

## Bosting of writing skill by using interactive venn diagram technique

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### ABSTRACT

The title of this research is “bosting of writing skill by using interactive venn diagram technique (A lesson Study base at SMA 2 peusangan). The problem of the research is : How is the implementation of writing by using interactive venn diagram to second grade students of SMAN Peusangan through lesson study ?

The purpose of the research is : To bosting students’ writing skill through the implementing interactive venn diagram technique to the second grade students of SMAN 2 Peusangan. Writing is generally considered the most difficult skill to learn, not only because of the need to master many English skills; reading, writing, and listening, but also because of the differences between the rules of the learner's mother tongue and the language being studied. There were some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas. Some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only, The idea of the paragraph was still not clear. Second, the problem in organizing the ideas to write a narrative text. Third, the students found difficulties in grammar. Third, the students found difficulties in grammar. Fourth, when students proceed writing something, many problems could be found, Some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic. The Fifth difficulty was students’ related with spelling, punctuation and capitalization.

. Lesson Study is a study used by researchers with the aim of boosting students' writing skills with one or more technique in their class. The instruments used to collect the data are writing test and questionnaires.

Based on the analysis of the students’ writing test, the researcher explained that the average percentage of the writing test is 49,33 %, the percentage showed that the problems are faced by students was from many aspect, such as : Feeling Crisis of IdeasIt is very difficult to start writing, for fear of being wrong/lack of confidence, or wanting the writing to be perfect immediately.

**Key World :** The Students’ Problem, writing test, interactive venn diagram , lesson study.

### INTRODUCTION

Writing is basicly regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, writing, and listening, but also because of the difference between the learners’ native language rules and that of the language being learned according to [1] he explained that writing is a language skill of one's ability in the ideas, feelings, and thoughts that are owned by other people or parties by using a written medium. According to [2] explained that writing is expressing in writing an idea, idea, opinion, or thoughts and feelings..

When we talk about writing, we do not mean just having many ideas to write . It means just write one thing in you head after read something. This skill is often ignored in some teachers' classes.

Some problems in write [3] In general it can be said that There are four kinds of problems namely (1) afraid to start, (2) not know when to start, (3) organization, and (4) language. According to [4] says that the experience of learning to write experienced by students at school is regardless of the teacher's condition. [5] also support , someone is reluctant to write because don't know why he wrote, feel unable to write, and feel like I don't know how to write.

The important of writing especially in education. Writing is important for the students because it make easier for students to think. Writing lessons is need by students, because through writing students can put all their ideas into forms good writing, correct and interesting, Writing can help the student to explain the thoughts..

According to [5] Writing can be defined as a delivery activity message (communication) with use written language as tools or media. [1]stated that the focus in the writing process is on what student think and do as they write and the five stages are prewriting, drafting, revising, and editing.

According to [6], writing is an activity to express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures. Imitation, this type of writing performance is the ability to imitate a word, phrase, or sentence. Other researchers can explain that the writing function is divided into 3 functions.

1. Styling Function

This means that the process of making an essay there is an arrangement / management of ideas, thoughts, opinions, imagination and others.

2. Creation function,

This means that the result of the essay is a manifestation of something new. And finally, the function of delivery, meaning that the content in an essay is an idea that the writer will convey to the reade

3. The function is to said

Ideas, thoughts, imaginations that have been arranged and preserved in written form can be read or conveyed to othersBased on the explanation above, the researcher would like to formulate this research with the aim : to find out the problems faced by students Class XI PBS SMAN 2 Peusangan in writing venn diagram . Researchers are interested in investigating the challenges faced by students in English class. Also, the researcher is interested in investigating the strategies applied by the students in the classroom. It aims to find out what they do to overcome writing problems in class.

## **METHOD**

### **Lesson Design**

Lesson study is a learning model that strives for teaching and learning activities to develop in a better direction cooperatively, namely cooperation carried out by teachers to students. According to [7] Lesson Study is a model of professional guidance for educators by discussing learning together and continuously in accordance with the principle of mutual learning. This research uses a quantitative approach so that a learning community can be formed. Lesson study can be useful as a learning activity that is adaptive to situations and problems faced by teachers. There are three stages in lesson study, namely plan, do, and see. The first plan at this stage the teacher will make a chapter design or lesson plan (RPP) that represents learning that focuses on students. The second Do, at this stage there are two activities that can be carried out, the first is learning activities carried out by selected teachers or on their own initiative then the teacher will implement the learning design (RPP) that has been made collaboratively.

### **Population and Sample**

The population in this study were students of SMAN 2 Peusangan. [8] also explains that population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to study and draw conclusions. [8] that the sample is a small group of population that will be studied and drawn as a conclusion. The sample of this research is the students of class XI SMAN 2 Peusangan.

### **Research Instrument**

In qualitative research, researchers use instruments, namely writing tests and questionnaires to collect data. Questionnaires were distributed to obtain data about the factors of students' problems in writing English. This questionnaire was given to the respondents. The author makes a list of questionnaires with three alternative answers, namely Strongly Agree, Agree, Moderately Agree, Disagree, Strongly Disagree. To facilitate data collection, researchers need several instruments. The instruments used are: Closed questionnaire. The written test is the main instrument used by researchers to collect data and measure students' ability to speak with correct grammar and pronunciation. [9] it is stated that giving a test depends on our goals in testing. Most of the tests given to students are to measure or find out how well they have mastered the

language and skills that have been taught. The writing test was used by the researcher with several criteria such as the researcher giving narrative text (fox and cat) to the students and then making a circle of venn diagram and writing into the circle with the narrative writer team. This test takes 20 minutes to perform.

### **Source of Data**

In this research, data had been collected by giving questionnaire and writing test. First is writing test, the researcher has given them narative test the title is fox and cat, and asked them to choise part of narative text to to write in venn diagram circle. Second is taken from the questionnaire which distribute to the active students at SMAN 2 Peusangan class XI . The data collecting execution, used questionnaire which had been shared on the paper. This purpose is in hope to make them easier, in order to be some valid and reliable statements that they should answer.

### **Data Analysis Technique**

In this research the data analyzed quantitatively. It means that the collecting data in this research analyzed by using the formula. Mean score ( $\bar{x}$ ) is used to find the average score of the students mastery. [10]gives the following formula below:

$$\bar{x} = \frac{\sum fx}{N}$$

Where: ( $\bar{x}$ ) = Mean Score

$\sum fx$  = Total score of all students

$N$  = The number of sample.

In analyzing the data, the researcher used interactive model by Miles and Huberman in Sayuri (2016:6) activities in data analysis, namely: data reduction, data display, and conclusion. Data Reduction, Reducing data means: summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary. The data that had been reduced provide a clearer picture, and make it easier for researcher to conducted further data collection, and look for it when needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects. The second Data Display (Presentation of Data) After the data is reduced, the next step the researcher is going to display the data. If the data had been reduced, the next step is to present

the data. Presentation of data as a set of structured information, and provides the possibility of drawing conclusions and taking action. The third step is conclusion. The initial conclusions put forward are still provisional, and will change if no strong evidence is found to support them at the next data collection stage. However, if the conclusions have been supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible (trustworthy). To check validation of conclusion of this research, the researcher used the Triangulation technique. This technique also used to check the validation of conclusion of this research. The researcher used triangulation data source to check the validation of this research. Triangulation data source means comparing and cross-checking consistency of information derived at different times and by different means within qualitative method.

In this technique, the researcher compared source data as follow:

- a. Comparing the result of preliminary research with writing result data
- b. Comparing the result of preliminary research with questionnaire test result data after then, the researcher compared between the results of preliminary research with writing tes result data. This step did to support data, whether both of them also connected to check validation of this research.
- c. Comparing the result of questionnaire data and writing test result data.
- d. The last step, the researcher also compared result of questionnaire with writing test result whether both of them also connected to get more valid of this research.

## **FINDING AND DISCUSSION**

After conducting the research, the researcher obtained data from students and then analyzed the data focused on the instruments that had been given to students, namely: written tests and questionnaires. Researchers analyzed the data to obtain true and accurate information related to this research. The results of the study are described as follows. The researcher explained in detail the analysis of the results of the instrument used, the researcher found that students still faced some problems in writing English. Based on the writing test, the students' problems in writing English are: first, from the Fluency aspect, there are 4.23% of students who are not fluent in writing English. When the researcher walked around the class during the research time, the researcher could see that many students were lazy to write English.

Second, from the aspect of writing in a venn circle diagram, there are 5.76% of students who do not understand and understand writing venn circles. When the researcher asked the students how to write in a venn circle "the answer", the students said that they did not know that

they had forgotten. They are less creative because they do not use narrative text writing techniques in their daily activities. Third, from the grammatical aspect there are 5.84% of students who have difficulty mastering writing techniques, students do not know where to start in writing, students are very difficult to answer when the teacher asks them to write something down. because they have little opinion about what to say, Students have difficulty in forming sentences when they write narrative texts because students are less motivated when learning English in class. Finally, from the aspect of understanding there are 7.23% of students understand what is said in the text "fox and paint" but they do not know how to put it into written form.

The findings of this research, it was evident to require improving students writing through the implementation of Venn Diagram Technique. Some of evidence were found corresponding to the improvement of the students in mastering writing. The teacher should follow a particular procedure and the concept of Venn Diagram Technique must be introduced to the students clearly in Indonesian in order to make the students understand well about the technique applied.

And the last the students are lazy to study English because they do not understand about English Lesson and students are lack of motivation in writing English based on questionnaire at point 9-10, doing intership can not increase their motivation to learning English, especially in writing English. In accordance with the result of the analysis of the teaching and learning process, the students' motivation in submitting their response was good because about half of the students did, most of the students felt very happy learning writing through the implementation of Venn Diagram Technique, and most of them felt that their understanding on writing was increased. Result of test for the students in 76.33 or good categories. The result of observation for students' activities have a good category

## **CONCLUSION**

The conclusion of this research are mentioned as follow :

implementation of writing using interactive venn diagrams for grade II students of SMAN 2 Peusangan through lesson study students will write using interactive venn diagram techniques with their group of friends by selecting and reading the part of the narrative text entitled "fox and cat"

students' responses to the application of interactive venn diagrams in improving students' writing skills through lesson study are students have interest in writing in circles venn diagram. It can see the enthusiasm of students through their activeness in writing test.

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