THE IMPLEMENTATION OF WORD WEBBING TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY AT SEVENTH GRADE OF SMP SWASTA GKPS 3 PEMATANGSIANTAR

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ABSTRACT

This research was aimed at investigating the implementation of word webbing technique in writing ability. A true experimental design was employed with two classes of the seventh grade at SMP SWASTA GKPS 3 PEMATANGSIANTAR in the academic year of 2021/2022,this research was conducted on june 2022.This research was classified as a true-experimental study. It involved 24 students from two groups, class VII-2 (12 students) as the experimental group and class VII-1(12 students) as the control group. The experimental group was students taugh using Word Webbing technique whereas the control group and students taught using conventional technique.The data were obtained by using pre-test and post-test. The findings were analyzed by using topic text and inferential statistic (SPSS 22.0). The statistical computation showed that webbing technique was likely effective in improving the students' writing skill in News Item text (value of t_{count} 6,13>value of t_{table}1,79). Furthermore, the students´ perception towards webbing technique is 93,7% students agree that this technique could help them to increase their writing skill. Designing the learning purpose appropriately which considers students' needs and language level may ease teachers to use the webbing technique in improving students' writing News Item text. The teachers may try to take advantage of webbing technique to be utilized in their classroom activities to conduct an effective and interesting learning atmosphere in the classroom.
Keywords: Webbing Technique, News Item Text,Writing Ability

I. INTRODUCTION

The Background of Research

Learning English is very important and people all over the world decide to study it as a second language. Many countries include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad. That is why, it is important for the people to master English.

Writing has purpose to communicate the writer's idea, thought, and feeling through the written language form. Students do not know how to compose texts independently. They tend to write as much as they can and the sentences do not seem relevant together into the topic provided. Then, the students did not understand how to identify the generic structures and the linguistic features of a text and how to write it. The students are lack of vocabularies, and still have low knowledge in grammar and text genres. It makes them difficult to express their ideas and thoughts in text form. According to (Harmer, 2004), many students fail in writing because the anxieties they have about their handwriting and they have nothing to say.

In Indonesia, English has been taught from kindergarten until university level right now. Teaching English in Indonesia becomes more important because English as international language. In every level of school in Indonesia, most of students think that English is difficult to learn such as difficult words, how to speak well and understand of every word because English as a foreign language. To be more interesting, then the teachers must be creative to find out many methods in order to explain the subject, so that it can be understood by the students. Language is a means of

communication. Here, English is considered as a foreign language. the purpose of language learning is to be able to use language for communication.

According Bygate, (Martin, 1987) the process of language teaching usually has covered four skills. They are, listening, speaking, reading, and writing. Writing is one of four skills that must be learned by the students. In the teaching and learning process, the teacher must be creative to find some methods that make the students bored. The teachers need cooperative learning to make the students easy to understand the materials.

By using WW technique, the writer hopes that this method able to improve student's in writing ability, especially in writing News Item text. Based on the description above, the writer is interested in conducting a research title "THE IMPLEMENTATION OF WORD WEBBING TECHNIQUE TO IMPROVE STUDETS' WRITING ABILITY AT SEVENTH GRADE OF SMP SWASTA GKPS 3 PEMATANGSIANTAR".

The Problem of Research

Based on the background of the research, the problem of research is : "How is the implementation of WW technique improve students' writing ability at SMP Swasta GKPS 3 Pematangsiantar in the academic year 2021/2022?

The Objective of Research

To find out how is the implementation of WW technique improve students' writing ability at SMP Swasta GKPS 3 Pematangsiantar.

II. LITERATURE REVIEW

The Definition of Writing

(Michael, 2003) stated that "*writing is an activity which can seriously damage your health*". It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. The overall purpose of this book is therefore to protect and preserve the sanity of anyone who is unfortunate enough to be afflicted with the ambition to write. It is related to (Kane, 1988) who stated that "*writing is a simply process of putting words on paper*", it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is "*thinking about it*" told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style. The second steps "*doing it*" is usually called "drifting", actually when you think about the topic, you are already beginning to select words and construct the sentences.

Based on the related theories above, the researcher concludes that writing is the process of transferring ideas on paper, it is done continually through practice. In relation to this study, writing means a process of communication that convey idea or opinion in the writing form which is done by students and having the purpose to help the students to establish, to entertain, to inform and to explain a particular register.

The Purpose of Writing

In writing, writers have to know well about their work that will be shared. Delivering meaning in writing is the relationship between the researchers and readers to understand what the meaning of text is

The Process of Writing

Based on Harmer (Jeremy, 2004) writing process is the stages to produce something. There are four as the following:

1) Planning

   In this stage, the researcher considers three aspects of planning. First aspect is purpose. The researcher gives attention of information that he or she selects. Second, the researcher has to know for whom he or she writes. The writing influences for thinking of audience. Third, the researcher pays attention on the content structure while writing. He or she has to design the organization well including facts, ideas, or opinions.

2) Drafting

   In this stage, the researcher should have final writing before it is going to be edited. Correcting is done in the next stages after drafting.

3) Editing

In this stage, the researcher reflects and revises the final writing after it was edited. This stage is helped by editor (reader) who gives opinions and suggestions of final writing.

4) Final draft

Final draft is the last process of writing. It is the result of writing process through three previous stages.

The other theory is from (Zemach & Rumisek, 2003)

1. Defenition of Genre text

(Knapp, Peter & Watkins, 2005) states "Genre, text and grammar model of written language proposed here is primarily concerned with 'what's going on' in writing. Genre is the important one in writing, because genre can guide the students or someone who wants to start writing." Genre is kind of text which describe the general of text. Generally, the writing text can be divided into Narrative, descriptive, news item and expository and argumentative text. "Genre is an organizing concept for our cultural practices or place occasion, function, behavior, and interactional structures." (Knapp, Peter & Megan, 2005). Every genre has a number of characteristic and it has the specific purpose which make it is different from the other genre.

2. Type of Genre

According to Winda Gerot and Peter Wignell (1994:190-221) there are 14 genre of text. They are :

1. Narrative text

    A narrative paragraph tells a story, either fiction or non fiction, of some events events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

2. Recount text

    A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

3. Report text

    A report describes the way thing are with reference to a range of natural, man-made and social phenomena in our environment.

4. Description text

    Description is kind of paragraph used to describe particular person, place or thing.

5. Exposition text

    An exposition is used to argue for or againts a social issues.

6. Explanation text

    An explanation is used to describe or explain process or activity

7. Discussion text

    A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

8. Procedure text

    Procedure is a text which gives instruction.

9. Spoof text

    Spoof is kind of genre used to retell an event with a humorous twist.

10. Hortatory Explanation text

    Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

11. Analytical Exposition text

    Analytical exposition is a text to persuade the reader or listener that something in the case.

12. News Item text

    News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

13. Reviews text

    Reviews text is a text to critique an art work or event for a public audience.

14. Commentary text

    Commentary text is to explain the processes involved in the formation, (evolutaion) of a socio cultural phenomenon as though a natural phenomenon.

3. Defenition of News Item text

News Item text is a type of written text that has the main function or communicative. The purpose is to inform readers or listeners about event of the day that are considered newsworthy or important. a NI text tries to answer the 5W and 1H questions; What, Who, When, Where, Why, and How relating to the newsworthy. NI text gives the reader information related the news or tragedy that happen in a day.

4.   Tips of Reporting

We read a "NI text" to find out specific information about an event reported in the news. Every "NI text" has to have the answers to the five WH questions:

1. What - What happened exactly?
2. Who - Who are the people and groups involved in the event?
3. When - When did the event take place?
4. Where - Where did the event take place?
5. Why - Why did it happen? (The reasons behind the event)

5.   Defenition of Word webbing technique

WW technique is a way to help students to think more creative to associate idea or words more easily. WW technique is a mind mapping of words, which is formed by webs and links. (Kagan, S & Kagan M, 2001) said that graphic organizing technique that build connections between similar words or ideas are referred to by a variety of names including clustering and web maps. Webbing works best to show a lot of words or ideas keep them connected, such as when you are brainstorming ideas in a planning meeting.

WW technique can be categorized as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. (Richards & Theodore, 2001).

6.   The Advantages of Word webbing technique

Although students in their personal lives write on their own, the students can take adventages of presence of others to make writing a cooperative activity. WW technique as a part of cooperative learning has adventages in teaching learning process. The general adventages of WW technique is to motivate and make students interecting with other students because students has to work together doing activities. WW technique has several adventages especially for students.

According to (Killen, 1998) some adventages of using coopereative learning are stated below:

a) Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information to other source and to learn for other students
b) Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students
c) Cooperative learning help students to learn respect for one another's strengths and imitations and to accept these differences
d) Working in cooperative learning teams help empower students to take greater responsibility for their own learning and for their learning of others
e) Cooperative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including enhanced achievement, improved self-esteem, positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school
f) Cooperative learning have students work together result in much more learning then occurs when students work alone, competitively, or individually
g) Cooperative learning activity can lead to students to being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning and looking forward to class more often .

7.   The previous study

The researcherr found the related study for this research. The first study is from Agustini and Agnes which entitled "Improving Students'Vocabulary Achievement Through Word Webbing Technique ". This study attempts to Improving Students' Vocabulary achievement Trough Word Webbing Technique. The objective of the study is to discover whether the use of word webbing technique could significantly improving students' vocabulary.This study conduct by applying Classroom Action Research which was carried out in two cycles in six meetings. The subject of this

study of SMPN 4 Takengon, Aceh Tengah which consisted of 40 students. The quantitative data were collected by using observation sheet, questionnaire sheet and diary field. Based on the vocabulary test score, students' score kept improving in every test. The mean of students' score cycle (80) was higher than the firstt cycle (67,75) and orientation test (55.25). based on observation sheet, questionnaire sheet and diary field, it was found that teaching learning process ran well. The students were more active and more enthusiastic during the teaching learning process in the second cycle than the first one. The result of the research showed that is use of word webbing technique significantly improving students' vocabulary.

The second study is from (Reisi & Saniei, 2016) which entitled "The Contribution of Word Webbing to Project-based Learning in Teaching Vocabulary: A Comparative Study in an EFL Context".

III. THE RESEARCH OF METHOD
The Research Design

This research is conducting by using Quantitative research. According to Ary, (Detal, 2010), "Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses".

Table 1 Research Design
(Arikunto, 2010)

Group	Pre-test	Treatment	Post-test
Experimental group	O_1	X	O_2
Control group	O_3	*X*	O_4

Notes:

     E   = Experimental class
     C   = Control class
     O_1 = Pre-test to experiment class and control class

     O_2 = Post- test to experimental and control class

     X   = Experimental class using WW technique

The Population of Research

Population is all data that concerns use in a scope and time that we specify. Based on (Arikunto, 2010) ,population is the subject of research. The population of this Research is the seventh grade students of SMP Swasta GKPS 3 Pematangsiantar in the academic year 2021 / 2022. The seventh grade of SMP GKPS 3 Pematangsiantar has four classes which consist of 120 students.

Table 2 Population

Class	Number of Students
VII 1	30
VII 2	30
VII 3	30
VII 4	30
Total	**120**

The Sample of Research

(Arikunto, 2010) says that if the population is more than 100,"its possible to 10% - 15% or 20 % - 25% or more as sample and when the population is less than 100 all population should be taken as sample". The population is more than 100 so the researcher can takes 20%, The population of this research are 120 students. So, 20% from 120 students are 24 students.

The Data

The data of the research were taken from score of post-test and pre-test from the students to write NI text through WW technique.

The Source of Data

The source of data is the student or the subject.in this Research,the researcher takes the data from the primer namely: the seventh grade of SMP GKPS 3 Pematangsiantar and the sample for the research are 24 students.

Technique of Collecting The Data

There are some techniques that the researcher will use to collecting the data, they are:

1. Pre –Test

In pre-test the researcher give them a test that is written NI text without using WW technique. And after get the score of pre-test the researcher has find students score is low, after that the researcher applied the treatment until four meetings.

2. Post- Test

After explaining the material, both of the classes are given the same test to know the result of the treatment. It's called as post-test, the post-test is the same four both classes which had been taught the students about writing NI text with WW techniqueand without WW technique.

The Technique of Analyzing Data

In technique of analyzing data, the researcher uses quantitative data. The researcher calculating the frequency and normality of the test by using SPSS version 22.0

Table 3 Criteria to Evaluate The Students

Criteria of Mastery	Level of Mastery
81 - 100	Excellent
71 - 80	Very Good
61 - 70	Good
50 - 60	Fair

IV. RESEARCH FINDING AND DISCUSSION

Data Analysis

The score of pretest,post test and also how the writer analyzes their score by using spss version 21.0 (the formula before) will be concluled in this chapter. Before going to the score table,the writer wanted to tell that when the writer did this research divided into some steps. First, in this step the writer taugh the students in SMP SWASTA GKPS 3 Pematangsiantar and while did an observation,the writer takes the seventh grade as the population. The seventh grade of SMP SWASTA GKPS 3 Pematangsiantar has four class which consist of 120 students. The writer use cluster sampling technique to get the sample and the researcher 24 students. Based on the statement above, the writer will take 20 % from the amount population . The writer choose two class as the sample of this research is VII^2 as a experimental group and VII^1 as a control group.

The Score of Pre-test Data

N	Valid	12
	Missing	0
Mean		46,25
Median		42,50
5		9,799
Variance		96,023
Range		30
Minimum		35
Maximum		65
Sum		555

The stastic table shows that mean(X) from pre-test of control group is 46.25 with N (the total students in control group) is 12 students . the minimum score is 35 and the high score/ maximum is 65,

the total score (SUM) is 555 with std.Deviation 8.04. Based on the data we can see the pretest score from 12 students in experimental group : 2 students get score 35, 4 student get score 40 1 student get score 45,2 student get score 50, 1 student get score 55 , 1 student get score 60, 1 student get score 65.

The Score of Post test Data

N	Valid	12
	Missing	0
Mean		62,58
Median		60,50
Std. Deviation		5,791
Variance		33,538
Range		17
Minimum		56
Maximum		73
Sum		751

The statistic table also $(\overline{X})$ from post test of control group is 62.58 students with N (the total students in Experimental group) is 12 students. The minimum score is 56 and the high score/ maximum is 73, the total score (SUM) is 751 with Std.Deviation 5,791. We can see the post test score from 12 students in experimental group : 2 student get score 56 ,1 student get score 57, 1 student get score 59 , 2 student get score 60 ,1 student get score 61, 1 student get score 64 , 1 student get score 66 , 1 student get score 68 , 1 student get score 71 , 1 student get score 73 .

Testing Hypothesis

Tabel 4 The Hyphothesis Testing

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	post test experimental - post test control	-13,583	7,669	2,214	-18,456	-8,711	-6,136	11	,000

Based on table 4 we can see that t_{count} (6.136) > t_{table} (1.79) at the significance level α = 0.05 and degrees of freedom (df) = 11, H_0 is rejected and H_a is accepted. It means that there are significantly differences on student writing ability by using WW technique and without using WW technique in English subjects about News Item text in 7th grade of SMP Swasta GKPS 3 Pematangsiantar.

The Research Finding and Discussion

The first purpose of this study is the use of WW technique in teaching Writing NI text and it is expected that WW technique improves students' writing skill. Referring to the comparison between pre-test and post test the research findings could be shown as following as : The students' score pre-test in control group are 555 where the mean 46,25 and the students' score post-test in control group are 751 where the mean is 62,58 .

Before the treatment of WW technique, the students' prior knowledge in writing News Item text was less since the pre-test data are is 621 where the mean is 51,75. After the treatment of mind mapping strategy,the students' ability in writing News Item text had been improved since the post test are 914 where the mean is 76,17 . We can see that t_{count} (6.13) > t_{table} (1.79) at the significance level α = 0.05 and degrees of freedom (df) = 11, H_0 is rejected and H_a is accepted. Moreover, the findings from the calculation of the study and the hypothesis testing above shows that the writing scores of the students in experimental group has a significant difference after the use of WW technique in

writing NI text was done in compared to the control's group achievement who did not receive the WW technique as on the experimental group.

V.   CONCLUSION

Based on the research findings and the interpretation in chapter IV , the writer concluded this research as following : The students' score pre-test in control group are 555 where the mean is 46,25. And the students' score post-test in control group are 751 where the mean is 62,58. Before the treatment of word webbing technique, the students' prior knowledge in writing News item text was less since the pre-test data are 621 where the mean is 51,75 . After the treatment of word webbing technique, the students' ability in writing news item text had been improved since the post test are 902 where the mean is 75,17.

Based on the testing hypothesis of post-test scores, it is found that t_{count} (6.13) > t_{table} (1.79) at the significance level α = 0.05 and degrees of freedom (df) =63, H_0 is rejected and H_a is accepted. It has meaning that there are differences in student learning outcomes by using word webbing technique. So, It means that the word webbing technique is significantly to improve students' writing ability at the seventh grade of SMP Swasta GKPS 3 Pematangsiantar.

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