THE EFFECT OF USING WEBBING TECHNIQUE ON THE SEVENTH GRADE STUDENTS’ READING COMPREHENSION ACHIEVEMENT AT SMPN 1 GRUJUGAN, BONDOWOSO

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Abstract

Reading is an activity that can be considered as a crucial skill because this skill deals with information and communication. Many students experience difficulties in comprehending the reading text. The use of Webbing Technique was appropriate since this technique could motivate the students. This research applied quasi experimental research using randomized-group posttest-only design. The research was conducted at SMPN 1 Grujugan, Bondowoso with the seventh graders as the research population. Class 7E was the experimental class and class 7D as the control class. At the end of the meetings, both classes were given a post-test and the result of the post-test was analyzed by using Independent Sample T-test (ANOVA). The mean score of the control group was 69.79 and the mean score of the experimental was 75.87. From the results, it can be concluded that the use of Webbing Technique had a significant effect on the students’ reading comprehension achievement at SMPN 1 Grujugan, Bondowoso.

Keywords: ANOVA, experimental research, reading comprehension, Webbing Technique.

Introduction

Language as a means of communication plays an important role in every aspect of human being. Without having a language, people may experience many difficulties in delivering their ideas in their mind or expressing their ideas. Actually, there are numerous languages in the world, but English is used as an international language. This idea is emphasized by Barber (2009:241), that the number of the English user is more than 400 million people for whom English as a native language and many more for whom second and foreign language. Considering this reason the Indonesian Government sets English as one of the National Examination subjects for junior high school in Indonesia. Thus, in Indonesia, English becomes a compulsory subject in junior and senior high schools.

English is considered a difficult subject for the Indonesian students because English is totally different from the Indonesian language. English and Indonesian have different grammatical rules or roles. Its differences come from the system of structure, pronunciation and vocabulary. Besides, it is easier to read and understand Indonesian texts because the students have already mastered the vocabulary and structural system of Indonesian.

Reading skill was investigated in this research. Concerning with the reading, Carrel (1988:1) says, “For many students, reading is by far the important of the four skills in a second language, particularly in English as a foreign language.” it means that reading plays a crucial role in teaching learning process. The 7th grade students are expected to be able to comprehend the meaning of short functional text and short simple essay in the form of Descriptive and Procedure related to the near environment (Depdiknas, 2011:286).

Webbing technique is one kind of Brainstorming. By using brainstorming the students can come up with more interesting questions and answers about a topic. In line with this idea, Hemnings (1997:219) argues that in Brainstorming everyone contributes any and all words or ideas that come to his or her mind in relation to a particular event or experience. One technique that is using brainstorming is Webbing Technique. Webbing is also called mapping and clustering (Buscemi, 2002:14). Langan (2003:29) describes that Webbing Technique begins with stating the subject in the center of paper, put the details around the subject and draw lines to connect the subject and the details. Therefore, by using this technique, it is expected that the students are able to activate their prior knowledge related to the topic and they are able to relate one idea to the other ideas when they read the text in whole.

In the preliminary study that was done on February, 24th 2014, an interview was carried out with the English teacher at SMPN 1 Grujugan. The teacher informed that the students are taught by using Reading-Aloud...
The experimental research has been done by Rohmah (2012) to prove the effect of using Webbing Technique. The research was entitled “The Effect of Using Webbing Technique on Grade Eight Students’ Reading Comprehension Achievement at SMPN 5 Tanggulu”. The result shows there was a significant effect of using Webbing Technique on the 7th grade students’ reading comprehension achievement at SMPN 5 Tanggulu. Similar findings were revealed by Draheim (1986) as quoted in Barera et al. (2006) entitled “The Effect of Four Instructional Strategies or Combinations of Strategies on Students Recall and Subordinate Ideas in Analytical Essays about Reading Texts”. The strategies included 1) Mapping, 2) DRTA, 3) DRTA + Mapping, 4) Reading for main ideas and underlining. The research shows that the students who were taught by using Mapping or Webbing Technique and reading for main ideas and underlining could recall and used the largest number of main ideas in their writing as compared to those who were taught without Mapping Technique. Therefore, based on the results of the research above, it could be concluded that using Webbing Technique can be used as an alternative technique in teaching reading to the students to get a better achievement.

Research Method

The research design was quasi experimental research using randomized-group posttest-only design. The area of the research was SMPN 1 Grujugan, Bondowoso. The population of the research was the seventh grade students of SMPN 1 Grujugan, Bondowoso in the 2013/2014 academic year which was consisted of 119 students from five classes (7A, 7B, 7C, 7D, and 7E). Two classes from five classes were taken as the research subjects. Lottery was done to determine the experimental class (7E) and the control class (7D).

First, the researcher conducted a homogeneity test from the students’ previous English score to get two classes as the experimental class and the control class. After conducting a homogeneity test, both classes were taught twice with the same materials but different treatment. The experimental class (7E) was taught by using Webbing Technique and the control class (7D) was taught by using Reading-Aloud Technique. The materials were taken from the Internet after doing some revision to make the materials appropriate with the level of the students’ comprehension. After giving the treatments, the researcher conducted a post-test. The post-test was in the form of multiple choice with 20 test items. Then the result of the post test was analyzed by using Independent Sample T-test (ANOVA).

Research Result

Before conducting the post-test, the try out was administered on March, 3rd 2014 to the class that was not chosen as the respondents of the research, class 7B. The result of the try out was used to calculate the reliability coefficient and the difficulty index. In this research, Split half Odd-Even technique was applied to calculate the
The outcomes of the research indicated that the students of the experimental class who were taught reading comprehension by using Webbing Technique obtained better result on the reading comprehension achievement test than the students of the control class who were taught by using reading-aloud technique. The effectiveness of the use of authentic materials can be seen in the sig. value of the class. From the Independent Sample T-test table, it was shown that the value of significant column of Lavene’s test was 0.653 and it was higher than 0.05. Consequently, the row that must be read was the first row of t-test column. In t-test column, the value of significant column (2-tailed) was 0.032, and it was lower than 0.05. It means that there was a statistical difference between the experimental group and the control group.

The research outcome was in line with previous relevant research. Draheim (1986) as quoted in Barera et al (2006) entitled “The Effect of Four Instructional Strategies or Combinations of Strategies on Students Recall and Subordinate Ideas in Analytical Essays about Reading Texts”. The strategies included 1) Mapping, 2) DRTA, 3) DRTA + Mapping, 4) Reading for main ideas and underlining. The research shows that the students who were taught by using Mapping or Webbing Technique and reading for main ideas and underlining could recall and used the largest number of main ideas in their writing as compared to those who were taught without Mapping Technique. Therefore, based on the results of the research above, it can be concluded that Webbing Technique can be used as an alternative technique in teaching reading to the students to get a better achievement. It had been proved by Rohmah (2012) as well. The research was entitled “The Effect of Using Webbing Technique on Grade Eight Students’ Reading Comprehension Achievement at SMPN 5 Tanggul”. The result shows there was a significant effect of using Webbing Technique on the 7th grade students’ reading comprehension achievement at SMPN 5 Tanggul.

Conclusion and Suggestions

Regarding the results of hypothesis verification and the discussion in the previous chapter, it was concluded that there was a significant effect of using Webbing Technique on the seventh grade students’ reading comprehension achievement at SMPN 1 Grujugan, Bondowoso. It was showed with the significant value of Independent Sample T-test which was 0.032, it was less than 0.05. It proved that there was a significant mean difference between the experimental and the control classes.

Considering the result of the research, the researcher proposed some suggestions. 1) It is suggested for the English teacher of SMPN 1 Grujugan, Bondowoso to use Webbing Technique in teaching reading, besides, the other techniques that have been already applied so far. Because this technique helps the students to read more effectively and understand the text easier by providing a figure to see the relationship between the main ideas and the supporting ideas.
Moch. Anshori Hasan, et al., The Effect of Using Webbing Technique on the Seventh Grade Students’ Reading Comprehension Achievement at SMPN 1 Grujugan, Bondowoso.

The supporting details graphically. Besides, this technique enables the students to develop their ideas and organize those ideas based on the topic. 2) It is suggested that the students of SMPN 1 Grujugan, Bondowoso practice using Webbing Technique because this technique could make them become effective and active readers which also affect their reading comprehension achievement. 3) The result of this research indicated that the use of Webbing Technique had positive effects on students’ reading comprehension achievement. Therefore, it is expected that the other researchers conduct further researches with a similar topic using different design.

References