

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

*(A Classroom Action Research at Class X Year Students of SMK
Muhammadiyah 3 Makassar)*



A THESIS

**Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan**

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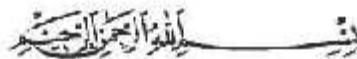
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MOTTO

***“BERDO’A, MENGHARGAI PROSES, SABAR, IKHLAS
DAN SELALU BERUSAHA ADALAH KUNCI
KESUKSESAN”***

I dedicated this thesis to :

My beloved parents, my siblings,

and my friends, for the sincerity and support to do this thesis.

ABSTRACT

Elma Damayanti, 2018. *The Application of Venn Diagram Method to Improve The Students' Writing Ability (A Classroom Action Research in Class X of SMK Muhammadiyah 3 Makassar)*. A Thesis FKIP Universitas Muhammadiyah Makassar (Guided by **Ummi Khaerati Syam and Hj. Ilmiah).**

The objective of this research are to find out the improvement of the students' writing ability in terms of content and organization through Venn Diagram Method at Class X year students of SMK Muhammadiyah 3 Makassar.

This research used Classroom Action Research (CAR). It had conducted two cycles. Where each cycle is consisted of four meeting. It employed writing test as instrument. The number subject of the research were 28 students and consist of 5 men and 23 women. Implementation of the first and the second cycle during the four meeting. Technique of the data collection used the cycle, based on the material being taught.

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. Where the mean score in content was 7.79 and mean score in organization was 7.57. 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 X of SMK Muhammadiyah 3 Makassar.

Keywords: Venn Diagram, Teaching Method, Writing.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa dalam hal konten dan organisasi melalui Metode Diagram Venn siswa di Kelas X SMK Muhammadiyah 3 Makassar.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini telah dilakukan dua siklus. Dimana setiap siklus terdiri dari empat pertemuan. Penelitian melibatkan tes menulis sebagai instrumen. Jumlah Subjek penelitian adalah 28 siswa dan terdiri dari 5 laki-laki dan 23 perempuan. Pelaksanaan siklus

pertama dan kedua selama empat pertemuan. Teknik pengumpulan data yang digunakan siklus, berdasarkan materi yang diajarkan.

Berdasarkan temuan penelitian, peningkatan kemampuan menulis mahasiswa dalam konten dan organisasi yang signifikan ditingkatkan. Dimana nilai rata-rata dalam konten adalah 7.79 dan berarti nilai dalam organisasi adalah 7.57. Ini berarti bahwa dengan menggunakan metode Diagram Venn dapat meningkatkan kemampuan menulis mahasiswa. Berdasarkan penjelasan tersebut, peneliti menyimpulkan bahwa penerapan Metode Venn Diagram meningkatkan konten tulisan dan organisasi menulis siswa di kelas X SMK Muhammadiyah 3 Makassar.

Kata Kunci: Diagram Venn, Metode Pembelajaran, Menulis.

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The researcher realizes that, the writing of this thesis is far from the perfectness still the simplest one. Remaining errors are the writer's own; therefore, constructive criticism and suggestions will be highly appreciated.

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Makassar, October 2018

The Writer

Elma Damayanti

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CHAPTER I

INTRODUCTION

A. Background

The need for English nowadays is increasingly felt in almost every face of life in our country, Indonesia. We can not deny that the material of English is quite necessary for Indonesian people. Because it is use as communication tool.

Jacobs. G (2008: 1) states that writing is one of the language skills that palys 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.

There is no doubt that English writing is important as the other language skills. The ability to write is frequently demanded in many occusions in our life. For many reasons writing skill is crucial to most people. In relation about that, Adelstain and Vipal (1980) state that in all subjects in our life or in all profession, the ability to write or express oneself clearly is essential basic for success. Writing is crucial mean of human communication. It use to communicate with other people in sociaty and to express our feeling and opinions. Writing means of both communication and self expression.

Writing means how to communicates our opinion to other on the paper. But reality shows that it can not be done well because it is very difficult to express. Furthermore, Goldman and Heaton (1986:126) states that many students

still encounter difficulties in writing because it is complex and difficult. In studying English, many students who study in the tertiary level still often make errors in writing though they have learned it for many times, even years.

The difficulty of writing is also caused by the components of writing. Jacobs. G (1981:10) tell that there are five components of writing. The five components are content, organization, vocabulary, language use and mechanics. They are intergrating related to each other when students producing a good piece of writing. Without having a good mastery of writing components, the students cannot write successfully. Sometimes, when they write the students get difficulties in expressing their ideas or thoughts. In this case, the students have a lot of ideas, but they cannot organize their writing out into a piece of writing.

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 illogical 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 to will work best. 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 SMK Muhammadiyah 3 Makassar and observation have done for several days in learning English which found the real fact of the situation at class X keep a big potency but they were still low in writing. They have a difficulty in expressing their ideas. The students' ability is still proportional where there are students which so predominate the class other student tend to passive.

To overcome the students' problems in SMK Muhammadiyah 3 Makassar especially class X 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 to expand their cognitive academic language proficiency level. It is important for students to learn how to think critically and creatively.

As teachers, we have the responsibility of improving and enhancing students' writing, in both content and in organization. In order for these children to succeed, they need to be equipped and well aware of the genres of power which rule the world. Whether oral or written, the different types of genres are a child's key to power, prestige and privilege. By developing these styles of writing, a child is empowered to use this key to unlock any door that leads to success. Writing is a transitory verb, therefore, one should not just teach writing, but teaches to write something.

To teach the students how to write easily and creatively, there are many methods that can be used. Venn Diagram method or known as comparing and

contrasting two issues and the circles represent the quality of each issue, a method developed by John Venn is one of methods in teaching writing that may support the expected situation. This method can help the students to determine the cause and effect of two problem statement that contrast by using a model two circles or Venn diagram. It can be very enjoyable for students to be creatively in writing.

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 X year students' of SMK Muhammadiyah 3 Makassar?
2. How is the improvement of the students' writing organization through Venn diagram Method at class X year students' of SMK Muhammadiyah 3 Makassar?

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 X year students of SMK Muhammadiyah 3 Makassar.
2. The improvement of the students' writing organization through Venn Diagram method at class X year students of SMK Muhammadiyah 3 Makassar.

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 the Content and the Organization of the text at class X year Students' of SMK Muhammadiyah 3 Makassar.

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:

Sri Santi Kadevie, (2014) in her research, *The Effectiveness of Teaching Reading Comprehension by Using Venn Diagram Technique*. The result of analysis on this research showed that the mean score of pre-test improved from 70.44 to 83.61 in the post-test. The result of t-test showed that the teaching reading comprehension of report text by using venn diagram technique can improve students' ability in learning. The result of analysis on effect size also proved that venn diagram technique categorized as highly effective and succeeded to improve students' achievement in comprehend the report text.

Agnes Febrian Harlan, (2016) in his research, *The Implementation of Venn Diagram Strategy to Improve Reading Comprehension of Analytical Exposition Texts*. The result of the research showed some changes after the second cycle. The changes were indicated by the students' better understanding of the text and the increase of students' engagement during group work as observed and noted in the observation sheets. As the consequence, the improvement of scores in reading comprehension test in cycle two also took place.

Noor Hameed Majeed Al-Abidi, (2016) in his research, *Perceptions of EFL Teachers of Using Venn Diagrams for Developing Secondary School Students' Reading Strategies in English Literature Submitted*. A suitable statistical means

has been applied to the results of the study to achieve the aims of the study which reveal that the EFL teachers' perceptions are good (very important) toward using venn diagrams strategy for developing reading strategies of EFL students' in English literature. Since, they have a good scientific practice and qualifications to use one of the modern teaching strategies such as (venn diagrams).

Based on the research findings above, the researcher explains that her research is different from Sri Santi Kadevie, Agnes Febrian Harlan, and Noor Hameed Majeed Al-Abidi findings. First findings concern to the effectiveness of teaching reading omprehension by using venn diagram technique, second findings concern to the implementation of venn diagram strategy to improve reading comprehension of analytical exposition texts and the third findings concern to perceptions of EFL teachers of using venn diagrams, while this research concern to the application of venn diagram method to improve the students' writing ability.

B. Some Pertinent Ideas

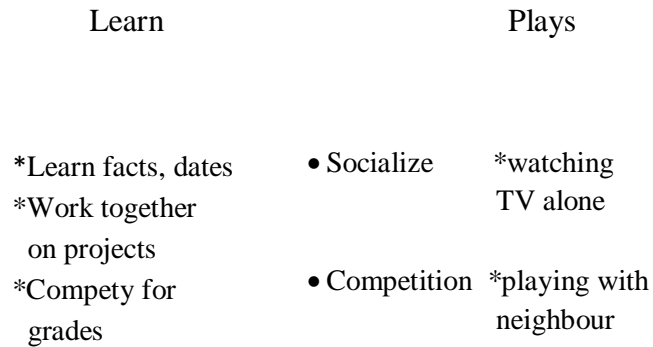
1. Venn Diagram Method

a. Definition of Venn Diagram Method

According to John Venn "On the Diagrammatic 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)

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 similiar. 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 contras. 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:

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

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.

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 sentence because it names the subject and the controlling idea, the writer's main idea, opinion, or feeling about that 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 be 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 the 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 information. 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 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 the essay to follow sentence by sentence 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. For example, if 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 warn-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 peace 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 leaner 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

Classroom Action Research was first introduced by the American social psychologist named Kurt Lewin in the 1946. Kurt Lewin's idea was then developed by other experts such as Stephen Kemmis, Robin Mc

Taggart, John Elliot, Dave Ebbutt, and other experts. This type of research can be done in the field of organizational development, management, health or medicine, education and so on.

In this research, the researcher uses Classroom Action Research according to Kemmis and Mc Taggart cited by David Nunan, Classroom Action Research is a group activity, and a descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research.

It is reasonable that Classroom Action Research is different with other research. This research is done to improve and repair the teaching method which is done by teacher. Besides, Kemmis and Mc Taggart cited by David Nunan argues that the three defining characteristics of Classroom Action Research are; it is carried out by practitioners (for our purpose classroom teachers) rather than out side researchers, secondly that it is collaborative, thirdly that it is aimed at changing things. In the implementation of Classroom Action Research, the teachers need to do every step of this study together or collaborative from the beginning to end.

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. According to Kemmis and Mc. Taggart there are four components in one cycle for doing classroom action research. It consists of :

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

Those four components are related each there 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

Writing is very important skill that must be mastered by the English students. It communicates ideas by means of conversational symbol that are traced, incite, draw or otherwise formed on the surface or some materials. People may save message through writing longer. The conceptual framework underlying in this research given below:

Teaching Writing

Process CAR (Classroom Action Research)

Reflection

Planing

observation

**Action Venn
Diagram**

Cycle I and Cycle II

The Improvement of the Students' Writing Skill

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

B. Research Time and Subject

The research was done at Vocational High School at SMK Muhammadiyah 3 Makassar for English subject. As subject in this research was class X for 2018-2019 academic years with students number as about 28 students. All the students were consisted of male and female.

C. Research Variables and Indicators

1. Variables

The following were the variables of the research:

- a. Independent variable of the research was the used of Venn diagram method. It was 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 were 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 were 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 sequencing.

D. Research Design in Action Research

This action research 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 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 five times of meeting. Each meeting spends 90 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, 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 give correction toward students' mistake if the students do not responde correctly.

3. *Observation*

- a. Identified and made note all the problem 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 improvement.
- 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 plan was planned for the next cycle which had been reparsed from cycle.

Cycle II

This cycle conducted four times meeting include 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. Replanned the scenario in learning process from the result of cycle I reflection.
- d. Action research repaired.

2. Action

In the stage, action was 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 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 by using Venn diagram method.

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.

Score	Range	Indicators of unity and completeness
A (9-10)	Very Good	<ol style="list-style-type: none">1. The ideas are about the topic selected2. The ideas are clearly stated.3. The ideas are clearly supported.

		<ol style="list-style-type: none"> 4. The ideas are comprehensible 5. The ideas are well developed 6. The ideas are relevant 7. The ideas fluently expressed
B (7-8)	Good	<ol style="list-style-type: none"> 1. The ideas are about the topic selected. 2. The ideas are clearly stated. 3. The ideas are clearly supported. 4. The ideas are quite comprehensible 5. The ideas are generally well-developed. 6. The ideas are adequate relevant. 7. The ideas are adequately expressed
C (5-6)	Average	<ol style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are rather clearly stated. 3. The ideas get enough supports. 4. The ideas are quite comprehensible. 5. The ideas are generally developed. 6. The ideas are quite relevant. 7. The ideas are sufficiently expressed.
D (3-4)	Poor	<ol style="list-style-type: none"> 1. The ideas are about the topic selected. 2. The ideas are not clearly stated.

		<ol style="list-style-type: none"> 3. The ideas get limit to support. 4. The ideas are not comprehensible 5. The ideas are not quite relevant. 6. The ideas are lack of developing. 7. The ideas are non-fluent expressed.
E (1-2)	Very Poor	<ol style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are not clearly stated. 3. The ideas are not clearly supported. 4. The ideas are incomprehensible. 5. The ideas are irrelevant. 6. The ideas have very poor development. 7. The ideas are not communicative.

(Depdikbud, 2004)

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

Score	Range	Indicators of coherence and spatial order
A (9-10)	Very Good	<ol style="list-style-type: none"> 1. The ideas are-well organized. 2. The organization is concise. 3. The ideas are cohesion. 4. The ideas are coherent 5. The ideas are relevant to outline.

		6. The ideas are presented in logical sequencing.
B (7-8)	Good	<ol style="list-style-type: none"> 1. The ideas are adequate organized. 2. The organization is adequate concise. 3. The ideas are adequate cohesion. 4. The ideas are adequate coherence. 5. The ideas are relevant to outline. 6. The ideas are sufficient sequencing
C (5-6)	Average	<ol style="list-style-type: none"> 1. The ideas are generally organized. 2. The organization is quite concise 3. Few ideas are a break out cohesion. 4. The ideas are generally coherent. 5. The ideas are mostly relevant to outline. 6. The ideas are in some logical sequencing.
D (3-4)	Poor	<ol style="list-style-type: none"> 1. The ideas are almost loosely organized. 2. The organization is not concise 3. The ideas are inadequate cohesion 4. The ides are inadequate coherent. 5. The ideas are somewhat relevant to outline. 6. The ideas are lack logical sequencing.

E (1-2)	Very Poor	<ol style="list-style-type: none"> 1. The organization are loosely organized 2. The organization is not concise 3. The ideas are confuse and disconnected. 4. The ideas are incoherent. 5. The ideas are not or almost not relevant to out line. 6. The ideas are not or almost not presented in logical sequencing.
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(Depdikbud, 2004)

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

$$\text{Score} = \frac{\text{Student's correct}}{\text{Total number of item}} \times 10 \quad \text{Depdikbud (2004)}$$

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 applied as follow:

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

Where: P = percentage

X1 = 1st cycle

X2 = 2nd cycle

(suharsimi Arikunto, 2006: 306)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter particularly presents the finding of the research cover with the description of the students' improvement in organization and content. In the discussion part, the writer described the findings in detail.

A. Findings

1. Implementation of Venn Diagram Method

The teacher conducts planning before the action, where she prepared the lesson plan through implementing Venn Diagram Method, teaching material, and evaluation for students.

The activity in action stage for cycle I is the implementation of the lesson plan. It means that the implementation of every steps of the learning process through Venn Diagram Method which have been arranged in the planning stage. Firstly, the teacher explains to the students about the aim of Venn Diagram method. Secondly, the teacher provides one example for the students to see as an example of Venn Diagram method. Thirdly, the teacher gave the students the paper size A4 as thing to create Venn Diagram. Fourthly, the teacher writes two topics on the cycle. Fifthly, the teacher asks all students to determine the the topic appropriate comparing and contrasting two issues and ask all students to determine some ideas related to 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. Sixthly, for the final project, the teacher orders the

students to develop the keywords or general ideas into paragraph. Seventhly, the process of Venn Diagram, teacher is suggested to give correction toward students' mistakes if the students do not respond correctly and if the result of the students' scores do not achieve the target then cycle II will be taken.

The activity in the second cycle is almost same with the first cycle. Where, before taking action, the teacher previously makes planning and implies it in the action stage. The difficulty that the researcher found in the cycle I is the students still difficult to get idea and organize their writing to be a good paragraph.

An explanatory composition may express an opinion and explain why others should explain why others should accept that opinion and in the writing project, the teacher has chosen a topic that is relative to their environment. Meanwhile, the result of the students' writing is still vague the readers. They do not finish their writing about "My Friends Who Have Similar Character". From three general ideas, almost of them just develop one until two general ideas fully and only one or two sentences for the remained general ideas.

It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. The others look bored and have no mood in learning process. They are very noise and just playing around the class. It shows that the teaching process during cycle I is not interesting at all for them. So, the teacher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty in getting idea is providing some interesting topics for the students' writing project. Besides

providing some interesting topics the teacher also reforms many aspects such as more relaxed in teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, raises the voice, and re-corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students' mistakes in writing clearly and guided the students in writing well.

Besides that, the result of their writing is also influenced by their mood and interest to the topic specifically and the writing lesson generally. By considering those aspects, the teacher tries to make them more enjoy by giving them a game and jokes before starting the material. She finds also that the students can be more understand about the space of paragraph, for example: the explanatory paragraph about "The Different Between The Smart Students and the Lazy Students", the students explains the topic which they may choose one of their friend who have characteristic of the smart and lazy students. They explain the Introduction-body-conclusion. That topic is related to their self in class and the researcher can see how interested they are in doing their writing project. Finally, the students' mean score can achieve the target score. The teacher concludes that the students' writing mean score based on the elements of organization and content that the target that has been said in the chapter I could be achieved.

2. The Improvement of Students' Content

The use of Venn Diagram Method in the form of teaching strategy of English Writing skills could improve the students' content. It was proved by the writing

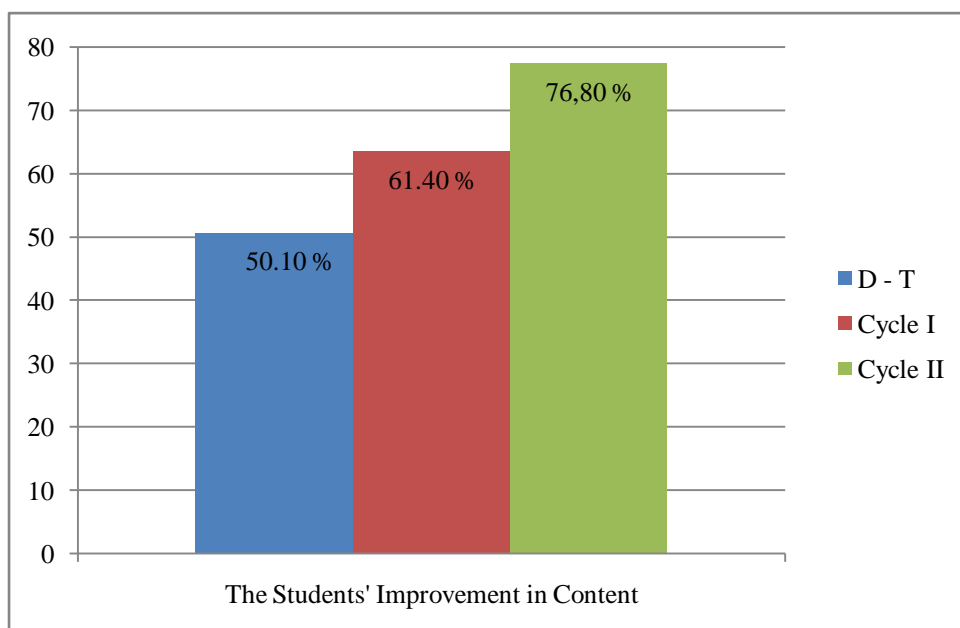
test as indicated by the significant difference between the score of the diagnostic test and the result of cycle I in the following table.

Table 1. The Students' Improvement in Content

No	Indicators	D – T		C I		CII		Improvement %		
		Score	%	Score	%	Score	%	DT-CI	CI-CII	DT-CII
1	Unity	4.14	41.40	6.35	63.50	7.91	79.10	53.38	24.56	91.06
2	Completeness	4.96	49.60	6.19	61.90	7.67	76.70	24.79	23.90	54.63
ΣX		9.1	91	12.54	125.5	15.58	155.8	78.17	48.46	145.69
\bar{X}		5.01	50.10	6.14	61.40	7.68	76.80	39.08	24.23	72.84

The data in the table 1 above shows the students' writing skill in content as the result of calculating of the diagnostic test and students' test at the students' writing skill by using Venn Diagram method, where the students' score in diagnostic test is different from the students' test in cycle I. The mean score in diagnostic test is 5.01 (50.10 %) in cycle I is 6.14 (61.40 %), and in cycle II is 7.68 (76.80 %). The assessment of cycle II is greater than cycle I and diagnostic test (76.80 % > 61.40% > 50.10%) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I (72.84% > 39.08%) and classified as average to good.

Based on the percentages above there are significant improvements of the students by using Venn Diagram Method. To see clearly the improvement of the students' writing content, the following graphic is presented.



Graphic 1. The Students' Improvement in Content

The graphic 1 above shows the significant difference of the students' improvement in the diagnostic test to the cycle I, and from cycle I to cycle II. The students' mean score in diagnostic test is 5.01 (50.10 %) while the students' mean score in the result of cycle I is 6.14 (61.40 %) and 7.68 (76.80 %) in cycle II. So, it means that there is improvement from the diagnostic test to the cycle 1 and from cycle I to cycle II by applying Venn Diagram Method.

3. The Improvement of the Students' Organization

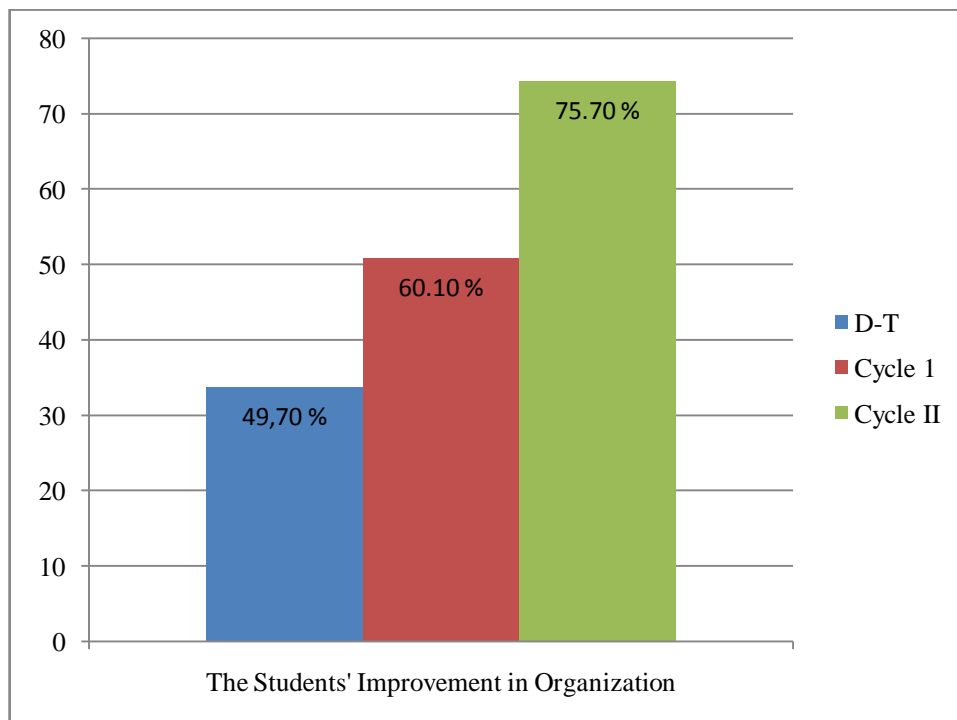
The application of Venn Diagram as one of teaching method of English writing can assess the students' progress of writing skill to the good organization with the writing test as indicated by the significant difference between the mean score of the diagnostic test and the result of the cycle I to cycle II as shown in the following table.

Table 2. The Students' Improvement in Organization

No	Indicators	D – T		C I		C II		Improvement %		
		Score	%	Score	%	Score	%	DT- CI	CI- CII	DT_ CII
1	Coherence	5	50	6.12	61.20	7.76	77.60	22.40	26.79	55.20
2	Spatial Order	4.94	49.40	5.91	59.10	7.39	73.90	19.63	25.04	49.59
ΣX		9.94	99.40	12.03	120.30	15.15	151.5	42.03	51.83	104.79
\bar{X}		4.97	49.70	6.01	60.10	7.57	75.70	21.01	25.91	52.39

The data in the table 2 above shows the students' writing skill in organization as the result of calculating of the diagnostic test and students' test at the students' writing skill by using Venn Diagram method, where the students' score in diagnostic test is different from the students' test in cycle I and cycle II. The mean score in diagnostic test is 4.97, the students' test in cycle I is 6.01 and cycle II is 7.57. The achievement of cycle II is greater than cycle I and diagnostic test (49.70 % > 60.10% > 75.70%) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I (52.39% > 21.01%) and classified as average to good.

Based on the percentages above there are significant improvements of the students by using Venn Diagram Method. To see clearly the improvement of the students' writing organization, the following chart is presented.



Graphic 2. The Students' Improvement in Organization

The in the graphic 2 above shows the significant difference of the students' mean score in the diagnostic test and result of cycle I to cycle II. The students' mean score in diagnostic test is 4.97 (49.70%), while the students' mean score in the result of cycle 1 is 6.01 (60.10 %) and cycle II is 7.57 (75.70 %). So, it means that there is improvement form the diagnostic test to the cycle 1 and from cycle I to cycle II by applying Venn Diagram Method.

The result of the reflection in the cycle II shows that there is a significant improvement from the cycle I to the cycle II, where the students' mean score increase from 3.5 in the data source to be 7.65 in the cycle II. So, the researcher concluded that the indicator in writing could be achieved; it means that the researcher didn't need to do next cycle. It can be seen by the following table:

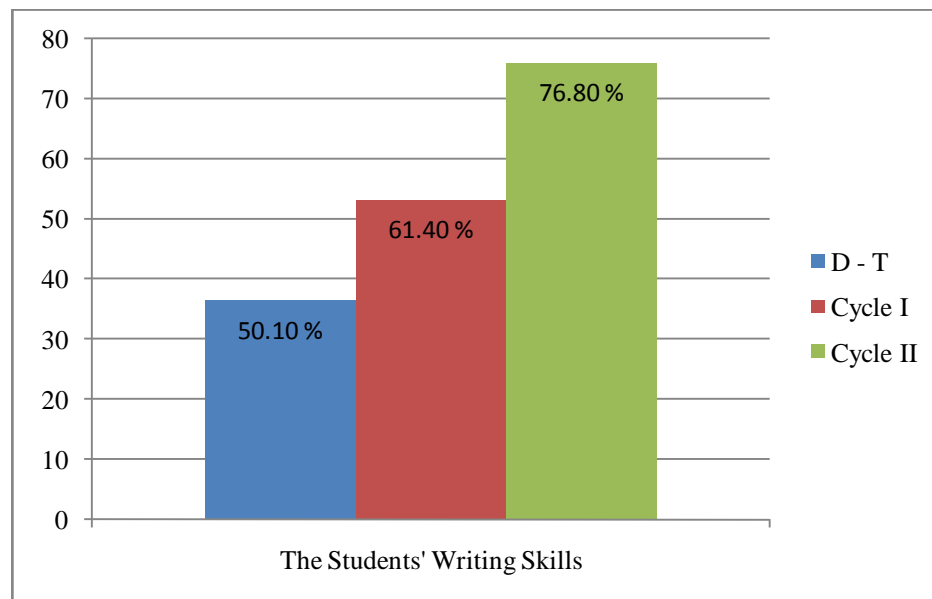
Table 3. The students' improvement in writing

No	Indicators	D – T		Cycle I		Cycle II		Improvement %		
		Score	%	Score	%	Score	%	DT- CI	CI- CII	DT- CII
1	Content	5.05	50.50	6.27	62.70	7.79	77.90	24.15	24.24	54.24
2	Organization	4.97	49.70	6.01	60.10	7.57	75.70	20.92	25.95	52.31
	ΣX	10.02	100.2	12.28	122.8	15.36	153.6	45.07	49.19	106.56
	\bar{X}	5.01	50.10	6.14	61.40	7.68	76.80	22.53	24.59	53.28

The table 3 above indicates that there is improvement of the students' writing skills from D-Test to cycle I and cycle II, which in D-Test the students' mean score (50.10%) and categorized as poor achievement. After evaluation in cycle I the students' writing skill becomes (61.40%) and categorized as average and cycle II (76.80%) which categorized as good. The improvement of students' writing skill achievement from D-Test to cycle I (22.53%). There is also significant improvement of the students' writing skills from cycle I to cycle II (24.59%) and in D-test to cycle II (53.28%).

The table above proves that the use of Venn Diagram method in teaching and learning process is able to improve the students' writing skills after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II > cycle I > Diagnostic-Test).

To see clearly the increase of the students' writing skills, following chart is presented:



Graphic 3. The Improvement of the Students' Writing Skills

The graphic 3 above shows that the improvement of the students' writing in cycle II higher (76.80%) than cycle I (61.40%) and D-Test (50.10%). 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 skills where the result of cycle I is categorized as average and in cycle II categorized as good (Poor-Average- Good).

B. Discussion

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement, they are: 1) How is the improvement of the students' writing content through Venn Diagram Method? And 2) how is the improvement of the students' writing organization through Venn Diagram Method? The application of Venn Diagram Method at the first

year students of SMK Muhammadiyah 3 Makassar can improve the students' writing skills. There were as below :

Abd.Gafur Yusuf, (2009) in his research, with the implementation of venn diagram strategy, the students had high motivation in writing report text either in cycle 1 or cycle 2. The findings showed that the model of venn diagram strategy consisted of five steps : the prewriting, the drafting, the revising, the editing (conferencing), and the publishing. The venn diagram strategy has been proven to be able to enhance the students to have high motivation and increase the students' writing score on report text. So the equation of this research is to improve students' writing ability by using venn diagram method.

Emi Agusriani Samosir, (2012) in her research, the result of the analysis showed that the t-observed was higher than t-table at the level of significance and the degree of freedom. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that teaching reading comprehension through the venn diagram strategy significantly affected reading comprehension.

Septia Maria F, (2012) in her research, after analyzing the data, the writer found that there is significant effect of using venn diagram strategy toward students' reading comprehension and there is significant effect on students' reading comprehension in descriptive text taught by using venn diagram strategy.

Sri Santi Kadevie, (2014) in her research, the result of analysis on this research showed that the mean score of pre-test improved from low to high in the post-test. The result of t-test showed that the teaching reading comprehension of

report text by using venn diagram technique can improve students' ability in learning. The result of analysis on effect size also proved that venn diagram technique categorized as highly effective and succeeded to improve students' achievement in comprehend the report text.

Agnes Febrian Harlan, (2016) in his research, the result of the research showed some changes after the second cycle. The changes were indicated by the students' better understanding of the text and the increase of students' engagement during group work as observed and noted in the observation sheets. As the consequence, the improvement of scores in reading comprehension test in cycle two also took place.

Noor Hameed Majeed Al-Abidi, (2016) in his research, a suitable statistical means has been applied to the results of the study to achieve the aims of the study which reveal that the EFL teachers' perceptions are good (very important) toward using venn diagrams strategy for developing reading strategies of EFL students' in English literature. Since, they have a good scientific practice and qualifications to use one of the modern teaching strategies such as (venn diagrams).

The description of the data collection through the test as explained in the previous section showed that the students' writing ability was better after giving treatment by using venn diagram method that the students' mean score in content and mean score in organization can improve. It means that by using venn diagram method can improve the students' writing ability.

Based on the discussion above, it could argued that the used venn diagram method at class X year students' of SMK Muhammadiyah 3 Makassar can improve the students' writing ability. Further, the researcher concluded that used venn diagram method in learning can make students more active, enjoy and motivated in teaching learning. It means that the venn diagram method can be used as one of the alternative to English teacher in teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter consists of two sections. The first section deals with the conclusion of the finding, and the second one deals with suggestions that cover recommendation concerning the classroom implication of the findings and for further related researcher.

A. Conclusion

Based on the problem statement in this research were (1) How is the improvement of the students' writing content through Venn diagram Method at class X year students' of SMK Muhammadiyah 3 Makassar? and (2) How is the improvement of the students' writing organization through Venn diagram Method at class X year students' of SMK Muhammadiyah 3 Makassar? The researcher made conclusion there were significant improvement of the students' writing in content and organization by applied Venn Diagram Method.

Based on the findings of the research, the improvement of the students' writing ability in content and organization, they are: 1) The improvement of the students' writing ability in content was significant in cycle II was 7.79. It is mean that by using Venn Diagram method the students can improve their writing ability and 2) The improvement of the students' writing ability in organization was significant in cycle II was 7.57. It is mean that by using Venn Diagram method the students can improve their writing ability.

B. Suggestion

Based on the findings, the writer stated suggestions as follows:

1. It is suggested the English teacher to apply Venn Diagram Method as one of the alternative ways in writing skills.
2. The students are expected to increase their intensity in learning writing through Venn Diagram Method.
3. It is suggested to the English teachers that they maximize in giving guidance to the students in learning and teaching writing process.
4. The researcher conducts similar researches for getting better result of the research, so that the students get improvement in their learning.

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PRENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN : BAHASA INGGRIS
PERTEMUAN : 1 (SIKLUS 1)
WAKTU : 2 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.
- Membuat draft, merevisi, menyunting.
- Menghasilkan teks berbentuk *explanatory composition stating an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory composition stating an opinion*.
- Siswa mampu bekerja sama.
- Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanator composition stating an opinion*.

C. Metode :

- Venn Diagram Method

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram.
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran.
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkan mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal
 - Apersepsi : Tanya jawab antara siswa dengan guru tentang explanatory composition stating an opinion.
 - Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
 - Motivasi : Guru memotivasi siswa.
2. Kegiatan Inti (PERTEMUAN I)
 - Guru menjelaskan metode pembelajaran yang digunakan.
 - Guru memperlihatkan contoh gambar metode Venn diagram kepada siswa.
 - Guru membagikan kertas ukuran A4 dan menyuruh siswa membuat gambar Venn Diagram.
 - Guru menyiapkan dua topik yang berbeda dan mengarahkan siswa untuk menentukan general idea dan supporting idea yang berkaitan dengan topik kemudian ditulis di dalam lingkaran Venn Diagram.
 - Guru mengarahkan siswa untuk menyusun/ membuat kalimat berdasarkan general idea dan supporting idea yang telah ditulis dalam bentuk kalimat explanation stating an opinion.

- Kemudian guru menjelaskan gambaran umum tentang *explanatory composition stating an opinion of writing* kepada siswa. .
 - Siswa menyusun ide-ide yang sudah didapat dari *langkah sebelumnya*.
 - Siswa membuat *rough draft* dengan mengembangkan ide-ide yang sudah disusun dari *freewriting*.
 - Siswa mengedit *rough draft* tersebut menjadi sebuah paragraph yang baik sebelum dikumpulkan.
 - Guru mengumpulkan hasil karangan mereka.
3. Kegiatan Akhir
- Siswa menyimpulkan materi tentang *explanatory composition specially stating an opinion text*.
 - Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan
- Bentuk : *Writing explanatory stating an opinion text*.

Name	Component of Writing	
	Content	Organization

I. Reflection (Refleksi)

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 1 sudah mencapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan serta memberikan saran perbaikan untuk pembelajaran.

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	: SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN	: BAHASA INGGRIS
PERTEMUAN	: 2 (SIKLUS 1)
WAKTU	: 2 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.
- Membuat draft, merevisi, menyunting.
- Menghasilkan teks berbentuk *explanatory statin an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory composition stating an opinion*.
- Siswa mampu bekerja sama.
- Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanatory composition stating an opinion*.

C. Metode :

- Venn Diagram Method

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram Method
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran .
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkan mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal

- **Apersepsi** : Tanya jawab antara siswa dengan guru tentang explanatory composition stating an opinion.
- **Acuan** : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- **Motivasi** : Guru memotivasi siswa.

2. Kegiatan inti

- Guru telah mengoreksi hasil *writing* siswa , dan menuliskan kesalahan-kesalahan siswa dalam *error sheet*.
- Siswa menyempurnakan tulisannya dengan memperbaiki kesalahan-kesalahannya yang telah ditulis dalam *error sheet*.
- Siswa mengumpulkan tugasnya sebagai *final draft* untuk *writing explanatory stating an opinion text*.

3. Kegiatan Akhir

- Siswa menyimpulkan materi tentang explanatory stating an opinion text.
- Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan
- Bentuk : *Writing explanatory stating an opinion text*

Name	Component of Writing	
	Content	Organization

I. Reflecting

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 1 sudah mencapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan siswa.

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN : BAHASA INGGRIS
PERTEMUAN : 3-4 (SIKLUS 1)
WAKTU : 4 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.
- Membuat draft, merevisi, menyunting.
- Menghasilkan teks berbentuk *explanatory stating an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory stating an opinion*.
 - a. Tujuan penggiring
 - Siswa mampu bekerja sama.
 - Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanatory composition stating an opinion*.

C. Metode :

- Venn Diagram Method

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram Method.
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran .
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkann mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal

- Apersepsi : Tanya jawab antara siswa dengan guru tentang explanatory.
- Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi : Guru memotivasi siswa

2. Kegiatan Inti (PERTEMUAN I)

- Guru menjelaskan metode pembelajaran yang digunakan.
- Guru memperlihatkan contoh gambar metode Venn diagram kepada siswa.
- Guru membagikan kertas ukuran A4 dan menyuruh siswa membuat gambar Venn Diagram.
- Guru menyiapkan dua topik yang berbeda dan mengarahkan siswa untuk menentukan general idea dan supporting idea yang berkaitan dengan topik kemudian ditulis di dalam lingkaran Venn Diagram.
- Guru mengarahkan siswa untuk menyusun/ membuat kalimat berdasarkan general idea dan supporting idea yang telah di tulis dalam bentuk kalimat explanation stating an opinion.

- Kemudian guru menjelaskan gambaran umum tentang *explanatory composition stating an opinion of writing* kepada siswa. .
- Siswa menyusun ide-ide yang sudah didapat dari *langkah sebelumnya*.
- Siswa membuat *rough draft* dengan mengembangkan ide-ide yang sudah disusun dari *freewriting*.
- Siswa mengedit *rough draft* tersebut menjadi sebuah paragraph yang baik sebelum dikumpulkan.
- Guru mengumpulkan hasil karangan mereka.

3. Kegiatan Akhir

- Siswa menyimpulkan materi tentang *explanatory composition stating an opinion text*.
- Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan.
- Bentuk : *Writing explanatory stating on opinion text*.

Name	Component of Writing	
	Content	Organization

I. Reflecting

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan

pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 1 sudah mencapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan serta memberikan saran perbaikan untuk pembelajaran. Pada pertemuan akhirsiklus I ini siswa lebih diharapkan dapat meningkatkan prestasi belajarnya.

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN : BAHASA INGGRIS
PERTEMUAN : 5 (SIKLUS 2)
WAKTU : 2 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.
- Membuat draft, merevisi, menyunting.
- Menghasilkan teks berbentuk *explanatory composition stating an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory composition stating an opinion*.
- Siswa mampu bekerja sama.
- Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanator composition stating an opinion*.

C. Metode :

- Venn Diagram Method

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram.
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran.
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkan mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal

- Apersepsi : Tanya jawab antara siswa dengan guru tentang explanatory composition stating an opinion.
- Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi : Guru memotivasi siswa.

2. Kegiatan Inti

- Guru menjelaskan metode pembelajaran yang digunakan.
- Guru memperlihatkan contoh gambar metode Venn diagram kepada siswa.
- Guru membagikan kertas ukuran A4 dan menyuruh siswa membuat gambar Venn Diagram.
- Guru menyiapkan dua topik yang berbeda dan mengarahkan siswa untuk menentukan general idea dan supporting idea yang berkaitan dengan topik kemudian ditulis di dalam lingkaran Venn Diagram.
- Guru mengarahkan siswa untuk menyusun/ membuat kalimat berdasarkan general idea dan supporting idea yang telah di tulis dalam bentuk kalimat explanation stating an opinion.

- Kemudian guru menjelaskan gambaran umum tentang *explanatory composition stating an opinion of writing* kepada siswa. .
- Siswa menyusun ide-ide yang sudah didapat dari *langkah sebelumnya*.
- Siswa membuat *rough draft* dengan mengembangkan ide-ide yang sudah disusun dari *freewriting*.
- Siswa mengedit *rough draft* tersebut menjadi sebuah paragraph yang baik sebelum dikumpulkan.
- Guru mengumpulkan hasil karangan mereka.

3. Kegiatan Akhir

- Siswa menyimpulkan materi tentang *explanatory composition specially stating an opinion text*.
- Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus.
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan.
- Bentuk : *Writing explanatory stating an opinion text*.

Name	Component of Writing	
	Content	Organization

I. Reflection (Refleksi)

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 2 sudah mencapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan serta memberikan saran perbaikan untuk pembelajaran. Pada pertemuan kelima ini siswa memperoleh nilai rata rata *writing* yaitu 6.0 sedangkan standar keberhasilan pada siklus 1 adalah 7.0, hal ini disebabkan oleh siswa masih bingung dalam kegiatan pre-writing karena siswa yang kurang perhatian terhadap penjelasan guru dan guru yang dalam mengarahkan siswa dalam *writing* tidak memberikan kesempatan kepada siswa untuk bertanya. Berdasarkan kelemahan dan kekurangan diatas, adapun saran perbaikan untuk pembelajaran pada pertemuan berikutnya adalah membiasakan untuk memebrikan kesempatan kepda siswa untuk bertanya dan memotivasi mereka untuk mau bertanya.

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH	: SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN	: BAHASA INGGRIS
PERTEMUAN	: 6 (SIKLUS 2)
WAKTU	: 2 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama
- Mengelaborasi gagasan utama
- Membuat draft, merevisi, menyunting
- Menghasilkan teks berbentuk *explanatory statin an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory composition stating an opinion*.
- Siswa mampu bekerja sama.
- Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanatory composition stating an opinion*.

C. Metode :

- Venn Diagram Method.

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram Method.
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran.
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkan mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal

- *Apersepsi* : Tanya jawab antara siswa dengan guru tentang *explanatory composition stating an opinion*.
- *Acuan* : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- *Motivasi* : Guru memotivasi siswa.

2. Kegiatan inti

- Guru telah mengoreksi hasil *writing* siswa , dan menuliskan kesalahan-kesalahan siswa dalam *error sheet*.
- Siswa menyempurnakan tulisannya dengan memperbaiki kesalahan-kesalahannya yang telah ditulis dalam *error sheet*.
- Siswa mengumpulkan tugasnya sebagai *final draft* untuk *writing explanatory stating an opinion text*.

3. Kegiatan Akhir

- Siswa menyimpulkan materi tentang *explanatory stating an opinion text*.
- Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus.
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan.
- Bentuk : *Writing explanatory stating an opinion text*.

Name	Component of Writing	
	Content	Organization

I. Reflecting

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 1 sudah menacapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan serta memberikan saran perbaikan untuk pembelajaran. Pada pertemuan keenam ini siswa memperoleh nilai rata rata *writing* yaitu 6.5 sedangkan standar keberhasilan pada siklus 1 adalah 7.0, hal ini disebabkan oleh hasil karangan siswa yang memang masih dibawah rata-rata, sehingga diharapkan guru untuk menjelaskan teknik-teknik *writing* dengan baik dan jelas.

RENCANA PELAKSANAAN PEMBELAJARAN

NAMA SEKOLAH : SMK MUHAMMADIYAH 3 MAKASSAR
MATA PELAJARAN : BAHASA INGGRIS
PERTEMUAN : 7-8 (SIKLUS 2)
WAKTU : 4 X 45 MENIT

Standar Kompetensi : Writing

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *explanatory* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *explanatory composition stating an opinion*.

Indikator :

- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.
- Membuat draft, merevisi, menyunting.
- Menghasilkan teks berbentuk *explanatory stating an opinion*.

A. Tujuan Pembelajaran

- Siswa mampu menghasilkan sebuah text tertulis berbentuk *explanatory stating an opinion*.
 - a. Tujuan penggiring
 - Siswa mampu bekerja sama.
 - Siswa mampu mandiri.

B. Materi

- Contoh text tertulis berbentuk *explanatory composition stating an opinion*.

C. Metode :

- Venn Diagram Method

D. Planning (Perencanaan)

1. Membuat rencana pembelajaran yang sesuai dengan metode Venn Diagram Method.
2. Membuat instrumen yang akan digunakan dalam siklus PTK.
3. Menyusun alat evaluasi pembelajaran .
4. Menyiapkan lembar observasi.
5. Pada akhir evaluasi siswa diharapkann mendapat nilai rata-rata 70.

E. Acting (Tindakan)

1. Kegiatan Awal

- Apersepsi : Tanya jawab antara siswa dengan guru tentang explanatory.
- Acuan : Menyampaikan kompetensi dasar, indikator, dan tujuan pembelajaran.
- Motivasi : Guru memotivasi siswa

2. Kegiatan Inti

- Guru menjelaskan metode pembelajaran yang digunakan.
- Guru memperlihatkan contoh gambar metode Venn diagram kepada siswa.
- Guru membagikan kertas ukuran A4 dan menyuruh siswa membuat gambar Venn Diagram.
- Guru menyiapkan dua topik yang berbeda dan mengarahkan siswa untuk menentukan general idea dan supporting idea yang berkaitan dengan topik kemudian ditulis di dalam lingkaran Venn Diagram.
- Guru mengarahkan siswa untuk menyusun/ membuat kalimat berdasarkan general idea dan supporting idea yang telah di tulis dalam bentuk kalimat explanation stating an opinion.

- Kemudian guru menjelaskan gambaran umum tentang *explanatory composition stating an opinion of writing* kepada siswa. .
- Siswa menyusun ide-ide yang sudah didapat dari *langkah sebelumnya*.
- Siswa membuat *rough draft* dengan mengembangkan ide-ide yang sudah disusun dari *freewriting*.
- Siswa mengedit *rough draft* tersebut menjadi sebuah paragraph yang baik sebelum dikumpulkan.
- Guru mengumpulkan hasil karangan mereka.

3. Kegiatan Akhir

- Siswa menyimpulkan materi tentang *explanatory composition stating an opinion text*.
- Penutup.

F. Observing (Pengamatan)

1. Situasi kegiatan pembelajaran.
2. Partisipasi siswa.
3. Catatan dari observer.

G. Sumber/Alat/ Bahan

- Kamus.
- Buku: *Introduction to Academic Writing*.

H. Penilaian

- Teknik : Penugasan.
- Bentuk : *Writing explanatory stating on opinion text*.

Name	Component of Writing	
	Content	Organization

I. Reflecting

Refleksi yang dimaksudkan sebagai kegiatan analisis, memahami, dan membuat kesimpulan peneliti terhadap proses pelaksanaan

pembelajaran pada pertemuan pertama sebagai bahan pertimbangan apakah siklus 1 sudah mencapai criteria keberhasilan berdasarkan hasil tes atau karangan siswa pada tindakan pertama dan melakukan diskusi dengan observer untuk membahas tentang kelemahan atau kekurangan yang dilakukan serta memberikan saran perbaikan untuk pembelajaran. Pada pertemuan kedelapan ini siswa memperoleh nilai rata rata *writing* yaitu 7.65 sedangkan standar keberhasilan pada siklus 1 adalah 7.0, jadi kesimpulannya siswa sudah mencapai criteria ketuntasan minimal yang menjadi target dari pembelajaran.

Learning material in cycle I:

Asking Giving Opinion/ Agreeing-Disagreeing Opinion

Expression of Asking Opinion:

- What do you think about?
- How do you feel about?
- What's your opinion about?
- Do you think...?

Expression of Giving Opinion:

- I Think.....
- In my opinion...
- The way I see it...
- It seems to me...
- If you ask me...
- Personally, I....
- According to me, ...
- From my point of view, ...
- Well, personally, ...
- What I'm more concerned with is....

Expression of Agreeing:

- I think so.
- I agree with....
- I have the same opinion with....
- I am for you.
- Of course.
- You are right.
- Absolutely.

Expression of disagreeing:

- I don't think so.
- I disagree.
- I don't see it that way.
- I guess not.
- I'm really not sure.
- I doubt it.

Giving explanation's rule

In this essay, you must describe what something is, how it happened, why it occurs, or how it is different. You may have to tell why something is good or bad. You will have to establish criteria and usually those criteria to make a judgment.

Key words or phrases:

Describe...

Explain...

What do you consider most important?(list).

What have you learned by (doing something?)

Why do you think (something happens?)

What are the qualities of (something?)

Chose an event and tell why you enjoyed it.

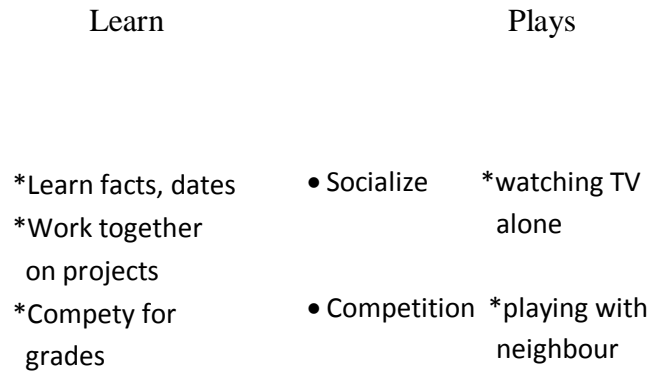
How has (something) changed?

Why is (something) important?

How does (something) effect (something else?)

How is (something) different?

The example of Venn Diagram:



(Example of Venn diagram)

Read the essay. Underline the topic sentences. Double underline the words in the introduction that guide the reader. Circle the nine words or phrase that indicates a personal opinion.

Learning about the past has no value for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.

People often say ‘ those who do not understand history will repeat the mistakes of the past.’ I totally disagree. I do not see any evidence that people have made smart decisions based on their knowledge of the past. To me, the present is what is important, not the past. I think that people, the weather, and politics determine what happens not the past.

People can change. We cannot assume that people will continue hate one another just because they have had hated one another for years. Look at Turkey and Greece. When Turkey had an earthquake, Turkey sent aid. Now, these two countries are cooperating and looking forward to improved relations. No doubt, if we looked at the past, we would have thought this was a lost cause. But people change.

The weather can change. Farmers think that they can plant certain crops, because these crops has always grown well in their fields before. But the weather can change. There can be a long drought. The crops that have always worked well, will die. A drought-resistant crops needs to be tried. If we looked at the past, we would not have changed our crop and we would have lost our farm. Weather changes.

Politics can change. According to my way of thinking, politicians must be responsive to changes in the people. If politician looked only at the past, they would always say the same thing. People change. On the whole, people today care about in the United States, we would see a lot of discrimination against races, and sexual orientations. Now, that is changing. Politicians change, too.

As a rule what is important today is to follow the mood of the moment. We cannot be locked into the past. It doesn't do us any good to think about the past. People, the weather, and politics can change in any direction. The direction of this change, in my opinion, can be predicted by studying the past.

Learning material in cycle II:

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).

f. **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:

5. Write down your general subject or specific topic.

6. Make a list everything that comes to your mind about it.
7. Use words, phrase, and/or sentences. Don't worry about the order of ideas, mechanics, grammar, or spelling.
8. 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:

7. Prewritten to get previous ideas
8. Organize the ideas
9. Write the rough draft
10. Editing the rough draft
11. Write the second draft
12. 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.

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 information. 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 writer arranges and organizes the ideas in order 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 essay, all the idea sticks together. A coherence paragraphs is each idea in 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 writers through essay to follow sentence paragraph.

b). Spatial Order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of 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.

Key words or phrases:

Describe...

Explain...

What do you consider most important?(list).

What have you learned by (doing something?)

Why do you think (something happens?)

What are the qualities of (something?)

Chose an event and tell why you enjoyed it.

How has (something) changed?

Why is (something) important?

How does (something) effect (something else?)

How is (something) different?

Read the essay. Underline the topic sentences. Double underline the words in the introduction that guide the reader. Circle the nine words or phrase that indicates a personal opinion.

Do you agree or disagree with the following statement? **Only people who earn a lot of money are successful.**

Many people believe that a large income equals success. I believe, however, that success is more than how much money you have. Some of those measures of success definitely include fame, respect, and knowledge.

Most people assume that famous people are rich people, but are not always true. For example, some day I would like to be famous in my field as a professor of English. I will still only make a professor's salary, which by U.S. standards will not mean that I am rich. Still, I will feel myself to be successful if I

am well known. Additionally, there are many famous humanitarians who are not rich. Mother there was one. Certainly, no one would say she was not successful.

I also believe that being respected by coworkers indicates success. Without that respect, money means little. For example, I once did some work for a top attorney in a law firm. He made a very good salary, but he was not a nice man. No one ever did work for him willingly. He ordered everyone around, and we didn't respect him. In contrast, however, I had a band director in high school that had to take extra jobs just to take enough money to support his family. His students had great respect for him and always listened to what he said. As a result, we were a very good band. In my opinion, my band director was more successful than the attorney was.

Finally, I think one of the most important indicators of success is knowledge. Wealthy people don't always know all the answers, and sometimes pay others to do work they can't do. Similarly, in the movie Good Will Hunting, the only person who could solve some complex problems was the janitor. He knew a lot, and decided what he wanted to do with the knowledge rather than just think about money. In my opinion, he was extremely successful.

When we think of history, there are few people that we remember simply because they were rich. Overall, we remember people who did something with their lives-they were influential in politics, or contributed to science or art or religion. If history is the ultimate judge of success, then money surely is not everything.

APPENDIX I**THE RESULT OF THE STUDENTS' WRITING DIAGNOSTIC-TEST OF SMK MUHAMMADIYAH 3 MAKASSAR**

Sample	Content		Organization		Mean Score
	Unity	Completeness	Coherence	Spatial Order	
S-1	5	5	5	5	5
S-2	5.5	5	5	5	5.12
S-3	6.5	5	6	6	5.87
S-4	5	6	5	5	5.25
S-5	5	5	4.5	5	4.87
S-6	5.5	6	5.5	5.5	5.62
S-7	6	5	5.5	5.5	5.5
S-8	5	5	5	5	5
S-9	6	6	5	5,5	5.62
S-10	4.5	4.5	5	4.5	4.62
S-11	6	6	6.5	6.5	6.25
S-12	6	6	6	6	6
S-13	6	6	5.5	5.5	5.75
S-14	4	4	4	4	4
S-15	7	6	6	7	6.5
S-16	6	6	6	6.5	6.12
S-17	6.5	6	5	6	5.87
S-18	4	4	5	5	4.5
S-19	4.5	4	4	4.5	4.25

S-20	4.5	3	4	3	3.62
S-21	4	4	4,5	4	4.12
S-22	6	6	6	5	5.75
S-23	5	5.5	5	5	5.12
S-24	6	4,5	5	4.5	5
S-25	3.5	3.5	3.5	4	3.62
S-26	3.5	3	4	3	3.37
S-27	3	4	4	3	3.5
S-28	4.5	5	4.5	4	4.5
ΣX	144	139	140	138.5	140.31
\bar{X}	5.14	4.96	5	4.94	5.01

THE MEAN SCORE FOR D-TEST

1. Content

- Unity

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{144}{28} = 5.14$$

- Completeness

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{139}{28} = 4.96$$

2. Organization

- Coherence

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{140}{28} = 5$$

- Spatial Order

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{138.5}{28} = 4.94$$

Note :

X : Mean Score

Σx : Total Score

N : Number of Students

APPENDIX II**THE RESULT OF THE STUDENTS' WRITING TEST IN CYCLE I OF SMK MUHAMMADIYAH 3 MAKASSAR**

Sample	Content		Organization		Mean Score
	Unity	Completeness	Coherence	Spatial Order	
S-1	6	6	5,5	6	5.87
S-2	6	6	6	6	6
S-3	7	6	6,5	6	6.37
S-4	6	6	7	6	6.25
S-5	6	6,5	6	5	5.87
S-6	6.5	5.5	5.5	5	5.62
S-7	6.5	5,5	6	6	6
S-8	6.5	6.5	6	6.5	6.37
S-9	7	7	6,5	6	6.62
S-10	5,5	6	6	5,5	5.75
S-11	7	7	7	6	6.75
S-12	7	6,5	6.5	6	6.5
S-13	7	7,5	6	6,5	6.75
S-14	5	5,5	5	5	5.12
S-15	8	7.5	7	7,5	7.5
S-16	6,5	5,5	5	6	5.75
S-17	7	6	6.5	7,5	6.75
S-18	7	7	7	6	6.75
S-19	6	5,5	5,5	5.5	5.62
S-20	5.5	5,5	6	5.5	5.62

S-21	5	5,5	5	5	5.12
S-22	7.5	7	7.5	6,5	7.12
S23	6,5	7	6,5	7	6.75
S-24	7,5	7	7	6	6.87
S-25	6	5.5	6.5	6	6
S-26	5,5	5	6	5,5	5.5
S-27	5	6	5	5	5.25
S-28	6	6	5,5	5	5.62
ΣX	178	173.5	171.5	165.5	172.06
\bar{X}	6.35	6.19	6.12	5.91	6.14

THE MEAN SCORE IN CYCLE I

1. Content

➤ Unity

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{178}{28} = \mathbf{6.35}$$

➤ Completeness

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{173.5}{28} = \mathbf{6.19}$$

2. Organization

➤ Coherence

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{171.5}{28} = \mathbf{6.12}$$

➤ Spatial Order

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{165.5}{28} = \mathbf{5.91}$$

Note :

X : Mean Score

Σx : Total Score

N : Number of Student

APPENDIX III**THE RESULT OF THE STUDENTS' WRITING IN CYCLE II OF SMK
MUHAMMADIYAH 3 MAKASSAR**

Sample	Content		Organization		Mean Score
	Unity	Completeness	Coherence	Spatial Order	
S-1	7,5	8	8	7	7.62
S-2	7	7,5	7,5	7	7.25
S-3	7,5	8	7	7	7.37
S-4	8	7.5	7,5	7	7.5
S-5	7.5	7	7	7	7.12
S-6	7,5	7	7,5	7	7.25
S-7	8	7,5	8	7	7.62
S-8	8	7,5	7	7,5	7.5
S-9	8.5	8	7	7	7.62
S-10	7	8	7.5	7	7.37
S-11	8	8	7.5	7	7.62
S-12	8,5	8	7	7,5	7.75
S-13	9	8,5	8	8	8.37
S-14	7.5	7	8	7,5	7.5
S-15	9	9	9	9	9
S-16	8	7.5	7,5	7	7.5
S-17	9	7,5	9	8	8.37
S-18	8	8	8.5	7.5	8
S-19	8	7.5	8	8	7.87
S-20	8,5	7	8	7	7.62

S-21	7,5	7	7,5	7	7.25
S-22	9	8	9	8,5	8.62
S23	7	8,5	7,5	8	7.75
S-24	9	8	9	7.5	8.37
S-25	7	7	7	7	7
S-26	7	7,5	7,5	7	7.25
S-27	7	7.5	8	7	7.37
S-28	8	7,5	7,5	8	7.75
ΣX	221.5	215	217.5	207	215.18
\bar{X}	7.91	7.67	7.76	7.39	7.68

THE MEAN SCORE IN CYCLE II

1. Content

- Unity

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{221.5}{28} = \mathbf{7.91}$$

- Completeness

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{215}{28} = \mathbf{7.67}$$

2. Organization

- Coherence

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{217.5}{28} = \mathbf{7.76}$$

- Spatial Order

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{207}{28} = \mathbf{7.39}$$

Note :

X : Mean Score

Σx : Total Score

N : Number of Student

APPENDIX IV

The students' improvement in writing

No	Indicators	D – T		Cycle I		Cycle II		Improvement %		
		Score	%	Score	%	Score	%	DT-CI	CI-CII	DT-CII
1.	Content	5.05	50.50	6.27	62.70	7.79	77.90	24.15	24.24	54.25
2.	Organization	4.97	49.70	6.01	60.10	7.57	75.70	20.92	25.95	52.31
ΣX		10.02	100.2	12.28	122.8	15.36	153.6	45.07	49.19	106.56
\bar{X}		5.01	50.10	6.14	61.40	7.68	76.8	22.53	24.59	53.28

APPENDIX V

THE RESULT OF THE STUDENTS' ACTIVENSNESS IN CYCLE I

Subje ct	I st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-2	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-3	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-4	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-5	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-6	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-7	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-8	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-9	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-10	0	0	0	1	0	0	2	0	0	3	0	0	0	3	0	0
S-11	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-12	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-13	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-14	0	0	0	1	0	0	2	0	0	0	2	0	0	3	0	0
S-15	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-16	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-17	0	0	0	1	0	0	2	0	0	0	2	0	0	0	2	0
S-18	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-19	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-20	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0

S-21	0	0	0	1	0	0	2	0	0	0	2	0	0	0	2	0
S-22	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-23	0	3	0	0	0	0	0	1	0	0	0	1	0	0	0	1
S-24	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-25	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-26	0	3	0	0	0	0	0	1	0	0	0	1	0	0	0	1
S-27	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1
S-28	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
Sum	5	10	8	5	7	12	6	3	8	12	5	3	8	13	4	3
Fq	20	30	16	5	28	36	12	3	32	36	10	3	32	39	8	3
P	63.39				70.53				72.32				73.21			
N	28															

Notes : 4 = Very Active

2 = Fairly Active

3 = Active

1 = Not Active

Fq = Frequency

P = Percentage

N = Sum of Subject

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{71}{112} x 100$$

$$P = 63.39$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{81}{112} x 100$$

$$P = 72.32$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{79}{112} x 100$$

$$P = 70.53$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{82}{112} x 100$$

$$P = 73.21$$

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE II

Subje ct	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-2	0	0	0	1	0	0	2	0	0	0	2	0	0	3	0	0
S-3	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-4	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-5	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-6	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-7	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-8	0	3	0	0	4	0	0	0	0	3	0	0	4	0	0	0
S-9	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-10	0	0	2	0	0	3	0	0	4	0	0	0	4	0	0	0
S-11	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-12	4	0	0	0	4	3	0	0	4	0	0	0	4	0	0	0
S13	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-14	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-15	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-16	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-17	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-18	0	3	0	0	0	3	0	0	0	3	0	0	4	0	0	0
S-19	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-20	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-21	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0

S-22	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-23	0	0	0	1	0	0	2	0	0	3	0	0	0	3	0	0
S-24	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-25	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-26	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
S-27	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
S-28	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
<i>Sum</i>	8	10	6	4	12	10	4	2	12	12	4	0	14	11	3	0
<i>Fq</i>	32	30	12	4	48	30	8	2	48	36	8	0	56	33	6	0
<i>P</i>	69.64				78.57				82.14				84.82			
<i>N</i>	28															

Notes : 4 = Very Active

2 = Fairly Active

3 = Active

1 = Not Active

Fq = Frequency

P = Percentage

N = Sum of Subject

Percentage of the Students' Activeness in Cycle II

c. The First Meeting

$$P = \frac{78}{4 \times N} \times 100$$

$$P = \frac{78}{112} \times 100$$

$$P = 69.64$$

c. The Third Meeting

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

$$P = \frac{92}{112} \times 100$$

$$P = 82.14$$

d. The Second Meeting

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

$$P = \frac{88}{112} \times 100$$

$$P = 78.57$$

d. The Fourth Meeting

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

$$P = \frac{95}{112} \times 100$$

$$P = 84.82$$

DOCUMENTATION







CURRICULUM VITAE



The Researcher, Elma Damayanti was born on June 17st, 1996 in Bulukumba Regency, and South Sulawesi. She has 1 sister and 2 brothers. She is the first child of four siblings from a lovely couple of her parents Daeng Matasa and Sulmiati.

She began her study at SDN 179 Tanahberu and graduated in 2008. Then she joined at SMP Negeri 32 Bulukumba and graduated in 2011. Afterwards, she continued her study at SMA Negeri 3 Bulukumba and graduated in 2014. After finishing her study from senior high school, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University.