

## **CHAPTER I**

### **INTRODUCTION**

The chapter presents an introduction to research. It is composed of research background, reasons for choosing topics, problems statements, the purpose of the study, the significance of the study, and the limitation of the study. The study focuses on increasing students' ability in writing lessons by using tree diagram technique.

#### **A. Background of the research**

English is an international language that is very important to learn for everyone. English can be used to tools for communication with outsiders who do not understand with the mother tongue somewhere or in a country, with English we can communicate with other in the world. In Indonesian of it is own English language is a foreign language and need to learn it well. In studying English there are four skill that we should know that is Listening, Reading, Speaking and Writing.

Making students reach the information level in written and oral communication to solve problems in daily activities is the target of learning English for high school students. Students must be able to make various types of short functional texts, monologues, and essays in the form of genres. At the level of tenth graders, any type of text or genres are already given. So that students get used to write text.

Writing is an activity carried out to express ideas, thoughts, experiences and knowledge in the form of notes by using letters, symbols or symbols that are made systematically so that they can be easily understood by other. By writing someone can produce a work that can be read by many people. Writing can be done anywhere and anytime so that someone can make writing a good hobby to develop ideas and improve the structure of writing without him knowing it.

Teachers can use Tree diagram which aims to make it easier for students to write, especially English. Tree diagram is a way of learning concepts that refers to the method of processing information based on concepts tree diagram can used to visualize, generate, structure, and classify ideas, as well as a medium for learning, organization, problem solving, decision making, and writing. By presenting ideas in the form of diagrams or graphs, expect brainstorming to plan or organize what were be written. The researcher hopes that by using the tree diagram technique, the researcher can help improve students' writing skills.

This type of tree diagram is helpful when we want students to find the main idea of a paragraph or section. Tree diagrams have a main idea, which has interrelated to support the idea. Then, the students should analyze for information that demonstrates or supports that main idea or topic. Based on the explanation about tree diagram above, the researcher concluded that the procedures in teaching writing used tree diagram technique.

First, the teacher gives an example about the topic. Second, the teacher provides the main words in tree diagram technique based on the topic, for

example “Animal”. Third, the teacher asks the students to add a new word into some branch one by one comprehensively as they can like ant, cat, crocodile, dog, panda, eagle, etc. Principally, after the students connected the tree diagram technique, the English teacher asks the students to make a simple description text from the branch that already they write before.

The teacher does the steps expectantly the students not only learn the new words and their meaning but also learn how to write a text from the main word of a branch. At SMA N 1 Kelam Permai students get a lot of writing lessons during Descriptive text lessons, where students are asked to write text descriptive sentence about “school”. Students are asked to develop their ideas on within 30 minutes of writing a descriptive text.

The purpose of this research is to know the students’ participation in writing ability by using tree diagram technique for X A students of SMA Negeri 1 Kelam Permai. The subject is the students of X A. The subjects of this research are consisted of 30 students of second grade. The instruments that are use in collecting the data are observation checklist, interview guideline and test. The method used in this research was Classroom Action Research (CAR).

The researcher uses Classroom Action Research (CAR) because the activities that are often carried out in English class for students are reading and writing. In addition, the lack of student response to writing lessons and the lack of vocabulary that students have when the teacher asks to write make it very difficult for students to develop ideas when asked to write. Currently, many schools are

equipped with language libraries to enhance teaching and learning activities, listening, and speaking.

However, many English teachers who teach focus on reading and writing. Moreover, current English teaching materials are text-based. Of course, the material that delivered is related to several genres in writing. It is very easy for some students to write, but otherwise some students feel clearly confused and do not know what they are going to write when the teacher asks to make a text.

Meanwhile, in this study, based on the pre observation the researcher saw that students had difficulty in expressing ideas in written form. Students are only able to understand the tenses used in certain genres. However, the students still find it difficult to start writing essays. The most common method is to write a messy draft. In another way they make their essay using Indonesian until it is finished, then it was be translated into English. This were definitely waste a lot of their time when they are in a condition to write an essay in a certain time.

In addition, the researcher choose classroom action research because it is based on the data that the researcher obtained from the problems found during PPL and pre-observation that took place in the last four months at SMA N 1 Kelam Permai. The problems found include the lack of students participation in learning english because the students are not active and lack of motivation that students have when studying and some of students do not like English lessons because it is hard to understand and boring, and than the students also lack of interest in writing from students caused by a lack of vocabulary so that students

find it difficult to develop their ideas in writing and besides that students also have to waste a lot of time when they have to make texts in Indonesian and then translate them into English.

Therefore, the researcher chose tree diagrams as a writing teaching technique that had never been used in this school. The researcher decides to design a new study under the title “The Use of Tree Diagram Technique to Improve Students’ Writing Ability at SMA Negeri 1 Kelam Permai Grade X A in The Academic Year 2021/2022”.

## **B. Research Questions**

Based on the background above the problem statement could be Formulated as follows:

1. How is students participation in the use of tree diagram technique in teaching writing in the classroom?
2. How can Tree Diagram technique can improve students’ writing ability ?

## **C. Research Purposes**

1. To describe students participation and enthusiast from the use of tree diagram as a technique in learning to writing.
2. To describe the students’ writing ability improvement through word using tree diagram.

#### **D. Research Significances**

Theoretical Significance are :

1. For English Department of STKIP Persada Khatulistiwa Sintang, it is expected that the research findings can enrich the theories the use of Three Diagram In improving students writing ability.
2. The research findings can be references for the further researchers who conduct the similar studies.

Practical Significance are:

- a. The result of the study can be beneficial for the English teachers, especially in Senior High School 1 Kelam Permai, to enrich the knowledge of the ways in improving the students writing ability.
- b. The research can improve the writing ability of the students of grade X A grade students of Senior High School 1 Kelam Permai..
- c. The collaborators are also expected to get more knowledge and experiences from the teaching and learning process of this study.

#### **E. Limitation of the research**

To prevent misperception and misunderstanding rise up in this study, the researcher gives scope and limitation. The scope of the study covers creativities of English teacher in creating speaking Environment in language classroom. Then, there are some limitations in this study, such as :

1. The study focus in classroom and school environment activities in learning.

2. The researcher specifically observes tenth grade Senior high school in kelam permai students .

#### **F. Terminology**

1. Tree diagram is a technique that used to solve any concepts, such as policy, target, purpose, target, idea, matter, task, or activities in greater detail into sub-subcomponents, or lower, detailed levels. An opportunity is a given for a person or a group to do something or thing to achieve a goal.
2. The tree diagram is a new management planning tool used to describe the hierarchy of tasks and subtasks required to complete and objective. Tree diagrams generally start with one item and then branch into two or more, and so on.
3. Writing is a communication medium that can be used by humans which involves language representation through a written system physically, transferred mechanically, or represented digitally through a communication medium.
4. Writing Ability is expressing ideas or ideas into an essay is called writing ability. In composing sentences that are beautiful, neat and comfortable to read, a language skill is needed for researcher.