

**THE EFFECT OF USING TREE DIAGRAM TECHNIQUE
TOWARDS WRITING ABILITY IN DESCRIPTIVE
TEXT OF THE FIRST GRADE STUDENTS
AT SMK TELKOM PEKANBARU**



UIN SUSKA RIAU

By

ISTIFAIZA

SIN. 10914006236

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2014 M**

**THE EFFECT OF USING TREE DIAGRAM TECHNIQUE
TOWARDS WRITING ABILITY IN DESCRIPTIVE
TEXT OF THE FIRST GRADE STUDENTS
AT SMK TELKOM PEKANBARU**

Thesis

Submitted as Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
(S.Pd.)



By

**ISTIFAIZA
SIN. 10914006236**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1435 H/2014 M**

ABSTRACT

Istifaiza, (2014) : The Effect of Using Tree Diagram Technique towards Writing Ability in Descriptive Text of the First Grade Students at SMK Telkom Pekanbaru

The main focus of this research was to find out whether or not there was significant effect toward students who were taught by using Tree Diagram Technique and those who were not of the first grade students at SMK Telkom Pekanbaru.

In this research, the type of the research was a *quasi experimental* research. The researcher used *non equivalent control group design*. The researcher used two classes as sample that consisted of 40 students. The first class was an experimental class and the second class as a control class. The experimental class was taught by using Tree Diagram Technique and the control class was taught by using simple picture technique. The technique of collecting data was a test which consisted of pre-test and post-test. It was used to collect the data of students' writing ability in descriptive text. The writing test was evaluated by two raters. The technique of data analysis used *Independent Sample T-Test* formula to find out the significant effect of students' mean score between experimental class and control class by using SPSS 16.0 version.

Based on the data analysis, the researcher concluded that there was significant effect of using Tree Diagram Technique toward the ability in writing descriptive text of the first grade students at SMK Telkom Pekanbaru. It can be seen from $t_o = 9.444$ was higher than t_{table} either at significance level of 5% = 2.021 or significant level 1% = 2.704. We can read $2.021 < 9.444 > 2.704$. It means that H_o was rejected and H_a was accepted. So, it could be concluded that there was a significant effect on the ability in writing descriptive text those who were taught and those who were not. In other words, there was a significant effect of using Tree Diagram Technique to improve the ability in writing descriptive text of the first grade students at SMK Telkom Pekanbaru.

ABSTRAK

Istifaiza, (2014) : Pengaruh Penggunaan Teknik Diagram Pohon terhadap Kemampuan Menulis Teks Deskriptif pada Siswa SMK Telkom Pekanbaru

Fokus utama dalam penelitian ini adalah untuk mengetahui apakah ada signifikasi pengaruh atau tidak terhadap siswa yang diajarkan dengan menggunakan teknik Tree Diagram dan siswa yang tidak diajarkan dengan teknik Tree Diagram pada siswa tingkat pertama di Sekolah Menengah Kejuruan Telkom Pekanbaru.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi eksperimental. Peneliti menggunakan non equivalent control group design. Peneliti menggunakan dua kelas sebagai sampel yang terdiri dari 40 siswa. Kelas pertama sebagai kelas eksperimen dan kelas kedua sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan teknik Tree Diagram dan kelas kontrol diajarkan dengan menggunakan teknik gambar sederhana. Teknik pengumpulan data yang digunakan adalah tes yang terdiri dari pretest dan posttest. Tes yang dibuat adalah untuk mengumpulkan data kemampuan siswa didalam menulis teks yang berbentuk deskriptif. Tes menulis diskor oleh dua rater. Teknik analisa data menggunakan rumus Independent Sample T-Test dengan tujuan untuk mengetahui pengaruh signifikan nilai rata-rata antara kelas eksperimen dan kelas kontrol.

Berdasarkan analisis data, peneliti menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan teknik Tree Diagram terhadap kemampuan menulis teks deskriptif pada siswa tahun pertama di Sekolah Menengah Kejuruan Telkom Pekanbaru. Hal ini dilihat dari jumlah $t_{o} = 9.444$ lebih tinggi dari jumlah t_{tabel} pada taraf signifikan 5% = 2.021 atau pada taraf signifikan 1% = 2.704. dapat dibaca $2.021 < 9.444 > 2.704$. Hal ini berarti bahwa H_0 ditolak dan H_a diterima. Jadi, dapat disimpulkan bahwa ada pengaruh yang signifikan antara kemampuan siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan teknik Tree Diagram dan siswa yang tidak diajarkan dengan teknik Tree Diagram. Dengan kata lain, ada pengaruh yang signifikan menggunakan teknik Tree Diagram untuk meningkatkan kemampuan menulis teks deskriptif pada siswa tahun pertama di Sekolah Menengah Kejuruan Telkom Pekanbaru.

ايستي فايز, (٢٠١٤) : تأثير استخدام تقنيات مخطط الشجرة إلى القدرة على كتابة نصوص في طلاب السنة الأولى بالمدرسة المهنية تيلكوم بيكانبارو

تركيز الرئيس لهذا البحث هو تحديد ما إذا كان هناك تأثير كبير أولم ضد الطلاب الذين تعلموا باستخدام تقنيات مخطط الشجرة والطلاب لا تدرست تقنيات مخطط الشجرة في طلاب المستوى الأول في المدرسة المهنية تيلكوم بيكانبارو.

في هذه الدراسة، نوعنا الدراسة هو دراسة تجريبية شبه استخدم الباحثون تصميم مجموعة الاختبار القبلي-البعدي غير ما يعادلها استخدم الباحثون فئتين كما عينة من ٤٠ طالباً فئة الأول كفئة التجريبية و فئة الثانية وفئة عنصر التحكم. فئة تجريبية تدرست باستخدام مخططات الشجرة وفئات التحكم تدرست باستخدام تقنيات رسم بسيط. تقنيات جمع البيانات المستخدمة هي الاختبارات التيتألف من الاختبار القبلي والبعدي. أدلنا الاختبارات هو لجمع بيانات عن قدرة الطلاب في كتابة نص وصفي. كتابة اختبار تقييم من قبل اثنين من ذوي المرتبة. تحليل البيانات باستخدام الصيغة مستقلة عينة اختبار وذلك بهدف تحديد تأثير كبير في متوسط قيمة بين فئة التجريبية وفئة عنصر التحكم.

استناداً إلى تحليل البيانات، وخلص الباحثون إلى أن هناك تأثير كبير استخدام تقنيات مخطط الشجرة إلى القدرة على كتابة نصوص في طلاب السنة الأولى بالمدرسة المهنية تيلكوم بيكانبارو. ينظر إليهم عدد تو = ٩,٤٤٤ أعلى من عدد تي جدول مستوى كبير ٥٪ = ٢,٠٢١ أو علم مستوى كبير ١٪ = ٢,٧٠٤. يمكن قراءة < ٢,٠٢١ > ٩,٤٤٤ < ٢,٧٠٤. وهذا يعني أن يتم رفضها مقبولة. وهكذا، فإنهم يمكن استنتاج أن هناك تأثير كبيرة بين قدرة الطلاب في كتابة نص وصفي الذين تعلموا باستخدام تقنيات مخطط الشجرة والطلاب لا تدرست تقنيات مخطط الشجرة في طلاب السنة الأولى في المدرسة المهنية تيلكوم بيكانبارو.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, the writer sincerely thanks Allah Almighty that has given guidance and blessing that this thesis can be finished. The great greeting is to Rasulullah SAW, who has guided us to the right ways of life, so that the knowledge can be received by us until today.

In writing this thesis, the writer has received valuable helps, supports, suggestions, guidance and advice from many people. Without them, this thesis might not reach its present form. Thus, the writer would like to express her sincerity thanks and great gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of UIN Suska Riau who dedicates time to increase this university development and all officers' performance.
2. Dr. H. Mas'ud Zein, M.Pd, the Dean of Faculty of Education and Teacher Training and all officers.
3. Dr. Nasharuddin, M.Ag, the first Delegation of Dean of Education and Teacher Training and all officers.
4. Sri Murhayati, M.Ag, the second Delegation of Dean of Education and Teacher Training and all officers.
5. Dr. Kusnadi, M.Pd, the third Delegation of Dean of Education and Teacher Training and all officers.
6. Drs. M. Syafi'i S. M.Pd, the Chairperson of English Education Department. Thanks for his encouragement.
7. M. Fauzan Ansyari, M.Sc, as the secretary of English Education department. Thanks for his encouragement.
8. Yasir Amri, M.Pd, as the first rater in this research who has given me suggestion and guidance in finishing this thesis.
9. Paidi Gusmuliana, M.Pd, as the second rater who has given me suggestion and advice in finishing this thesis.
10. Drs. Samsi Hasan, MH.Sc, the supervisor of the Writer. Thanks for his invaluable guidance, encouragement, helpful and valuable suggestions and

advice that has encouraged and motivated the writer to complete this project paper.

11. All lecturers who have given knowledge and information for this project paper and thanks for their contributions and supports.
12. Moh. Faisal, S.Pd, the headmaster of SMK Telkom Pekanbaru and his staff who have given their kindness as long as the writer took the data.
13. My beloved parents, Sanusi and Soleha. Thank you father for your supports, material and spiritual. For my late mother I promise you to be a good daughter and I always make pray and miss you.
14. My beloved brother, M. Khairon, S.IP, thanks for support and help. I appreciated it very much. Adi Firmansyah, Bustami, Wamaryunis, thank you very much for the helps. My beloved sisters, Husnatul Aini, S.Pd. Thank you very much for taking care to me. Mazmun, S.Ag, Nurhayati, and Annisa, thank you very much for your love.
15. My friends, Asmiati, S.Pd, Rahmi Khoziah, S.Pd, Susan Pricilia, S.Pd, Irmayani, S.Pd, Bahraeny, S.Pd, Erwin, S.Pd, Ilham, S.Pd, Febriyanti, S.Pd, Juliana, S.Pd, Hasnah Minelti, S.Pd, Syukron, S.Pd, Ike, and all members of English Education Department from class A until class F. Thank you very much for the helps and supports.

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the writer would be very pleased to receive any constructive critics and suggestion from the readers, for the perfection of this thesis. However, the writer also hopes that this thesis can be useful to the development of English Education.

Pekanbaru, January 6th 2014

The Writer,

Istifaiza

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
DEDICATION	v
ABSTRACT	ix
LIST OF CONTENTS	xii
LIST OF TABLES	xiv
CHAPTER I INTRODUCTION	
A. Background of The Problem.....	1
B. The Definition of The Term.....	4
C. The Problem.....	6
1. The Identification of The Problem.....	6
2. The Limitation of The Problem	6
3. The Formulation of The Problem	6
D. The Objectives of The Research.....	7
E. The Significance of The Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework.....	9
1. The Nature of Writing.....	9
2. The Process of Writing	11
3. The Component of Writing.....	12
4. The Concept of Writing Ability.....	12
5. The Concept of Descriptive Text.....	13
6. The Students' Ability in Writing Descriptive Text.....	15
7. The Factors Influencing Students' Ability in Writing Descriptive Text.....	17
8. Teaching Writing	18
9. The Concept of Tree Diagram Technique	18
10. Teaching Writing by Using Tree Diagram Technique.....	19
B. The Relevant Research	20
C. Operational Concept	22
D. The Assumption and Hypothesis	24
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. The Design of The Research.....	25
B. The Time and Location of The Research.....	27
C. The Subject and Object of The Research.....	27
D. The Population and Sample of The Research.....	27

E. The Technique of Collecting Data.....	28
F. The Validity and Reliability	34
G. The Technique of Data Analysis	38
CHAPTER IV THE PRESENTATION OF DATA ANALYSIS	
A. The Description of The Data	40
B. The Data Presentation	41
C. The Data Analysis.....	54
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	61
B. Suggestion.....	62
BIBLIOGRAPHY	
APPENDICES	