



Improving Students' Ability in Writing Descriptive Text by Using Webbing Technique

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Abstract

Writing is one skill which must be mastered by the students. This skill is used for written communication especially in academic purpose. In other hand, writing is still being a difficult skill faced by the students. This research aimed to investigate the extent that Webbing technique could improve students' ability in writing a descriptive text at SMAN 3 Kota Bengkulu. The design was classroom action research and conducted in three cycles. Each cycle consisted of four stages namely: planning, action, observation, and reflection. The subjects consisted of 13 males and 23 females students of the school. The instruments were a writing test, field-notes, and interview. The test data of this research were descriptive quantitative. The result was as follows. The test showed that students who passed the standard score compared to before treatment were significantly increased at the end of cycle 1. It also increased at the end of cycle 2 and at the end of cycle 3. The result showed increasing ability in writing. Non-test data showed that Webbing technique helped the students in developing ideas. It helped the teacher in controlling, guiding and helping students to increase attention, interest, and participation. The conclusion was that Webbing technique could improve students' writing ability.

Keywords: Descriptive text, webbing technique, writing

Introduction

Writing is one of skills which must be mastered in learning English by the students. This skill is used for written communication. It is important for their future life especially for their academic purpose (Rahmawati, et al. 2019). However, the complexity of writing is believed that this skill being the most difficult skill faced by the students. It is supported by Negari (2011) who stated that writing involves a number of cognitive and metacognitive activities which make it become a complicated process. To encourage students to write, teachers need to ask students for reading (Martina, et al. 2020; Martina, et al. 2020; Dhillon, et al. 2020)

Teaching writing is challenging because the teacher must have a big effort in guiding students to make a good writing product. In the classroom, there always have problems faced by the students in writing. Based on the researcher's experience in teaching practice in three months at SMAN 3 Kota Bengkulu, some students still had problem in learning English. Based on the previous observation of students' score got from students score at Grade X MIPA 1 of SMAN 3 Kota Bengkulu, there were only 33% (12 students) pass in writing skill based on the standard minimum score (KKM 75) used in SMAN 3 Kota Bengkulu. Based on the students' writing score, they had problem in developing ideas. They only wrote one sentence in one paragraph and the supporting idea was not relate with the main

idea when they were writing a descriptive text. The students confused to determine the content that they should write in writing.

Considered the problem above, webbing Technique strategy was chosen by the researcher to solve the problem. It was a writing strategy which writing a lot of phrases or words into a sheet of paper to link the words together into a short of “web” that forms groups from the separate parts. It would be helped students to remember and develop their ideas clearly. Similarly with Buzan (2005:113) who stated that webbing technique is a strategy to help students in developing idea and creating a good writing. In this strategy, the students put the main idea in the centre and supporting information around it. In addition, the students will be guided by the steps that are provided. This strategy will help students easy in developing idea into a complete paragraph.

There were three previous studies which had been conducted by previous researchers that related to webbing technique to improve students’ writing ability. Firstly, Ariana (2015) showed that the use of webbing technique can improve students’ writing skill. Secondly, Putri, et al (2016) found that using webbing technique can improve students’ writing skill. Thirdly, Yudianto, et al (2004) showed that webbing technique can improve students’ writing skill.

The differences between the previous studies and this research were about design of research, location, participants, kind of text and level of students. The research design of previous studies were quasi experiment, while this research designed in classroom action research. Ariana (2015) conducted research by using webbing technique to improve students’ writing skill in recount text for 11th grade students at SMAN 1 Sungguminasa, Gowa. Putri, et al (2016) conducted research by using the same technique to improve writing skill in descriptive text for 10th grade students at SMP N 23 Pekanbaru, Riau. Yudianto, et al (2004) conducted research by using webbing technique to improve students’ writing skill in analytical exposition text for 11th students at SMAN 1 Sungai Ambawang, Kalimantan Barat. In this research the researcher conducted a research by using webbing technique to improve students’ writing ability in writing descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu.

This research focused on the improving the students’ ability in writing descriptive text especially in developing idea through webbing technique at grade X MIPA 1 of SMAN 3 Kota Bengkulu in 2018/2019 academic year. The objective of this research was to explain how far webbing technique could improve students’ ability in writing descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu.

Research Methodology

Research design was applied in this research was a classroom action research. This research used four steps of action research by Kemis and McTagart (1988). The steps were plan, action, observe, and reflect. According to Ary, Jacobs, Sorensen (2010), action research is a process to improve the teacher’s practice in education by incorporating change and involves educators working

together. It means that in conducting an action research, the teacher conducted it collaboratively with other teacher or education practitioner. In this research, the researcher collaborated with an English teacher to conduct this classroom action research.

The subjects of this research were 13 males and 23 females' students at first semester of grade X MIPA 1 of SMAN 3 Kota Bengkulu in 2018/2019 academic year. This class was chosen by the researcher because the researcher had three months experience in teaching in that class. The instruments used in this research were students' writing test, field-notes, and interview. The data were collecting by test technique and non-test technique. The test technique was collected by writing test, while the non-test techniques were collected by field-notes and interview. The test data gotten by writing test were analyzed in quantitative. It was used scoring guideline which adapted from Weigle (2002) and Reid (1993) that consist of content and organizing. After getting the score, the data was done in percentage to know the students' improvement. Meanwhile, the non-test data were analyze in descriptive. The indicator of success in this research was 75% students passed the standard score used in SMAN 3 Kota Bengkulu. The standard score is 75.

Table 1. Scoring guide adapted from Weigle (2002) and Reid (1993)

Components of Writing	Students Score	Criteria	Comments
Content	76-100	Excellent to Very Good	Knowledge able, substantive, development of thesis, relevant to assigned topic
	50-75	Good to Average	limited knowledge of subject, little substance, inadequate development of topic
	26-50	Fair to Poor	Very limited knowledge of subject, very little substance, very inadequate development of topic
	1-25	Very Poor	Does not show knowledge of subject, non- substance, not pertinent, or not enough to evaluate
Organization	76-100	Excellent to Very Good	Fluency expression, ideas clearly stated/ supported, well organized, logical sequence
	50-75	Good to Average	Loosely organized but man idea stand out, limited support, logical sequence
	26-50	Fair to Poor	Not fluent, ideas confused of disconnected, lack of logical sequencing and development
	1-25	Very Poor	Does not communicate, not organize, not enough evaluate

Findings and Discussion

Findings

Based on the result of the quantitative data of the research, the Webbing technique could improve 27 students (75%) of total students in writing descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu. The researcher found that Webbing technique could improve the students' ability in writing descriptive text, especially in developing idea. The percentage of the students who passed the standard score can be seen on the table 2:

Table 2. The percentage of students who passed and did not pass the standard score in baseline data, cycle 1, cycle 2, and cycle 3

Category	Score	Baseline Data	Cycle 1	Cycle 2	Cycle 3
Passed	≥ 75	33%	50%	65%	75%
Did not pass	< 75	67%	50%	35%	25%

Based on the table above, there was an improvement from the students' score. Based on the result of field-notes, the improvement of the students' score were because the students attention, interest, and participation. Moreover it also because Webbing technique helped them in developing idea. It was based on the interview of some students. It was as stated by the following students' statement:

“Using Webbing technique is very helpful because the points that have been written help me in developing the sentences easily” - (Student 1)

Another student said,

“The points which I wrote using webbing technique make me easy to add a description in writing and I am not confused anymore to determine the content that I must write in writing” - (Student 2)

The other student said,

Using Webbing technique make me easy to develop a writing based on the points that have been made previously” - (Student 3)

In conclusion, the result of interview showed that Webbing technique could improve the students' writing ability. It helped them in developing idea because the points that they had made in the chart of Webbing technique. Moreover, the strategy made the students did not confuse anymore to determine the content that they should write.

In short, based on the students' writing test, field-notes and interview, the Webbing technique could improve students' ability in writing. In addition, based on the result of students' writing test, the researcher concluded that the use of Webbing technique could improve students' writing which was shown by percentage of the students who reached the score 75 were 75% of the total students 100% and writing ability of each student in developing idea in writing descriptive text was improved. It means that the indicators of success in this research had been achieved.

Discussion

Based on the result of the cycle, there was an improvement of students' ability in writing descriptive text after implementing the Webbing technique. In the baseline data, there were 33% students who passed the standard score. In the result of cycle 1, the students' score improved 17%, therefore, the students who passed the standard score became 50% of total students. In the result of cycle 2, the students' score improved 15% from cycle 1 and 32% from the baseline data. There were 65% students who passed the standard score. In the result of cycle 3, the students' score improved

10% from cycle 2, 23% from cycle 1 and 42% from baseline data. There were 75% students who passed the standard score.

The success of this research is influenced by two factors; the researcher's factor as a teacher's and the students' factor. The researcher's factor was the researcher's classroom management in controlling and guiding the students during teaching and learning process. It was supported by Kirdy and Crovitz (2013) who stated that the teacher must be able to control and guide the students in writing. In this research, the researcher had been better in controlling and guiding students in the cycle 3. The researcher could control and guide the students almost one by one. It made the students were better in writing.

Meanwhile, the students' factors are students' attention, interest, and participation. The students' attention to the researcher's explanation had some effects to their understanding about descriptive text. It also made them had better understanding about the step of Webbing technique.

The students were also more interested in writing. Webbing technique made them interested and helped them in developing idea. It is supported by Buzan (2005: 113) who stated that Webbing technique is a technique which can help students to develop their ideas by visualizing their information and concepts which related with their ideas into a short of "web" that forms groups from the separate parts. The students who were taught by using Webbing technique could explore their ideas well. It could be seen from the result of the test that the students could write a good writing product.

The students' participation was also important in this research. In cycle 3, the students participated actively in the class. They asked to the researcher when they had problem in writing and they also responded to the researcher's questions.

The improvement of the students' ability in writing by using Webbing technique was supported by the previous studies by Ariana (2015), Putri, et al (2016), and Yudianto, et al (2004). The first, Ariana (2015) found that the result of Webbing technique could improve the students' writing skill because it helped them easy to develop their ideas.

Second, Putri, et al (2016) showed that the use of Webbing technique helped students to get idea so they knew about what they must write. Third, Yudianto, et al (2004) showed that Webbing technique made the students easy to develop and organize their ideas to make a good paragraph and also helped the students to be more interested and increased the students' achievement in writing.

In short, the previous researchers found that Webbing technique could improve students' writing ability. The similarity between this research and previous studies is Webbing technique could improve students' ability in writing a descriptive text. Ariana (2015), Putri, et al (2016), and Yudianto, et al (2004) showed that Webbing technique could improve the students' writing skill because it helped the students easy to get and develop their ideas, so they know what they must write.

The result of this research also found that Webbing technique could improve the students' writing skill, because it helped the students to develop ideas and organize their ideas to make good paragraphs.

The differences between the previous studies and this research are about design of research, location, participants, kind of text and level of students. The research design of previous studies were quasi experiment, while this research will be design in classroom action research. Ariana (2015) conducted research by using webbing technique to improve students' writing skill in recount text for 11th grade students at SMAN 1 Sungguminasa, Gowa. Putri, et al (2016) conducted research by using the same technique to improve writing skill in descriptive text for 10th grade students at SMP N 23 Pekanbaru, Riau. Yudianto, et al (2004) conducted research by using webbing technique to improve students' writing skill in analytical exposition text for 11th students at SMAN 1 Sungai Ambawang, Kalimantan Barat. While this research conducted a research by using webbing technique to improve students' writing ability in writing descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu.

The strength of this technique is this technique easy to use in helping students to improve their ability in writing and this strategy also can be used both in SMP and SMA level. It was based on previous study, Ariana (2015) and Yudianto, et al (2004) conducted the research for SMA level. Putri, et al (2016) conducted research for SMP level. This strategy also could create students' creative thinking to develop idea.

The limitation of this research was it only focused on the improving students' ability in writing descriptive text especially in developing idea. This research did not focus on grammar, mechanic, etc. The text that was used in this research was descriptive text. It was based on the material that should be teach in the first semester of X Grade.

Conclusion and Suggestion

Based on the result of the research that was described in the previous chapter, it can be concluded that Webbing technique could improve 42 % students' ability in writing a descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu. The number of students who passed the standard score in writing became 27 (75%) students at the end of cycle 3, while in baseline data there were only 12 (33%) students who passed the standard score in writing. In short, Webbing technique could improve students' ability by helping students to develop ideas in writing a descriptive text at grade X MIPA 1 of SMAN 3 Kota Bengkulu.

The future researcher can use Webbing technique for another type of text beside descriptive text and for improving writing in another grade. The researcher also can pay attention with grammar in students' writing product. The Webbing technique also can be combined by other strategies in order to improve the students' ability in writing based on the problem that the students have.



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