



## Improving Students' Proposal Writing Abilities Through Flowcharts

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Riwayat Artikel:

Diterima: 11 November 2025

Direvisi: 10 January 2026

Diterbitkan: 13 February 2026

### Abstrak

*This study looks into how well flowcharts might help students write proposals. Students frequently struggle with structuring ideas, maintaining coherence, and adhering to methodical processes when drafting proposals. Flowcharts were used as a visual planning tool to help students navigate the stages of proposal development, including problem identification, objectives, technique, and anticipated results, in order to solve these problems. The study used a pre-test and post-test approach with students who were taught through activities based on flowcharts. Organization, clarity, and overall writing quality increases were measured by analyzing data gathered through writing exams. The results show that using flowcharts greatly improved students' capacity for idea generation, logical proposal structure, and cohesive information presentation. The study advises including flowcharts into writing training after concluding that they are an excellent teaching method for enhancing students' proposal writing abilities.*

**Kata kunci:** Writing Abilities, Flowchart

### INTRODUCTION

English consists of four language skills: listening, speaking, reading, and writing. One of these language skills is writing. Writing is the process of expressing thoughts, ideas, opinions, experiences, events, and history, such as in letters, notes, shopping lists, and so on. Writing is the process of transforming thoughts and ideas into written form. Writing is not simply the process of combining words into sentences or paragraphs, as in writing (Ahmad et al., 1967) (Belcher, 1995) but rather the sequence or steps of organizing ideas, thoughts, and feelings in the form of words, and combining sentences into paragraphs, each of which is a closely related sentence. However, writing is still a problem, most students do not know how to do free writing, because (Wang & Zhou, 2017) (Hyland, 2013) and they lack strategies for composing texts independently. Furthermore, most of them do not enjoy writing and lack confidence in writing on their own. The problem is that students cannot improve their

writing skills. They are confused about writing and sometimes they remain silent and do not produce anything. There are several problems in writing faced by students. First, writing requires good grammar (Yulandari, 2023). Non-native speakers must remember rules in structures that are very different from their own language; Second, people are often known to spend less time writing than listening, speaking, and even reading; Third, when students who learn English as a foreign language write something, they have a big question in their mind whether it is correct or not. Furthermore, most of them say that writing is very boring. Students usually complain when they are asked to write something. And many genres make them bored too. So, in conclusion, writing is the most difficult skill that any foreign language learner may face. It is one of the activities that is not easy to do (Damayanti et al., 2024). In writing this proposal, we also do ways to make it easier and more enjoyable for students in preparing proposals, especially in classroom action research courses. As stated by (Demos, 2021; Khasinah, 2013) Classroom action research is an activity or action carried out by teachers to determine students' abilities in writing student proposals, especially in the correct steps. In writing a proposal, it begins with an introduction that contains what interests them in writing a proposal, a theoretical review that contains expert views/opinions related to a theory that will be raised in writing the proposal, and what methods will be used in making the proposal.

This research also discusses media, such as according to (7) Teaching media is any hardware and software used as a communication medium with the aim of increasing the effectiveness of the teaching and learning process.

So, in conclusion, writing is the most difficult skill any foreign language learner may face. It is one of the activities that is not easy to do. In writing this proposal, methods are also implemented to make it easier and more enjoyable for students, especially in classroom action research courses. As stated by (5,6), classroom action research is an activity or action carried out by teachers to determine students' abilities in writing student proposals, especially in the correct steps. In writing a proposal, it begins with an introduction containing what interests them in writing a proposal, a theoretical review containing expert views/opinions related to a theory that will be raised in writing the proposal, and what methods will be used in making the proposal (Nugraha & Basuki, 2021).

This study also discusses media, as according to (7), teaching media is any hardware and software used as a communication medium with the aim of increasing the effectiveness of the teaching and learning process. Combined with the research background, this research question is formulated as follows: "How does the flowchart media help students improve their research proposal writing?"

## **Review Literature**

Problem-Solving Approach

In Di (Al Islamiah & Sari, 2021) Using Outlining Strategy in Essay Writing for ELT Students (Setiawati, Muhtadi, & Rosaliana, 2019) how the analysis of essay writing research was then carried out by. This study discusses the outline strategy applied in the essay writing class of ELT students in the English Language Education Program of STKIP PGRI Sidoarjo which was attended by 10 students in 2019. The instruments used in this study were observation checklists and questionnaires. The data technique used is qualitative data, where the data will be described. The first research instrument, the researcher used an observation form checklist for implementation assessment by observing class essay writing and following learning activities from beginning to end whose data is described in a table with a check mark, the results show that many activities are carried out by students in class to improve their ability to write essays through the outline strategy.

(10) The Effect of Outlines to Improve Students' Writing Skills in Second-Year Students of Sman 3 Mamuju (2020) which looked at the influence on writing skills. Furthermore, it was stated by (11) The Effect of Using Outline Techniques to Improve Students' Ability in Descriptive Writing (2018) How Outline Writing Techniques in Writing Descriptive Texts Can Improve Students' Ability. Therefore, this study was conducted to investigate the effective use of outlines. To improve students' writing components such as content and organization in descriptive texts (Amin, 2018).

Action research was chosen as the research design. The focus was limited to students' writing components, especially content and organization, and the use of outlines. One class was the participant since the problematic class. Pre-tests and post-tests were used to collect student writing data. After the pre-test results were assessed, outlines were given directly. And then, they began to do the post-test. The results found that there was a significant change between the pre-test and post-test where the post-test had a higher score than the pre-test. It was also found that outlines helped their writing, especially in the content and organization of students' essay writing.

In this classroom action research, the researcher used a qualitative approach because it allows researchers to describe the data obtained. A qualitative approach is defined as a research approach that focuses on natural phenomena because its orientation is naturalistic and fundamental, or natural, and cannot be conducted in a laboratory but must be conducted in the field. Therefore, this type of research is called a field study (Nazir, 1986:159) as stated in (8) (M. Januar Ibnu Adham, 2021).

The use of a qualitative approach, particularly in classroom action research, is emphasized by Rochiati in (8), stating that 'classroom action research is qualitative research, although the data collected can be quantitative, where the descriptions are descriptive in the form of words, where the researcher is the primary instrument in data collection, and the process is as important as the product.'

## **METHOD**

The research design in this study is Classroom Action Research (CAR). This is a method to solve teaching problems objectively and systematically. Classroom action research is applied in this study in order to see the improvement of students' abilities in writing narrative texts (Bal & Öztürk, 2025). Action research is an important tool that empowers teachers to find their own answers to their own questions (Indriani, Jaja, Kurnia, & Hasanudin, 2022). In addition, classroom action research is useful for improving and modifying the teaching and learning process. The use of a qualitative approach, especially in classroom action research (Al Islamiah & Sari, 2021), is emphasized by Rochiati in (8) stating that 'classroom action research is qualitative research, although the data collected can be quantitative, where the description is descriptive in the form of word descriptions, where the researcher is the first instrument in data collection, the process is as important as the product. According to Watts (1985:118) in (5) as well as (12), action research is a process in which participants examine their own educational practices systematically and carefully, using research techniques (Davy Tsz Kit, Luo, Chan, & Chu, 2022).

### **Research Procedure**

This research consists of two cycles. Both cycles 1 and 2 encompass the following steps: planning, acting, observing, and reflecting. If these steps are not achieved in cycle 1, the above activities will be repeated: planning, acting, observing, and reflecting

### **RESULTS AND DISCUSSION**

The purpose of this study was to determine the improvement of students' writing skills through flowchart media. The research data were students' writing results (quantitative data) and the results of notes and observations made (qualitative data). The proposal writing test was given three times. The first was a test conducted at the beginning without any techniques, which can be called a pre-cycle test, and the next test was writing using flowchart media during critical reading learning. Based on previous observations and the results of the pre-cycle test, students' abilities were still low and most could not reach the standard score. However, their scores showed continuous improvement with each test implementation. There was an improvement in student scores, finally at the end of the learning all students passed the test with good results. The application of flowchart media improved student performance and the acquisition of proposal writing skills. This improvement is shown in the following table (Davy Tsz Kit et al., 2022):

NO	Initial	TREATMENT 1	TREATMENT 2	TREATMENT 3
1.	S-1	56	68	76
2.	S-2	70	80	86
3.	S-3	62	76	82
4.	S-4	60	70	82
5.	S-5	70	76	86
6.	S-6	70	76	86
7.	S-7	64	72	82
8.	S-8	60	70	78
9.	S-9	64	70	82
10.	S-10	62	76	86
11.	S-11	56	70	76
12.	S-12	56	68	80
13.	S-13	68	72	76
14.	S-14	52	72	82
15.	S-15	70	80	86
16.	S-16	62	76	80
17.	S-17	70	78	78
18.	S-18	66	72	80
19.	S-19	62	70	78
20.	S-20	66	70	78
21.	S-21	64	72	80
22.	S-22	70	80	86
23.	S-23	62	72	80
24.	S-24	64	74	80
25.	S-25	64	76	78
26.	S-26	56	72	80
27.	S-27	66	70	84
28.	S-28	70	76	78
29.	S-29	70	80	86
30.	S-30	70	80	86
	<b>Total</b>	$\sum X = 1922$	$\sum X = 2214$	$\sum X = 2438$
	<b>Mean</b>	$X = 64.07$	$X = 73,80$	$X = 81.27$

Improving students' writing skills using the flowchart method effectively helps develop a logical, systematic, and structured framework of thought before composing sentences. Flowcharts facilitate the visualization of ideas, reduce errors in story structure, and speed up the writing process by providing a clear flow from the beginning to the end of the story (Du, 2020). This study aims to provide a solution to the lack of understanding, namely applying flowchart media to student proposal writing. The steps for applying flowchart media to proposal writing in this study include (1) introducing flowchart media to students, (2) students applying the flowchart method in proposal writing, and (3) evaluating the application of flowchart media. Flowchart learning media can be used as a method in improving writing skills in proposal preparation (Indriani et al., 2022).

This research consisted of two cycles (Meiarista & Widhiyanto, 2020). In the first cycle, students were confused and unfamiliar with the technique because it was their first time applying a technique they were unfamiliar with. Consequently, they were unable to perform well on the first proposal writing test (Meiarista & Widhiyanto, 2020). Therefore, they needed a second cycle. During the second cycle, students were more relaxed and enjoyed the learning process using the flowchart, allowing them to understand critical reading more easily and quickly. They were then able to focus on the learning stages (Ariyanto, 2018). Using the flowchart, and they performed well on the test. These results were evident in the increasing average (mean) student scores in each cycle (Lumbanraja & Reynoso, 2019).

In the implementation of this research using flowchart media on students at HKBP Nommensen University, success or improvement was achieved. This success is proven by the results of the increased scores during the Pre-Test, then given treatment related to Flowchart media and then conducted a Post-Test to measure success. English consists of four skills, namely listening, speaking, reading and writing. One of the language skills is writing. Writing is the process of expressing thoughts, ideas, opinions, experiences, events, and history, such as letters, notes, shopping lists, and others. Writing is the process of transforming thoughts and ideas into written form.

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