

THE EFFECTS OF WEBBING TECHNIQUE ON THE FIRST YEAR STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT SMP N 23 PEKANBARU.

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Abstract: *This quasi-experimental research aimed to find out whether there is significant effect of webbing technique on the first year students' ability in writing descriptive paragraph at SMP N 23 Pekanbaru. The researcher used cluster sampling technique to determine the sample. The samples were 36 students as experimental group and 36 students as control group. Writing test is used to get the data by giving pretest and posttest. In analyzing the data, the researcher used t-test formula. The analysis of the data showed that there was significant effect of webbing technique on the students' ability in writing descriptive paragraph. The mean score of the students before the treatment was 55.83 in experimental group and 56.58 in control group. The mean score of the students after the treatment was 71.09 in experimental group, while in control group was 66.70. Moreover, from the statistical analysis, it was found out the T-observed (1.83) was higher than T-table at the level of significance 0.05 (1.667). Based on this finding, it is suggested that webbing technique can be used by the teacher as an alternative method in the teaching writing, particularly in descriptive text.*

Keywords: *Webbing Technique, Writing Ability, Descriptive Paragraph*

PENGARUH DARI TEKNIK WEBBING PADA KEMAMPUAN SISWA DI TAHUN PERTAMA DALAM MENULIS PARAGRAP DESKRIPTIF DI SMP N 23 PEKANBARU

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Abstract: Penelitian quasi-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik *webbing* terhadap kemampuan menulis paragraph deskriptif di SMP N 23 Pekanbaru. Peneliti menggunakan teknik cluster sampling untuk menentukan sampel. Sample berjumlah 36 siswa sebagai kelompok eksperimen dan 36 siswa sebagai kelompok control. Tes menulis digunakan untuk mengambil data dengan memberikan *pre-test* dan *post-test*. Dalam menganalisis data, peneliti menggunakan rumus *t-test*. Analisis data menunjukkan bahwa ada pengaruh yang signifikan dari teknik *webbing* pada kemampuan menulis paragraph deskriptif. Nilai rata-rata siswa sebelum dilakukan treatment adalah 55,83 di kelompok eksperimen dan 56,58 pada kelompok kontrol. Nilai rata-rata siswa setelah treatment dilakukan adalah 71,09 di kelompok eksperimen, sedangkan pada kelompok kontrol adalah 66,70. Selain itu, untuk analisis statistik ditemukan bahwa *T-observe* (1.83) lebih tinggi dari *T-table* di level signifikan 5% (1.667). Berdasarkan penemuan ini, disarankan bahwa teknik *webbing* dapat digunakan oleh guru sebagai metode yang alternatif dalam pengajaran menulis khususnya teks deskriptif.

Kata Kunci: Teknik Webbing, Kemampuan Menulis, Paragraf Deskriptif.

INTRODUCTION

English as an International language is mostly used in all countries around the world. It is used in almost every aspect of life, includes science, business, politics, entertainment and education. In Indonesia, English subject has been taught from beginner level up to higher level in Educational institution. Nowadays, learning a foreign language is more difficult than learning a national language or mother tongue. It is because the foreign language has different aspects and system, such as spelling, pronunciation, grammar, and so on. As a result, it is difficult for students to learn English as foreign language.

Brown (2007) states that a study of language includes four skills, they are: listening, speaking, reading and writing. Writing is one of important skills that must be mastered by students because we know that language is not only in spoken form, but also it can be used in written form. According to Bryne (1988), writing is difficult for students. It is because they are required to write on their own ideas. They also have to compose their writing using their own sentence structure and organize their ideas in order to get reader understand. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually.

The ways to achieve competencies and skills in learning process are through students' training and experience in teaching and learning process. Students can improve their writing ability is by practicing the language as much as possible. It means that writing skill is one of language skills that productive-active. It will produce if students are active and doing continuously. The students are expected to be able to express their opinions well, by using correct vocabulary, by using correct spelling and punctuation, by using a variety of sentences if students have a good writing skill.

Generally, most of students get bored and lost interest in writing. But the main problem is that students do not have good motivation to write because teaching and learning process is monotonous. The technique that teacher used in teaching writing is not attracting students to write. In addition, writing activity in the classroom is mostly cloze procedure, arranging sentences to be a paragraph and completing a text or dialogue. Consequently, the students are lazy in writing. Not only that, other problem is students' lack of vocabulary. They look up every word in dictionary and find words in English. Students wasted much time to open dictionary all the time.

The main problem is that the students do not know how to start writing. They do not know what they should do in writing class. For instance, after teacher gave instruction to write, they have difficulties to write the first sentence because they do not know what to write about. It is difficult for them to construct words into sentences and to arrange sentences become a good paragraph. As a result, they are not confident to use their own language in writing. Then, they tend to cheat to other friends who had finished their writing earlier.

Furthermore, based on the observation most of the students in the first year of SMPN 23 Pekanbaru were passive in joining writing class. In general, their writing achievement was still low which could be seen from the score of their writing test which was only 35% of the students in that class who got 70 points or more. Whereas, the minimum requirement standard score of the English at SMPN 23 Pekanbaru is 70 points.

At present, the 2013 curriculum for junior high school requires students to write sort of text. They are descriptive, narrative, explanation, recount, and report text.

According to the curriculum, teacher has responsibility to help students the genre type above. One of the genres that should be mastered by junior high school students is descriptive text.

To solve those problems above, it is important that teacher have to apply techniques in teaching English as foreign language. Professional teacher should have a collection of technique and must be able select the one which will be the most efficient and effective in leading students to get success in teaching and learning process. Not only that, but also the teachers have to provide some chances that make students do have more practices in generating, organizing and using words into sentence in writing.

There are many techniques in teaching writing. One of the techniques is named webbing technique. It is the technique in presenting relationships between ideas by using web. Patel and Praveen (2008) suggest that the use of maps or webs and pictures plays important role in writing process and it can make students more interested in writing process. Furthermore, Buzan (2005) adds that webbing is a graphic organizing technique that builds connections between similar words or ideas. It helps students to write by recalling students' prior knowledge and information.

In addition, Means (1998) states that webbing is the other name of mind mapping. It generally takes a hierarchical or tree branch format, with ideas branching into their subsections. Webbing allows for greater creativity when recording ideas and information, as well as allowing the note-taker to associate words with visual representations. Mind webs differ from concept maps in that mind webs focus on only one word or idea, whereas mind maps connect multiple words or ideas.

In line with this, Gillet and Temple (1990) describe that webbing is a simple way to help students begin to recall prior knowledge and form relationships of information. Furthermore, Hanson (2002) defines that a word web is a group of words or word phrases or word sentences that graphically connect back to and branch out from a central concept. Webbing technique helps students to use their background knowledge which is related to the topic. The webbing exercise serves to help students remember old information related to the writing and to form expectation about what they will write. This technique also encourages the students to be more creative and active in presenting their ideas in written form. The students are expected to be able to write a descriptive text easily by using webbing technique in writing descriptive text.

Pierson (2006) offers the procedure of webbing technique, as the following: Firstly, students can begin to understand webbing by using a large paper and draw a circle in the center of paper. Then, the students write the main idea/topic in the circle. Secondly, they think about words that can associate with the main idea/topic. Then, they draw a line from the first circle to a smaller circle. Now, they write a detail sub topic about the main idea in the smaller circle. They add some more ideas or information by drawing lines to the main idea or the sub-idea. They repeat until the students have written down all the main ideas.

To support this study, the writer needs to review some related studies. Firstly, Wahyuningtiyas (2013) in her study also suggests that using webbing technique in teaching English language skills, such as reading skill as an effective technique in the teaching and learning process. The students are also suggested to use Webbing Technique in their study. So that the students will get better scores in reading comprehension achievement. Not only that, Purnama (2012) also conducted a study to improve students' writing ability in recount text using webbing technique. She suggested that the English teacher and the students to apply webbing technique as an

alternative technique in teaching or practicing writing. Because it proved that using webbing technique could improve students' recount text writing achievement. Furthermore, Fatimah (2013) conducted a study, entitled using Word Webbing Technique to Improve Students' Creativity in Writing, suggested that word webbing technique can be used by the teacher and the students in teaching and learning writing creatively.

According to explanation above, in order to reduce those problems, writer wants to conduct a study entitled **The Effects of Webbing Technique on The First Year Students' Ability in Writing Descriptive Paragraph at SMP 23 Pekanbaru**. Webbing technique can be appropriate pre-activity to convey students' idea and thought in written form. It also helps students to write sentences or simple paragraph and motivate them to participate actively in writing activity.

RESEARCH METODOLOGY

The research took place at SMP 23 Pekanbaru, which located on Jl. Garuda Sakti, Panam, Pekanbaru, Riau. The data collected on May 2015. The population of this research is the first year students of SMPN 23 Pekanbaru. While the subject of this research were 72 students, divided into two classes consist of 36 students which VII F as experimental class and VII E as control class. In this study, the writer finds out the effectiveness of webbing technique. Furthermore, to answer the research question, it is important for writer to select appropriate research design. Sugiyono (2008) experimental research is a research method that is used to find the effect of a particular treatment over another in a runaway condition. In this study, the writer chooses quasi-experimental research. Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The writer has control group receiving treatment, so there are two classes taken by writer: an experimental group and control group with receives different treatment.

The data of this research is through quantitative analysis. The instrument for collecting data in this study is a test. The data collected by giving written test. The Written test conducted twice, there were pre-test and post-test both classes (experimental and control group). The writer got students to write a simple descriptive paragraph for pre-test and post-test. The blue print can be seen as table below

The Blue Print of the Test

Test	Topic
Pre-test	1. My Teacher 2. My School 3. My Pet
Post-test	1. My Idol 2. My School 3. My Pet

The test conducted to experimental and control group before and after treatment. Number of experimental and control group were 72 students of SMPN 23 Pekanbaru.

An Experimental group received by new treatment while control group received by usual treatment. The activities of experimental and control class as the following:

1. The Activities of Experimental Group

a. Pre-test

Pre-test conducted before the treatments. First, the researcher came to the class. Then, she explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b. Treatment

Teacher explained about definition of descriptive text, generic structure and language features of narrative text and then gave example of descriptive. Then, teacher asked students to make webbing technique for brainstorming activity, then they had to write a simple descriptive text. After that they identified generic structure and language features of descriptive text. (Under teacher controlled).

c. Post-test

Post-test was held after all treatments conducted. This test used to measure students' achievement after they gave treatments. The result of test was analyzed statistically.

2. The Activities of Control Group

a. Pre-test

The same pre-test conducted before the treatment. First, the researcher came to the class. Then, she explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b. Treatment

Teacher explained about definition of descriptive, generic structure and language features of descriptive text. Then, teacher asked students to open their course-book. Students tried to identify the generic structure and language features of descriptive text individually and look for the difficult words. After that, teacher invited students to write down their result in the white-board.

c. Post-test

The same post-test was conducted after all treatments were conduct. This test used to measure students' ability after they gave treatments. The result of test was analyzed statistically.

This study was a quantitative research. The writer collected the data in order to answer the research question is by collecting students' score in pre-test and post-test both classes. In this research, the writer got data by giving pretest, treatment and posttest. Brown (2007) states that there are five aspects of writing in order to assess students' writing. The aspects are content, organization, grammar, vocabulary, and mechanic.

In experimental design, the researcher needs to control extraneous variable. There are two term of extraneous variable that are internal variable, and external variable. Sugiono (2008) argues that internal validity refers to the extent to which the independent, and no other extraneous variables, produced the observer effect, while external validity refers to the extent, to which the result can be generalized to other subjects, measurers, treatment, procedure and setting. A research is said to be "strong" in internal validity if most plausible extraneous variables have been controlled, and

“weak” in internal validity if one or more extraneous variables affect the dependent variable.

Based on the explanation above the researcher tried to have a strong internal validity in this research by controlling the extraneous variables that may affected the result of this research by administering the homogeneity test at the same time to avoid the leakage of the test question and so did the post test, unchanging the students’ schedules with the teacher to take treatment schedules between experimental and control group at nearly the same time, making sure that the instruments of the research are appropriate and suitable for the first year student, and asking the English teacher to observe the researcher performance in the class in order to check whether the teaching learning activities are effective or not. In order to analyze the collected, the researcher used T-test formula.

THE RESEARCH FINDINGS

The researcher presented the result of the test showing the students’ ability in each aspects of writing. In writing, the students were assessed in five aspects, they are: content, organization, grammar, vocabulary, and mechanic. The researcher presented the finding based on the data obtained from the three raters (Dra. Hj. Yonimarita, Soleha S.Pd, and Diana Indah Putri, S.Pd) in order to make the data more objective, valid and reliable.

1. The Result of Pre-test of Control Class

After conducted pre-test for control class got the mean score of pre-test from control class was 56,58, while the highest score was 67,92 and the lowest score was 25. The student’s result in the pre-test (see appendix IV) shows that none of students were success to get higher than 75 as a minimum criteria of achievement in English. One student got score 25 (2,78%) as the lowest score in the pre-test, one student got score 67,92 (2,78%) as a higher score in the pre-test, three students got score 53,75 (8,33%) and 65 (8,33%). So, the dominant score in the pre-test of control class was 53,75 and 65.

From the description above, it showed student ability in writing descriptive paragraph. As table below.

Table 4.1 Control Class Ability Level in the Pretest

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	0	-
61-80	Good	15	41,67 %
41-60	Mediocre	19	52,78 %
21-40	Poor	2	5,55 %
0-20	Very Poor	0	-

Table shows that there was no student who reached 'excellent' level. Then, 15 students (41,67 %) reached 'good' level, 19 students (52,78%) reached 'mediocre' level and 2 students (5,55%) were in 'poor' level.

2. The Pretest Result of Experimental Class

Before applying the technique, the writer gave a pre-test to the students of experimental class in order to know their mean score in writing descriptive paragraph before they were taught using webbing technique. The student's result in the pre-test (see appendix VI) shows that the mean score in the pre-test of experimental class was 55,83. The highest score was 67,50 and the lowest score was 38,75. Then, one student got score 38,75 (2,78%) as the lowest score in the pre-test of experimental class, one student got score 67,50 (2,78%) as the highest score in the pre-test of experimental class.

From the description above, it showed student ability in writing descriptive paragraph before applying webbing technique. As table below

Table 4.2 Experimental Class Ability Level in Pre-test

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	0	-
61-80	Good	15	41,67 %
41-60	Mediocre	19	52,78 %
21-40	Poor	2	5,55 %
0-20	Very Poor	0	-

Table shows that there was no student who reached 'excellent' level. Then, 15 students (41,67 %) reached 'good' level, 19 students (52,78%) reached 'mediocre' level and 2 students (5,55%) were in 'poor' level.

3. Homogeneity of Variance Test on Pre test

After presenting the result of pretest both classes (control and experimental class), the variance homogeneity test was done to examine whether or not the scores of experimental and control groups were homogenous. Based on further calculation, it was gained that $F_{test} < F_{table}$ was $1,08 < 3,98$ that means both two classes between experimental class and control class is homogeneous. Further, the result of variance homogeneity test in pre-test is presented in the following table.

Table 4.3 The Result of Variance Homogeneity Test on Pre-test

Class	Variance	F-test	F table	Explanation	Conclusion
E	85,34	1,08	3,98	$F_{test} < F_{table}$	Homogenous
F	79				

4. The Post-test Result of Control Class

After the researcher treated the control class by using conventional method. The researcher gave the post-test. The student's result in the post-test (see appendix VIII) shows that the mean score of pre-test from control class was 66,70, while the highest score was 87,52 and the lowest score was 41,20. It can be seen that 11 students were successful to get higher than 75 as a minimum criteria of achievement in English. One student got score 41,50 (2,78%) as the lowest score in the pre-test, one student got score 87,52 (2,78%) as a higher score in the pre-test, three students got score 73,33 (8,33%). So, the dominant score in the pre-test of control class was 73,33 %.

From the description above, it showed student ability in writing descriptive paragraph. As table below

Table 4. 4 Control Class Ability Level in the Posttest

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	2	5,55 %
61-80	Good	24	66,67 %
41-60	Mediocre	10	27,78 %
21-40	Poor	0	-
0-20	Very Poor	0	-

Table shows that there is a significant effect in students' writing ability. There were only 10 students 27,78 % in 'mediocre' level. Surprisingly, there were 2 students or 5.55% who reached 'excellent' level. Then, 24 students or 66,67 % reached 'good' level.

5. The Post-test Result of Experimental Class

After the treatments had been taught to the students, then the writer had been calculated the score of post-test of the experimental class. The student's result in the pre-test (see appendix X) shows that the mean score of the student's ability in writing descriptive paragraph by applying webbing technique gained from the post-test was 79,06.

From the table, it can be seen that twenty-three students failed to get higher than 75 as a minimum criteria of achievement in English. So, 13 students were successful to get higher than 75 as minimum criteria of achievement. The mean score of post-test in the experimental class was 71,22. Then, two students got score 52,50 (2,78%) as a lowest score in the post-test of experimental class, one student got score 84,17 (2,78%) as a highest score in the post-test, three students got score 67,92 as the highest frequency in the post-test of experimental class. So, the dominant score in the post-test of experimental class was 67,92.

From the description above, it showed student ability in writing descriptive paragraph before applying webbing technique. As table below.

Table 4. 5 Experimental Class Ability Level in Post-test

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	7	19,44 %
61-80	Good	27	75 %
41-60	Mediocre	2	5,56 %
21-40	Poor	0	-
0-20	Very Poor	0	-

Table shows that the level of the student's ability in writing descriptive paragraph in the post-test of experimental class was better than the pre-test. There were only 2 students or 5,56 % in 'mediocre' and no students in 'poor' and 'very poor' level. Surprisingly, there were 7 students or 19,44 % who reached 'excellent' level. Then, there were 27 students or 75 % in 'good' level. This fact shows that webbing technique can help students in improving their ability in writing.

6. Homogeneity of Varian Test on Post test

After gave post-test both classes (experimental and control class), the variance homogeneity test was done to examine whether or not the scores of experimental and control groups were homogenous. Based on further calculation, it was gained that $F_{test} < F_{table}$ was $2,13 < 3,98$ that mean both two classes between experimental class and control class is homogeneous. Further, the result of variance homogeneity test in pre-test is presented in following table.

Table 4.6 The Result of Variance Homogeneity Test on Pre-test

Class	Variance	F-test	F table	Explanation	Conclusion
E	152,59	2,13	3,98	$F_{test} < F_{table}$	Homogenous
F	71,67				

Data Analysis

After conducting the post test, the data was analyzed by using independent t-test. In hypothesis testing, as Collidge (2000) states that the t-test was used to test for differences between means when small samples were involved. As the first stage on hypothesis testing, there was analysis of the mean scores of pre-test in both of control and experimental groups by using independent t-test formula. It was aimed to see whether there is a significant difference between mean of both control and experimental groups before the treatment.

Before coming to "T" test formula, it was necessary to find out the standard deviation and standard error in experimental and control groups. Standard deviation is intended to know the deviation or the difference of each of the score from its mean. The

score of standard deviation both of Experimental and Control groups were in the following:

Table 4.7 Standard Deviation both of Experimental and Control group
(After Applying Webbing Technique)

Experimental Group	Control Group
8.39	12.17

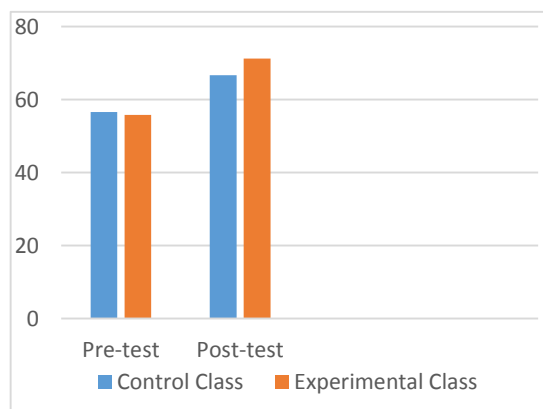
From the table 4.7, the researcher found that the standard deviation of experimental group was **8.39**, while the standard deviation of control group was **12.17**. After obtaining the standard deviation both of experimental and control group, the standard error can be calculated. The standard error was **1.83**.

The data analysis technique was saw whether the mean different was significant. After being calculated the value of “t” test of both experimental and control groups. The value of “t” test was **1.83**. Meanwhile, the values of t table in Sudijono (2008) on the df (degree of freedom) **70** was **1.667** with the level of significance (α)=5%. Thus, according to the result, because the “t” test was larger than the t table on significant level 5%. The level of significance was **1.83 > 1.667**. Therefore, the alternative hypothesis regarding the effect of webbing technique was accepted and its null hypothesis was rejected. In other words, it can be said that there is significant different using webbing technique in teaching writing descriptive text of the first year student of SMP N 23 Pekanbaru.

Comparison of the Result between Pretest and Posttest

According to the Quasi Experimental method, the creation of the successful research could be seen from the result of the pre-test and post-test. As it is explained in chapter III that if $t_1 = t_2$ means no improvement, if $t_1 > t_2$ means fail and if $t_1 < t_2$ means success. Based on the research result, the mean score of pre-test of control class (T1) was 50,58, while the mean score of the post-test (T2) was 66,69. Besides, the mean score of pre-test score of experimental class (T1) was 55,83 and the mean score of the post-test (T2) was 71,22. It shows that the improvement done by the students. Moreover, from the data it can be seen that the score between the control class and experimental class were different. It can be seen from the table below.

Chart 4.1
Comparison between Pre-test and Post-test Scores of Both Classes



In the graphic above shows mean of student's pre-test and post-test scores from control class and experimental class. It shows that the mean score of pre-test of control class was 55,83 and the mean score of post-test was 66,69. Besides, the mean score of pre-test of experimental class was 55,83, while the mean score of post-test was 71,22.

In addition, from the mean score of pre-test to post-test it shows that the student's score in control class increased. Where the mean score of pre-test was 56,58 and post-test was 66,69. The mean score from pre-test to post-test of control class increased by 10,11 point. On the other hand, the student's score from experimental class increase too, the mean score of pre-test was 55,83 and post-test was 71,22. The mean score from pre-test to post-test of experimental class increased by 15,39 point.

Based on the statistical description table, whether from control or experimental class, it was clear that the mean score of student's score from pre-test to post-test of experimental class was higher than student's score from pre-test to post-test of control class. In other words, based on the result on the quasi experimental the students of experimental class that taught by using webbing technique successful since all the data were shown that $t_1 < t_2$.

CONCLUSION AND RECOMMENDATION

The writer concluded that webbing technique is an effective technique to teach writing since there was improvement that the students made on writing descriptive text. From the result, it can be seen that the score from pre-test to post-test of experimental class was higher than the score of pre-test to post-test in control class. Therefore, based on the result on the quasi experimental the students of experimental class that taught by using webbing technique was succeed. It can be seen that the student's ability in writing descriptive texts was taught by using webbing technique better than student's ability which taught without webbing technique in learning writing in descriptive text. It was found that the value of t-test was 1.83 and t table 1.667 (5%). Because calculated t obs was larger than the t table, the Alternative hypothesis was accepted and Null hypothesis was rejected. In other words, by using webbing technique in teaching writing gave a significant effect to improve the first year students' ability in writing descriptive texts at SMP N 23 Pekanbaru.

Webbing technique is an effective technique to teach writing. It gave positive contributions and better outcomes to improve student's ability in writing. In other words, webbing technique worked well to improve writing ability in descriptive texts of the first year students at SMP N 23 Pekanbaru.

According to the conclusions, the writer had some suggestions for the teacher and future researcher. The teacher may use webbing technique as an alternative technique in teaching to improve the students' ability in writing descriptive text. It is better for the teacher to use the benefit of webbing technique in teaching writing descriptive paragraphs because students' ability, their experience and the use of webbing technique will bring to an effective teaching and learning. Then, the teacher should pay attention and control to the students when they are working in groups. This is the most valuable thing to determine whether the students are learning or not. Moreover, the teacher need to realize that learning has two way process, not only teacher-center but also student-center. So, the students can be more active in achieving their success in study.

For future researcher, it is suggested that this study could be a reference to conduct other research either the same field or different field. Future researchers may use other experimental research design to know whether or not the use of webbing technique is effective in improving students' abilities in other skills, such as speaking, reading and listening. Then, future researchers also may conduct the study on the use of webbing technique in writing other genres to see the effect on the use of webbing technique. In addition, the future research should organize the time in conducting this research effectively in order to get satisfied result.

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