

**THE INFLUENCE OF USING VENN DIAGRAM TECHNIQUE TO
IMPROVE THE STUDENTS ABILITY IN WRITING
DESCRIPTIVE TEXT**

A Script

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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BANDAR LAMPUNG
2023**

ABSTRACT

Aprilia, Nur Rochma. 20213. *The Influence Of Using Venn Diagram Technique To Improve The Students Ability In Writing Descriptive Text*. English Education Study Program. Department Of Language And Arts Education. Faculty Of Teacher Training And Education. University Of Lampung

Venn diagram as the media for the students to write a descriptive text. Teaching by using media is necessary to improve skills in the teaching-learning process. This research is to find out significant improvement in students' ability to write content by using the Venn Diagram technique at Senior High School 1 Punggur.

In this research, the researcher used quantitative research, in the form of a pre-experimental design. Subjects in this research are 32 students. The researcher used pre-experiment in the form of pre-test and post-test design.

Having conducted the research and analyzed the data, it can be conclude that there is a positive and significant influence of using venn diagram to improve students' writing descriptpive text skill at the eleventh grade of SMAN 1 Punggur in the academic year of 2022. This is supported by the teaching and learning process which was successfully done without any significant obstacles. In addition, the use of venn diagram was proven to improve students' writing ability in descriptive text significantly by comparing the pre-test and post-test result.

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DESCRIPTIVE TEXT**

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**Undergraduate Thesis
Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree
In
The Language and Arts Education Departement of
Faculty of Teacher Training and Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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2023**

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TECHNIQUE TO IMPROVE THE STUDENTS
ABILITY IN WRITING DESCRIPTIVE TEXT**

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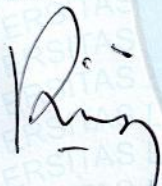
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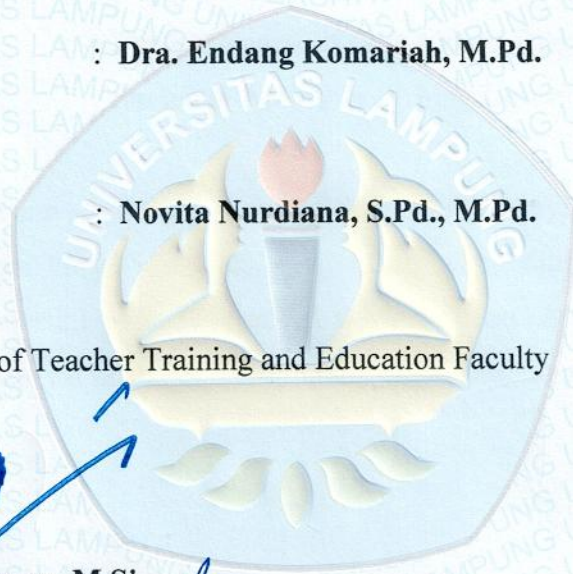
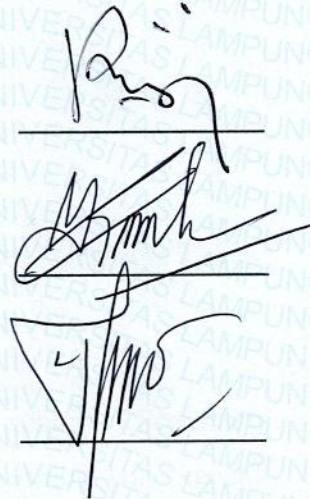
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuansaya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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She began her study at TK Aisyah, Metro, in 2005 and continued at SDN 1 Metro until 2010. She moved to SDN 10 Metro, in her final year of elementary school. Later stage, she enrolled at SMPN Kartikatama Metro. Then, she continued her study at MAN 1 Metro. She graduated in 2018. In the same year, she successfully passed out SBMPTN program and was accepted as a student of English Education Study Program at University of Lampung.

MOTTO

“One important key to success is self confidence. An important key to self confidence is preparation. Although it is an impossibility to be perfect but it is possible to do the best.”

(Arthur Ashe-1975)

DEDICATION

This undergraduate thesis is proudly dedicated to:

My beloved family

My beloved lecture who guide me

My beloved friends of English Education Department 2018

My almamater, University of Lampung

ACKNOWLEDGEMENTS

All Praises to Allah Subhanahu WaTa'alla, the almighty and the most merciful God, peace be deepest the beloved final prophet Muhammad Shalallahu Alaihi Wassalam. Alhamdulillahirabbil'amin she thanks to Allah Subhanahu Wa Ta'alla for countless blessings and guidance to the researcher that enables her to accomplish this script. She would like to present her deepest thanks and appreciation to all people who had helped her to finish this script. Then she wants to express my sincere gratitude to:

1. The writer's first advisor, Dra. Endang Komaria., M.Pd. for her advice, suggestions, encouragements, patient, and valuable guidance during the completion of this script. Thank you very much for your time to share your great knowledge and experience to her.
2. The writer's second advisor, Novita Nurdiana., S.Pd., M.Pd. Who has guided the writer with his worthy correction and suggestions in helping the writer to improve this script.
3. The writer's examiner, Drs Huzairin, M.Pd. Who has given his suggestions and critics to complete this script.
4. The chief of study program, Dr. Feni Munifatullah, M.Hum. who always helps to gain knowledge and gives a criticism.
5. All lecturers of English Department, Lampung University who have transferred much knowledge to the writer, for guidance, instruction, and help during study at this university.
6. Mrs. Arie Alfia Aristha, S.Pd. an English teacher of SMAN 1 Kebun Tebu for her truly kind, help, and encouragement. Then, very special thanks to all incredible students of class X 5 as the subject of this research, thank you for the time and participation.

7. The writer's wonderful parents, Mr. Rochmat Atim Muliono and Mrs. Eka Setiawati. Thank you so much for your endless love, prayers, and support.
8. The writer's beloved friends in English Department 2018 , Angellia Alifah , Erlinda Shafira , Heny Cahaya Meidina , Vina Mustika , Reza Agselya , Annisa Widya Pangesti, Sekar Melati, Sarah Ayu Annisa , FadillahSalwa , Putu Juwita Sari, Ruth Hana Panjaitan ,Amanda Putri and all family of ED 2018. Thank you for unforgettable moments which had been experienced together.
9. KKN Ganjar Asri and PPL team SDN 3 MetroThank you for memorable.

Finally, the researcher realizes that this research is still far from perfection. Therefore, constructive criticism, comment and suggestion are welcomed for better research. Hopefully this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 31 September 2023
Researcher

Nur Rochma Aprilia

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I. INTRODUCTION

The chapter focuses on the problem of this research. Background, research questions, the objective of the problem, use of the research, scope of the research, the definition of the term, as well as the scope of research and definitions of terms, will be used in research, will be described, and clarified as follows:

1.1 Background

Writing is one of the four skills in English. Writing is a process to communicate by using letters, symbols, and punctuations. The writer can express their ideas, and feeling and also can share information about something. According to Annemarie, J. (2008), Writing is very important in our daily activities. Moreover, writing is the most complex skill because it should be mastered the components of writing such as content, grammar, vocabulary, mechanic, and organization. In conclusion, writing ability is the skill of a writer to write a particular person or particular subject into written form. Furthermore, writing ability is someone's skill and ability to write about their ideas, in written form.

Writing is highly important for students to understand the writers' concepts when they are making text. Students can improve other skills, such as speaking, reading, and listening by learning to write. When producing a book, other skills can be taught in addition to facts and knowledge, such as vocabulary, identifying the numerous uses of new terminology in classification, and author style in presenting ideas, through writing resources. Students must comprehend the writing content to expand their knowledge, obtain facts, and concepts, and even have fun. (Junaid, 2012).

According to Annemarie, J. (2008), writing is difficult to learn, particularly descriptive text. Descriptive text is a type of text that serves to describe a specific

person, place, or thing. The issues are that students still feel strange and have difficulties with English lessons because they cannot come up with ideas to express themselves in writing.

According to Annemarie, J. (2008), venn diagram is providing the teacher with information about students thinking. Original will use to differences and similarities something. The importance of using the venn diagram is venn diagram as a tool of thinking. venn diagram gives more opportunities to think and write about something the students can express their idea venn diagram.

A Venn diagram (also known as a set diagram or logic diagram) depicts all logical relationships between finite collections of diverse sets. John Venn came up with the idea for Venn Diagrams in 1880. The diagram is the most common approach to describing the relationship between sets in mathematics. The similarities and contrasts between two or more categories are represented by overlapping circles in this visual organizer. They are now used in a wide range of professions, not simple math.

The ability to accommodate a variety of learning styles and keep kids engaged while teaching basic logic and analysis skills to children of all ages is one of the benefits of using a Venn diagram Damayanti, E. (2019). Since students may actively participate in the Venn diagram and it can be used with students of all ages, it proves that it can be used as an effective teaching tool. Using their analysis skills, they can use the Venn diagram technique to see if the specification is similar to or distinct from the other item. When teaching writing, the teacher should avoid using the standard approach. The teacher can use a range of teaching approaches to help students learn more and become more interested so that students can take an active role in the teaching-learning process The teacher can also blend the learning material with other disciplines, such as math, biology, art, and so on, to help students expand their knowledge while staying on track with the curriculum and their level.

According to Harold.S.Madsen. (1983), the Venn diagram technique is a useful teaching tool since it promotes discourse and provides teachers with information

about students' thinking. Teaching writing comprehension by talking about a topic that is connected to their past knowledge allows learners to connect their prior knowledge with writing resources rapidly. Venn diagrams, according to Harlan, A. F. (2016), enable students to better order their thinking. Think about the similarities and contrasts between concepts. They can create a strong understanding of the topics by discussing the similarities and differences between them in group discussions. They can understand the learning materials as well as other people's perspectives and opinions. The finding of research by Hillocks, G. (2002) show that the result of student achievement in writing got significantly improved.

Related to the above, researcher tries to solve the problem by using a Venn diagram. Venn diagram as the media for the students to write a descriptive text. Teaching by using media is necessary to improve skills in the teaching-learning process. By encouraging students' participation in media, the students will not be bored and will be more creative during the lesson. In this research, the researcher focuses on the media in writing subjects specifically in writing descriptive text. The media focuses to write a descriptive text. The user of the Venn diagram is the students.

1.2 Research Question

Is there any significant improvement in the student's ability to the descriptive text after being taught by using the Venn diagram technique?

1.3 The objective of the research

To find out significant improvement in students' ability to write content by using the Venn Diagram technique at Senior High School 1 Punggur.

1.4 Uses Of The Research

This research is expected to provide benefits both theoretically and practically.

a. Theoretically

- 1) This research can contribute ideas that are useful for the scientific field.
- 2) This research is expected to be a reference for further research, to be an additional reading treasury, so as to increase knowledge about descriptive text and student's writing ability in descriptive text.
- 3) This research is expected to be taken into consideration by teacher in providing good experiences and impressions to student in teaching writing through the Venn diagram technique.

b. Practical Benefit

- 1) Developing critical thinking skills with a dynamic mindset then put it in the form of scientific work. It is a benchmark for the writer's ability to apply the knowledge gained during college.
- 2) The results of the research can be used as input and consideration for interested parties
- 3) The result of the study will be expected to confirm the previous research about teaching writing through the Venn diagram technique.

1.5 Scope and Limitation

This research is focused on investigating and finding out whether there is a significant improvement in students' writing ability after the improvement of teaching using the Venn Diagram Technique. The subjects of this research are 32 students even semester academic year 2021-2022 at Senior High School 1 Punggur. Furthermore, the type of text used in this study is descriptive text.

1.6 Definition of term

1. Writing

According to Yakhontova (2003). English Academic writing University of Liverpool. Uk, p.18, Writing is a complex process that needs a variety of varied skills.

2. Descriptive Text

In oxford advanced learner's dictionary, descriptive is saying what somebody or something is like, saying how Language is truly used, without giving rules for a way it should be used. According to Siahaan, Ibid, p.199 descriptive is additionally a text.

3. Diagram Venn

According to John Venn's "On the Diagrammatic and Mechanical Representation of Propositions and Reasoning" (1880: 59) define the Venn diagram as a tactic that can be used to teach in learning objectives that have been written.

II. LITERATURE REVIEW

This chapter is concerned with the discussion about the term of writing, definition of writing, kinds of writing, components of writing, writing process, the definition of descriptive text, kind of descriptive text, characteristics of descriptive text, the grammatical features of english descriptive text, generic structure of a descriptive text, definition of venn diagram, the element of venn diagram, the advantages and of venn diagram, teaching procedure by using venn diagram method theoretical framework, paradigm, and hypothesis formulation.

2.1 Writing Ability

a. Definition Of Writing

Writing is one of the Language skills that Student must master in all level of study. Many students think that writing is difficult. They believe that learning to write is the hardest skill to master. According to Nation. (2008: 303), the most difficult ability for second language learners to master is writing. Although the writer believes that anybody can master and control the writing skill if they take in the effort, the challenge is not only informing and organizing thoughts but also translating these concepts into understandable language.

According to Nation (2008 : 18) writing is a complex process that needs a variety of varied skills. It means writing is the most intricate skill because the writer must master the opposite skills like listening, speaking, and reading. Besides that Jayanti (2019: 215), writing said that the written productive Language skill is termed writing. It's the skill of the writer to communicate information to a reader or group of readers. It means writing is the skill to provide information to others. Furthermore, the Nation (2008: 20) assumes

that writing is an activity that can usefully be prepared for by words within the other skills of listening, speaking, and reading. It implies that before writing the writer should prepare for their writing because preparation is extremely important to start a writing activity.

There are numerous definitions of writing provided by experts from a variety of sources. According to (Junaid, 2008), writing is fundamental language ability, just as important as speaking, listening, and reading. It signifies that writing is one of the most important skills that have an impact on other abilities. On the other hand, Besler claims that "writing can be a process of profoundly thinking and transferring it into the form of written communication text while taking into account the reader and the components of writing itself." We can convey our ideas, feelings, or anything else that exists in our minds by putting it down on paper or, nowadays, on a monitor.

The writer can conclude that the primary writing is the Language skill that will communicate with the reader specific things and feelings in written form so that the readers understand and can experience the items and feelings you covered within the text, and that the last writing is a complex process to provide a written communication to provide information from writer to reader in written form, based on the definition above.

b. Kinds Of Writing

According to Thomas (2000:6-7) texts are divided into several kinds, they are four types as follows :

a.) Description

Description deals with perception-most commonly visual perception. Its central problem is to arrange what we see into a significant pattern. Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. In this research, researchers would like to focus on writing descriptive text.

b.) Narrative/narration

The subject of narration is a series of related events in a story. Its problem is twofold: to arrange the events in a sequence of time and reveal their significance. Moreover, Jordan states narrative is an account or description of events in the past that entails following a time sequence or chronological order. That is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to the natural time sequence. It illustrates that narrative is to retell the past.

c.) Exposition

The exposition explains how to think work an internal combustion engine. Exposition is constructed logically. It organized around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connective like therefore, however, and so, besides, but, no, only, more, important, in fact, for example.

d.) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. There are four types of writing, such as; narration, exposition, description, and persuasion. This research will be explained just about the descriptive text.

c. Components Of Writing

Writing involves the mastery of all elements in the target language such as grammar, contents, vocabulary, spelling, and mechanics. It involves a complex process. According to Harold (1983, p.120-121) there are five general categories of writing ;

a.) Grammar: the employment of grammatical pattern

b.) Mechanic: the use of capitalization, punctuation, and spelling.

c.) Vocabulary: the use of suitable vocabulary to follow the assigned writing task.

d.) Organization: a larger element of writing to be included

d. Writing Process

According to Kane (2002: P.30) the writing process will be divided into 6 stages, as follows:

a.) Pre-writing

Pre-Writing is preparation for writing including such techniques as brainstorming, clustering, and mapping. It means that consists of planning before the writer begin his/her first draft.

b.) Drafting

Drafting is developing the first draft using a recursive process. This may be carried out by students acting independently or in coalition with the teacher or other students as they discuss the problem they are having.

c.) Feedback

The process of making changes in a manuscript has many different levels from cosmetic concerns to whole-text revisions.

d.) Revising

The process of making changes in a manuscript has many different levels from cosmetic concerns to whole-text revisions.

e.) Editing (reflecting and revising)

Editing is the process of cleaning up of manuscript that focused on lower-level features of writing but which often gives rise to higher-level revisions.

f) Publishing

Publishing is any of the processes by which students share their writing with others, including reading aloud to others, displaying the writing on bulletin boards, making small books of their writing, and developing classroom collections of writing. Based on the quotations above, writing is a complex process. Writing is not easy work. It is the skill that requires the writer to express their information, idea, and fell in written form.

e. Teaching Writing

According to (Lestari, 2018), there are a variety of reasons for teaching writing to EFL students, including reinforcement, language growth, learning style, and writing as a skill.

The reason for Students is that this is an opportunity for the teacher because the teachers have a member of the vital task to accomplish, as Hamer explains:

a.) Demonstrating

The teacher must be able to call their attention to these characteristics. Students are made aware of layout concerns or the Language users' ability to do specific textual functions in whichever way they are taught.

b.) Motivating and provoking

This is where the teacher may help by prompting students to come up with ideas, inspiring them with the importance of the assignment, and convincing them of how much fun it can be.

c.) Supporting

When students are writing in class, the teacher must be extremely encouraging, available at all times (except during the exam writing course), and ready to assist students in overcoming obstacles.

d.) Responding

When we answer, we endorse the content and structure of a post and frequently (but not always) offer suggestions for enhancement.

e.) Evaluating

When grading our students' writing for tests, we can point out where they do a good job and where they make mistakes, and we can give them grades. In the written text, communicate with other people.

2.2 The Explanation Of Descriptive Text

a. Definition Of Descriptive Text

In oxford advanced learner's dictionary, descriptive is saying what somebody or something is like, saying how Language is truly used, without giving rules for a way it should be used. According to Jayanti, (2019: p.199) descriptive is

additionally a text. It's a paragraph in which a writer tries to picture an object for the reader. The thing may be anything. It will be a concrete object as an individual, an animal, an inspiration, etc, it is an abstract object like an option, idea, love, hate, belief, etc.

According to Jill Lewis (2009: p.16), students can use a graphic organizer let's say comparison and contrast text. One of the foremost useful tools for this purpose is the Venn Diagram.

Malasari (2017: p.1) assumes that graphic organizers may be a more innate structure to processing information than recoding information exclusively in words, they're more practical tools for learning for a good kind of learners. Venn's Diagram is one of the foremost well-known graphic organizers. This convenient and adaptable graphic organizer provides a visible comparison of similarities and differences between subjects.

b. Kinds Of Descriptive Text

According to Muhammad and Mifthah (2020: p.149) description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, and even units of time. As we know that descriptive text is a text to describe something, such as a person, places, or things, so, it normally takes on three forms, they are:

a.) Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying. You might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each. For Description of people take on three forms, they are :

1.) Identification

You could produce identification, but you'd want to go a step farther. Only particular statistical information (height, weight, age), physical traits (hair, skin, and eyes), and distinctive marks are used to identify people in official records and papers (scars, birthmark).

2.) Impression

The impression, unlike the identification, does not identify a person but does offer an overall impression of him or her. Many specifics may be absent, yet the writer does convey an overall sense of the subject in a few broad strokes. Although the impression is usually less thorough and insightful than identification, it might be more efficient in capturing a person's most striking or distinguishing characteristics.

3.) Character Sketch

Character sketches are more detailed portrayals of persons; they are also known as profiles, literary portraits, and biographical sketches. A character sketch, as the name implies, defines a person's character, or at the very least his or her key personality features. It may contain identification and an impression as part of the process, but it will do more than explain what they look or seem like; it will demonstrate what they are like.

A character profile might be about a type rather than an individual, displaying characteristics that are shared by all members of a group, such as college jocks, cheerleaders, art students, religious fanatics, and TV addicts.

b.) Description Of a Place

What should you describe first when describing a place, such as a room? The wall, the floor, or both? There is no defined method for organizing sentences in a descriptive paragraph, unlike a chronologically developed paragraph. It is not required to start with one region before moving on to another. However, the sentences should not be arranged at random.

According to Jordan and Mary (2015: p.69), The description must be constructed in such a way that the reader can picture the scene being

described in vivid detail. You can include a controlling notion that expresses an attitude or impression about the place being described to make the paragraph more interesting. The order in which the details in your description are presented is determined by the subject and purpose of your description.

c.) Description of things

To describe a thing they write must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and vivid to the name implies, defines a person's character, or at the very least his or her key personality features. It may contain identification and an impression as part of the process, but it will do more than explain what they look or seem like; it will demonstrate what they are like.

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e.) Description of things

To describe a thing they write must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and vivid to our readers as they are to us: using proper nouns and effective verbs. For Description of things take on two forms, they are :

1.) Using proper noun

In addition, to include precise facts and figures of speech in our descriptive writing, we may also wish to incorporate several proper nouns, which are the names of specific people, places, and things.

Arizona, for example, and the University of Tennessee. Including proper nouns that readers are likely to recognize can help them understand what we're talking about.

2.) Using Effective Verb

We all know how crucial verbs are in narration, but they can also add a lot to a description piece. To make descriptions more explicit, accurate, and intriguing, writers utilize verbs. "The wind chiseled deep grooves into the sides of cliffs," for example, is more precise than "the wind produced deep grooves." The verb chiseled also paints a more accurate picture of the wind's movement than the verb created.

c. Generic Structure Of Descriptive Text

For the general structure of the descriptive text, the researcher writes from two references:

Rama (2018: 1) offer a perspective on general descriptive text structures: Descriptive writing has a generic structure that includes definition and description. A description includes a description of the purpose, a description of the features and how they are used, a description of physical characteristics, and a description of today's evidence. Knight, (March 11, 2013) offer their thoughts on the general structures of descriptive text as follows:

a.) Identification

Identification is necessary to avoid having a general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing, or place. Samosir, E. A. (April 2012).adds that identification is a part of a paragraph that introduces or identifies the character If a student writes a description part. It means that a sentence or paragraph can help a pupil arrange and develop thoughts so that they can write well.

b.) Description

It explains the exact pieces, traits, and characteristics of the phenomena or thing being described. According to Samosir (April 2012).), a description is a paragraph that describes a character. As a result, the author describes all relevant facts. Jordan. (2015) the part of the paragraph that introduces the character, and 2) the part of the paragraph that describes the character. As a result, a descriptive text comprises two components: identification and description, which depict parts, qualities, or characteristics.

The descriptive text has its own rules in writing, including the structure or composition which must be written in order.

d. Characteristic Descriptive Text

As for the characteristics of descriptive paragraphs several experts, including Singh, (Desember 2006). states the characteristics of descriptive paragraphs, namely:

- a.) The depiction is done by involving the five senses.
- b.) Give a picture of an object, place, or atmosphere.
- c.) Explain the object being described.
- d.) It has a purpose so that the reader can come to hear, see, and feel what is described by the writer.

Thomas (2000) stated the characteristics of descriptive paragraphs, namely:

- a.) Concerning the purpose of the appearance of an impression based on the effects.
- b.) Describe or describe an object, thing, or event as an object
- c.) Requires factual data to illustrate, to clarify the description.
- d.) Use development patterns in the order of space.
- e.) Explores the source of ideas or ideas based on observation or observation.

e. The Grammatical Features Of English Descriptive Text

The grammatical features of the descriptive text focus on Language features (simple present tense, action verb, and adjective), vocabulary, and mechanics.

- a.) Language Features (Simple present tense, action verb, action verb, and adjective)

"The language features of descriptive text are the use of the simple present tense because it tells the object description, use of the adjective to clarify the noun," according to Personality (2011: 1), "for example a beautiful girl, a handsome man, the famous place in Bengkulu, and use action verb to show an activity (the activity can be seen), for example, use, write, bring, etc." The most commonly used tense is simple present tense. This is owing to a descriptive text's factual nature. In this situation, it is one of the tenses that students should be familiar with when writing descriptive English texts. If students learn it, it will be easier for them to express themselves in good writing. According to Thomas (2000) the simple present tense comprises two patterns: 1) verbal sentence and 2) nominal sentence. The formula is as follows in a spoken sentence:

S+V1 (S/ES)+O/C+S+V1 (S/ES)+S+V1 (S/ES)+S+V (-) S+ (?)
Do/Does+V1 +O/C Do/Does+S+V1+O/C+?

For example, my mother prepares the food in the kitchen.

Furthermore, it is up to the writer to create excitement, interest, and beauty with their words while utilizing adjectives in English descriptive language. Adjectives are words that modify a noun or make something evident to the

reader. Adjectives, according to Yakhontova, T. (January 2003). are a type of word that is sometimes referred to as a describing word since they convey information about the characteristics of something described in nouns, noun phrases, or clauses. The following are some examples:

Noun: an old house

Noun phrases: an interesting adventure for everyone.

Clause: it will be an unforgettable moment that we have in ours.

b.) Vocabulary

When creating English descriptive prose, vocabulary is crucial. It might be claimed that knowing it is a must for students in Senior high school. A writer can entice people to go deeper into what they're reading. It is still difficult for them to write text since they have a limited vocabulary. As a result, they are unable to express their thoughts on the subject as well as they should.

Vocabulary is an important part of learning a language. It is backed up by Jordan. (2015). who claims that "words are the fundamental unit of language form." One cannot properly communicate or express ideas without a suitable vocabulary. Students who have a limited vocabulary find it difficult to learn a foreign language. Learners lose interest in learning if they don't know how to enhance their vocabulary."

It can be concluded, based on the foregoing idea, that vocabulary plays a vital part in communication. We can't communicate our ideas to readers if we don't have enough vocabulary. Furthermore, utilizing a term in a text suggests not just a definition but also how that word fits into the context. It means that the writer must be astute in selecting suitable words for the context, otherwise, the readers may struggle to comprehend the work. Students have difficulty picking proper words to describe their views when writing descriptive text. As a result, the students are unable to complete their descriptive writing assignments. As a result, in their English descriptive prose, students must utilize proper vocabulary and accurate

words that are relevant to the context. By employing proper terms, students will improve their ability to write English descriptive language.

c.) Mechanics

"The mechanic is concerned about the writer's ability to accurately apply certain written language rules, such as grammar and spelling," Yakhontova, (January 2003). Writing mechanics is the term used to describe the use of capitalization. According to Singh. (December 2006). the mechanics include punctuation and spelling. Punctuation is a set of marks that are used to control and clarify the meanings of texts, mostly by separating or linking words, phrases, and one art or practice of adding standardized marks or signs to written information to explain the meaning and separate structural units. "Proper punctuation is vital because it transmits meaning just as words do," according to Yakhontova, (January 2003). whereas spelling pertains to how a word appears. The result will be meaningless words if the writer utilized poor spelling.

Punctuation and spelling are important in writing because they help readers grasp what the writer is trying to say. When studying English, both of them are exactly preset and learned. Punctuation improves the readability of literature by adding clarity. While spelling refers to how a word appears, poor spelling can change the meaning of a term.

2.3 Venn Diagram Technique

a. Definition Of Venn Diagram

According to Jill (2009: P.166), students can use a graphic organizer to illustrate comparison and contrast text. One of the most useful tools for this purpose is the Venn diagram.

Katherine assumes that graphic organizers are visual representations of information and concepts. A graphic organizer is a more innate structure to processing information that records information exclusively in words. In

addition, because graphic organizers use visual images and words, they are more effective tools for learning for a wide variety of learners. The Venn diagram is one of the most well-known graphic organizers.

The Venn diagram is one of the most well-known graphic organizers. This useful and adaptable graphic organizer provides a visual compression of similarities and differences between subjects. The structure of this organizer applies to a wide variety of topics.

A Venn diagram is a diagram that shows the logical relation between sets. They are used to teach elementary set theory and to illustrate simple set relationships in probability, logic, statistics, linguistics, and computer science. A Venn diagram uses closed curves drawn on a plane to represent sets. Very often these curves are circles or ellipses. A Venn diagram is a teaching approach that can be used to teach written learning objectives, according to Malasari. (2017). "On the Diagrammatic and Mechanical Representation of Propositions and Reasoning". A Venn diagram is a type of visual organizer that is used to compare and contrast two or more concepts. Two or more overlapping circles make create a Venn Diagram. The circles symbolize connections between specific ideas and allow students to visually organize similarities and differences among the distinguishing characteristics of the established notions. Here's an example of how the Venn diagram method can be used:

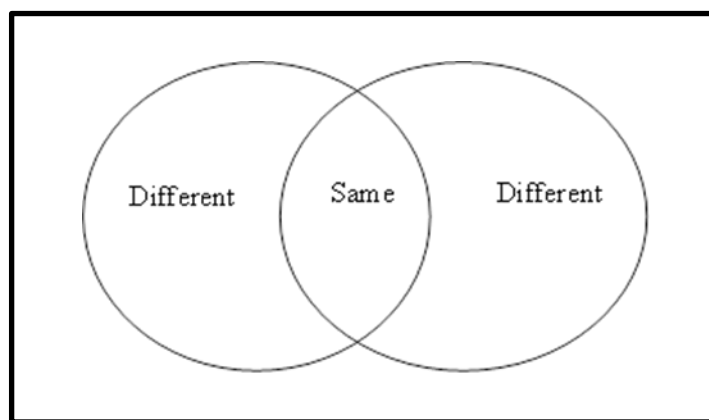


Figure 1

In the figure above, the Venn diagram method is used to compare and contrast two issues. The point where they cross in the middle denotes their similarity. The circles are positioned on top of the difficulties.

It is. The broad concepts are in the middle, while the detailed distinctions or supporting ideas are on the periphery, both of which are linked to the issues. The graphic shows that the contrasts are concerned about two things. However, the issues might be compared to form a writing unity.

A Venn diagram, according to Malasari. (2017), is useful for graphically organizing essential information about defined ideas in a structured way that facilitates comprehension by highlighting similarities and differences. A Venn diagram makes it easy to see the attributes that distinguish coordinate notions (similar concepts that share some or many aspects).

Venn Diagrams can be used in conjunction with other techniques such as Concept Frames and Concept Maps, according to Thomas. (2000). It's worth noting that as more concepts are compared, Venn Diagrams can get intricate and difficult to comprehend. When only two or three concepts and their properties are compared in a single diagram, they perform well. A compare and contrast essay follows the following basic format:

- a) Thesis Statement and Introduction (one paragraph).
- b) The First Subject (at least one paragraph can be more, discussing just one of the ideas, people, or objects being discussed in great detail).
- c) The Second Topic (will follow the same guidelines as topic one).
- d) Bringing the first and second concepts together (analyzing both topics together can be one or more paragraphs).
- e) Finally, there are a few things to think about (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 introduction paragraph. The thesis statement for the essay will also be included. The first Venn diagram comparison should be presented in the first paragraph, the second Venn

diagram comparison in the second paragraph, and the third Venn diagram comparison in the third paragraph. If the Venn diagram includes more comparisons, more paragraphs can be added. In the fourth paragraph, show the first contrast from the Venn diagram. The Venn diagram's second contrast should be presented in the fifth paragraph. The third Venn diagram contrast should be presented in the sixth paragraph. More contrast paragraphs can be added, much like the comparison paragraphs. The comparisons and contrasts should be presented collectively in the eighth paragraph. The conclusion, generalization, and reaffirmation of the argument should all be presented in the ninth paragraph (Thomas, 2000: p. 460).

According to the statements above, the researcher can conclude that the Venn diagram is a type of graphic organizer; graphic organizers are a way of organizing complex relationships to help human thinking. Although Venn diagrams are primarily thinking tools. The Venn diagram is an effective tool to process information that records information exclusively in words.

b. The Elements Of Venn Diagram

According to Junaid (2012), The following are the components of the Venn Diagram method:

- a) The top of the circles should have a topic. Two subjects contrast and compare.
- b) A keyword that is linked to the subject. The keyword has no restrictions. In the circles, the keyword or supporting thoughts must be placed.
- c) Come up with new concepts. It is necessary to connect the two issues and place them in the center.

c. The Advantages and Disadvantages Of the Venn Diagram

1. The Advantages of The Venn Diagram

According to Junaid (2012) The advantages of the Venn diagram method will be explained as follows:

- a) Because students can see the entire subject/area, this is the most fun technique for organizing thoughts.
- b) The Venn diagram method will help you improve your memory, focus, creativity, and writing skills.
- c) The Venn diagram method will help you grasp how facts relate to one another.
- d) Show students new creative approaches to solve problems to encourage problem-solving.
- e) The Venn diagram method allows kids to be incredibly productive.
- f) Be pleasurable to look at, read, ponder, remember, and write about.
- g) The Venn diagram method aids students in stimulating their memory to learn a large number of vocabulary.
- h) The Venn diagram method aids students in quickly absorbing and processing information.

2. Disadvantages Of the Venn Diagram

According to Kane, T. (2000). state that the Venn Diagram has a number of disadvantages, firstly Venn Diagrams are not easily drawn for more than three sets and secondly they emphasize the inclusion-exclusion aspect at the expense of the idea of dichotomizing a set in to two parts.

- a) **Limited to Few Sets:** Venn diagrams become increasingly complex and difficult to interpret as the number of sets increases. Beyond three or four sets, the diagram can become cluttered and challenging to understand, which limits their usefulness in situations involving many sets.
- b) **Unequal Set Sizes:** Venn diagrams assume that the sets being compared have roughly equal numbers of elements. If the sets have significantly different sizes, the proportions of the circles in the diagram may not accurately represent the relative sizes of the sets.
- c) **Inaccurate Representations:** Venn diagrams use circles to represent sets, but real-world sets are not always perfectly circular in nature. This can lead to inaccuracies in representation, especially when dealing with complex or irregularly shaped sets.

- d) **Lack of Quantitative Information:** Venn diagrams are primarily qualitative in nature and do not provide a way to show precise quantities or numerical relationships between sets. This makes them less suitable for conveying detailed quantitative information.
- e) **Limited to Binary Relationships:** Venn diagrams represent relationships between sets in terms of overlaps and intersections. They do not easily capture more nuanced relationships, such as subsets, supersets, and hierarchical relationships.
- f) **Absence of Set Hierarchies:** Venn diagrams do not inherently show hierarchical relationships between sets. If there are nested or layered relationships between sets, Venn diagrams might not be the most suitable visualization tool.
- g) **Complex Overlaps:** In cases where sets have complex or irregular overlaps, Venn diagrams might not effectively convey the exact relationships, leading to confusion or misinterpretation.
- h) **Dependence on Visual Interpretation:** Venn diagrams rely heavily on visual interpretation, and individuals might interpret the same diagram differently. This subjectivity can lead to confusion, especially in situations where precise communication is crucial.
- i) **Limited to Simple Concepts:** While Venn diagrams are excellent for basic set theory and simple relationships, they might not be sufficient to represent more advanced concepts or intricate data structures.

e.) Teaching Procedure by Using Venn Diagram

According to Junaid (2012) Teaching procedure by Using Venn Diagram Method will be explained as follows:

- a) In the first phase, the teacher explains the purpose of the Venn diagram method to the students.
- b) If requested, the teacher divides the students into pairs or small groups in the second phase.
- c) In the third phase, the teacher shows the students an example of how to use the Venn diagram method.

- d) In the fourth phase, the teacher hands out A4 paper to the students to use in creating a Venn diagram.
- e) In the fifth phase, the teacher writes the topic on the paper, comparing and contrasting two concerns, and asks all students to identify the two issues and general ideas from the topic, then ask them to locate as many words as possible that pertain to both issues, then fill in the circles.
- f) During the Venn diagram process, the teacher is advised to address students' errors if they do not react correctly.

2.4 Previous Research

Some researchers have conducted research related to this topic as follows:

- 1.) The Influence Of Using Venn Diagram Strategy Toward Students Writing Skill In Descriptive Text At The Eighth Grade Of SMP Bangun Cipta Bina Karya Central Lampung In the Academic year 2017/2018 by Dwi Indah Lestari, in his research he took 2 classes and used research samples 66 students. And the researcher used pre-test and post-test instruments. And from the two classes, the researchers divided into two groups, (33 students) which is named the control group that did not use the Venn diagram technique and (33 students) which is named the experimental group that used the Venn diagram technique. From the results of the post-test, and pre-test in both classes, it is known that the highest score in the experimental class using the Venn diagram technique is 26 and the lowest is 3, while the highest post-test score in the control class without using the Venn diagram technique is 21 and the lowest is 16. It is also known that the average value in the experimental class is higher than the control class, namely 79.3 in the experimental class and 69.6 in the control class. Thus, it can be concluded that there is a positive and significant effect between the experimental class and the class. control on 8th-grade students of Bangun Cipta Bina Karya Middle School in the Academic Field in 2017/2018.
- 2.) The Influence Of Using Venn Diagram Strategy Toward Students Writing Skill In Descriptive Text At The Ninth Graders Of Junior High School 1

Pekalongan East Lampung By Apriliani Dwi Puspitasari 2014/2015. And researchers used the population in this study amounted to be 192 students. And the sample taken in this study is grade 9 which consisted of 30 students. The sampling technique used to determine the number of samples is purposive sampling. In collecting data, the author uses tests, observations, and documentation. Tests are the main data collection method. The test is used to measure students' learning outcomes in writing descriptive text and carry out twice, namely pre-test and post-test. Meanwhile, documentation and observation are supporting methods in this research. To find out whether there is an effect of using the Venn Diagram technique on the ability to write the descriptive text of class IX students of SMP Negeri 1 Pekalongan, East Lampung, the researchers analyzed the data using the t-test formula, and the results of the study showed that the Venn diagram technique had a positive effect.

- 3.) The Application Of Venn Diagram Method to Improve the Students Writing Ability By Elma Damayanti. This research uses Classroom Action Research (CAR). This research has been carried out in two cycles. Where each cycle consists of four meetings. The study involved a writing test as an instrument. The number of research subjects is 28 students and consists of 5 males and 23 females. The implementation of the first and second cycles for four meetings. The data collection technique used cycles, based on the material being taught. Based on the research findings, the improvement of students' writing skills in content and organization is significantly improved. Where the average value in the content is 7.79 and the mean value in the organization is 7.57. This means that using the Venn Diagram method can improve students' writing skills. Based on this explanation, the researcher concludes that the application of the Venn Diagram Method improves the writing content and writing organization of students in class X SMK Muhammadiyah 3 Makassar.
- 4.) The Effect Of Venn Diagram To Enhance Students Reading Comprehension At The Second Year Of Smp Negeri 1 Wawotobi By Asri

Nofa Rama. This study aims to determine (1) the extent to which Venn diagrams improve students' reading comprehension. This study is a mixed-methods research design known as an explanatory mixed methods design (Quan-Qual model). There are two groups involved, namely the experimental and control groups. The study is conducted in the second year of SMP Negeri 1 Wawotobi with 33 students as samples. Data are collected using a reading test. In addition, the data are analyzed quantitatively and interpreted using the SPSS 16.0 software program. This study found that Venn Diagrams have a significant effect on students' reading comprehension ability from pre-test to post-test revealing significant differences ($0.000 < 0.05$) before and after the implementation of Venn Diagrams. This study concludes that Venn diagrams improve students' reading comprehension in the second year of SMP Negeri 1 Wawotobi.

- 5.) The Implementation Of Venn Diagram Strategy To Improve Reading Comprehension Of Analytical Exposition Texts By Agnes Febrian Harlan, in his research he used Classroom Action Research (CAR) which is carried out in two cycles, then each cycle is carried out in one meeting, and the researcher analyzed the data. 11th-grade social studies 1 student who is present in both cycles, then the instruments used in the research are observation sheets, field notes, reading tests, and student work. The results of his research showed several changes after the second cycle, these changes are indicated by a better understanding of students towards the text and an increase in student involvement when working in groups according to their observations and as a consequence an increase in reading tests scores occurred.
- 6.) The Use Of Venn Diagram Technique For Teaching Descriptive Reading By Malasari. This research is conducted using a pre-experimental study to find out how significant it is to use the Venn diagram technique in teaching descriptive text. This study is conducted on class XI students of SMA Negeri 2 Sungai Raya in the 2015/2016 academic year. In this study,

the researcher proposes a technique. The name of the technique is the Venn Diagram technique which focuses on the similarities and differences between two descriptive texts. The data in this study came from pre-test and post-test. The sample is 28 students from class XI IPA 1. The results showed that students' achievement in reading comprehension increased significantly. The results of this study compared the value of the pre-test to 68.77 and the post-test score of 81.96. Furthermore, the effect size of the significant improvement of the treatment is 1.95. It is categorized as very effective because it is higher than 0.80 in the very effective criteria.

- 7.) The Effect Of Applying Venn Diagram Strategy On Students Achievement In Reading Comprehension By Emi Agusriani Samosir. This study aims to determine the effect of implementing the Venn Diagram Strategy on student achievement in reading comprehension. This study is conducted with an experimental design. The population of this research is the first-year students in the 2012/2013 academic year at SMK Prayatna-1 Medan. There are sixty students in the research sample. The sample is divided into two groups: the first group (30 students) as the experimental group and the second group (30 students) as the control group. The experimental group is taught by applying the Venn Diagram Strategy, while the control group is taught without the Venn Diagram Strategy. The data collection instrument is in the form of a multiple-choice test consisting of 40 questions. To obtain test reliability, the researcher used the Kuder-Richardson formula (KR-21). The calculation shows that the reliability of the test is 0.66. The data are calculated using the t-test formula. The results of the analysis show that the t-observed (5.02) is higher than the t-table (2.00) at the significance level (α) 0.05 and the degree of freedom (pdf) 58. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that teaching reading comprehension through Venn Diagram Strategy is a significant effect on reading comprehension.

- 8.) Venn Diagram Method For Students Ability In Writing At Intensive English Class Of Unismuh Makasar By Junaid. The purpose of this study is to determine the improvement of students' writing skills in terms of content and organization through the Venn Diagram Method of Students in Class A, Intensive English Class. This research uses Classroom Action Research (CAR). This research has been carried out in two cycles. Where each cycle consists of four meetings. The study involved a writing test as an instrument. The number of research subjects is 28 students and consists of 5 males and 23 females. The implementation of the first and second cycles for four meetings. The data collection technique use cycles, based on the material being taught. Based on the research findings, the improvement of students' writing skills in content and organization is significantly improved. Where the average value in the content is 7.79 and the mean value in the organization is 7.57. This means that using the Venn Diagram method can improve students' writing skills.
- 9.) Venn Diagram Strategy In ELF class to change learners writing skills and motivation By Muhammad Lukman Syafii and M. Zaini Miftah, This classroom action research is intended to improve skills and motivation in writing report texts by applying Venn diagram strategies. Twenty-one students failing to achieve a passing grade in writing skills in the ninth grade of an Islamic secondary school in East Java Indonesia is the subject of research. Observation checklists, field notes, questionnaires, and writing tests are used to collect data by applying the Venn diagram strategy of taking two sets of circles and applying the writing process- prewriting through generating ideas, selecting relevant ideas, and ordering ideas; preparation of paragraphs of classification and general description; revise rough drafts and edit them, and publish the final version. The results of the study indicate that this strategy can improve the skills of motivated learners in writing report texts. The students' writing scores significantly improved in both cycles – thirteen of the twenty-one students graduated from the pass level in Cycle 1, and all students graduated from those in Cycle 2. This also greatly motivates students in writing report texts. , both

in two cycles. Therefore, English teachers are suggested to apply the Venn diagram strategy in EFL writing class to start writing.

2.5 Theoretical Framework and Paradigm

a. Theoretical Framework

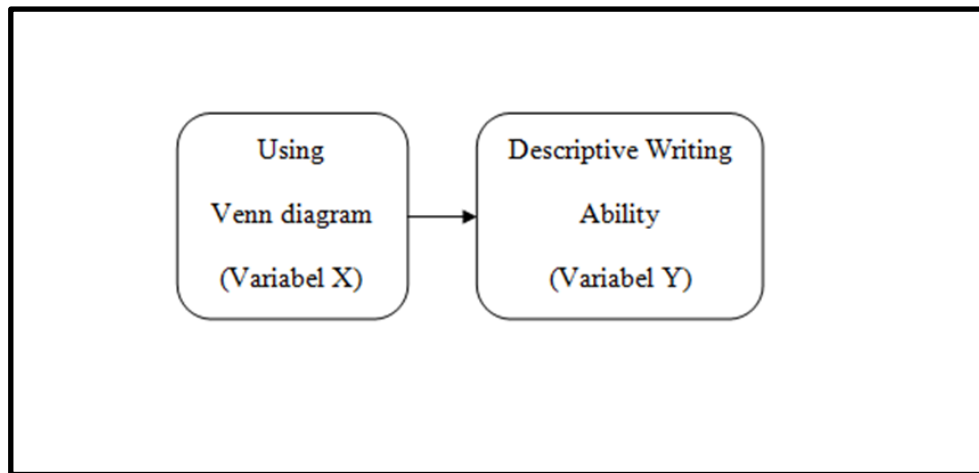
There are two variables in this research; there is the independent variable (X) and the dependent variable (Y). The independent variable is the Venn diagram and the dependent variable is the student's descriptive writing ability. Descriptive writing is one of the basic competencies that should be achieved in writing English subjects in which the students can develop and produce written simple function text. Descriptive writing is clearly describing a person, place, or thing for which purposes the reader gets information from it. Then, the students study to describe something clearly by the language.

Therefore, teaching descriptive writing is very important. The goal of teaching descriptive writing is clearly to describe a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience. There are many kinds of media for teaching descriptive writing. One of them is the teacher should have the ability to choose the appropriate media and implement it in the teaching process to obtain the goal. The use of interesting media is necessary to motivate the students to learn.

Therefore, in this research, the researcher focused on teaching descriptive writing by using the Venn diagram as the media. The researcher assumes that descriptive writing is appropriate for the level. Furthermore, the researcher believes that teaching by using the Venn diagram on descriptive writing makes the students will be interested in learning and learn descriptive writing easily.

b. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows :



2.6 Hypothesis

The researcher describes hypothesis formulation as follows :

a.) Alternative Hypothesis (Ha)

Ha: There is any significant improvement in students' ability in writing descriptive text after being thought by using the Venn diagram technique.

b.) Null Hypothesis (Ho)

Ho: There is no significant improvement in students' ability in writing descriptive text after being thought by using the Venn diagram technique.

III. RESEARCH METHODOLOGY

This chapter focused on how to answer the first and second research questions by discussing research design, the sample of research, the operational definition of variables, data collection method research instrument, observation data analysis, research procedure, content analysis, and research procedure, data analysis technique, and hypothesis.

3.1 Research Design

In this research, the researcher used quantitative research, in the form of a pre-experimental design to identify the improvement of the student's descriptive writing ability by using a Venn diagram in Senior High School Negeri 1 Punggur. Furthermore, this research focused on the independent variable and dependent variable. The independent variable was the Venn diagram (X) and the dependent variable (Y) was Descriptive Writing Ability. In conducting the research, the writer used a pre-experimental design with one group pre-test and post-test. The pre-test was given before treatment and the post-test was carried out after treatments. This research intended to investigate whether there is an improvement in using the Venn diagram on the student's descriptive writing ability on pre-test and post-test. The research design could be illustrated as follows:

T1 X T2

Where:

T1 : was a pretest that used to know the students' mean score in writing descriptive.

X : belongs to the treatment (using the Venn diagram technique to improve students' writing ability in descriptive text).

T2 : was a post-test after having a treatment .

3.2 Subject and Sample Of Research

a) Subject of Research

Research subjects or respondents were the parties used as samples in this study. The research subject also discussed the characteristics of the subjects used in the study, including an explanation of the population, sample, and sampling technique used. Subjects in this research are 32 students of Senior High School Negeri 1 Punggur in X-5 class 2022 academic year.

b) Sample of Research and Sampling Technique

Cohen (2000) said that sample is a small group of the population. In this research, the researcher used quota sampling in the nonprobability sampling technique to select the sample. The samples of this research are 32 students in the experimental groups. It was because this class was considered to have similar writing competence, seen from the average score of writing subject compared to the other classes which have variation in the score of reading subject.

In this research, the researcher applies measurement techniques to measure the student's ability in comprehending the descriptive text. The researcher used a sample group. The pre-test was provided to know the student's difficulty in comprehending the writing before the treatment. After giving the treatment or implementing the strategy, the post-test was provided to see whether the strategy improves the student's writing ability or not.

c) Sampling Technique

In this research, the sample was 32 students. The sample non-probably sampling was purposive because the class included in the criteria was known by the researcher, and the score of students in writing subject was low.

3.3 The Operational Definition of Variables

Referring to the statements of the problem in the first chapter of this research, the examined variable. The operational definition of this research variable was as follows:

a) Independent variable

The independent variable was the major variable that is hoped to investigate. It was a variable which selected, manipulated, and measured by the researcher. The independent variable of this research was using the Venn diagram which was symbolized as the (X) variable. A Venn diagram is a diagram that shows the logical relation between sets and is primarily a thinking tool. It meant how effective the use of the Venn diagram was in students' descriptive writing ability.

b) Dependent variable

The dependent variable was a variable that depends on the independent variable. It was the result of the improvement of the independent variable. Dependent on this research was a student's descriptive writing ability which was symbolized as a (Y) variable that can be defined as activities in describing a person, place, or thing which purpose the readers get information and understand what the meaning from the texts.

3.4 Data Collection Method

a) Test

The researcher used the test as a data collection method to measure teaching descriptive writing through the Venn diagram by pre-test, treatment, and post-test.

1. Pre-test

The pre-test gave to the students in the first meeting to find out students' abilities in the beginning before using the Venn diagram in their writing activity. The pre-test in this research was in the form of a writing test.

2. Post-test

The post-test was given to the students in the last meeting after treatment to find out whether the treatment gives any contribution to the student's descriptive writing ability. The post-test in this research was in the form of a writing test.

b) Validity of Test

Validity was needed before giving the students a test. The function was to measure the test. The function is to measure the test to know is valid or not. Because validity is the one requirement to produce the appropriate and useful in terms of the purpose of the test. The researcher used content validity to analyzed the test.

According to Ary (1990), content validity can be determined by whether the test items are suitable for the subject and objective in the curriculum guides, syllabus, and course book so content validity is not always in numeric form.

In this study, the researcher used content validity to guarantee the validity of a test. The researcher compares the test based on the curriculum and syllabus of Senior High School. If the test appropriate to the curriculum and syllabus, it meant that the test was valid so the test can give to the students. The test was determined whether the items of the test represent objective or subjective or subjective test, the content of validity was measured by relating the content of the instrument with a standard in the Indonesia curriculum. The instrument of this study was writing which measured the ability of students' writing skills.

c) Reliability of Test

Reliability refers to the consistency of assessment scores. In other words, reliability is the consistency of the measurement or degree to which an instrument measures the same way each time it is under the same condition. So the reliability in writing tests is used to know whether the rubric is reliable or not. In writing tests, a rubric is reliable or not. In

writing tests, the rubric is things that must be consistent and trusty. In this study, the researcher adopted a rubric from Jacob (1981) to score students' writing skills.

d) Documentation

The researcher used the documentation method to get detailed information about the school story, data, and organization of Senior High School.

e) Observation

The researcher used observation as a data collection method to get detailed information about the condition in the school, such as the condition of students at Senior High School the object of this research. The researcher used an observation sheet to note information.

3.5 Research Instrument

The research instrument in this research held the test which has explained as follows:

a) Instrument Blueprint

To earn the data related to the research problems, the researcher designed indicators that have been decided. Moreover, the researcher used pre-test and post-test instruments because of the research about descriptive writing, so the research instrument which was used in the this research was in the form of a writing test or composing descriptive writing, the writer used a writing essay test. This test was chosen as the instrument because the students could improve their writing descriptive text ability.

b) Instrument Calibration

The researcher used a test instrument to take the scale of the instrument the standard of the score writing test is as follows:

Table 1
The Standard Score of Descriptive Writing Ability

Writing Ability	Score	Performance Description	Weighting
CONTENT (C) 30% - Topic - Details	4	The topic is complete and clear and the details and relating to the topic.	3X
	3	The topic is complete and clear but the details are almost related to the topic.	
	2	The topic is complete and clear but the details are not related to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
ORGANIZATION (O) 20% - Identification - Agreement	4	Identification is complete and descriptions are arranged with proper connectives.	2X
	3	Identification is almost complete and descriptions are arranged with proper connectives.	
	2	Identification is not complete and descriptions are arranged with some miss of connectives.	
	1	Identification is not complete and descriptions are arranged with miss of connectives.	
VOCABULARY (V) 15%	4	Effective choice of words and word forms.	1.5X
	3	Few miss vocabularies, and word forms, but do not change the meaning.	
	2	Limited range of confusing words and words from.	
	1	Very poor knowledge of words, words forms, and not understandable.	

Writing Ability	Score	Performance Description	Weighting
MECHANICS (M) 15%	4	It uses correct spelling, punctuation, and capitalization.	1.5X
	3	It has occasional errors in spelling, punctuation, and capitalization.	
	2	It has frequent errors in spelling, punctuation, and capitalization.	
	1	It is dominated by errors in spelling, punctuation, and capitalization.	

Adopted by Brown (2007)

Score: $\frac{3C+2O+2G+1.5V+1.5M}{40}$ X10
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3.6 Observation Data Analysis

To see an implementation of the Venn diagram strategy in the class the researcher used observation as the main technique. The researcher used discourse analysis to analyze the observation. Meanings in discourse analysis was obtained through observation and language. The researcher has combined the data from peer-observers and direct observation has done by the researcher itself. The data recorded in the observation sheets were more about the student's behavior and the class situation in general. In addition, the data from the researcher's direct observation of Students' utterances in the form of conversation, questions, and complaints. However, the data was confidential and the researcher made it available upon request.

3.7 Content Analysis

A content analysis technique used to analyze students' work, particularly the Venn Diagrams. In a broader definition, content analysis was "any technique for making

inferences by objectively and systematically identifying specified characteristics of messages" (Rama, A. N. (2018, p.14). Since students' work has been considered as documents, the content analysis could also be used for examining trends and patterns in documents. The content analysis on this research were :

1. Formulate a research problem
2. Doing a literature study
3. Determine the unit of observation and unit of analysis
4. Define samples and variables
5. Create categorization and coding guidelines
6. Collecting data
7. Processing data
8. Presenting data and providing interpretation
9. Prepare research report

Through the content analysis, the researcher interpreted students' understanding in filling in the Venn diagrams.

3.8 Research Procedure

To see the improvement in students' writing before and after the development of students to draw conclusions the researchers explained the procedures for collecting data as follows:

a.) Determining the Problem

This research departs from several problems that occur in the learning process. Some students have difficulty understanding English and producing some words in English because they do not have sufficient knowledge of writing skills; they have low motivation to practice English skills.

b.) Selecting and Determining the Population and Sample

The population in this study will be students of class X-5 SMA Negeri 1 Punggur in the first semester of the 2021/2022 academic year. The sample is students of class X-5 as suggested by the English teacher. The reason the

researchers conducted observations in class X-5 SMA Negeri 1 Punggur, based on information from the teacher that they had difficulty expressing ideas and practicing English skills. In addition, based on the researcher's experience in pre-service teaching, he found the difficulties experienced by the eleventh graders in learning English. This could be seen from their ability to answer questions and they need creative activities in the learning process.

c.) Selecting Materials

Teaching materials are arranged based on the curriculum of class X-5 students at SMA Negeri 1 Punggur. Descriptive text was used as material in this study.

The text was used to guide students to improve their writing skills by making dictionaries and the internet.

d.) Pre-test

The pre-test was administered before the treatment. Both the experimental group and control group were given the same pre-test. This test was used to find the students' writing skills in both groups. The result of the tests were compared to find out The Influence of Using the Venn Diagram Technique on the students' writing ability.

e.) Treatment

To find out the effectiveness of the Venn diagram strategy in teaching writing, the sample was treated in different ways: the Venn diagram strategy and the conventional method. The Venn diagram strategy was used for the experimental group and the conventional method is used for the control group.

The treatment was conducted after the administration of the pre-test. Both groups was taught in 6 meetings including pre-test and post-test. The teaching procedure can be seen as in the following:

Table 2 The scenario of the Treatment for Experimental and Control Group:

Experimental Group taught by Venn Diagram	Control Group taught by Conventional Method
<ul style="list-style-type: none"> - The teacher gives a text to students and help the students to select two items or ideas/characters from reading material that could be compared and constructed, brainstorms a list of characters /descriptions/opinion, and ask them to write that under the item and idea. 	<ul style="list-style-type: none"> - Teacher gave a text to the students.
<ul style="list-style-type: none"> - Asked the students to identify a set of criteria to compare and contrast the item. Have the students draw 2 circles to the material being determined to be compared and contrasted. 	<ul style="list-style-type: none"> - The teacher explained the different texts that the students should write because they have to be able to comprehend the text.
<ul style="list-style-type: none"> - From the two lists previously brainstormed, helped them to make a list of characters or description of the two ideas which will be completed in step two have students select the words that include information in the interesting area in the interesting circle. 	<ul style="list-style-type: none"> - Teacher asked the students to find the difficult words from the text and look for the meaning in a dictionary.
<ul style="list-style-type: none"> - From those same two lists, have a student determine information on how the items differ from the others. 	<ul style="list-style-type: none"> - Teachers have the students translate the text. - Teacher asked the students to do exercise
<ul style="list-style-type: none"> - Asked the students to tell or present the result of their work. The teacher closed the activity by motivating the students to practice what they have been learned. 	<ul style="list-style-type: none"> - Teacher asked the students to tell the content of the text. - Teacher gives some explanation about how to differences - Teachers tried to close the activity.

Adopted By Emi Agusriani Samosir (2012)

f.) Post-test

The post-test will give after the treatment has been completed. It will be meant to find out the differences in the mean score of both experimental and control groups. After students finish the test, they have to collect it from the teacher and the result of both groups will be analyzed to find out if the effect of the Venn Diagram Strategy on the students' reading achievements is significant or not. The post-test will give to the students in the last meeting after treatment to find out whether the treatment gives any contribution to the student's descriptive writing ability. The post-test in this research will be in the form of a writing test.

3.9 Data Analysis

According to Donald Ary (USA: Introduction to Research in Education, 2010),p.177, to investigate whether there is an improvement of the Venn diagram toward descriptive writing ability in the ninth graders of Senior High School 1 Punggur, the researcher used pre-experiment in the form of pre-test and post-test design and here is the formulation of hypothesis testing:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = *t ratio*

\bar{D} = *Averagedefference*

$\sum D^2$ = *Differentscoressquared, then summed*

$(\sum D)^2$ = *differencescoressummedthensquared*

N = *numberof pairs*

3.10 Hypothesis

The researchers formulated the hypothesis that will be tested in this research based on the theoretical assumption mentioned above:

H1: There is a significant improvement in students' writing ability in writing descriptive text using the Venn Diagram Technique.

H0: There is no significant improvement in students' writing ability in writing descriptive text using the Venn Diagram Technique.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestion related to the result of the first and second research question. Suggestion is provided for English teachers who intend to use audiobook as an additional medium in teaching reading comprehension and for those who want to conduct similar research.

5.1 Conclusion

Having conducted the research at the eleventh grade of SMAN 1 Punggur in the academic year of 2022 and analyzed the data and regarding to the research question it can be conclude that there is a positive and significant influence of using venn diagram to improve students' writing descriptive text skill at the eleventh grade of SMAN 1 Punggur in the academic year of 2022. This is supported by the teaching and learning process which was successfully done without any significant obstacles. In addition, the use of venn diagram was proven to improve students' writing ability in descriptive text significantly by comparing the pre-test and post-test result.

5.2 Suggestion

Based on the problems faced by researcher, some points of recommendations are put forward as follows:

5.2.1 For the Teacher

Based on the findings of the research question, the use of venn diagram is effective to be implemented in descriptive text writing ability for eleventh grade students. It is adviceable for the English teachers to apply the medium in teaching writing ability of descriptive text especially in senior high school.

5.2.2 For the Further Research

1. This research was conducted in the eleventh grade students of SMA N 1 Punggur. Hence, further research should try to implement venn diagram in different grade or different settings.
2. This research was aimed at finding out the students' writing ability of descriptive text. On the contrary, further research should investigate a productive skill like speaking skill since venn diagram provide a simple model of thinking.
3. This research only conducted three meetings for the treatment. It is suggested for the further research to implement more treatments outside the classroom to identify students' writing ability with other kinds of text.

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