# THE EFFECT OF TREE DIAGRAM TECHNIQUE USING SCRAPBOOK MEDIA ON STUDENTS' WRITING ABILITY AT THE SEVENTH GRADE OF SMPN 1 BABADAN PONOROGO IN ACADEMIC YEAR 2019/2020

## THESIS

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For The Degree of Sarjana in English Education



By:

**TIA FITROTUL QUDSIYAH**

**NIM. 210916063**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH**

**IAIN PONOROGO**

**2020**

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**MINISTRY OF RELIGIOUS AFFAIRS**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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This is to certify that Sarjana's thesis of:

| | |
|---|---|
| Name | : TIA FITROTUL QUDSIYAH |
| Student Number | : 210916063 |
| Faculty | : Tarbiyah and Teacher Training |
| **Department** | : English Education Department |
| Title | : The Effect of Tree Diagram Technique Using Scrapbook Media on Students' Writing Skill at the Seventh Grade Of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020. |

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Advisor                                        Ponorogo, 13 Maret 2020

**Ahmad Nadhif, M.Pd**
NIP.198004182008011009

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

**Prylla Rochmawati, M.Pd.**
NIP.198103162011012003

III

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Skripsi atas nama saudara :

| | | |
|---|---|---|
| Nama | : | **TIA FITROTUL QUDSIYAH** |
| NIM | : | 210916063 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul Skripsi | : | THE EFFECT OF TREE DIAGRAM TECHNIQUE USING SCRAPBOOK MEDIA ON STUDENTS' WRITING SKILL AT THE SEVENTH GRADE OF SMPN 1 BABADAN PONOROGO IN ACADEMIC YEAR 2019/2020 |

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| Hari | : | Senin |
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| Tanggal | : | 04 Mei 2020 |

Ponorogo, 12 Mei 2020
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

**Dr. AHMADI, M.Ag.**
NIP 196512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **PRYLA ROCHMAHWATI, M.Pd**
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Nama                    : Tia Fitrotul Qudsiyah

NIM                     : 210916063

Fakultas                : Tarbiyah dan Ilmu Keguruan

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210916063

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Saya yang bertanda tangan di bawah ini:

Nama         : Tia Fitrotul Qudsiyah

NIM          : 210916063

Jurusan      : Tadris Bahasa Inggris

Fakultas     : Tarbiyah dan Imu Keguruan IAIN Ponorogo

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Tia Fitrotul Qudsiyah

NIM.210916063

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# CHAPTER I
# INTRODUCTION

This chapter discusses; background of the study, limitation of the study, statement of the problem, objectives of the study, significance of the study, and organization of the thesis.

## A. Background of Study

Writing is one of the important skills in English. According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct this or her own views on a topic.[1] Richard and Renandya state that writing is the difficult skills for learners to master. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text.[2] By writing, students can convey their ideas, thought, and messages to the reader in written text. Besides that, writing is a really important skill in daily life, because it could to communicate some ideas, experiences, opinions, and also information.

Writing is the most difficult language skills because it is also considered as the most complicated language skill to be learned, compared to other language skills. Byrne says that writing is difficult for most people both in mother tongue and in

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[1] Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 9.
[2] Febty Yoanda Ardyan and Saunir Saun, "The Use Of The Tell Me What You See Technique In Teaching Writing Descriptive Text For Junior High School Students," *Journal of English Language Teaching* Vol.3, (2014), 1.

foreign language.[3] In the writing process, learners always deal with the process of arranging words into sentences and then putting sentences into paragraph until they can create a piece of written text. Learners also have a difficulty when they want to convert their ideas into a text. Since it is believed as the last skills of the language that is learned, a good writing skill can be an indicator of successful language learning. Therefore, improving learners' writing skill is important in teaching English. Especially in learning English, writing is an activity where the researcher must have the skill to arrange meaningful information. So, the readers would understand.

Writing skill should be practiced by experience starting from paragraph into essay writing. In this phase, many students faced some difficulties to translate their ideas into readable text. Laksmi and Manphonsri state that the learners suffer difficulties due to lack of grammar.[4] Moreover, students experienced problems in expressing ideas, organizing and developing the ideas into paragraph. Besides that, the students do not have enough knowledge about style and content as well as writing strategy. Bitchener and Bastarkmen stating that the students underwent problems and difficulties to be able to organize ideas and arguments to use the appropriate styles of writing, and to express thought clearly in English.[5] In another way, writing is an activity that should be mastered because students need to express written ideas.

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[3] Puti Ainun Rahmani "Implementing Clustering Technique In Teaching Descriptive Writing," (2018), 2.

[4] Ekaning Dewanti Laksmi, "Scaffolding students writing in EFL Class", *TEFLIN Journal*, Vol. 17, 2(2006).

[5] Muhammad Yamin "Learning from students' experiences in writing paragraph', *Metathesis: Journal of English Language Literature an Teaching*, Vol.3, 2 (October, 2019).

Based on the observation in SMPN 1 Babadan, the researcher found some problems of the students that they have difficulty in transferring their ideas into good sentences or paragraphs, because their vocabulary was still poor. Then, they felt bored studying English in the classroom because they need a new learning concept or temperature. Finally, the students cannot improve their creativity and imagination. In research opinion, the teacher didn't use an appropriate method. The teacher should choose a suitable technique and fun media to make the students easier to understand the rules. To solve those problems, the English teacher should think critically in order to find creative technique in teaching writing so that the students will take much participation during the learning process.

Considering the theories and some problems above, the researcher should help students to solve their problems. One of the ways to help students in the classroom activity is applying an appropriate technique in teaching writing. There are a lot of methods and techniques to get the English teaching effectively. One of the alternative techniques that can be used is a tree diagram technique for teaching writing. Tree diagram technique in writing is a technique which is used to organize and arrange the students' ideas to make good writing. Tree diagram technique is an outlining which can be used to improve the organization of the students' writing.[6] With this technique, students are expected to easily do their writing. In the tree diagram,

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[6] Chien Ching Lee. "Seeing is Understanding: Improving Coherence in Students' Writing", *TESL Journal.* Vol. X, 7 (July 2004).

students can make as much as possible events without being afraid of having trouble with sentence arrangements.

McGraw argues that this type of tree diagram is helpful when you want students to find the main idea of a paragraph or section. The main idea or topic is written in the top box. It means that 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.[7]

According to the explanation above it can be concluded that tree diagram is a technique that can help the students to categorize the words from general to more specific. This method can help the students to organize their mind to increase their process of learning writing. Besides that, it helps them develop their thought in a clear way with the help of the arrows in the diagram. In addition, it can make students more active in writing activity.

However, tree diagram technique should be supported with other interactive media to make the classroom alive. Media is a tool that can be used to show something or object makes the students become more easily to know and understand what the object means. According to Hornby media is the main ways that large numbers of people receive information and entertainment. In this case, there is a scrapbook as media in teaching writing for students to perform the movement based

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[7] Ana Fitria, "Improving Vocabulary Mastery of the Seventh Grade Students Through Tree Diagram Technique.", *e-Journal of ELTS (English Language Teaching Society),* Vol.5, 2 (2017).

on the instruction given by the teacher to teach writing especially about descriptive text.

Ludens stated that scrapbook is a media which is provides sticking, cutting or even drawing in one book.[8] In learning English, a material or concept of the subject can be included in the scrapbook in a different form. It can improve students understanding of the scientific concepts. According to Suzanne, Scrapbook is a great opportunity for students to apply their own interests and abilities to their learning processes.[9]

Scrapbook is one of visual media that can help the students get the material easily. Scrapbook can make students get motivation in learning English, especially in writing activity. The researcher combines the tree diagram technique with this creative media to help students solve their problem in the learning activity in writing. By implementing this technique and media, students can develop their writing ability.

Based on the explanation above, the researcher conducted a research entitled "**The Effect of Tree Diagram Technique using Scrapbook Media on Students' Writing Ability at the Seventh Grade of SMPN 1 Babadan Ponorogo**"

## B. Limitation of the study

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[8] Rebecca ludens and Jennifer Schmidt, *Teach Yourself Visually Scrapbooking,*(Hoboken: Wiley Pub, 2006).

[9] Suzanne Phillips, *Using Scrapbooks in Science*, (Oklahoma: NASA SEEC, 2007), 4.

Based on the background of the study, the researcher focused on some concerns identified as follow:

1. The subject of the study is the seventh-grade students of SMPN 1 Babadan Ponorogo in academic 2019/2020.

2. The object of the study is the effect of tree diagram technique using scrapbook for teaching writing at the seventh grade of SMPN 1 Babadan Ponorogo.

3. The researcher would like to limit only the ability to write in descriptive text.

## C. Statement of problem

Based on the limitation of the problem, there is a problem that can be formulated as follows:

Is there any significant effect between students' writing ability who are taught by tree diagram technique using scrapbook and those who are not taught by tree diagram technique using scrapbook at the seventh grade of SMPN 1 Babadan Ponorogo?

## D. Objective of the study

The objectives of the study is to find out the effect of tree diagram technique using scrapbook media on students' writing ability at the seventh grade of SMPN 1 Babadan Ponorogo.

## E. Significance of the study

The researcher is expected to be able to give a contribution in the teaching-learning process both theoretically and practically:

1. Theoretical Significance

    This research is expected to be a theoretical basis to build students' writing ability by using a tree diagram technique with scrapbook media to increase students writing skill.

2. Practical Significance

    There are many practical significances of the research which can use for:

    a. Students

        For the students, by using this method and media, the students would be able to explore their knowledge about writing in a fun way. Then, it would encourage them to improve their writing competence.

    b. Teachers

        For the teacher, this research would help the teacher to conduct this method in teaching writing.

    c. Readers

        For the readers, this research is expected to give a contribution to the readers in enriching references concerned with the effectiveness of tree diagram using scrapbook media in teaching writing.

**F. Organization of thesis**

The researcher writes this thesis into five chapters; these chapters related one to another. It purposed that to organize the thesis easily. The sequences of the chapter consist of five chapters:

CHAPTER I: INTRODUCTION

Chapter I is an introduction which contains of background of the study, limitation of the study, formulation of problems, objectives of the study, significances of the study, and organization of the thesis.

CHAPTER II: REVIEW OF RELATED LITERATURE

Chapter II is a review related literature that describes theories related to variables of the study, then, there is previous research finding, theoretical background, theoretical framework, and the hypothesis that shows the answer of study.

CHAPTER III: RESEARCH METHODOLOGY

Chapter III is a research methodology that consists of research design, population and sample, an instrument of data collection, a technique of data collection, of data analysis.

CHAPTER IV:  RESULT OF RESEARCH

Chapter IV is the result of research. This is present of the research.it loads the result of process analyzing data and interpretation of the study.

CHAPTER V: CLOSING

Chapter V is closing. It consists of a conclusion of the research and recommendation for the next researcher.

# CHAPTER II

# REVIEW OF RELATED TO LITERATURE

This chapter discusses; previous research findings, theoretical background, Theoretical framework, and hypothesis.

## A. Previous research findings

There are some previous findings of some researchers that have a relation to this research. The first research was conducted by Yunita Sari Chaniago, in her research entitled "Teaching Hortatory Exposition Writing through Tree Diagram Technique". This research used a quasi-experimental to improve students' hortatory exposition writing. The result from t-test was that t-value (10.5) was higher than t-table (2.660). The effect size of this study was categorized as "a modest effect" because the result of the computation was (0.40). Therefore it was concluded that the use of tree diagram technique could improve students' writing hortatory exposition in developing and organizing the ideas.[10]

The similarity of this previous research and this research is about using tree diagram technique, but this research has differences in the genre of the text which is using descriptive text.

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[10] Yunitha Sari Chaniago, "Teaching Hortatory Exposition Writing Through Tree Diagram Technique", (Pontianak: Tanjungpura University Pontianak, 2013), 3.

The second research was conducted by Chintya Nova Lestari, in her research entitled "The influence of using tree diagram technique (TDT) towards students' descriptive text writing ability at the eighth grade of Mts Negeri 1 Bandar Lampung in 2017/2018". The method used in this research was the quasi experimental method. The data was taken by administering progressive test and post-test. In collecting the data, an instrument was descriptive writing test. After giving pot-test, the data was analysed by using normality and homogeneity test. From the data analysis, it was found that the result of the test was t-observed (2.2) with t-critical (1.684), it means that the score of t-observed was higher than t-critical. So H0 is rejected and Ha is accepted. Therefore, the use of tree diagrams technique (TDT) in influence for teaching writing of descriptive text.[11]

The similarity of this research is both using the Tree Diagram technique. The difference is this research uses scrapbook media to improve students' motivation. Besides that, this research applies to the seventh-grade students.

The third research was conducted by Ririn Ambarwati, in her thesis entitled "The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing (An Experimental Study of the Eleventh Grade Students of SMA Negeri 2 Bae Kudus in the Academic Year of 2010/2011). In this research, the researcher used experimental research. The result of pretest showed the difference in writing scores of the experimental group and the control group is 5.2. It showed that the average score of

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[11] Chintya Nova Lestari, "The Influence Of Using Tree Diagram Technique (TDT) Towards Students' Descriptive Text Writing Ability At The Eight Grade Of Mts Negeri 1 Bandar Lampung In 2017/2018", (Lampug: Raden Intan State Islamic University Lampung, 2018).

the experimental group is higher than that of the control group. Using t-test, the calculated t value was found 6.352. It is higher than the t-table value which is 1.998. From the calculation, it can be said that there is a significant difference in means between the experimental group and the control group.

The similarity between these researches is in the technique which is used in this study, but this research has the differences. This research used media to help in applying the technique. Besides that, the researcher focused on the descriptive text.[12]

The fourth research was conducted by Ulfatul Laily, in her thesis entitled "The Effectiveness of Using Scrapbook as a Learning Medium to Improve Students' Ability in Writing Recount Text. (Experimental Research at Tenth Graders of SMAN 2 Pemalang in the Academic Year of 2015/2016). In this research, the writer used a quasi-experimental design. There were two classes, they were experimental and control class. The result of the analysis showed that sig. (2-tailed) 0.000 (<0.05). In another word, there was a significant difference result of post-test between experimental and control class. It means that H1 was accepted and H0 was rejected. Therefore, it could be concluded that the use of scrapbook were effective to improve students' ability in writing recount text.[13]

The similarity between these researches is in the scrapbook media which is used in this study, but this research has the differences in the technique and genre of the

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[12] Ririn Ambarwati, "The Effectiveness of Tree Diagram Technique as a Means of Teaching Writing (An Experimental Study of the Eleventh Grade Students of SMA Negeri 2 Bae Kudus in the Academic Year of 2010/2011)."

[13] Layli, Ulfatul, The Effectiveness of Using Scrapbook as a Learning Medium to Improve Students' Ability in Writing Recount Text. (Experimental Research at Tenth Graders of SMAN 2 Pemalang in the Academic Year of 2015/2016), 2016.

text. The researcher uses the tree diagram technique in this study and focuses on descriptive text.

The fifth research was conducted by K. Saputri, in her thesis entitled "Improving Reading Comprehension Achievement on Descriptive Text by Using Scrapbook to The Junior High School. The method in this research was quantitative method. Quasi-experimental design was applied. Based on the analysis, it was (1) the mean of the experimental group was 75 and (2) the result of independent sample test formula was 11.095, this score is higher than the critical value 1.9879. It could be concluded that it is effective using scrapbook in learning reading comprehension of descriptive text because in the result score it is balanced with their achievement in reading comprehension on a descriptive text by using scrapbook to the Eight grade students of SMP Negeri 13 Palembang in the academic of 2015/2016.[14]

The similarity between these researches is focus of skill and the use of the technique. This previous research didn't use technique and focused on the reading comprehension. But in this research, the researcher combines with technology to improve students' ability in writing.

## B. Theoretical Background

In this research, the researcher used relevant theorist. Those are explained clearly in the following discussion.

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[14] K. Saputri, "Improving Reading Comprehension Achievement on Descriptive Text by Using Scrapbook to the Junior High School",(Palembang: Universitas Muhammadiyah Palembang, 2016.), 12.

## 1. The Nation of Writing

The definition of writing, kinds of writing, writing process, teaching writing, and writing assessment are explained as follows:

### a. Definition of writing

Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.[15] Nura states that writing is an activity. Writing is not merely symbolizing spoken language. Writing is a people's way to express them and to adapt with the society. So that readers can understand what the writer's mind.[16]

Hartman says that writing is the process or result of recording language in the form of conventionalized visible marks or graphic signs on a surface.[17] According to Harmer, writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.[18] It means that genre always becomes the main character in writing especially in learning activities. In consequence, writing can be present in the classroom activities.

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[15] Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), 76.

[16] Pahlawanti, "Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories and Mind Mapping at Class VIII of SMP GUPPI Palangka Raya.", *Proceedings of INACELT (International Conference on English Language Teaching)* Vol.1, (2017).

[17] Hartmann and Stork, *"Dictionary of Language and Linguistics."*, (London: Applied Science Publisher, 1972), 258.

[18] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Journal article, 1991)

Writing is one of the productive skills, which is contains a symbol and involves a complex process. In making writing, we must use grammatical rules, vocabulary, and consider cohesion and coherent.[19] Nation says that writing is an activity that can usefully be prepared for work in the other skills of listening speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.[20]

From the definition above, it can be concluded that writing is an activity of thinking which expressed symbols in written language. By writing, we can share our ideas, experiences, and also feeling in our mind. Writing demands learner to focus on generating and organizing idea into good composition. In this case, learners must learn to write regularly in order to make their good writing.

b. **Kinds of writing**

There are several types of writing according to Brown on his book. He said that four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

1) Imitative

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[19] Batubara, "Improving Students' Ability in Writing of Announcement through Gallery Walk Technique of Eight Grade at Mts Jam'iyatul Alwashliyah Tembung in Academic Year 2016/2017.",(Sumut: Universitas Negeri Sumatera Utara, 2018).

[20] I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New york. Routledge Taylor and francis Group, 2009), 113.

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English system. It is a level at which learners are trying to master the mechanics of writing. At this stage, a form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical defectiveness, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specific conditions, the writer

begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectiveness of the written text. Form-focused attention is mostly at the discourse with the strong emphasis on context and meaning.

4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.[21]

c. **Writing process**

In writing, there is some process to create a writing product. According to Richards and Renandya, the process of writing has four steps as follow:

1) Planning (Pre-writing)

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[21] Douglas Brown, *Language Assessment Principal and Classroom Practice,* (New York: Longman, 2003), 220.

Richards and Renandya state that pre-writing stage is any activity that can promote students to write. Since it is the first stage in writing, the students should be stimulated so that they can get information and ideas on what to write.

2) Drafting

Ideas are collected at the planning stage, and then they are formulated to be a draft. At this stage, writers develop the ideas and are focused on the fluency of the writing. In the classroom writing activity, a teacher is an audience for students' writing. The students may also be encouraged to write for different audience such as for their peer, classmates, or family members.

3) Revising

At this stage, the writers review the texts based on the feedback given in the previous stage. Revising stage includes checking for language errors, content, and ideas organization.

4) Editing

Editing stage involves checking and tidying up the texts since the writers prepare the final draft. This includes checking grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material as well.

d. **Teaching writing**

According to Harmer, teaching writing is the way the teacher giving some writing directions such as stimulating the students to write and supporting them with good vibes in writing.[22] Moreover, Harmer states that in teaching writing, the teacher focuses on the product of the writing or the process of writing itself. On the other hand, there are still many students who just focus on the main and the last part of their writing product and ignore the process of writing. If they concentrate on the process of writing, the teacher will be together with them on the process of pre-writing phase, editing, redrafting, and publishing students' product.[23]

1) The Reason for Teaching Writing

Harmer states that the reasons for teaching writing to students of English as a foreign language include four reasons:

a) Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write a sentence using language shortly after they have studied it.

b) Language development

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[22] Jeremy Harmer, *How to Teach Writing,* (Harlow: Longman, Pearson Education, 2011).
[23] Jeremy Harmer, "How to Teach English.", *ELT journal,* Vol.62, (2008).

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the long learning experience.

c) Learning style

Every student have different characteristic. Some students are fantastically quick at picking up the language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up the language just by looking and listening. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d) Writing as a skill

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc.)[24]

2) The Task of Teacher in Writing

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[24] Jeremy Harmer, *How to Teach English*, (England: Longman, 1998).

Harmer said that when helping students to become better writers, teachers have a number of crucial tasks to perform. Among the tasks which teachers have to perform before, during, and after student writing are the following:

1) Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions, for example, the important issue is that they are made aware of these things – that these things are drawn to their attention.

2) Motivation and provoking

This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of tasks, and persuading them what fun it can be.

3) Supporting

Teacher needs to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

4) Responding

When responding, teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.

    5) Evaluating

When evaluating students' writing for test purpose, teachers can indicate where they wrote well and where they made mistakes and teachers may grades; but, although test-marking is different from responding. Teachers can still use it not just to grade students but also as a learning opportunity.[25]

**e. Writing Assessment**

In this research, this part will present the scoring system that is used and the outline of the research design. The writer collects the data from the instrument. The instrument that is used in this research is tests. From the tests, the writer will get the students' score. The score system which she decides to choose is the analytical scoring system by Brown & Bailey.[26] The analytic scale of writing is listed in the appendix.

**2. Descriptive text**

In this research, the researcher used descriptive text to apply the tree diagram technique using scrapbook media.

    a. Definition of descriptive text

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[25] Jeremy Harmer, *How to Teach Writing,* (New York: Longman, 2004), 41-42.
[26] Douglas Brown, *Language Assessment Principal and Classroom Practices.* (USA: San Fransisco State University, 2003), 245.

Kane states that description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but the description also deals with other kinds of perception. Gerot and Wignell define that descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be concluded that descriptive text is a text for describing person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance of people. It may tell about their traits of character and personality.

b. Generic structure of descriptive text

Gerot and Wignell state that the Generic structures of descriptive writing are:

1) Identification which identifies a phenomenon that will be described

2) Description which describes parts, qualities, or characteristics of something or someone in detail.[27]

3. **Tree Diagram technique**

In this research, the researcher developed the technique by collecting some theories and advantages as follow:

a. Definition of tree diagram technique

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[27] Siti Masitoh and Dasep Suprijadi, "Improving Students' ability In Writing Descriptive Text Using Genre Based Approach (Gba) At The Eighth Grade Students Of Smp Islam Terpadu Fitrah Insani.", *ELTIN JOURNAL* Vol. 3, (2015)

Tree diagram technique is an outlining technique which can be used to improve the organization of the students' writing.[28] Tree diagram is simply as one example of mind mapping. Whereas the mind map is a central idea surrounded by the branches of related ideas, tree diagram comes up with a diagram looks like a tree.[29] Lee states that using a tree diagram would be more helpful than an outline as the tree diagram could show the hierarchical relationship between ideas in a paragraph or essay.[30]

Tague states that the tree diagram technique starts with one item that branches into two or more, and so on. It looks like a tree with trunk and multiple branches. It is used to break down broad categories into finer and finer levels of detail.[31] It means that students can use the tree diagram to map outcomes and determine the probability from a different event occurring.

A Tree diagram is a diagram that is used as strategic decision making, valuation or probability calculations. The diagram starts with a single node with branches extending to additional nodes.[32]

Below is the example of three diagram concept.

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[28] Yunitha Sari Chaniago, "Teaching Hortatory Exposition Writing Through Tree Diagram Technique", (Pontianak: Tanjungpura University Pontianak, 2013).

[29] Roszainora Setia, et.al, "Writing Descriptive Essays Using 'the Tree Diagram' as a Tool", Article *in Asian Social Science*, 7, Vol. 8, (June, 2018), 41.

[30] Chien Ching Lee, "Seeing is Understanding: Improving Coherence in Students' Writing", *TESL Journal*, Vol. X, No. 7, (July 2004).

[31] Ana Fitria, "Improving Vocabulary Mastery of the Seventh Grade Students Through Tree Diagram Technique.", *e-Journal of ELTS (English Language Teaching Society),* Vol.5, (Tadulako: Tadulako University).

[32] Ririn Ambarwati, "The Effectiveness Of Tree Diagram Technique As A Means Of Teaching Writing", (Semarang: Semarang State University, 2011), 3.
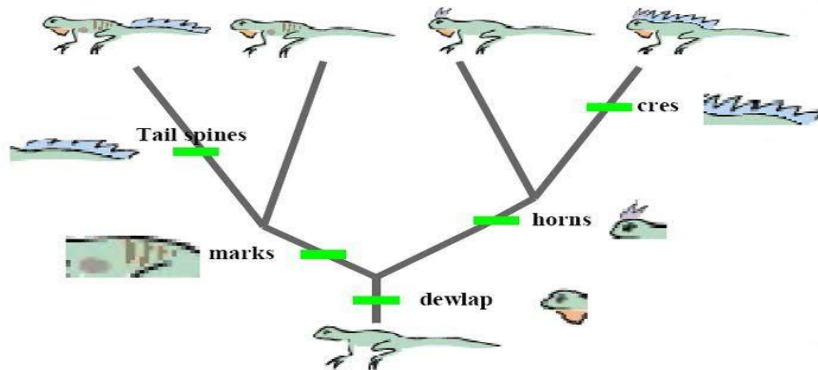
Figure 2.1 Tree Diagram
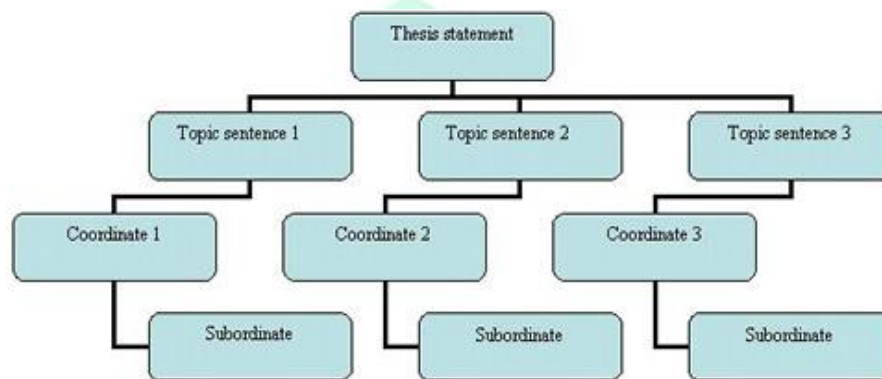


Figure 2.2 Tree Diagram

b. The advantages of Tree Diagram

Lee adds the advantages of tree diagram technique.

1) Tree diagram technique helps students organize their ideas because the components of the tree diagram are well-connected and well-arranged. As a result, the students can write relevant sentences in their writings.

2) Tree diagram serves as the guide for students so they can remember the main points they are going to write. It saves their time from wandering about what to write.

3) Tree diagram helps students improve the quality of their writings because they can edit the language, the sentence structure, or the mechanics in the process of writing text using the tree diagram technique."[33]

**4. Scrapbook Media**

In this section, the researcher discusses the definition of media and scrapbook, the advantages and the disadvantage of scrapbook media as follows:

a. Definition of Media and Scrapbook as a media

Media is a tool that can be used to show the object that makes the students become more easily to know and understand what the object means. According to Asnawir and Usman, media is something which transmits the message and enables to stimulate mindset, feeling, and anxiety of students' so that they can put the process of learning on themselves.[34] In this case, there is a scrapbook as media in teaching writing.

Ludens states that scrapbook is a media which provides sticking, cutting or even drawing in one book.[35] Solomon states that scrapbook is a special photo albums whose page are filled not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing.[36]

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[33] Chien Ching Lee, "Seeing is Understanding: Improving Coherence in Students' Writing", *TESL Journal*, Vol. X, No. 7, (July 2004).

[34] Muhammad Muhsin, "The Use of Video Blogging as Media to Improve Students' Speaking Skill", 40.

[35] Rebecca Ludens and Jenifer Schmidt, *Teach Yourself Visually Scrapbooking*. (Hoboken, N.J: Wiley Pub, 2006), 287.

[36] Widiyanto, Ulfah, and Zia, "The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text (a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015/2016 Academic Year)", 37.

According to Debnam, a scrapbook is a memorial or book for storing information or memories in the form of photographs or decorations, using used materials. Ornaments or photos can be obtained from magazines, newspapers, pictures or photos posted on books. Whereas Knoninch states that scrapbook is a sticky art that is useful for remembering or storing information from magazine pieces, newspapers, decorated used books and combining with writing in one book. Moreover, Avenue defines scrapbook is a technique of combining stories or memorial in a book, each page has a picture or writing. Along with the development of time, the form of a scrapbook can be in the form of decorative knick-knacks, photos, design drawings, paper folding techniques, etc.

Based on the definition from the experts, it can be concluded that scrapbook is the art of combining memorabilia or pictures in a book that can be used to memorize or store something important, by adding techniques to fold and arrange paper.[37]

b.  The advantages of Scrapbook media

Scrapbook gives some benefits in English activity, especially in writing activity. According to Smedley, there are some advantages of Scrapbook:

1)  Recording family holidays

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[37] Rosa Avrinia, "Improving Students'skill In Writing Descriptive Text Using Scrapbook At Smp Negeri 01 Batu.", (2019).

People can get in touch with forgotten memories, people, events, and so on. For example, some people who ever went to some tourism object, they can retell their stories into Scrapbook form.

2) Showcase photographs

If the people have many photographs from some of their activities, they can show them by using scrapbook. They can edit their photographs into some shapes, some colors, and some effects to make their photographs more interesting to look at.

3) Celebrating occasions

Scrapbook can be used to celebrate occasions such as wedding, birthday, graduation, newborn baby and so on. For the example if they want to celebrate their birthday so they can use coloring paper by adding some embellishment such as stickers, ribbon, mini candles and so on.

4) Chronicle childhood

Childhood is the period during which a person is a child, from birth until adolescence. There are so many memories in childhood, by using scrapbook the people can remember everything that happened in their life.[38]

5. **Teaching Writing through Tree Diagram Technique Using Scrapbook Media**

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[38] Widiyanto, 38.

Tree Diagram Technique provides a writing classroom activity to support the planning stage of the writing process. The purpose of this technique is to help the students to be more efficient to write when all the ideas were already laid out in the diagram. By using this technique, they can develop their ideas based on the topic from drawing a tree diagram to guide them in writing. This technique is supported by media that can improve students' attractiveness in writing class which is called Scrapbook. Scrapbook is a media that can make students getting the material easily. In the scrapbook, there are many three-dimensional pictures and photographs to help students in understanding the material easily. It is an interesting media to apply in the class, because it includes photo and picture that can add students' interest in writing activity. In addition, it can give motivation to them in writing classroom activity.

## C. Theoretical Framework

Writing is the most difficult language skills in English because it is also considered as the most complicated language skill to be learned, compared to other language skills. When students want to write something to express their feeling or ideas, they must consider word by word that they write. Because, they have to change their Indonesian language to the English language until the words become correct sentences and can be a good paragraph. A good paragraph must be cohesion, coherent and unity.

There are some difficulties of writing a text. They are: developing ideas, grammatical rules and using appropriate vocabulary.  To solve the problem, the teacher tries to give an interesting media and apply the method that makes students have the motivation to improve their students' achievement.  By tree diagram technique and scrapbook media, the problem in students' writing text can be solved. Tree diagram technique and scrapbook media make students increase their vocabularies, ideas and understand about the correct grammatical using in writing text.

Moreover, Tree Diagram technique and scrapbook can help students in learning writing. This technique is fun and easy to do especially as there is scrapbook media as a tool to make the material more interesting. This research has two variables as follow:

X: Tree diagram technique using scrapbook

Y: Writing ability

**D. Hypothesis**

Hypothesis is statement in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristic. The hypothesis in this study as formulation as follow:

$H_a$ :    There is a significant effect between students who are taught by tree diagram technique using scrapbook media and those who are not

taught by tree diagram technique using scrapbook media at the seventh grade of SMPN 1 Babadan Ponorogo in academic year 2019/2020.

$H_o$ :    There is no significant effect between students who are taught by tree diagram technique using scrapbook media and those who are not taught by tree diagram technique using scrapbook media at the seventh grade of SMPN 1 Babadan Ponorogo in academic year 2019/2020.

# CHAPTER III

# RESEARCH METHOD

This chapter discusses the methodology that was used by the researcher in the research. It involves research design, population and sample, an instrument of data collection, a technique of data collection, and a technique of data analysis.

## A. RESEARCH DESIGN

In this study, the researcher applied a quantitative research design. This research used a quasi-experimental design. In this design, the researcher used a non-equivalent (pre-test and post-test) control group design. The process of this research included pre-test, experimental class by using a tree diagram technique using scrapbook media, and post-test. The researcher teaches the students of the experimental class by using a tree diagram technique using a scrapbook. For the control class, the researcher teaches by traditional teaching; explaining the material and giving questions.

The research design is a group of students in the treatment group and a group of students in the control group.

| Experimental group | O1 | X | O2 |
|---|---|---|---|
| Control group | O3 | | O4 |

Notes:

| | | |
|---|---|---|
| Experimental group: | | The class who is taught using a tree diagram technique with scrapbook |
| Control group | : | The class who is taught without using tree diagram technique with scrapbook media |
| O1 | : | Pre-test for experimental group |
| O2 | : | Post-test for experimental group |
| X | : | Treatment |
| O3 | : | Pre-test for control group |
| O4 | : | Post-test for Control group |

The procedure of Tree Diagram Technique is:

1. Pre Writing

    - The teacher explains about descriptive text, including the kinds, generic structure, and language features.

    - The teacher introduces the concept of tree diagram technique to the students by using Scrapbook.

    - The teacher gives the students explanation about the tree diagram.

    - Then, the teacher makes a sentence or paragraph based on the ideas of the topic.

2. Whilst Writing

    - The teacher divides students into some groups.

- The teacher asks the students to make a tree diagram about their chosen topic.

- The teacher asks them to stick their task on the scrapbook.

3. Post Writing

- Each group presents the result of their discussion about the topic in front of the class.

## B. POPULATION AND SAMPLE

In this study, the researcher collected population and sample to do the research as follows:

1. Population

   The population of this research was the students at the seventh grade of SMPN 1 Babadan Ponorogo. The classes from class A-G consist of 201 students.

2. Sample

   The sample of this study was the seventh grade of SMPN 1 Babadan Ponorogo from class D and E. The number of respondents chosen as the sample was 58 students from class VII A and VII B.

   In this research, the sampling technique was purposive sampling (sometimes called judgmental sampling), the researcher specifies the characteristics of a population of interest and then tries to locate an individual who have those characteristics.

## C. INSTRUMENT OF DATA COLLECTION

In this study, the instrument that is used to collect data was an English writing test. The data of this research was in the form of the students' writing scores. The data of this research was the result of the pre-test and post-test.

```
WORKSHEET OF WRITING TEST

Write a descriptive text about your favorite
animals!
```
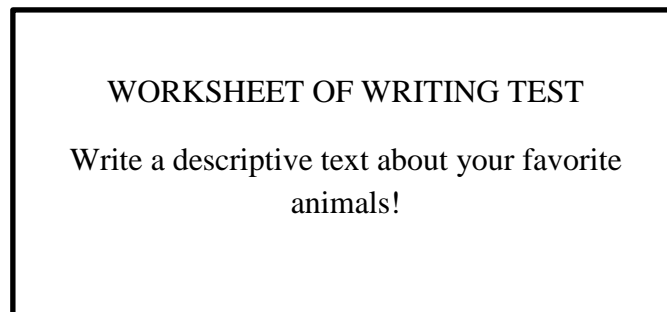
Before the test was used, the instrument test had to be done on the tests to see whether the instrument met the requirement of validity and reliability.

1. Validity

To gain the validity of the instrument, the researcher used content validity. If a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.[39]

2. Reliability

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[39] Brown, *Language Assessment Principal and Classroom Practices,* (USA: San Fransisco State University, 2003), 22.

In this study the researcher used the Cronbach Alpha coefficient. To counting the reliability, the researcher used the program of SPSS 23 for windows. SPSS is a computer program that can be used to calculate many of the descriptive statistics that we describe in this text, including means and standard deviations, z scores, correlations, and regression equations.[40]

## D. TECHNIQUE OF DATA COLLECTION

In this study, the researcher used a test to collect the data. The test consisted of pre-test and post-test.

1. Test

   This research used a test of writing skills in the form of simply writing to be used for pre-test and post-test.

a. Pre-test

   Before the treatment, the writer administered a pre-test to the students to check the extent of students' similarity, especially their competency in writing descriptive text. In this test, students were asked to write a descriptive paragraph about their favorite animal.

b. Treatment

   Thus, after giving a pre-test, the researcher will do the treatment to the experiment class only by tree diagram technique using scrapbook media and control class was taught by a conventional method. In this research, the researcher

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[40] Jack R. Frankel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 186.

taught two classes, experiment and control class. The researcher used a tree diagram technique using scrapbook media in treatment class and conventional method in the control class. The following are the activities by the researcher.

Table 3.1 Activities of Experimental and control class

| No | The Activities | Experiment class | Control class |
|---|---|---|---|
| 1. | First Meeting (Pre-test & First treatment) | a. Greeting<br>b. Introducing self<br>c. Checking the students' attendance<br>d. Asking the students to do the pre-test individually<br>e. Explaining students about the material of descriptive text using Scrapbook media<br>f. Introducing students about Tree Diagram of animals and how to make paragraph<br>g. Asking them to make groups and make a tree diagram of pet on the scrapbook<br>h. Discussing the task together<br>i. Giving the conclusion and telling the material to the next meeting. | a. Greeting<br>b. Introducing self<br>c. Checking the students' attendance<br>d. Asking the students to do the pre-test individually<br>e. Explaining students about the material of descriptive text<br>f. Giving them an example of descriptive text<br>g. Asking them to search the generic structure and characteristic of animals.<br>h. Discussing the task together<br>i. Giving the conclusion and telling the material to the next meeting. |
| 2. | Second Meeting (Second treatment) | a. Greeting<br>b. Checking the students' attendance<br>c. Explaining students about the second example of tree diagram of pet<br>d. Asking them to make tree diagram about their pet individually<br>e. Asking them to submit their task<br>f. Asking every group of them to bring a picture of wild animal in the next meeting | a. Greeting<br>b. Checking the students' attendance<br>c. Explaining students how to describe the descriptive text and making paragraph<br>d. Asking students to make a descriptive text about pet<br>e. Asking them to submit the task<br>f. Giving the conclusion and telling the material to the next meeting. |

| | | g. Giving the conclusion and telling the material to the next meeting. | |
|---|---|---|---|
| 3. | Third Meeting (Third treatment) | a. Greeting<br>b. Checking the students' attendance<br>c. Discussing the task of descriptive text they have made in the second meeting<br>d. Asking every group to show the picture and make descriptive of wild animal using tree diagram<br>e. Asking them to stick their task on the scrapbook<br>f. Asking them to present their result in front of the class<br>g. Asking them to make their tree diagram of wild animal individually as a homework<br>h. Giving conclusion about the material | a. Greeting<br>b. Checking the students' attendance<br>c. Asking the students to make a descriptive text of wild animal<br>d. Asking them submitting the task<br>e. Giving conclusion about the material |
| 4. | Fourth Meeting (Fourth treatment & Post-test) | a. Greeting<br>b. Checking the students' attendance<br>c. Review the material about descriptive text and discussing the homework<br>d. Asking the students' to stick their homework in the scrapbook<br>e. Asking students to make a pair and make descriptive text using tree diagram. They are free to choose the animals to be described<br>f. Asking the students to do the post-test individually<br>g. Closing the teaching- | a. Greeting<br>b. Checking the students' attendance<br>c. Review the material about descriptive text<br>d. Asking the students to do the post-test<br>e. Closing the teaching-learning process. |

| | | learning process. | |
|---|---|---|---|

c. Post-test

After the treatment, the researcher administered a post-test to the students to know the students' growing score. The instrument of this test was like a pre-test but it was given after treatment.

E. **TECHNIQUE OF DATA ANALYSIS**

In this research, the researcher analyses the data by assumption and hypothesis test as follows:

1. Assumption Test

After collecting data, the next process is analyzing data. Analysis of research data aims to test the truth of the hypothesis and the problem statement which is suggested in research. The result of both tests was analyzed with assumption test.

a. Normality Test

Normality test were supplementary to the graphical assessment of normality. The researcher used a Kolmogorov Smirnov to calculate the data. In this research, the researcher calculated data by using SPSS 23v.

b. Homogeneity test

In this research, homogeneity was used to know whether experiment and control classes that are taken from population have the same variant or not. The researcher used an Anova test by using SPSS to calculate data.

2. T-test

After testing normality and homogeneity, the researcher continued to analyze the data by using a T-test. In this T-test, the researcher analyzed the data by comparing the score between experimental and control class in pre-test and post-test. The researcher used an Independent Sample T-test by using SPSS to calculate the data. [41]

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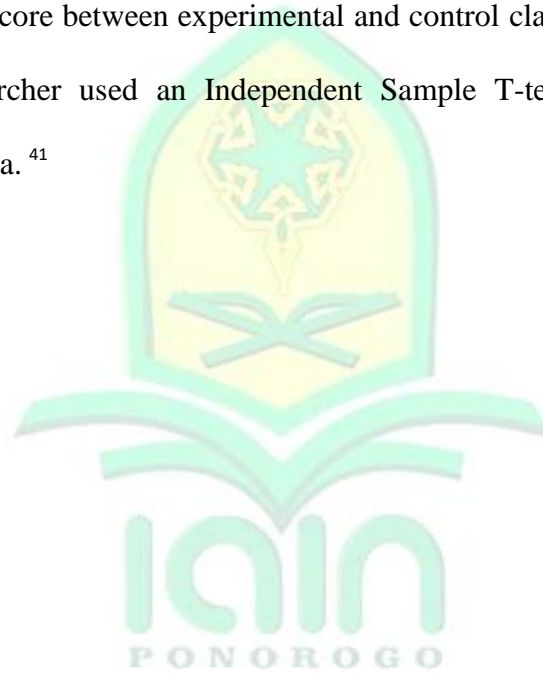
[41] Nina Laili, "The Effectiveness of Team Word Webbing Technique in Teaching Reading Comprehension at Smpn 1 Siman Ponorogo.", (Ponorogo: IAIN Ponorogo, 2019).

# CHAPTER IV

# RESEARCH RESULT

In this chapter, the researcher discusses the data description, data analysis, and discussion.

## A. Data Description

The objective in this research is to find out whether there is a significant effect between students who are taught by Tree Diagram technique using Scrapbook media and those who are not taught by Tree Diagram technique using Scrapbook media. The researcher did the research at the seventh-grade. The researcher applied a purposive sample to choose two classes as an experimental class and as a control class. These classes are 7D as the experimental class consisting of 29 students who are taught using Tree Diagram technique using Scrapbook media and 7E as the control class consisting of 29 students who are taught not taught by Tree Diagram technique using Scrapbook media. So, the total number of students was 58 students.

In this research, the researcher took the score of pre-test from the students in the first meeting. In the second meeting, third meeting, and fourth meeting, the researcher gave treatment in the experimental class and didn't give that treatment in the control class. In the last, the researcher gave the post-test.

After the researcher got the data of the pre-test and post-test, then the researcher

analyzed the data by homogeneity test, normality test and hypothesis test.

1. **Time of the Research**

    The researcher used the seventh grade students of SMPN 1 Babadan

Ponorogo as the subject of research. The following is the planning schedule of

the research activity:

Table 4.2
The research time

| No | Activities | Date |
|---|---|---|
| 1. | Pre-test Experiment class & First treatment Experiment class | Wednesday, 12 February 2020 |
| 2. | Pre-test Control class & First meeting in control class | Thursday, 13 February 2020 |
| 5. | Second treatment Experiment class | Friday, 14 February 2020 |
| 6. | Second meeting control class | Saturday, 15 February 2020 |
| 7. | Third meeting Experiment class | Wednesday, 19 February 2020 |
| 8. | Third meeting control class | Thursday, 20 February 2020 |
| 9. | Fourth meeting and Post-test Experiment class | Friday, 21 February 2020 |
| 10. | Posttest control class | Saturday, 22 February 2020 |

2. **The Procedure of the Research in Experimental Class**

    The researcher took class D for a sample of experimental class. The numbers

of this class were 29 students. In the first meeting, the researcher gave a pre-test

to the students before beginning the research. The form of the test was an essay in descriptive text with the topic of favorite animals. This test spent about 40 minutes. After that, the researcher taught the students with a tree diagram technique using scrapbook media in the class. The researcher explained the definition, generic structure, language features, and the example of descriptive text using scrapbook media. Then, the researcher introduced a tree diagram technique about descriptive text to them. Then, the students made a group to make a tree diagram of their favorite animals.

In the second meeting, the researcher gave the other example of descriptive text using a tree diagram. The topic of the material was a lovely pet. After the researcher explained the material, the students were asked to make a tree diagram of a lovely pet individually in the origami paper. After that, they made the creation of origami paper and stuck it on the scrapbook. Then, they shared their descriptive text in front of the class.

In the third meeting, the researcher did the third treatment by giving the topic "wild animal". The researcher asked the students to return to their group and gave each group a piece of picture. They were asked to identify the physical appearance and behavior of the animal in the picture before making a tree diagram. Then, they did it in groups. After that, they performed in front of the class. Then, the researcher asked the students to bring a picture of wild animal at the next meeting.

In the fourth meeting, the researcher gave the last treatment and post-test. The topic was the same, but the researcher gave the other example of the wild animal. The researcher asked the students to make a tree diagram based on the picture they had brought individually. Then, they stuck it on the scrapbook. In the last activity, the researcher gave the post-test to the students.

3. **The Procedure of The Research in Control Class**

The researcher chose class E for the control class. The numbers of students were 29. In the first meeting, the researcher gave a pre-test to the students. The form test was an essay in descriptive text with the topic of favorite animal. This test spent about 40 minutes. In the next activity, the researcher explained the material of descriptive text and gave the example of descriptive text about animals. Then, the researcher asked the students to do the questions in their textbook.

In the second meeting, the researcher reviewed the material about the definition of the descriptive text. Then, the researcher explained how to make a descriptive text about animals. Then, the researcher asked them to make descriptive text about a pet.

In the third meeting, the researcher asked the students to answer the question in the textbook. Then, the researcher asked them to make a descriptive text about wild animals. Then, the researcher asked them to submit the task.

In the last meeting, the researcher reviewed the material of descriptive text, and then asked them to do the post-test. The form of the test was essay form in descriptive text with the topic of favorite animal.

**4. The Score of Students' Writing Test in Experimental Class**

The data were collected from the result of the students' score of pre-test and post-test in the experimental class.

a.  The first data was the result of the students' pre-test in the experimental class. The table below is the description of students' scores of the pre-test in the experimental class.

Table 4.3 the result of pre-test in experimental class

| Name | Aspect | | | | | Total |
|------|--------------|---------|---------|----------|------------|-------|
|      | Organization | Content | Grammar | Mechanic | Vocabulary |       |
| ACM  | 14 | 17 | 14 | 14 | 11 | 70 |
| APP  | 5  | 5  | 17 | 11 | 17 | 55 |
| ADAH | 11 | 14 | 11 | 10 | 14 | 60 |
| AMP  | 11 | 11 | 11 | 13 | 14 | 60 |
| AEA  | 5  | 5  | 5  | 10 | 5  | 30 |
| ANU  | 10 | 5  | 5  | 14 | 11 | 45 |
| BS   | 11 | 11 | 14 | 15 | 14 | 65 |
| BGR  | 11 | 11 | 5  | 14 | 14 | 55 |
| DYZW | 5  | 11 | 5  | 10 | 14 | 45 |
| DCM  | 5  | 5  | 5  | 5  | 5  | 25 |

| | | | | | | |
|---|---|---|---|---|---|---|
| DWS | 14 | 15 | 15 | 5 | 11 | 60 |
| DDR | 5 | 10 | 5 | 5 | 5 | 30 |
| DWSA | 11 | 14 | 5 | 5 | 15 | 50 |
| EFS | 5 | 5 | 5 | 11 | 14 | 40 |
| FRA | 11 | 14 | 10 | 5 | 10 | 50 |
| GAA | 15 | 15 | 15 | 14 | 11 | 70 |
| JHA | 11 | 11 | 12 | 5 | 11 | 50 |
| KAPW | 5 | 11 | 11 | 14 | 14 | 55 |
| KWIK | 5 | 5 | 14 | 5 | 11 | 40 |
| KTW | 11 | 5 | 15 | 5 | 5 | 41 |
| MDN | 11 | 11 | 14 | 14 | 5 | 55 |
| MPE | 11 | 5 | 11 | 11 | 12 | 50 |
| MLKK | 5 | 5 | 5 | 5 | 5 | 25 |
| MI | 5 | 5 | 5 | 5 | 10 | 30 |
| NYA | 5 | 11 | 11 | 11 | 12 | 50 |
| NH | 14 | 15 | 5 | 5 | 16 | 55 |
| RAP | 5 | 5 | 10 | 5 | 10 | 35 |
| RAPW | 5 | 5 | 5 | 5 | 5 | 25 |
| RD | 10 | 14 | 14 | 17 | 15 | 70 |
| Total | | | | | | 1390 |
| Mean | | | | | | 47.93103 |

Based on the table above, the of value pre-test of the students who were taught by tree diagram technique using scrapbook media were varieties. The data showed that the higher score of pre-test was 70, while the lowest score

of pre-test was 25. The total score of pre-test was 1390 with the mean score

of pre-test was 47.93103.

b. The second data was the result of students' post-test in experimental class. The table below is the description of the students' score of post-test in the experimental class.

Table 4.4 the result of post-test in experiment class

| Name | Aspect | | | | | Total |
|------|--------------|---------|---------|----------|------------|-------|
|      | Organization | Content | Grammar | Mechanic | Vocabulary |       |
| ACM  | 18 | 18 | 17 | 17 | 15 | 85 |
| APP  | 18 | 18 | 17 | 15 | 17 | 85 |
| ADAH | 15 | 18 | 15 | 15 | 17 | 80 |
| AMP  | 18 | 18 | 18 | 18 | 18 | 90 |
| AEA  | 5  | 15 | 11 | 17 | 17 | 65 |
| ANU  | 18 | 15 | 15 | 15 | 17 | 80 |
| BS   | 18 | 18 | 15 | 16 | 18 | 85 |
| BGR  | 18 | 18 | 11 | 11 | 17 | 75 |
| DYZW | 18 | 14 | 11 | 11 | 11 | 65 |
| DCM  | 15 | 11 | 14 | 15 | 15 | 70 |
| DWS  | 18 | 18 | 14 | 15 | 15 | 80 |
| DDR  | 18 | 18 | 18 | 14 | 17 | 85 |
| DWSA | 18 | 14 | 18 | 15 | 15 | 80 |
| EFS  | 18 | 18 | 15 | 16 | 18 | 85 |
| FRA  | 18 | 18 | 17 | 15 | 17 | 85 |
| GAA  | 18 | 18 | 20 | 16 | 18 | 90 |

| | | | | | | |
|---|---|---|---|---|---|---|
| JHA | 14 | 15 | 18 | 14 | 15 | 76 |
| KAPW | 18 | 15 | 15 | 15 | 17 | 80 |
| KWIK | 18 | 18 | 15 | 11 | 18 | 80 |
| KTW | 10 | 15 | 18 | 14 | 18 | 75 |
| MDN | 18 | 18 | 11 | 15 | 18 | 80 |
| MPE | 15 | 15 | 18 | 14 | 18 | 80 |
| MLKK | 18 | 18 | 17 | 14 | 18 | 85 |
| MI | 11 | 14 | 18 | 11 | 11 | 65 |
| NYA | 11 | 14 | 18 | 14 | 18 | 75 |
| NH | 18 | 18 | 14 | 17 | 18 | 85 |
| RAP | 15 | 11 | 18 | 14 | 17 | 75 |
| RAPW | 18 | 18 | 18 | 14 | 17 | 85 |
| RD | 17 | 15 | 20 | 20 | 18 | 90 |
| Total | | | | | | 2316 |
| Mean | | | | | | 79.86207 |

Based on the table above, the data showed that the higher score of post-test was 90, while the lowest score of post-test was 65. The total score of post-test was 2316 with the mean score of post-test was 79.86207.

5. **The Score of Students' Writing Test in Control Class**

The data were collected from the result of the students' score of pre-test and post-test in control class.

a. The first data was the result of students' pre-test in the control class. The table below is the description of students' score of pre-test in the control class.

Table 4.5 the result of pre-test in control class

| Name | Aspect | | | | | Total |
|------|--------------|---------|---------|----------|------------|-------|
| | Organization | Content | Grammar | Mechanic | Vocabulary | |
| ACR | 11 | 11 | 11 | 12 | 5 | 50 |
| ANF | 14 | 11 | 11 | 5 | 14 | 55 |
| ASH | 5 | 11 | 10 | 10 | 14 | 50 |
| BSB | 5 | 11 | 5 | 5 | 14 | 40 |
| BSA | 5 | 10 | 5 | 11 | 14 | 45 |
| CFPA | 5 | 5 | 14 | 5 | 11 | 40 |
| CAR | 15 | 11 | 18 | 15 | 11 | 70 |
| DRCA | 5 | 10 | 5 | 10 | 5 | 35 |
| DGRD | 5 | 5 | 5 | 5 | 5 | 25 |
| DVRS | 15 | 15 | 5 | 15 | 5 | 55 |
| FRF | 11 | 11 | 17 | 10 | 11 | 60 |
| FAIS | 11 | 11 | 11 | 12 | 5 | 50 |
| HS | 5 | 11 | 11 | 11 | 12 | 50 |
| IAH | 13 | 14 | 17 | 5 | 11 | 60 |
| JAR | 14 | 5 | 11 | 11 | 14 | 55 |
| KW | 5 | 5 | 10 | 10 | 10 | 40 |
| MRRA | 14 | 14 | 11 | 11 | 10 | 60 |
| MRP | 5 | 5 | 15 | 15 | 5 | 45 |
| MK | 5 | 5 | 5 | 16 | 14 | 45 |
| MFAN | 8 | 11 | 11 | 5 | 5 | 40 |
| NAA | 5 | 5 | 13 | 11 | 11 | 45 |
| NAM | 15 | 15 | 15 | 11 | 14 | 70 |

| | | | | | | |
|---|---|---|---|---|---|---|
| PTPY | 5 | 5 | 5 | 14 | 11 | 40 |
| PWZ | 14 | 11 | 14 | 11 | 10 | 60 |
| QDTH | 5 | 5 | 14 | 11 | 15 | 50 |
| RAP | 5 | 5 | 14 | 5 | 11 | 40 |
| RSPP | 5 | 15 | 5 | 11 | 14 | 50 |
| RWE | 5 | 11 | 11 | 8 | 5 | 40 |
| SA | 14 | 15 | 15 | 11 | 15 | 70 |
| Total | | | | | | 1435 |
| Mean | | | | | | 49.48276 |

Based on the table above, the data showed that the higher score of pre-test in control class was 70, while the lowest score of pre-test was 25. The total score of pre-test was 1435 with the mean score of pre-test was 49.48276.

b. The second data was the result of students' post-test in the control class. The table below is the description of students' score of post-test in the control class.

Table 4.6 The result of posttest in control class

| Name | Aspect | | | | | Total |
|---|---|---|---|---|---|---|
| | Organization | Content | Grammar | Mechanic | Vocabulary | |
| ACR | 14 | 11 | 18 | 11 | 11 | 65 |
| ANF | 5 | 12 | 18 | 15 | 15 | 65 |
| ASH | 5 | 10 | 15 | 15 | 15 | 60 |
| BSB | 17 | 17 | 15 | 12 | 14 | 75 |

| | | | | | |
|------|----|----|----|----|------|
| BSA | 5 | 5 | 17 | 14 | 14 | 55 |
| CFPA | 11 | 11 | 17 | 11 | 15 | 65 |
| CAR | 11 | 11 | 14 | 15 | 14 | 65 |
| DRCA | 5 | 10 | 15 | 15 | 15 | 60 |
| DGRD | 5 | 11 | 15 | 14 | 15 | 60 |
| DVRS | 11 | 14 | 11 | 14 | 10 | 60 |
| FRF | 11 | 15 | 11 | 11 | 12 | 60 |
| FAIS | 11 | 14 | 15 | 14 | 11 | 65 |
| HS | 17 | 11 | 5 | 17 | 5 | 55 |
| IAH | 15 | 15 | 10 | 15 | 15 | 70 |
| JAR | 12 | 12 | 18 | 18 | 15 | 75 |
| KW | 11 | 11 | 17 | 14 | 17 | 70 |
| MRRA | 10 | 11 | 11 | 14 | 14 | 60 |
| MRP | 11 | 11 | 14 | 17 | 17 | 70 |
| MK | 5 | 11 | 11 | 14 | 14 | 55 |
| MFAN | 5 | 5 | 15 | 18 | 17 | 60 |
| NAA | 11 | 11 | 14 | 11 | 18 | 65 |
| NAM | 5 | 11 | 16 | 14 | 14 | 60 |
| PTPY | 11 | 11 | 14 | 14 | 15 | 65 |
| PWZ | 5 | 5 | 14 | 14 | 17 | 55 |
| QDTH | 11 | 14 | 17 | 15 | 18 | 75 |
| RAP | 14 | 11 | 14 | 14 | 17 | 70 |
| RSPP | 14 | 14 | 15 | 14 | 18 | 75 |
| RWE | 14 | 12 | 14 | 14 | 11 | 65 |
| SA | 14 | 14 | 18 | 17 | 17 | 80 |
| Total | | | | | | 1885 |
| Mean | | | | | | 65 |

Based on the table above, the data showed that the higher score of thee post-test in the control class was 80, while the lowest score of the post-test was 55. The total score of the post-test was 1885 with the mean score of the post-test was 65.

## B. Data Analysis

Before the data was analyzed, the assumption must be done. The assumption consisted of normality and homogeneity test.

### 1. Assumption test

In this research, the researcher assumed the data by normality test and homogeneity test as follows:

### a. Normality test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this research, the formula used to test the normality of the data was the Kolmogorov Simonov test. Theoretically, if the value of $p$ is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

1) Normality test of Experimental class

Table 4.7
**One-Sample Kolmogorov-Smirnov Test**

|  |  | Unstandardized Residual |
| --- | --- | --- |
| N |  | 29 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 6.21224784 |
| Most Extreme Differences | Absolute | .080 |

| | | | |
|---|---|---|---|
| | Positive | | .075 |
| | Negative | | -.080 |
| Test Statistic | | | .080 |
| Asymp. Sig. (2-tailed) | | | .200[c,d] |

a) Test distribution is Normal.

b) Calculated from data.

c) Lilliefors Significance Correction.

d) This is a lower bound of the true significance.

Based on the calculation above, it showed that the value of sig. (2 tailed) of the experimental class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 (0.200>0.005).

2) Normality of Control Class

Table 4.8
**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 29 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 6.65681158 |
| Most Extreme Differences | Absolute | .160 |
| | Positive | .160 |
| | Negative | -.100 |
| Test Statistic | | .160 |
| Asymp. Sig. (2-tailed) | | .057[c] |

a) Test distribution is Normal.

b) Calculated from data.

c) Lilliefors Significance Correction.

Based on the calculation above, it showed that the sig. (2 tailed) of control class was 0.057. It can be concluded that the data of this research

was normality distribution because the value was higher than 0.05 (0.057>0.005).

b. **Homogeneity test**

The test of homogeneity was conducted in order to know whether the data from two classes had the same or different variant. In the quasi-experimental research, homogeneity is used to know whether experiment and control class that are taken from population have same variant or not. In this research, the researcher calculated data by using SPSS 23 version program.

Table 4.9

**Test of Homogeneity of Variances**

The result of test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 2.392 | 1 | 56 | .128 |

Based on the computation of the homogeneity test above, it showed that the data was 0.128. It can be concluded that the variant of the data was homogeneous because the value of a statistic is higher (0.128> 0.05).

2. **Hypothesis Test**

After testing the normality and homogeneity, the researcher tested the hypothesis. The researcher used the T-test to analyze the data.

Table 4.10 Mean score of experimental and control class

Group Statistics

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| The result of test | Group A | 29 | 79.862 | 7.1100 | 1.3203 |
| | Group B | 29 | 65.000 | 6.6815 | 1.2407 |

From the table above, the data showed that the total of group A and B were 58 students. The mean of group A or experiment class was 79.862, while the mean of group B or control class was 65. Thus, it can be concluded that there were differences in the mean of post-test of students between experiment and control class. Furthermore, to prove whether the difference was significant or not, we need to interpret the following output of "Independent Sample Test".

Table 4.11 the result of T- test

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Result of test | Equal variances assumed | .028 | .868 | 8.203 | 56 | .000 | 14.8621 | 1.8118 | 11.2326 | 18.4915 |

| | | | 8.203 | 55.785 | .000 | 14.8621 | 1.8118 | 11.2323 | 18.4918 |
|---|---|---|---|---|---|---|---|---|---|
| Equal variances not assumed | | | 8.203 | 55.785 | .000 | 14.8621 | 1.8118 | 11.2323 | 18.4918 |

Based on the table above, it showed that the value of T-test was 8.203 and the degree of freedom (df) was 56 (df-2; 58-2=56). The value of T in significant 5% was 2. 003. To interpret the data above, the researcher formulated hypothesis below:

Ha : There is significant effect in writing achievement between students who are taught by tree diagram technique using scrapbook media.

Ho : There is no significant effect in writing achievement between students who are taught by tree diagram technique using scrapbook media.

The result showed that the value of T test is higher than T table. It means that H0 was rejected and Ha was accepted (8.203>2.003).

## C. Discussion and Interpretation

From the calculation above, the researcher found out there is a significant effect between the students who are taught with the Tree Diagram technique using scrapbook media and who are not taught. It could be seen in the different coefficient

of students who were taught by the tree diagram technique using scrapbook media and students who were not taught by tree diagram technique using scrapbook media is 8.203. Hypothesis test from the comptutation above compared to the index (tt) with the condition stated below:

a. If $t_0 \geq tt$ , $H_a$ was accepted. It meant that there was mean difference of both variables.

b. If $t_0 \leq tt$, Ha was rejected. It meant that there was no mean difference of both variables.

To determine the value of t0, the researcher checked db and consulted by t score:

$$Db = n_1 + n_2 - 2$$

$$= 29 + 29 - 2$$

$$= 58 - 2$$

$$= 56$$
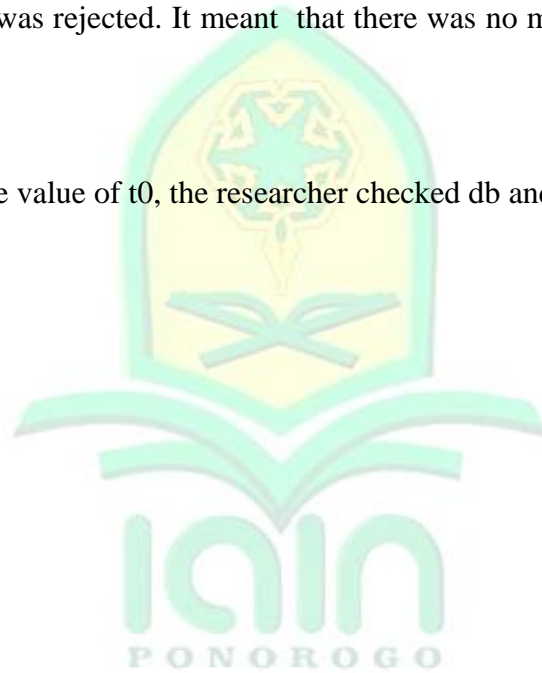
From the db above, the significant standard 5% the value "t" was 2.003. Then, the values of $t_0$ was 8.203, so $t_0 > t_t$ (8.203 > 2.003). It meant that Ha was accepted and H0 was rejected.

From the calculation above, it can be concluded that the students who were taught by tree diagram technique using scrapbook media got better scores than students who were not taught by tree diagram technique using scrapbook media in

SMPN 1 Babadan Ponorogo in academic year 2019/2020. It means that Tree Diagram technique using Scrapbook media has an effect on students 'achievement in reading comprehension. This technique helps students in their learning process in writing activity especially in making a good descriptive text. It was explained in chapter II that Tree Diagram helps students write a relevant sentence in writing easily and well-arranged.

The explanation above recommends the result of this research that there was a significant difference in writing achievement between the students who are taught by Tree Diagram technique using Scrapbook media. In other word, Tree diagram technique was effective to improve students' writing skill at the seveenth-grade of SMPN 1 Babadan Ponorogo in academic year 2019/2020.
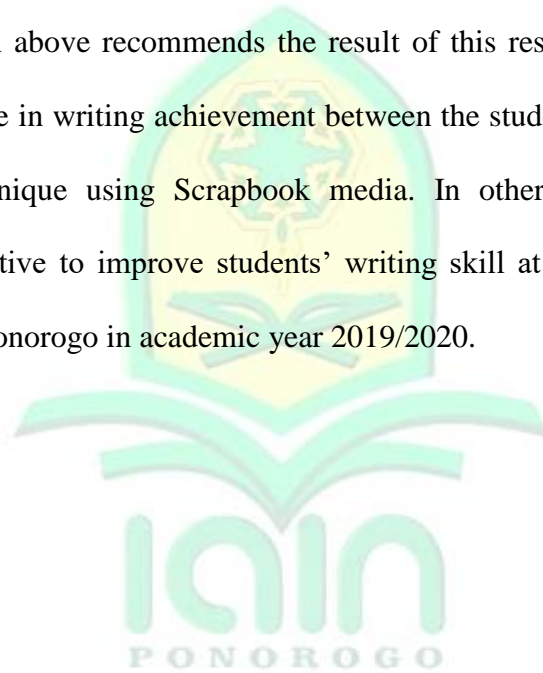
# CHAPTER V

# CLOSING

This chapter is the last chapter. It presents conclusion and recommendation.

## A. Conclusion

Based on the data analysis, it can be concluded that Tree Diagram Technique using Scrapbook Media was effective in teaching writing because there was significance score on students' writing skill who were taught by using Tree Diagram Technique using Scrapbook Media of the seventh grade-students at SMPN 1 Babadan Ponorogo in academic year 2019/2020. The result of this research showed that the mean of post-test in the experimental class was 79.86207, while the mean in the control class was 65. It means that the mean score of post-test in experimental class was better than control class. By using T-test the result showed that value of T-test was 8.203. This score is higher than $t_{table}$ (8.203 > 2.003) in significant 5% with db = 56. So, it can be concluded that the students who were taught by using Tree Diagram Technique using Scrapbook Media Tree Diagram Technique using Scrapbook Media Tree Diagram Technique using Scrapbook Media have a higher score than students who were not taught by using Tree Diagram Technique using Scrapbook Media of

the seventh grade students at SMPN 1 Babadan Ponorogo in academic year 2019/2020.

## B. Recommendation

The researcher gives some recommendations based on the result above as follow:

1.  For teacher

    The teacher should choose a creative technique for teaching English, especially in teaching writing. Thus, the students do not feel bored in learning English. The teacher should present the material in an enjoyable and relaxed situation for the students.

2.  For students

    The researcher hopes the students have a high motivation to improve their writing skills.  By applying the Tree Diagram Technique using Scrapbook Media, the researcher hopes them to practice their writing competence in order to improve it better.

3.  For the next researcher

    The researcher hopes the result of this study can be used as reference or information to do further investigation and more improve this technique in the class, especially in teaching writing.

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