

EFL STUDENTS' ACHIEVEMENT AND MOTIVATION IN WRITING TEXT THROUGH WEBBING TECHNIQUE

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ABSTRACT

The objectives of the research were to find out whether or not the use of webbing technique can improve the writing skill of second year students of SMP Negeri 8 Makassar and to know how the motivation students in writing skill through webbing technique. The writer was applied pre experimental with one group pre-test and post-test. This research was conducted at SMP Maha Putra Makassar sub-district of Panakukang, Makassar city. In this research, the population was the eight grade students of SMP Maha Putra Makassar in academic year 2021/2022. The total numbers of population were 360 students. The researcher was used total sampling technique. The total number of sample was 40 students from class VIII-1. In analyzing the numerical data, the writer used SPSS for windows. After conducted the research, the writer concludes that that The use of webbing in teaching writing skills enriches the students' achievement; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test before the treatment was 61.72 and after the treatment the students gained score 74.88. The t-test of the students' achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 39. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. The use of webbing technique can improve students motivation in learning writing skills.

Keyword : EFL Students' Achievement, Motivation, Writing Text, Webbing Technique

INTRODUCTION

English is important since it is a well-known language and has frequently been referred to as global language. It is widely used in all aspects of daily activities around the world. It becomes the language which children are most likely to be taught when they arrive in school (Crystal, 2003), particularly in countries where English is not an official language, like Indonesia. Moreover, it will be useful for children to learn English as early as possible to be capable to face the tight competition in the future.

There are four basic language skills in the process of formal teaching English in school. Those are listening, speaking, reading and writing. When compared to the other skills above, writing tends to be considered as the most important skill to master.

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves

from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year. According to Zuliana (2012), Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills.

However, writing skill can be regarded as the most difficult and complicated language because its extents perception and involves extensive thinking process, as it is argued by Rijlaarsdam (in Burhanuddin, 2008) that writing is a total complex task. Moreover, many students in their schools perceive writing as the most difficult skill to master when compared to other skills. Alwasilah (in Adilu, 2010) also believes one of the reasons that makes writing becomes the most difficult is it is very hard to develop an idea. It is not easy to generate and organize the ideas to create something meaningful. Students may get problem in the middle of their writing because they do not know how to get ideas and turn them into a well written text. Moreover, searching for the right words to write also makes writing is more difficult for the students.

The same problem also happened to the students of SMP Negeri 8 Makassar. Based on the researcher's previous small observation and teachers' information, the researcher found that many students were not good in writing, particularly in paragraph writing because of some reasons. The students have many ideas in mind but they do not know how to develop those ideas so that they find it is hard to begin writing. And there are also some students who do not have any ideas or images about their writing. Moreover, their teachers have not used any alternative ways to help students in improving their writing skill. Therefore, teachers should find a technique or effective way to encourage students' interest and to build self confidence in learning writing.

Regarding to the description above, there is one technique that can be used in teaching writing. It is called webbing technique. The technique is not a new one because it just another name of mind mapping, but still, it will bring good impact in teaching writing. It is simple but fun to used, moreover, it is seldom applied in teaching process. It is chosen because the function of this technique can solve the basic problem that experienced by students. The function itself is to present the relationships between ideas by using webs which involves the exploration of relationships among ideas, concepts, or events. By using this technique, students can identify the central ideas and think of associated words in their writing (Miceli, 2010)..

METHOD OF THE RESEARCH

In this research, the researcher was used pre-experimental method and the research design is one group pretest and posttest design. It aims at finding out whether or not the use of webbing technique can improve the students writing skill. The students were given writing test before and after being given treatment. The difference between the pretest score and the posttest score was determined by the success of the treatment. This research applies total sampling technique and

the researcher selects one class the eighth grade. The total number of sample consists of 40 students. The research instrument was a writing test which performed first on the pretest and then on the posttest. The test was given in writing form where the pretest and posttest are scored at the beginning and the end of meetings to analyze students' achievement. Therefore, the students were given the posttest at the end of the meeting to see their progress in writing

FINDINGS AND DISCUSSIONS

Findings

The Interpretation of the Result of Students' Achievement Test.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning writing before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the writing test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

1. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 the Percentage of Students' Pretest Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 0 | 0 |
| Good | 61-80 | 21 | 52 |
| Fair | 41-60 | 19 | 48 |
| Poor | 21-40 | 0 | 4 |
| Very Poor | 1-20 | 0 | 0 |
| Total | | 40 | 100 |

Source:

Based on the data in Table 4.1, pre-test showed that out of 40 students, there was none student of them categorized as very good. There were 21 (52%) students yielded good. In the next level categorized as fair which was by 19 (48%) students. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 61.72 | 8.376 |

Based on the classification of vocabulary test, the mean score of the pre-test (61.72) was considered fair with the standard deviation 8.376. It indicates that the points of the classification reached by the students are still low.

2. Scoring classification of the students' post-test.

The scores of students' writing achievement after conducted the treatment were classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Post-test Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 3 | 7 |
| Good | 61-80 | 34 | 86 |
| Fair | 41-60 | 3 | 7 |
| Poor | 21-40 | 0 | 0 |
| Very Poor | 1-20 | 0 | 0 |
| Total | | 40 | 100 |

From the classification, the scores, and the rate percentage of the posttest illustrated in the table above that out of 40 students, two of the bottom categories poor and very poor were not employed by anyone of them. There were 3 (7%) Students leveled as fair. There were 34 (86%) students leveled as good. In this group, there were 3 (7%) students can gain the very good level.

Based on the description above, there is a much more significant improvement of students writing skill reached out by the students in post-test through treating those students using webbing technique

3. The mean score and standard deviation of students' post-test.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4 the Mean Score and Standard Deviation of Students' Posttest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 74.88 | 6.840 |

It can be observed in the table above that post-test was valued 74.88 for its mean score with the standard deviation obtained 6.840. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 61.72 pre-test to 74.88 in posttest or fair classification to good classification.

4. Test of significance (t-test).

T-test is a test to measure whether there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the

significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 39, $N_1 - 1$, the number of students (each 40) minus 1. The following table illustrates the t-test value result:

Table 4.5 The Paired t-test Value of Students' Achievement

| Variables | Probability Value | α | Remarks |
|------------------------|-------------------|----------|-------------------------|
| Pre-test and Post-test | 0.00 | 0.05 | Significantly different |

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 39. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of webbing technique significantly enriches students' writing skill. It is more effective, more productive, and faster to enrich the students' writing skill.

The Interpretation of the Result Data Analysis on the Questionnaire.

The purpose of the questionnaire's distribution was to know the students' motivation during the research. The questionnaire was distributed to the students after having treatments. All the questions were answered individually based on their opinion after having treatments. Each questionnaire contained 10 statements using yes or no in options. The result shows the student's writing skill through webbing technique influence student's motivation. This is indicated by the percentage of the students' questionnaire shown in the following table:

Table 6 The Percentage of Students' Motivation

| No. | Classification | Frequency | Percentage |
|-------|----------------|-----------|------------|
| 1. | Yes | 35 | 86 % |
| 2. | No | 5 | 14 % |
| Total | | 40 | 100 |

Based on the classification above, From 240 students, 35 (86 %) of them reached the high classification, yes. There were 5 (14%) students categorized No. From the data, it was found that all of the students had agreed the student's writing skill through webbing technique have an effect on student's language motivate the students in learning process.

Discussion

The discussion section deals with the interpretation of test result both pretest and posttest.

The Students' Writing Achievement.

Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using webbing technique, the mean score of the pre-test before the treatment was 61.72 and after the treatment the students gained score 74.88. In the pretest, there were 21 (52%)

students yielded good. In the next level categorized as fair which was by 19 (48%) students. There was none student of them categorized as poor and very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seems lack because the students did not have any knowledge about the test or they are not given the treatment yet by using webbing technique. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by webbing technique as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of webbing techniques gives progress significantly toward students' achievement. It means all the students could enrich their writing achievement; it is proved by the students' mean score before and after the treatment gets increase as stated before. The achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which ($0.000 < 0.05$). It meant that the H_1 of the hypothesis was accepted.

The Student's Writing Skill through Webbing Technique Have an Effect on Student's Motivation.

The questionnaire was given to the students to cover the statements about the student's writing skill through webbing technique influence student's motivation.

Based on the result of the questionnaire engaged to the student most of them said the use of webbing technique motivate in learning writing.

Hornby (1995:622) states that "one factor that can affect the students' behavior is motivation. It forms a feeling towards activities, experiences, or other things." Moreover, it is a set of mentally conditions which consists of combination of prejudice, curiosity, concern or other tendency that can lead someone to particular preference.

CONCLUSION

The use of webbing in teaching writing skills enriches the students' achievement; it is proved by the mean score of the students in pre-test and posttest. The mean score of the pre-test before the treatment was 61.72 and after the treatment the students gained score 74.88. The t-test of the students' achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 39. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. The use of webbing technique can improve students' motivation in learning writing skills.

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