

**VENN DIAGRAM METHOD FOR STUDENTS' ABILITY IN WRITING
AT INTENSIVE ENGLISH CLASS OF UNISMUH MAKASSAR**
*Metode Diagram Venn Untuk Kemampuan Mahasiswa Dalam Menulis Pada
Kelas Intensif Bahasa Inggris Unismuh Makassar*

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ABSTRACT

The objectives of this research are to find out the improvement of the students' writing ability in terms of content and organization through Venn Diagram Method at Class A students of Intensive English Class. This research used Classroom Action Research (CAR). It had conducted two cycles. Where each cycle is consisted of four meeting. It employed writing test as instrument. The number subject of the research were 28 students and consist of 5 men and 23 women. Implementation of the first and the second cycle during the four meeting. Technique of the data collection used the cycle, based on the material being taught. Based on the findings of the research, the improvement of the students' writing ability in content and organization were significant improved. Where the mean score in content was 7.79 and mean score in organization was 7.57. It's mean that by using Venn Diagram method can improve the students' writing ability.

Keywords: *Venn Diagram, Method, Writing.*

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa dalam hal konten dan organisasi melalui Metode Diagram Venn Mahasiswa di Kelas A, Intensive English Class. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini telah dilakukan dua siklus. Dimana setiap siklus terdiri dari empat pertemuan. Penelitian melibatkan tes menulis sebagai instrumen. Jumlah Subjek penelitian adalah 28 siswa dan terdiri dari 5 laki-laki dan 23 perempuan. Pelaksanaan siklus pertama dan kedua selama empat pertemuan. Teknik pengumpulan data yang digunakan siklus, berdasarkan materi yang diajarkan. Berdasarkan temuan penelitian, peningkatan kemampuan menulis mahasiswa dalam konten dan organisasi yang signifikan ditingkatkan. Dimana nilai rata-rata dalam konten adalah 7.79 dan berarti nilai dalam organisasi adalah 7.57. Ini berarti bahwa dengan menggunakan metode Diagram Venn dapat meningkatkan kemampuan menulis mahasiswa.

Kata Kunci: *Diagram Venn, Metode, Menulis.*

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

Jacobs. G (2008: 1) states that writing is is one of the language skills that palys an important role in human communication. The most important of writing is coming to be more and more recognized. It is the written mark that links with the outside world is formed. There is no doubt that English writing is important as the other language skills. The ability to write is frequently demanded in many occusions in our life. For many reasons writing skill is crucial to most people. In



relation about that, Adelstain and Vipal (1980) state that in all subjects in our life or in all profession, the ability to write or express oneself clearly is essential basic for success. Writing is crucial mean of human communication. It use to communicate with other people in society and to express our feeling and opinions. Writing means of both communication and self expression.

Writing means how to communicates our opinion to other on the paper. But reality shows that it can not be done well because it is very difficult to express. Furthermore, Goldman and Heaton (1986:126) states that many students still encounter difficulties in writing because it is complex and difficult. In studying English, many students who study in the tertiary level still often make errors in writing though they have learned it for many times, even years. The difficulty of writing is also caused by the components of writing. Jacobs. G (1981:10) tell that there are five components of writing. The five components are content, organization, vocabulary, language use and mechanics. They are intergrating related to each other when students producing a good piece of writing. Without having a good mastery of writing components, the students cannot write successfully. Sometimes, when they write the students get difficulties in expressing their ideas or thoughts. In this case, the students have a lot of ideas, but they cannot organize their writing out into a piece of writing.

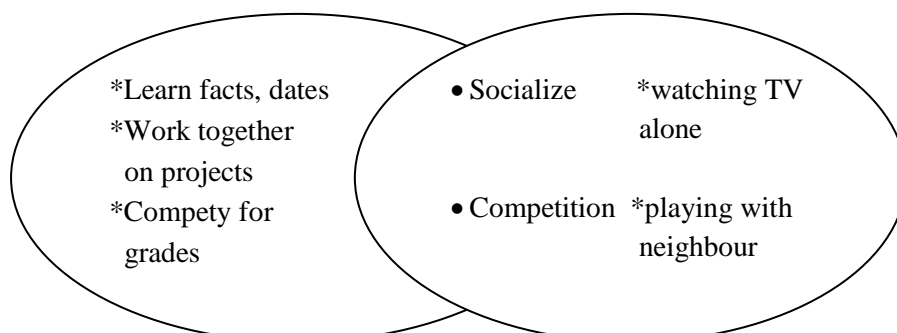
Specially the students' problems or difficulties in formulating or expressing their ideas or thoughts into written-form are: first, the students do not know how to develop their ideas or thoughts into wider or broader writing that is related to the topic of writing. Second, the students do not know how to arrange idea or topic of writing in illogical order, so the students writing seem unclear, confusing, and incoherent. The two problems above are usually faced by the students and therefore certain way is required to help them write well which may be expected to increase their ability to write. Furhtermore, Goldman and Heaton (1986:114) states that no single method of writing wotks for all writers. They need to find a method to will work best. The methods of writing must cover three broad areas. Three broad areas are discovering a massage and purpose, developing a method of presentation, and using suitable language.



To overcome the students' problems in INTENSIVE ENGLISH CLASS OF UNISMUH MAKASSAR especially Class A needs a good strategy and it is the teacher's responsibility to increase their potency. In order for students to communicate well they need to have to expand their cognitive academic language proficiency level. It is important for students to learn how to think critically and creatively. As teachers, we have the responsibility of improving and enhancing students' writing, in both content and in organization. In order for these children to succeed, they need to be equipped and well aware of the genres of power which rule the world. Whether oral or written, the different types of genres are a child's key to power, prestige and privilege. By developing these styles of writing, a child is empowered to use this key to unlock any door that leads to success. Writing is a transitory verb, therefore, one should not just teach writing, but teaches to write something.

DEFINITION OF VENN DIAGRAM METHOD

According to John Venn "On the Diagrammatic and Mechanical Representation of Propositions and Reasoning" (1880: 59) define Venn diagram is a tactic that can be used to teach in learning objectives that have been written. A Venn diagram is a visual organizer used to compare and contrast defined concepts. Venn Diagrams are made up of two or more overlapping circles. The circles show relationships between defined concepts and allow learners to visually organize similarities and differences between the defining characteristics of the defined concepts. Below is an example of Venn diagram method:



(Example of Venn diagram)

The picture above is the example of the Venn diagram method where it shows the comparing and contrasting two issues. where they overlap in the centre represents where they are similar. The issues are put on the top of the circles

which it's as a topic. The centre contains the general ideas and the outside sections contain the specific differences or supporting ideas which related to both the issues. From the picture we can see that there are two issues those kontras. But from the issues we can compare be a writing unity.

John Venn (1880: 59) states that Venn diagram is useful in visually organizing related information about defined concepts in a structured manner that facilitates comprehension by showing the similarities and differences between defined concepts. This is especially important for coordinate concepts (related concepts that share some or many characteristics) because a Venn diagram helps clearly show which characteristics make the coordinate concepts different from one another.

According to Jeremy Jones (2010 : 27) Venn Diagrams can be used with other tactics such as Concept Frames and Concept Maps. It is important to note that Venn Diagrams can become complicated and difficult to interpret as more concepts are compared. They work best when only two or three concepts and their characteristics are compared in a single diagram.

A compare and contrast essay will ultimately follow this basic format:

1. Introduction and Thesis Statement (one paragraph).
2. Topic One (at least one paragraph, can be more, discussing just one of the ideas, people, or objects being discussed in great detail).
3. Topic Two (will follow the same guidelines as topic one).
4. Topic One and Topic Two Together (analyze both topics together can be one or more paragraphs).
5. Conclusion (sum up the compare and contrast essay, should generalize the thesis and should reaffirm the thesis).

The first paragraph of the essay will be an introductory paragraph. It will also include the essay's thesis statement. The first paragraph should present the first comparison from the Venn diagram, the second paragraph should present the second comparison from the Venn diagram, and the third paragraph should present the third comparison from the Venn diagram. If there are more comparisons on the Venn diagram, more paragraphs can be added. The fourth paragraph should present the first contrast from the Venn diagram. The fifth



paragraph should present the second contrast from the Venn diagram. The sixth paragraph should present the third contrast from the Venn diagram. Like the comparison, more contrast paragraphs can be added. The eighth paragraph should present the comparisons and contrasts together. The ninth paragraph should present the conclusion, generalization of the thesis, and reaffirmation of the thesis. (David Within: 2000: 46)

The Elements of Venn diagram Method

The elements of the Venn diagram method will be explained as follows:

1. Topic in the top of the circles. There are two topics which contrast both them and comparing.
2. Keyword that is from related the topic. There is no limit for the keyword. The keyword or supporting ideas must put in the circles.
3. General ideas. It's must related the two issues and put it on the centre represent.

Teaching Procedure by Using Venn diagram Method

The following are teaching procedure by using Venn diagram method:

1. The first step, the teacher explains to the students the aim of Venn diagram method.
2. The second step, teacher divide students into pairs or small group if desired.
3. The third step, the teacher provides one example for the students to see as an example of Venn diagram method.
4. The fourth step, teacher gives students the paper size A4 as thing to create Venn diagram.
5. The fifth step, teacher writes the topic on the paper which the topic appropriate comparing and contrasting two issues and ask all students to determine the two issues from the topic and general ideas from the topic then ask them to find as much as words that related to the both the issues then fill in the circles.
6. The process of Venn diagram, teacher is suggested to give correction toward students' mistakes if the students do not respond correctly.

The Advantages of Venn Diagram Method

The following is a summary of advantages of Venn diagram method as follows:



1. This is the most enjoyable strategy to organize thoughts because the students can see the whole subject/area.
2. Venn diagram method will improve memory, concentration, creativity and ability in writing.
3. Venn diagram method will improve the understanding of the relationship between facts.
4. Encourage problem solving by showing students new creative pathways.
5. Venn diagram method enables the students to be extremely efficient.
6. Be enjoyable to look at, read, muse over, remember and write.
7. Venn diagram method helps the students to stimulate the memory to know many vocabularies.
8. Venn diagram method helps the students to absorb and processes information more quickly and easily.

DEFINITION OF WRITING

Writing is one of four language skill; it communicates ideas by means of conversational symbol that are traced, incites, draw or otherwise formed on the surface or some materials. Writing gives permanence to men's knowledge and enables them to communicate over great distance. This is excellence of writing compared to speaking because people may save message through writing longer than speaking. As one of language skill in English, writing is used to express ideas. In writing, the writer will be involved in the process of building the larger units of ideas from the larger ones. Writing is the production of graphic symbols to form words in a sequence of sentence arranged in a particular order and linked together in certain ways, also writing is the process of encoding a message to transfer meaning to the reader (Byrne, 1984: 19).

Byrne (1984: 20) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain in convention. As rule, however the students do not write just one sentence or a number of sentence as arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kinds that translate throughout into language.



Another statement about writing skill comes from Widdowson (1985: 30) states that writing is a communicative activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Lindbolm (1983: 25) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Oshima (1981: 71) classify three main parts of paragraph they are: topic sentences, supporting sentences, and concluding sentences.

1. Topic sentences

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and the controlling idea, the writer’s main idea, opinion, or feeling about that the topic. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentences will tell the reader what the paragraph is about.



2. Supporting sentences

The supporting sentences develop the topic sentences by giving specific details about the topic. The supporting sentences that follow the topic sentences should develop the main ideas of the paragraph. The topic sentences can supported by supporting sentences to develop and explain the topic sentences by giving definition, reason, example, fact, comparison and effect. In order to choose detail to support the topic sentence, rephrase it as a question, and answer that question with your supporting sentences. The supporting sentences follow the topic sentences and make up of paragraph.

3. Concluding sentences

This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentences remind the reader of the topic sentences. When the writer writes a concluding sentence, you can state the topic sentences in different word or summarize some of the main points in the paragraph.

TYPES OF WRITING

1. Narration

Oshima (1981: 37) explains that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution.*

2. Description

Oshima (1981: 37) explains that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion.*



3. Explanatory

There are three kinds of explanatory composition, they are:

a. *Explaining a Process*

To write an explanatory composition that explains a process, rely on the same skills you have used in everyday situations. Explain the steps in the process briefly and clearly. Start with the first step and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they are accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan: *introduction, steps in the process, and conclusion.*

b. *Stating an Opinion*

An explanatory composition may express an opinion and explain why others should explain why others should accept that opinion. In an explanatory composition, you need to present strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan: introduction (express your opinion, as directly as possible), body (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

c. *Stating a Definition*

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that stating a definition is to follow this plan: introduction (your definition serves as the topic sentence for the composition), body (the most informative way to develop a definition is with or with facts and figures), conclusion (the sums up the main idea of your definition). (Littell, 1981: 122-140).



DEFINITION OF C.A.R

Action research is a simply form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out. The approach is only action research when it is collaborative, though it is important to realize that action research of the group is achieved through the critically examined action of individual group members.

Classroom Action Research is an activity undertaken by teachers to improve their performance and teaching skills in the classroom. They do it by evaluating their teaching approaches and then making improvements. By doing this repeatedly, they should improve their performance and skills. (Training in Applicative Classroom Action Research)

Classroom Action Research is research designed to help a teacher find out what is happening in her or his classroom, and to use that information to make wise decisions for the future. Method can be qualitative or quantitative, descriptive or experimental. (Indiana University South Bend, Division of Education). The Synthesis From all the definitions of Research Action and Classroom Action Research we can make conclusion and the simple definition:

Action Research is the research or investigating which is done by participants in social situation in order to improve their social practice, their understanding, and the situation of something which is observed more deeply. Here, the scope is wider than Classroom Action Research; it includes the social world or situation not the educational situational only. The researcher is not only teacher but also it can be the government or social institution. While Classroom Action Research is the action research which happens in a classroom (educational situation) about the problem during the process of teaching and learning activities which is done by the teacher to raise awareness of his or her personal theory; tryout new strategies; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching; and also to improve his or her skill especially his or her professionalism. Classroom action research begins with a question or questions about classroom



experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. The purpose of teacher research is to gain understanding of teaching and learning within one's classroom and to use that knowledge to increase teaching efficacy/student learning.

Research in English learning is a scientific activity that aims at investigating the rules that work in the process of English learning. Research activities in English learning cover four steps: observing, describing, analyzing, and explaining. The way each step is done depends on the nature of the data and the objective of the research. Classroom Action Research for English Learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. Each English learner is basically able to learn English provided that he or she is given the appropriate help as each learner has his or her own style and strategy of learning. Classroom Action Research for English Learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. Classroom Action Research is done in several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan (acting), observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle:

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

Those four components are related each there as a cycle.

Planning is the first step the researcher has to do before doing something. The planning is expected to be futuristic and flexible to face some non-anticipated effects. By the planning, we can prepare to handle the troubles early. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.



Acting is an applying of the planning. It can be a teaching method applying that has a purpose to repair or complete a certain model. That action can be applied by the persons who are involved in the applying a teaching method which the result also will be sued for completing in doing assignment. Observing is used to see and capture some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation. In the observation, the researcher should take a note of the process of action, the action's effects, environment, and some troubles. Reflecting consists of: analysis, synthesis, interpretation, explanation, and conclusion. The reflection's result is having revision of the planning which has been done, and it can be used for repairing the teacher's performance in the future. Thereby, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

METHODOLOGY

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

The research was done at INTENSIVE ENGLISH CLASS OF UNISMUH MAKASSAR for English subject. As subject in this research was Class A for 2012-2013 academic years with students number as about 28 students. All the students were consisting of 5 men and 23 women.

Variables

The following were the variables of the research:

- a. Independent variable of the research was the used of Venn diagram method. It was the important process to which allows the students to share and develop ideas/opinion to improve the writing skills.
- b. The dependent variables of the research consisted of the students' skills to write explanatory focused on stating an opinion text focused on the content and organization.



Indicators

The following were the main indicators of each variable:

- a. The indicators of the content were the unity and the completeness of the students' writing. There were some sub indicators of unity and completeness as follows:
 1. The ideas were about the topic selected
 2. The ideas were clearly stated
 3. The ideas were clearly supported
 4. The ideas were comprehensible
 5. The ideas were well developed
 6. The ideas were relevant
 7. The ideas fluently expressed
- b. The indicators of the organization were the coherence and the spatial order of the students' writing. There were some sub indicators of coherence and spatial order as follows:
 1. The ideas were-well organized
 2. The organization was concised
 3. The ideas were cohesion
 4. The ideas were coherent
 5. The ideas were relevant to outline
 6. The ideas were presented in logical sequencing.

Research Design in Action Research

This action research carried out through two cycles. Each cycle consist of four meetings. Both cycles consist of teaching learning process and tests. In this research, the procedure divided into two cycles:

Cycle I

The first cycle in this classroom action research consists of planning, action, observation and reflection as follows:

Planning

- a. Researcher analyzed syllabus to know basic competency to be conveyed to the students by using Venn diagram method.



- b. Made lesson planning of Venn diagram, and also made instrument evaluation used in the classroom action research cycles.
- c. Arranged instruction evaluation instruments.
- d. Prepared observation forms for observer.

Action

Conducted the scenario of learning process, it was based on the Venn diagram method in learning English especially in writing skills improvement through Venn diagram method. After gave pre-action, the students were given English materials by using Venn diagram method for five times of meeting. Each meeting spends 90 minutes. The activities as follows:

- a. The first step, the teacher explained to the students the aim of Venn diagram method.
- b. The second step, teacher divided students into pairs or small group if desired.
- c. The third step, the teacher provided one example for the students to see as an example of Venn diagram method.
- d. The fourth step, teacher gave students the paper size A4 as thing to create Venn diagram.
- e. The fifth step, teacher wrote the topic on the paper which the topic appropriate comparing and contrasting two issues and asked all students to determine the two issues from the topic and general ideas from the topic then asked them to find as much as words that related to the both the issues then filled in the circles.
- f. The process of Venn diagram, teacher was suggested to give correction toward students' mistake if the students do not respond correctly.

Observation

- a. Identified and made note all the problem that we need when teaching and learning process based on observation paper that had been arranged.
- b. Done the evaluation which used the result of the study to know how far they has improvement.
- c. Gave the students' chance for giving suggestion in action research.



Reflection

The result of data had been done continue in the analysis until can be reflected after action research. The reflection discussed as a guidance lecture while teacher made research planning for the next cycle. The research plan was planned for the next cycle which had been reparsed from cycle.

Cycle II

This cycle conducted four times meeting include one time for test in cycle II. The main activities were:

Planning

The ways that was done:

- a. Continued the activities that had done in the first cycle.
- b. Improved the weakness in the first cycle.
- c. Replanted the scenario in learning process from the result of cycle I reflection.
- d. Action research repaired.

Action

In the stage, action was done to improve the result based on the cycle reflection I; the stages were done same with the previous cycle that was to say, to do improvement of the applied teaching strategy, the activities as follows:

- a. The teacher explained to the students the aim of Venn diagram method.
- b. The teacher provided one example for the students to see as an example of Venn diagram method.
- c. The teacher gave students the paper size A4 as thing to create Venn diagram.
- d. The fourth step, teacher wrote the topic on the paper which the topic appropriate comparing and contrasting two issues and asked all students to determine the two issues from the topic and general ideas from the topic then asked them to find as much as words that related to the both the issues then filled in the circles.
- e. The process of Venn diagram, teacher was suggested to give correction toward students' mistakes if the students do not respond correctly.



Observation

In the reality, the observation done at the cycle II was almost same with the observation at cycle I.

Reflection

According to the achieved result of the observation that had been collected and analyzed. From the result of the research, the researcher can make conclusion that Venn diagram method can improve the students' writing skills.

Research Instrument

There were two instruments used, they are:

a. Observation sheet

Observation sheet aimed at finding out the students' data about their presence and activeness in teaching learning process.

b. Test

Facts test aimed to get information about students' improvement after teaching learning process ends.

Data Analysis

The data gained from cycle I and cycle II was analyzed through the following steps:

a. Observation (field notes)

Observation aimed at collecting data about the students' participation in teaching learning in writing and in the implementation of Venn diagram method. It used to note finding and improvement during action step in each cycle. The guideline of the field note encompassed:

1. Observation towards the students' activities.
2. Observation towards the teacher's way of teaching.

b. Test

According to Syarman (1999) has conducted a research to the students to write composition. He found out that the students have fair ability in writing English explanation composition. The test was used that the students must be given something different in teaching English writing especially through Venn diagram method that can improve the students' writing skills.



1. Scoring students' writing skills

Table 1. The assessment of students' writing skills competence for the content's component.

Score	Range	Indicators of unity and completeness
A (9-10)	Very Good	<ol style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are clearly stated. 3. The ideas are clearly supported. 4. The ideas are comprehensible 5. The ideas are well developed 6. The ideas are relevant 7. The ideas fluently expressed
B (7-8)	Good	<ol style="list-style-type: none"> 1. The ideas are about the topic selected. 2. The ideas are clearly stated. 3. The ideas are clearly supported. 4. The ideas are quite comprehensible 5. The ideas are generally well-developed. 6. The ideas are adequate relevant. 7. The ideas are adequately expressed
C (5-6)	Average	<ol style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are rather clearly stated. 3. The ideas get enough supports. 4. The ideas are quite comprehensible. 5. The ideas are generally developed. 6. The ideas are quite relevant. 7. The ideas are sufficiently expressed.
D (3-4)	Poor	<ol style="list-style-type: none"> 1. The ideas are about the topic selected. 2. The ideas are not clearly stated. 3. The ideas get limit to support. 4. The ideas are not comprehensible 5. The ideas are not quite relevant. 6. The ideas are lack of developing. 7. The ideas are non-fluent expressed.
E (1-2)	Very Poor	<ol style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are not clearly stated. 3. The ideas are not clearly supported. 4. The ideas are incomprehensible. 5. The ideas are irrelevant. 6. The ideas have very poor development. 7. The ideas are not communicative.

(Depdikbud, 2004)



Table 2. The assessment of students' writing skills competence for the organization's component.

Score	Range	Indicators of coherence and spatial order
A (9-10)	Very Good	<ol style="list-style-type: none"> 1. The ideas are well organized. 2. The organization is concise. 3. The ideas are cohesion. 4. The ideas are coherent 5. The ideas are relevant to outline. 6. The ideas are presented in logical sequencing.
B (7-8)	Good	<ol style="list-style-type: none"> 1. The ideas are adequate organized. 2. The organization is adequate concise. 3. The ideas are adequate cohesion. 4. The ideas are adequate coherence. 5. The ideas are relevant to outline. 6. The ideas are sufficient sequencing
C (5-6)	Average	<ol style="list-style-type: none"> 1. The ideas are generally organized. 2. The organization is quite concise 3. Few ideas are a break out cohesion. 4. The ideas are generally coherent. 5. The ideas are mostly relevant to outline. 6. The ideas are in some logical sequencing.
D (3-4)	Poor	<ol style="list-style-type: none"> 1. The ideas are almost loosely organized. 2. The organization is not concise 3. The ideas are inadequate cohesion 4. The ideas are inadequate coherent. 5. The ideas are somewhat relevant to outline. 6. The ideas are lack logical sequencing.
E (1-2)	Very Poor	<ol style="list-style-type: none"> 1. The organization are loosely organized 2. The organization is not concise 3. The ideas are confuse and disconnected. 4. The ideas are incoherent. 5. The ideas are not or almost not relevant to outline. 6. The ideas are not or almost not presented in logical sequencing.

(Depdikbud, 2004)

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

$$\text{Score} = \frac{\text{Student's correct}}{\text{Total number of item}} \times 10$$

(Depdikbud, 2004)

Calculating the means score of the students' writing test by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: X = Mean score for sample



$\sum x$ = Total new Score

N = Total Number of students

(Gay, 1981:298)

3. Computing the frequency and rate percentage the students' score.

$$P = \frac{F}{N} \times 100\%$$

While:

P = Percentage

F= Frequency

N= Total number of teaching material

(Hatch and Hossen in Yunus, 1982:92)

4. The percentage of the students improvement apply as follow:

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

Where: P = percentage

X1 = 1st cycle

X2 = 2nd cycle

FINDINGS AND DISCUSSIONS

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

Findings

1. Implementation of Venn Diagram Method

The teacher conducts planning before the action, where she prepared the lesson plan through implementing Venn Diagram Method, teaching material, and evaluation for students. The activity in action stage for cycle I is the implementation of the lesson plan. It means that the implementation of every steps of the learning process through Venn Diagram Method which have been arranged in the planning stage. Firstly, the teacher explains to the students about the aim of Venn Diagram method. Secondly, the teacher provides one example for the students to see as an example of Venn Diagram method. Thirdly, the teacher gave the students the paper size A4 as thing to create Venn Diagram. Fourthly, the teacher writes two topics on the cycle. Fifthly, the teacher asks all students to determine the the topic appropriate comparing and contrasting two



issues and ask all students to determine some ideas related to the two issues from the topic and general ideas from the topic then ask them to find as much as words that related to the both the issues then fill in the circles. Sixthly, for the final project, the teacher orders the students to develop the keywords or general ideas into paragraph. Seventhly, the process of Venn Diagram, teacher is suggested to give correction toward students' mistakes if the students do not respond correctly and if the result of the students' scores do not achieve the target then cycle II will be taken. The activity in the second cycle is almost same with the first cycle. Where, before taking action, the teacher previously makes planning and implies it in the action stage. The difficulty that the researcher found in the cycle I is the students still difficult to get idea and organize their writing to be a good paragraph.

An explanatory composition may express an opinion and explain why others should explain why others should accept that opinion and in the writing project, the teacher has chosen a topic that is relative to their environment. Meanwhile, the result of the students' writing is still vague the readers. They do not finish their writing about "My Friends Who Have Similar Character". From three general ideas, almost of them just develop one until two general ideas fully and only one or two sentences for the remained general ideas. It can be understood if considering the class situation during the teaching process. Only few of them show their interest in learning and following the teaching process. The others look bored and have no mood in learning process. They are very noise and just playing around the class. It shows that the teaching process during cycle I is not interesting at all for them. So, the teacher decides to make some revision for the next cycle.

The result of revision planning to resolve the students' difficulty in getting idea is providing some interesting topics for the students' writing project. Besides providing some interesting topics the teacher also reforms many aspects such as more relaxed in teaching, gives the students motivation before entering the main learning material, explains the learning material clearly, raises the voice, and re-corrects the class management, and time management. The teacher also gives the students chance to ask the question, explains the students'



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

2. *The Improvement of Students’ Content*

The use of Venn Diagram Method in the form of teaching strategy of English Writing skills could improve the students’ content. It was proved by the writing test as indicated by the significant difference between the score of the diagnostic test and the result of cycle I in the following table.

Table 3. The Students’ Improvement in Content

No	Indicators	D – T		C I		CII		Improvement %		
		Score	%	Score	%	Score	%	DT-CI	CI-CII	DT-CII
1	Unity	4.14	41.40	6.35	63.50	7.91	79.10	53.38	24.56	91.06
2	completeness	4.96	49.60	6.19	61.90	7.67	76.70	24.79	23.90	54.63
$\sum X$		9.1	91	12.54	125.5	15.58	155.8	78.17	48.46	145.69
\bar{X}		4.55	45.5	6.27	62.7	7.79	77.9	39.08	24.23	72.84

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



improvement from D – test to cycle II is greater than D – Test to cycle I (72.84% > 39.08%) and classified as average to good.

3. *The Improvement of the Students' Organization*

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

Table 4. The Students' Improvement in Organization

No	Indicators	D – T		C I		C II		Improvement %		
		Score	%	Score	%	Score	%	DT- CI	CI- CII	DT_ CII
1	Coherence	5	50	6.12	61.20	7.76	77.60	22.40	26.79	55.20
2	Spatial Order	4.94	49.40	5.91	59.10	7.39	73.90	19.63	25.04	49.59
$\sum X$		9.94	99.40	12.03	120.30	15.15	151.5	42.03	51.83	104.7
\bar{X}		4.97	49.70	6.01	60.10	7.57	75.70	21.01	25.91	52.39

The data in the table above shows the students' writing skill in organization as the result of calculating of the diagnostic test and students' test at the students' writing skill by using Venn Diagram method, where the students' score in diagnostic test is different from the students' test in cycle I and cycle II. The mean score in diagnostic test is 4.97, the students' test in cycle I is 6.01 and cycle II is 7.57. The achievement of cycle II is greater than cycle I and diagnostic test (49.70 % > 61.10% > 75.70%) and classified as good. And then, improvement from D – test to cycle II is greater than D – Test to cycle I (52.39% > 21.01%) and classified as average to good.

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



Table 5. The students' improvement in writing

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

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

Discussion

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement, they are: 1) how is the improvement of the students' writing content through Venn Diagram Method? And 2) how is the improvement of the students' writing organization through Venn Diagram Method? The application of Venn Diagram Method at the second year students of Intensive English Class of Unismuh Makassar can improve the students' writing skills.

To know clearly the discussion of finding in writing project, following is presented:

1. Content

The improvement of the students' skills to write good paragraphs through Venn Diagram Method has an effective effect. Where, the teacher finds in the diagnostic test of content that the students just get score about 4.55, it means that it is far from the target, but after implies the Venn Diagram



Method, the students get mean score about 6.27 in the cycle I and 7.79 in cycle II. It means that the target has been achieved.

Following is presented the improvement of students' content percentage as the result of teaching learning observation:

Table 6. The Students' Improvement Percentage in Content

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Very good	9-10	0	0	0	0	5	17.86
2.	Good	7-8,5	1	3.57	11	39.29	23	82.14
3.	Average	5-6,5	18	64.29	17	60.71	0	0
4.	Poor	3-4,5	9	32.14	0	0	0	0
5.	Very poor	1-2,5	0	0	0	0	0	0
Total			28	100	28	100	28	100

The table above shows that the percentage of the students' content in writing diagnostic-test indicates that 1 student (3.57%) get good, 18 students (64.29%) get average, 9 students (32.14%) get poor, and none of students for the very good and very poor classification. After taking an action in cycle I through Venn Diagram Method, the percentage of the students' content is 11 students (39.29%) get good, 17 students (60.71%) average, and none of the students for other classification.

In cycle II, the percentage of the students' content is 5 students (17.86%) get very good, 23 students (82.14%) get good, and none of the students for other classification. The result above also proves that the use of Venn Diagram Method is able to improve the students' content where the result of cycle II is higher than cycle I and diagnostic-test (Cycle II > Cycle I > Diagnostic-Test).

2. Organization

After implementation of Venn Diagram Method in the class, the teacher finds that the mean score of diagnostic test in organization is 4.97. In the cycle I, the students just get 6.01, and in the cycle II, the students get 7.57. It means that the target score can be achieved in the cycle II.

Following is presented the improvement of students' content percentage as the result of teaching learning observation:



Table 7. The Students' Improvement Percentage in Organization

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Very good	9-10	0	0	0	0	4	14.29
2.	Good	7-8,5	1	3.57	9	32.14	24	85.71
3.	Average	5-6,5	19	67.86	19	67.86	0	0
4.	Poor	3-4,5	8	28.57	0	0	0	0
5.	Very poor	1-2,5	0	0	0	0	0	0
Total			28	100	28	100	28	100

The table above shows that the percentage of the students' organization in diagnostic-test indicates that 1 student (3.57%) get good, 19 students (67.86%) get average, 8 students (28.57%) get poor and none of students for the very good and very poor classification. After taking an action in cycle I through Venn Diagram Method, the percentage of the students' content is 9 students (32.14%) get good, 19 students (67.86%) average, and none of the students for very good and very poor classification.

In cycle II, the percentage of the students' content is 4 students (14.29%) get very good, 24 students (85.71%) get good, and none of the students for other classification. The result above also proves that the use of Venn Diagram Method is able to improve the students' content where the result of cycle II is higher than cycle I and diagnostic-test (Cycle II > Cycle I > Diagnostic-Test).

CONCLUSION

Based on the problem statement in this research were (1) How is the improvement of the students' writing content through Venn diagram Method at Class A students' of Intensive English Class Makassar? And (2) How is the improvement of the students' writing organization through Venn diagram Method at Class A students' of Intensive English Class Makassar? The researcher made conclusion there were significant improvement of the students' writing in content and organization by applied Venn Diagram Method.

Based on the findings of the research, the improvement of the students' writing ability in content and organization were follows:

1. The improvement of the students' writing ability in content was significant in cycle II was 7.79. It is mean that by using Venn Diagram method the students can improve their writing ability.



2. The improvement of the students' writing ability in organization was significant in cycle II was 7.57. It is mean that by using Venn Diagram method the students can improve their writing ability.

SUGGESTION

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

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

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