THE USE OF TREE DIAGRAM TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY

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Abstract

The main problem of this research was the students' participation and writing ability are still low. The objective of this research is to recognize the improvement in students' participation and to describe the improvement of students writing ability in learning activities through the implementation of Tree Diagram techniques. The subject of this research is the students of the tenth grade consisting of 30 students, 15 males and 15 females. Data from both qualitative and quantitative sources were used in this Classroom Action Research (CAR) study. While the authors employed tests to gather student test scores for quantitative data, they obtained qualitative data through observation, interviews, field notes, and documentation. The results showed that there was a positive increase in both students' participation in learning to write and students' ability to write descriptive texts. This can be seen from the results of observation checklists, field notes, and interviews showing that tree diagrams can increase students' participation in learning to write. In cycle II the checklist observation results were 89.5%. The students' writing results were also good, with an average score of 81.51. The researcher concluded that the Tree Diagram Technique was successful in increasing students' participation and ability to write.

Keywords: Improving, Writing, Tree Diagram

INTRODUCTION

English is an international language that is crucial to learn for everyone. English can be used as a tool for communication with foreigners who do not understand the mother tongue of a country. In Indonesian, English is a foreign language, and one needs to learn it well. In studying English, there are four skills that we should know such as listening, reading, speaking, and writing. One of the most important skills in English is writing ability. With the ability to write, someone can express ideas, thoughts, and feelings through writing.

Writing is an activity carried out to express ideas, thoughts, experiences, and knowledge in the form of notes by using letters, symbols, or symbols that are made systematically so that they can be easily understood by others. Langan (2010) states that writing is a skill that everyone

can learn with practice. In writing, any idea that you advance must be supported with specific reasons or details.

In writing, there is not only one type of writing, therefore there are several genres of writing that can be chosen and carried out by the researcher as described in this section. According to Brown (2004) there are three types of writing, namely Academic Writing, Job-related writing, and personal Writing. In this study, based on the pre-observation the researcher saw that students had difficulty in expressing ideas in written form. Students are only able to understand the tenses used in certain genres. However, the students still find difficulties to start writing essays. The most common method used by the students is to write a messy draft. In another way the students make their essay using Indonesian until it is finished, then they will translate it into English. It will waste a lot of time when they are in a condition to write an essay in a certain time.

One of the media that can be used by teachers to improve students' writing skills is tree diagram. It will make students easier to write, especially in English. This type of tree diagram is helpful when we want students to find the main idea of a paragraph or section. Tree diagrams have a main idea, which is interrelated to support the idea. Then, the students should analyze for information that demonstrates or supports that main idea or topic.

Tree Diagram comes up with a diagram that looks like a tree. It starts with the main idea from the top box and then it will be followed by some ideas related. It starts with a single node, with branches emanating to additional nodes,which deputize mutually excslusive decision or occurrence (Raisa, 2016). The use of the tree diagram itself is very easy where the teacher gives one topic to students and asks students to develop the topic into a few more words, thus students can add new vocabulary findings from the topic words given by the teacher. In addition, by using tree diagrams students are required to be able to group which ones are included in nouns and which words are included in verbs. So that the use of this tree diagram can improve two students' abilities without them realizing it.

In conducting this research, the researcher did not find many previous studies about the mind tree diagram in writing. The following are previous studies related to this matter. The first study was carried out by Zuhri (2020); initially, the experimental class and control class were at the same stage of development despite having slightly different mean scores. The results of the

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second study, carried out by Ambarwati (2012), revealed that the experimental group and the control group performed on par. The average scores for the two groups were essentially equal. Between the two groups, there was an average difference following treatment and the post-test. The study by Ermaniza (2016) then claimed that trees, in particular, can be utilized to broaden vocabulary and were found to be an excellent teaching tool when used to help teach Indonesian.

In addition, there are also differences in the research used in previous studies. In previous studies, the researcher used tree diagrams as a method to increase students' vocabulary, while in this study, the researcher used tree diagrams to improve the writing skills of high school students. The purpose of this research was to know the students' participation in writing ability by using the tree diagram technique for X A students of SMA Negeri 1 Kelam Permai. The subject was the students of X A. The subjects of this research consisted of 30 students in second grade. The instruments that were used in collecting the data were an observation checklist, interview guidline and test. The method used in this research was Classroom Action Research (CAR) because the activities that are often carried out in English class for students are reading and writing. In addition, the lack of student response to writing lessons and the lack of vocabulary that students have when the teacher asks them to write make it very difficult for students to develop ideas when asked to write.

METHOD

This Classroom Action Research (CAR) uses both of qualitative and quantitative data. According to Creswell (2017) Quantitative methods involve the processes of collecting, analyzing. interpreting, and writing research results. The CAR design for this study featured two cycles, with each cycle consisting of four steps: (1) planning, (2) acting, (3) observation, and (4) reflection. This is an adaptation of Burns' (2009) design. This study used tests to collect quantitative data (student test scores) and observations, while qualitative data was gathered through interviews, field notes, and documentation. Through the use of tree diagram techniques, this research seeks to identify how student participation has increased as well as how their writing skills have improved. The 30 students in the tenth A grade, 15 of whom are male and 15 of whom are female, are subjects of this study.

FINDINGS AND DISCUSSION

1. The Implementation of Cycle 1

The situation during the teaching and learning process is comfortable and enjoyable. In the first cycle, the researchers found that the teaching and learning process which was considered as concept procurement was good. The atmosphere of the teaching and learning process was comfortable and Fun. In this cycle the researchers saw an increase in student participation, the researchers also became a teacher in the class who paid more attention to each student and went around students and helped them work on questions they did not understand. During the teaching and learning process, students were actively involved and gave good responses. They actively answered questions given by the teacher. They were very enthusiastic about new topics although sometimes they still often make a fuss and chat with their friends.

The first and second meetings of cycle I with the aim of knowing the increase in student participation and motivation in teaching and learning activities. Researchers were assisted by collaborator when observing student activities in class during teaching and learning activities. The collaborator observed student' activities using an observation checklist that had been prepared by the researcher. Collaborator also write notes in field notes during the teaching and learning process and also take pictures of the teaching and learning process.

In this section, the researchers described the results of observations at the first meeting and the second meeting of cycle one. Based on the data obtained from observations, it can be seen that there was an increase in student participation and motivation in learning activities. Through the results of observations and field notes, researchers presented data on increasing students participation and motivation in learning activities below. In this first meeting the teacher focused on observing the participation and motivation of students in teaching and learning activities when the teacher introduced the tree diagram technique and explained the material to students. Data on student participation and motivation in learning activities were obtained from observations and field notes. The collaborator as an observer in the class is asked with observing student activities based on the observation checklist.

Based on the results of the observation checklist and field notes at the first meeting the participation and motivation of students in learning activities was low. In the pre-activity half

of the students in the class responded well to the teacher greeting, but in the brainstorming activity when the teacher asked questions only a few students answered the question well. Almost all students did not answer and just kept silent because they had never learned how to describe something before.In temporary activities, student participation is quite good. When the teacher explained the material about descriptive text, some students listened well. When the teacher asked them to read the examples, almost all of the students followed the instructions given by the teacher well. And when assigned to classify the generic structure of a text, almost all students did well. However, when the teacher gave the opportunity to students to ask questions, there were only two students who asked.

In the post activity some students listened well about their homework and the conclusion that the researcher gave. However, when the researcher asked for opinions about the learning that had been done, all the students were silent. When the researcher greeted all the students answered enthusiastically. Then they were also a little busy when the researcher delivered the material for the next meeting. Based on the results of the observation checklist and also field notes at the second meeting, it showed that the participation of the students was quite good. In the preliminary activity, almost all students responded well to the greeting from the teacher. However, when asked by the teacher, there were still some students who were still confused about the answer.

In the temporary activity, almost all students listened to the teacher's brief explanation well. All students also do the tasks given by the teacher, namely making tree diagrams and writing descriptive texts. All students also collect the descriptive texts they have written. However, when given the opportunity to ask questions, students are still shy to ask. Post activity was also good enough.Based on the result of the teacher and observer discussion, the they found that the first cycle had not been successful, because the two indicators in the success criteria had not been met, this could be seen from the results of observations and test results. Based on the reflection of the first cycle, the teacher decided to continue to the second cycle.

2.The Implementation of Cycle 2

The implementation of the second cycle, referring to the result of the reflection done by teacher and observer. At this cycle, teacher focused on aspects to be increase in the cycle.The implementation of this cycle focused on ensuring that the learning technique using tree diagrams was really effective or not in increasing students participation in class and in learning to write as well as improving students' ability in writing descriptive texts.

The results of the observations obtained at the first meeting showed that the increase in student participation in the teaching and learning process was quite good. It was said to be quite good because students are able to follow the learning process well, students focus on paying attention to the material presented by the researcher, and students pay close attention to the instructions given by the researcher.

Students were also more enthusiastic and seem to enjoy the teaching and learning process. The learning situation was managed well by the researchers, because the students followed the researcher instructions well, so the process of teaching and learning activities at this meeting could be said to be good.The results of the checklist observations and field notes obtained at the second meeting of cycle II were quite good and significantly increased from the previous or cycle I. Students listened to the explanation given by the researcher well, and students also followed the instructions given by the teacher well. So that the teaching and learning process runs smoothly and well. All students are also able to write descriptive text through the technique used by the researcher, namely the tree diagram technique well.

Data collection was carried out using tests and student observation sheets as well as the results of field notes given by the teacher to the researcher. From the collected data then analyzed quantitatively and qualitatively in order to obtain the results research in the form of the first cycle, obtained student participation from 54.16% to 87.5%. Which meant that students experience an increase in participation in one cycle as much as 33.34%. Whereas in cycle II, the student participation score was obtained from 75% to 89.5%. Which meant that in the second cycle the increase in student participation increased by 14.5%. Then to increase learning to write in cycle 1 it was obtained at 70.6% while in cycle II it obtained an average score of 81.51%. This shows that the increase in writing experienced by students from cycle one to cycle two was 10.91%. From the results of this study, the researchers showed that there was an increase in learning participation and writing results for class X A students of SMA Negeri 1

Kelam Permai through the application of tree diagram techniques.Students' scores that increased significantly in cycle II could also be influenced by the treatment given by researcher to students in cycle II, researcher gave more treatment to students when explaining the basic grammar used in descriptive texts. This is proven based on the test result in cycle two, it can be seen that most of the students are able to get a score in the range of 75-93. Of the 30 students, there were only 6 who got scores below 75. It can be said that the use of tree diagram technique is effective to improve the student's participation and writing ability.

CONCLUSION

Based on the results of research that has been done by researchers. The results showed that the use of the Tree Diagram technique succeeded in increasing student learning participation and also succeeded in increasing the ability to write descriptive texts in class X A students of SMA Negeri 1 Kelam Permai for the academic year 2021/2022. This finding is in line with Qudsiyah (2020). So, with the results obtained during the research, the conclusions that can be drawn by the researcher are as follows: First, the results of the checklist observations made by collaborator during the research action showed that students were able to participate and actively participate in writing activities through techniques. Learning Tree Diagrams. The increase in participation from cycle one to cycle two is as much as 30%.

So it can be concluded that students are active in learning using the Tree Diagram technique. The second is based on the results of interviews conducted by researcher after cycle one and cycle two were completed, the results showed that the Tree Diagram technique students really helped students in writing descriptive texts. And finally, the improvement of students' ability in writing descriptive texts can be seen from the increase in the average score of students' writing from 70.6 in the first cycle to 81.51 in the second cycle.

The benefits expected by researcher from the results of this study are as follows: (1) The researcher hopes that English teachers can apply the Tree Diagram technique as an alternative technique in writing subjects, especially descriptive text. (2) For further researcher, the researcher hopes that the results of this study can be used as additional references with different discussions and research focuses. (3) For readers, the results of this study are expected to be able to add to the insight and knowledge related to techniques that can be used in teaching

English, especially in learning descriptive texts. Especially for those who are interested in knowing more about techniques that can be used in teaching descriptive texts to high school students.

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