

WORD WEBBING TECHNIQUE IN EFL WRITING CLASS

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Abstrak

Artikel ini mendiskusikan perubahan yang signifikan terhadap prestasi menulis siswa sebelum dan sesudah menggunakan *word webbing* dalam kelas menulis. Penelitian ini dilakukan untuk menjawab rumusan-rumusan masalah: Apakah ada perubahan yang signifikan dalam kemampuan kosakata, tata bahasa, dan organisasi paragraf dari siswa sebelum dan sesudah *treatment*? Penelitian ini menggunakan metode pre-eksperimen dengan menggunakan satu kelas sebagai objek penelitian. Populasi dalam skripsi ini adalah seluruh siswa kelas sepuluh SMA Sejahtera Surabaya 2014/2015. Kelas X-3 dipilih sebagai sampel/kelas yang diajarkan menulis teks *recount* menggunakan teknik *word webbing*. Instrumen yang digunakan untuk mengumpulkan data adalah pretes dan postes. Peneliti menganalisis hasil kerja siswa menggunakan *Paired Sample t-test* (SPSS). Penilaian fokus kepada hasil tulisan siswa dan menggunakan pedoman penilaian dari *English Second Language Composition Profile Scoring Rubric* yang diadaptasi dari Jacob (1981). Sebelum mengadakan pretes dan postes, peneliti mengadakan tes percobaan yang diberikan pada kelas lain, yaitu X-4. Dalam hal ini peneliti juga menguji validitas. Penelitian ini menggunakan konten validitas yang sesuai dengan kompetensi dasar 4.15 dalam kurikulum 2013. Setelah menentukan validitas, peneliti menentukan *inter-rater* reliabilitas dan menganalisisnya menggunakan *Kappa* (SPSS). Hasil dari penelitian ini menunjukkan bahwa ada perubahan yang signifikan dalam kemampuan kosakata, tata bahasa, dan organisasi paragraf siswa dalam menulis. Hal ini dibuktikan dari nilai rata-rata postes lebih tinggi daripada nilai pretes. Ini membuktikan bahwa teknik *word webbing* dapat meningkatkan prestasi siswa dalam menulis.

Kata Kunci: Teknik *Word Webbing*, Kemampuan Kosakata, Ketepatan Tata Bahasa, Kualitas Paragraf

Abstract

This article discusses the significant difference of students' achievement in writing skill before and after using word webbing technique in writing class. This research conducted to answer the following research questions: Is there any difference in *vocabulary mastery*, *grammatical accuracy*, and *paragraph organization quality* of the students' writing before and after treatment? This research uses pre-experimental method with one class as the subject of the research. The population of this research is the tenth graders of SMA Sejahtera Surabaya in academic year 2014/2015. Class X-3 was chosen as the class taught writing recount text using word webbing technique. The instruments used to collect the data were pre-test and post test. The researcher analyzed the writing results using Paired Sample T-test (SPSS). The scoring focus on the students' results in writing recount text and use English Second Language (ESL) Composition Profile Scoring Rubric adapted from Jacob (1981). Before administering the pre-test and post test, the researcher administering the try out to the other class, i.e. X-4. It is based on the validity. In this research, the researcher used content validity which matched the basic competence 4.15 in curriculum 2013. After measuring the validity, the researcher measured the reliability of the test using inter-rater reliability and analyzed the try out results using Kappa in SPSS. The finding of the research shows that there is significant difference in students' *vocabulary mastery*, *grammatical accuracy*, and *paragraph organization* in writing skill. The significant difference could be proved from the mean score in post test was higher than the mean score in pre-test. It is proven that word webbing technique increase students' writing achievement.

Keywords: Word Webbing Technique, Vocabulary Mastery, Grammatical Accuracy, Paragraph Organization Quality

INTRODUCTION

English is the most important language in the world. It is mostly used by all countries either as a mother tongue or second language and presumably applied in all aspects, such as science, technology, education, business, entertainment, tourism, international relationship, etc.

In Indonesia, English has been taught as the second language in schools, ranging from primary to the university level. Although it is EFL which is taught for Indonesian learners, it can be a motivation for the learners to speak and write as good ESL learners. To master English language, there are four concerning skills that must be learned, namely listening, speaking, reading, and writing. Besides, the learners also have to account their pronunciation, vocabulary, grammar, and spelling in order to make their mastery of English become excellent. From those four skills, writing is the most complicated to master among others. Writing needs long process to complete and spend more time during the process. Nunan (1999) states that the most difficult task to do in language learning are to produce a coherent, fluent, extended piece of writing. This is even more challenging for second language learners.

In senior high school, writing is one skill which must be taught. Writing requires the students to master in some components, such as grammar, vocabulary, punctuation, and paragraph organization. A good writing should also consider the unity, coherence, and cohesion of the paragraph. According to Brown (2004: 246), a good composition in writing consists of the content (30%), organization (20%), grammar (25%), and mechanism (5%).

Writing also requires the learners not only to deliver their ideas in written form, but also to communicate with the readers. It is in line with Bram's (1995) statement that writing is one way to communicate besides the spoken language. Thus, a good writing needs much energy to complete. In addition, writing is a process to help the learners generate and develop their ideas. It is supported by Ridhuan & Abdullah (2009) who states that good students and weak students do common writing strategies, mainly cognitive strategies, to generate ideas for their essays, for instance, transcribing, rehearsing ideas, rehearsing structure, re-reading, translating, and repeating.

Teaching foreign language is a challenging activity because the teachers have to teach new language beyond the mother tongue. Learning writing means the learners have to know about English text. An excellent English text must have good grammatical sentences,

good content, interesting topic, appropriate punctuation, and good organization paragraph. In this research, the researcher chooses recount text because this text is taught for tenth graders in Indonesia in the second semester.

Based on the researcher observation in a writing class, most learners said that writing is very difficult to master. This is beyond to the reason that most of students are lacking of motivation to write and to create their own idea. Besides, the students also assume that in learning writing, they have to know a lot of words. In fact, they have limited in vocabulary mastery. They always look every word in dictionary, though it is waste much time to search the words meaning in it. On the other hand, the students are not confident with their own writing because they often to make grammatical mistakes. In this case, the students often do cheating in the test by copying their friends' work. They also have poor achievement in organizing the paragraph when they produce a writing product. It is found that the students often make incoherent paragraph. Those problems, leads the students to the low score in writing. Mostly, the students got score below the minimum passing standard which is 45-60, instead of 76.

The use of appropriate techniques in teaching writing is important to make an excellent writing product. They key of producing good writing is relying to the technique which is used and on the regulation of strategies for generating ideas or for revising what has been written (Riduan & Abdullah, 2009). From those problems above, the researcher recommends a technique, namely Word Webbing Technique. Word webbing is certain of technique in cooperative learning. In this case, the students have to work either in pair or group to make the students respect each other's opinion.

Word webbing technique can help the students to build the composition of their writing easily. Stone (2007) argues that word webbing is a tool in concept development and information exchange. By using it, the students are motivated to be creative because they are free to create new ideas and put it on the piece of paper and become a writing product. Word webbing also helps the students to be free to use their background knowledge which can be related with the topic that they want to write. Moreover, the students can make list of words to the topic, then organize them in graphic, identify the relationship by drawing lines to represent the connections. By exploring the topic that they are familiar with, the students can be driven to develop vocabulary because this technique is more visual.

Word webbing technique has been conducted by some researchers. The first research is conducted by Fatimah (2013). She concluded that the students can improve their creativity in writing and produce an

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excellent writing. She also concluded that webbing technique can be the good technique in teaching writing. The second thesis is conducted by Haris (2011). It is a case of the ten year students of MA Darul Amanah Sukorejo, Kendal in academic year of 2010/2011. The similarities are the technique and grade of students. The difference between the researcher and his research is the skill. He used word webbing to increase students' reading comprehension. He concluded that using word webbing make teaching and learning reading more effective. Word webbing also makes the students increase their score in reading comprehension.

From those previous studies, word webbing has been conducted in some skills. In writing skill, word webbing has been conducted for special kind of text. In this research, focuses on the structure of writing (vocabulary, grammar, and paragraph organization). It is chosen based on the students' problems found in composing writing product. Most of students are still confused about how to write a good English text. Because the students are seldom to get appropriate technique when learning to write, their achievement in writing is low. So, it is necessary to conduct a research about word webbing technique in writing class. Does the word webbing technique help the students to increase their writing achievement? This research focuses on how the word webbing technique gives feedback directly in vocabulary, grammar, and paragraph organization that they made in their writing product.

Based on the background of the study above, the researcher formulated three research questions; is there any significant difference in students' vocabulary mastery, grammatical accuracy, and paragraph organization quality of the students' writing before and after treatment?

METHODS

In this research, the researcher use pre-experimental method to solve the problem and introduce the technique in teaching and learning writing. The researcher focuses on using word webbing technique to increase students' achievement in writing. There are five elements of writing; those are content, vocabulary, grammar, language use, and paragraph organization. In this research, the researcher focuses on the three elements of writing; those are vocabulary, grammar, and paragraph organization. It is based on the research questions. Ary, et.al. (2010: 26) states that pre-experimental research involves a study of the effect of systematic manipulation of one variable(s) on another variable. This research also called one group (Cohen, Manion, & Morrison, 2007). There is no control group and experimental group in this

research. The researcher only uses one group pre-test and post test.

Ary, et.al. (2010: 54) states that population are those people about whom you wish to learning something. The population of this research is all the tenth graders of SMA Sejahtera Surabaya. The tenth graders of this school are divided into 4 classes. From those four classes, in English subject they have ability and achievement that almost the same among one class to others. The researcher chose X-3 of SMA Sejahtera Surabaya as subject which consists of 32 students; 16 male and 16 female students. It is chosen because this class has lowest score than the others. It is showed from the score of writing in the middle test. The score was approximately 50-65. It is far from the passing standard score of English, i.e. 76. Moreover, the English teacher suggested the researcher to choose X-3 as the sample. The tenth graders were chosen because these students were fresh graduate from junior high school and they had low understanding about writing English text.

There are three kinds of data in this research; those are the score in vocabulary, grammar, and paragraph organization obtained from the pre-test and post test. Before administering those test, the researcher measure the validity and reliability of the test. The researcher administered the try out test to the other class, i.e. X-4 to check the reliability of the test. The validity of this research was content validity which matched to basic competence in curriculum 2013, i.e. 4.15. From the try out results, the researcher measured the reliability by using inter-rater scoring. Then, the researcher checked whether the students had fulfilled the standard or not. If they has fulfilled, it means the test is suitable to be administered. The result of try out has been analyzed by the researcher using Kappa formula in SPSS 20 and the mean value was .609. It means the test was reliable. After that, the researcher administered the pre-test, gave the treatment in twice, and administered the post test. The results of pre-test and post test analyzed using *paired sample t-test* formula in SPSS (*Statistical Package Social Science*). To measure the improvement of pre-test and post test, the researcher used *eta squared* formula. Both pre-test and post-test were scored by 2 raters using the five elements of ESL Composition Profile Scoring Rubric adapted from Holy L Jacob. The first rater was the English teacher of SMA Sejahtera Surabaya and the second rater was the researcher herself. The researcher only took three from five elements of writing in this research related to the research questions.

RESULTS AND DISCUSSIONS

In this part, there are three points that are discussed, those are; students' vocabulary mastery, students' grammatical accuracy and students' paragraph organization quality.

Students' Vocabulary Mastery

In vocabulary score, the researcher got the mean score in the pre-test was 14.187 while in the post test was 16.437. It shows the improvement after giving the treatment (using Word Webbing technique) in teaching writing. This is one of the examples of students' writing in the pre-test and post test:

Pretest:

My Birthday

Last week was my birthday. My friends and my boyfriend give me a surprise.

I woke up early that morning, but I didn't find anybody. Until afternoon, my friend is not come to my home. I guess they will not come to the home or maybe they forgot with my birthday.

That night my friend and my boyfriend give a surprise. There was a big cake with candle on it. It was very happy.

(DPL/X-3)

In the pre-test, it was found that students' vocabulary mastery was poor. Most of students made frequent errors in word choice. One of the examples of their lack of vocabulary was *"I don't want to parent to pester and want to learn independently and I work until the new year"* (MDS/X-3). It made the meaning confusing because there were many inappropriate words with the context.

Post test:

Our Trip in Jakarta

Last year I went to Jakarta by plane with my family. There, I stayed at my aunty home where in Tangerang. I vacationed there for 2 days.

The first day, I went to Monas with family and aunty. I walked around, took pictures with family around Monas. I tasted the typical food in Jakarta.

The second day, I went to TMII with family. There, I walked around and took some pictures. After that, we had lunch and shopping.

The last day, we prepared to back to Surabaya by plane. It was so much fun.

(DPL/X-3)

While in the post test, most of students had use word/vocabulary choice correctly. In the post test it was found that students' vocabulary mastery was good. They were rich of vocabulary and used some words that relate to the content of story. It means the word webbing technique increase students' vocabulary mastery.

Students' Grammatical Accuracy

In grammar score, the researcher got mean score in the pre-test was 16.906 while in the post test was 19.625. It shows the improvement after giving the treatment (using word webbing technique) in teaching writing. This is one of the examples of students' writing in the pre-test and post test:

Pretest:

Holiday in Borobudur

Last year, I and my friends had a plan to spend our holiday school. So, we confused to decide. A few minutes, we decided went to Borobudur temple. Before we went, we prepare all our needed as long as in there.

We woke up to early to spend holiday. We went on the bus, in the middle way I was vomit because I felt so dizzy. Since on the way we needed 8 hours. We arrived on evening so we break in hotel for less felt tired.

In the morning we went to Borobudur temple to saw wonderful scenes. We very happy and enjoy our holiday in this year.

Personal comments: our experience so interesting. We all so happy and love holiday.

(FY/X-3)

In the pre-test, it was found that students made frequent errors in grammar aspect especially the use of past tense. Most of students were forgetting the matter that recount text feature is past tense. This is the following sentence which the example of the students' error: *"In my holiday, I go to Batu Malang, we spend a lot of thing in there"* (IP/X-3).

Post test:

Spent Holiday in Jogja

I and my best friend went to Jogjakarta. We spent there just 3 days. We feel it is enough. We went by a car and needed 8 hours to arrive in there.

After we arrived, we decided to stay in hotel because we felt so tired as long as on the way. In the hotel, we took rest. We woke up too early and looked in the sky and the sun already rises and we prepared to our next trip.

Second day, we went to Parangtritis beach, to take some pictures and enjoyed a beautiful beach. In the afternoon, we waited to look a sunset, after that we back to hotel again.

The last day, we went to Borobudur temple. After arrived, we are so surprise looked a unique building and so wonderful. We took a walk and selfie. Next, we went to Malioboro to bought T-shirt, souvenirs for our parents and our

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neighbor. We shared happiness since we stayed in Jogjakarta. After all was done, we went to back home, Surabaya.

(FY/X-3)

In the post test, it was found that students have used grammar correctly. They used past tense correctly after they knew the language feature of recount text. One of correct grammar of students' sentence in the post test is "*Last holiday, me and my family spent our holiday in Batu, Malang*" (IP/X-3). It means word webbing technique increase students' grammatical accuracy.

Students' Paragraph Organization Quality

In paragraph organization score, the researcher got mean score in the pre-test was 14.593 while in the post test was 16.687. It shows the improvement after giving the treatment (using word webbing technique) in teaching writing. This is one of the examples of students' writing in the pre-test and post test:

Pre-test:

Holiday in Botanical Garden

Last week, I went to Botanical Garden. There, were many beautiful flowers. I went there with my family.

I and my family were happy. I looked beautiful panorama. My mother walked around in the Botanical Garden with my father. My brothers play football in the field. After getting tired, we had lunch at 12 o'clock.

It was so amazing. The place makes me feel at home but I have to go home. Next time I'll get back to there.

(RAB/X-3)

In the pre-test, it was found that some students still made fair and poor organization. It means that students made sentences which are not related to the main idea and lack of chronological story. the students did not use transition effectively. One of their examples of paragraph organization error was "*when arrive I see many fisherman with fishing tools*" (EWO/X-3).

Post test:

Holiday in Jogjakarta

I and my friends went to Jogjakarta by car. I and my friend stayed in Hotel Sartika during three days.

First day, I and my friends went to Borobudur temple. It was so crowded. In the afternoon, I and my friends had lunch in restaurant. After lunch, I and my friends back to hotel to rest.

Second day, I and my friends went to Kraton Jogjakarta. There, I and my friends saw

someone who wears traditional clothes. After in Kraton Jogjakarta, I and my friends went shopping and took a walk.

The last day, I and my friends went to Prambanan temple. There, I and my friends saw the view. After went to Prambanan temple, I and my friends went to Parangtritis beach. There, I and my friends saw the beautiful view. After we went to Parangtritis beach, I and my friends went to restaurant for dinner.

(RAB/X-3)

In the treatment, the researcher stimulated the students to use time signal, such as first, second, at, after that, finally, etc. The researcher also gave the describing about topic, supporting sentence, and detail to make students' writing coherent. In the post test, it was found that students wrote the story chronologically. It means word webbing technique increase students' paragraph organization quality.

From the data above, it shows that using word webbing as technique improves students' achievement in writing. This improvement is supported by Barkley (2005) who states word webbing is a kind of concept map that has purpose to gather information about words or phrases that related to the main concept. Therefore, students could understand and enrich their vocabulary and improve students' vocabulary mastery. Word webbing also describes how to pay attention to other writing elements, such as grammar and paragraph organization.

CONCLUSIONS AND SUGGESTIONS

Based on the study which the researcher had conducted, there is significant difference in students' vocabulary mastery in writing achievement. This significance proves from the scores of students' writing. The mean score of vocabulary in the post test was higher than the mean score in the pre-test. Word webbing also improve students' grammatical accuracy. It is proven from the score of students' writing. The mean score of grammar in the post test was higher than the mean score in the pre-test. The last, word webbing also improve students' paragraph organization quality. It could be seen from the scores of students' writing. The mean score of paragraph organization quality in the post test was higher than the mean score in the pre-test. It means that the use of word webbing technique increase students' writing achievement.

Then, the researcher hopes this technique can be used in teaching and learning process, particularly in writing. The teacher should understand the appropriate techniques which can be used in teaching and learning

process. They also have to know what students' needs, such as technique, media, etc to make the good teaching and learning atmosphere, so the students' achievement become excellent.

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