

THE EFFECT OF WEBBING TECHNIQUE ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 7 JEMBER IN THE 2012/2013 ACADEMIC YEAR

Eli WahyuningTiyas¹⁶, Wiwiek Eko Bindarti¹⁷

***Abstract** : Based on the literature reviews, webbing technique is an effective technique in teaching students' reading comprehension achievement. The research on the effect of webbing technique on the students' reading comprehension achievement was carried out to know whether or not there is a significant effect of webbing technique on the students' reading comprehension achievement. A quasi experimental research by using Posttest Only Control Group Design was implemented to test the effect of webbing technique on the students' reading comprehension achievement. The result revealed that the students in experimental group out performed their fellow counterparts in the control group. In that, they have shown better comprehension in reading descriptive text. This is likely due to the implementation of webbing technique which facilitates understanding.*

***Key Words** : Webbing technique, reading comprehension, effect.*

INTRODUCTION

Webbing technique has different terms and definitions as it is given by different authors. However, the different terms for webbing technique basically have the same concept or meaning. So, in this research, the term used is webbing because this term is commonly used in reading area.

Hennings (1997:279) states that mapping is a teaching reading technique that can help students understand the information from a reading text. Further, Orlich (1998:233) states that mapping is excellent way to elicit meaning from text. In line with this, Wood (1996:26) state that webbing can help the students see the main ideas in a book, chapter, or article and represents it in some sort of visual display (boxes, circles, connecting lines, tree diagram, etc.). Similarly, Gillet and Temple (1990:262) describe that webbing is a simple way to help students begin to recall prior knowledge and form relationships of information. Webbing technique helps readers to use their background knowledge which is related to the topic. The webbing exercise serves to help students remember old information related to the reading and to form expectation about what they will read.

According to Gerson and Gerson (1997:184), through clustering the information is designed in more systematic way and also more visual and free form. In this case, the

¹⁶ Mahasiswa Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

¹⁷ Dosen Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

idea is stated by determining the main topic and generates it into a clear and detail through the addition of sub-point. It is a valuable technique that allows students to sketch their ideas freely without following the structure of an outline. The students will see graphically the relationship between points of the topic. Finally, this help students decide whether they have included some relevant ideas or omitted some irrelevant ideas. If the students want to expand or develop their ideas, they can add new sub-points or delete irrelevant ideas simply by scratching the points off. Thus, webbing is an excellent technique because it easily allows students to gather information and organize the ideas.

Based on the literature reviews above, webbing technique is an effective technique in teaching students' reading comprehension achievement. The research on the effect of webbing technique on the students' reading comprehension achievement was carried out to know whether or not there is a significant effect of webbing technique on the students' reading comprehension achievement

According to Gerson and Gerson (1997:184-185), there are some advantages of webbing technique, such as:

1. this technique allows readers to see graphically the relationships between sub points and components of an idea.
2. this technique allows readers to gather and organize information based on the topic.
3. this technique also helps readers to determine their focus on the topic.

From the above explanation, webbing technique as used in this research is an alternative way to help students in comprehending a reading text. It enables the students to note ideas and details easily. This technique also encourages the students to be more creative and active in presenting their ideas. Beside that, it is clear that the use of webbing technique in teaching reading brings a lot of advantages. This is the main reason why the researcher used webbing technique to help students to comprehend a reading text.

The effect of webbing technique was supported by previous researchers proving that webbing technique was able to improve the students' reading comprehension achievement. The previous researches were done by Inayah (2005) and Supriadi (2010). Inayah (2005) found out that there was a significant effect of implementing webbing technique on the second year students' reading comprehension achievement. She

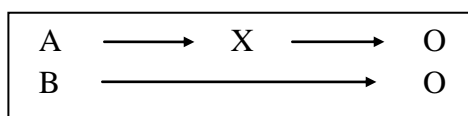
concluded that the use of web model had good implication to the learning process, especially in reading ability at SLTPN 6 Jember. Supriadi (2010) reported that webbing technique was able to improve the junior high school students' reading achievement at SMP 1 Pantijember. In addition, Rahmawati (2011) also investigated the effect of topical webbing technique on the junior high school students' reading achievement. The study proved that webbing technique was able to increase the students' reading comprehension achievement at MTs Baitul Hikmah Tempurejo Jember.

RESEARCH METHODS

The research design used in this study was a quasi experimental design because it was intended to know whether or not there was a significant effect of webbing technique on the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember in the 2012/2013 Academic Year. The design used in this research was Posttest Only Control Group design that involved two groups, the experimental and the control groups.

The populations of this research were the eighth grade students of SMP Negeri 7 Jember in the Academic Year 2012/2013 consisting of eight classes having the total number of 312 students, in which every class consisted of 39-40 students. Since the population of this research was more than 100 students, cluster random sampling was used by the researcher to determine the samples. Before taking two classes, the homogeneity test was administered to the population by using reading comprehension test. The scores of the test were analyzed by using ANOVA (Analysis of Variance) Formula. After determining which became the experimental and control groups, treatment was given to the experimental group; the treatment was teaching reading comprehension by using webbing technique, while lecturing and answer-question techniques were applied to the control group. After that, administering try out to check whether the teacher made test met the qualification of a good test, especially in terms of reliability, time allocation, difficulty index, etc. Try out was applied in class which belonged to neither the experimental group nor the control group. Reading test was given to both groups to find out the difference of the reading comprehension achievement and comparing the result of both groups by using t-test

formula. Then, drawing conclusion from the analysis to answer the research problem. The design of the research is presented in the following pattern.



(Adopted from McMillan,1992:175)

Notes :

A = Experimental group

B = Control group

X = Treatment

O = Posttest

There were two kinds of data in this research, primary data and supporting data. The primary data were taken from reading comprehension test, and the supporting data were taken from interview and documentation. Reading comprehension test was used to collect the primary data about students' reading comprehension achievement. It was used to know the students' achievement in reading comprehension after they were taught by using webbing technique (Experimental Group). Meanwhile, interview and documentation were needed to get the supporting data. The interview was about the English teaching and learning process for the eighth grade students about the students' reading comprehension skill. And the interviewee was the English teacher of the eighth grade students of SMP Negeri 7 Jember. Documentation was also needed to get the supporting data about the total number and the names of the eighth grade students of SMP Negeri 7 Jember in the 2012/2013 academic year.

In this research, webbing technique is a technique used by the teacher for pre-reading activity and continued in whilst reading activity. In pre-reading activity, the teacher asked the students some leading questions to activate their background knowledge related to the topic discussed. She asked the students to offer some ideas related to the topic. And then the teacher wrote the student's answer in the form of webbing on the white board by wrote the topic on the center of a page, next she put some related information based on the student's background knowledge around the topic. The teacher may ask further questions to complete the web. In whilst activity, the teacher distributed an example of a descriptive text to the students and asked them to read the text silently. After that, they had to find some difficult words and discussed them together. And then, the teacher discussed the content of the text with the students

by using webbing technique. While the teacher was discussing, she guided the students how to create a web based on the text. She asked the students to offer some ideas/information related to the topic of the text and helped the students to organize them into categories. The last, the students were asked to answer some comprehension questions.

RESEARCH FINDINGS AND DISCUSSIONS

A homogeneity test was administered to know whether the eight classes were homogeneous or not. According to the analysis of ANOVA formula, the ' f_0 ' value was 4.215. The value of F table at 5% significant level was 2.03. Having been compared, the result of ' f_0 ' was higher than that of F table. The result implied that there were differences on the students' reading ability among those eight classes. In other words, the population was heterogeneous. Thus, two classes which had the closest mean scores were chosen as the subjects of the research.

From the result of homogeneity test, it showed that VIII G and VIII H had the closest mean scores. Both classes had nearly the same mean scores, they are 63.42 and 63.33. It indicated that these two classes had similar ability in English. According to the calculation above, VIII G class was treated as the experimental group and VIII H as the control group decided by lottery.

Before conducting the post test, the try out was conducted on September 12th 2012 to one class of the existing eight classes of the eighth grade which was not chosen as the experimental and the control groups, that was class VIII E which consisted of 40 students. Split half Odd-Even technique was applied to calculate the reliability coefficient. The reliability coefficient was analyzed from the scores of the try out. From the result of try out scores, the reliability coefficient of a half test was found 0.77. Then, the reliability of the whole test items was calculated by using Spearman Brown formula. From the calculation of Spearman Brown formula, the reliability coefficient of the whole test was 0.87. It means that the reliability coefficient of the test was considered reliable. As stated by Sudijono (1998:209) that the reliability coefficient standard of a teacher made test which is more than 0,70 is categorized reliable. It means that the test items were not necessarily to be revised so that the test could be administered to both groups.

The result of the post test of the experimental and the control groups can be seen in Table 1.

Table 1. The Result of the Analysis of the Post Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	39	79.6923	6.63386	1.06227
	Control	39	74.2308	6.02827	.96530

From the table above, the result showed that the mean score of the post test of the experimental group was 79.69 with standard deviation 6.63 and the mean score of the posttest of the control group was 74.23 with standard deviation 6.03. The result of mean scores on the experimental group was higher than that of the control group (79.69 > 74.23) and also the value of significant column (2-tailed) was 0.000, and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups.

Thus, it could be concluded that there was statistically significant difference between the experimental and control groups or there was a significant effect between those two groups. It means that the null hypothesis (H_0) formulated: "There is no significant effect of webbing technique on the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternative hypothesis: "There is a significant effect of webbing technique on the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember in the 2012/2013 academic year" was accepted.

From the result of the research, it was proved that using webbing technique significantly effected the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember in the 2012/2013 academic year. This could be seen from the significance value (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.000. It indicated that the result of t-test analysis was significant.

The result of this research was in line with Cooper's idea (1999) and the previous research results that webbing is a good technique for students to learn and improve reading comprehension achievement to construct, organize and communicate the students' knowledge (Cooper, 1999:21). Further, Gerson and Gerson (1997:184) state that webbing technique helps readers to determine their focus on the topic. This technique provides a clear focus for their draft.

This research showed that the application of webbing technique effected the students' reading comprehension achievement. The statistical value also proved that there was a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement at SMPNegeri7Jember.

CONCLUSIONS AND SUGGESTIONS

Regarding the results of hypothesis verification and discussion, it could be concluded that the use of webbing technique had a significant effect on the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember in the 2012/2013 academic year. It means that using webbing technique in teaching reading had a significant effect on the eighth grade students' reading comprehension achievement at SMP Negeri 7 Jember.

Considering the result of the research, the researcher proposed some suggestions. 1) It was recommended to the English teacher to use webbing technique in teaching reading. Hopefully, the teacher can apply this technique as an effective technique in teaching English language skills, such as reading skill. So that this technique can help the students to read more effectively and to facilitate the students to comprehend the reading material and actively involve in the teaching and learning process; 2) The students are suggested to use Webbing Technique in their study, especially in reading comprehension to become effective and active readers which hopefully can also affect their reading comprehension achievement. So that, the students will get better scores in reading comprehension achievement; 3) It is hoped that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of webbing technique by using different language skill, in different research area or research design for different level of students. Such as, Improving the Seventh Grade Students' Writing Comprehension Ability on Recount Text by using Semantic Mapping.

REFERENCES

- Cooper, J. M. 1999. *Classroom Teaching Skills*. Boston: Houghton Mifflin Company.
- Djiwandono, M.S. 1996. *Tes Bahasa dalam Pengajaran*. Bandung: ITB.

- Hennings, D. G. 1997. *Communication in Action: Teaching Literature Based for Language Arts. Sixth Edition*. Boston: Houghton Mifflin Company.
- Istianah, W. 2010. Developing Student Reading Comprehension by Using Think-Aloud Strategy at SMPN 3 Tanggul Jember. *Lingua Franca Vol.10 No.1* Edisi Juni.Jember: FKIP Universitas Jember.
- McMillan, 1992. *Educational Research: Fundamentals for Consumer*. New York : Harper Collin Publisher.
- McWhorter, K. T. 1989. *Guide to College Reading. Second Edition*. New York : Harper Collins Publisher.
- Payani, D., Diem, C. D., Purnomo, M. E. 2003. The Readability Levels of The EFL Text and The Reading Comprehension Levels of The State High School Students in Palembang. *Lingua Jurnal Bahasa dan Sastra Vol. 5*. Palembang: Program Pascasarjana Universitas Sriwijaya Palembang.
- Tasnim, Z. 2002. Reading Comprehension Test for SMU/MA Students : Some Underpinning Considerations. *Pancaran Pendidikan, Th. XV No.52*. Jember: FKIP UniversitasJember.
- Wingersky, J. B. and Horguin-Balogh. 1999. *Writing Paragraph and Essay : Integrating Reading, Writing, and Grammar Skills. Third Edition*. Belmont: Wadsworth Publishing Company.
- Wood, N. V. 1991. *College Reading and Study Skills: Learning, Thinking and Making Connection. Fifth Edition*. Orlando: HBC. Publisher.
- Wood, N. V. 1991. *Strategies for College Reading and Thinking*. New York : McGraw-Hill, Inc.
- (No Name)WordPress.com/Concept Mapping in Teaching Writing Descriptive Text « Teaching English 4 All.htm.