



**THE EFFECTIVENESS OF TREE DIAGRAM
TECHNIQUE AS A MEANS OF TEACHING WRITING**

**(An Experimental Study of the Eleventh Grade Students
of SMA Negeri 2 Bae Kudus in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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“THE EFFECTIVENESS OF TREE DIAGRAM TECHNIQUE AS A MEANS OF TEACHING WRITING (An Experimental Study of the Eleventh Grade Students of SMA Negeri 2 Bae Kudus in the Academic Year of 2010/2011)”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakbenaran, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,

Yang membuat pernyataan

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ABSTRACT

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Key words: writing, tree diagram, experimental study.

This final project entitled “The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing” is an experimental research, which is intended to improve the students’ ability in writing through tree diagram technique. The subjects of the experiment were the students of grade XI IPA 3 of SMA Negeri 2 Bae Kudus as the experimental group and the students of grade XI IPA 2 as the control group. The research was conducted in the even semester of the academic year of 2010/2011.

This research was held in six meetings for both the experimental group and the control group. Four of the six meetings were devoted to the treatment of using tree diagram technique. In the first meeting, the writer gave explanation about tree diagram to the experimental group. Then, in the next meetings the writer discussed how the tree diagram could be conducted. In the fourth meeting, the students were asked to practice using tree diagram. Meanwhile, to the control group, the writer gave explanation about genres and grammar without using tree diagram technique or any special treatment. After accepting the treatment, in the last meeting both groups were doing their posttest. The test was used to know the writing development between the two groups.

The result of pretest showed the average score of the experimental group is 78.2, while the average score of the control group is 77.7. Meanwhile, the result of the posttest revealed that the average score of the experimental group is 88, while in the average score of the control group is 82.3. The difference in writing scores of the experimental group and the control group is 5.2. It showed that the average score of the experimental group is higher than that of the control group. Using t-test, the calculated t value was found 6.352. It is higher than the t-table value which is 1.998. From the calculation, it can be said that there is a significant difference of means between the experimental group and control group.

From the result of this study, the writer concludes that the students improve their ability of writing effectively through the use of tree diagram technique. Furthermore, with this technique the students are able to develop their ideas into a good essay. Moreover, the writer would like to offer some suggestions. Besides, their routine techniques, the teachers are suggested to use other techniques as well, especially tree diagram technique.

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Bismillahirrahmanirrahim

Alhamdulillahirabbil'alamin, the writer would like to express her deepest thankfulness to Allah SWT for the blessing and health during the production of this final project.

This final project entitled “The Effectiveness of Tree Diagram as a Means of Teaching Writing (An Experimental Study of the Eleventh Grade Students of SMA N 2 Bae Kudus in the Academic Year of 2010/2011)” is submitted to fulfil the partial requirements for the degree of Sarjana Pendidikan.

The writer would like to deliver sincerest gratitude to:

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11. All of my friends of English Department '07 who have shared knowledge and friendship.

The last, there is nothing perfect in this world and this final project is not an exception. Therefore, suggestions and criticisms are always needed. I hope this final project will be useful for all the readers both of English teacher or English students.

Semarang, August 2011

Ririn Ambarwati

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Motto :

“Nothing is easy, but none is impossible.”



This final project is dedicated to :
Beloved Bapak & Mamak,

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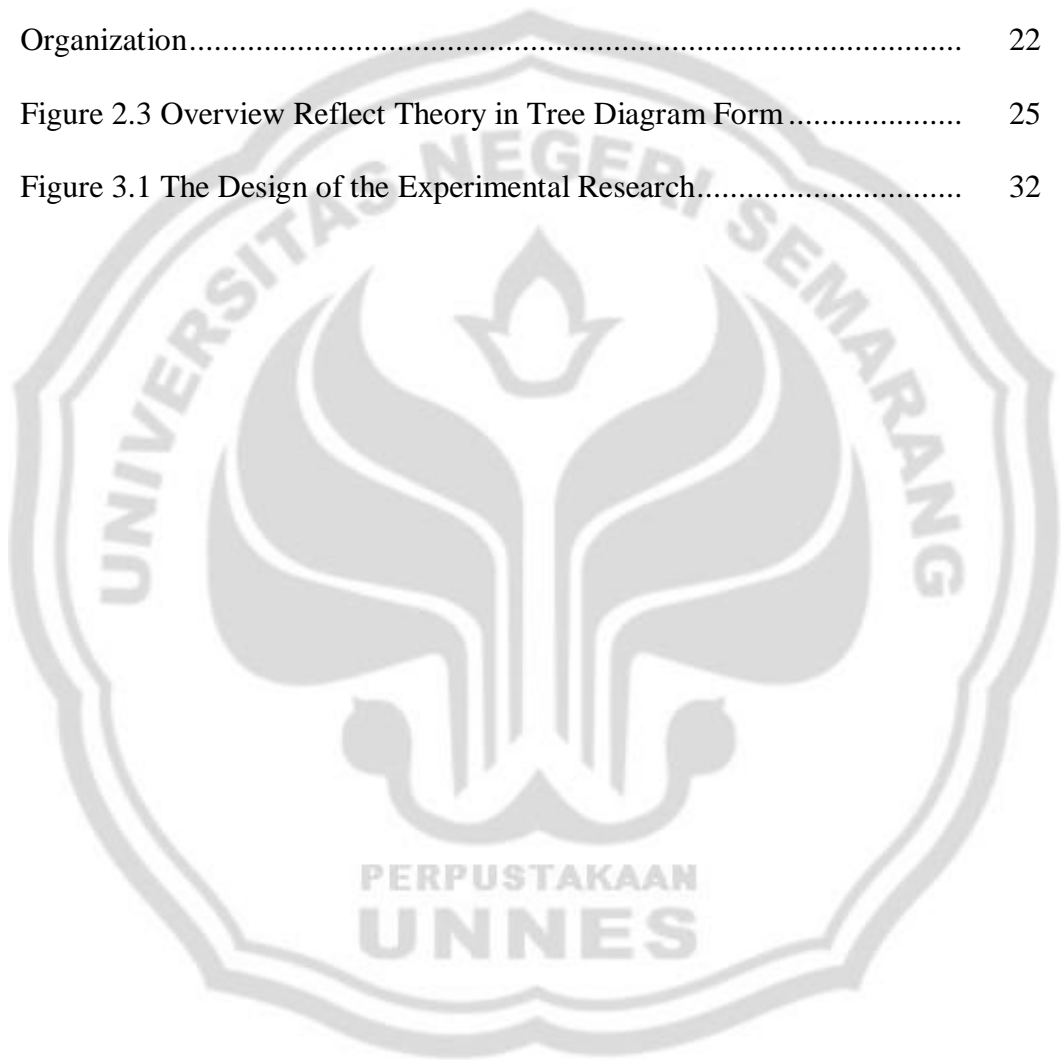
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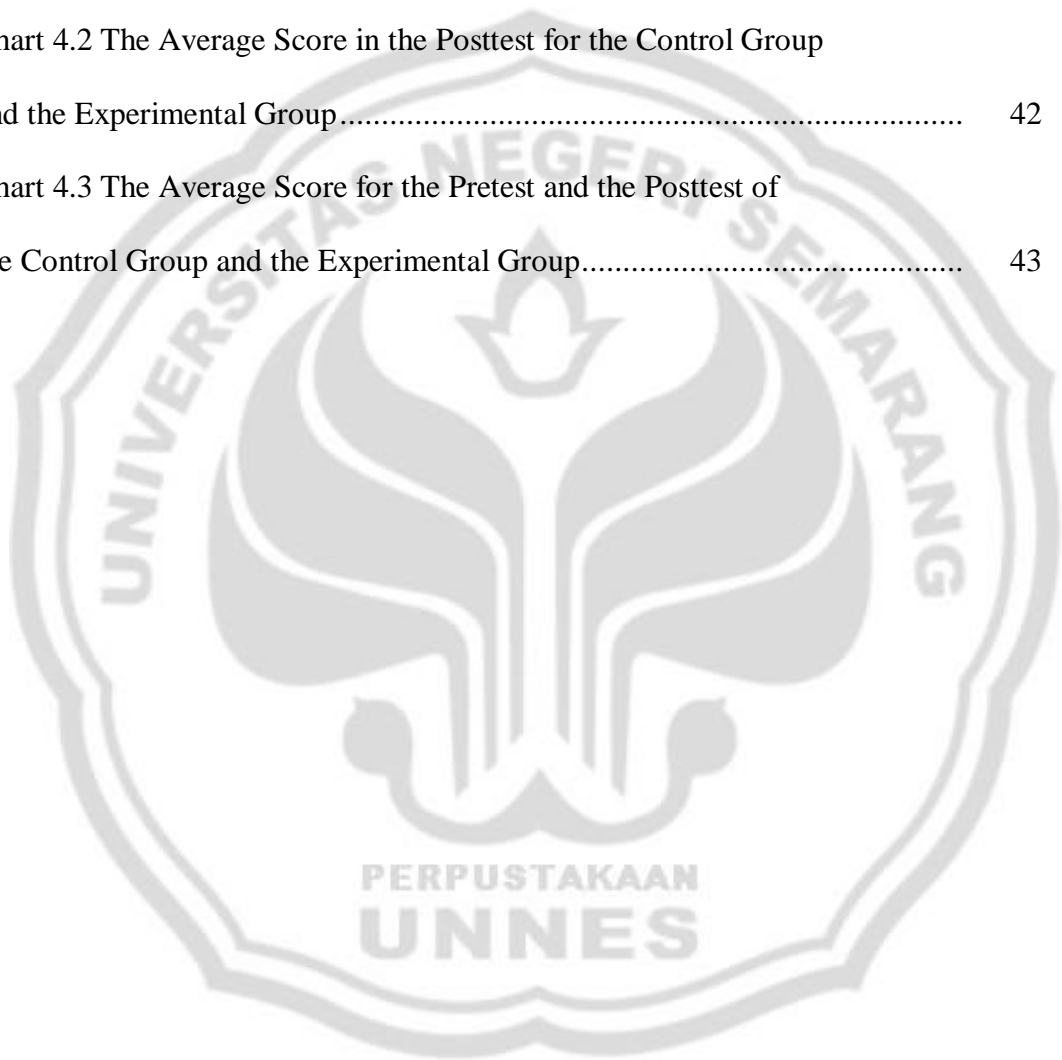
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CHAPTER I

INTRODUCTION

This chapter presents the introduction to the research. It consists of the background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study, limitation of the study, and the outline of the thesis.

1.1 The Background of the Study

English has become the essential language since it is used as not only one of international and global languages, but also in most countries in the world English becomes the second language. In Indonesia, English is learned as a foreign language. It is already taught in a level of kindergarten. Moreover, English has also been taught at 3-4 years old students (pre-school level). That shows how essential the language is in our country as a developed country. For that reason, English has been given very intensively in Indonesia.

English is a language. John B. Carrol (1953: 953) states that

“Language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environment.”

There are spoken language and written language. Written English is even so called difficult to do. Many people think that when we want to write in English, we should be more concerned about the grammar, the structure, etc. When we are writing, we need a long process of thinking before we want to write

our mind on a blank paper. At any level of studies, writing seems to be difficult to manage. People feel the difficulties to synchronize their writing with their mind. The problem that usually exists with writing English is when people have a lot of ideas in their head, but it seems not as easy as they transfer their ideas.

Curriculum that is used now in Indonesia's education is KTSP (Kurikulum Tingkat Satuan Pendidikan). The target of learning English for Senior High School is to make the students reach the informational level in spoken and written communication for solving daily activity problems. Students are supposed to be able to create any kind of short functional text, monologue, and essay in the forms of genre. In the level of eleven grade students, all kinds of text type or genre are already given. It is likely that the students are already familiar with writing text.

As a matter of fact, the students still get difficulty in expressing their ideas in written text. They understand tenses that are used in certain genre. The students understand the generic structure of a certain genre. However, the students feel difficult to start writing an essay. The most common way they organize their ideas is writing a messy draft. The other way is they will make their essay done in Bahasa Indonesia, then they will translate it in English. It will surely waste their time when they are in a condition to write an essay in a certain time. Teachers, in this case, usually give a little contribution helping the students organize their ideas before writing essay. Some teachers explain more further information about the topic given, some other else just give the instruction to finish the essay quickly.

In order to ease the students when they are writing, especially on English, teachers may use mind mapping. Mind mapping is a way to learn a concept that refers to the method of processing information based on the concept of Tony Buzan in his book entitled *Buku Pintar Mind Map*. Buzan (2007: 07) states that “A mind map is a [diagram](#) used to represent [words](#), [ideas](#), tasks, or other items linked to and arranged around a central key word or idea.” Mind maps are used to [generate](#), [visualize](#), [structure](#), and [classify](#) ideas, and as media in [study](#), [organization](#), [problem solving](#), [decision making](#), and writing. By presenting idea in such a diagram or graphic, expects a brainstorming to plan or organize what is going to write.

Teachers can introduce the use of mind mapping and the practice way to make such mind mapping. It is teachers’ responsibility to transfer knowledge and skills he or she thinks it will help students in advance. In a level when the students are expected to create their own essay, the teachers should also give the procedure of writing. One step in writing is organize the ideas. There are two simple ways to organize the ideas, brainstorming and mind mapping.

One kind of mind mapping is tree diagram. Tree diagram is a diagram that is used as strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes. This method can help the students to organize their mind to ease their process of writing.

Hopefully, with tree diagram technique to help students' writing, the students' skill in writing essay in a form of genre can improve and their ideas can be delivered well in their writing.

1.2 Reasons for Choosing the Topic

The writer has some reasons which underline for choosing the topic of the study.

The reasons can be formulated as follows:

The dominant activities in English class for the students are still reading and writing. It says right that nowadays many schools have been completed with the language library to improve the activity of teaching listening and speaking. In fact, the materials for speaking and listening are given minimumly. Still, many English teachers focus on reading and writing. Moreover, the material of teaching English today is text based. Of course the material is related to some genres of writing. Many teachers in Indonesia, based on the students' experience, often ask their students to write. Unfortunately, some teachers that are very "kind" that they just ask their students to write anything without limitations. It looked like it would be so easy for the students to write, yet on the contrary some students would feel obviously confused. They do not know what is going to be written.

The second reason is when the teacher asks her students to write a text or a genre, maybe the students have already known what they are going to write because they have already had the text in their mind. However another problem would come. The students would feel it was very hard to manage, to organize their idea in such a good order in the text. It is very awful that the teachers do not

help their students to know how to organize their idea. As we know that the students are just stuffed with the hard skill than their needs of soft skills.

The last reason why the writer chooses the topic of this study is the curiosity to apply tree diagram as a means of teaching writing for eleven grade students of SMA N 2 Bae – Kudus in academic year 2010/2011. Especially the effectiveness of the tree diagram for improving the students' writing ability itself.

1.3 Statements of the Problem

From the topic mentioned above, problems that are going to be investigated are :

- (1) How is the use of tree diagram technique as a means of teaching writing for the eleventh grade students of SMA N 2 Bae – Kudus in academic year 2010/2011?
- (2) Is teaching writing by using tree diagram more effective than teaching writing without using tree diagram?

1.4 Purposes of the Study

Based on the problems stated above, the first purpose of this study is to know how the use of tree diagram technique as a means of teaching writing for the eleventh grade students of SMA N 2 Bae – Kudus in academic year 2010/2011 is. The second purpose is to know whether teaching writing by using tree diagram technique is more effective than teaching writing without using tree diagram.

1.5 Significance of the Study

This study can be made as additional knowledge to enrich our understanding of mind mapping, more on tree diagram. As a matter of fact, mind mapping is a way to learn a concept that refers to the method of processing information. Moreover

the tree diagram is a diagram that is used as strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes. This method can help the students to organize their mind to ease their process of writing. Since writing text is the arrangement of sentences, the logical order is absolutely needed to make a coherence in a text.

Many English teachers are difficult to find ways to make their students fluent in writing English. Some cases appear when they are teaching writing, for example the student who has a big amount of vocabulary could not write very good because he could not synchronize his idea with his activity of writing. The writer hopes that this study can help the teachers to make their students better in organizing their idea of writing.

1.6 Limitation of the Study

This study is limited to the eleven grade students of SMA N 2 Bae Kudus in the academic year of 2010/2011 in using tree diagram as a means of teaching writing.

1.7 The Outline of the Thesis

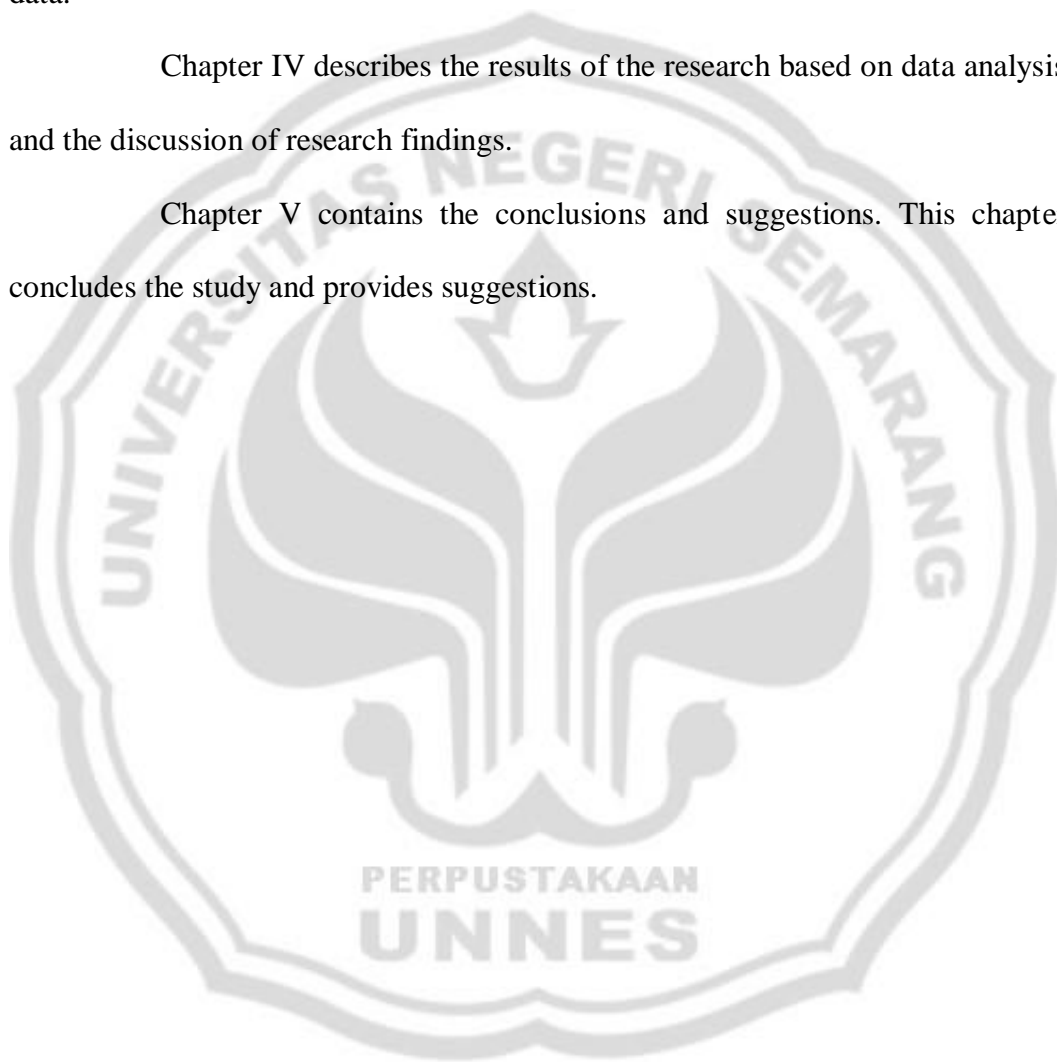
Chapter I presents the introduction to the research. It consists of the background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study, limitation of the study, and the outline of the thesis.

Chapter II presents the review of related literature. It displays the previous study and the literature related with writing, mind mapping, and tree diagram.

Chapter III presents the method of investigation. It discusses the description of the methodology used in conducting the research. It consists of the research design, population, sample, method of investigation, type of data, instrument for collecting data, method of collecting data and method of analyzing data.

Chapter IV describes the results of the research based on data analysis and the discussion of research findings.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the review of related literature for this study. This chapter talks about review of previous study, writing, mind mapping, and tree diagram explanation.

2.1 Review of Previous Study

In conducting this research, the writer does not find a lot of previous studies about mind mapping in writing. Here are previous studies that have relation with this research.

First is a research that was conducted in 2010 by Utami entitled *The Use of Prewriting Strategies: Brainstorming and Mind Mapping in Essay Writing (Recount)*. In this research, it is proven by the result of the research that there is difference between students who used prewriting strategies than the students who did not use prewriting strategies. The achievement reached by the students who used brainstorming and prewriting is higher than the students who did not. By using brainstorming and mind mapping, the students can improve their writing because they can get many ideas. The students also felt more exciting because they could use colors, images, and imagination.

The second research was conducted in 2008 by Susanto entitled *The Application of Mind Mapping Method in Teaching Descriptive Writing*. The objective of this study was to know if there was an effect of applying mind

mapping method in teaching descriptive writing to the third grade students of senior high school. The result of this study was that there is a significant difference between the experimental group and the control group. Most of the students were interested in exploring their imagination using mind mapping. From this research, the students are trained to think widely and be creative. Susanto, in his research, proposed some weaknesses. When students use mind mapping, they spend more paper sheets to do the test and more time. He also must have a broad knowledge especially in vocabularies because the students sometimes asked the English translation of the difficult words related to the topic.

There is also a previous study that concerned with mind mapping, but it has nothing to do with writing. It is a final project written by Farida (2010) entitled *Efektivitas Pembelajaran Sistem Gerak Pada Manusia Melalui Pendekatan CTL Berbasis Mind Mapping*. The result of this research was the students can learn about kinetic system for human being easier than the conventional way.

Unfortunately, the writer could not find any previous study about tree diagram in teaching writing. Hence, she focuses on the investigation of the effectiveness of tree diagram as teaching writing. The research introduces the use of tree diagram to the teachers, particularly the English teacher of the eleventh grade students of SMA Negeri 2 Bae Kudus.

2.2 Review of Theoretical Background

In this part, the writer would like to discuss theoretical background of this study which are writing, writing assessment, mind mapping, and tree diagram.

2.2.1 Writing

As we know that the skill of language which comes first is listening then followed by speaking, the skill of writing comes after the learners are able to read. Cited from brainyquotes.com, "Writing is the act or art of forming letters and characters on paper, wood, stone, or other materials, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs." The goal of writing is to construct our idea and then to distribute it to communicate with other people.

According to Gerot and Wignell (1995: 158) in their book *Making Sense of Functional Grammar*, "writing is a manifestation of the linguistic system but in general it encodes meaning in different ways with speaking because it evolves to serve different purposes. When we think of writing, we tend to think of the artistic functions of writing but in the history of writing these functions are relative latecomers."

According to Valette in Sisbiyanto in *Language Testing I*, "communication through the written word possesses a certain degree of finality and demands real proficiency from the writer if it is to be effective. Written language possesses its own conversations, which in certain cases do not parallel the spoken language."

According to Brown (2004:218), "many centuries ago writing was a skill that was the exclusive domain of scribes and scholars in educational and religious institutions. Today, the ability of writing has become an indispensable skill in global literate community."

Ghaith (2002) states that “writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.” He also states, “Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.”

From the above definitions of writing, the writer has the opinion that writing is an activity of communication that forms in a written word, whether it uses symbol or character, and it can possibly appear in any kind of media that human being are able to reach or invent. Furthermore, a writer should master the component of writing to make the communication through written word runs well.

2.2.1.1 Genres of Writing

The word *genre* comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive *type* of [text](#).

Neale in Chandler (2000) stresses that “genres are not systems: they are *processes of systematization*.” Traditionally, genres (particularly literary genres) tended to be regarded as fixed forms, but contemporary theory emphasizes that both their forms and functions are dynamic.

According to Brown (2004: 219) there are three genres of writing that second language learners need to acquire. They are:

(1) Academic writing

This includes paper and general subject reports, essays and compositions, academically focused journals, short-answer test responses, technical reports, theses and dissertations.

(2) Job-related writing

This includes messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.

(3) Personal writing

This includes letters, emails, greeting cards, invitations, calendars, shopping lists, financial documents, diaries, fiction, etc.

Some genres which are mentioned above maybe unfamiliar for the beginner and intermediate level learners, but the genres of personal writing can be said as common genres of writing that are any level of learners recognize them. Whereas based on *Making Sense of Functional Grammar* by Gerot and Wignell (1995), the genres they used are spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

2.2.1.2 Types of Writing Performance

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories reflect the uniqueness of the skill area (Brown 2004: 220).

(1) Imitative

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

(2) Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features of up to the length of a sentence.

(3) Responsive

Assessment tasks require the writer to perform at a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequences of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

(4) Extensive

Extensive writing implies successful management of all processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

2.2.1.3 The Developmental Writing Stages

Obviously, not all students of the same age or grade level write in the same way; students pass through several developmental writing stages (Ghaith 2002):

(1) Stage 1

Novice writer (unskilled, unaware, teacher-dependent writer) has little, if any, individual style. Novice writer also has little awareness of writing process. He/She has undeveloped skills and techniques. The novice writer seeks

approval from teacher and believes good writing comes easily. They are reluctant to revise any writing.

(2) Stage 2

In this stage, the writer is called transitional writer (some called self-involved/self-delineating writer). In this stage, the writer needs support and coaching in order to develop. The transitional writers learn from modeled behaviors. They are developing a degree of comfort with the craft and are anxious to stand alone, yet is comfortable with peer collaboration. They are also developing an awareness of personal needs, interests, and preoccupations.

(3) Stage 3

In this stage, the writer is called willing writer/ peer-involved writer. The writers are able to collaborate well with others. They require external feedback to shape progress. They are also developing objectivity and sensitivity. Willing writer is able to profit from criticism.

(4) Stage 4

In this stage, the writers have reached the independent writer. They usually make highly objective self-assessments and develop a sophisticated personal style. Independent writers are self-motivating and self-aware as a writer.

2.2.1.4 Microskills and Macroskills of Writing

In order to write a foreign language, the learners must first be familiar with the alphabet or characteristics in which that language is transcribed. Similar with other skills of language (listening, speaking, reading), writing also has micro and

macroskills. The micro-skills apply appropriately to imitative and intensive writing activities, while the macroskills are essential for the mastery of responsive and extensive writing activities (Brown 2004: 221).

(1) Microskills of writing

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical system.
- e) Express particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

(2) Macroskills of writing

- a) Use the rhetorical forms of convention of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events.
- d) Distinguish between literal and implied meanings when writing.
- e) Convey culturally specific references in the context of the written texts.
- f) Develop and use a battery of writing strategies.

Based on the curriculum for Senior High School (SMA/Senior) today, the target of learning English for Senior High School students is to make the students could reach the informational level which is spoken and written communication for solving daily activity problem. All genres based on Gerot and Wignell (1995) are used in the level of senior high school. For this study, which

the research will be conducted in the eleven grade students of senior high school, the genres that are taught to the students are analytical exposition, narrative, recount, spoof, and hortatory exposition.

In order to make the writing activity is easier for the Senior High School students, a teacher must give a model of writing such a strategy for applying in writing process.

2.2.2 Writing Assessment

“Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries a new word structure, the teacher subconsciously makes an assessment of the student’s performance” (Brown, 2004: 4).

Many years ago, experts thought that writing was a convention for recording speech and for reinforcing grammatical and lexical features of language. Now, people understand that writing is a skill that has its own features and conventions. It is true that the assessment of writing is not a simple task. As the teacher considers assessing students’ writing ability, he or she should be sure about the objective and the criterion of assessment.

According to Brown (2004: 241) there are three approaches to score writing performance: holistic, primary trait, and analytical scoring. In holistic score, a single score is assigned to an essay, which represents a reader’s general overall assessment. Primary trait scoring is a variation of the holistic scoring method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. Analytical scoring breaks a test-taker’s written text down into a

number of subcategories (organization, grammar, etc) and gives a separate rating for each.

According to Valette in his book *Methods of Evaluation* on page 254, free composition may be evaluated formally or informally. On a formal test, the student produces a composition on a specific topic under specific conditions. Such tests have advantage of increased objectivity, and the results on such tests can be compared from student to student. The informal evaluation of composition skills usually takes the form of a daily diary in which the students can write about whatever interests them. This informal evaluation is not as subjective as the formal test, but it does provide the teacher with longer and more valid measure of the student's writing skill.

“A diagnostic scoring system has the further advantage that its results are more objective than those obtained by simply assigning a letter grade to a composition” (Valette, page 255). The three sample scoring systems described below may serve as a point of departure for a teacher setting up his or her own scoring system.

(1) Rating Specific Elements

In this scoring system, the teacher announces in advance that specific elements will be evaluated. For example, in a vocabulary-based composition the teacher may provide ten key words. The student receives one point for each word that is used correctly. In addition to this score, the composition may be rated outstanding, satisfactory, or unsatisfactory. Writing errors may be indicated, with the expectation that the students is to correct them.

(2) Teacher-prepared Rating Scale

In this scoring system, the teacher determines which aspects of the composition are to be scored and prepares a rating scale. Here is an example of elements that such a scale might contain:

Organization	Excellent	6 5 4 3 2 1	Nonexistent
Clarity of expression	Easily understood by native speaker	6 5 4 3 2 1	Incomprehensible to native speaker
Breadth of vocabulary	Imaginative of vocabulary	6 5 4 3 2 1	Repetitive use of high-frequency vocabulary

(3) Student-prepared Rating Scale

The establishment of a student-prepared rating scale is a two-day class project. On the first day, the class is divided into groups of four or five, and each group prepares a composition on an announced topic. The teacher circulates among the groups, answering questions and making corrections if needed. On the second day, the teacher distributes copies of the resulting group compositions. The students, either individually, in pairs, or in groups different from those in the first day, rank the papers in order of preference. Then the class ranking is placed on the board, and the students are asked to compare the top-ranked composition with the bottom-ranked paper determine what elements make it superior. These elements are then listed on the board, and may include: imagination; organization; longer sentences; choice of words; etc.

According to Hyland in Coombe (2001), “the design of good writing assessment tests and tasks involves four basic elements, there are: rubric, the instructions; prompt, the task; expected response, what the teacher intends

students to do with the task; post task evaluation, assessing the effectiveness of the writing task.”

Based on some scoring system in writing above, the writer decided to use the scoring system that is explained by Brown which is analytical scoring. Analytical scoring has marking scale for each area which the teacher needs to assess. Analytical marking scales are generally more effective with inexperienced teachers. “Additionally, this type of marking is very reliable if done with a population of inexperienced teachers who have had little training and under short time constraints” (Heaton, 1990). The writer thinks that with the analytical scoring system, the students’ writing ability can be easier to assess because the scales are often thought to be more explicit and detailed.

2.2.3 Mind Mapping

Simply, human brain memory capacity is related with received attention and process of thinking. The information that is received will be concerned with or related to the information that is received before or the information which has already existed in the memory. Therefore, human brain, automatically, will filter which information will stay in the memory or which information that will be deleted from the memory.

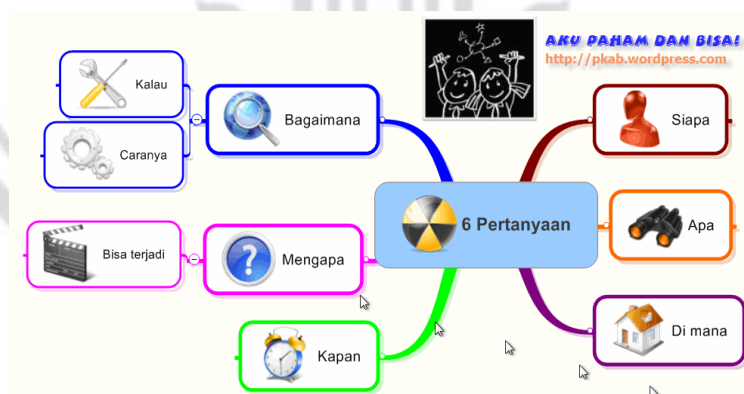
Noting is one of the ways to improve memory. Commonly, the students make a conventional note in a form of a long writing that includes all of the materials given by the teacher. Thus, the note will be a monotonous and boring thing to the students to read in advance. The students will feel a kind of

lazy to read their own note and the topic of the course will be last as a title in their notebook.

A mind map is a diagram that is used to represent ideas or items which are related and located around the central key word of ideas. Mind maps are used to generalize, organize, classify, and visualize ideas. Because of that reason, some people use mind map for studying, problem solving, decision making, and also writing.

It is already proved that human brain is more affected with graphic rather than words, especially paragraphs of words. Buzan (2007: 7) also argues that “the mind map uses the full range of left and right human cortical skills and balances the brain. For writing lesson, it does not mean that it would not have any connection with something called graphic. With mind map, students can be quicker and easier to develop their ideas into a good essay.”

Figure 2.1 Example of Mind Mapping Outline



Here is an example of mind mapping diagram. The square in the middle contains the key word or central idea that will be developed. The square branches around it are the words that can be linked with the central idea. Starting from the central key idea, students can write their essay down easier because they

can recall any ideas related to the central key word and develop them into sentences to paragraph with cohesion. To help the students develop their branches, they can start using the words what, who, when, where, why, and how.

Mind map is one of the easiest way to organize the ideas when someone is going to write. Unfortunately, the classical form of mind map is still a little difficult to practice in writing paragraph. When someone puts his idea in the middle and then develops it with so many branches, he has already organized his idea. Yet the other problem appears when the writer wants to set his idea sentence by sentence. It would be more comfortable with mind mapping in the form of tree diagram.

2.2.4 Techniques of Teaching Writing

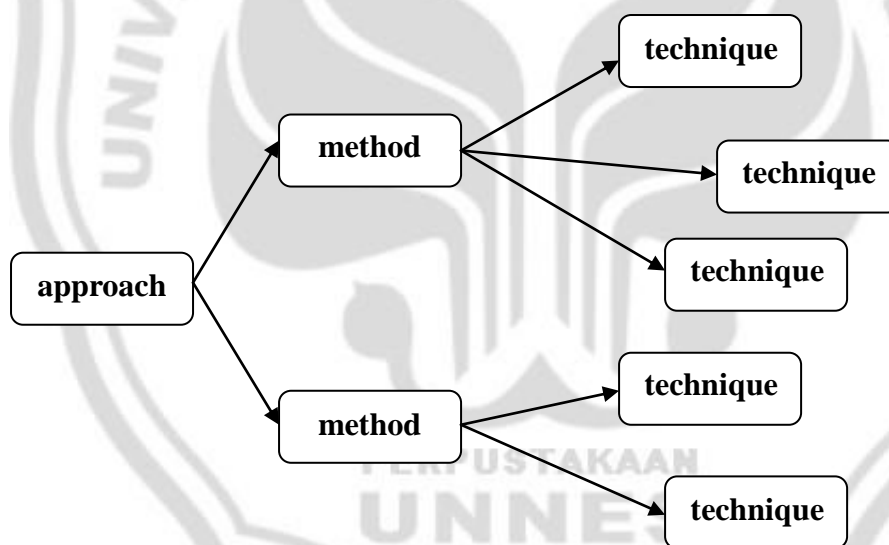
Teaching writing seems to be more difficult than teaching speaking because in speaking, students are likely excused to make “mistakes” as long as the target communication is still progressing. While in teaching writing, a teacher should demand his or her students to perfectly make their writing that relates with grammar, punctuation, and the content of the writing itself. Thus, teachers should try to teach writing effectively so that students are able to write with less mistakes.

The American applied linguist Edward Anthony in 1963 identified three levels of conceptualization and organization, which were termed *approach*, *method*, and *technique*. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. On the other hand, method is an overall plan for the orderly presentation of language material, no part of

which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. The last is technique which is implementational. That which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

In general, within one approach, there can be many methods. Else, techniques must be consistent with a method and should be in harmony with an approach as well. The relation between those three levels of conceptualization and organization can be drawn as follows:

Figure 2.2 The Relation of Three Levels of Conceptualization and Organization



There are some techniques of teaching writing. Every technique has its own advantages and disadvantages. Here is some techniques of teaching writing:

First is peer-editing technique by Kovar (2010). Writing and evaluation are two sides of the same coin. To grow as writers, students must learn to develop an editorial eye by continuously re-engaging each piece of text.

The first step to do with the technique is to have the students exchange papers and evaluate each other's work using the colored rubric sheets. Then the students should put their own name as the "editor" at the top of the colored feedback sheets that they fill-out. The editorial process should be viewed as its own assignment. When the editor finds an error, they should not only mark it but find a relevant reference in their text that explains why this is an error and how to fix it. Based on the feedback they receive, have the student writers correct their own papers. When they turn the assignment into the teacher they should staple or clip together the revised paper and the editing sheet they received with a classmate's name on it.

The peer-editing technique is a good technique. The students can learn from their friends. However, in peer-editing, the teacher should provide more papers for the evaluation rubric sheet at least for each student. This technique also takes time.

The second technique is shared writing and collaborative writing by Colbert (2009). For example of shared writing is the class has been working on a descriptive piece about their field trip to the Nature Center where they built bird houses. They have created a complete draft and are now in the revising stage. Together they will choose at least three nouns to replace with more specific nouns. For example, they might replace tools with hammer and nails.

In collaborative writing, students will work in pairs to revise a piece of writing by replacing at least three general nouns. If it is necessary, the teacher will meet with a small group of students during this time to provide additional support and practice with the activity, but he or she may also move about the room and provide feedback to collaborative groups.

In this technique, teacher should have a good class management. For example, in shared writing teacher should be able to prevent a noisy class when the students try to express their ideas for the text. It is also difficult to combine the ideas from the whole class.

The third technique is vocabulary charts or picture charts by Scott and Ytreberg (1990). In this technique, students are asked to make a writing based on the key vocabulary or pictures from the teacher. This technique seems to be fun for the students. However, in advance students will have some difficulties in arranging their sentence.

In mathematics, there is a tree diagram. Tree diagram is a simple way to describe possible outcomes from a series of experiment if the results of any experiment may be finite (oemahmatematika.com). From this theory, the writer gets an idea to use the tree diagram technique for teaching writing.

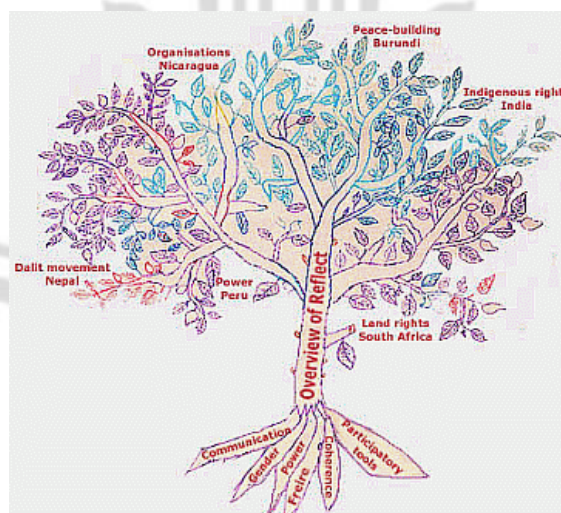
Tree diagram technique in writing is a technique which is tree diagram is used to organize and arrange the students' ideas to make a good writing. With this technique, students are expected to easily do their writing. In tree diagram, students can make as much as possible events without being afraid

of having trouble with sentence arrangements. The further explanation about how to use tree diagram in writing will be explained in the next subchapter.

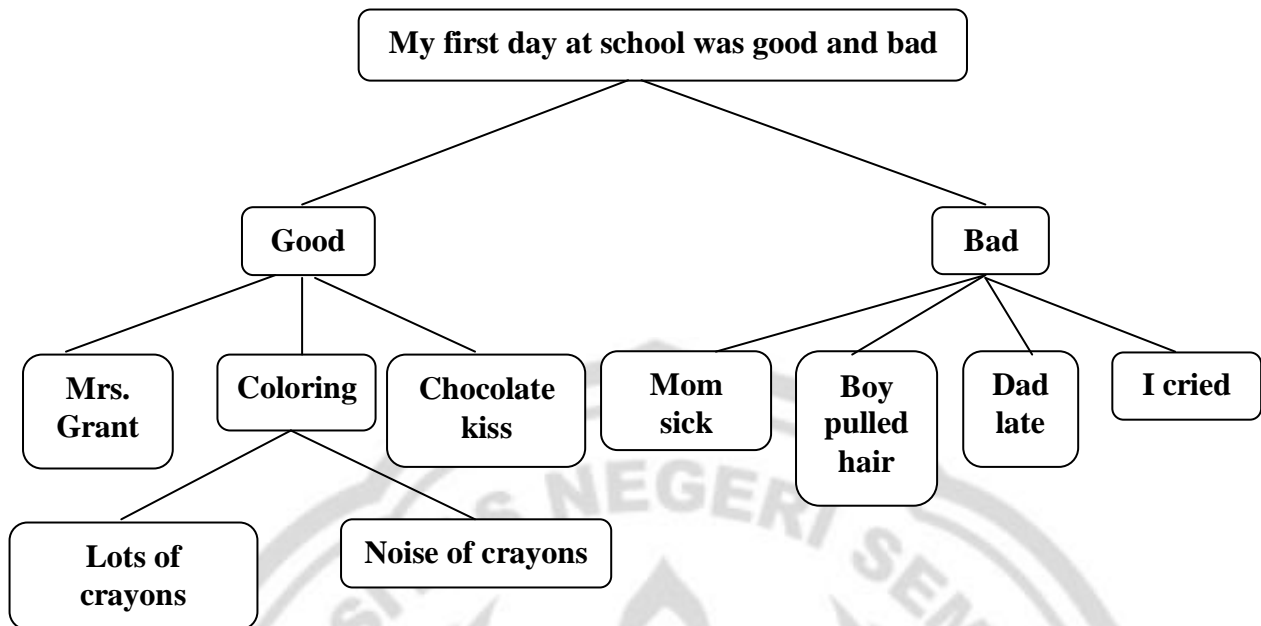
2.2.5 Tree Diagram

Tree diagram is simply as one example of mind mapping. Whereas the mind map is a central idea surrounded by the branches of related ideas, tree diagram comes up with a diagram looks like a tree. It starts with its “root” as a central or key idea and then it will be followed by some ideas related and they derives. It starts with a single node, with branches emanating to additional nodes, which represent mutually exclusive decisions or events. In the diagram below, the analysis will begin at the first blank node. A decision or event will then lead to node A or B. From these secondary nodes, additional decisions or events will occur leading to the third level of nodes, until a final conclusion is reached. Below is the example of three diagram concept that is used to explain the overview of reflect.

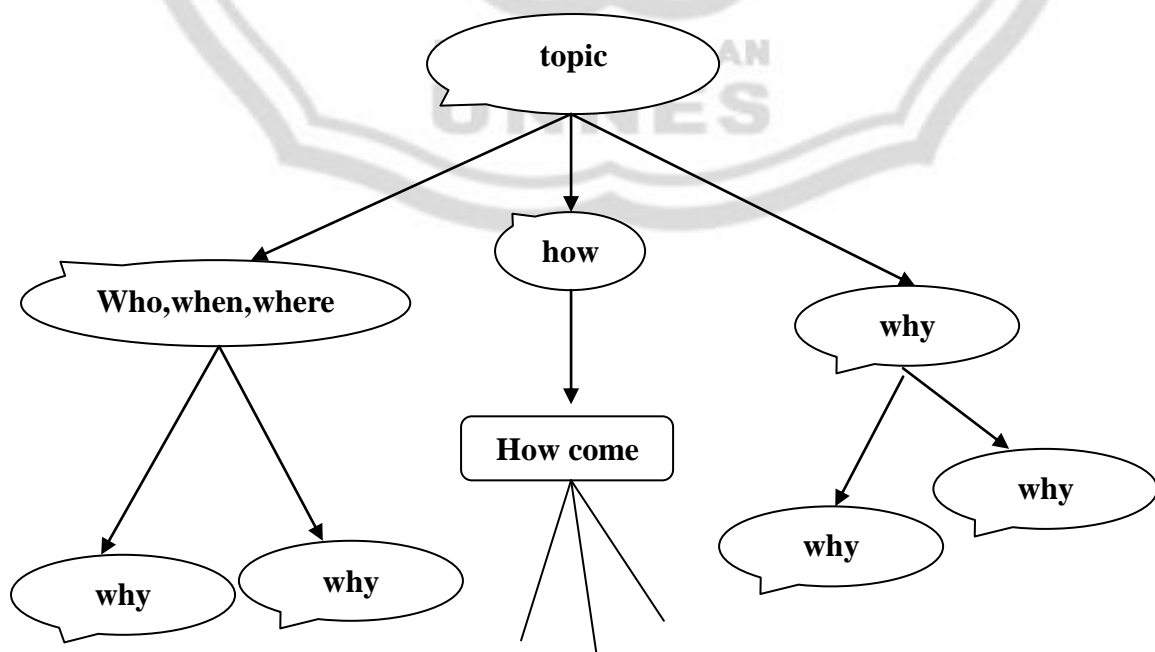
Figure 2.3 Overview Reflect Theory in Tree Diagram Form



www.reflect-action.org



That example of the tree diagram above is the essay about the first day at school. It is cited from *Writing to Communicate: Paragraphs and Essays* (Boardman and Frydenberg 2001: 14). The central idea is the first day at school. Then the idea begins with the branches of “good experience at school” and “bad experience at school”. After that, a writer can expand his ideas into more branches at the tree diagram. With this diagram, it is intended for the writer to make him easier when he is starting to write his real essay.



The tree diagram design above is the example of how we start our essay using tree diagram. As the reader can see, the first and central point is the topic or we can call it as central idea. The next step that the students should do is to make some branches below the root. These branches can be divided based on how many parts that the essay will be. If the essay will be four parts, so the root should have four branches. These branches include the main idea of each parts. Then, the next step is similar with the root. The next branches of the branch will depend on how detail the information will be. The more detail information or essay, the more branches the writer should have.

As the explanation before, tree diagram can ease the students to organize, classify, generalize, and visualize their ideas when they are up to make any genres of writing. Comparing with the practicality of mind map, tree diagram has more advantage where the writer will not be flustered when he comes to the stage of writing his idea sentence by sentence. Tree diagram aslo can activate the left and right brain to balance it because it can be mixed up with pictures. Surely the tree diagram is so useful to help the students more active in their writing activities.

2.3 Framework of Analysis

In this study, the writer wants to know how the tree diagram technique influences the students' writing ability. Hence, the study that is going to be conducted is an experimental research. This part will present the scoring system that is used and the outline of the research design.

The writer collects the data from the instrument. The instrument that is used in this research is tests. From the tests, the writer will get the students' score. The score system which she decides to choose is the analytical scoring system by Brown & Bailey (1984: 39-41).

Table 2.1 Rubric of Writing Assessment

Items	Scoring
Organisation of the text	4 Appropriate title, topic is stated, leads to body; supporting evidence gives for generalization. 3 Adequate title; body of essay is acceptable but some evidences are lacking. 2 Mediocre introduction or conclusion; the generalization may not be fully supported by the evidence given. 1 Organisation can hardly be seen; lack of supporting evidence.
The content of the text	4 The ideas are clear and thoroughly developed. 3 Essay addresses the ideas but misses some points. 2 The development of ideas is not complete or off the topic. 1 Ideas are not complete. Essay does not reflect the ideas.
Grammar	4 Correct use of relative clauses, prepositions, models, articles, verb forms, and tense sequencing. 3 Some grammar problems do not influence communication, although the reader is aware of them. 2 Grammar problem appears clearly and has negative effect of communication. 1 Numerous grammar problems interfere with communication of writer's ideas.
Punctuation, spelling, and mechanics	4 Correct use of English writing conventions: margins, capitals, paragraph indented, punctuation and spelling are correct and neat. 3 Some problem with writing conventions or punctuation; occasional spelling error; paper is neat. 2 Uses general conventions of writing but has errors; spelling problems distract reader; punctuation errors interfere with ideas. 1 Serious problem with format of papers; error in sentence punctuation and final punctuation.
Style and quality of expression	4 Precise vocabulary usage; use of parallel structures. 3 Attempts variety; good vocabulary. 2 Some vocabulary misused; may be too wordy. 1 Poor expression of ideas; problems in vocabulary; lacks variety of structure.

Each research has its own variables. In this research, there are two variables, dependent variable and independent variable. The dependent variable is the students' achievement in writing and the independent variable is the use of tree diagram technique in writing.

In this study, the writer will use two classes from the population. One class will be the experimental group and the else will be the control group. The experimental group is the group which is the treatment will be delivered to. The design of the experiment can be described as the following table:

Group	Pretest	Treatment	Posttest
Experimental group	√	√	√
Control group	√	X	√

The objective of this research is to know how is the effectiveness of tree diagram as a means of teaching writing for the eleven grade students of SMA N 2 Bae – Kudus in academic year 2010/2011. The writer will compare the experimental group with the control group. If the experimental group's score is higher than the control group and the difference is significant, so the tree diagram technique is effective as a means of teaching writing. To know if the difference is significant, the writer uses the t-test. The formula used in t-test is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 - \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which :

t = t-test

M_x = means of the control group

M_y = means of the experimental group

$\sum X_2$ = variance of the control group

$\sum Y_2$ = variance of the experimental group

N_x = number of the students in control group

N_y = number of the students in experimental group

To decide whether the sample means differ enough, the calculated t value must be compared with an appropriate critical value in t-table.



CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the description of the methodology used in conducting the research. It consists of the research design, population, sample, method of investigation, type of data, instrument for collecting data, method of collecting data and method of analyzing the data.

3.1 Research Design

Mind mapping is a way to learn a concept that refers to the method of processing information. Moreover the tree diagram is a diagram that uses strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes.

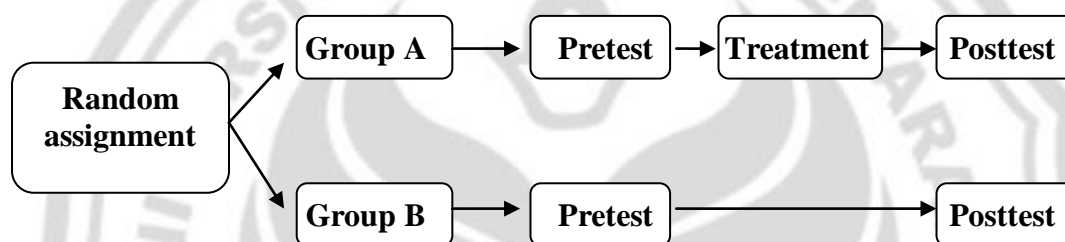
Considering the information above, the writer is interested in conducting quantitative research on how is the effectiveness of tree diagram as a means of teaching writing for the eleventh grade students of SMA N 2 Bae – Kudus in academic year 2010/2011. The type of research which is applied in this study is experimental research.

According to Gaudencio Aquino, “experimental research has purpose to investigate possible cause and effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment, random assignment being essential.”

Basically, experimental research can have two or more groups that will be observed. In this research, the writer used two classes from the same level. The first class is the experimental group and the second class is the control group. The experimental group received treatment, that is they got the treatment which was about tree diagram. The control group did not receive the treatment at all. It means the control group did not receive the treatment using tree diagram.

The design of this research can be drawn as follows:

Figure 3.1 The Design of the Experimental Research



3.2 Research Variables

The most reason why the writer conducted this study is to know how the differences or relationship between variables. A variable can be considered as a construct, operationalized construct or particular property in which the writer is interested. In this study, the writer used tree diagram technique as a means of teaching writing. Thus, in this study there are dependent variable and independent variable.

3.2.1 Dependent Variable

“The dependent variable is the factor which is observed and measured to determine the effect of the independent variable, that is the factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the

independent variable” (Tuckman 1978). Thus, the dependent variable for this research is the students’ achievement in writing.

3.2.2 Independent Variable

The independent variable, which is stimulus variable or input, operates either within a person or within his or her environment to affect behaviour. According to Tuckman (1978), “the independent variable the factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.” Therefore, the independent variable for this study is the use of tree diagram technique in writing.

3.3 Population and Sample

This study was conducted in SMA N 2 Bae Kudus in the 2010/2011 academic year. Before conducting this research, the writer asked for permission from the school whether or not the study could be conducted. After the writer got permission, she composed the instrument for the study, which took the form of the test and administered it to the students to collect the data.

3.3.1 Population

“A population is all the possible members of a group defined by the researcher” (Huck and Bounds 1974: 38).

In this study, the writer determined the population was the eleventh grade students of SMA N 2 Bae – Kudus. The eleventh grade was chosen because the writer thought that they were in the medium level of senior high school. In SMA N 2 Bae, there are eight classes of the eleventh grade. There are four classes for social major with 40 students in each class. They are XI IPS 1, XI IPS 2, XI

IPS 3, and XI IPS 4. For science major, there are three classes which have different amount of the students. XI IPA 1 consists of 38 students, XI IPA 2 consists of 37 students, and XI IPA 3 consists of 36 students. The last class is language class. It just consists of 17 students.

After the writer defined the population, sample was selected. Based on the data of the population above, the sample must be defined because the amount of the population is not reachable for the writer to conduct a research for the whole students.

3.3.2 Sample

When a writer conducts a research, he wants to examine the whole population. It can be possible when the population is reachable, but it is still extremely difficult to conduct such research. For that reason, the writer selected sample from the population to make the research practical. According to Best (1981: 89), “sample is a small proportion of population selected for observation and analysis.”

To make the sample more representative, the writer used purposive sampling technique. In this study, the writer chose two classes from eight classes of the eleventh grade students.

From the previous explanation about population, in SMA N 2 Bae where the study was conducted there are eight classes with three majors, they are social, science, and language major. The writer chose two classes which represent the eleventh grade students well. XI IPA 2 and XI IPA 3 classes were chosen because firstly the research should be conducted in two groups with the same level. Hence, there is only one language class, it was automatically deleted the

chance for language class to be the sample because there is no other class that is in the same condition. Secondly, the English scores from both XI IPA 2 and XI IPA 3 were based on the average scores of the eleventh grade students. The next step is the writer defined the control group and the experimental group. The control group was XI IPA 2 and the experimental group was XI IPA 3.

3.4 Method of Investigation

In this study, to get the data the writer followed some steps as follows:

- (1) First, the writer chose two classes from the whole classes of the eleventh grade students in SMA N 2 Bae Kudus. XI IPA 3 class was as the experimental group and XI IPA 2 class was as the control group.
- (2) After selecting the sample, the writer conducted a pre test of writing to the students for both the experimental group and control group. The test was the same for both two groups.
- (3) The writer calculated the data from the pretest.
- (4) The writer gave treatment which was the technique about tree diagram to the students in the experimental group and explained the use of tree diagram for writing.
- (5) After giving the treatment for the experimental group, the writer conducted a posttest for both the experimental and control groups to measure the difference of the students' achievements. Talking about the posttest, it was the same for both groups. However the posttest had a different topic with the pretest.
- (6) After calculating the data, the writer concluded the result of students' achievement using the tree diagram technique.

3.5 Type of Data

The data that were collected in this study are the references that are related to the subject matter, the pretest result and the posttest result. The data that were obtained from the test results were the mean of pretest and posttest. The type of data in this research is called quantitative data because it needs the calculation of the data in a form of statistical formula.

The data about theory of the study were collected from related literature whether they came from books, journals, articles, etc. The taken literature also came from library, web, and newspaper.

3.6 Instrument for Collecting Data

Instruments or tool for gathering data in research are of two categories or kinds: Treece and Treece in Hartoyo (2010) states that “mechanical devices and clerical tools. In this research, the instrument that is used is clerical tools. Clerical tools are used when the writer studies people and gathers data on the feelings, emotions, attitudes, and judgements of the subject.” For this study, the instrument consisted of the pretest and posttest of writing.

Before giving the treatment, the writer conducted a pretest for both two groups, the control group and experimental group. It was in a form of writing test. The students were asked to make a text based on the topic given. The genre of the text was chosen from the available choices of genres provided. This test has a purpose to know the scores of both groups before the treatment is given. Meanwhile, the posttest was delivered after the treatment was given. The test was

the same as the pretest, that was writing test. However, the topic was different. The criteria of assessment was also the same.

3.7 Method of Collecting Data

The collecting of the data was done by collecting the data of the students' test results of writing, whether it was pretest or posttest, the measurement of central tendency (mean), and the documentation of the teaching learning process while the study was conducted.

3.7.1 Pretest

This test was used to measure the students' ability of writing for both the experimental group and the control group before the experimental group got the technique of tree diagrams. The students were asked to make a short text about a certain topic. The genres were any kind of genre that the students have learned before.

After delivering the pretest, the writer analyzed the results. The score was used to get the measure of central tendency. Besides the measure of central tendency, the writer also analyzed the text made by the students. From the analysis, she decided which text was the appropriate text to be implied by using tree diagram technique. After the writer decided the chosen genre, the treatment was delivered.

3.7.2 Posttest

This test was used to measure the students' ability of writing after the experimental group had been given the technique of tree diagram. This test was

created for both the experimental and the control groups. As mentioned before, this posttest checked the students' achievement of writing a certain genre. This posttest was the point to find out the difference between the control group and the experimental group.

3.8 Method of Analyzing the Data

When the writer finished with collecting the data, the next activity was analyzing the data. The data was analyzed by:

First, identifying the teacher's method of using tree diagram as a means of teaching writing,

Second, identifying the students' ability of writing before and after the tree diagram technique was given for the experimental group. The data were in form of students' scores. Based on the title of this study that is the effectiveness of tree diagram, at first the writer should determine how a text is called effective and vice versa. Based on that reason, she made a standard of evaluation. This was used as criteria of scoring for the result of students' writing.

In the journal *Finishing Your Writing*, error analysis of writing involves three steps: check for your grammar, vocabulary and spelling error patterns.

In this study, the writer used rubric of writing assessment that is adapted from *Analytic Scale for Rating Composition Tasks* (Brown & Balley 1984: 39-41) as stated in chapter two. The writer used the rubric because it gave detail explanation for each aspect so that the writer could evaluate the students' writing carefully and correctly.

Then, the writer analyzed the results of the tests to find whether there is any difference before and after the tree diagram technique was given. In this case, the writer found the difference by seeing the mean from the pre-test and post-test. Finally she discussed the effectiveness of tree diagram as a means of teaching writing.

3.9 The t-Test

“A t-test is a statistical test that compares two means to determine the probability that the difference between the means is a real difference rather than a chance difference” (Tuckman 1978: 257). There are two forms of the t-test for comparing group means, one for independent samples and one for correlated samples. The independent sample t-test is used in situations in which the scores in one group have no logical relationship with the scores in the other group. The second form of t-test is the correlated samples t-test. It also refers to as the matched t-test, the correlated t-test, and the paired t-test. This t-test is appropriate for three situations in which each of the data observations in the first group is related to one of the scores in the second group. In this study, the t-test was used to know the difference means in result of teaching writing using tree diagram.

The formula that was used to find out the t-test value is stated below:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 - \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which :

t = t-test

M_x = means of the control group

M_y = means of the experimental group

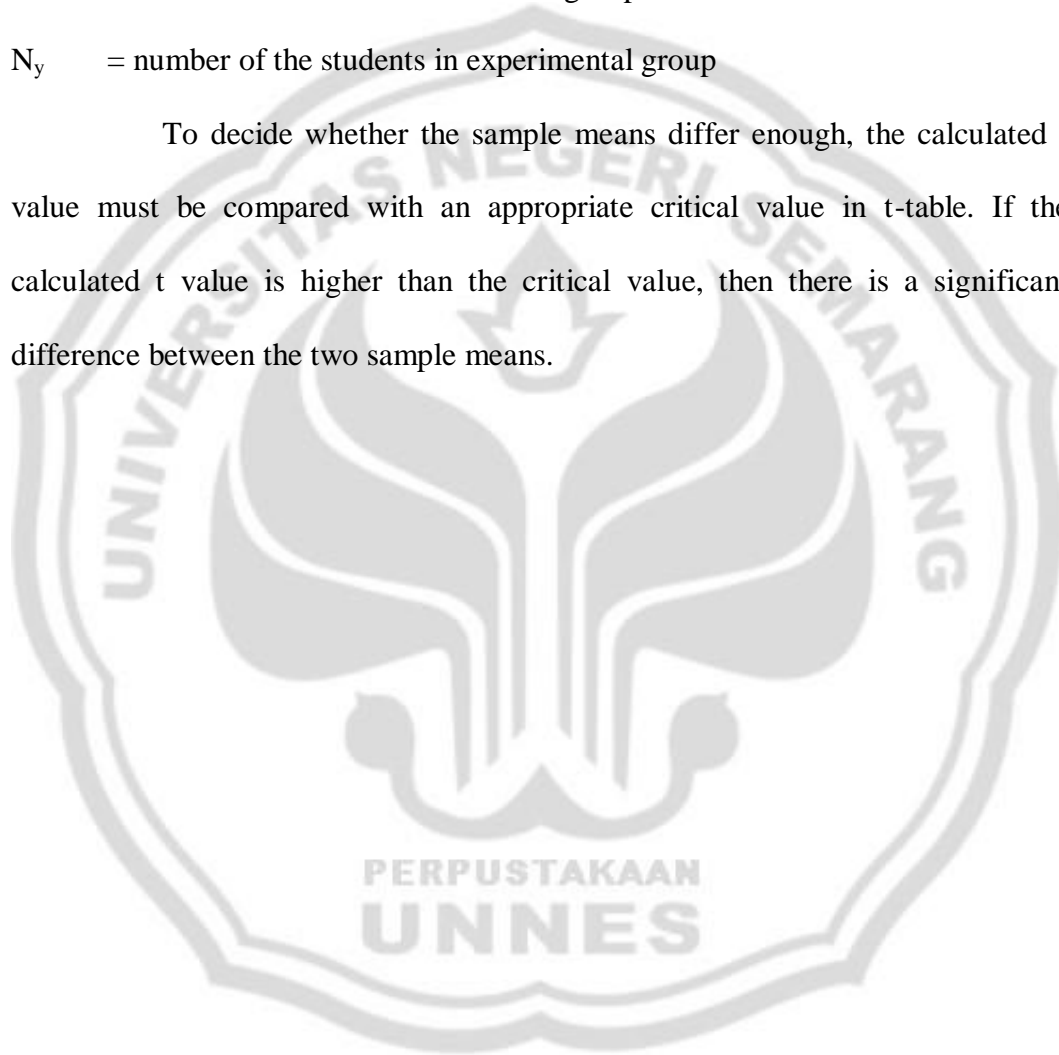
$\sum X_2$ = variance of the control group

$\sum Y_2$ = variance of the experimental group

N_x = number of the students in control group

N_y = number of the students in experimental group

To decide whether the sample means differ enough, the calculated t value must be compared with an appropriate critical value in t-table. If the calculated t value is higher than the critical value, then there is a significant difference between the two sample means.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the results of the research based on the data analysis and the discussion of the research findings.

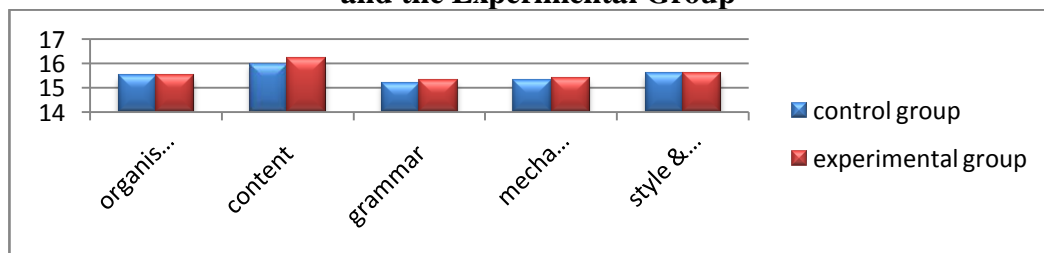
4.1 Research Finding

In this study, the writer found the results in form of students' writing scores. Those scores would be processed through statistical calculation. The detail analysis of the research finding will be presented below.

4.1.1 The Pretest and Posttest Analysis

The data were collected from the students' result of writing a text. The writer delivered a pretest and posttest for both the control group and experimental group. After delivering a pretest, the writer calculated the mean or average score for both the control group and the experimental group. The average score or the mean for the control group was 77.7, while the average score for the experimental group was 78.2. Here is the simple chart presentation from the pretest for both the control group and the experimental group.

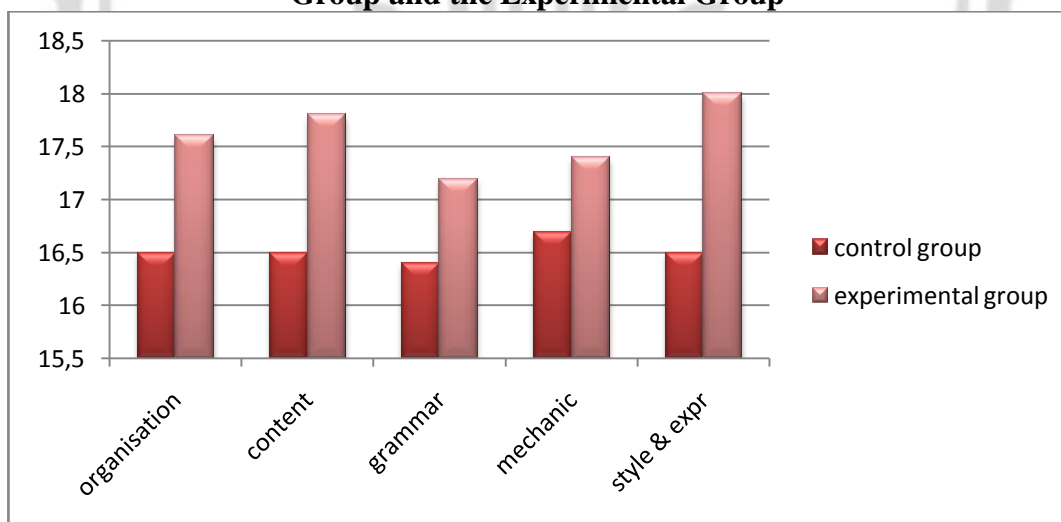
Chart 4.1 The Average Score in Pretest for the Control Group and the Experimental Group



From the chart of the pretest, we can see that the results of the average score for both the control group and experimental group were almost the same. It can be said that the ability of writing of both two groups were at the same level. The result of the pretest of the control group can be seen in appendix 7 (p.71), while the result of the experimental group lies in appendix 9 (p.74).

After the writer conducted the posttest, she also calculated the average score from the test. The results of the average score for the control group was 82.3, while the average score of the experimental group was 88. At a glance, it can be seen that there was the difference result from the control group and the experimental group. Here is the chart that presents the result of the posttest for both two groups. The result of the posttest of the control group can be seen in appendix 8 (p.72), while the result of the experimental group lies in appendix 10 (p.75).

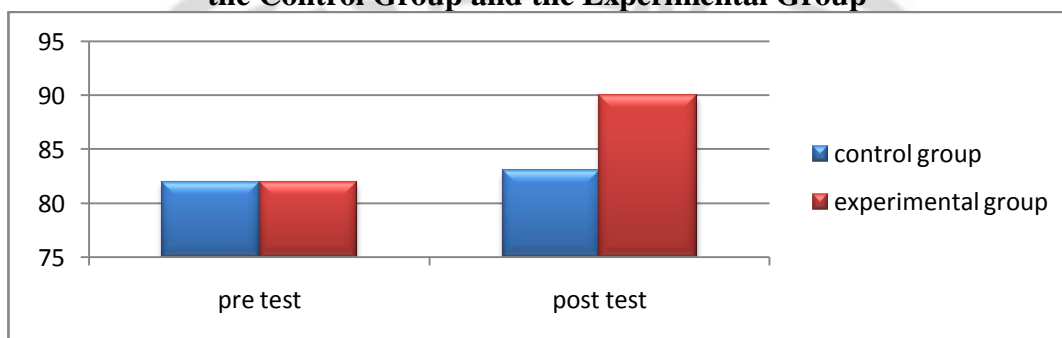
Chart 4.2 The Average Score in the Posttest for the Control Group and the Experimental Group



From this result, it can be said that both groups' ability of writing improved. It appears from the average scores. However, the control group and the experimental group have different level of achievement in writing.

From the data, the writer can conclude that the experimental group has higher achievement in writing than the control group. Here is the chart that presents the difference results from the control group and the experimental group.

Chart 4.3 The Average Score for the Pretest and the Posttest of the Control Group and the Experimental Group



4.1.2 The t-Test Analysis

In the previous explanation about the difference result from the control group and experimental group, the formula that was used to measure the significant difference of the pretest and the posttest was t-test. Thus, the writer compared the result of calculated t value with the t-table value. If the calculated t value is higher than t-table value, it can be concluded that the difference between the two means of the control group and experimental group is significant.

The formula to calculate t value for the means of the control group and the experimental group was the same with the formula that was used to calculate the t value for the pretest and posttest before. It is stated as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 - \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Seeing from the displayed formula, to find out the calculated t value, there were some steps to go through.

First, the writer calculated the means for both two groups. The formula that was used to find out the mean was different from the common formula. The x is the difference score between the pretest and the posttest score. Moreover, x refers to the experimental group and y refers to the control group. The formula can be seen below:

$$M_x = \frac{\sum x}{N_x}$$

$$M_y = \frac{\sum y}{N_y}$$

The result was the mean for the control group (M_y) was 5.029, while the mean of the experimental group (M_x) was 10.088. The difference of the control group and the experimental group's mean was 5.06.

Second, the writer calculated the total score for both two groups. The formula that was used to calculate the value is as follows:

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$\sum Y_2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

From the formula given, the sum of the pretest and the posttest of the control group was 375, while the sum of the pretest and the posttest of the experimental group was 355.

The next step was the writer put all the scores of previous formulas in the t formula. In this study, the total respondents for both groups, the control group and the experimental group was 34. Therefore, after the writer put all the number, the calculated t value was defined. Here is the computation:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x_2 + \sum y_2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

$$t = \frac{10.088 - 5.029}{\sqrt{\left\{ \frac{355 + 375}{34 + 34 - 2} \right\} \left\{ \frac{1}{34} + \frac{1}{34} \right\}}}$$

$$t = 6.352$$

After the calculated t value was defined, the next activity that the writer did with the value was comparing the calculated t value with the t table value. For this study, the writer used $\alpha=5\%$. The two most common levels of significance are 1% and 5%. Because the 1% level requires a rarer and unlikely set of data than the 5%, so that the writer used the $\alpha=5\%$. Moreover, if the writer used the 1% level of significance, the difference between both groups means would have to be farther apart and it was rather difficult to analyze.

The total sample in this research was 68 for both control group and experimental group. For the data, the writer could find that the df value for the research was $Nx+Ny-2 = 34+34-2 = 66$. For $df=66$, the t table value is 1.996. The calculation can be seen in appendix 11.

From the computation above, the t-table for df 66 with significant $\alpha=5\%$ is 1.998. The calculated t value for the t-test was 6,352. Based on the statement that the difference of means between two group is significant if the calculated t value is higher than the t table value, the writer can conclude that the difference of means between the control group and the experimental group is significant.

4.1.3 The Analysis of the Students' Ability in General

From the experimental research, the writer was able to gain some statistical data that supported the objective of the study. The previous sub chapter presented the analysis of statistical data which was obtained from the research. Besides, the writer also analyzed the students' ability of writing in general. It concludes the analysis of students' writing skill in pretest and posttest.

4.1.3.1. The Analysis of Students' Writing Skill in Pretest

As the writer stated in the previous chapter of this final project, the study was started with delivering a pretest. After delivering the test, the analysis of the score was defined. Besides, the analysis of the students' writing ability was also done.

In the pretest, the students' skill of writing was poor. The students experienced difficulties. The first thing that came up to the writer's mind was the way the students organized their ideas before they wrote their essay. When the writer observed the students while they did the pretest, she found that many students still used Indonesian language to make their draft. Not only in making their draft, but many students also made their essay in Indonesian language first, then they translated it in English. Because they translated the essay word by word,

they produced many errors in their writing. Most of the students' writing had errors in grammar, their verbs, and spelling.

After delivering the pretest, the writer had a short conversation with the students about the difficulties they faced when they did the pretest. Many students answered that their first reaction when they were in a condition where they should write an essay with a certain topic, they were confused. The students were confused of what they would write, how they would start their essay, and so on.

The majority of the students' mother tongue is Javanese. Nowadays, even the use of English improves, but the interest of the students about English does not. The students who use Indonesian or Javanese language as their daily language feel more anxious to communicate in English. When the writer conducted the pretest, the students at first thought that they would fail in their writing easily. It was revealed in their essay. In their essay, there were so many sentences that we so called Indonesian-English. The pattern of the sentences also referred to the grammar of their native language. Because the students felt anxious, many of them were afraid to use some of various vocabulary that were more appropriate with the context of the sentence.

The analysis from the first aspect of assessment which is organisation of the text, the students' scores appear average. It means that the students were very concerned with the parts of an essay. It also was helped by the handout the students had. In their handout, the generic structure of the genre was explained. Although the students were aware about the organisation of the text, they only

succeeded in the first and second paragraph or the first and second part of their essay. When the students reached the climax of the essay, they seemed to be stuck in their own idea. It would sound good if the students were able to accomplish their essay. In fact, their anti-climax or their ending for the essay was messy. Many students did the repetition of a sentence excessively. It indicated that they lost the ending or they could not organize their ideas well.

The aspects that came next were content and grammar. These two aspects related each other. Grammar is concerned with the pattern and the form of verbs and words. However, if the writer makes the pattern go wrong or he/she uses the wrong verb form or words, the context of the sentence will be distracted. It happened in the essay that produced by the students. Some students failed in their sentences because they could not reach the appropriate pattern of the sentence they intended to be. It, indeed, gave a bad impact to their writing. Some students just failed to use the appropriate form of past verbs, but some failed for whole the sentence. The writer found that many students in the classroom bought the dictionary with them. It was good, though. The unhappy condition related to that fact was some students were not able to use the dictionary properly. Many students used “to infinitive plus verb” in their essay. They did not concern enough with the pattern or grammar that they have already learned. The students were really anxious about the verbs or words they would write and they believed almost 100% with their dictionary.

The last aspects were the mechanics of writing and the style and expression. After the writer saw the result of pretest, it seemed she did not really

worry about the mechanics of writing the students had. They have learned much about the mechanics of writing both from Indonesian language course or English course. The language style used by the students was rather poor. They wanted to express their feeling through their writing. However they did not know how to express it with English. Their language style was still influenced by their mother tongue.

4.1.3.2. The Analysis of Students' Writing Skill in Posttest

After delivering the pretest, the next process was giving the treatment. To know if there is difference between each group, posttest was delivered to the students in the end of the study. Same as the assessment of the pretest, the assessment of writing posttest used Brown and Bailey's scoring rubric. From the data, the writer could find the mean of each group. There was improvement for each group. However, the improvement was different for both two groups. The experimental group seemed higher improved than the control group. Thus, the writer analyzed the five aspects of scoring for the experimental group.

The experimental group had improved their organisation of the text, that was from 15.5 in the pretest and it became 17.5 in the posttest. Their content had related to the organisation. It was clear where they put the opening, body, and ending of the essay. There was no excessive sentence. The students were able to manage their ideas into a good writing. If in the pretest the students were confused to start and finish their writing, in the posttest they could more focus on their topic and start to write down their words easily. The third aspect was grammar. In the pretest, the students made many errors because they were not really concerned

about the English grammar. This was caused by their habit to write down their essay in Indonesian language and then they translated it in English. Besides wasting their time, this can cause the error translation. The students did not know the right process instead they translated their work word by word without learning the context of the sentence. In the posttest, their grammar showed an improvement. Because they did not translate their work from Indonesian language, they were more concerned about English grammar. Thus, the essays from the students in the posttest also showed improvement in grammar. The mechanics and the style of their writing also became better than their writing in the pretest. The students now understand how to use dictionary correctly. They also have known some words and the differences of these words in the sentence. If in the pretest the writer met many errors in spelling, in the posttest there were less errors existed in the students' work. The verbs they used were correct. For the style and expression aspects, the students seemed to be brave to use some new vocabularies. Fortunately the usage of new vocabularies were still suitable to the context of the sentences. The style of their writing language still a little bit sounded like Indonesian language style. However, there was difference from the pretest. There was an improvement. If in the pretest the students' sentence still contained Indonesian-English style, in the posttest the students' sentence more sounded like English sentence. Although, there were some sentences were still strange, but the readers still could get the meaning without any difficult distraction.

4.2 Discussion

The previous sub-chapter analyzed about the students' writing skill in the pretest and posttest. In this sub-chapter, the writer discusses the research finding to know whether teaching writing using tree diagram is effective or not and how the use of tree diagram technique for the eleventh grade students of SMA N 2 Bae-Kudus in academic year 2010/2011 is.

The use of tree diagram technique as a means of teaching writing started by firstly giving a piece of paper to the students to make their own tree diagram. In the paper there was an outline of tree diagram. The students wrote down their ideas started from the upper single node as their topic or title, then they wrote the other related ideas in the branches. From the observation, the writer could see that the students could make their tree diagram correctly. At first, the students felt awkward about the form of the tree diagram. They did not know what they should write on the single node and the branches. However, after they got the example of how to use the tree diagram, they started to write down their ideas. As far as the writer's observation, the use of tree diagram technique as a means of teaching writing for the students ran well.

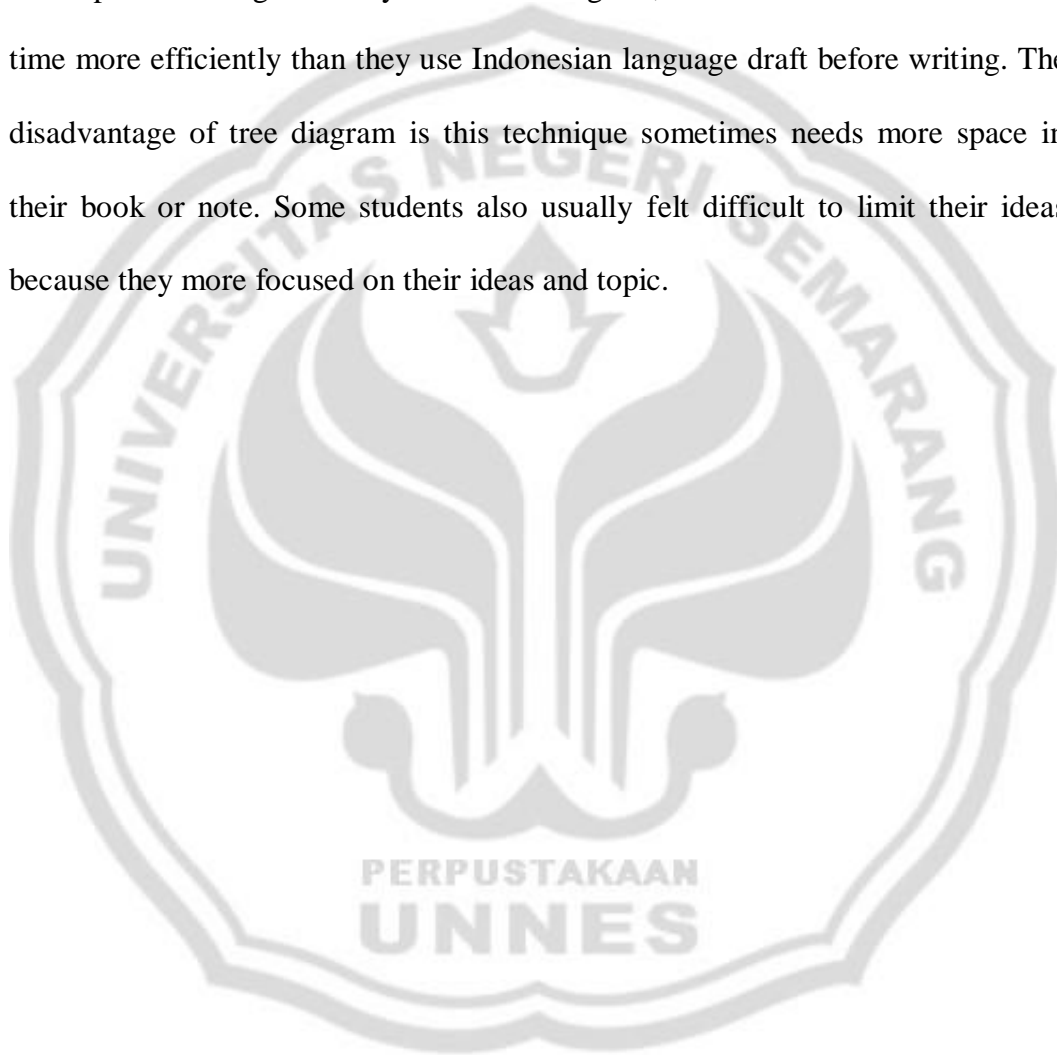
In this study, the writer wanted to know the contribution of tree diagram technique to improve the students' writing ability in essay. When the study was being conducted, in her observation the writer found that the students were more enthusiastic. It was caused by some reasons. First, with the tree diagram technique, the students felt more free to express their ideas. Many students had unpredictable ideas, but they did not know how to manage them.

Usually when some students had a writing task with certain topic, they did not know what they were going to write for their essay. In short, they had no idea. Tree diagram can help the students to start their writing process. In tree diagram, the starting point is the root or central idea. With this central idea, the students can easily continue their ideas in the next branches or points. The students also can broaden their ideas or limit their words.

Before the students know about tree diagram, they usually did their writing in Indonesian language and then translated it. This way is not effective. The second reason why tree diagram can help students in writing because it is more effective. The use of tree diagram enables students to gain more information about the certain topic given. The students will not loss the information that is needed for their essay. Some of the students gave testimonial that they chose tree diagram than their usual way in writing because with tree diagram they could gain the detail information for their essay. When the students use tree diagram technique, they can enjoy their writing because it is not monotonous way to make an essay.

The result of the data analysis based on the scoring of the students' works is the use of tree diagram makes an improvement in the students' ability of writing. Based on this study, the writer can say that the tree diagram can be an appropriate technique to be applied in writing genre or essay. Tree diagram also seemed to be applicable for the eleventh grade students in SMA N 2 Bae. This technique can help the students to organize their ideas and gained more information about the topic that the students are going to write.

Similar with other techniques of teaching, tree diagram has advantage and disadvantage. The advantage of tree diagram is it effectively help the students to organize their ideas before writing. This activity is very crucial because in prewriting activity, the ideas that the students have have to be organized and developed to be a good essay. With tree diagram, the students also can use their time more efficiently than they use Indonesian language draft before writing. The disadvantage of tree diagram is this technique sometimes needs more space in their book or note. Some students also usually felt difficult to limit their ideas because they more focused on their ideas and topic.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion about what have been written in the previous chapters. Moreover, some suggestions are also given for the readers.

5.1 Conclusion

It is stated in chapter I that the purposes of this study are to know how the use of tree diagram technique as a means of teaching writing for the eleventh grade students of SMA N 2 Bae – Kudus in academic year 2010/2011 is and whether teaching writing using tree diagram technique is effective or not.

The use of tree diagram technique as a means of teaching writing is firstly students were given a piece of paper to make their own tree diagram. In the paper there was already an outline of tree diagram. The students wrote down their ideas started from the upper single node as their topic or title, then they wrote the other related ideas in the branches.

Based on the data analysis and the research finding, the writer can conclude the effectiveness of tree diagram as a means of teaching writing. At first, the control group and the experimental group were in the same level. The average score for both two groups was almost the same. After being given the treatment and the posttest, there is a difference between the means of two groups. Hence, the writer can conclude that there is significant difference between the students who we taught using tree diagram technique and the students who were taught without

using tree diagram technique. It is proved by the computation of t test formula. In this study, the degree of freedom is 66 and $\alpha=5\%$ level of significance. The calculated t value is defined as 6.352. It is higher than the t table value (1.998). Thus, the difference means of two groups is significant.

5.2 Suggestion

The suggestion that is given by the writer is offered to teachers, students, and other writers. The suggestions are concerned with the use of tree diagram in teaching writing.

As the development of the education system, the teachers should improve their method and techniques in teaching English. Various techniques and some new and familiar media will make students more excited in learning English. It can also stimulate students to be more active in the classroom activity. In teaching writing, teachers may use some techniques and medias to ease the students gain the ideas, so students will be more active in the classroom activity. Especially, teachers may use tree diagram technique because it can help students ease their process of writing. Students also can feel more enthusiastic in making their essay.

Tree diagram is one of teaching writing techniques. There are so many techniques which can be used in teaching English. The other researchers are expected to make students improve their skill of writing by developing or making other techniques which are beneficial for both teachers and students. The writer hopes that this final project can give contribution in English teaching learning, especially in teaching writing.

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Appendix 1

**LIST OF THE STUDENTS OF THE CONTROL GROUP
SMA NEGERI 2 BAE KUDUS
XI IPA-2**

No	Code	Name	F/M
1	C-01	A'an Trias Apriliyanto	M
2	C-02	Abid Gani Subandi	M
3	C-03	Agustin Putri	F
4	C-04	Ahid Auliya Fahminisa	F
5	C-05	Amalia Febriyani	F
6	C-06	Ana Kusumaningtyas	F
7	C-07	Dhita Wulan Prabandari	F
8	C-08	Diah Kusumawati	F
9	C-09	Djarot Dwi Seto A	M
10	C-10	Fairuz Salwina	M
11	C-11	Ferick Ardianto Tedjo	M
12	C-12	Hermawati	F
13	C-13	Indah Lestari	F
14	C-14	Maria Afita Sari	F
15	C-15	Melia Maya Mardiyanie	F
16	C-16	Muh Maulana Ishkak	M
17	C-17	Nailis Sa'adah	F
18	C-18	Noviana Perwati	F
19	C-19	Nuky Qiselda Nagashia Mercedes	F
20	C-20	Nurul Hasanah	F
21	C-21	Nurul Khafidhoh	F
22	C-22	Nurul Sari Khusuma	F
23	C-23	Panut Wirantoko	M
24	C-24	Ririn Handayani	F
25	C-25	Risya Fausi	F
26	C-26	Rr. Dyah Artati Akbarinissa	F
27	C-27	Sapto Nugroho	M
28	C-28	Saynatun	F
29	C-29	Septiawan Yudha Perkasa	M
30	C-30	Shifa Nanda Maharani	F
31	C-31	Susi Susanti	F
32	C-32	Syahrial Aufa	M
33	C-33	Triasno Putranto	M
34	C-34	Zulaekhah	F

Appendix 2

**LIST OF THE STUDENTS OF THE EXPERIMENTAL GROUP
SMA NEGERI 2 BAE KUDUS
XI IPA-3**

No	Code	Name	F/M
1	E-01	Adi Wahyu Romariardi	M
2	E-02	Agustina Lilis Triyani	F
3	E-03	Anggit Setiawan	M
4	E-04	Anisa Naela Sari	F
5	E-05	Anugrah Anggraini	F
6	E-06	Bryan Danang Pratama	M
7	E-07	Candra Widi Ariyanto	M
8	E-08	Diarti	F
9	E-09	Dita Fachrunisa	F
10	E-10	Dyah Ayu Permatahati	F
11	E-11	Edria Abelita Suhardi	F
12	E-12	Ely Rischa Afilia	F
13	E-13	Farrydlatul Nirwana	M
14	E-14	Ida Mu'nisa Fitriana	F
15	E-15	Juang Bagus Santoso	M
16	E-16	Lenny Febriyanti Sarbini	F
17	E-17	Muhammad Alfian Aprilianto	M
18	E-18	Muhammad Tharif	M
19	E-19	Nina Priana	F
20	E-20	Novianita Putri Lestari	F
21	E-21	Nur Amalina	F
22	E-22	Nurmalina Safitri	F
23	E-23	Puput Kadarsih	F
24	E-24	Ratih Damayanti	F
25	E-25	Renny Setyandari	F
26	E-26	Riza Ardianto	M
27	E-27	Selaratnasari	F
28	E-28	Shandra Riezky Safitri	F
29	E-29	Siti Nur Azizatur Rohimah	F
30	E-30	Vila Ina Megawati	F
31	E-31	Vony Yulian Prabawa	F
32	E-32	Wayang rizky Pangestu	M
33	E-33	Whina Andini Agustiwati	F
34	E-34	Winda Zuliani	F

Appendix 3**Instrument****Pretest**

Topic : Social Network

Time : 45'

Genre : analytical exposition, recount, narrative.

Instruction

1. Write your name and your number on the answer sheet.
2. Make a text based on the topic given.
3. Choose one genre that you want to make.
4. Make sure your text consists of at least 15 sentences.
5. Write your work neatly (dengan rapi).

GOOD LUCK



Appendix 4**LESSON PLAN****(control group)**

SMA : SMA N 2 Bae Kudus

Class/semester: XI / 2

Time : 4 x 45"

Standar kompetensi**Menulis**

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *recount* 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 *recount*.

I. Learning objectives

- 75% of all the students understand the recount text by doing the exercise of comprehending the text.
- 75% of all students are able to identify the generic structure of recount text.
- 70 % of all students are able to construct their own recount text.

II. Material of learning

Recount text

III. Method of study / technique

Question and answer

Explanation

Discussion

Exercises

IV. Steps of learning activity

Meeting 1

➤ **Building knowledge of field**

Teacher asks for students' experience in the past.

Teacher asks the students about their embarrassing moment.

➤ **Modelling of the text**

Teacher gives an example of recount text.

Teacher explains about the features of recount text.

➤ **Joint construction of the text**

Teacher asks the students to work in pairs.

Teacher gives the students a recount text and the exercises.

➤ **Independent construction of text**

Teacher asks the students to find their own topic to make a recount text.

Meeting 2

➤ **Modelling of the text**

Teacher gives the students explanation about the feature of recount text.

➤ **Independent construction of the text**

Teacher asks the students to make their individual paragraph of recount text from their own topic.

V. Source and media of study.

Pictures

Article

English for a better life handout

VI. Structured assignment

Indicator	Evaluation		
	Technique	Instrument	example
a. Read the recount text and do the exercise	Writing test	exercises	Read the text and then do the exercises!
b. Construct own recount text.	Writing test	recount text	Let's share your own recount story!

VII. Rubric of assessment

Items	Scoring
Organisation of the text	<p>4 Appropriate title, topic is stated, leads to body; supporting evidence gives for generalization.</p> <p>3 Adequate title; body of essay is acceptable but some evidence are lacking.</p> <p>2 Mediocre introduction or conclusion; the generalization may not be fully supported by the evidence given.</p> <p>1 Organisation can hardly be seen; lack of supporting evidence.</p>
The content of the text	<p>4 The ideas are clear and thoroughly developed.</p> <p>3 Essays addresses the ideas but misses some points.</p> <p>2 The development of ideas is not complete or off the topic.</p> <p>1 Ideas is not complete. Essay does not reflect the ideas.</p>
Grammar	<p>4 Correct use of relative clauses, prepositions, models, articles, verb forms, and tense sequencing.</p> <p>3 Some grammar problems don't influences communication, although the reader is aware of them.</p> <p>2 Grammar problem appears clearly and have negative effect of communication.</p> <p>1 Numerous grammar problems interfere with communication of writer's ideas.</p>
Punctuation, spelling, and mechanics	<p>4 Correct use of English writing conventions: margins, capitals, paragraph indented, punctuation and spelling are correct and neat.</p> <p>3 Some problem with writing conventions or punctuation; occasional spelling error; paper is neat.</p> <p>2 Uses general conventions of writing but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>1 Serious problem with format of papers; error in sentence punctuation and final punctuation.</p>
Style and quality	<p>4 Precise vocabulary usage; use of parallel structures.</p>

of expression	3 Attempts variety; good vocabulary. 2 Some vocabulary misused; may be too wordy. 1 Poor expression of ideas; problems in vocabulary; lacks variety of structure.
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VIII. Final Evaluation

Students' score are collected from each aspects of writing essay. The maximum score the student will get is:

$$\text{Aspects} \times 5 \times 5 = 4 \times 5 \times 5 = 100$$



Appendix 5**LESSON PLAN
(experimental group)**

SMA : SMA N 2 Bae Kudus

Class/semester: XI / 2

Time : 4 x 45”

Standar kompetensi**Menulis**

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *recount* 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 *recount*.

I. Learning objectives

- 75% of all the students understand the recount text by doing the exercise of comprehending the text.
- 75% of all students are able to identify the generic structure of recount text.
- 70 % of all students are able to construct their own recount text.

II. Material of learning

Recount text

Tree diagram

III. Method of study / technique

Question and answer

Explanation

Discussion

Exercises

IV. Steps of learning activity

Meeting 1

➤ **Building knowledge of field**

Teacher asks for students' experience in the past.

Teacher asks the students about their embarrassing moment.

➤ **Modelling of the text**

Teacher gives an example of recount text.

Teacher explains about the features of recount text.

➤ **Joint construction of the text**

Teacher asks the students to work in pairs.

Teacher gives the students a recount text and the exercises.

➤ **Independent construction of text**

Teacher asks the students to find their own topic to make a recount text.

Meeting 2

➤ **Building knowledge of field**

Teacher asks the students about tree diagram.

➤ **Modelling of the text**

Teacher gives the students explanation about tree diagram.

➤ **Joint construction of the text**

Teacher asks the students to work in group.

Teacher asks the students to make a tree diagram about their chosen topic.

➤ **Independent construction of the text**

Teacher asks the students to make their individual topic to the tree diagram.

V. Source and media of study.

Pictures

Article

English for a better life handout

Tree diagram

VI. Structured assignment

Indicator	Evaluation		
	Technique	Instrument	example
a. Read the recount text and do the exercise	Writing test	exercises	Read the text and then do the exercises!
b. Tree diagram	Writing test	performance	Make a tree diagram about your topic!
c. Construct own recount text.	Writing text	recount text	Let's share your own recount story!

VII. Rubric of assessment

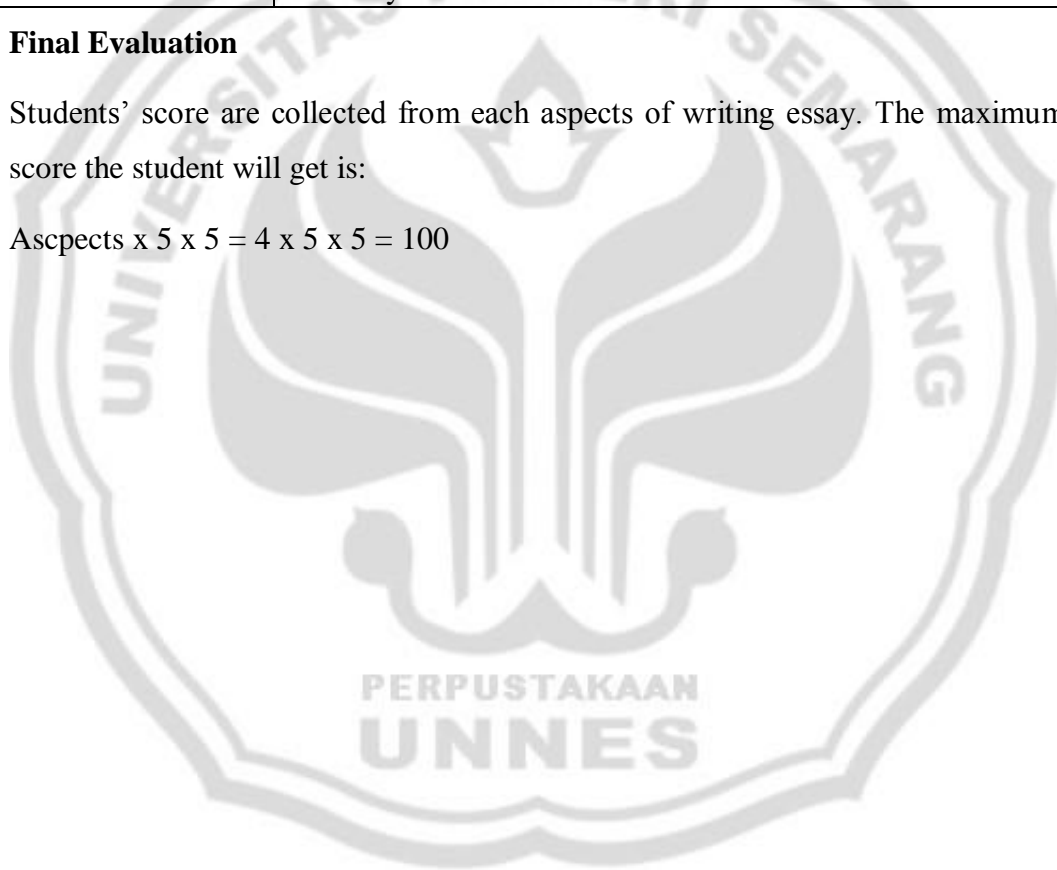
Items	Scoring
Organisation of the text	<p>4 Appropriate title, topic is stated, leads to body; supporting evidence gives for generalization.</p> <p>3 Adequate title; body of essay is acceptable but some evidence are lacking.</p> <p>2 Mediocre introduction or conclusion; the generalization may not be fully supported by the evidence given.</p> <p>1 Organisation can hardly be seen; lack of supporting evidence.</p>
The content of the text	<p>4 The ideas are clear and thoroughly developed.</p> <p>3 Essays addresses the ideas but misses some points.</p> <p>2 The development of ideas is not complete or off the topic.</p> <p>1 Ideas is not complete. Essay does not reflect the ideas.</p>
Grammar	<p>4 Correct use of relative clauses, prepositions, models, articles, verb forms, and tense sequencing.</p> <p>3 Some grammar problems don't influences communication, although the reader is aware of them.</p> <p>2 Grammar problem appears clearly and have negative effect of communication.</p> <p>1 Numerous grammar problems interfere with communication of writer's ideas.</p>
Punctuation,	4 Correct use of English writing conventions: margins,

spelling, and mechanics	<p>capitals, paragraph indented, punctuation and spelling are correct and neat.</p> <p>3 Some problem with writing conventions or punctuation; occasional spelling error; paper is neat.</p> <p>2 Uses general conventions of writing but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</p> <p>1 Serious problem with format of papers; error in sentence punctuation and final punctuation.</p>
Style and quality of expression	<p>4 Precise vocabulary usage; use of parallel structures.</p> <p>3 Attempts variety; good vocabulary.</p> <p>2 Some vocabulary misused; may be too wordy.</p> <p>1 Poor expression of ideas; problems in vocabulary; lacks variety of structure.</p>

VIII. Final Evaluation

Students' score are collected from each aspects of writing essay. The maximum score the student will get is:

$$\text{Aspects} \times 5 \times 5 = 4 \times 5 \times 5 = 100$$



Appendix 6**Instrument****Posttest**

Topic : most embarrassing moment

Time : 45'

Genre : recount

Instruction

1. Write your name and your number on the answer sheet.
2. Make a text based on the topic given.
3. Make sure your text consists of at least 15 sentences.
4. Write your work neatly (dengan rapi).

GOOD LUCK



Appendix 7

**The Result of the Pretest of
the Control Group**

No.	CODE	COMPONENT OF WRITING SCORING					SCORE
		I	II	III	IV	V	
1	C-01	16	17	17	16	18	84
2	C-02	15	17	16	17	15	80
3	C-03	16	17	16	15	16	80
4	C-04	17	18	16	15	16	82
5	C-05	16	16	15	16	17	80
6	C-06	16	16	14	16	15	77
7	C-07	15	16	14	16	16	77
8	C-08	15	17	14	15	16	77
9	C-09	16	17	16	15	16	80
10	C-10	17	18	16	15	16	82
11	C-11	16	16	15	16	17	80
12	C-12	15	16	16	15	17	79
13	C-13	15	16	15	14	16	76
14	C-14	14	17	15	16	14	76
15	C-15	16	16	14	14	14	74
16	C-16	16	14	15	15	14	74
17	C-17	15	17	16	15	15	78
18	C-18	16	15	16	15	16	78
19	C-19	16	15	15	16	16	78
20	C-20	16	16	14	15	15	76
21	C-21	15	16	14	16	16	77
22	C-22	15	17	14	15	16	77
23	C-23	15	16	15	15	16	77
24	C-24	16	15	16	15	14	76
25	C-25	15	16	15	14	16	76
26	C-26	14	17	15	16	14	76
27	C-27	16	16	14	14	14	74
28	C-28	16	14	15	15	14	74
29	C-29	14	15	15	14	15	73
30	C-30	15	14	14	14	15	72
31	C-31	14	15	16	15	17	77
32	C-32	14	16	16	17	16	79
33	C-33	16	15	17	18	18	84
34	C-34	18	16	17	16	15	82

Appendix 8

**The Result of the Posttest of
the Control Group**

No.	CODE	COMPONENT OF WRITING SCORING					SCORE
		I	II	III	IV	V	
1	C-01	16	17	17	17	16	83
2	C-02	16	16	17	16	16	81
3	C-03	16	17	17	17	17	84
4	C-04	17	16	16	17	17	83
5	C-05	16	16	16	16	17	81
6	C-06	17	17	17	17	16	84
7	C-07	16	17	17	16	16	82
8	C-08	16	17	17	17	16	83
9	C-09	16	17	17	17	17	84
10	C-10	17	16	17	16	17	83
11	C-11	17	17	16	17	16	83
12	C-12	17	16	16	17	17	83
13	C-13	17	17	16	16	17	83
14	C-14	16	17	16	17	17	83
16	C-16	17	16	17	17	17	84
17	C-17	17	17	17	17	17	85
17	C-17	17	17	16	17	16	83
16	C-16	17	17	16	17	17	84
17	C-17	17	16	16	17	16	82
20	C-20	16	17	17	16	17	83
21	C-21	17	17	17	16	17	84
22	C-22	17	17	16	17	17	84
23	C-23	16	17	17	17	16	83
24	C-24	16	17	17	17	16	83
25	C-25	17	15	16	17	16	81
26	C-26	17	15	16	17	17	82
27	C-27	17	15	16	17	16	81
28	C-28	17	17	16	17	16	83
29	C-29	16	16	16	17	16	81
30	C-30	17	17	17	16	17	84
31	C-31	16	16	17	17	16	82
32	C-32	16	16	15	16	17	80
33	C-33	17	16	15	17	16	81
34	C-34	16	17	16	17	17	83
sum		563	561	558	569	562	2813

The Control Group					
No	Code	Pre-Test	Post-Test	X	X ²
1	C-01	84	83	-1	1
2	C-02	80	81	1	1
3	C-03	80	84	4	16
4	C-04	82	83	1	1
5	C-05	80	81	1	1
6	C-06	77	84	7	49
7	C-07	77	82	5	25
8	C-08	77	83	6	36
9	C-09	80	84	4	16
10	C-10	82	83	1	1
11	C-11	80	83	3	9
12	C-12	79	83	4	16
13	C-13	76	83	7	49
14	C-14	76	83	7	49
15	C-15	74	84	10	100
16	C-16	74	85	11	121
17	C-17	78	83	5	25
18	C-18	78	84	6	36
19	C-19	78	82	4	16
20	C-20	76	83	7	49
21	C-21	77	84	7	49
22	C-22	77	84	7	49
23	C-23	77	83	6	36
24	C-24	76	83	7	49
25	C-25	76	81	5	25
26	C-26	76	82	6	36
27	C-27	74	81	7	49
28	C-28	74	83	9	81
29	C-29	73	81	8	64
30	C-30	72	84	12	144
31	C-31	77	82	5	25
32	C-32	79	80	1	1
33	C-33	84	81	-3	9
34	C-34	82	83	1	1
mean		78	83		

Appendix 9

**The Result of the Pretest of
the Experimental Group**

No.	CODE	COMPONENT OF WRITING SCORING					SCORE
		I	II	III	IV	V	
1	E-01	16	17	17	16	16	82
2	E-02	15	17	16	17	15	80
3	E-03	16	15	16	15	18	80
4	E-04	17	18	16	15	16	82
5	E-05	18	16	17	16	17	84
6	E-06	16	16	15	16	15	78
7	E-07	15	16	14	16	16	77
8	E-08	15	17	14	15	16	77
9	E-09	16	17	16	16	16	81
10	E-10	17	16	16	15	16	80
11	E-11	16	16	15	16	17	80
12	E-12	15	16	16	15	17	79
13	E-13	15	16	15	14	16	76
14	E-14	14	17	15	16	14	76
15	E-15	16	16	14	16	14	76
16	E-16	16	14	15	17	14	76
17	E-17	15	16	16	15	15	77
18	E-18	16	15	16	15	16	78
19	E-19	16	15	15	16	16	78
20	E-20	16	16	14	15	15	76
21	E-21	15	16	14	16	16	77
22	E-22	15	17	15	15	15	77
23	E-23	15	16	15	15	16	77
24	E-24	16	15	16	15	14	76
25	E-25	15	16	15	14	16	76
26	E-26	14	17	15	16	14	76
27	E-27	16	16	14	14	15	75
28	E-28	16	14	15	15	14	74
29	E-29	14	15	15	14	15	73
30	E-30	15	26	14	14	16	85
31	E-31	14	15	16	15	17	77
32	E-32	14	16	16	17	17	80
33	E-33	16	17	17	18	16	84
34	E-34	18	16	17	16	15	82
sum		529	554	522	526	531	2662

Appendix 10

**The Result of the Posttest of
the Experimental Group**

No.	CODE	COMPONENT OF WRITING SCORING					SCORE
		I	II	III	IV	V	
1	E-01	18	19	17	18	18	90
2	E-02	18	18	18	18	19	91
3	E-03	18	19	18	17	18	90
4	E-04	17	18	18	17	19	89
5	E-05	18	18	17	18	19	90
6	E-06	18	18	17	18	17	88
7	E-07	17	18	16	18	18	87
8	E-08	19	19	16	17	18	89
9	E-09	18	18	18	18	18	89
10	E-10	19	18	18	17	18	90
11	E-11	18	19	17	18	17	89
12	E-12	17	18	18	18	19	90
13	E-13	17	18	17	17	18	87
16	E-16	16	17	18	18	19	88
17	E-17	18	18	17	18	16	87
18	E-18	18	16	17	17	16	84
17	E-17	17	18	18	18	17	88
18	E-18	18	17	18	17	18	88
19	E-19	18	17	17	18	18	88
20	E-20	18	18	16	17	19	88
21	E-21	17	18	17	18	18	88
22	E-22	18	17	17	17	17	86
23	E-23	17	18	17	18	19	89
24	E-24	18	17	18	17	19	89
25	E-25	17	18	17	16	18	86
26	E-26	18	18	17	18	19	90
27	E-27	18	18	16	18	17	87
28	E-28	18	16	17	17	16	84
29	E-29	16	18	17	16	18	85
30	E-30	17	19	16	16	18	86
31	E-31	16	17	18	17	19	87
32	E-32	18	18	18	17	19	90
33	E-33	18	17	17	18	18	88
34	E-34	18	18	17	18	19	90
sum		599	606	585	593	613	2995

The Experimental Group					
No	Code	Pre-Test	Post-Test	X	X²
1	E-01	82	90	8	64
2	E-02	80	91	11	121
3	E-03	80	90	10	100
4	E-04	82	89	7	49
5	E-05	84	90	6	36
6	E-06	78	88	10	100
7	E-07	77	87	10	100
8	E-08	77	89	12	144
9	E-09	81	89	8	64
10	E-10	80	90	10	100
11	E-11	80	89	9	81
12	E-12	79	90	11	121
13	E-13	76	87	11	121
14	E-16	76	88	12	144
15	E-17	76	87	11	121
16	E-18	76	84	8	64
17	E-17	77	88	11	121
18	E-18	78	88	10	100
19	E-19	78	88	10	100
20	E-20	76	88	12	144
21	E-21	77	88	11	121
22	E-22	77	86	9	81
23	E-23	77	89	12	144
24	E-24	76	89	13	169
25	E-25	76	86	10	100
26	E-26	76	90	14	196
27	E-27	75	97	22	484
28	E-28	74	84	10	100
29	E-29	73	85	12	144
30	E-30	85	86	1	1
31	E-31	77	87	10	100
32	E-32	80	90	10	100
33	E-33	84	88	4	16
34	E-34	82	90	8	64
	sum	2662	3005	343	3815
	mean	78	88		

*Appendix 11***t-Test Calculation****calculated t value :**

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x_2 + \sum y_2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$t = \frac{10.088 - 5.029}{\sqrt{\left\{ \frac{355 + 375}{34 + 34 - 2} \right\} \left\{ \frac{1}{34} + \frac{1}{34} \right\}}}$$

$$t = 6.352$$

t table value :

N _x	34
N _y	34
Df	66
α	5%
t table value	1.996564

N_x = number of the students in the control group

N_y = number of the students in the experimental group

Df = degrees of freedom

α = level of significance