**THE USE OF WEBBING TECHNIQUE TO IMPROVE RECOUNT TEXT WRITING
SKILL OF TENTH GRADERS OF SMAN 1 CURUP SELATAN**

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Abstract

This study was aimed at examining the efficacy of webbing technique to help students improve their writing achievement in recount text. This research used experimental method. The population was the tenth graders of SMAN 1 Curup Selatan in academic year 2016/2017 and 30 students were taken as samples by using convenience sampling. The result showed that there was a significant improvement with a significant mean difference of 11.72 ($t=.000$) and its aspects. It also supported the results of questionnaire which indicated webbing was an useful technique to solve students' problems in writing recount texts. These results indicated that webbing technique is effective in improving the students' writing skill.

Keywords: webbing technique, writing achievement, recount text

INTRODUCTION

There is no hesitation that writing skill contributes to the literary world. Brown (2004) states, "Writing skill has become indispensable and has high significance in this global literature (p. 218)." As it has been known that business transactions, records, legal documents, political and military agreements are written by those who are experts in their fields with sound knowledge of writing skill. Besides, it is also ^{apparent} that in the literate culture nowadays, some degrees of writing skill have become a prerequisite requirement for getting employment.

The other reason why people learn English is that English as a basic skill in addition to literacy and numeracy are needed by language learners to acquire knowledge and information and to use technology (British Council, 2006). Therefore, it is important for language learners to be able to communicate by using English. Additionally, Rivers (1981, p. 291) asserts, "Many students who have studied for six or more years of second or foreign language are still

unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill.”

In learning English language, writing is one of productive skills which is very important to be mastered by English learners. Richards and Renandya (2002, p. 303), “Writing is the most difficult skill for second language and foreign language learners.” Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. According to Richards (1997, p. 100), “Learning to write well is a difficult and lengthy process, because it includes anxiety and frustration in many learners.” It can be concluded that writing needs intensive practice for EFL learners particularly.

As Raimes (1999) claims writing can promote students’ grammatical structure, idiom, and vocabulary and help them practice language. In addition, Harmer (2001) argues that reasons of students need for writing skill are reinforcement, language development, learning styles and writing as a basic language skill. In the other words, writing is an important skill for students and they need to improve their writing skill. According to Brown (2000), “Practice is a way which can be done by the students to improve their writing skill.” In conclusion, writing is not easy to master and it must be practiced intensively.

At present, Educational Unit Level Curriculum of Senior High School at tenth grader requires the students to be able to express meanings in short functional written texts and simple essays of 12 genres. According to this curriculum, teachers have a responsibility to help their students master the genre types. One of the genres that should be learnt by Senior High School students is recount text.

To solve writing problem, there is a technique offer by expert to improve students’ writing achievement by using webbing or mapping technique. According to Cooper (1999, p. 21), “Webbing or semantic mapping is a good technique for students to learn a language.”, and a previous study done by Ningtias and Sinaga (2012) which found that one way to help English learners increasing their abilities in writing procedure text was by using word webbing technique. This technique built the connection of ideas in the form of webbing. Using word webbing technique facilitates the teaching of writing to the students because webbing technique does not only help the teacher connect materials but also can motivate the students to write easily and creatively.

It is also supported by Fatimah (2013) who found webbing technique can improve students’ creativity in writing. It is also supported by another study done by Ningtiyas and Sinaga (2012) who stated that student’s more interesting in learning writing after applying

webbing technique in classroom, then Irma and Sianipar (2012) also found that by conducting webbing technique in writing, students became more active and enthusiastic during teaching and learning process. In addition, Reisi and Saniei (2016) which found word webbing technique can improve students' vocabulary.

Considering the benefit of webbing technique, this study primarily focuses on helping students to improve English writing achievement in senior high school by using that technique for teaching and learning process in the control class, its purposes for a better quality education as the foundation of sustainable development in this century.

METHOD

This study used experimental method, it ways to know the effect of the independent variable on dependent variables. Quasi experiment design: the nonequivalent control group design was used. This research was conducted by using two groups, the experimental and the control groups. Pre-test and post-test were given to group. The treatments were conducted for twenty-two meetings including pre-test and post-test.

Participant and Data Collection

The population of this study was the tenth graders SMA Negeri 1 Curup Selatan in academic year 2016/2017 and convenience sampling technique was used to select samples of study. In this study the samples were tenth grade students which consist of 30 students.

Data Analyses

The data gathered from students' score are presented by using descriptive statistics. The result of writing achievement total was analyzed by using paired sample t-test and stepwise regression analysis to find out students' improvement and its aspects after were taught by using webbing technique. The questionnaire was distributed to find out students' opinions.

FINDINGS AND DISCUSSIONS

Descriptive statistic

The data gathered from pre and post-test given to students were analyzed and presented in this part. The scores from whole sample experimental (N=30) was catagorized into five levels, 86-100 (very good), 71-85 (good), 70-56 (average), 55-41 (poor), and ≥ 40 (very poor).

The result of writing achievement_{total} in the experimental group which used webbing technique showed that mean score in the pre test was 58.07. In detail, 1 (3.3%) students were

still on very poor level, 10 (33.3%) students were on poor level and 19 (63.3%) student was on average level. After giving treatments, the scores improved significantly and the students made significant difference between pre and post-test. The mean score of post-test became 71.20; 11 (36.7%) students were on average level, 19 (63.3%) students were on good level and none was on poor level. It means that the students who were given those treatments have significant improvement in writing skill.

Statistical Analyses

The Result of Paired Sample T-Test

Based on the caculation in pair sample statistical table of the experimental groups pre-test and post-test, the researcher found for experimental with the t-value was 29.50 and the control group was 27.02 with the significant value 0.000. It comfirmed that both groups had improvement between pretest and post-test. (see table 1)

Table 1. Results of Paired Sample t-test of Writing Achievement				
Groups	Mean		Mean difference	t-value and Sig.2
	Pre-test	Post-test		
Control (Webbing Technique)	58.10	71.40	13.30	27.02 .000

Results of Regression Analyses

The stepwise regression analysis was used to obtain the information about the statistical contribution of all aspects in writing achievement. The statistical contribution in the experimental group which used webbing technique (see table 2).

Table 2. Results of Regression Analyses				
Variable	Aspects	R square	R square changed	Sig. F Change
Writing	Thinking	.774	.774	.000
	Thinking, application	.901	.127	.000
	Thinking, application, knowledge and understanding.	.969	.068	.000
	Thinking, application, knowledge and understanding, and communication.	.998	0.29	.000

The Result of Questionnaire

The results of open-ended questionnaire were used to investigate? students' opinion on the use of webbing technique. The technique needed to strengthen the result of statistical

data, the result showed almost students felt writing recount text was very difficult because it must consider many aspects, such as grammar (tenses, vocabulary, pronoun and others).

Using webbing helped students improve their ability in writing, focused on writing recount text. Students also agreed that they could build their ideas, motivation and creativity in writing. The result could be described in detail as below:

1. 30 students (100%) felt recount text was difficult to write. 10 students (33.3) said they experienced difficulty in changing present to past tense, 13 students (43.3%) had limited vocabulary, and 7 students (23.3) were difficult to arrange paragraphs.
2. 30 students (100%) said they liked using webbing technique in teaching and learning activities. 25 (83.3%) of them said the reason was because it help them write easier especially in arranging text after making webbing, 5 (16.7) said it was good for prewriting.
3. 30 students (100%) had not found difficulties in writing recount text by using webbing technique, Most of students said they felt webbing techniques was very helpful to help them find ideas before making a recount text.
4. 30 students (100%) said more motivated to learn writing recount text by using webbing technique. 13 students (43.3) because it helps students experience ease in write recount text and found main idea from the topic so they felt motivated to learn writing recount text, 17 students (56.7%) said their motivation had improved because webbing is easy and fun to use in writing recount text.
5. 30 students (100%) agreed if they become more active in teaching and learning writing recount text by using webbing technique. 15 students (50%) said it helped them easy in making recount text, and 15 students (50%) said felt enjoyed in learning English.
6. 30 students (100%) said if they did not feel bored in teaching and learning writing recount text by using webbing technique, because it made them easier and fun during the activities.
7. 30 students (100%) agreed webbing technique helped them to solve difficulties in writing recount text. 17 students (56.7%) said it was helped them in prewriting. So, it minimized their mistake in writing sentences. 10 students (33.3) said they felt easier in arranging the words.
8. 30 students (100%) said the technique help them understand how to write recount text better, they understood and the arrangement of paragraphs was better than before they used webbing technique.

9. 30 students (100%) stated that webbing technique was appropriate to be applied in teaching writing recount text because it helped in writing and expanding their ideas.

30 students (100%) also suggested their teacher use webbing technique in teaching recount text. 20 students (66.7%) agreed if webbing technique was good to be applied in teaching writing text, particularly for prewriting activity, and 10 students (33.3%) said it has many advantages such as they could arrange the text better and enhanced their vocabulary.

Based on the findings of the study, some interpretation could be drawn. First, the finding of pair sample t-test, in the finding of pair sample t-test paired sample of webbing technique showed that the mean score of students' writing had significant improvement, it can be seen from the result of pretest and posttest. This is in line with Ningtias and Sinaga (2012) who found that webbing technique could improve the students' writing achievement, and it also supported by Cooper (1999) who stated webbing or semantic mapping is a good technique for students to learn. It can be concluded that webbing or semantic mapping is good for teaching learning English, particularly in writing recount text. Secondly, the result of stepwise regression showed all aspects have given contribution in writing achievement. It showed thinking was contributed the most followed by application, knowledge and understanding, and last communication.

It is in line with the result of questionnaire which found that, by using those techniques students' felt easier and enjoyed in writing recount text. In terms of social media, it is recommended to be applied in teaching academic writing, at least as a medium for student to do their tasks. As a final point, the result of this study showed that webbing could improve students' recount writing achievement and its aspects. It also directly could give contribution toward students' motivation in writing.

In short, webbing technique was good in improving the students' writing achievement. The students enjoyed using the technique so that they felt confident to write. It means that the certain technique is important to make students' easier in writing. It is also stated by Carroll (2014), writing techniques are the best solution to writing problems, the right choice of writing techniques makes writer become productive, more persuasive, and more effective in writing. However, it takes a long process and much practice to make them love writing and produce a good writing.

CONCLUSIONS

It can be concluded that the webbing technique was effective to improve writing achievements of the tenth graders of SMAN 1 Curup Selatan in academic year 2016/2017. It could be seen from the improvement they showed after the treatment. The data showed that the webbing technique had successfully improved the students to have better in writing achievement and its aspects. Based on data questionnaire, it shown that generally agreed webbing technique could help them to improve their recount text writing achievement because those it was not only effective to improve students' writing achievement but also to build motivation and creativity in writing. In conclusion, webbing as a technique for teaching and learning activities can improve students' writing achievement particularly for recount text.

The suggestion are given to teachers and learners in teaching and learning English based on the conclusion. First, the teachers can vary the ways in teaching writing recount text by using webbing technique. Secondly, it can be good way in teaching because it makes students' easier and enjoy in writing text. Furthermore, others researchers can conduct a research about how effective webbing technique can improve other skills, for instance reading achievement and apply in the other kinds of genre; descriptive and procedure texts. Lastly, the further research is recommended to implement different levels of population. It is also better to apply this study by using a big number of samples and providing more time allocation in teaching and learning process.

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