USING WEBBING CONCEPT TO DEVELOP THE STUDENTS’ IDEA IN WRITING DESCRIPTIVE TEXT IN SMA SHALAHUDDIN PASURUAN

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ABSTRACT: Writing is one of the most difficult skill to master. Because of that, this study is focus on to find out how webbing concept can develop the students writing in descriptive text for the tenth grade students of SMA Shalahuddin Pasuruan. This classroom action research was conducted at SMA Shalahuddin Pasuruan, which is located on Jl. Dr. Wahidin Sudiro Husodo 45 Pasuruan. The school has five classes. The subject of this study was the students of the tenth grade at 2011/2012 academic year. The numbers of the seventh grade students were 22 students; 13 boys and 9 girls. The result of the study shows that writing skill could be improved by using Webbing Concept technique.

Key words: Writing skill, webbing concept, idea development

INTRODUCTION

Writing is considered as the most difficult skills in studying English than the three other skills such as listening, reading, and speaking (Prativi, 2010). Because when we write something, we have to use our mastery in grammar, our ability to choose the right diction, and also put the punctuation to arrange a nice composition. Therefore many students have a difficult time deciding on a topic to write about (Jarvis, 2002).

The similar problems also faced by tenth grade students in SMA Shalahuddin Pasuruan in learning English as the second language in their formal education, especially in writing descriptive text. First, the students have difficulties in developing their idea. Second, they cannot concentrate on the process of writing so they cannot arrange their ideas into a brief story.

Because of that problem, Webbing Concept is considered helpful to overcome the problems. Webbing Concept is introduced to be applied in teaching writing. Webbing Concept or Mind maps or Concept Mapping work well as their visual design enables students to see the relationship between ideas and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable (Stanley, 2011). Jarvis (2002) stated that the key to learning to write is feeling confident in your abilities. Many students do not enjoy writing because they feel that if they
cannot do it correctly the first time then they will never get it. Self-confidence involves judgments and evaluation about one’s own value and worth.

Self-confidence can be negatively influenced when the language learner thinks of oneself. When the students feel confident, they will easier to concentrate in writing. As the statements above, in order to make the students think creative in developing their idea while they have writing class, the teacher should create a comfortable situation. When they feel comfortable, their anxiety will decrease and they will have a self-confidence to develop their imagination to create good text writing. Because the more they feel comfortable (less anxiety), the more they get the achievement. If they do not feel comfortable, their anxiety will increase and they cannot get the achievement. But the fact is most teachers could not create the comfortable environment in writing activities class and they could not find the right method to make the students more active in writing activity so they feel so boring. The teacher wants the students to write quickly, compose a good story on the spot, but it cannot be done in minutes because there are some steps that have to do in writing.

Hamp-Lyons and Heasley (in Nunan, 1991:91) stated that few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. When the ‘someone else’ is teacher, whose eye may be critical, and who indeed may assign a formal assessment to the written product, most people feel uncomfortable. It makes sense then, that the atmosphere of the writing class should be warm and supportive, and nonthreatening. According to Zamel (in Nunan, 1991:88), writing skills can develop rapidly when students’ concern and interest are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participants in a community of writers. Jarvis (2002) also states that the process writing method values the talents and growth of individual writers and makes them want to continue writing because they feel good about their abilities.

Based on the statements above, we can conclude that if we want to develop the students’ ability in writing text we should build the students’ self-confidence by making a comfortable environment and choosing the appropriate method so that they will not feel boring and can think more creative in order to make good text writing. And based on that situation, the researcher introduces Webbing Concept during the implementation of the action because by using Webbing Concept, the students can develop and generate their idea. Webbing Concept should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations (Stanley, 2011).

From the previous study done by Prativi in 2010 entitled “The Implementation of Webbing Concept to Improve Seventh Grader’s Performance in Writing Descriptive Text at SMPN 13 Malang”, proved that Webbing Concept was effective to
help students in generating, developing, and organizing their ideas in writing composition. In this research, the concept was involved in writing process including prewriting, whilst writing, and post writing. It is followed by modeling how to make word webs before starting writing, how to write the draft, how to revise the draft, how to edit the draft, and how to write the final composition. In addition, the students are also assigned to produce a descriptive text through the writing process: prewriting, drafting, revising, editing, and rewrite the final composition. Through this model of study, the students will understand what they had missed in writing process and able to develop their writing.

Hamp-Lyons and Heasley (in Nunan, 1991:91) also add that writing is commonly seen as a three-stage process: pre-writing, writing, and rewriting. Although this is very much an oversimplification, it is a helpful one. In the past teacher concentrated on the end of the second stage, i.e. after the writing had been done. They did not see how they could intervene at the pre-writing and writing stages, as rewriting was seen only as ‘correcting the mistakes’. We now understand the importance of all three stages as part of the writing process, and try to help the students after the process by participating in it with them, rather than contenting ourselves with criticizing the product, i.e. the composition, without knowing much about how it was arrived at.

Furthermore, Prativi (2010) has proves that she was successful in her teaching by using webbing concept. Her research’s result showed that Webbing Concept successfully improved the seventh graders’ performance in writing descriptive text especially in terms of content, organization, and language use. From all of those reasons, this study is focus on to find out how webbing concept can develop the students’ writing in descriptive text for the tenth grade students of SMA Shalahudin Pasuruan.

**METHODOLOGY**

The research design applied was classroom action research. By doing the action research, the researcher tried to enhance the success in students’ learning English. As stated by Latief (2009:3), classroom action research for English instruction is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning English”.

In applying the research, the researcher collaborates with the one of English teacher to solve the students’ problem in writing, especially in generating idea. The classroom action research would be done by cycles. The cycles of classroom action research contains of four steps: planning, acting, observing, and reflecting. This classroom action research was conducted at SMA Shalahuddin Pasuruan, which is located on Jl. Dr. Wahidin Sudiro Husodo 45 Pasuruan. The school has five classes. The subject of this study was the students of the tenth grade at 2011/2012 academic year. The numbers of the seventh grade students were 22 students; 13 boys and 9 girls.

There were several instruments used in the study. The first was
observation which was conducted on Wednesday, May 16\textsuperscript{th}, 2012 and Wednesday, May 23\textsuperscript{rd}, 2012. The second was questionnaires which were given to the students twice, before the first post-test and after the second post-test. The first questionnaire was used to know the students ability and problems and causes in learning English. The second questionnaire is given after implementing the techniques of using Webbing Concept in teaching writing. It examined how the students feel about the technique of using Webbing Concept, and how it helps them in enhancing writing skill. It was done on Monday, May 14\textsuperscript{th}, 2012 and Wednesday, May 23\textsuperscript{rd}, 2012. And the third was Writing test was used by researcher to measure the students’ improvement in writing using Webbing Concept. Here, the test was conducted in the end of each cycle. There were two cycles in this research, so the test also would be conducted twice. The form of test was written test. In doing the test, the students had to make Webbing Concept based on the pictures. The procedure of teaching were the researcher prepared the pictures of Webbing Concept about people as the media of teaching, then the researcher showed the students those pictures and the meaning of the pictures. The lesson plan prepared was used in the second meeting of cycle 1. The second meeting in cycle 1 allocated for 2 x 45 minutes. The standard competence was expressing the meaning of short text and short monolog text in a simple way, accurately, fluently, and acceptable in descriptive text. The basic competence was expressing the meaning and the process of making short monolog text accurately, fluently, and acceptable in descriptive text. The objectives of teaching in the

This classroom action research was held on May 14\textsuperscript{th}, 2012. The English teacher accompanied the action from the first meeting until the fourth meeting. The cycle one was held on May 14\textsuperscript{th}, 2012 and May 16\textsuperscript{th}, 2012. The cycle two was held on May 21\textsuperscript{st}, 2012 and May 22\textsuperscript{nd}, 2012.

There were several procedures used to carry out the study. The first meeting in cycle 1 was allocated for 2 x 45 minutes. The standard competence was expressing the meaning in the very simple transactional and interpersonal conversation to interact with the environment. The basic competence was expressing the meaning the very simple spoken short monolog text accurately, fluently, and acceptable to interact with the environment in the descriptive. The objectives of teaching in the first meeting in cycle 1 were the students’ ability to make Webbing Concept based on the pictures. The procedures of teaching were the researcher prepared the pictures of Webbing Concept about people as the media of teaching, then the researcher showed the students those pictures and the meaning of the pictures. The lesson plan prepared was used in the second meeting of cycle 1. The second meeting in cycle 1 allocated for 2 x 45 minutes.

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first meeting in cycle 1 were the students’ ability to make Webbing Concept based on the media and to make sentences which generated it into a good paragraph. The procedures of teaching in the second meeting of cycle 1 were the researcher applied the Webbing Concept as the media. First, The researcher stuck the picture of Webbing Concept on the blackboard. Second, the researcher explained the part of Webbing Concept. Third, the researcher asked the students to make some groups. Fourth, the teacher asked the students to make Webbing Concept with their group. And the last, the teacher divided some groups; each group began to make Webbing Concept based on the topic. After Webbing Concept was made, the researcher did the test for the students.

FINDING

Cycle 1

During the implementation of this cycle, based on the observation by using observation shee, it was found that many students were active in the learning activity. Only a few students were not serious and not active. It was caused by their abilities in English was low. They always depended on the other students in groups. However, most of the students could work in groups to work together and shared with their friends in groups well.

From the data obtained in this cycle, the active students were 9 from 22 students. It means that only 41% of the students were active on the learning activity. While the data that was obtained from the result post test at the end of the first cycle showed that there were only 10 students who could reach the minimum criteria of completeness with the score ≥ 70. While, the average score of the students was 76.14.

Based on the observation, the researcher concluded that the students were interested in the learning writing by using Webbing Concept, but they failed when they had to implement it into a paragraph. The evidence that most of the students were active in participating and working in-group well proved that almost half of the students got scores ≥ 70 as the minimal criteria of completeness. The data showed that 45% of the students were passed the completeness of minimum criteria of success on the learning activity. It means that 10 students were successful in learning process. The learning objectives expected the students to be able to make Webbing Concept based on the topic, writing and constructing English words, writing simple sentences, and generating into descriptive text based on their Webbing Concept.

But in this cycle the average scores gained by all students was 76.16, it was not successful because it was still below the criteria of success that was required on minimum average score of all the students was 70 at least minimum 75% of the average score.

The students’ writing scored based on the writing assessment rubric which contains of content, grammatical, punctuation, and spelling aspects. From the descriptive paragraph they had made the researcher conclude that students’ problems in cycle one was they did not really understand how to generate their
Webbing Concept. It caused they had lack ability in grammar and vocabulary, and from the result of the observation of students’ activity in this cycle, the researcher found that some students were depended on the other student in-group. They did not participate well in a group because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation. To avoid that, the researcher would ask the students to work in pairs in the second cycle.

Cycle 2

Based on the data obtained from the observer’s observation format of the students’ activities, most of the students were active and interested in the learning activity. And based on the score of writing rubric scoring, the students’ writing mastery was also improved. The students’ mistakes in making paragraph were less than the previous cycle.

In the cycle 2, the students’ were more concerned to make their webbing concept and their paragraph because they had to make their task in pair, and that makes them to work harder. And from the score in the end of meeting in cycle 2, there were only 4 students from total 22 students got score under the minimum of the criteria of success.

In this cycle, the learning activity by using Webbing Concept ran well. Most of the students were able to make Webbing Concept well, so did the descriptive paragraph. Gradually, the students were able to understood and master about writing English, especially in generating the idea from Webbing into a paragraph.

The improvement of the students’ mastery of writing was shown by the score obtained based on the writing scoring rubric (content, grammatical, punctuation, and spelling) on the post test at the first and the second cycle. In the second cycle, 18 students got score ≥ 70 that means 82% of the students had reach the minimum criteria of completeness. The average score gained by all students were 83.24 and it could be concluded that the criteria of success had been reached, which required at least minimum 75% of the average score of all the students.

The researcher continued this action research to the second cycle by dividing the students into smaller groups. The students worked in pairs. Because in the cycle 1, the researcher found new problem that some of students depended on other students in working in group. Besides, the successful of this cycle because the students used to make Webbing Concept to developing their idea before arranging it into a good paragraph. The more they have practiced making Webbing Concept, the more they realized that making a descriptive paragraph was not difficult because they could develop their ideas in branch and put it in the paragraph. And the more they used to write, the more vocabularies they knew and would mastery in writing.

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DISCUSSION

During the first cycle, there were students were not active in the writing learning process. Many students were still confused how to make Webbing Concept, especially in improving their writing. To solve that problem, the researcher gave explanation about Webbing Concept technique to help them in generating idea to develop their writing skill and give example to help the students in making descriptive writing.

Based on the reflecting of the first cycle, the researcher found the problem that some students were not active in the class and depended on the other students in a group. They did not participate well in a group because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation.

The data showed that 45% students passed the minimum criteria of completeness in the learning process. It means that 10 students were involved in the learning process. It was not successful because it was still below the criteria of success, which required minimum average 75% of all the students.

From the descriptive paragraph they had made the researcher conclude that students’ problems in cycle one was they did not really understand how to generate their Webbing Concept. It caused they had lack ability in grammar and vocabulary, and from the result of the observation of students’ activity in this cycle, the researcher found that some students were depended on the other student in-group. They did not participate well in a group because of their low ability in absorbing the material and they did not pay attention to the teacher’s explanation.

The cause of the researcher’s failure in this cycle was caused of dividing the student into a large group so they might not allow for sufficient
communication among the participants. Ahmad (2013) said that putting students in groups with 2-4 other students can help give them a voice at the table. The reality is that students of certain personality types and cultures shy away from speaking up in front of the entire class. But put them in a small group and those hesitations usually disappear.

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From the reflection of first cycle, the researcher minimized the members in each group and gave worksheet to all of the students although they worked in group. During the second cycle, most of the students were able to understand and master about creating Webbing Concept well. They also became independent students because the researcher divided them into pairs and gave individual worksheet in the second cycle.

Based on the reflecting of the second cycle, the improvement of the students’ mastery in writing descriptive text was shown by the score obtained on the students’ involvement and post test at the first and the second cycle. In the second cycle, the data showed that there were
18 students could reach the minimum criteria of completeness with the score of each student ≥ 70 and only 4 students who were not reach the minimum criteria of completeness, that means 81% from total of the students. The average score gained by all the students were 83.24. It can be conclude that the criteria of success had been reached, which required at least minimum 75% of the average score of all the students.

In the second cycle, the researcher decreased the number of the number of students in a pair group students. Besides, the researcher also gave individual worksheet in order to make them more responsible with their task. It could bring a good effect to the students became more independent and they did not talk to each other and were not depended to other students. They also could make Webbing Concept based on the topic. It was proven by their improvements in generating their idea into paragraph by identifying their Webbing Concept. The cause of the researcher’s success was caused of dividing the students from the large group into a smaller group. So, they might allow for sufficient communication among the participants.

Center for Teaching and Learning.htm (2014) also posted that one excellent tool to build students involvement in a class is to have them discuss a topic or question with a partner or a few other students. More introvert students often would discuss comfortably as long as the group is small.

It was related to Scholles’s opinion (in Rohmah, 2014:70) about the important thing in form groups for a Mind Mapping session is choosing size. Scholles stated that large groups, on the other hand, might not allow for sufficient communication among the participants. It is suggested that you divide a very large group into smaller ones.

The conclusion is writing skill could be improved by using Webbing Concept technique. Not only that, Webbing Concept also can improve their involvement and facilitates the students to improve their writing skill. It was proven by the improvement result of the first cycle and the second cycle. Although there was still found some mistakes in deciding students’ grouping, at least they were able to generate and write the paragraph related to the topic. Choosing size is the important thing in form groups for a Webbing Concept.

**CONCLUSION**

Based on the findings and discussion in chapter 4, the researcher concluded that the students’ writing skill in descriptive text of the tenth grade students at SMA Shalahuddin Pasuruan could be improved by using Webbing Concept technique. Not only that, Webbing Concept also can improve their involvement their writing skill, especially in generating idea.

This Webbing Concept could improve the students’ writing skill in descriptive text based on the following condition: first, the members in each group are around four to five students and the worksheet are given to all of the students to enable them to become more independent and they did not talk to each other. Second, the researcher divides the students from the large
group into a smaller group (in pair), so that they might allow for sufficient communication among the participants and they are not depended onto other students.

The improvement of the students’ writing skill was achieved by applying Webbing Concept technique in cycle two. Webbing Concept as a technique to generate and structure ideas for writing descriptive text has many advantages such as: helps students achieve higher level of creativity, clearer organization of thoughts, increase concentration, and more concise communications. A webbing concept lets the students rapidly produce number of ideas, and at the same time organize them by placing each idea next to what it is related.

It is suggested that the English uses Webbing Concept technique to improve the students’ writing skill. By using Webbing Concept technique, the teacher can help the students to generate, apply and start their writing based on their Webbing Concept.

Furthermore, it is suggested for further researchers to conduct similar research in other level to see whether Webbing Concept is applicable and effective for improving the students’ writing skill in descriptive text. Due to the limited time to conducting this action research, the researcher got some problems especially on miscommunication and picture preparation. So, it is hoped for other researchers to prepare everything well to avoid unpredictable condition especially on communicating the picture used.

REFERENCES


