

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that is prioritized for use in several countries, including one in Indonesia. International life and communication are mostly through English. Therefore, it is increasingly important, especially in the global era. It is the key to concern for global life. English is a foreign language in Indonesia because the official language used and defined in Indonesia is Indonesian. Whereas English is a foreign language which is internationally it has been used in several countries. It is taught from the kinder garden level to the university level. It is a compulsory subject in schools and universities.

A language is a tool of communication in daily life. Language is used as a means of communication in human daily activities to get and give some information. It is very important because it is used when people make with other people. The function of language is not only for making communication but also shows the culture of each country. It covers the ability to understand and express opinions, ideas, and feelings.

However, every language has its own rules and characteristics, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing are language production, so they are productive skills. On the other hand, listening and reading are receiving a message, so they are receptive skills.

Writing is usually the fourth language skill that we learn. In English, this includes/ knowledge of grammar, punctuation, content, and sentence structure. Writing as a language skill has a very important role. This is supported by the fact that writing has now become part of everyday life. Writing cannot be separated from daily activities. People write various kinds of reading material such as newspapers, magazines, novels, academic books, and so on. It is through writing that people can get a lot of information and write it down. Therefore, the ability to write in any form will bring great benefits to the writer. All of these objectives require sufficient writing skills.

Grammar is a set of rules governing the assistance of clauses, phrases, and words in any given natural language. This term also refers to the study of these rules, and these fields include morphology, syntax, and phonology, often complemented by phonetics, semantics and pragmatics.

Punctuation is the use of spaces, conventional signs, and certain typographic devices as aids to understanding and reading correctly, either silently or aloud, in handwriting and in print.

Content is the content of the writing or ideas, topics that will be delivered and in language in writing. In determining the content the writer should know the content of the objectives in the writing. Most students have problems or difficulties in formulating or Expressing their ideas or thoughts in written form is: students do not understand in developing ideas or thoughts into a broad and related to the topic of writing. Next is that student do not understand how to organize writing ideas or topics in the correct order, so that students' writing looks unclear, confusing, and unrelated.

Sentences Structure play an important role in the communication process, because sentence is the smallest unit of language. A writer to be skilled at composing good sentences requires mastery syntactic structures, especially sentences. Each sentence is a manifestation mind of language users. The sentence contains the message you want to convey the writer to the reader because of every thought or idea he has a person is essentially poured into the form of a sentence. Good sentences must fulfill grammatical requirements. Mastery of sentence patterns is one of the requirements which is important for a writer.

Writing is a process of arranging letters, words, sentence, and paragraph on the bases of structure and some other related to other. Writing skills are difficult and complex to be mastered in which the students should be mastered on conceptual and judgment also grammatical and rhetorical. Sipayung, (2016:90).

Generally, writing is difficult and complex. The students often encounter some problems in writing. They get difficulty in making a choice of words and putting the words together. Oshima and Hogue (2007:3) defined that writing as generally a process to communicate between the writer and reader through the text. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, semantics, part of speech, clauses, and verbs with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping, and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media, and the formation of legal systems.

In writing activities, several methods can be used by English teachers. Of course, every teacher must choose the right method to achieve his/her goals. Because it is known that most students' writing skills are still lacking. On the other hand, students also have difficulty asking for and getting individual attention. Goldman and Heaton (1986:114) state that no single method of writing works for all writers. They need to find a method for the best result to work. The methods of writing must cover three broad areas. Three broad areas are discovering a message and purpose, developing a method of presentation, and using suitable language.

There are several genres of writing. All genres are different. The genres in writing are spoof, recount, narrative, procedure, hortatory exposition, anecdote, description, report, analytic exposition, explanation, discussion, and news. Explanatory text is a text that contains how or why something happened and generally explains the process of something happening. The purpose of an explanatory text is to tell the reader how something happened so that the reader can imagine and understand how something happened. Based on the result of preliminary research on 20 January 2021 at SMK HKBP Sidikalang especially class tenth. The writer gave the test about writing explanatory text to 15 students. The writer found a problem in writing and many mistakes. There are several obstacles faced by students in writing activities. The problems that the writer encountered were that students' writings were poorly understood because the contents of the essays were not relevant to the topic, ideas were not conveyed clearly, ideas and sentences were not structured, the students' lack of vocabulary made it difficult for them to compose a text or put their ideas into the text, In

addition, the use of language is also still lacking, the use of punctuation marks, and also spelling errors. The following are the students' scores in writing news texts. After analyzing the results of student work, the writer get student scores with the following results. 7 students got 50 points, 3 students got 47, 3 students got 34, and 2 students got 39, and the student's average score is 44.

Based on the background of the research above, the author will use the Venn diagram method to help students improve their ability to write explanatory texts. The Venn diagram method is a method known as comparing and contrasting two problems and circle representing the quality of each problem, the method developed by John venn is one of the methods in teaching writing. It can support a good situation in the classroom. 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 be complex and difficult to interpret because there are so many concepts being compared. They work best when only two or three concepts and their characteristics are compared in a single diagram.

Based on the background above, the researcher will conduct a study entitled: "The Effect of Using the Venn Diagram Method in Writing Explanatory Texts in Class X Students of SMK HKBP Sidikalang".

1.2 The Problem of the Study

Based on the background of the study, the problem is formulated as follows:” Does the Venn diagram method significantly affect on writing ability of explanatory text of tenth-grade students at SMK HKBP Sidikalang?

1.3 The Objective of the Study

The objective of the study is to find out whether the Venn diagram method significantly affects on writing ability of explanatory text of tenth- grade students at SMK HKBP Sidikalang.

1.4 The Scope of the Study

In this study, the writer will be conducted focus on the effect of diagram Venn in improving students' abilities in writing explanatory composition texts primarily to express opinions limited to Content and Organization text in class X SMK HKBP Sidikalang.

1.5 The significances of Study

1. Theoretically

This research is expected to be useful as material insightful study of English learning methods, especially writing explanatory texts.

2. Practically

1. For english teacher :This research is useful for consideration for English language teachers to determine the appropriate English writing skills learning techniques for the students of X SMK HKBP Sidikalang
2. For the students: Research results are expected be valuable information and to create good strategies and students can be motivated to become interested in learning English.

1.6 The Hypothesis

The Hypothesis is temporary answers or problems that need more research further through the research examined. The hypothesis in this research is formulated as the following:

Ha : There is a significant effect in using the Venn diagram method in writing Explanatory text at Class X Students of SMK HKBP Sidikalang.

Ho : There is no significant effect in using the Venn diagram method in writing Explanatory text at Class X students X SMK HKBP Sidikalang.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explains the related materials to give clearer concepts and ideas for this study. These concepts and ideas will lead to a much better analysis of the variables selected by the writer in order not to raise confusion, misunderstanding, and misinterpretation in comprehending the concepts and ideas applied in this study.

2.2 Writing

Writing well starts with choosing to write. You don't need to achieve your purpose by writing. Writing is slow and expensive; even writing an e-mail can take time. A telephone call may do the job more quickly. Writing is useful when: you want a permanent record, the information is complicated, or you want to copy the same material to many readers. Alan, (2011:136).

Writing, whether it is part of the study, research, or publication, is time-consuming. It requires careful planning to ensure that you produce a quality piece of work, as well as being able to meet your deadlines. Early preparation will help you identify your priorities and create a realistic work schedule. Regular monitoring of the way that you are using your time will keep you focused and on task. You will also be more able to cope with unforeseen circumstances or changes to your initial goals. Diana, (2016:213).

Writing is a skill that contains symbols (orthographic) and involves a complex process. In making good writing, we must use correct grammar rules, choose the appropriate vocabulary, and consider coherence and cohesion. Some experts provide definitions about writing that can help us get a clearer definition. One of them was stated by Celce and Murcia, "Writing is the production of the written word which produces a text but the text must be read and implemented for communication to take place. Writing something, anything, every day will enable you to build up the discipline and commitment required to ensure that you can produce a complete manuscript in whatever genre you choose. Adele, (2007:2).

Writing skills are an essential component of technical communication. It seems obvious to say that a technical writer should be able to write, but it's necessary to point this out. Enormous technical knowledge is not a substitute for writing ability. It's hard to identify exactly what makes good writing, but here are some general guidelines. Writing should be: Clear, Easy to understand, Not subject to misinterpretation, Concise, Easy to follow. It's easier to say what writing should not be: Confusing, Redundant, Wordy, poorly organized, Inaccurate. Alan and Sarah, (2009:29-30).

Writing in an EFL context is a complicated process in the development of the ideas to produce writings with the characteristics of linguistics features of their language target they have never had (Al-Shaer, 2014; Byrd, 2016).

2.2.1 Goals of Writing

Grenville, there are three purposes of writing: to entertain to inform and persuade, in this research focus to inform.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It's mean that researchers need to use their creativity. It shouldn't make the reader laugh, but engage their feelings in some way.

2. To inform

Writing to inform has a purpose to tell the readers about something. This kind of informative writing can focus on objects, places, procedures and events it can be seen in newspapers and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The researcher tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow researchers' opinions and act upon it.

2.2.2 Types of Writing

1. Making Reading Easier

Good writers try to make reading as easy as possible. Reading, after all, is hard work. We read on three levels: working out what the writer has to say; scanning sentences for complete ideas; reading individual words for their meaning. Alan, (2011:136).

2. Writing Step by Step

Writing is best tackled systematically. We all face the temptation to do everything at once: working out what to say, in what order, and how to say it. This is a recipe for disaster: we get confused and frustrated and the

writing that emerges is a garbled mess. Like cooking, writing is best - done step by step. Think in terms of constructing a document rather than merely writing it. This letter or document has a job to do; you must design and build it to do the job. Alan, (2011:136).

2.2.3 Step of Writing

Write a one-step action. Writing as productive one skill requires a process. This process requires writers to write sequentially. Harmer stated that the writing process is a stage, that a writer reaches through to produce something (written text) before it becomes final draft. Jeremy, (2001:4)

There is a process of empathy:

1. Planning

At this stage I have to measure three main points. That's the goal, audience (readers), and content structure. The purpose of communication affects not only the type of text the writer wants to produce, the language used by the author, but also information that the author chooses to include. Second, a writer must be the audience. The audience will not only influence the form of writing (how it is organized or how the paragraphs are structured) but also the choice of language (formal or informal language). Third, the writer must consider the structure of the content piece. This means how the writer ranks facts, ideas, or arguments.

This stage is often referred to as the pre-administration process. Pre-is helpful think, speak, read, and write what the writer does about his work

topics before he wrote the first draft. Pre-can is interpreted as brainstorming before writing. There are two ways of operating over the brain; brainstorming and grouping. Brainstorming is the fast way to generate multiple ideas. So, brainstorming is a way to get the "creative ideas." engine running. The purpose of brainstorming is to list as many ideas as possible without worrying about how the author asked them. A list of authors can include words, phrases, sentences, or even questions. Karen, (2003:41).

2. Brainstorming

Five steps must be done by writers to brainstorm:

- 1) Writers must begin with a broad topic.
- 2) Writers must write down as many ideas about the topic as writers can do in five minutes.
- 3) Writers can add more items to their list by answering the questions what, how, when, where, why, and how.
- 4) Writers group similar items on the list.
- 5) Writers can cross out items that do not belong.

3. Grouping

Grouping is another pre-existing technique. This is a visual way to show how this idea is presented using circles and lines. When writers group them, they draw diagrams to connect ideas. Karen, (2003:9).

There are five steps the author must take to categorize:

1. The author must be the topic in the center of the blank paper and draw a circle around it.

2. Writers can write down whatever idea comes to their mind about topics in a circle around the main circle.
3. The author must connect these ideas to the middle word with a line.
4. Writers review each of their new ideas, write more related ideas in circles near new ideas, and then link them.
5. The author is the author of the book to the book of ideas.

4. Drafting

After you have finished planning, you can move on to the next step (preparation). When you write, draft your first paragraph, use the ideas you generate from planning as a guide. As you write, remember to:

1. Start with a topic sentence whose main idea is included in several sentences that support the main idea.
2. Stay on topics not including indirect information to support the main idea.
3. Arrange the sentences so that other ideas make sense.
4. Use sign words to help understand how the idea came to be your paragraphs are linked

5. Editing (Revising)

It's almost impossible to write the perfect paragraph in the first paragraph try. The first experiment is called the first draft. Maybe the order information is unclear or the discourse marker is wrong. How to revising and revising the first draft is called editing. The author edits the file has or their colleagues' work for grammar, spelling, punctuation,

diction, sentence structure, and the appropriateness of supporting textual materials such as quotes, examples, and the like.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1. Add new ideas to support the topic.
2. Cross out sentences that do not support the topic.
3. Change the order of the sentences.
4. Using the following checklist to revise your paragraph;
 1. Make sure you have a topic sentence.
 2. Cross out sentences that do not relate to the main idea.
 3. Check to see if the sentences are in the right order.
 4. Add new ideas if they support the topic sentences.
 5. Make sure you have included signal words to help guide the reader.
5. Check the punctuations, spelling, and grammar
6. Final version

After the author revises and edits the draft and makes necessary changes, he has produced the final Version.

2.3 Explanatory Text

There are several arguments regarding the definition of explanatory text according to some experts, for example, Restuti said that the meaning of the Explanatory Text is a text that explains or explains natural or social processes or phenomena (Restuti 2013: 85). The explanatory text is arranged in a structure

consisting of parts that state the general opening (opening), a series of explanations (content), and interpretation / closing) Mahsun (2013: 189). The Contemporary English-Indonesian Dictionary, the meaning of Explanation Text is a text that contains processes related to natural, social, scientific, cultural, and other phenomena.

The definition of an explanation text is a text that contains the process of how and why something happens and the discussion is always related to a topic. These topics are related to natural phenomena, culture, science, and various other things. Usually this text aims to provide information to readers so that a topic is easier to understand. In short, an explanatory text is a text that explains the formation of a social or social phenomenon.

2.3.1 Kinds

Wahidi (2009:65) states that there are two types of explanatory text, namely explanatory text which explains how and what. First, how are questions and statements about how, how to separate two people who are fighting. The NWS Department of School and Education (2012:13), there are 4 (four) types of explanatory texts, including the sequential explanations, causal explanations, theoretical explanations, and factorial explanations.

1. Sequential Explanation Text

The meaning of sequential explanatory text is an explanatory text that focuses on the details of phenomena. For example metamorphosis.

2. Causal Explanatory Text

The meaning of a causal explanatory text is an explanatory text which contains the origin or cause of something happening with the stages that are passed. For example, the cause of the occurrence of winds accompanied by strong storms at the end of July, or the causes of desert winds, because of the occurrence of a lunar eclipse and so on.

3. Theoretical Explanatory Text

The definition of theoretical explanatory text is an explanatory text that contains speculations about things that can happen behind a natural phenomenon.

4. The Characteristics

Characteristics of the explanatory text from the following: Consist of a general statement (opening), an explanatory sentence or series of explanations (content), and closing or interpretation. This general statement is an initial description of what will be conveyed with various general statements. The content or explanation line is the essence of the explanatory text and explains what the author wants to convey. While the closing or interpretation contains the views and conclusions of the author which are optional because they may or may not be included. Contains information based on factual events. These factual events contain scientific information. The characteristics of the language contained in an explanatory text are as follows:

1. Has a strong focus on the general or generic part, not in the form of human participants, for example about earthquakes, floods, air, or rain.

2. Possible inclusion of scientific terms or terms in a particular field of science.
3. Many use verbs that are material and relational (also called active verbs).
4. Using causal conjunctions and time conjunctions, such as if, so, if, or then, and, so on.
5. Use the passive voice.

Explanatory text is deliberately written in order to make a justification for something which explains that the cause and effect event is true.

2.3.2 Structure

Mashun (2013:67), there are several structures for constructing the Explanatory Text, namely:

1. General Statement.

A general statement contains a general explanation of the phenomenon to be discussed. It can be an introduction to the phenomenon or an explanation. The general explanation written in this text is in the form of a general description of what, why, and how these natural events occurred.

2. Row of Explainers

A row of explanations contains an explanation of the process of why this phenomenon can occur or be created and can consist of more than one paragraph. A series of explanations describing and detailing the causes and consequences of a natural disaster that occurred.

3. Interpretation (Optional).

The optional closing text: not a requirement. The closing text referred to is a text which is the essence or conclusion of a general statement and a series of explanations. Optionally, it can be in the form of a response or to conclude on the statements in the text. Mahsun (2013: 189), the Explanatory Text is arranged in a structure consisting of parts showing a general statement (opening and second statements are true and complement each other.), a series of explanations (content), and interpretation/closing.

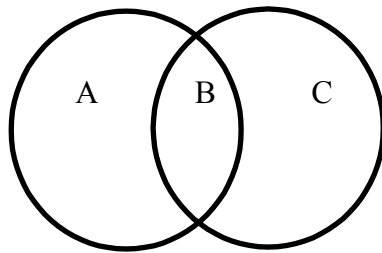
Example of Explanatory Text

Tsunami originated from Japan, “tsu” meaning harbor and “nami” meaning wave. They are normally caused by landslides, earthquakes, volcanic eruptions in, or close to an ocean. After some sort of underwater disturbance, this causes energy to rise to sea level pushing the water high into the air. Gravity kicks in and pulls it down again and then consequently causing the water to filter out into many different directions. General Statement

When a tsunami begins to approach the shore the energy in the wave is compressed. As a result, the water is pushed up into the wave, resulting in a powerful tsunami. If the through hits the shoreline first, it then causes the tide to drastically retreat. Row of Explanation

So, tsunami happens because of natural disasters such as earthquakes or volcanic eruptions. People who live near the shoreline have to be careful because they are threatened by tsunamis whenever there is an earthquake. Interpretation

2.4 Venn Diagram Method



A= Different

B= Similarities

C= Different

The Venn diagram is a conceptual map consisting of two overlapping circles that create three sections. By writing words and phrases into the appropriate section, writers see the similarities and differences between an essay's stated topics. The Venn diagram is very useful when you are asked to compare and contrast two concepts, two people, or different customs. Essay prompts signal the usefulness of Venn diagrams when they include phrases like:

1. Compare and contrast
2. Choose between
3. Distinguish between
4. Decide between

A Venn diagram becomes very useful when asked to distinguish between two of anything! Its overlapping circles help you to see similarities and differences. Anne (2002:21-22).

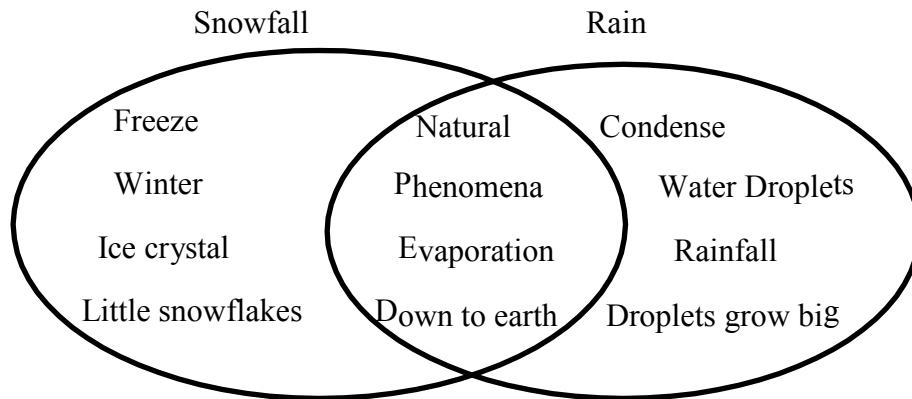
Writing by the diagram is applied to prompt the idea of writing. Participants sit in a circle with pad and pen, and a facilitator begins the session by offering up two prompts, such as “The thing about you and me . . .” and “The night smelled like. . . .” Each participant chooses one prompt to kindle their writing. Later, they share what they've produced and offer feedback to other writers. In giving

feedback, participants keep their comments on the parts of the writing that are strong. (Mark, 2010:54).

George and Palilonis (2006:19) Venn diagram is developed with two or more overlapping circles to introduce the connection of the sets. The present study applied the Venn diagram strategy as a learning tool to assist the students in searching ideas before writing.

In language arts instruction, Venn diagram can be applied during the instruction activities. Venn-diagram is useful for examining similarities and differences written in the shape of circles and similarities are shown in the overlapping circle. Junaid (2012:34)

The Venn-diagram strategy going along with the writing process through the activities of prewriting, drafting, revising, editing, and publishing (Miftah, 2015:23; Tompkins & Hoskisson, 1995:45) would significantly contribute to the development of teaching and learning writing at the school. It hopes the students could improve their score in writing report text in terms of the aspects of writing – content, organization, grammar, vocabulary, and mechanics. Also, it could increase their motivation in the writing process so that they are not fearful, not coerced, and always confident in writing class.



Example of Venn diagram Method

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

2.4.1 Teaching Procedure by Using Venn diagram Method

The following are teaching procedure by using the Venn diagram method:

- 1) The first step, the teacher explains to the students the purpose of Venn diagram method.
- 2) The second step, the teacher gives an example to students to see as an example of the venn digram method.
- 3) The third step, the teacher asks students to draw a venn diagram.
- 4) The fourth step, the teacher write the topic on the paper whose topic compares and contrast two problems appropriately and ask all students to detrmine two

problems from topic and general ideas from the topic then ask them to find that many words related to the two problems then fill the circle.

- 5) Venn diagram process, the teacher gives correction of student errors if students do not respond right. And the last step, the teacher asks students to write down the comparisons and equations into one writing.

2.5 The Previous Research Finding

The researcher provides reference to the previous study that has successfully improved students' ability to write using the Venn diagram. The previous study is described as follow:

1. The research's title is *The Effect of Using Venn Diagram Strategy towards Eight Graders Students' Reading Comprehension* that was composed by Purwanti (2018) .The researcher from Teacher Training Education Faculty, Jambi University. This research aim to find out whether or not the Venn diagram affects students reading comprehension as a strategy in the teaching-learning process. The research was conducted at SMPN 17 Jambi City. The Experimental class was taught by using the Venn diagram as a strategy in the teaching-learning process. In the Experimental class mean score between pre-test and post-test was 64.2 and the mean score of post-test 75.7. The differences score between pre and post-test was 11.5. While in the control class, the mean score of pre-test was 64.3 and the mean score of post-test was 68.4.The result of the independent sample t-test showed that the significant level is $0.027 < 0.05$. The degree of freedom (df) was 62. The H_0 was rejected and the alternative hypothesis (H_1) was

accepted and the Venn diagram can be used to help the students in learning, especially in learning reading comprehension

2. The research entitles *The Effect of Venn Diagram Strategy to Students Reading Comprehension Ability at Eight Grade of SMP Swasta Nurul Ilmi Padang Sidimpuan*. This is composed by Sri Rahmadhani Siregar, (2018). This research is focused on students' problems in reading ability English text. The problem faced by students is understanding vocabulary difficult in the English text. Apart from that, they too difficult to identify the grammar and characteristics of the text being read. This research is experimental. Its population is all students in eighth-grade Private Junior High School Nuril Ilmi Padang Sidimpuan academic year 2017/2018. The results of this study show the t-test count on the post-test 3.408 with sig 2.00. With Thus the hypothesis is accepted because $t_{count} > t_{table}$ is $3.408 > 2.00$. Therefore It can be concluded that there is an influence on the use of Venn diagrams reading ability of eighth-grade students of Nurul Ilmi Private Middle School Padangsidimpuan.
3. Eni Rosnija, Malasari, and Urai Salam (2017) composed the research that the title is *the use of Venn diagram technique for teaching descriptive text reading..*. English Language Education Study Program of Teacher Training and Education Faculty, Tanjungpura University, Pontianak. This research was conducted a pre-experimental study to know how significant of Venn Diagram Technique for teaching descriptive text. The finding of research shows that the student's achievement in reading comprehension got significantly improved. The result of the research compared the pre-

test score 68,77 and the post- test score 81,96. Furthermore, the effect size of the significant improvement of the treatment was 1,95. It is categorized as highly effective since it is higher than 0,80 in the highly effective criteria.

4. *The Effects of Concept Mapping, Venn Diagrams, And Critical Thinking On Reading Comprehension Achievement Of The Eleventh Grade Students Of Sma Bina Warga 2 Palembang* is the title of the research that was composed by Melisa Novianty (2016). the researcher is from Palembang University. This study was aimed to investigate the effects of concept mapping, Venn diagrams, and critical thinking on students' reading comprehension achievement. The results of the study showed that there was a significant difference in reading comprehension achievement between the students who were taught by using concept mapping and those who were taught by using Venn diagrams ($\rho = .014$). As a whole, there was no interaction effect of the strategies used and students' critical thinking level on reading comprehension achievement ($\rho = 0.427$). However, partially, there was an interaction effect in the details aspect of reading comprehension achievement ($\rho = 0.047$). The discussion of the results of the study is therefore presented and eventually, conclusions are drawn and suggestions are offered. Keywords: Concept Mapping, Venn Diagrams, and Critical Thinking.
5. *The Effect of Venn Diagram to Enhance Students Reading Comprehension at The Second Year of SMP Negeri 1 Wawotobi* the research was conducted by Asri Nofa Rama (2018.) from Universitas Lakidendeis

Unaaha. This study aimed to find out (1) the extent to which the Venn diagram enhances students' reading comprehension. This study was a mixed-method research design known as explanatory mixed-method design (Quan-Qual model). There were two groups involved namely the experimental and control group. The study was carried out in the second year of SMP Negeri 1 Wawotobi with 33 students as the sample. Data were collected by using the reading test. Moreover, the data were analyzed quantitatively and interpreted by using the software program of SPSS 16.0. This study found that Venn Diagram give a significant effect on students' reading comprehension from pre-test to post-test revealed a significant difference ($0.000 < 0.05$) before and after the implementation of the Venn diagram. This study concludes that the Venn diagram enhance students' reading comprehension in the second year of SMP Negeri 1 Wawotobi.

2.6 Conceptual Framework

To reach the resulting maximum learning the teacher should be used the suitable method in teaching. Trianto (2009: 25) there is no one the best method in learning among others, because each model can be properly tested for learning certain. In this study, the focus is on the use of the Venn diagram in reading learning designed through classroom action research the implementation done with the research held which test in connection with the material explanation text. The chart of the experimental research conceptual framework can be seen as follow:

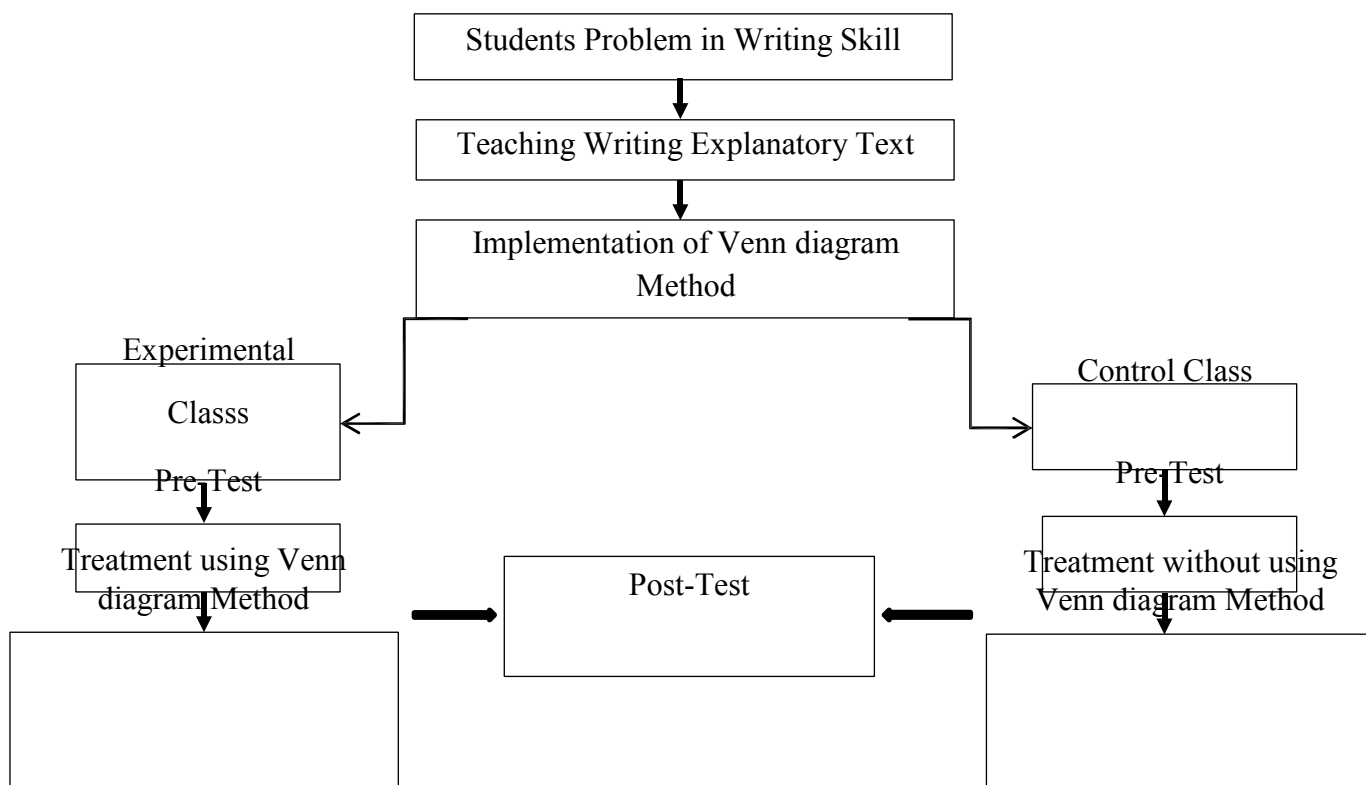


Figure 2.1 The Effect of Using Venn Diagram Method in Teaching Writing Explanatory Text At Class X Students of SMK HKBP Sidikalang

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is experimental quantitative. Nunan (1992:88) state that "Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated" The write teach writing in two different classes using two different methods. To find out which method is more effective, at the beginning of the lesson the writer was gave the pre-test to the student of both classes to find out both groups have relatively the same level of competence. In the experiment class, the writer teaches writing skills using the Venn diagram method while in the control class the writer teaches it using the Conventional method. At the end of the experiment, the writer was conducted post-test to the classes and compare the test result using T-test formula.

Sutedi (2011:64), experimental research is one method that is often used in the field. The purpose of this research is to research and inefficiency of an approach, method, technique, or media planning and learning so that the results can be applied if either, or not used if it is not well, in its true care. Sugiyono (2012:73) states "there are several forms of experimental design, namely Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design". This research is conduct to determine whether there is a significant difference in the results of student learning after using the media schedule board based on the results posttest. A control class is needed as a

comparison to prove good whether or not the use of this media in the learning process.

This type of research uses quasi-experimental (Quasi-Experimental Design). The writer used research design in the form of pretest-posttest control group design using one type of treatment. The following is a chart of the research design used in the study. Sugiyono (2010: 114).

Table 3.1 Research Design

Group	Pretest	Variable	Posttest
X OTKP2	Test 1	X	Test 2
X TKJ3	Test 1	Y	Test 2

Note:

X OTKP 2: Experimental Class

X TKJ 3: Control Class

X: The use of Venn diagram method

Y: The use of conventional method

This study involved two groups, namely the experimental group and the control group. Both groups were given a pretest before being given treatment, to be able to see the second initial ability groups relating to activities and learning outcomes. Group The experiment is given treatment, namely the use of the Venn diagram model, while the control group uses the conventional model. After giving the treatment, followed post-test with the same questions. When giving treatment,

activity observation is treated learn. Later performed the t-test, after the t-test is carried out, the size is calculated to effect see the effectiveness of the learning model in activities and social studies learning outcomes of class X SMK HKBP Sidikalang.

3.2 Population and Sample

The population is a subject or object that is in an area and meets certain requirements related to research problems. Ridwan (2012: 54). The population of this research is the tenth-grade students' of SMK HKBP Sidikalang they are X OTKP 1-4 and X TKJ 1-4. The populations are the right choice because they suit with the target of the researcher.

Sampling is a sampling technique or a way of taking a representative sample of the population Zaenal. (2012: 216). The writer was taken the X OTKP 2 and X TKJ 3. Where the research design use two classes, namely experimental class, and control class.

3.3 The Instrument of Collecting Data

The data collection method is used in this research is the test. The test is use to measure learning outcomes among students who follow lessons with learning strategies using diagram Venn techniques learning and student learning outcomes who take lessons with interesting learning strategies.

3.4 Procedure of Collecting Data

Data is the score of students writing Explanatory text. According to Isnawati (2014:14), Achievement test is kind of test establish how successful individual students, group of students or course have been in achieving objectives. “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned“(Ary et al, 2010:201) In experimental quantitative the procedure of collecting data were as follow: Procedure of collecting.

3.4.1 Pre-test

Before starting the experiment, the writer was given a pre-test to the students in the control and the experimental class with the same test, to know the students' ability in writing argumentative essay. Students write an explanatory text with a topic that is determined.

3.4.2 Treatment

The treatment gave after pre-test has done. In this study, the writer was applied the treatment. The experimental class gave the treatment Venn diagram method and the control class did not give the treatment Venn diagram method.

Table 3.2 Teaching Procedure for the Experimental and Control Group

Experimental Group: of Using Venn diagram Method	Control Group: Conventional
1. The teacher greets the students in opening the class and asks one of them to say grace in front of the class. The teacher introduces the	1. The teacher greets the students in opening the class and asks one of them to say grace in front of the class. The teacher introduces the lesson plan and

<p>lesson plan and informs them of the background of the study, then gives them writing text.</p> <ol style="list-style-type: none"> 2. The teacher teaches students using Venn diagram method 3. The teacher explains the material about explanatory text. 4. The teacher gives a topic about explanatory text to students. 5. The Teacher asks students to make an explanatory text of 200 words in three-paragraph with the specified topic. 6. Teacher checks their works and then give the scores. 	<p>informs them of the background of the study, then gives them writing text.</p> <ol style="list-style-type: none"> 2. Teacher presents the new material namely explanatory text in a small step and providing for students to practice after each step and the teacher gives a clear explanation and gives instruction to do their tasks. 3. Teacher checks the students understanding and obtains responses from all students. 4. The teacher gives the time to the students to ask the teacher what they do not understand about the material before they doing practice. 5. The Teacher asks students to make an explanatory text of 200 words in three- paragraph with the specified topic. 6. Teacher collects the student's paper and gives the chance to the students to ask what they did not understand about the material.
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3.4.3 Post-Test

The writer has given the post-test to the students. The test is also the same as the pre-test with a different topic. Thus, the score of the post-test was compared with the pre-test before.

3.5 Scoring Test

The writer used analytical scoring to assess student's ability in writing Explanatory text. In analytical scoring, scripts are rated on several aspects of writing, such features as content, organization, vocabulary, language use, and mechanics. The following table is the analytical scoring rubric was used by the researcher to assess writing adopted Adopted from Jacobs et al. (1981:133)

Area	Criteria	Score
Content/Ideas	Excellent to very good The content mostly relevant to the subject of writing. The students had some knowledge of the subject. In this case the students had more than three references or relevant information about the subject of writing.	30-25
	Good to average The students had three references or relevant information about the subject of writing.	24-21
	Fair to poor The students had less than three references or relevant information about the subject of writing.	20-17
	Very poor The students did not have references or relevant information about the subject of writing.	16-13
Organization	Excellent to very good The organization of the students' composition had logical support, the main ideas were very noticeable, and the sequences were complete. In this case one paragraph consists of more than three sentences.	20-18
	Good to average The organization of the students' composition had limited logical support. In this case, only three sentences in a paragraph. The sequences were complete and the main ideas were very noticeable.	17-14
	Fair to poor The organization of the students' composition had limited logical support. In this case only three sentences in a paragraph, but the sequences were in complete and the main ideas were not noticeable.	13-10
	Very poor The organization of the students' composition had limited logical support. In this case less than three sentences in a paragraph and than the sequences were in complete and the main ideas were not noticeable.	9-7
Vocabulary/ Word Choice	Excellent to very good Consisted of adequate range, there are not regular errors or mistakes of word/idiom form, choice of word and usage.	20-18
	Good to average Consisted of adequate range, regular errors or mistakes of word/idiom form choice of word and usage was not more than five points.	17-14
	Fair to poor Consisted of adequate range, regular errors or mistakes	13-10

	of word/idiom form choice of word and usage was not more than ten points.	
	Very poor Consisted of adequate range, regular errors or mistakes of word/idiom form choice of word and usage more than ten points.	9-7
Language Use	Excellent to very good The language use in students' composition was effective and it was not problem in complex construction, tense, number, article, pronoun, and preposition	25-22
	Good to average Actually this condition was indicating by the students had mistakes in complex construction, tense, number, article, pronoun, and preposition. In this case, the mistake was not more than five points.	21- 18
	Fair to poor Mistakes in complex construction, tense, number, article, pronoun, and preposition was not more than ten points.	17-11
	Very poor Mistakes in complex construction, tense, number, article, pronoun, and preposition more than ten points.	10-5
Mechanics/ Conventions	Excellent to very good There were not regular errors or mistakes of spelling, punctuation, capitalization, paragraphing in the composition and the meaning was not made difficult to see or understand.	5
	Good to average Occasional errors or mistake of spelling, punctuation, capitalization, paragraphing was not more than five points.	4
	Fair to poor Frequent errors or mistake of spelling, punctuation, capitalization, paragraphing was not more than ten points.	3
	Very poor Errors or mistakes of spelling, punctuation, capitalization, paragraphing was more than ten points.	2

3.6 The Validity of the Test

Validity is a measure that shows the level of validity or validity of the instrument. Instruments and research it employ logical validity. Logical validity in principle includes the validity of content and constructs which are determined

primarily based on considerations of the supervisor and resource person before the instrument is tested.

Arikunto (2006:168) states the validity is a measurement that shows the levels of the instrument's validity. An instrument can be said valid if it can measure what is supposed to be measured. There are three types of validity: (1) content validity, (2) criterion-related validity, (3) construct validity. This study uses content validity. In this case, the researcher used content validity. It refers to the degree to which the test measures. Thus, by applying content validity, the researcher know whether the test items are valid or not to behavioral objectives.

3.7 Technique of Analyzing Data

The data analysis techniques obtained in this study are in the form of test data. Population analysis is very necessary before the attempt sampling. This preliminary data analysis is used to find out the initial state of the two sample groups is derived from the initial conditions the same or different. In the first stage of data calculation, the data homogeneity test was conducted first. In this case that used is the data on the value of English language subjects from classes X OTKP 2 and X TKJ 3 semester I.

3.7.1 Data Normality Test

A Normality test is used to determine the data and follow a normal distribution or not. If the data is normally distributed, then the next analysis in testing the hypothesis uses parametric statistics (t-test), otherwise, the data is not normally distributed, and then the analysis used is non-parametric statistics. If the data is not normally distributed, then parametric analysis (t-test) cannot be used.

3.7.2 T-test

Parametric statistics is used to test the comparative hypothesis of the average of two samples if the data is in the form of intervals or ratios using a t-test. If the significance value (p-value) <0.05, then Ha is accepted and Ho is rejected by Sugiyono. (2002: 118).

T-test is used to find out whether or not there was a significant effect of the Venn Diagram Method on the students' writing skills at the students of SMK HKBP. The writer used post-test scores of the experimental class and control class. The formula of the t-test is, Hartono. (2018: 178).

$$\frac{\bar{X} - \bar{Y}}{\sqrt{\left(\frac{dx^2}{N_x} + \frac{dy^2}{N_y} \right)}}$$

Where:

t= Total Score

Mx= Mean of experimental group

My= Mean of control group

Nx= Total of samples of experimental group

Ny= Total number samples of Control group

dx= The standard deviation of experimental score

dy= The standard deviation of control score

Mean score of each group formula:

$$\bar{m} = \frac{\sum X}{n}$$

Where:

m = Mean of the group

$\Sigma x/y$ = Total of the x (experimental group) / y (control group)

n = Sum of the students

The t-table was employed to see whether there was a significant difference between the mean score of both the experiment and control groups. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_x + N_y - 2)$ statically hypothesis: H_0 is accepted if $t_o < t$ - table or there is no significant effect of using the Venn diagram strategy toward students' writing skill in the explanatory text. H_a is accepted if $t_o > t$ - table or there is any significant effect of using the Venn diagram strategy toward students' writing skill in the explanatory text.

3.8 The Procedure of Analyzing the Data

Here are some procedures for analyzing the data. They are:

1. Identify the scores of the students of the experimental and control groups.
2. Tabulating data from the scoring of experimental and control groups.
3. Conclude and answer the hypothesis.
4. Interpreting the result of writing an Explanatory text and write some findings.