, teacher divided students into pairs or small group if desired.
- c. The third step, the teacher provided one example for the students to see as an example of Venn diagram method.
- d. The fourth step, the teacher gave students the paper size A4 as thing to create Venn diagram.
- e. The fifth step, teacher wrote the topic on the paper which the topic appropriate comparing and contrasting two issues and asked all students to determine the two issues from the topic and general ideas from the topic then asked them to find as much as words that related to the both the issues then filled in the circles.
- f. The process of Venn diagram, teacher was suggested to gave correction toward students' mistake if the students did not responde correctly.

3. *Observation*

- a. Identified and made note all the problems that we need when teaching and learning process based on observation paper that had been arranged.
- b. Done the evaluation which used the result of the study to know how far they has improved.
- c. Gave the students chance for giving suggestion in action research.

4. Reflection

The result of data had been done continue in the analysis until can be reflected after action research. The reflection discussed as a guidance lecture while teacher made research planning for the next cycle. The research's plan was planed for the next cycle which had been reviewed from the previous cycle.

Cycle II

This cycle conducted four times meeting included one time for test in cycle II. The main activities were:

1. Planning.

The ways that was done:

- a. Continued the activities that had done in the first cycle.
- b. Improved the weakness in the first cycle.
- c. Remade plan the scenario in learning process from the result of cycle I reflection.
- d. Action research repaired.

2. Action.

In the stage, action has been done to improve the result based on the cycle reflection I; the stages were done same with the previous cycle that was to say, to do improvement of the applied teaching strategy, the activities as follows:

- a. The teacher explained to the students the aim of Venn diagram method.

- b. The teacher provided one example for the students to see as an example of Venn diagram method.
- c. The teacher gave students the paper size A4 as thing to create Venn diagram.
- d. The fourth step, teacher wrote the topic on the paper which the topic appropriate comparing and contrasting two issues and asked all students to determine the two issues from the topic and general ideas from the topic then asked them to find as much as words that related to the both the issues then filled in the circles.
- e. The process of Venn diagram, teacher was suggested to give correction toward students' mistakes if the students do not respond correctly.

3. *Observation.*

In the reality, the observation done at the cycle II was almost same with the observation at cycle I.

4. *Reflection.*

According to the achieved result of the observation that had been collected and analyzed. From the result of the research, the researcher can make a conclusion that Venn diagram method can improve the students' writing skills.

E. Research Instrument

There were two instruments used, they are:

1. Observation sheet

Observation sheet aimed at finding out the students' data about their presence and activeness in teaching learning process.

2. Test

Facts test aimed to get information about students' improvement after teaching learning process ends.

F. Data Analysis

The data gained from cycle I and cycle II was analyzed through the following steps:

1. Observation (field notes)

Observation aimed at collecting data about the students' participation in teaching learning in writing and in the implementation of Venn diagram method. It used to note finding and improvement during action step in each cycle. The guideline of the field note encompassed:

- a. Observation towards the students' activities.
- b. Observation towards the teacher's way of teaching.

2. Test

According to Syarman (1999) has conducted a research to the students to write composition. He found out that the students have fair ability in writing English explanation composition. The test was used that the students

must be given something different in teaching English writing especially through Venn diagram method that can improve the students' writing skills.

a. Scoring students' writing skills

The assessment of students' writing skills competence for the content's component.

Table 3.1 The assessment of the students' writing unity in content.

Category	score	Criteria of unity
Excellent	95-100	One idea is clear, focused, and appropriate topic All the details are concrete and specific to support the idea.
Good	80-90	One idea is clear, focused, and appropriate topics almost all the concrete and specific details to support the idea
Fair	60-75	generally in accordance with the topic and develop a theme or message clearly. Some concrete details and some still common
Poor	35-55	many texts that are repeated and looks like a collection of ideas that are not related
Very Poor	0-30	unfocused and completely out of ideas, things that are not identified, lengthy and not sufficiently developed

(Glass, Kathy Tuchman.2005)

Table 3.2 The assessment of the students' writing completeness in content.

Category	score	Criteria of completeness
Excellent	95-100	many interesting details and original to support the idea, all the parts are well integrated
Good	80-90	there is an interesting detail to support the idea, all parts of an integrated and appropriate

Fair	60-75	some supporting details are predictions, and some are general there may be parts that are less fit
Poor	35-55	less specific detail and many common details are predictive and sketchy
Very Poor	0-30	detail inconsistent , unclear or trivial

(Glass, Kathy Tuchman.2005)

The assessment of students' writing skills competence for the organization's component.

Table 3.3 The assessment of the students' writing coherence in organization.

Category	score	Criteria of coherence
Excellent	95-100	Arrangement of paragraphs, sentences and topic clear and consistent. The relevant supporting sentences and the conclusions are clear. Logical sequence and effective. Use appropriate and consistent transition fit
Good	80-90	Each paragraph ends with a consistent. Most of logically related ideas. Use appropriate transition
Fair	60-75	All parts are usually completely except for a few paragraphs that do not fit. Try using a logical relationship. Effective end. Some less appropriate transition
Poor	35-55	Structures tend to be less appropriate paragraphs as indents. Connectedness less logical. Weak end. Only a correct use of transition
Very Poor	0-30	Lack of organization in general. Sequence and detail irregularly. End that did not correspond. Do not use transitions.

(Glass, Kathy Tuchman.2005)

Table 3.4 The assessment of the students' writing spatial order in organization.

Category	score	Criteria of spatial order
Excellent	95-100	clear opening and magnetize the readers

Good	80-90	The opening magnetize the readers
Fair	60-75	Effective opening but does not make any strong sense
Poor	35-55	Weak opening
Very Poor	0-30	The opening is not clear

Glass, Kathy Tuchman.2005)

- b. Scoring the student's answer by using the following formula:

$$\text{Score} = \frac{\text{Student's correct}}{\text{Total number of item}} \times 100 \quad \text{Depdikbud (2004)}$$

- c. Calculating the means score of the students' writing test by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: X = Mean score for sample
 $\sum x$ = Total new Score
 N = Total Number of students

(Gay, 1981:298)

- d. Computing the frequency and rate percentage the students' score.

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

While:

P = Percentage

F= Frequency

N= Total number of teaching material

(Hatch and Hossen in Yunus, 1982:92)

e. The percentage of the students improvement apply as follow:

$$\text{Improvement: } P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P = percentage

X1 = 1st cycle

X2 = 2nd cycle

(Arikunto, 2006: 306)

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the result of the study is presented and discussed by the researcher related to the actions that have been applied.

A. Findings

1. Improvement Of the Students' Writing Content Through Venn diagram Method

The students' writing content through Venn diagram Method has been improved. It is proven by the writing test in cycle 1 and cycle 2. It is indicated by the difference between score in the data source, cycle 1 and cycle 2 as show as the following table:

Table 4.1 The students' content area of writing proficiency

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
1.	Unity	55.56	57.04	73.33	2.66	28.56	31.98
2	Completeness	39.26	56.29	85.93	43.38	52.66	118.87
	$\sum x$	94.82	113.33	159.26	46.04	81.22	150.85
	\bar{X}	47.41	56.66	79.63	19.51	40.54	67.96

The table above shows that there is the improvement of the students' writing content from Diagnostic-Test to cycle I and cycle II in which Diagnostic-Test of the students' mean score achievement in writing content is 47.41. After evaluation in cycle I, the students' writing content becomes 56.66, so the improvement of the students' writing content achievement from Diagnostic-Test to cycle I is 19.51%.

There is also a significant improvement of the students' writing content from cycle I to cycle II where the students' writing content in cycle I is 56.66 and in cycle II is 79.63. Thus, the improvement of students' writing content achievement from cycle I to cycle II is 40.54%.

In the table above also shows that the indicators of students' writing content improve significantly in which Diagnostic-Test, the students' in the unity achievement is 55.56. After evaluation in cycle I, the students' achievement in the unity becomes 57.04 and in cycle II becomes 73.33. The students' in completeness achievement get raise from Diagnostic-test to cycle I namely 39.26 to 56.29 and in cycle II the achievement improves that is 85.93.

The table above proves that the use of Venn diagram Method in teaching and learning process is able to improvement of students' writing content after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest and the improvement of students' writing content from diagnostic test to cycle II is 67.96%.

To see clearly the improvement of the students' writing content, the following chart is presented:

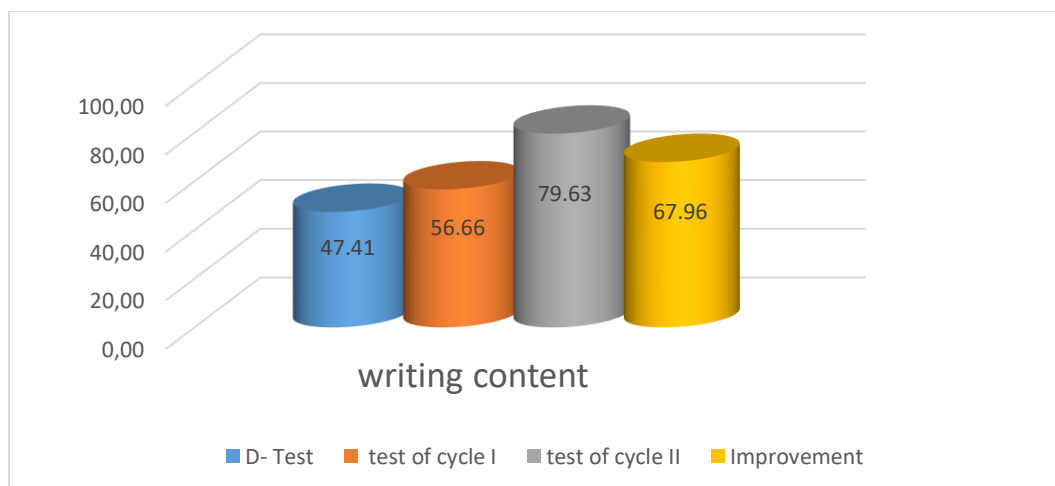


Figure 4.1 The Improvement of the Students' writing skill in Writing Content

The chart above shows the improvement of the students' writing content in which cycle II is higher (79.63) than that in cycle I (56.66) and Diagnostic -Test (47.77). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. The students' achievement in D-test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' writing content where the result of cycle I is categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that is 31.85%.

a. The Improvement of the Students' Writing Organization through Venn Diagram

Method

The improvement of the students' writing learning in organization, which focused on coherence as indicator in the XI grade of SMA GUPPI Samata as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 4.2 Improvement of the Students' Writing Organization Using Venn diagram Method

No	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT → CI %	CI → CII %	DT → CII %
1	Coherence	51.85	53.33	74.07	2.85	38.89	42.85
2	Spatial Order	27.41	44.44	65.19	62.13	46.69	137.83
	Σx	79.26	97.77	139.26	64.98	75.58	180.68
	\bar{x}	39.63	48.89	69.63	23.37	42.42	75.70

The table above shows that there is the improvement of the students' writing organization from Diagnostic-Test to cycle I and cycle II in which Diagnostic-Test of the students' mean score achievement in writing organization is 39.63. After evaluation in cycle I, the students' writing organization becomes 48.89, so the improvement of the students' writing organization achievement from Diagnostic-Test to cycle I is 23.37%.

There is also a significant improvement of the students' writing organization from cycle I to cycle II where the students' writing organization in cycle I is 48.89 and in cycle II is 69.63. Thus, the improvement of students' writing organization achievement from cycle I to cycle II is 42.42%.

In the table above also shows that the indicators of students' writing organization improve significantly in which Diagnostic-Test, the students' in the coherence achievement is

51.85. After evaluation in cycle I, the students' achievement in the coherence becomes 53.33 and in cycle II becomes 74.07. The students' in spatial order achievement gets raising up from Diagnostic-test to cycle I namely 51.85 to 53.33 and in cycle II the achievement improves that is 74.07.

The table above proves that the use of Venn diagram Method in teaching and learning process is able to improvement of students' writing organization after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest and the improvement of students' writing organization from diagnostic – test to cycle II is 75.70%.

To see clearly the percentage score improvement of the students' organization following chart is presented:

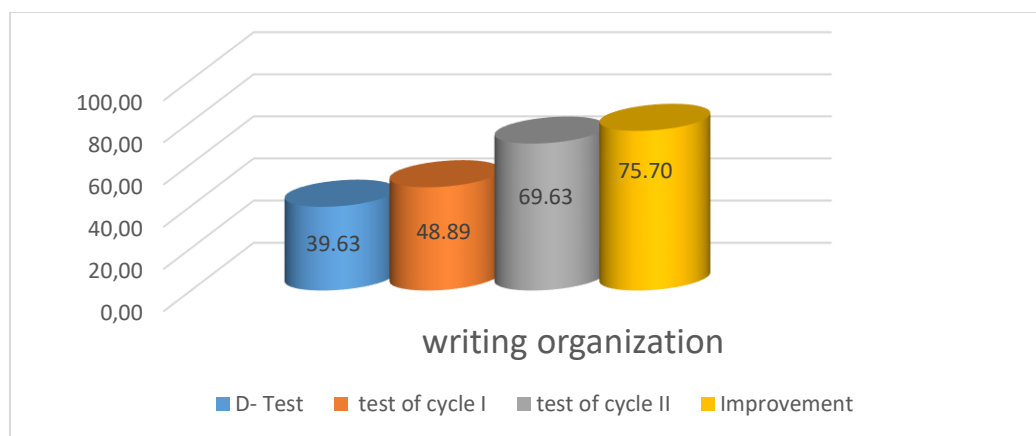


Figure 4.2 The Improvement of the Students' writing skill in Writing Organization

The chart above shows the improvement of the students' writing organization in cycle II is higher (69.63) than that in cycle I (48.89) and D-Test (39.63). It also shows that the result of D-Test is the lowest achievement. The students' achievement in D- test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students'

organization where the result of cycle I is categorized as poor and cycle II categorized as very good. The improvement is shown clearly in the chart above that is 75.70 %.

b. The Improvement of the Students' writing proficiency in Terms of Content and Organization

The improvement of the students' writing proficiency, which focused on content and organization as variables in the XI grade of SMA GUPPI Samata as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 4.3 The Improvement of the Students' Writing proficiency

NO	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	$\frac{DT}{CI}$ %	$\frac{CI}{CII}$ %	$\frac{DT}{CII}$ %
1	Content	47.41	56.66	79.63	19.51	40.54	67.96
2	Organization	39.63	48.89	69.63	23.37	43.04	75.70
	$\sum x$	87.04	105.55	149.26	42.88	83.58	143.66
	\bar{x}	43.52	52.78	74.63	21.28	41.40	71.48

The table above shows that there is improvement of the students' writing proficiency from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in writing is 43,52 it is categorized as poor achievement. After evaluation in cycle I the students'

writing becomes 52.78, it is still categorized as poor but has an improvement. Thus, the improvement of students' writing achievement from D-Test to cycle I is 21.28%.

There is also a significant improvement of writing proficiency from cycle I to cycle II where the students' writing in cycle I is 52.78 and in cycle II is 74.63. The students' achievement in cycle II is categorized as good, so the improvement of students' writing achievement from cycle I to cycle II is 41.40%.

The table above proves that the use of Venn diagram method in teaching and learning process is able to improvement of students' writing after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest and the improvement of students' reading comprehension from diagnostic – test to cycle II is 71.48%.

To see clearly the improvement of the students' writing proficiency, following chart is presented:

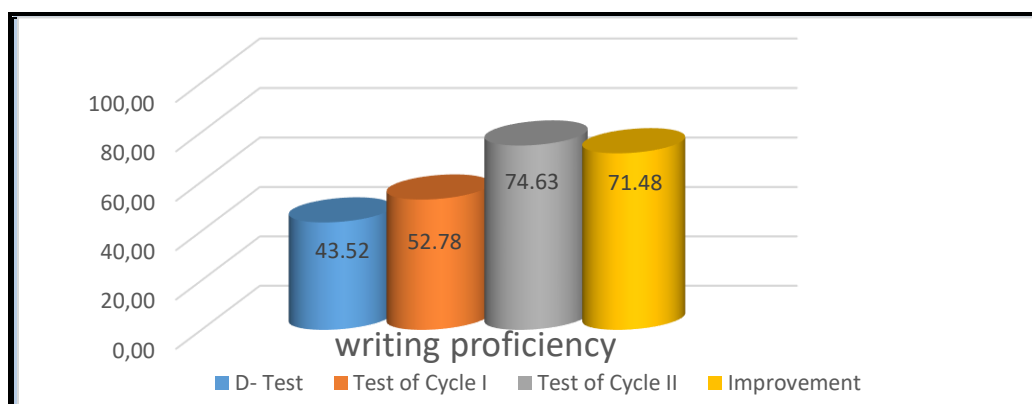


Figure 4.3 The Improvement of the Students' Writing Proficiency

The chart above shows the improvement of the students' writing proficiency in cycle II is higher (74.63) than that in cycle I (52.78) and D-Test (43.52). It also shows that the result of

Diagnostic -Test is the lowest achievement. The students' achievement in Diagnostic test is categorized as poor. After evaluation in cycle I and cycle II, there is significant improvement of the students' writing proficiency where the result of cycle I is categorized as poor and cycle II categorized as good. The improvement is shown clearly in the chart above that is 71.48%.

2. The Percentages of the Students Achievement in writing proficiency through Venn Diagram Method

a. The Percentages of the Students' writing proficiency in content dealing with the unity and completeness.

1) Unity

The application of Venn diagram method in improving the students' writing proficiency in terms of unity can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of Venn Diagram Method in teaching and learning process.

Table 4.4 The Percentage of the Students' unity in writing content.

No	Classification	Range	Non Venn diagram		The Application of Venn diagram			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	100	0	0	0	0	0	0
2	Good	80-95	3	11.11	5	18.52	18	66.67

3	Fair	60-75	17	62.96	14	51.85	9	33.33
4	Poor	40-55	5	18.52	7	25.93	0	0
5	Very poor	0-35	2	7.41	1	3.70	0	0
	Total		27	100	27	100	27	100

To know the percentage of the students' achievement in unity clearly, following chart is presented:

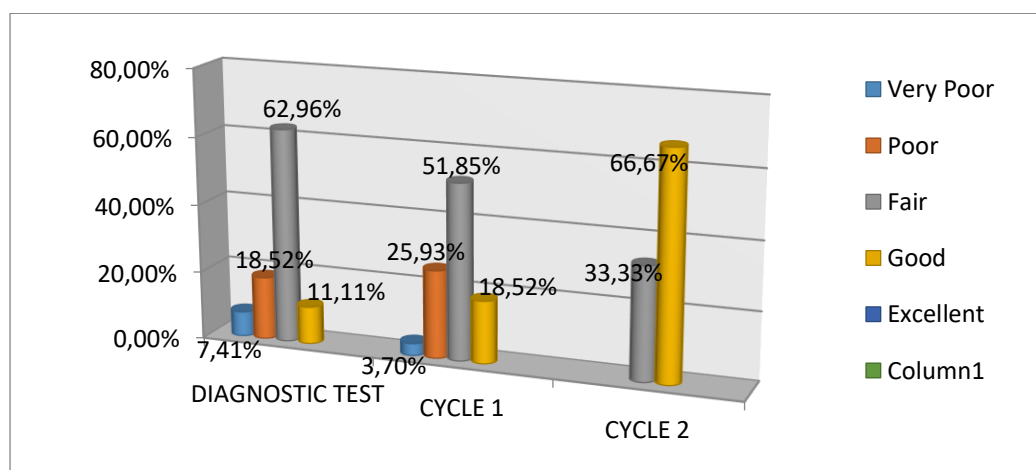


Figure 4.4 The Percentages of the Students' unity comprehension in Writing

The table and the chart above shows the percentage of the students' unity in writing content Diagnostic Test shows that 2 students (7.41%) get very poor, 5 students (18.52%) get poor, 17 students (62.96%) get fair, and 3 students (11.11%), and none of students for the other classification.

After taking an action in cycle I by using Venn Diagram Method, the percentage of the students' unity is 5 students (18.52%) get good, 14 students (51.85%) get fair and 7 students

(25.93%) get poor, 1 student (3.70%) get very poor and none of the students for the other classification.

In cycle II, the percentage of the students' unity in writing content is 18 students (66.67%) get good, 9 students (33.33%) get fair and none of the students for the other classification. The result above proves that the use of Venn diagram Method is able to improve the students' writing content in the unity where result of Cycle II is higher than cycle I and Diagnostic test.

2) Completeness

The application of Venn Diagram Method in improving the students' writing content in terms of completeness can be seen the difference by considering the result of the students' Diagnostic- Test and the students' achievement after taking action in cycles through the application of Venn Diagram Method in teaching and learning process.

Table 4.5 The Percentage of the Students' Completeness of writing content

No	Classification	Range	Non Venn diagram		The Application of Venn diagram			
			D – Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	100	0	0	0	0	8	29.63
2	Good	80-95	2	7.41	5	18.52	19	70.37
3	Fair	60-75	4	14.82	12	44.44	0	0
4	Poor	40-55	9	33.33	10	37.04	0	0

5	Very poor	0-35	12	44.44	0	0	0	0
	Total		27	100	27	100	27	100

To see the percentage of the improvement of the students' completeness in writing content clearly, the following chart is presented:

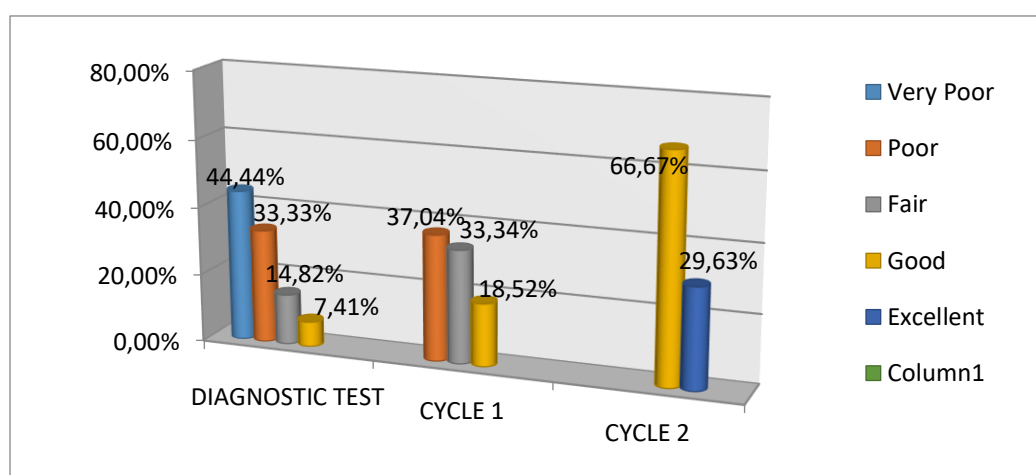


Figure 4.5 The Percentage of the Students' completeness in writing content

The table and the chart above shows the percentage of the students' completeness in writing content achievement in Diagnostic Test shows that 2 students (7.41%) get good, 4 students (14.82%) get fair, 9 students (33.33 %) get poor, 12 students (44.44) gets very poor and none of students for the other classification.

After taking action in cycle I by using Venn diagram Method, the percentage of the students' completeness achievement improves where 5 student (18.52%) get good, 12 students (44.44%) get fair, 10 students (37.04%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' achievement in sequence of details is higher than cycle I where 8 student (29.63%) get excellent, 19 students (70.37%) get good and none of the students for the other classification.

The result above proves that the use Venn diagram Method is able to improve the students' completeness in writing content where result of Cycle II is higher than cycle I and Diagnostic test.

b. The Percentages of the Students' Organization in dealing with coherence and spatial order.

The application of Venn diagram Method in improving the students' organization in terms of coherence and spatial order can be seen the difference clearly by considering the result of the students' diagnostic test and result of the students' test in cycle I and II after using Venn diagram Method.

Table 4.6 The Percentage of the Students' Coherence in writing organization

No	Classification	Range	Non Venn diagram		The Application of Venn diagram			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	100	0	0	0	0	1	3.70
3	Good	80-95	0	0	0	0	17	62.97
5	Fair	60-75	18	66.67	19	70.37	9	33.33

6	Poor	40-55	7	25.93	7	25.93	0	0
7	Very poor	0 – 35	2	7.41	1	3.70	0	0
Total			27	100	27	100		

To see the percentage of the improvement of the students' coherence in writing organization clearly, the following chart is presented:

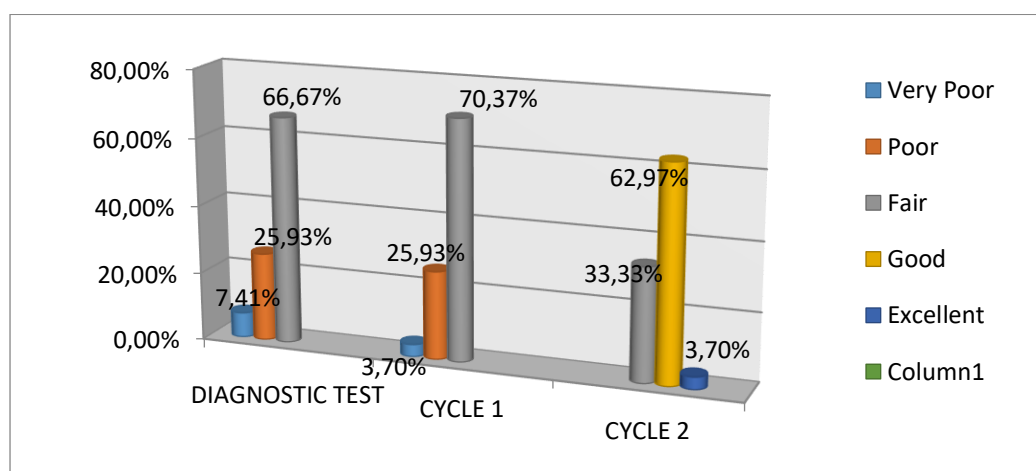


Figure 4.6 The Percentage of the Students' Coherence in writing organization

The table and the chart above shows the percentage of the students' coherence in Diagnostic -Test shows that 18 students (66.67%) get fair, 7 students (25.92%) get poor, 2 students (7.41%) get very poor, and none of students for the other classification.

After taking action in cycle I by using Venn diagram Method, the percentage of the students writing test in coherence is 19students (70.37%) get fair, 7 students (25.93%) get poor, 1 student (3.70%) get very poor and none of the students for the other classification.

In cycle II the percentage of the students' writing test in coherence is 1 student (3.70%) get excellent, 17 students (62.97%) get good, 9 students (33.33%) get fair and none of the students get other classification. The result above proves that the use of Venn diagram Method is able to improve the students' organization in terms of coherence in writing.

Table 4.7 The Percentage of the Students' Spatial order in writing organization

No	Classification	Range	Non Venn diagram		The Application of Venn diagram			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	100	0	0	0	0	1	3.70
2	Good	80-95	0	0	1	3.70	6	22.23
3	Fair	60-75	1	3.70	5	18.52	19	70.37
4	Poor	40-55	8	29.63	20	74.07	1	3.70
5	Very poor	0 – 35	18	66.67	1	3.70	0	0
	Total		27	100	27	100	27	100

To see the percentage of the improvement of the students' coherence in writing organization clearly, the following chart is presented:

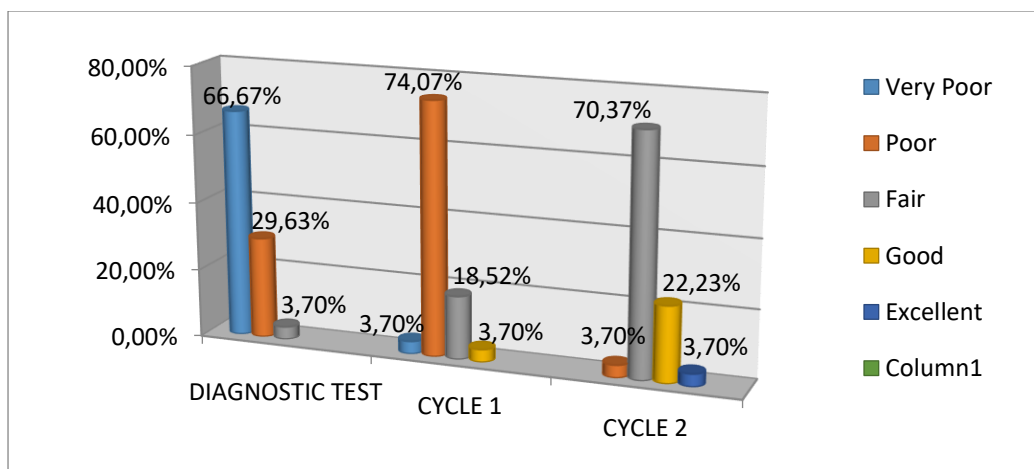


Figure 4.7 The Percentage of the Students' Spatial order in writing organization

The table and the chart above shows the percentage of the students' spatial order in Diagnostic -Test shows that 1 student (3.70%) get fair, 8 students (29.63%) get poor, 18 students (66.67%) get very poor, and none of students for the other classification.

After taking action in cycle I by using Venn diagram Method, the percentage of the students writing test in coherence is 1 student (3.70%) gets good, 5 students (18.52%) get fair, 20 students (74.07%) get poor, 1 student (3.70%) get very poor and none of the students for the other classification.

In cycle II the percentage of the students' writing test in coherence is 1 students (3.70%) get excellent, 6 students (22.22%) get good, 19 student (70.37%) get fair, 1 student (3.70%) gets poor and none of the students get other classification. The result above proves that the use of Venn diagram Method is able to improve the students' organization in terms of spatial order in writing.

3. The Observation Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application Venn diagram Method in improving the students' writing at the XI grade of SMA GUPPI Samata which is conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4.8: The Observation Result of the Students' Activeness in Teaching Learning Process.

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	51.85%	62.96%	69.44%	75%	64.81%	14.81%
II	77.78%	78.70%	80.55%	81.48%	79.62%	

The result above is formulated based on the technique of data analysis and the students' scores that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 51.85% and it improves to 62.96% in the second meeting, and then students' activeness in the third meeting is 69.44% improves to 75% in the fourth meeting. So the average of the students' activeness in cycle I is 64.81%.

In cycle II the improvement of the students' activeness is up. Where in the first meeting in cycle II the students' activeness is 77.78% to 78.70% in the second meeting, and then students' activeness in the third meeting is 80.55% improves to 81.48% in the fourth meeting. This improvement of the students' activeness is caused by the strategy that used and teaching material is really interesting for the students. So the average of the students' activeness in cycle II is 79.62%. Later, the result is presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.

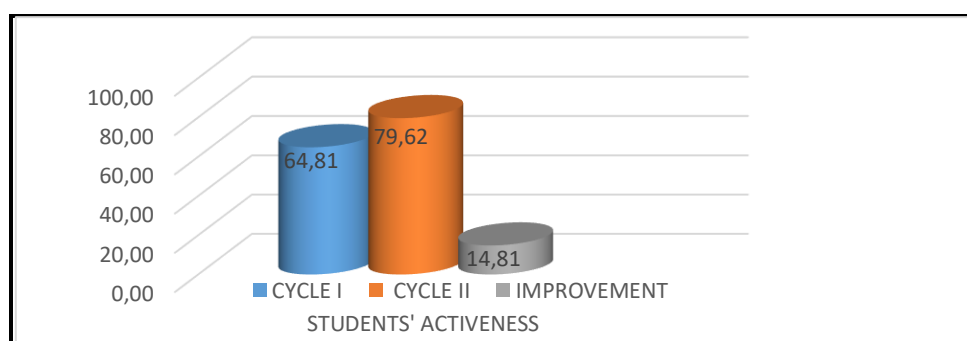


Figure 4.8 The Improvement of the Students' Activeness

The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (64.81%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 79.62%. The improvement of students' activeness is 14.81%.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' writing proficiency of the result of the students' writing content dealing with the main unity and completeness, the students'

organization dealing with coherence and spatial order, and the students' activeness in teaching and learning process.

1. The Improvement of the Students' writing proficiency in writing content

- a. Unity of student's writing content at the XI grade of SMA GUPPI Samata in 2014/2015 academic year through Venn Diagram Method.

The indicator of the unity of the students' writing content in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' unity is 0.75% and the students' unity score is 57.04. It is classified as poor. In cycle II, the students' unity also improves from cycle I to cycle II where the improvement is 16.29% and the students' mean score is 73.33 that is classified as good classification but the classification shows that the improvement of the students' understanding unity in cycle II is higher than the improvement from Diagnostic test to cycle I. Although the improvement in cycle I and cycle II is low, the research is not continued to the third cycle because the target score has been achieved in cycle II according scoring of unity that is (40).

- b. The completeness of students' writing content at the XI grade of SMA GUPPI Samata in 2014/2015 academic year through Venn diagram Method.

In the first cycle, the students' completeness in writing is better than the other indicators, like unity. The result of the students' completeness can be seen after testing and observing (reading test of first cycle), where the student completeness is 17.03% and the mean score achievement is 56.29. It is classified as poor classification. After testing and observing in the second cycle, the student' sequence of details really has a good

improvement where the improvement is about 29.63% and the students' mean score is 85.92 that is classified as above fairly good classification. Because of the target score has been achieved in cycle II, so the researcher is not continued to the third cycle.

2. The Improvement of the Students' writing proficiency in writing organization

- a. Coherence of student's writing organization at the XI grade of SMA GUPPI Samata in 2014/2015 academic year through Venn Diagram Method.

The indicator of the coherence of the students' writing organization in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' coherence is 1.48% and the students' coherence score is 53.33. It is classified as poor. In cycle II, the students' coherence also improves from cycle I to cycle II where the improvement is 20.74% and the students' mean score is 74.07 that is classified as good classification but the classification shows that the improvement of the students' understanding coherence in cycle II is higher than the improvement from Diagnostic test to cycle I. Although the improvement in cycle I and cycle II is low, the research is not continued to the third cycle because the target score has been achieved in cycle II according scoring of unity that is (40).

- b. The spatial order of students' writing organization at the XI grade of SMA GUPPI Samata in 2014/2015 academic year through Venn diagram Method.

In the first cycle, the students' completeness in writing is better than the other indicators, like unity. The result of the students' completeness can be seen after testing and observing (reading test of first cycle), where the student completeness is 17.03% and

the mean score achievement is 56.29. It is classified as poor classification. After testing and observing in the second cycle, the student' sequence of details really has a good improvement where the improvement is about 29.63% and the students' mean score is 85.92 that is classified as above fairly good classification. Because of the target score has been achieved in cycle II, so the researcher is not continued to the third cycle.

3. The Observation Result of the Students' Activeness in Teaching and Learning Process

The result of the students' observation in teaching and learning process improved significantly through Venn diagram Method in improving the students' writing proficiency. It is proved by the improvement of the students' participation the first meeting of cycle I was 51.85% and in the last meeting of cycle II students' participation became 81.48%. It is indicated that the application of Venn diagram Method can stimulate the students' activeness in teaching and learning process.

Based on the explanation above, the researcher concludes that the application of Venn diagram Method in teaching writing proficiency could improve the students' ability in writing content and writing organization significantly. So, the target that was stated in the background to improve the students' mean score until 70 could be successfully achieved. In the other hand, teaching writing proficiency through Venn diagram Method is able to improve the students' achievement of XI grade of SMA GUPPI Samata.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

1. Using Venn diagram Method in teaching English writing proficiency is able to improve the students' writing content at the XI grade of SMA GUPPI. It is proved by the students' achievement in Cycle II is higher than Cycle I and Diagnostic Test, when the students' mean score achievement of literal comprehension in Diagnostic test is 47.41, but after evaluation in Cycle I the students' writing content becomes 56.66 and in Cycle II becomes 79.63.
2. Using Venn Diagram Method in teaching English writing proficiency is able to improve the students' writing organization at the XI grade of SMA GUPPI Samata. It is proved by the students' achievement in Cycle II is higher than Cycle I and Diagnostic Test, when the students' mean score achievement of writing content in Diagnostic test is 39.63, but after evaluation in Cycle I the students' writing content becomes 48.89 and in Cycle II becomes 69.63.

B. Suggestions

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested that the English teachers must use Venn diagram Method in teaching and learning process, because it is effective to improve the students' achievement especially in writing.
2. For next researchers, they must do the best research from the researcher before by using Venn diagram Method in the other variables or teaching material.
- 3.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA GUPPI SAMATA GOWA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / I (Ganjil)

Alokasi Waktu : 2 x 45 menit

Topik Pembelajaran: Venn Diagram dalam meningkatkan kemampuan menulis

Pertemuan ke : Pertama dan kedua (Siklus I)

Standar Kompetensi : Menulis

Memahami makna dalam teks percakapan transaksional dan internasional resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas.

Indicator :

- Mengidentifikasi makna kata.
- Mengidentifikasi makna tulisan dengan tem prosedur.

Karakter Siswa Yang Diharapkan :

- Dapat dipercaya (Truthworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligence)
- Tanggung Jawab (Responsibility)
- Berani (Courage)

I. Tujuan Pembelajaran

Setelah melalui proses pembelajaran siswa dapat :

- Siswa dapat mengenal dan memahami ciri-ciri Venn Diagram.
- Siswa dapat mengidentifikasi informasi tertentu dari teks tulisan yang berbentuk *karangan*.
- Siswa dapat menggunakan atau mengaplikasikannya.

II. Materi Pembelajaran

Memberikan dua kata yang sederhana, kemudian membuat tulisan dalam bentuk karangan.

III. Metode / Teknik Pembelajaran

Venn Diagram Method.

IV. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10')

- Salam
- Mengabsen

b. Kegiatan Inti (60')

- Guru menjelaskan tentang prosedur metode pembelajaran Venn Diagram.
- Guru memberikan handout yang berisi dua kata yang berbeda.
- Siswa diminta untuk menganalisa kata menggunakan Venn Diagram.
- Siswa diminta untuk menulis dan memahaminya.

c. Kegiatan Akhir (10')

Dalam kegiatan penutup, guru :

- Tanya jawab tentang kesulitan selama PBM.
- Menyimpulkan materi pembelajaran.

V. Sumber Belajar

Kumpulan kata-kata yang dapat diaplikasikan ke Venn Diagram method.

VI. Penilaian dan Program Tindak Lanjut

1. Penilaian

- a. Teknik : Merespon pertanyaan secara lisan dan tulisan.
- b. Bentuk : Menganalisa isi tulisan dan menyimpulkannya.

c. Instrumen : Terlampir.

2. Program Tindak Lanjut

- a. Remedial untuk siswa yang memperoleh nilai $KD < KKM$
 - ❖ Mengikuti program pembelajaran kembali dengan memberikan pembahasan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).
 - ❖ Memberikan tugas yang berkaitan dengan indicator atas kompetensi dasar yang belum tuntas.
- b. Pengayaan, bagi siswa yang memperoleh nilai $KD > KKM$
 - ❖ Memberikan program pembelajaran tambahan berupa pembahasan soal-soal dengan variasi memberikan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).

➤ Instrumen

- Please make any passages with theme of **Behavior** using the topic below!

- 1. Bawang Merah
- 2. Bawang Putih

.....

.....

.....

➤ Rubrik penilaian

No	Criteria	Score
1	One idea is clear, focused, and appropriate topic all the details are concrete and specific to support the idea	95-100
2	One idea is clear, focused, and appropriate topics almost all the concrete and specific details to support the idea	80-90
3	Generally in accordance with the topic and develop a theme or message clearly. Some concrete details and some still common	60-75
4	Many texts that are repeated and looks like a collection of ideas that are not related	35-55
5	Unfocused and completely out of ideas, things that are not identified, lengthy and not sufficiently developed	0-30

No	Criteria	Score
1	Many interesting details and original to support the idea all the parts are well integrated	95-100
2	There is an interesting detail to support the idea all parts of an integrated and appropriate	80-90
3	Some supporting details are predictions , and some are general there may be parts that are less fit	60-75
4	Less specific detail and many common details are predictive and sketchy	35-55
5	Detail inconsistent, unclear or trivial	0-30

Makassar, 2015

Mahasiswa,

Muhammad Rafli Saputra

NIM : 10535 4200 09

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA GUPPI SAMATA GOWA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / I (Ganjil)

Alokasi Waktu : 2 x 45 menit

Topik Pembelajaran: Venn Diagram dalam meningkatkan kemampuan menulis

Pertemuan ke : Ketiga dan keempat (Siklus I)

Standar Kompetensi : Menulis

Memahami makna dalam teks percakapan transaksional dan internasional resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas.

Indicator :

- Mengidentifikasi makna kata.
- Mengidentifikasi makna tulisan dengan tem prosedur.

Karakter Siswa Yang Diharapkan :

- Dapat dipercaya (Truthworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligence)
- Tanggung Jawab (Responsibility)
- Berani (Courage)

II. Tujuan Pembelajaran

Setelah melalui proses pembelajaran siswa dapat :

- Siswa dapat mengenal dan memahami ciri-ciri Venn Diagram.
- Siswa dapat mengidentifikasi informasi tertentu dari teks tulisan yang berbentuk *karangan*.
- Siswa dapat menggunakan atau mengaplikasikannya.

II. Materi Pembelajaran

Memberikan dua kata yang sederhana, kemudian membuat tulisan dalam bentuk karangan.

III. Metode / Teknik Pembelajaran

Venn Diagram Method.

IV. Langkah-Langkah Pembelajaran

d. Kegiatan Awal (10')

- Salam
- Mengabsen

e. Kegiatan Inti (60')

- Guru menjelaskan tentang kesalahan-kesalahan yang dibuat siswa dan member penjelasan lebih mendalam tentang topik dan segala yang berhubungan dengan metode pengajaran.
- Guru memberikan handout yang berisi dua kata yang berbeda.
- Siswa diminta untuk menganalisa kata menggunakan Venn Diagram.
- Siswa diminta untuk menulis dan memahaminya.

f. Kegiatan Akhir (10')

Dalam kegiatan penutup, guru :

- Tanya jawab tentang kesulitan selama PBM.
- Menyimpulkan materi pembelajaran.

V. Sumber Belajar

Kumpulan kata-kata yang dapat diaplikasikan ke Venn Diagram method.

VI. Penilaian dan Program Tindak Lanjut

3. Penilaian

- d. Teknik : Merespon pertanyaan secara lisan dan tulisan.
- e. Bentuk : Menganalisa isi tulisan dan menyimpulkannya.
- f. Instrumen : Terlampir.

4. Program Tindak Lanjut

- c. Remedial untuk siswa yang memperoleh nilai $KD < KKM$
 - ❖ Mengikuti program pembelajaran kembali dengan memberikan pembahasan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).
 - ❖ Memberikan tugas yang berkaitan dengan indicator atas kompetensi dasar yang belum tuntas.
- d. Pengayaan, bagi siswa yang memperoleh nilai $KD > KKM$
 - ❖ Memberikan program pembelajaran tambahan berupa pembahasan soal-soal dengan variasi memberikan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).

➤ Instrumen

- Please make any passages with theme of **Vehicle** using the topic below!
 1. Airplane
 2. Ship

.....

.....

.....

➤ Rubrik penilaian

No	Criteria	Score
1	One idea is clear, focused, and appropriate topic all the details are concrete and specific to support the idea	95-100
2	One idea is clear, focused, and appropriate topics almost all the concrete and specific details to support the idea	80-90
3	Generally in accordance with the topic and develop a theme or message clearly. Some concrete details and some still common	60-75
4	Many texts that are repeated and looks like a collection of ideas that are not related	35-55

5	Unfocused and completely out of ideas, things that are not identified, lengthy and not sufficiently developed	0-30
---	---	------

No	Criteria	Score
1	Many interesting details and original to support the idea all the parts are well integrated	95-100
2	There is an interesting detail to support the idea all parts of an integrated and appropriate	80-90
3	Some supporting details are predictions , and some are general there may be parts that are less fit	60-75
4	Less specific detail and many common details are predictive and sketchy	35-55
5	Detail inconsistent, unclear or trivial	0-30

Makassar, 2015

Mahasiswa,

Muhammad Rafli Saputra

NIM : 10535 4200 09

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA GUPPI SAMATA GOWA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / I (Ganjil)

Alokasi Waktu : 2 x 45 menit

Topik Pembelajaran: Venn Diagram dalam meningkatkan kemampuan menulis

Pertemuan ke : Pertama dan kedua (Siklus II)

Standar Kompetensi : Menulis

Memahami makna dalam teks percakapan transaksional dan internasional resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas.

Indicator :

- Mengidentifikasi makna kata.
- Mengidentifikasi makna tulisan dengan tem prosedur.

Karakter Siswa Yang Diharapkan :

- Dapat dipercaya (Truthworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligence)

- Tanggung Jawab (Responsibility)
- Berani (Courage)

III. Tujuan Pembelajaran

Setelah melalui proses pembelajaran siswa dapat :

- Siswa dapat mengenal dan memahami ciri-ciri Venn Diagram.
- Siswa dapat mengidentifikasi informasi tertentu dari teks tulisan yang berbentuk *karangan*.
- Siswa dapat menggunakan atau mengaplikasikannya.

II. Materi Pembelajaran

Memberikan dua kata yang sederhana, kemudian membuat tulisan dalam bentuk karangan.

III. Metode / Teknik Pembelajaran

Venn Diagram Method.

IV. Langkah-Langkah Pembelajaran

g. Kegiatan Awal (10')

- Salam
- Mengabsen

h. Kegiatan Inti (60')

- Guru menjelaskan tentang kesalahan-kesalahan yang dibuat siswa dan member penjelasan lebih mendalam tentang topik dan segala yang berhubungan dengan metode pengajaran.
- Guru memberikan handout yang berisi dua kata yang berbeda.
- Siswa diminta untuk menganalisa kata menggunakan Venn Diagram.
- Siswa diminta untuk menulis dan memahaminya.

i. Kegiatan Akhir (10')

Dalam kegiatan penutup, guru :

- Tanya jawab tentang kesulitan selama PBM.
- Menyimpulkan materi pembelajaran.

V. Sumber Belajar

Kumpulan kata-kata yang dapat diaplikasikan ke Venn Diagram method.

VI. Penilaian dan Program Tindak Lanjut

5. Penilaian

- g. Teknik : Merespon pertanyaan secara lisan dan tulisan.
- h. Bentuk : Menganalisa isi tulisan dan menyimpulkannya.
- i. Instrumen : Terlampir.

6. Program Tindak Lanjut

- e. Remedial untuk siswa yang memperoleh nilai $KD < KKM$
 - ❖ Mengikuti program pembelajaran kembali dengan memberikan pembahasan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).
 - ❖ Memberikan tugas yang berkaitan dengan indicator atas kompetensi dasar yang belum tuntas.
- f. Pengayaan, bagi siswa yang memperoleh nilai $KD > KKM$
 - ❖ Memberikan program pembelajaran tambahan berupa pembahasan soal-soal dengan variasi memberikan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).

➤ Instrumen

- Please make any passages with theme of **Living Things** using the topic below!
 1. Land Creatures
 2. Sea Creatures

.....

.....

.....

➤ Rubrik penilaian

No	Criteria	Score
1	One idea is clear, focused, and appropriate topic all the details are concrete and specific to support the idea	95-100
2	One idea is clear, focused, and appropriate topics almost all the concrete and specific details to support the idea	80-90
3	Generally in accordance with the topic and develop a theme or message clearly. Some concrete details and some still common	60-75

APPENDIX A

4	Many texts that are repeated and looks like a collection of ideas that are not related	35-55
5	Unfocused and completely out of ideas, things that are not identified, lengthy and not sufficiently developed	0-30

No	Criteria	Score
1	Many interesting details and original to support the idea all the parts are well integrated	95-100
2	There is an interesting detail to support the idea all parts of an integrated and appropriate	80-90
3	Some supporting details are predictions , and some are general there may be parts that are less fit	60-75
4	Less specific detail and many common details are predictive and sketchy	35-55
5	Detail inconsistent, unclear or trivial	0-30

Makassar, 2015

Mahasiswa,

Muhammad Rafli Saputra

NIM : 10535 4200 09

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA GUPPI SAMATA GOWA

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / I (Ganjil)

Alokasi Waktu : 2 x 45 menit

Topik Pembelajaran: Venn Diagram dalam meningkatkan kemampuan menulis

Pertemuan ke : Ketiga dan keempat (Siklus II)

Standar Kompetensi : Menulis

Memahami makna dalam teks percakapan transaksional dan internasional resmi dan berlanjut dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur, menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas.

Indicator :

- Mengidentifikasi makna kata.
- Mengidentifikasi makna tulisan dengan tem prosedur.

Karakter Siswa Yang Diharapkan :

- Dapat dipercaya (Truthworthiness)
- Rasa hormat dan perhatian (Respect)
- Tekun (Diligence)
- Tanggung Jawab (Responsibility)
- Berani (Courage)

IV. Tujuan Pembelajaran

Setelah melalui proses pembelajaran siswa dapat :

- Siswa dapat mengenal dan memahami ciri-ciri Venn Diagram.
- Siswa dapat mengidentifikasi informasi tertentu dari teks tulisan yang berbentuk *karangan*.
- Siswa dapat menggunakan atau mengaplikasikannya.

II. Materi Pembelajaran

Memberikan dua kata yang sederhana, kemudian membuat tulisan dalam bentuk karangan.

III. Metode / Teknik Pembelajaran

Venn Diagram Method.

IV. Langkah-Langkah Pembelajaran

j. Kegiatan Awal (10')

- Salam
- Mengabsen

k. Kegiatan Inti (60')

- Guru menjelaskan tentang kesalahan-kesalahan yang dibuat siswa dan member penjelasan lebih mendalam tentang topik dan segala yang berhubungan dengan metode pengajaran.
- Guru memberikan handout yang berisi dua kata yang berbeda.
- Siswa diminta untuk menganalisa kata menggunakan Venn Diagram.
- Siswa diminta untuk menulis dan memahaminya.

l. Kegiatan Akhir (10')

Dalam kegiatan penutup, guru :

- Tanya jawab tentang kesulitan selama PBM.
- Menyimpulkan materi pembelajaran.

V. Sumber Belajar

Kumpulan kata-kata yang dapat diaplikasikan ke Venn Diagram method.

VI. Penilaian dan Program Tindak Lanjut

7. Penilaian

j. Teknik : Merespon pertanyaan secara lisan dan tulisan.

- k. Bentuk : Menganalisa isi tulisan dan menyimpulkannya.
- l. Instrumen : Terlampir.

8. Program Tindak Lanjut

- g. Remedial untuk siswa yang memperoleh nilai $KD < KKM$
 - ❖ Mengikuti program pembelajaran kembali dengan memberikan pembahasan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).
 - ❖ Memberikan tugas yang berkaitan dengan indicator atas kompetensi dasar yang belum tuntas.
- h. Pengayaan, bagi siswa yang memperoleh nilai $KD > KKM$
 - ❖ Memberikan program pembelajaran tambahan berupa pembahasan soal-soal dengan variasi memberikan soal-soal uji kompetensi (menjelaskan kembali penyelesaian soal-soal).

➤ Instrumen

- Please make any passages with theme of **Hobby** using the topic below!
 1. Music
 2. Sport

.....

.....

.....

➤ Rubrik penilaian

No	Criteria	Score
1	One idea is clear, focused, and appropriate topic all the details are concrete and specific to support the idea	95-100
2	One idea is clear, focused, and appropriate topics almost all the concrete and specific details to support the idea	80-90
3	Generally in accordance with the topic and develop a theme or message clearly. Some concrete details and some still common	60-75
4	Many texts that are repeated and looks like a collection of ideas that are not related	35-55
5	Unfocused and completely out of ideas, things that are not identified, lengthy and not sufficiently developed	0-30

No	Criteria	Score
1	Many interesting details and original to support the idea all the parts are well integrated	95-100
2	There is an interesting detail to support the idea all parts of an integrated and appropriate	80-90
3	Some supporting details are predictions , and some are general there may be parts that are less fit	60-75
4	Less specific detail and many common details are predictive and sketchy	35-55
5	Detail inconsistent, unclear or trivial	0-30

Makassar, 2015

Mahasiswa,

Muhammad Rafli Saputra

NIM : 10535 4200 09

❖ Writing Test

This test is aimed to evaluate the students' writing skill in terms of content comprehension (unity and completeness) and organization comprehension (coherence and spatial order).

Diagnostic Test

Answer these following questions based on the text above!

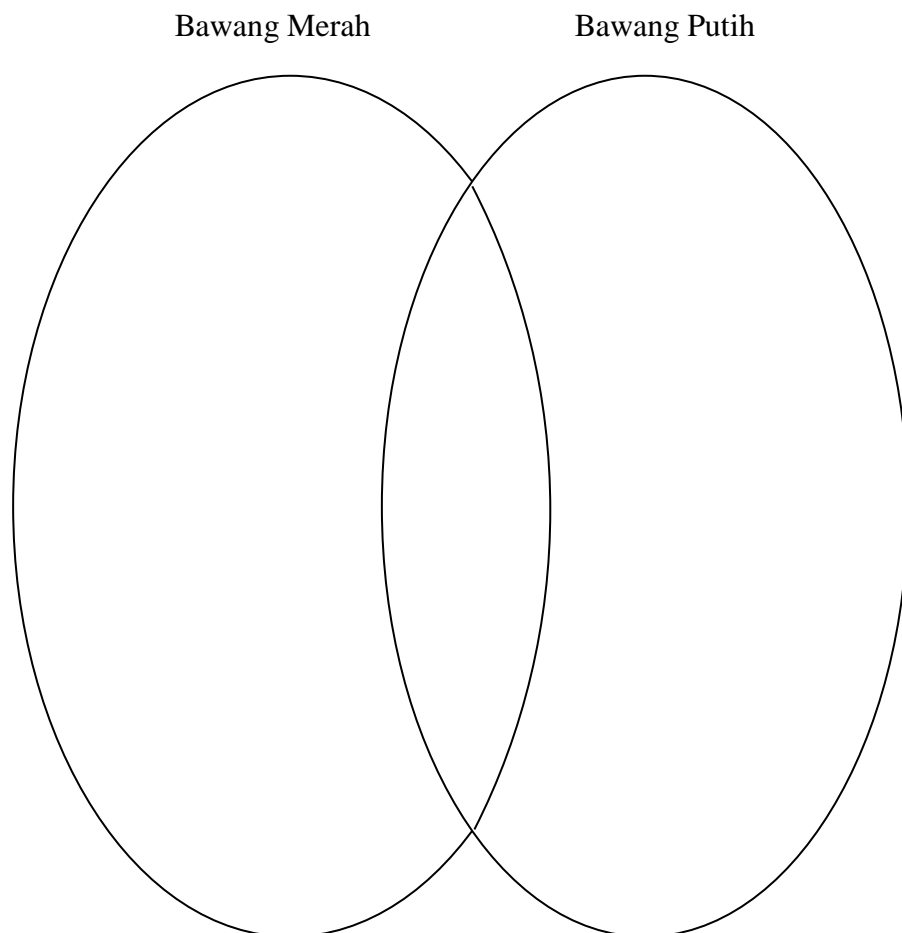
1. What is the theme of the paragraph above?
2. Write down the main idea of the paragraph!
3. Do you know about supporting sentences? If you do, please write down the supporting sentences of this paragraph!
4. Did you find any transition word in the text?
5. What is the use of transition word in that paragraph?

Test of cycle I

Instruction

- 1. The students are given 2 topics to be analyzed about the similarities and differences that arise.*
- 2. Students in pairs making a Venn diagram in order to make easier to conduct any simple writing*
- 3. Discuss the work with partner, it could also involve teachers in the discussion*

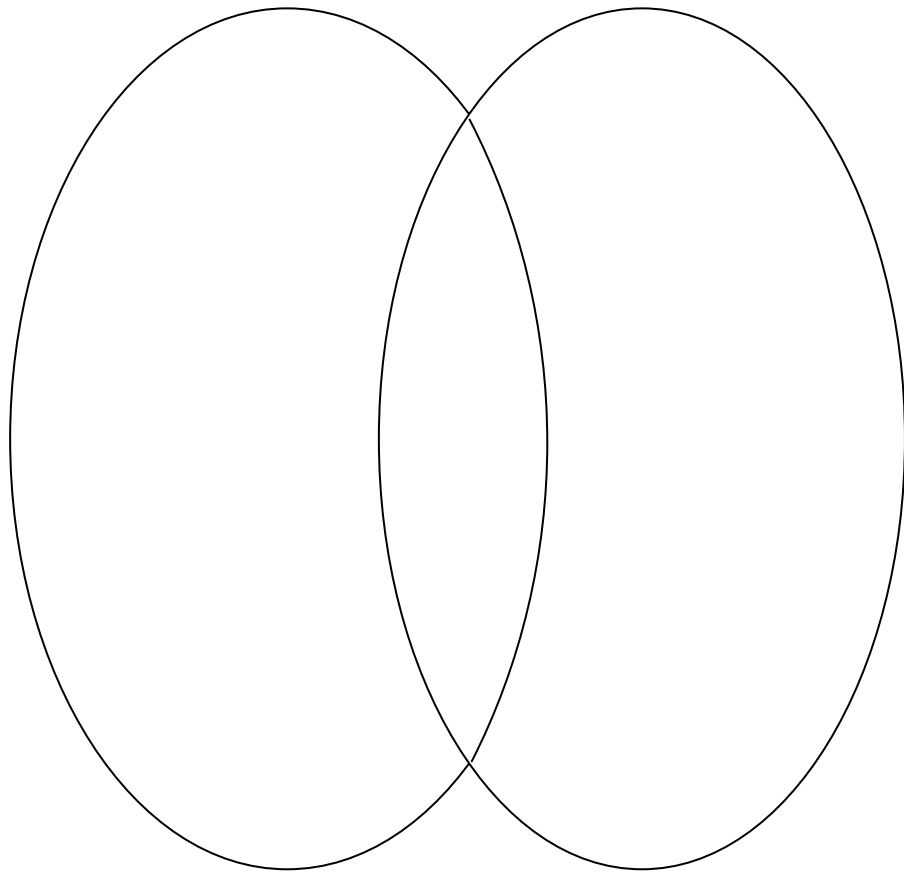
Behavior



Vehicle

Airplane

Ship

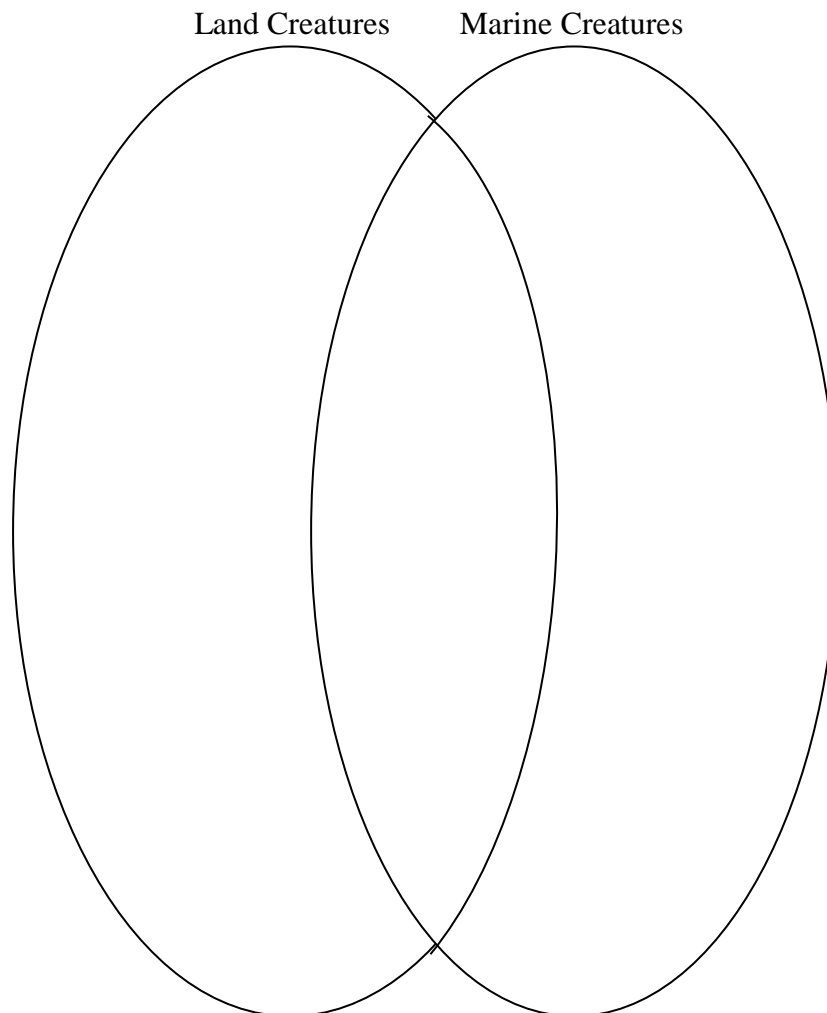


Test of cycle II

Instruction

- 1. The students are given 2 topics to be analyzed about the similarities and differences that arise.*
- 2. Students in pairs making a Venn diagram in order to make easier to conduct any simple writing*
- 3. Discuss the work with partner, it could also involve teachers in the discussion*

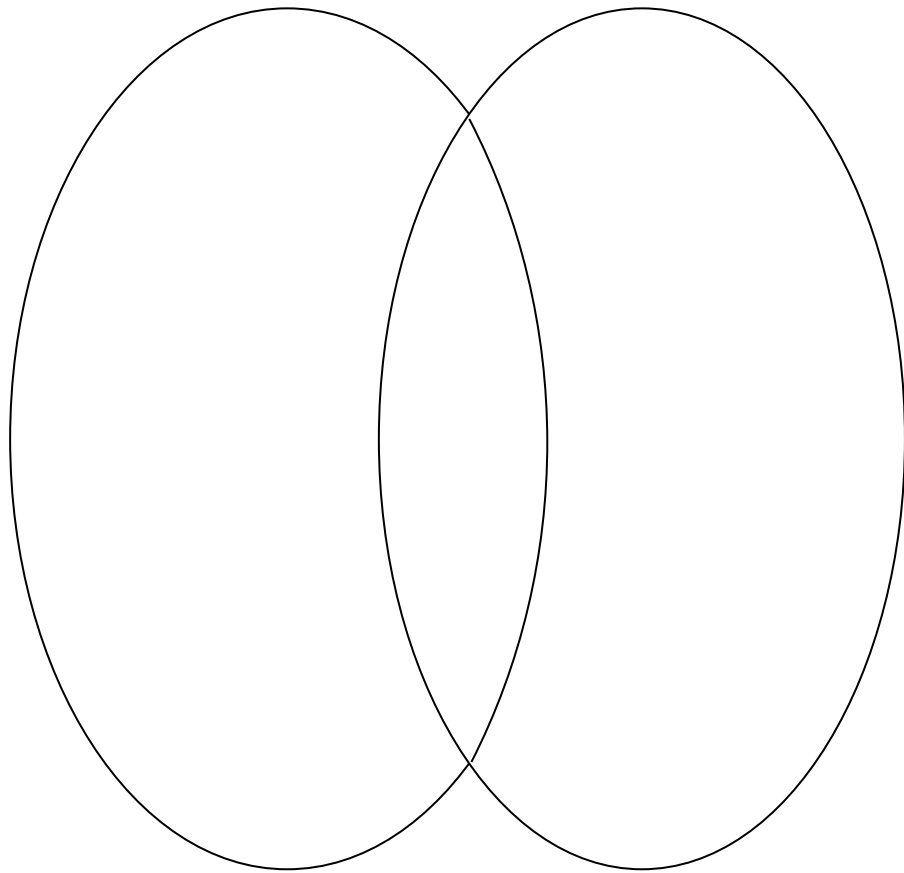
Living Things



Hobby

Music

Sports



Teaching Material

THE STUDENTS' DIAGNOSTIC-TEST

DUE TO OVERSLEEP

The morning sun broke in through my bedroom window. The light was shone on my face until I woke up. I opened my eyes with a very heavy and look at the clock in my room. In that instant I was surprised, I see the clock has showed 06:30 pm. I quickly jumped out of bed straight into the bedroom. When I reached the door of the bathroom, I slipped on a wet cloth on the floor, lucky I didn't fall and injured myself.

After a shower, I get dressed neatly school. Then I had breakfast with my mother and father. Afterward I said goodbye to my parents and went directly to the school by riding a bike. The distance from the school to my house is not so far away that is only about 15 minutes I had arrived at the school. Lucky I'm not late, I thought. I went straight to the classroom. Once there, I saw all my friends are preparing to follow the ceremony.

Then I also prepare for the ceremony. However, when I look for my hat in the bag, how shocked I turned out my hat was not there. I began to panic. Already imagined I would be punished stand alone in front of the parade ground and ridiculed by friends. Because I don't want chastened, I intend to Take my hat left in the house. I saw the clock also still show at 07:00 pm. I think there's still time for me to go home.

I decided to go back home. After taking a hat, I went back to school. I was racing my bike very fast. However, halfway through the bike suddenly stopped by itself. I became more frantic. After I check, it turned my bike run out of gas. I was forced to push while looking for the nearest petrol sellers. Luckily, I found a gas station not far from where the bike breaking down. Then I bought gas and directly stimulate my bike.

After arriving at school, all the students had gathered on the parade ground. It turned out that the ceremony was about to begin. I run to the parade ground and lined up with my friends. I became relieved because I already had a hat and ready for the ceremony. When the ceremony takes place, the BK teachers conduct raids check neatness and completeness of all students. I was quiet, I though I was not going to get punished.

However, unexpectedly the BK teacher approached me and recorded my name. Turns out I did not wear a belt. Smile protruding from the chick suddenly disappeared. I forgot that I have not let go of the belt, it still clinging to the pants scout. I was resigned to the sentence will I receive.

Answer these following questions based on the text above!

1. What is the theme of the paragraph above?
2. Write down the main idea of the paragraph!
3. Do you know about supporting sentences? If you do, please write down the supporting sentences of this paragraph!
4. Did you find any transition word in the text?
5. What is the use of transition word in that paragraph?

DAFTAR HADIR SISWA SMA GUPPI SAMATA GOWA

KELAS XI B

NO.	NAMA SISWA	PERTEMUAN SIKLUS 1				PERTEMUAN SIKLUS 2				KET.
		1	2	3	4	1	2	3	4	
1	NUR SUCI MAGHFIRAH	√	√	√	√	√	√	√	√	
2	NURLISA	√	√	√	√	√	√	√	√	
3	NURUL INDAH SARI	√	√	√	√	√	√	√	√	
4	PARAWANSYAH	√	√	√	√	√	√	√	√	
5	PRATIWI	√	√	√	√	√	√	√	√	
6	RESKI AMRIANI	√	√	√	√	√	√	√	√	
7	RESKI HERAWATI	√	√	√	√	√	√	√	√	
8	RESKI WAHYU RAMADHAN	√	√	√	√	√	√	√	√	
9	RISMAWATI D.	√	√	√	√	√	√	√	√	
10	RISMAWATI N.	√	√	√	√	√	√	√	√	
11	ROSMANIAR	√	√	√	√	√	√	√	√	
12	SAIFUL ASWAN	√	√	√	√	√	√	√	√	
13	SITI JUNIRAH	√	√	√	√	√	√	√	√	
14	SUKMAWATI	√	√	√	√	√	√	√	√	
15	SULEHA	√	√	√	√	√	√	√	√	
16	ULFIANISA ALAM	√	√	√	√	√	√	√	√	
17	UMAR ALI AKBAR	√	√	√	√	√	√	√	√	
18	TANDI SANGKA	A	√	√	√	√	√	√	√	ALPA
19	NIRMAWATI	√	√	√	√	√	√	√	√	
20	NURUL AINUN	√	√	√	√	√	√	√	√	
21	PAISAL	√	√	√	√	√	√	√	√	
22	SRI INDAH SARI	√	√	√	√	√	√	√	√	
23	SRI INDAYANI S.	√	√	√	√	√	√	√	√	
24	WAWAN ANDRIAWAN	√	√	√	√	√	√	√	√	
25	RIFKI RIONALDI RAHMAN	√	√	√	√	√	√	√	√	
26	SIMILIS AYU	√	√	√	√	√	√	√	√	
27	MUH. SAFRI	√	√	√	√	√	√	√	√	

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Nama sekolah : SMA GUPPI SAMATA GOWA

Tahun Pelajaran : 2014 / 2015

Kelas / semester : XI B / Genap

Siklus / Pertemuan : I / Empat

No	Kegiatan	Sangat Baik	Baik	Kurang Baik	Tidak Baik
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)	✓			
2	Membuka pelajaran		✓		
3	Penjelasan materi		✓		
4	Penggunaan media / alat peraga		✓		
5	Antusias dalam kegiatan mengajar	✓			
6	Pengelolaan pembelajaran		✓		
7	Variasi / gaya mengajar		✓		
8	Bahasa yang mudah dan jelas	✓			
9	Memberikan kesempatan pada siswa untuk bertanya		✓		
10	Menyimpulkan materi		✓		

Catatan :

- Pemberian instruksi harus jelas.
- Tingkatkan interaksi dengan siswa agar mereka lebih antusias dalam belajar

Gowa, November 2015

Mengetahui

Observer,

Guru Pengamat,

Muhammad Rafli Saputra

Muh. Kaddas, S.Pd

LEMBAR PENGAMATAN

PROSES BELAJAR MENGAJAR

Nama sekolah : SMA GUPPI SAMATA GOWA

Tahun Pelajaran : 2013 / 2014

Kelas / semester : XI B / Genap

Siklus / Pertemuan : II / Delapan

No	Kegiatan	Sangat Baik	Baik	Kurang Baik	Tidak Baik
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)	✓			
2	Membuka pelajaran	✓			
3	Penjelasan materi		✓		
4	Penggunaan media / alat peraga		✓		
5	Antusias dalam kegiatan mengajar	✓			
6	Pengelolaan pembelajaran		✓		
7	Variasi / gaya mengajar	✓			
8	Bahasa yang mudah dan jelas	✓			
9	Memberikan kesempatan pada siswa untuk bertanya	✓			
10	Menyimpulkan materi		✓		

Catatan :

- Hasil evaluasi dari cycle II mengalami peningkatan yang cukup berarti dan target telah tercapai sehingga penelitian tidak perlu dilanjutkan ke cycle III.
- Setelah penelitian ini, Peneliti hendaknya tetap memperhatikan koreksi yang telah diberikan guna memperbaiki dan meningkatkan cara mengajar.

Gowa, Oktober 2015

Mengetahui

Guru Pengamat,

Observer,

Muhammad Rafli Saputra

Muh. Kaddas,S.Pd

Catatan lembar pengamatan proses belajar mengajar untuk peneliti

APPENDIX E

Catatan siklus 1 pertemuan 1

- Kuasai materi pengajaran.
- Peneliti seharusnya lebih rileks menghadapi siswa agar siswa merasa nyaman dalam proses belajar mengajar
- Ciptakan proses pembelajaran yang lebih komunikatif.

Catatan siklus 1 pertemuan 2

- Berusaha untuk hadir di dalam kelas on time.
- Tingkatkan interaksi dengan siswa.

Catatan siklus 1 pertemuan 3

- Peneliti seharusnya memberikan perhatian penuh kepada siswa jangan sampai ada diantara siswa yang saling mengganggu.
- Penjelasan harus clear supaya siswa tidak bingung.

Catatan siklus 2 pertemuan 5

- Peneliti seharusnya mempelajari kelemahan yang telah dihadapi sebelumnya (pada cycle I) sebelum memberikan tindakan.

Catatan siklus 2 pertemuan 6

- Peneliti seharusnya lebih meningkatkan interaksi dengan siswa dan lebih antusias lagi dalam memberikan tindakan.
- Pemilihan materi ajar harus menarik.

Catatan siklus 2 pertemuan 7

- Siswa mengalami peningkatan yang significant, hal ini dapat terlihat dari keaktifan siswa dalam proses pembelajaran.
- Tingkatkan pembelajaran yang menarik

**THE OBSERVATION RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I AND
CYCLE II OF SMA GUPPI SAMATA GOWA**

No.	Sample	CYCLE 1				CYCLE 2				Ket.
		I	II	III	IV	I	II	III	IV	
1	S-1	3	3	3	4	4	4	4	4	XI B
2	S-2	2	2	3	3	4	3	3	3	
3	S-3	2	2	2	3	3	3	3	3	
4	S-4	2	3	3	3	4	3	3	3	
5	S-5	2	2	3	3	3	3	3	3	
6	S-6	2	3	3	3	4	4	4	4	
7	S-7	3	3	3	3	4	3	3	3	
8	S-8	2	3	2	3	3	3	3	3	
9	S-9	2	3	3	3	4	3	3	3	
10	S-10	2	3	3	2	3	3	3	3	
11	S-11	2	3	3	3	3	3	3	3	
12	S-12	2	3	3	3	3	3	3	3	
13	S-13	2	3	3	3	4	3	3	4	
14	S-14	2	2	3	3	3	3	3	3	
15	S-15	2	2	2	3	I	3	3	3	
16	S-16	2	3	2	3	2	3	3	3	
17	S-17	2	2	3	3	3	3	3	3	
18	S-18	A	2	3	3	3	3	3	3	
19	S-19	2	2	3	3	4	4	4	4	
20	S-20	2	2	2	3	3	3	3	3	
21	S-21	2	2	2	3	3	3	3	3	
22	S-22	2	3	3	3	4	3	3	3	
23	S-23	2	2	3	3	3	3	3	3	
24	S-24	2	3	3	3	3	3	4	4	
25	S-25	2	2	3	3	3	4	4	4	

APPENDIX F

26	S-26	2	3	3	3	3	3	4	4	
27	S-27	2	2	3	3	3	3	3	3	
Total Score		56	68	75	81	84	85	87	88	
Percentage		51.85	62.96	69.44	75	77.78	78.70	80.55	81.48	

Note : 4 = SangatAktif (SA)

2 = Kurang Aktif (KA)

3 = Aktif (A)

1 = TidakAktif(TA)

APPENDIX G

S22	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$	$\frac{4}{5} \times 100 = 80$	$\frac{4}{5} \times 100 = 80$	$\frac{5}{5} \times 100 = 100$
S23	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
S24	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$
S25	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{5}{5} \times 100 = 100$
S26	$\frac{3}{5} \times 100 = 60$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{4}{5} \times 100 = 80$
S27	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{4}{5} \times 100 = 80$
TOTAL SCORE	1500	1540	1980	1060	1520	2320
MEAN SCORE	55.56	57.04	73.33	39.26	56.29	85.93

Categories of Student's Score :

Excellent	: 95-100	Score : 5	Poor	: 35-55	Score : 2
Good	: 80-90	Score : 4	Very Poor	: 0-30	Score : 1
Fair	: 60-75	Score : 3			

APPENDIX G

S21	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
S22	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$	$\frac{5}{5} \times 100 = 100$
S23	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{4}{5} \times 100 = 80$
S24	$\frac{1}{5} \times 100 = 20$	$\frac{1}{5} \times 100 = 20$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
S25	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
S26	$\frac{3}{5} \times 100 = 60$	$\frac{3}{5} \times 100 = 60$	$\frac{4}{5} \times 100 = 80$	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
S27	$\frac{2}{5} \times 100 = 40$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$	$\frac{1}{5} \times 100 = 20$	$\frac{2}{5} \times 100 = 40$	$\frac{3}{5} \times 100 = 60$
TOTAL SCORE	1400	1440	2000	740	1200	1760
MEAN SCORE	51.85	53.33	74.07	27.41	44.44	65.19

Categories of Student's Score :

Excellent	: 95-100	Score : 5	Poor	: 35-55	Score : 2
Good	: 80-90	Score : 4	Very Poor	: 0-30	Score : 1
Fair	: 60-75	Score : 3			

THE PERCENTAGES OF THE STUDENTS' ACTIVENESS IN CYCLE I AND CYCLE II

To know the students' participant in teaching learning process, the researcher used percentage formula as follows:

$$P = \frac{FQ}{4 \times N} \times 100$$

1. The percentage of the students' activeness in cycle I

a. First meeting

$$\begin{aligned} P &= \frac{56}{4 \times 27} \times 100 \\ &= 51.85 \end{aligned}$$

b. Second meeting

$$\begin{aligned} P &= \frac{68}{4 \times 27} \times 100 \\ &= 62.96 \end{aligned}$$

c. Third meeting

$$\begin{aligned} P &= \frac{75}{4 \times 27} \times 100 \\ &= 69.44 \end{aligned}$$

d. Fourth meeting

$$\begin{aligned} P &= \frac{81}{4 \times 27} \times 100 \\ &= 75 \end{aligned}$$

2. The percentage of the students' activeness in cycle II

a. First meeting

$$P = \frac{84}{4 \times 27} \times 100$$

$$= 77.78$$

b. Second meeting

$$P = \frac{85}{4 \times 27} \times 100$$

$$= 78.7$$

c. Third meeting

$$P = \frac{87}{4 \times 27} \times 100$$

$$= 80.55$$

d. Fourth meeting

$$P = \frac{88}{4 \times 27} \times 100$$

$$= 81.48$$

CURICULUM VITAE



The writer, **Muhammad Rafli Saputra**, was born on May 30th, 1987 in Sorong, Irian Jaya. He is the third child of Abdul Muis and Syamsiah. He has two sisters and one brother. He lives in Gowa. He finished his study at SDN Center Mawang in 1999, and at SMPN 1 Bontomarannu in 2002.

He continued his study to vocation High School at SMA 11

Makassar in 2005, and then he registered as a student of Muhammadiyah University of Makassar in English Education Department in 2009, and graduated in 2016.



