



**IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND
THEIR READING COMPREHENSION ACHIEVEMENT BY USING WEBBING
TECHNIQUE AT SMP NEGERI 1 BANYUPUTIH SITUBONDO**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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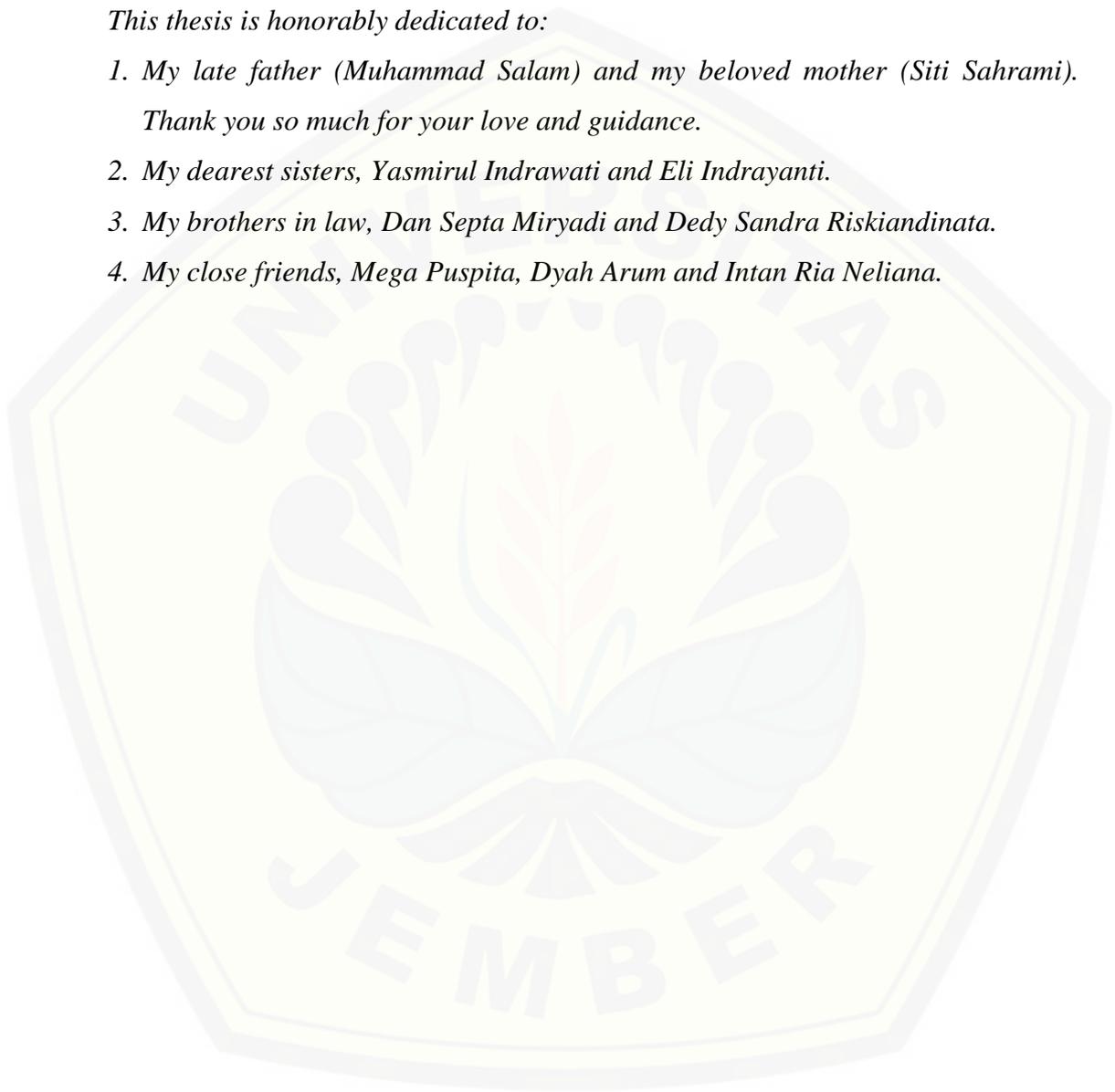
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DEDICATION

This thesis is honorably dedicated to:

- 1. My late father (Muhammad Salam) and my beloved mother (Siti Sahrami).
Thank you so much for your love and guidance.*
- 2. My dearest sisters, Yasmirul Indrawati and Eli Indrayanti.*
- 3. My brothers in law, Dan Septa Miryadi and Dedy Sandra Riskiandinata.*
- 4. My close friends, Mega Puspita, Dyah Arum and Intan Ria Neliana.*



MOTTO

“It always seems impossible until it’s done.”

(Nelson Mandela)



CONSULTANTS' APPROVAL

**IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE PARTICIPATION AND
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ACKNOWLEDGMENTS

First of all, I would like to express my gratitude to Allah SWT, who has given me the ability to finish my thesis by the title “Improving Class VIII-F Students’ Active Participation and Their Reading Comprehension Achievement by Using Story Mapping Strategy at SMP Negeri 1 Banyuputih Situbondo”. Second, I would like to express my deepest appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Study Program;
4. My Consultants, Dra. Wiwiek Istianah, M.Kes.,M.Ed.App.Ling and Drs. Bambang Suharjito. M.Ed who have given me guidance and advice in finishing this thesis;
5. The Examination Committee and the Lecturers of the English Education Study Program;
6. The Principal of SMP Negeri 1 Banyuputih, the English Teacher and class VIII-F at SMP Negeri 1 Banyuputih Situbondo.

Finally, I do hope this thesis will be useful not only for myself but also for readers in improving the English teaching, especially in teaching reading.

Jember, March 2016

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
DEDICATION	iii
MOTTO	iv
CONSULTANTS’ APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF FIGURES AND TABLES	xi
LIST OF APPENDIXES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research.....	5
1.3 Objectives of the Research.....	5
1.4 Significance of the Research.....	6
1.5 Limitation of the Research	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension Achievement.....	7
2.2 Types of Reading Comprehension.....	8
2.3 The Students’ Active Participation in the Teaching Learning Process of Reading.....	10
2.4 The Meaning, Purpose and the Language Features of the Descriptive Text	11

2.5 Webbing Technique Definition.....	13
2.6 The Types of Webbing Technique.....	14
2.7 The Procedures of Teaching Reading by Using Webbing Technique.....	16
2.8 The Advantages of Using Webbing Technique in Teaching Reading.....	19
2.9 The Disadvantages of Using Webbing Technique in Teaching Reading	20
2.10 Some Previous Research Outcomes.....	21
2.11 Hypotheses of the Research	22

CHAPTER 3. RESEARCH METHODS

3.1 Research Design.....	23
3.2 Operational Definition of Key Terms	26
3.2.1 Reading Comprehension Achievement.....	26
3.2.2 Webbing Technique	26
3.2.3 The Students' Active Participation	26
3.3 Area Determination Method	27
3.4 Research Subjects	27
3.5 Data Collection Methods	28
3.5.1 Reading Test	28
3.5.2 Observation	30
3.5.3 Interview	31
3.5.4 Documentation	31
3.6 Research Procedures	32
3.6.1 The Planning of the Action	32
3.6.2 The Implementation of the Action	33
3.6.3 Observation	34
3.6.4 Evaluation	34
3.6.5 Reflection	35
3.7 Data Analysis Method.....	35
3.8 The Criteria of Success of the Action	36

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of the Actions in Cycle 1	38
4.1.1 Implementation of the Actions in Cycle 1	38
4.1.2 The Results of Observation in Cycle 1	39
4.1.3 The Results of Reading Comprehension Test in Cycle 1	42
4.1.4 The Results of the Reflection in Cycle 1	44
4.2 The Results of the Action in Cycle 2	46
4.2.1 Implementation of the Action in Cycle 2.....	46
4.2.2 The Results of Observation in Cycle 2	49
4.2.3 The Results of Reading Comprehension Test in Cycle 2	51
4.2.4 The Results of Reflection in Cycle 2	53
4.3 Discussion	54

CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion	58
5.2 Suggestions	58

REFERENCES	60
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APPENDICES	63
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THE LIST OF FIGURES AND TABLES

	Page
Figure 2.1 The Example of Time Order	14
Figure 2.2 The Example of Collection of Descriptive	15
Figure 2.3 The Example of Comparison	15
Figure 2.4 The Example of Cause and Effect	16
Figure 3.1 The Design of the Classroom Action Research.....	24
Table 2.1 The Example of Descriptive Text	15
Table 3.1 The Observation Checklist.....	31
Table 4.1 The Schedule of Cycle 1	38
Table 4.2 The Results of Observations in Cycle 1	41
Table 4.3 The Percentage of the Students' Participation in Cycle 1.....	42
Table 4.4 The Results of Students' Reading Comprehension Test in Cycle 1	43
Table 4.5 The Schedule of Cycle 2	47
Table 4.6 The Revisions of the Implementation of the Actions in Cycle 1	48
Table 4.7 The Results of Observations in Cycle 2.....	50
Table 4.8 The Percentage of the Students' Participation in Cycle 2.....	51
Table 4.9 The Results of Students' Reading Comprehension Test in Cycle 2	52
Table 4.10 The Improvement of the Students' Reading Comprehension Achievement Score and Their Active Participation in Cycle 1 and Cycle 2	56

LIST OF APPENDIXES

	Page
Appendix A. Research Matrix.....	64
Appendix B. The Results of Interview.....	66
Appendix C. The Guideline of Observation Checklist of Students’ Active Participation	68
Appendix D. The Names of Class VIII-F Students in the 2015/2016 Academic Year at SMPN 1 Banyuputih Situbondo.....	69
Appendix E. The Previous English Test Mean Score of the Eighth Grade Obtained from the Final Term Test in the 2014/2015 Academic Year at SMPN 1 Banyuputih Situbondo.....	70
Appendix F. The Previous English Test Score of Class VIII-F Obtained from the Final Term Test in the 2014/2015 Academic Year at SMPN 1 Banyuputih Situbondo	71
Appendix G. Lesson Plan 1 (Meeting 1, Cycle 1)	76
Appendix H. Lesson Plan 2 (Meeting 2, Cycle 1)	94
Appendix I. Reading Comprehension Test (Cycle 1).....	110
Appendix J. Lesson Plan 3 (Meeting 1, Cycle 2).....	116
Appendix K. Lesson Plan 4 (Meeting 2, Cycle 2)	133
Appendix L. Reading Comprehension Test (Cycle 2).....	150
Appendix M. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education Jember University	156
Appendix N. Statement Letter for Accomplishing the Research from the Principal of SMP Negeri 1 Banyuputih Situbondo	157

SUMMARY

Improving the Eighth Grade Students' Active Participation and Their Reading Comprehension Achievement by Using Webbing Technique at SMP Negeri 1 Banyuputih Situbondo; Indra Herlina; 110210401015; 2015; 59 pages; English Education Program of Language and Arts Departement of Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve class VIII-F students' active participation and their reading comprehension achievement by using Webbing Technique at SMP Negeri 1 Banyuputih Situbondo in the 2015/2016 academic year. This research was started by conducted a preliminary study in the form of interview with the English teacher of class VIII-F students at SMP Negeri 1 Banyuputih Situbondo. Based on the interview, it was known that class VIII-F still faced difficulties in comprehending reading texts including finding the general and specific information from the texts. On the other hand, most of the students had low motivation and interest in the teaching learning process in class. Based on the school documentation, it was known that the students' mean score of the English final test of class VIII-F students was only 65.5. Therefore, this class was chosen as the research subjects in this research. Related to those problems, Webbing Technique was chosen to help the students to improve their active participation and makes the students' reading comprehension achievement better.

This Classroom Action Research was done in two cycles in which each cycle consisted of four stages of activities. They are the planning of the action, the implementation of the action, the classroom observation and evaluation, data analysis and the reflection of the action. It was conducted collaboratively with the eighth grade English teacher.

Based on the results of classroom observation in Cycle 1, it was found that the percentage of the students' active participation in Cycle 1 was 85% in the first meeting and 85% in the second meeting. The average percentage of the students'

active participation in Cycle 1 was 85%. It means that the result of classroom observation had achieved the research target requirement in this research. However, the students did not perform well in the first indicator (Showing eagerness in learning the descriptive texts about people by using Webbing Technique). Based on the results of reading comprehension test, it was found that the percentage of the students who got score of 75 or higher in the reading comprehension test in the first cycle was 69%. It means that the results of reading comprehension test in Cycle 1 had not achieved the target in this research. Therefore, the actions were continued by revising the weaknesses or problems in Cycle 1. The revisions were as follows:

1. Based on the result of observation, it was found that the students did not perform well in the first indicator that was showing eagerness in learning the descriptive texts about people by using Webbing Technique. There were some students that were passive while using Webbing Technique in the first cycle. In this cycle, the teacher wrote the students' ideas on the board while she made the web together with the students. Some of the students were still afraid and not confident to tell their ideas related to the text, such as appearances, family and lifetime achievement when they made a web together with their teacher. This condition came up because it was the first time for the students to use Webbing Technique. In the second cycle, beside the teacher wrote the students' ideas on the board while she made the web together with the students, the teacher also pointed out and asked the students to write their ideas on the board in order to make them more active in using Webbing Technique.
2. The reading test results showed contradictory results which were low while during the process the students did better in doing the reading exercises (indicator 4). Although the students had done the reading exercises, the students still did not answer the reading test correctly. Some of the students still experienced some difficulties in comprehending the text. It was caused in Cycle 1 the students did the web and the reading exercises in groups. Meanwhile, in the reading test, the students did the test individually. When the students did the web and the reading exercises in groups, it was possible that some of members of a group did not do and discuss with their group in completing the web and

doing the reading exercises. Therefore, when the students did the test, they could not answer the questions correctly. Finally their test results were also low in the reading test. Moreover, the students did not get enough understanding about the web because of some reasons. They were: 1) The teacher explained about how to make a web by using random sized circle, 2) The benefits of each circle size of the web was not explained clearly whether for writing main idea or sub-topic, 3) The students did not understand that each different circle size of the web has different meaning. Therefore, the students reading test in Cycle 1 did not achieve the passing grade (KKM: 75) because of the reasons above. To solve these problems, in the second cycle, the teacher explained about the web more clearly and asked each group to share and tell their ideas with their members in a group. The teacher also asked the members of a group to improve their cooperation and discuss each other if there was some of members of a group did not understand in completing the web and do the reading exercises. The teacher also discussed their work together and asked the students whether they understood or not.

In Cycle 2, the results of the actions showed improvement. Based on the classroom observation, the percentage of the students' active participation was 88% in the first meeting and 96% in the second meeting. Therefore, the average percentage of the students' participation in Cycle 2 was 92%. Besides, the percentage of the students who got score of 75 or higher in reading comprehension test also increased from 69% (18 students) in Cycle 1 to 81% (21 students) in Cycle 2. It means that the results of the students' active participation and the reading comprehension achievement in Cycle 2 had achieved the research target in this research.

Based on the results above, it can be concluded that the use of Webbing Technique can improve class VIII-F students' active participation and their reading comprehension achievement. Therefore, it is suggested to the English teacher to apply Webbing Technique as an effective technique in the teaching learning process of reading. It also suggested to the students to involve themselves actively in the teaching learning process of reading on descriptive text and improve their reading comprehension achievement by organize their ideas using Webbing

Technique for other topics. Moreover, it also suggested to the future researchers who have the similar problems in the teaching reading to use this result as a reference and source of information to conduct another research to improve the quality of the teaching and learning English.



CHAPTER 1. INTRODUCTION

This research investigated the use of Webbing Technique to improve grade VIII-F students' active participation and their reading comprehension achievement at SMP Negeri 1 Banyuputih Situbondo.

This chapter discusses some aspects dealing with the topics of the research. They are background of the research, problems of the research, objectives of the research, significance of the research and limitation of the research.

1.1 Background of the Research

In this global era, English plays an important role in the world. It is spoken by many people all over the world either as the first or as the second language. Therefore, it is important for everyone to learn this language to face the global era. In Indonesia, English is considered as a foreign language. The Indonesian government has included this language as a required subject from Junior High School up to University levels.

Learning English as a new language is usually divided into four skills, namely listening, speaking, reading, and writing (Canal and Swain in Lems *et al.*, 2010:5). Reading is one of those four English language skills that is considered as the most important skill for many students in English Language Teaching (ELT) beside listening, speaking and writing.

According to Bacon (in Patel and Jain, 2008:113), reading skill is a critical tool for academic success. It can be said that reading is an important ability to be learned by students to be successful at school, especially in mastering English. By reading, students are able to get much information and new knowledge. They are able to get some information from the text and learn other language skills such as writing or language components such as vocabulary. So, they can update their knowledge. Related to this idea, Carrel *et al.* (1995:1) state that for many students,

reading is the most important of the four language skills in a second language, especially in English as a second or foreign language.

In English classes at Junior High School, reading is learned in order to get meaning from a lot of written texts with various genres or text types. According to Grellet (1996:3), reading is a process of understanding a written text. When reading a text, students are expected to get the essence of information in the text. It means that the students should comprehend the whole text to get its meaning. “Without comprehension, reading would be empty and meaningless.” (Yiğiter *et al.*, 2005:124). In addition, Crawley (2000:40) states that the main purpose of reading is to understand or comprehend the communication between the author and the readers. It means that text is used as a media of communication between the writer of the text and the reader. By reading activities, students are expected to understand what the writer tries to convey to the readers in the text. Therefore, the students must have a good reading ability.

However, there are still many students who have many difficulties in comprehending reading texts in English including Junior High School students. From the preliminary study that was conducted at SMP Negeri 1 Banyuputih Situbondo on June 10, 2015, the English teacher explained that most students of grade VIII had problems in reading. They still had difficulties in comprehending reading texts including finding the general and specific information from the texts. The students could not identify the main idea of the text or paragraph, stated and unstated information of the text, the reference words and the meaning of words. It was caused by the lack of vocabulary and background knowledge of English that were different from their mother tongue.

The English teacher usually teaches English to the eighth grade students by using LCD Projector and English textbooks entitled “When English Rings a Bell”. She used the 2013 curriculum that emphasizes on personal experiences through observing (listen to, see, read, etc), questioning, associating, experimenting and networking. When the researcher did the observation on August 5, 2015 in class VIII-F that have the lowest score of the English final test, it was found that in the beginning of the first meeting, the teacher taught a descriptive text to the students.

She wanted to review the previous subject when the students were in the seventh grade.

In the main activity of the lesson, the teacher showed a picture of a woman. She is an Indonesian singer and actress. While the teacher showed the picture, she asked her students what picture it was. She gave some clues to guide her students guessing the picture (Krisdayanti). After the students guessed the picture of Krisdayanti, the teacher showed the example of a descriptive text about Krisdayanti. Then, she asked her students about the social function, structure and the language features of the text in order to make sure that the students remembered the materials about the descriptive text in class VII. Next, the teacher asked her students to find unfamiliar words and asked them to match the unfamiliar words with their definitions. After that, the teacher divided the students into some groups, gave another descriptive text then asked them to do the exercises related to the text given and discussed the answers together.

Looking at how the teacher conducted the teaching learning process, it could be assumed that the teacher's teaching learning process does not reflect the students centered learning. Besides, the students still had low interest in joining the reading class. The students had low motivation and they did not pay much attention to the teacher in the teaching learning process in the class. Some of them also did not answer the teacher's questions and did not do their work that was given by the teacher. It could be said that the students had passive participation in the teaching learning process in the class. This condition came up because the technique or the method that was used by the teacher was less innovative and interesting for the students. As a result, the students felt bored. They also felt difficult in understanding a reading text and doing the reading tasks. Based on the school documentation, it was found that the students' achievement in every test were always bad. For example, the mean score of the English test of class VIII-F students that was obtained in the final term test while they were in the seventh grade in the 2014/2015 academic year at SMPN 1 Banyuputih Situbondo was only 65.5 (see Appendix E). There was only three students of twenty-six students that could fulfill the passing grade or "KKM" i.e 75 (see Appendix F).

Related to the students' difficulties in reading comprehension, the teacher should use some techniques or certain methods to help the students solve their difficulties in comprehending the reading texts. Tarigan and Tarigan (1987:9) say that a teacher must be able to select, combine and practice various ways of presenting teaching materials. It means that the teacher has a task to select appropriate materials and find suitable technique, method or strategy in presenting teaching materials in order to make the students interesting and gain their motivation to be active in joining the teaching learning process of reading in class.

There are many techniques that can be applied to teach reading effectively in class. One of them is Webbing Technique. Webbing is also called *mapping* and *clustering* (Buscemi, 2002:14). He defines webbing as a good way to turn a wide subject into a limited and more manageable topic for short writing. According to Gillet and Temple (1990:262), Webbing Technique is a simple way to help students begin to remember prior knowledge and construct the relationships based on the information to use webbing. Additionally, the visual overview in the web that shows us all the components of the problems and the links between them tends to simulate new and creative ideas (Cryer, 1999:162). Therefore, Webbing Technique can encourage the readers to be active and think creatively in presenting their ideas for the reading text through the visual overview in webbing.

There were many research outcomes for the effectiveness of Webbing Technique. One of them was a research that was conducted by Hasan (2014) who did an experimental research. He investigated the effect of using Webbing Technique on the seventh grade students' reading comprehension achievement at SMPN 1 Grugugan Bondowoso. His research found that there was a significant effect of using Webbing Technique on reading comprehension achievement of descriptive text. It was proven by the result of the Independent sample t-test. In t-test column, the value of significant column (2-tailed) was 0.032, and it was lower than 0.05. It means that the use of Webbing Technique significantly affected the seventh grade students' reading comprehension achievement.

Based on the usefulness and the fact of the effectiveness of Webbing Technique above, it can be concluded that Webbing Technique makes students'

reading comprehension better. Webbing Technique was a new technique at SMP Negeri 1 Banyuputih. The teacher had never used this technique before. Therefore, it was a good opportunity to conduct a Classroom Action Research entitled “Improving the Eighth Grade Students’ Active Participation and Their Reading Comprehension Achievement by Using Webbing Technique at SMP Negeri 1 Banyuputih Situbondo”. By implementing Webbing Technique, it was expected that the students would be active in joining the teaching learning process and improved their reading comprehension achievement.

1.2 Problems of the Research

Based on the background of the research, there were two problems in this research. They are as follows.

- a. Can the use of Webbing Technique improve class VIII-F students’ active participation in the teaching learning process of reading at SMP Negeri 1 Banyuputih, Situbondo?
- b. Can the use of Webbing Technique improve class VIII-F students’ reading comprehension achievement at SMP Negeri 1 Banyuputih, Situbondo?

1.3 Objectives of the Research

Based on the problems of the research, this classroom action research had the objectives as follows.

- a. To improve class VIII-F students’ active participation during the teaching learning process of reading by using Webbing Technique at SMP Negeri 1 Banyuputih, Situbondo.
- b. To improve class VIII-F students’ reading comprehension achievement by using Webbing Technique at SMP Negeri 1 Banyuputih, Situbondo.

1.4 Significance of the Research

The results of this classroom action research are expected to give some benefits for the English teacher, for the students and for the future researchers.

a. For the English Teacher

The results of this classroom action research are expected to give benefit for the English teacher to provide an alternative way in teaching reading in order to make the students understand the content of reading texts better and do exercises of reading texts more easily. So, their reading ability will improve.

b. For the Students

The processes of this classroom action research are expected to encourage the students to be more active in the teaching learning process of reading in class. It can also helped the students to build up their reading ability, especially in developing their reading comprehension by organize their thoughts using Webbing Technique.

c. For the Future Researchers

The results of this classroom action research are expected to be useful for other researchers as a reference and source of information to conduct another research to overcome the similar problem of reading.

1.5 Limitation of the Research

This research was intended to improve the students' active participation and their reading comprehension achievement. It was conducted only at class VIII-F of SMP Negeri 1 Banyuputih Situbondo in the first semester in the 2015/2016 academic year. The text type in this research was the descriptive texts about people.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter is about the theories related to the research problems. It covers reading comprehension achievement, types of reading comprehension, the students' active participation in teaching learning process of reading, descriptive text, Webbing Technique, the types of Webbing Technique, the procedures of teaching reading by using Webbing Technique, the advantages of using Webbing Technique in teaching reading, the disadvantages of using Webbing Technique in teaching reading, some previous research outcomes and hypotheses of the research.

2.1 Reading Comprehension Achievement

Reading is one of the skills in English language that has to be mastered by the students. Reading is an active process. Doff (2000:23) states that when reading, the readers do not sit there as passive receivers or just looking at sentences of the text. They also draw on their own knowledge of the world and of language in order to make sense of a written text. Related with that, Grellet (1996:8) states that reading is an active skill that includes predicting, guessing, checking and asking oneself questions. Similarly, Wood (1991:6) notes that reading as an active process that requires active strategies to help the readers get the meaning of the reading text. Furthermore, Harmer (2004:70) states that "reading is an incredibly active occupation". From those definitions of reading, it can be said that reading is an active process that needs readers' understanding to make it successful in getting the meaning of the text. When readers read the text, they involve thinking activity to interact with what the writer want to say in the text in order to get the meaning of the text they read.

Reading cannot be separated from the comprehension process. The goal of reading is comprehension. Boss and Vaughn (1994:170) state that "comprehension is the ultimate goal of the reading process". It means that

comprehension is an important part in process of reading. In other definition of comprehension, Hennings (1997: 260) defines comprehension as interacting and constructing meaning with text. Similarly, Pang *et al.* (2002: 6) explain that comprehension is the process of constructing words, sentences and connected text. In other words, comprehension is a process in constructing the meaning of the text. The readers should have a good ability in reading written text to achieve the goal of reading and to get the writer's point of view in order to comprehend the text.

In relation to achievement, Arifin (in Ali, 2012:49) defines achievement as an activity, a skill, and people attitude in solving something. In line with that, Hughes (2003:13) notes that achievement relates to how successful individual students, group of students, or the courses themselves that have achieved the objectives or the targets. It means that achievement is successful result that is achieved by the people with effort and ability.

Reading comprehension achievement is the successful result in thinking activity done by the readers to understand or interpret the meaning of the text that the writer wants to say. Reading comprehension achievement in this research was the class VIII-F students' scores of reading comprehension test in finding general and specific information of the descriptive texts done in each cycle.

2.2 Types of Reading Comprehension

This research was focused on finding general and specific information of the texts.

2.2.1 Finding General Information of the Text

General information of the texts in this research dealt with the main idea of each paragraph, the title and the topic of the text. General information of the text was the main idea that could be taken from the paragraphs. According to McWhorter (1989:106), the main idea of a paragraph is the most important thing because it explains the ideas of the whole paragraph. By finding the general information of the text, the students can comprehend the text they read.

2.2.2 Finding Specific Information of the Text

Specific information of the text in this research dealt with the supporting ideas or details of the texts. According to McWhorter (1989:113), supporting details in paragraph are needed to prove or support the main idea of a paragraph. Finding specific information means that the students should understand the information of the text wholly given and finding the specific information that is stated in the text.

Below is the example of a descriptive text and the examples of questions that can be asked to the students to know their comprehension in the general and specific information from the text.

Instruction: Read the text carefully!

Agnes Monica

Agnes Monica Muljoto is a singer. She was born on July 1st, 1986 in Jakarta. She is good both in singing and dancing.

Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has one older brother named Steve Muljoto.

Agnes Monica is a very talented artist. Besides singing, she also can play musical instrument such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a well-known song entitled "Cinta Mati" in her duet with Ahmad Dhani.

(Taken from: <http://sman1learningenglish.blogspot.co.id/2011/12/descriptive-text-agnes-monica.html>)

Question (general information):

1. What is the topic of the text above?

Answer: The topic of the text above is "Agnes Monica".

Question (specific information):

2. What is the name of Agnes Monica's father?

Answer: The name of Agnes Monica's father is Ricky Suprpto.

2.3 The Students' Active Participation in the Teaching Learning Process of Reading

The students' active participation in the teaching learning process has important role in order to achieve the optimal outcome of teaching reading in class. In the teaching learning process, a teacher guides her students to be active in class through encourage the students to be active in doing meaningful learning activities, discussion, practice etc.

The students' participation/ active learning is anything that involves the students in doing things and thinking about the things they are doing (Bonwell and Eison, 1991:5). It is like the students interact with the material or task, participate in the teaching learning process in class or collaborate with each other. In this research, the students' active participation means the students' involvement in the class activities during the teaching learning process of reading through Webbing Technique. The students' active participation is needed in the teaching learning process in order to improve their ability in reading comprehension achievement.

The teacher should make the teaching learning process more interesting to encourage her students to participate in the teaching learning process. The examples are selecting suitable techniques and materials. That is because the success of implementing a teaching is determined by the choice of materials and the use of appropriate techniques (Tarigan and Tarigan, 1987:9). In this research, Webbing Technique was applied in the teaching learning process to motivate and make the students active in the classroom.

The indicators that were used to monitor the students' active participation in the teaching learning process were as follows:

1. Showing eagerness in learning the descriptive texts about people by using webbing technique.
2. Completing the web in groups.
3. Showing cooperation with their groups in making the web based on the text.

4. Doing the reading exercises given by the teacher in the form of multiple choice questions responsibly.

The students are categorized active if at least three of four indicators of the students' active participation above are fulfilled. This research is considered to be successful if 75% of the students or twenty students are active in the teaching learning process of reading through Webbing Technique.

2.4 The Meaning, Purpose and the Language Features of the Descriptive Text

In learning reading comprehension, students may find various genres of texts. In the 2013 curriculum of English at SMP, there are three different genres that the eighth grade students require to master in reading text. They are descriptive, recount and narrative text (Kemendikbud, 2013). This research used the descriptive text in applying Webbing Technique because of some reasons. The first, descriptive text could be applied with this technique. The second, the descriptive text was taught first in this semester based on the syllabus. The third, according to Carter (2004:57), Webbing Technique is useful to draw cause and effect, comparison/ contrast, events, characters, and settings. Therefore, it was expected that the teacher could implement this technique to the next text types that are recount and narrative text in order to improve the students' reading comprehension achievement.

According to Langan (2001:167), "a descriptive text is a verbal picture of person, place, or thing". In line with that, Gerot and Wignell (in Mursyid, 2011:4) define descriptive text as a kind of text that describe the particular thing, animal, person, or others with a purpose to give information. In other words, descriptive text can be defined as a kind of text that tells us what a person, animal, place or thing is like.

According to Yulianto (2011), the purpose of descriptive text is to describe and reveal a particular person, place, or thing. He also adds two parts of generic structure in descriptive text. The first part is identification which identifies the phenomenon to be described. The second part is description which describes the phenomenon in parts, qualities, or characteristics.

A descriptive text also has some language features. According to Hammond (in Mursyid, 2011:4), the language features of descriptive text as follows.

1. focusing on specific participants. Examples: My English teacher, Andini's cat, My favourite place;
2. using Simple Present Tense or using Simple Past Tense if Extinct;
3. verbs of being and having 'Relational Processes'. Examples: My mum is really cool, She has long black hair;
4. using descriptive adjectives. Examples: strong legs, white fangs;
5. using detailed noun phrase to give information about the subject. Examples: a very beautiful scenery, a sweet young lady, very thick fur;
6. using action verbs 'Material Processes'. Examples: It eats grass, It runs fast;
7. using adverbials to give additional information about behaviour. Examples: fast, at tree house;
8. using figurative language. Example: John is as white as chalk.

Table 2.1 The Example of a Descriptive Text

Generic Structures	Agnes Monica
Identification	Agnes Monica Muljoto is a singer. She was born on July 1st, 1986 in Jakarta. She is good both in singing and dancing.
Description	<p>Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has the only older brother named Steve Muljoto.</p> <p>Agnes Monica is a very talented artist. Besides singing, she also can play musical instrument such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a well-known song entitled "Cinta Mati" in her duet with Ahmad Dhani.</p> <p>(Taken from: http://sman1learningenglish.blogspot.co.id/2011/12/descriptive-text-agnes-monica.html)</p>

2.4 Webbing Technique Definition

Webbing Technique comes with various names that is defined by different experts. Although this technique has different terms, basically it has the same concept or meaning. Webbing technique in this research deals with a technique in teaching reading comprehension. Gillet and Temple (1990:262) call this technique as webbing. Hennings (1997:218) also calls this technique as webbing. Buscemi (2002:14) and Brannan (2003:6) prefer call this technique as clustering. Other experts call webbing as mind maps (Cryer, 1999:162); clustering, diagramming, mapping (Langan, 2001:29); semantic webbing (Carter, 2004:57). From all the terms above, it can be assumed that webbing technique is similar to clustering, diagramming, mapping, and semantic webbing. This research used the term Webbing consistently.

According to Henning (1997:279), webbing is a network of interrelated word and phrases connected to a central topic and to one another that highlights relationships in a body of information. According to Kirk *et al.* (2000:64), webbing technique is a technique by generating ideas about a specific topic and to communicate them in the target language in oral or written form. In line with that, The University of Adelaide (2014) defines webbing technique as an effective method for generating ideas by association. In other words, Webbing Technique can be defined as a technique that uses graphic organizer by generating the idea into the detailed information that shows the relationships to each others in the form of word or phrases.

According to Özmen (2006:2), a web provides structure for ideas and facts of information of the text and gives students a flexible framework for organizing and emphasizing information. One of the advantages of Webbing Technique is helping the students in connecting and organizing ideas in the meaning construction of the text (Carter, 2004:57). Therefore, by applying Webbing technique in the teaching reading comprehension to the students, it was expected that this technique could encourage the students to be active in thinking ideas more deeply related to the reading text. That was because the students must figure out the relationships between ideas and the organization of word and phrases in

their web. An visual overview in the web can make the students easier to understand the text. So that, they can improve their reading comprehension achievement by using this technique.

In this research, webbing refers to the process of creating a web. When the students are creating a web, they are doing the webbing activities. A web itself is a product (a picture of a body of information) after doing the webbing activities. So, webbing technique is some ways or steps in creating the web.

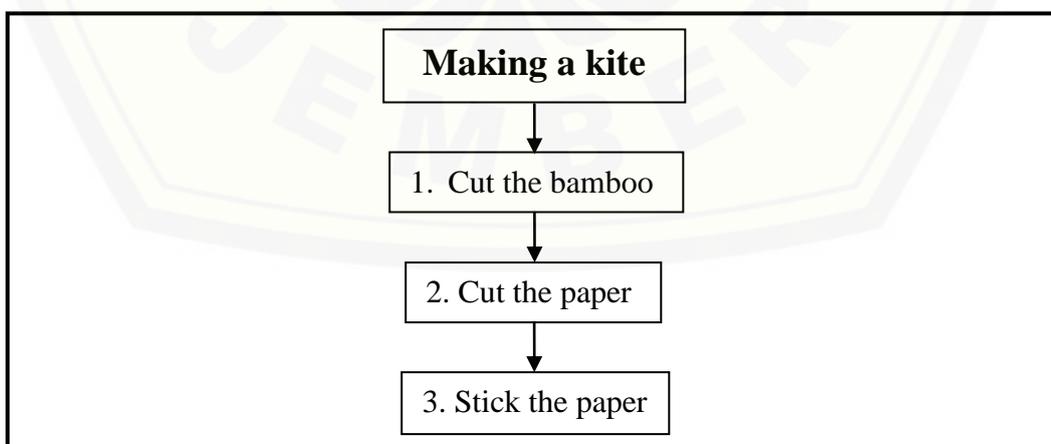
2.6 The Types of Webbing Technique

According to Sam and Rajan (2013:157), one of the features of a graphic organizer or webbing is that it can be designed to match the specific objectives with a text. It means that the different text types determine the different organizational forms of the web. There are many various types of the web in many different forms. Below are four organizational patterns of Webbing Technique according to Carrel *et.al* (1995:250).

1. Time Order

This type of the web is used to organize information in a chronology or time sequence. In this web, the information or the steps are presented systematically. It is presented chronologically from the first step until the last step.

Figure 2.1 The Example of Time Order

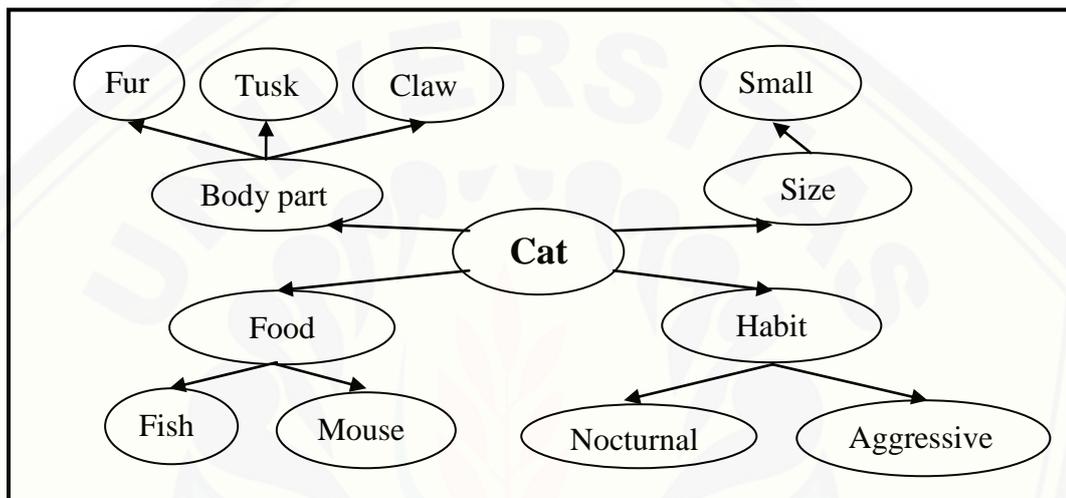


(Carrel, 1995:250)

2. Collection of Descriptive

In this type, the information is organized by a simple listing of fact or ideas relate to the same topic. In this web, the main topic is presented in the middle of the paper. Meanwhile, the details or the sub topics are presented around the main topic. The main topic and sub topics are connected by arrows.

Figure 2.2 The Example of Collection of Descriptive

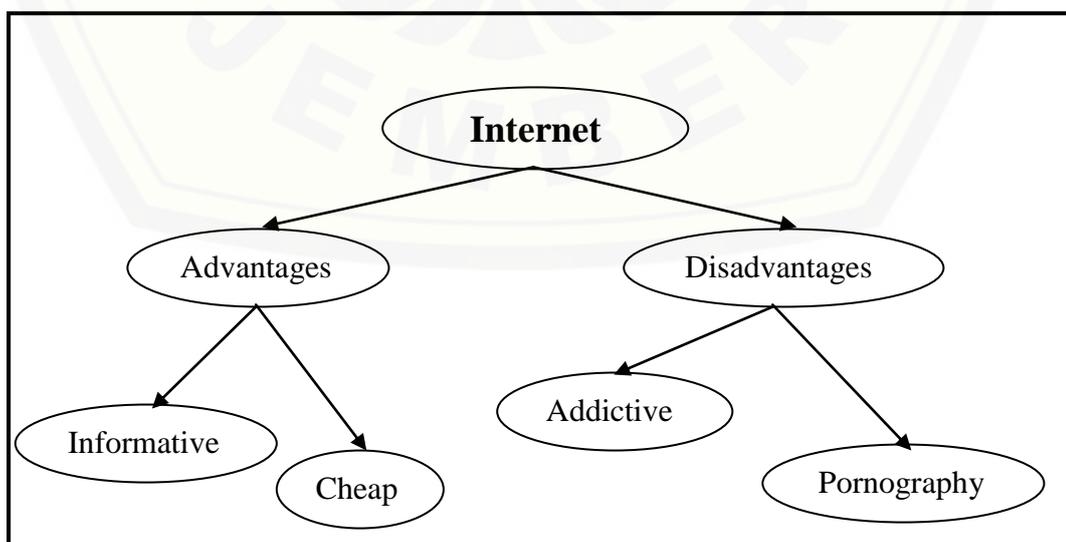


(Carrel, 1995:250)

3. Comparison/ Contrast

In this type of the web, the information is organized to differentiate similarities, differences, advantages, or disadvantages.

Figure 2.3 The Example of Comparison

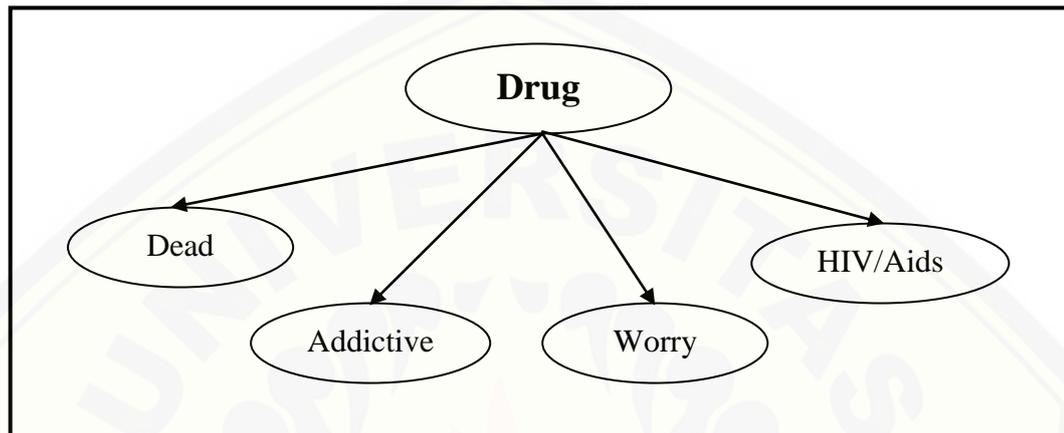


(Carrel, 1995:250)

4. Cause and Effect

In this type of the web, the information is organized to show the cause and the effect of some events.

Figure 2.4 The Example of Cause and Effect



(Carrel, 1995:250)

Those are the different forms of the web. In common, the center of the web contains the main topic of the text. Meanwhile, its branches contain related information of the main topic of the text. This research used the second organizational forms of the web. That was collection of descriptive. That was because the types of web were suitable with the text types that was used in this research, that was a descriptive text.

2.7 The Procedures of Teaching Reading by Using Webbing Technique

The procedures of teaching reading by using Webbing Technique deals with the steps of how to create a web in teaching reading. The following parts are the original steps to create a web by some experts that are presented in different ways based on their own style. The first is Gillet and Temple (1990:262-264), who propose four steps to create the web as follows.

1. write a topic/ term on the board;
2. ask the students to offer terms or phrases that may be related to the topic;
3. help the students organize the collection of terms into categories;

4. draw lines connecting associated term with each other.

Related to the ideas above, Langan (2001:29) proposes four steps in applying Webbing Technique as follows.

1. state the subject in the center of a blank sheet of paper;
2. put them in boxes or circles around the subject;
3. draw lines to connect them to each other and to the subject;
4. put minor ideas or details in smaller boxes or circles and use connecting lines to show their relation as well.

Another way is proposed by Carter (2004:57). He points out some steps to create the web as follows.

1. write a topic on the chalkboard or overhead transparency. Example: Tourism;
2. students give words related to the topic. Examples: transportation, hotels, travel, land, sea, accommodation, resort, camera, entertainment. The words are recorded;
3. the topic "Tourism" is written in the centre, and various suggestions are connected by drawing lines to reflect similar categories;
4. students read the text to refine webbing. Examples: Add other words from the text to the web, and rearrange as different words emerge.
5. children incorporate words from the web to create a review of the text.

According to Langan (2001:29), there is no right or wrong way of clustering or diagramming as another term of webbing. It means that there are no accurate steps in creating the web. We can modify the way to create the web. He adds that webbing technique is one way to think on paper about how various ideas and details relate to one another.

As stated by Yiğiter *et al.* (2005:125), reading activities can be divided into three steps. Those are pre-reading activities, during-reading activities, and post-reading activities. The first is pre-reading activities. The function is to activate the students' knowledge of the subject, provide any language preparation that might be needed for coping with the passage, motivate the students to want to read the text, help the students feel confident that they have prior knowledge

about the text, and talk about the title. It means that pre-reading activities helps the students to increase their interest and motivation in learning reading. It also helps the students to find and know about the topic that they are going to learn.

The second is during-reading activities. The function is to allow the students to interact with the text by providing directions and questions. It also helps the students understand the writer's purpose and the content of the text. The last is post-reading activities. The function is to integrate what they have learned. It leads the students to a deeper analysis of the text.

The following parts are the steps in teaching reading by using Webbing Technique based on the combination of Gillet and Temple, Langan, and Carter. These procedures of reading were used to construct the lesson plans for teaching and learning process in this research.

A. Pre-reading Activities

1. Showing a picture related to the topic that is going to be learned.
2. Asking some leading questions related to the topic.
3. Asking the students to guess the topic.
4. Stating the learning objectives.

B. During-reading Activities

1. Asking the students to read the example of a descriptive text silently.
2. Asking the students to see the example of the web.
3. Guiding the students to ask unfamiliar words of the text.
4. Guiding the students to ask the social function, generic structure and the language features of descriptive text.
5. Guiding the students to ask the definition and the function of webbing technique.
6. Writing the main topic of the text into a circle on the board.
7. Drawing other circles around the main topic.
8. Asking the students to think of ideas that are related to the topic by giving leading questions.

9. Grouping the students' ideas into categories and connecting with lines the circle of the sub topic with the supporting details (creating the web with the students).
 10. Completing the web based on the text with supporting details mentioned in the text.
 11. Discussing the web and revising some irrelevant ideas.
 12. Asking the students to analyze a new descriptive text by using webbing technique in groups.
 13. Doing the reading exercises that are given by the teacher in the form of multiple choice questions.
 14. Asking the students to retell the content of the web that the students have made in front of the class.
- C. Post-reading Activities
1. Guiding the students to draw a conclusion about what they have learned.

2.8 The Advantages of Using Webbing Technique in Teaching Reading

According to Gerson (1997:184-185), there are some advantages of using Webbing Technique as follows.

1. this technique allows the readers to sketch their ideas freely. it means that this technique can stimulate new and creative ideas of readers;
2. it allows the reader to see graphically the relationship between sub points and component of an idea. in other word, this technique helps us to ensure if we've omitted any ideas or included any irrelevant ideas;
3. the readers can develop ideas further by adding new sub points or delete irrelevant ideas. therefore, it facilitate the readers to revise and add ideas to make it more meaningful;
4. this technique allows the readers to gather and organize information based on the topic;
5. it helps the readers to determine their focus of the topic. such as a sentence provides us with a clear focus for our draft.

In addition, The University of Adelaide (2014:4) points out some advantages of using Webbing Technique as follows.

1. giving us an overview of a large subject/broad topic and allowing us to represent it in a more short style;
2. encouraging us to see the bigger picture and creative pathways;
3. enabling us to plan/ make choices about the selection of resource material we have for an assignment and where we are going to place it;
4. providing us with a more attractive and enjoyable format for our eye/ brain to look at, muse over and remember.

In other words, this technique helps the students to understand the reading text easier by providing an visual overview to see the relationships between the main ideas and the supporting details graphically. Moreover, this technique facilitate the students to develop their ideas and organize the ideas based on the topic.

Therefore, it is clearly stated that Webbing Technique gives us many advantages in teaching learning process of reading in class. They are encouraging new ideas, can be revised, add or delete ideas easily, giving a clear focus of a draft and providing an enjoyable format to look at.

2.8 The Disadvantages of Using Webbing Technique in Teaching Reading

Beside the advantages above, there is also the disadvantage of using Webbing Technique in teaching reading. The primary disadvantage in using webbing is sometimes the students do misdirected link or wrong connection in creating their web (Özmen, 2006:3). In creating the web, the students rewrite ideas using their own words. When the students create their web, sometimes they do misdirected links or wrong connections. This condition can lead the students make many mistakes in doing their exercises or their reading comprehension achievement test, because there are some parts of information of the text that they do not undstand or they do not grasp the concept fully.

Webbing is used as a tool for comprehending the text easily. Therefore, to overcome the disadvantages, the researcher should give the clear instruction in

creating the web of the reading text. Furthermore, the researcher should give some questions related to the reading text in order to ensure that the students understand well all the content of the reading text. By questioning the students about some missed concepts that might not be written in the web, they will go over the text to ensure if there are some ideas in their web that are true or wrong.

2.10 Some Previous Research Outcomes

There were some previous research outcomes related to the use of Webbing Technique in improving reading comprehension achievement. One of them was a research that was conducted by Supriadi (2010) who did Classroom Action Research at SMP Negeri 1 Panti Jember. His research proved that the use of Webbing Technique significantly influenced grade seven students' reading comprehension achievement of descriptive text. The students' mean score increased from 58.84 up to 70.27.

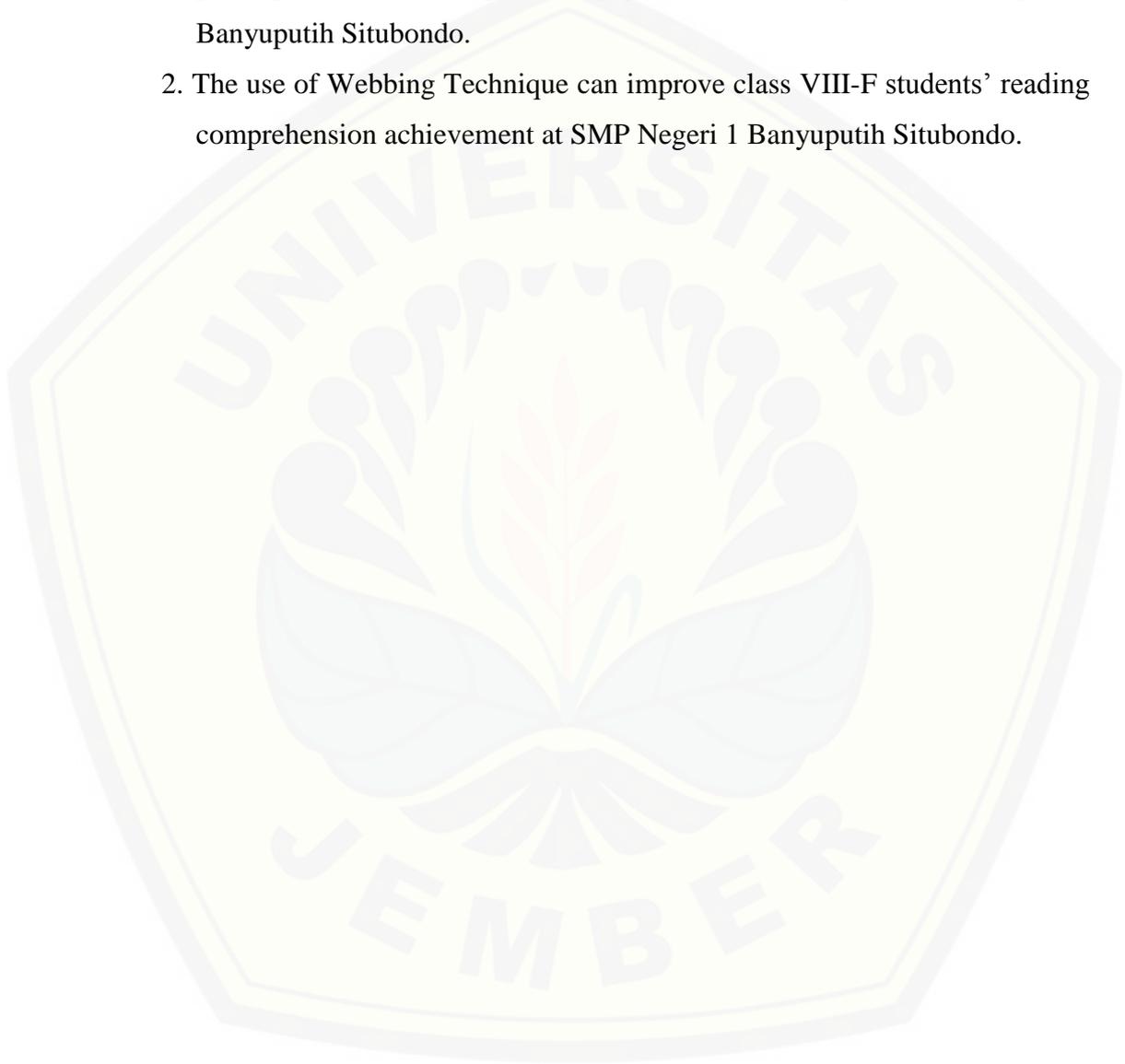
In line with that, Sam and Rajan (2013) also used Webbing Technique in their research. They did experimental research about the use of graphic organizers on types of comprehension questions in improving reading comprehension skills for class eight students at a school in the western part of Tamil Nadu, India. The result of the post-test showed that the experimental group students had improved in all the types of reading questions compared to controlled group students. The experimental group got an average % of 39.43 in the pre-test and 56.23% in the post-test, which means the group had improved significantly.

Based on the previous research outcomes above, the conclusion can be drawn that Webbing Technique is an effective technique in teaching reading that facilitate the students to organize their thoughts or ideas in a visual overview that is provided in the web. In addition, this technique can also stimulate new and creative ideas of the students and help them to understand the contents or informations of the text easily. Therefore, this technique is an appropriate way to teach reading comprehension to the students.

2.11 Hypotheses of the Research

Based on the problems and the relevant literature review described, the action hypotheses in this research were formulated as follows:

1. The use of Webbing Technique can improve class VIII-F students' active participation in teaching learning process of reading at SMP Negeri 1 Banyuputih Situbondo.
2. The use of Webbing Technique can improve class VIII-F students' reading comprehension achievement at SMP Negeri 1 Banyuputih Situbondo.



CHAPTER 3. RESEARCH METHODS

This chapter presents research methods applied in this research. It includes research design, operational definition of key terms, area determination method, research subjects, data collection method, research procedure, data analysis method and the criteria of success of the action. Each section will be explained in the following parts.

3.1 Research Design

The design of this research was Classroom Action Research. It was because the aim of this research was to improve the students' active participation and their reading comprehension achievement by using Webbing Technique to VIII-F students at SMP Negeri 1 Banyuputih Situbondo.

According to McMillan (1992:12), Classroom Action Research is a type of applied research that its aim is to solve a specific classroom problem or make decision at the single local site. Therefore, this Classroom Action Research was intended to overcome the students' problem in reading activity and encourage the students' participation in teaching reading in class.

Sagor (in O'Connor *et al.*, 2006:3) states that Action Research is a tool that is used to help teachers and other educators expose strategies to improve teaching practices. This research used Lewin's theory (Lewin in Elliot, 1991:70) which each cycle consisted of four stages of activity. They were the planning of the action, the implementation of the action, the classroom observation and evaluation, data analysis and the reflection of the action.

Classroom Action Research can be conducted by the individual teacher, a group of teachers working cooperatively within one school, or a teacher or teachers working alongside a researcher or researchers in a sustained relationship, possibly with other interested parties like advisers, university departments and sponsors on the periphery (Holly and Whitehead in Cohen *et al.*, 2007:297). This

Classroom Action Research was conducted collaboratively with the eighth grade English teacher of SMP Negeri 1 Banyuputih Situbondo. It was conducted collaboratively from the start up to the end of the research when the research target had been achieved.

The following diagram was the illustration of Classroom Action Research that was implemented in each cycle of this research.

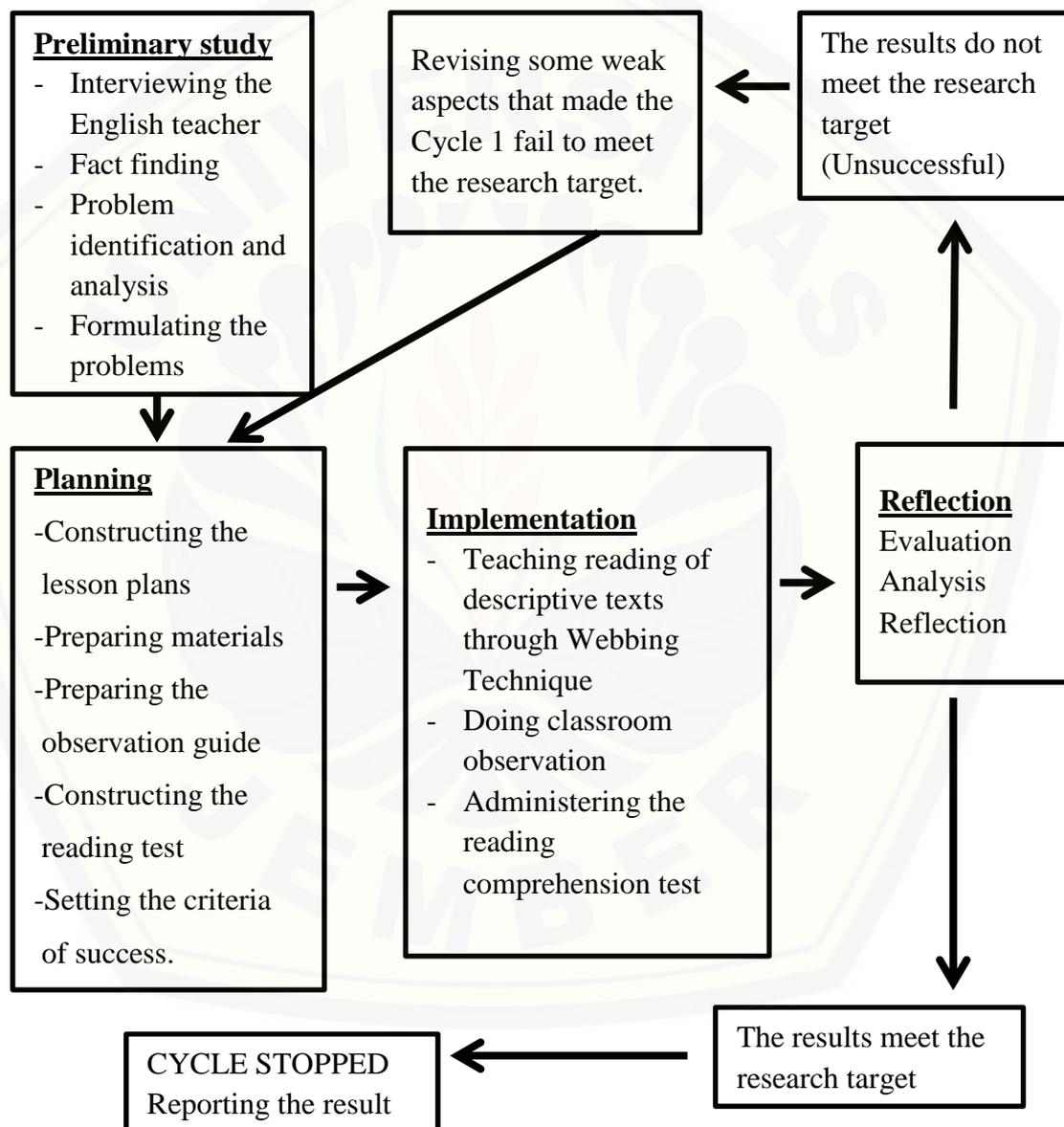


Figure 3.1 The Design of the Classroom Action Research
(Adapted from Lewin, 1980 in Elliot, 1991:70)

The detailed procedures of the activities of this research were as follows:

1. Doing the preliminary study by interviewing the eighth grade teacher for finding out the problems and taking some documents needed to gain the supporting data covering the students' names and the previous students' English test.
2. Finding out the class with the lowest mean score as the research subjects (from the English teacher's information and the documents).
3. Observing the classroom activities while the English teacher was teaching in order to know the students' active participation in the teaching learning process.
4. Planning the action by constructing the lesson plans collaboratively with the English teacher.
5. Implementing the actions based on the lesson plans in the first cycle through Webbing Technique (Meeting 1 and Meeting 2).
6. Observing the classroom activities done by the English teacher in the first meeting and the researcher in the second meeting in cycle 1.
7. Administering the test of reading comprehension to the students at the end of the teaching learning process of Webbing Technique (Meeting 3).
8. Analyzing the results of observation that were done by the researcher and the English teacher.
9. Analyzing the result of reading comprehension test quantitatively using the percentage of the students' reading comprehension achievement.
10. Reflecting the results of the observation and the reading comprehension test. The result of the observation and reading test in the first cycle had not met the research target. Therefore, the cycle was continued to the second cycle by revising some problems that were found in cycle 1. The cycle was stopped when the result of the actions had met the research target.
11. Drawing a conclusion.

3.2 Operational Definitions of Key Terms

The operational definition is needed as guidance to understand the term used in this research in order to avoid the different perception between the researcher and the readers.

3.2.1 Reading Comprehension Achievement

Reading comprehension achievement is the successful result in thinking activity done by the readers to understand or interpret the meaning of the text that the writer wants to say. Reading comprehension achievement in this research was class VIII-F students' scores of reading comprehension achievement test in finding general and specific information of the descriptive texts. It was indicated by the students' reading comprehension test scores after they had been taught reading by using Webbing Technique.

3.2.2 Webbing Technique

Webbing Technique is a technique that uses a graphic organizer by generating the idea into the detailed information that shows relationships to each others in form of word or phrases. Webbing provides structure for ideas and facts of information of the text and gives students a flexible framework for organizing and emphasizing information. Therefore, By using Webbing Technique, the students were given a visual overview to make them easier to organize their thoughts or their ideas. Furthermore, a visual overview that was provided in the webbing made the students easier to understand the text. As the result, their reading comprehension achievement could improve.

3.2.3 The Students' Active Participation

The students were categorized active if at least three of four indicators of active students below were fulfilled. This research was considered to be successful if 75% of the students were active in involving the teaching learning process of reading through Webbing Technique.

The indicators that were used to monitor the students' active participation in the teaching learning process were as follows:

1. Showing eagerness in learning the descriptive texts about people by using Webbing Technique.
2. Completing the web in groups.
3. Showing cooperation with their groups in making the web based on the text.
4. Doing the reading exercises given by the teacher in the form of multiple choice questions responsibly.

3.3 Area Determination Method

The area of this research was determined by using purposive method. Arikunto (2006: 139-140) notes that purposive method is chosen for a research based on certain purpose or reasons. In this research, SMP Negeri 1 Banyuputih was chosen because of some reasons. The reasons were as follows.

1. Class VIII-F students at this school had problems in comprehending reading texts including finding the general and specific information from the texts. Therefore, their scores in reading were still low;
2. The VIII-F students were less of enthusiasm during the teaching learning process of reading.
3. The use of Webbing Technique in teaching reading comprehension had never been used by the English teacher;
4. The English teacher of the eighth grade of SMP Negeri 1 Banyuputih had agreed to conduct a Classroom Action Research collaboratively in one of her classes;
5. The Principal of SMP Negeri 1 Banyuputih gave permission to conduct this Classroom Action Research.

3.4 Research Subjects

The purposive method was used to determine the research subjects. Research subjects are people who are intended to be researched by researchers

(Arikunto, 2006:145). The subjects of this research were the students of class VIII at SMP Negeri 1 Banyuputih in the 2015/2016 academic year. There are seven classes of the eighth grade at SMP Negeri 1 Banyuputih, namely VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F and VIII-G. Among those classes, the research subjects of this Classroom Action Research were the students of class VIII-F that consisted of 26 students. The students of class VIII-F were chosen because they had problems in reading, especially finding general and specific information of the text as informed by the English teacher. Based on the school documentation, it was found that class VIII-F had the lowest mean score of the English final test among the other classes. The average score of the students' English final test in class VIII-F was only 65.5.

3.5 Data Collection Methods

Data collection method is needed to collect the primary data and supporting data for this research. In this research, the primary data were collected by using reading comprehension test and observation, while supporting data were collected through interview and documentation. The data collection methods were discussed in the following parts.

3.5.1 Reading Test

A reading test was used to get the primary data about class VIII-F students' reading comprehension achievement because the aim of this research was to improve the students' reading comprehension achievement. According to Brown (2003:3), test is a method of measuring a person's ability, knowledge or performance in a given domain. In line with that, Hughes (2003:11) divides tests into four types. They are proficiency test, diagnostic test, placement test and achievement test. This Classroom Action Research applied achievement test to measure the students' reading comprehension achievement after they were taught reading by using Webbing Technique. It was done at the end of the cycle after the action was given. It was given as a posttest done in the third meeting.

A post-test is a test that is given to the students after the teaching learning process to measure their achievement in reading comprehension. According to Djiwandono (1996:21), a post-test is conducted to know the language progression level achieved at the end of the teaching learning process. A good test should have validity and reliability. A test is said to be valid if it measures accurately what it is intended to measure (Hughes, 2003:26). In this research, the test was established its content validity by constructing the test items based on the indicators to be measured of reading comprehension achievement. The indicators to be measured were the general and specific information of the descriptive texts.

Dealing with the reliability of the test, Fraenkel *et al.* (2012:112) define a reliable instrument is “one that gives consistent result”. It means that the test is said reliable if it has the same result when it is given in any time/ different time.

According to Hughes (2003:22), there are two kinds of test based on the method of scoring. They are objective and subjective test. Objective test is kind of test that can give high reliability and the scoring of objectives test is more practical and easier to do. That’s why the researcher used objective test in form of multiple choices questions.

The reading materials that were used for instructional material and the test were chosen from the internet as suggested by the English teacher. It was suggested that the theme was famous people. So, the researcher downloaded descriptive texts from https://en.wikipedia.org/wiki/Elvira_Devinamira (“Elvira Devinamira Wirayanti”), <http://radityaadibuwana.blogspot.com/2014/02/kumpulan-contoh-descriptivetext.html> (“Sule”, “Jokowi”), <http://www.slideshare.net/AnggiKGPMADescriptivetext-about-place-person-danthing?related=1> (“Raditya Dika”), http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html (“Sherina Munaf”, “Justin Bieber”), www.sekolahoke.com (“The President of USA Barack Obama”, “Afgansyah Reza”, “Gita Gutawa”, “Dian Sastro”, “Raffi Ahmad”), and <http://english4junior.blogspot.com/2013/01/normal-0-false-false-false-in-x-none-x.html> (“Shahrukh Khan”). All of the materials had been consulted to the English teacher.

The reading comprehension achievement test that was used in this research consisted of finding general and specific information of the texts. General information of the texts dealt with the main idea of each paragraph, the title and the topic of the text and specific information of the text dealt with the supporting details of the text. There were 20 items of questions in the reading comprehension achievement test. Each test item was scored 5 for the correct one. The total score of the test items was 100 points if the students could answer all of the test items correctly. The allotted time to do the test was 40 minutes.

3.5.2 Observation

Observation was needed to know the students' active participation in joining teaching learning process of reading through Webbing Technique. McMillan (1992:128) notes that observation in the Classroom Action Research is used to describe the behavior of the students when it occurs naturally in the teaching learning process. In this research, observation of behavior included the description of the activities, responses and involvement of the students in the teaching learning process of reading by using Webbing Technique in class. It was done by the English teacher collaboratively with the researcher in each meeting of each cycle.

The students were categorized active if at least three of four indicators are fulfilled. The indicators were as follows.

1. Showing eagerness in learning the descriptive texts about people by using Webbing Technique.
2. Completing the web in groups.
3. Showing cooperation with their groups in making the web based on the text.
4. Doing the reading exercises given by the teacher in the form of multiple choice questions responsibly.

Table 3.1 The Observation Checklist

No.	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive
1.							
2.							
3.							
4.							
5.							

3.5.3 Interview

Interview is a form of data collection in which questions are asked orally and the subject's responses are recorded (McMillan, 1992:132). Moreover, Cohen *et al.* (2007:349) state that interviews allow participants – be the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. Interview is needed to collect the data for the research.

According to Fraenkel *et al.* (2012:451), there are four types of interview, namely structured, semi-structured, informal and retrospective. In this research, the researcher used structured and semi-structured interview because there was a lists of questions that were prepared to elicit specific answers from the respondents and developed the information needed. In this research, the interview was conducted with the eighth grade English teacher at SMP Negeri 1 Banyuputih in the preliminary study to get the supporting data about the students' problems in reading comprehension, the class that had problems in reading comprehension, the technique and the textbook used by the teacher in the teaching learning process of reading.

3.5.4 Documentation

Documentation method is used to find out the data in the form of notes, books, magazines documents, regulations, meeting notes, daily news (Arikunto,

2006:158). The documentation in this research included the names of the research subjects that was class VIII-F in the 2015/2016 academic year, the previous English final test mean scores of class VIII-C up to class VIII-G and the previous English final test scores of class VIII-F students that were obtained from the final term test while they were in the seventh grade in the 2014/2015 academic year at SMPN 1 Banyuputih Situbondo. The system of the school put the whole students of class VII-F to higher level, class VIII-F. Therefore, the researcher could use the data of the final test term for supporting data in this research because there was no rolling class at that school.

3.6 Research Procedures

Based on the research design, the actions of this research were implemented in four stages. They were the planning of the action, the implementation of the action, observation, evaluation, data analysis and reflection of the action. All stages were done collaboratively with the English teacher of Grade VIII of SMPN 1 Banyuputih Situbondo.

3.6.1 The Planning of the Action

In cycle 1, there were some activities that were planned by the researcher before implementing the action as in the following parts.

1. Constructing the lesson plans collaboratively with the English teacher for the first cycle.
2. Preparing the reading materials taken from the internet. The themes of the reading materials in cycle 1 for meeting 1 were “Elvira Devinamira Wirayanti” and “Sule”. Then, the themes of the reading materials for meeting 2 were “Jokowi” and “Raditya Dika”.
3. Preparing the observation guide in the form of checklist in order to observe the students’ active participation during the implementation of the action.

4. Preparing the reading test materials from the internet. The themes of the reading test materials in cycle 1 were “Sherina Munaf” and “The President of USA Barack Obama”.
5. Setting the criteria of the success of the action.

In cycle 2, there were some activities that were planned by the researcher before implementing the action as in the following parts.

1. Constructing the lesson plans collaboratively with the English teacher for the second cycle by revising some weaknesses found in the first cycle.
2. Preparing the reading materials taken from the internet. The themes of the reading materials in cycle 2 for meeting 1 were “Justin” and “Shahrukh Khan”. Then, the themes of the reading materials for meeting 2 were “Afgansyah Reza” and “Gita Gutawa”.
3. Preparing the observation guide in the form of checklist in order to observe the students’ active participation during the implementation of the action.
4. Preparing the reading test materials from the internet. The themes of the reading test materials in cycle 2 were “Dian Sastro” and “Raffi Ahmad”.
5. Setting the criteria of the success of the action.

3.6.2 The Implementation of the Action

The action was implemented during the school hours. The schedule for the English subject for class VIII-F were on Monday (09.40-11.00) and Thursday (07.00-08.20). The implementation of the actions in the first cycle was based on the Lesson Plan 1 for Meeting 1 and Lesson Plan 2 for Meeting 2. In meeting 3, the students were given reading comprehension test after they were taught reading by using Webbing Technique. The lesson plans for cycle 1 were enclosed in Appendix G and H.

The second cycle was conducted because the result of the first cycle had not achieve the target in this research that was at least 75% of the students were active during the teaching and learning process of reading by using Webbing

Technique and at least 75% of the students could reach score 75 or more in the reading comprehension test. It was conducted by revising some necessary aspects which cause the failure of the first cycle. The implementation of the actions in the second cycle was based on the Lesson Plan 3 for Meeting 1 and Lesson Plan 4 for Meeting 2. In meeting 3, the students were given reading comprehension test after they were taught reading by using Webbing Technique. The lesson plans for cycle 2 were enclosed in Appendix J and K.

3.6.3 Observation

Observation in this Classroom Action Research had an important function to observe the students' activities during the application of teaching learning process by using Webbing Technique. The observation was done collaboratively with the English teacher. These activities were done twice in each cycle. The observation guide was in the form of checklist including four indicators to observe the students' participation in joining the teaching learning process of reading through Webbing Technique.

In cycle 1, in the first meeting, the observer was the teacher. In the second meeting, the observer was the researcher. In cycle 2, in the first meeting, the observer was the teacher. In the second meeting, the observer was the researcher. The indicators that were observed during the application of the actions were: showing eagerness in learning the descriptive texts about people by using webbing technique, completing the web in groups, showing cooperation with their groups in making the web based on the text, doing the reading exercises given by the teacher in the form of multiple choice questions responsibly.

3.6.4 Evaluation

Evaluation was conducted to know whether the use of Webbing Technique improved the students' participation and their reading comprehension achievement or not. There were two kinds of evaluation that were used in this research. They were process evaluation and product evaluation. The process evaluation was used to evaluate the students' participation during the teaching of

reading by using Webbing Technique. Then, the product evaluation was used at the end of the meeting in the each cycle in the form of the students' reading comprehension achievement test in the form of multiple choice questions.

3.6.5 Reflection

Reflection was done after analyzing the data collected from the results of the observation and the reading comprehension achievement test in each cycle. In this research, Reflection was done collaboratively with the English teacher to know whether the actions given were successful or not, to know whether the action given had weaknesses or strengths and to find the solutions of the weaknesses of the action.

In cycle 1, the results of observation in the first and the second meeting had achieved the target percentage required in this research that was 75%. However, the students did not perform well in the first indicator that was showing eagerness in learning the descriptive texts about people by using Webbing Technique. Then, the results of the reading comprehension achievement test had not achieved the target percentage required in this research that was 75%. Based on the results of the observations and the reading test, it was needed to solve the problems that caused the failure in cycle 1 by revising some weaknesses in the implementation of the action in cycle 2.

In cycle 2, the results of observation in the first and the second meeting had achieved the target percentage required in this research that was 75%. Then, the results of the reading comprehension achievement test had also achieved the target percentage required in this research that was 75%. This second cycle was the end of the cycle. It was stopped because the actions in cycle 2 had achieved the target in this research.

3.7 Data Analysis Method

Data analysis method was used to analyze the obtained data. In this research, the data analysis method was in the form of quantitative and qualitative. The collected data from observation and from the students' reading

comprehension test in each cycle were analyzed quantitatively in the percentage based on the fact or the result when the teaching learning process of reading using Webbing Technique was conducted.

The data obtained from the students' reading comprehension test were analyzed quantitatively by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= The percentage of the students whose score was ≥ 75 in the reading test

n= The number of the students whose score ≥ 75 in the reading test

N= The number of the students doing the reading test

(Adapted from Ali, 1993: 186)

The data from the observation were analyzed quantitatively by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= The percentage of students actively involved in the teaching learning process of reading by using Webbing Technique

n= The number of the students categorized as the active students in the teaching learning process

N= The number of the students in the reading class

(Adapted from Ali, 1993: 186)

3.8 The Criteria of the Success of the Action

After conducting the observation and collecting the data, the results were analyzed to know the progress and the success of the students' active participation and reading comprehension achievement after the students were taught reading by using Webbing Technique.

The following were the criteria of the success of the action:

1. At least 75% of the students were active during the teaching and learning process of reading by using Webbing Technique.
2. At least 75% of the students could reach score 75 or more in the reading comprehension test.



CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the classroom action research in Cycle 1 and Cycle 2. Each cycle consists of the result of observations, the result of reading comprehension achievement test, the result of reflections and the discussion of the research result. All of those issues are presented in the following sections.

4.1 The Results of the Actions in Cycle 1

The results of the actions in Cycle 1 presents about four aspect done in Cycle 1. They include the implementation of the actions, the results of two observations, the results of the students' reading comprehension test, and the results of reflection. The discussion are elaborated in the following part.

4.1.1 The Implementation of the Actions in Cycle 1

The action in Cycle 1 was conducted in three meetings including two meetings of teaching reading by using Webbing Technique and one meeting for reading test. The first meeting was on November 12th, 2015, and the second meeting was on November 16th, 2015. Meanwhile, the reading test was conducted on November 19th, 2015. The schedule of the action in Cycle 1 could be seen in the following table.

Table 4.1 The Schedule of Cycle 1

Activity	Dates	Time
Meeting 1	November 12 th , 2015	07.00-08.20
Meeting 2	November 16 th , 2015	09.40-11.00
Reading Test 1	November 19 th , 2015	07.00-08.20

The implementation of the actions was based on the lesson plans that were constructed by the researcher and the English teacher. The first meeting was

carried out based on the lesson plan 1 (see Appendix G). In the first meeting, the researcher acted as a teacher to teach reading comprehension to the students by using Webbing Technique. Meanwhile, the English teacher acted as an observer to observe the students' active participation during the teaching learning process of reading. The materials were the descriptive texts about "Elvira Devinamira Wirayanti" and "Sule". The time allocated for this meeting was 80 minutes.

The second meeting was carried out based on the lesson plan 2 (see Appendix H). In the second meeting, the researcher acted as an observer. Meanwhile, the English teacher acted as a teacher that teaches reading comprehension to the students by using Webbing Technique. In this meeting, the students learned descriptive texts about Jokowi and Raditya Dika. The time allocated for this meeting was 80 minutes.

In meeting 1 and meeting 2, each student used a headband that was made from colored paper. The headband was used as the students' personal identity that consisted of the students' name and the students' number. The headband was used to make the researcher and the English teacher easier in calling the students' name and observing the students' active participation.

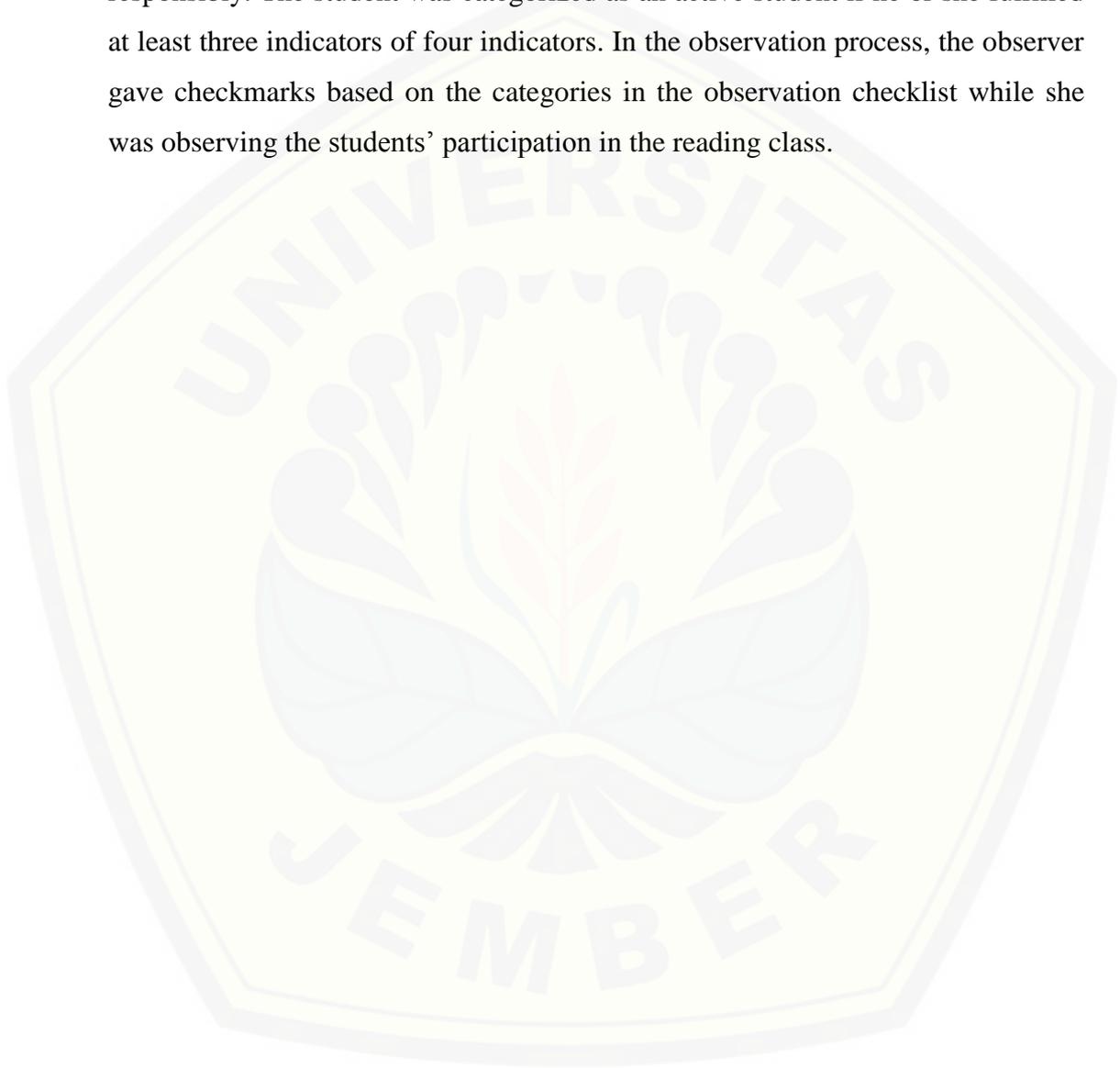
In the third meeting, the researcher and the English teacher conducted the reading comprehension test in order to measure how successful the students achieve the research success criteria in the teaching learning process of reading through Webbing Technique.

4.1.2 The Results of Observations in Cycle 1

The observations in Cycle 1 were conducted in two meetings collaboratively with the English teacher. It was intended to observe the students' active participation during the teaching learning process of reading in meeting 1 and meeting 2. The classroom observation in the first meeting was done by the English teacher. Meanwhile, the classroom observation in the second meeting was done by the researcher.

The observation checklist was in the form of table used to observe the students' active participation. There were four indicators observed. They were: 1)

Showing eagerness in learning the descriptive texts about people by using Webbing Technique, 2) Completing the web in groups, 3) Showing cooperation with their groups in making the web based on the text, 4) Doing the reading exercises given by the teacher in the form of multiple choice questions responsibly. The student was categorized as an active student if he or she fulfilled at least three indicators of four indicators. In the observation process, the observer gave checkmarks based on the categories in the observation checklist while she was observing the students' participation in the reading class.



The following table was the results of the observations in Cycle 1.

Table 4.2 The Results of Observations in Cycle 1

No	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
1.	AJ	√	√	√	√	√		√	√	√	√	√	
2.	ANF		√		√		√		√		√		√
3.	AS			√	√		√		√		√		√
4.	AI	√	√	√	√	√		√	√	√	√	√	
5.	AP	√	√	√	√	√		√	√		√	√	
6.	F		√		√		√		√	√	√	√	
7.	FPW	√	√	√	√	√		√	√	√	√	√	
8.	FH	√	√	√	√	√		√	√	√	√	√	
9.	FAK	√	√	√	√	√		√	√	√	√	√	
10.	H	√	√		√	√			√	√	√	√	
11.	IF		√	√	√	√			√	√	√	√	
12.	IG	√	√	√	√	√		√	√	√	√	√	
13.	IE	√	√	√	√	√		√	√	√	√	√	
14.	MRFM		√	√	√	√		√	√	√	√	√	
15.	MZ	√	√	√	√	√		√	√	√	√	√	
16.	NI	√	√	√	√	√		√	√	√	√	√	
17.	N	√	√	√	√	√			√	√	√	√	
18.	PAA	√	√	√	√	√		√	√	√	√	√	
19.	QB	√	√	√	√	√			√	√	√	√	
20.	RL	√	√		√	√		√	√	√	√	√	
21.	SI		√		√		√		√		√		√
22.	SR	√	√	√	√	√		√	√	√	√	√	
23.	SP	√	√	√	√	√		√	√	√	√	√	
24.	WDR	√	√	√	√	√		√	√	√	√	√	
25.	YF	√	√	√	√	√		√	√	√	√	√	
26.	RDDA		√	√	√	√		√			√		√
Total						22	4	Total				22	4
Percentage						85%	15%	Percentage				85%	15%

Based on Table 4.2 above, in the first meeting, there were 22 (85%) out of 26 students were active and 4 (15%) students were passive during the teaching learning process of reading by using Webbing Technique. The second meeting showed the same results. There were 22 active students (85%) and 4 passive

students (15%) during the implementation of the action of the reading comprehension by using Webbing Technique. Therefore, the average percentage of the students' active participation in Cycle 1 was 85%, while 15% were categorized as passive students.

Based on the results of observation in Cycle 1, It was found that the students did not perform well in the first indicator (Showing eagerness in learning the descriptive texts about people by using Webbing Technique) although the students' participation in teaching learning process of Cycle 1 had achieved the target percentage required in this research that was 75%. To make it clearer, the percentage of the students' participation was presented in the following table.

Table 4.3 The Percentage of the Students' Participation in Cycle 1

No.	Meeting	Percentage	
		Active	Passive
1.	Meeting 1	85%	15%
2.	Meeting 2	85%	15%
Average		85%	15%

4.1.3 The Results of Reading Comprehension Test in Cycle 1

The reading comprehension test was done on November 19th, 2015 in the third meeting of Cycle 1. The test was conducted to measure the students' reading comprehension achievement after the actions of the teaching reading comprehension by using Webbing Technique. In this test, the numbers of test items were 20 items. The total score of the test items in Cycle 1 was 100 points. The test was done in 40 minutes.

In this research, the test items included general and specific information. The researcher and the English teacher used two descriptive texts from the internet as the reading texts used in the reading comprehension test. The titles of the descriptive texts used in the reading comprehension test were "Sherina Munaf" (Taken from: http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html), and "The President of USA Barack Obama" (Taken from: www.sekolahoke.com).

The results of the students' reading comprehension test were presented in the following table.

Table 4.4 The Results of Students' Reading Comprehension Test in Cycle 1

No.	The Students' Initials	Score	Categories	
			Achieved	Not Achieved
1.	AJ	80	√	
2.	ANF	55		√
3.	AS	60		√
4.	AI	90	√	
5.	AP	50		√
6.	F	75	√	
7.	FPW	75	√	
8.	FH	85	√	
9.	FAK	85	√	
10.	H	55		√
11.	IF	55		√
12.	IG	80	√	
13.	IE	85	√	
14.	MRFM	65		√
15.	MZ	85	√	
16.	NI	95	√	
17.	N	85	√	
18.	PAA	75	√	
19.	QB	85	√	
20.	RL	80	√	
21.	SI	55		√
22.	SR	80	√	
23.	SP	90	√	
24.	WDR	75	√	
25.	YF	75	√	
26.	RDDA	60		√
Total			18	8
Percentage			69%	31%

Based on the calculation above, it was showed that the percentage of the students who were able to gain the standard score of 75 or higher in reading comprehension achievement test by using Webbing Technique in the first cycle was 69%. It means that the percentage of the students who could gain the standard

score of 75 or higher in reading comprehension achievement test had not achieved the research success criteria, that was 75% of students could gain the standard score of 75 or higher. In conclusion, the action in Cycle 1 was not entirely successful. The reading test results showed contradictory results which were low while during the process the students did better in doing the reading exercises (indicator 4). It cause even though the students had done the reading exercises, the students still did not answer the reading test correctly. Therefore, it was necessary for the researcher to continue the action to Cycle 2 by revising some aspects related to the use of Webbing Technique in the teaching learning process of reading.

4.1.4 The Results of the Reflection in Cycle 1

The reflection was done by the English teacher and the researcher after knowing the results of reading comprehension test and observation. The teacher and the researcher did the reflection by doing discussion to find out the weaknesses or the problems of the action in Cycle 1. Based on the observation, it was found that in the first meeting, as many as 22 (85%) out of 26 students actively participated during the teaching learning process of reading by using Webbing Technique. In the second meeting, there were 22 (85%) of 26 students who participated actively during the teaching learning process of reading. Therefore, the average percentage of the students' active participation in the first and second meeting was 85%, It means that the observation results in the first and the second meeting had achieved the research success criteria in this research.

Meanwhile, based on the result of reading test, it was known that the percentage of the students who were able to gain the standard score of 75 or higher in reading comprehension test was 69%. It means that the results of reading comprehension achievement in this cycle had not achieved the success criteria in this research.

Based on the results of the observation and the reading test in Cycle 1 above, it was found that although the result of the students' active participation had achieved the target percentage required in this research, the result of the

students' reading comprehension test had not achieved the target percentage required in this research. During the process the students did better in doing the reading exercises (indicator 4) but the reading test results were low. It cause even though the students had done the reading exercises, the students still did not answer the reading exercises correctly. It could be concluded that there were some problems that influenced the result of the action in Cycle 1. Therefore, it was needed to solve the problems that caused the failure in Cycle 1 by revising some aspects in the implementation of the action in Cycle 2. The following parts were some factors that affected the results of the observations and the reading test and its revisions in the teaching learning process in Cycle 1.

1. Based on the result of observation, it was found that the students did not perform well in the first indicator that was showing eagerness in learning the descriptive texts about people by using Webbing Technique. There were some students that were passive while using Webbing Technique in the first cycle. In this cycle, the teacher wrote the students' ideas on the board while she made the web together with the students. Some of the students were still afraid and not confident to tell their ideas related to the text, such as appearances, family and lifetime achievement when they made a web together with their teacher. This condition came up because it was the first time for the students to use Webbing Technique. In the second cycle, beside the teacher wrote the students' ideas on the board while she made the web together with the students, the teacher also pointed out and asked the students to write their ideas on the board in order to make them more active in using Webbing Technique.
2. The reading test results showed contradictory results which were low while during the process the students did better in doing the reading exercises (indicator 4). Although the students had done the reading exercises, the students still did not answer the reading test correctly. Some of the students still experienced some difficulties in comprehending the text. It was caused in Cycle 1 the students did the web and the reading exercises in groups. Meanwhile, in the reading test, the students did the test individually. When the students did the web and the reading exercises in groups, it was possible that

some of members of a group did not do and discuss with their group in completing the web and doing the reading exercises. Therefore, when the students did the test, they could not answer the questions correctly. Finally their test results were also low in the reading test. Moreover, the students did not get enough understanding about the web because of some reasons. They were: 1) The teacher explained about how to make a web by using random sized circle, 2) The benefits of each circle size of the web was not explained clearly whether for writing main idea or sub-topic, 3) The students did not understand that each different circle size of the web has different meaning. Therefore, the students reading test in cycle 1 did not achieve the passing grade (KKM: 75) because of the reasons above. To solve these problems, in the second cycle, the teacher explained about the web more clearly and asked each group to share and tell their ideas with their members in a group. The teacher also asked the members of a group to improve their cooperation and discuss each other if there was some of members of a group did not understand in completing the web and do the reading exercises. The teacher also discussed their work together and asked the students whether they understood or not.

By knowing all of the problems and the solutions, it was expected that the results of the actions in Cycle 2 had better than the results of the actions in the previous cycle.

4.2 The Results of the Actions in Cycle 2

The results of the actions in Cycle 2 presents about four aspect done in Cycle 2. They include the implementation of the actions, the results of two observations, the results of the students' reading comprehension test, and the results of reflection. The discussion are elaborated in the following part.

4.2.1 The Implementation of the Actions in Cycle 2

The action in Cycle 2 was conducted in three meetings including two meetings of teaching reading by using Webbing Technique and one meeting for reading test. The first meeting was on November 23th, 2015, and the second

meeting was on November 26th, 2015. Meanwhile, the reading test was conducted on November 30th, 2015. The schedule of the actions in Cycle 2 could be seen in the following table.

Table 4.5 The Schedule of Cycle 2

Activity	Dates	Time
Meeting 1	November 23 th , 2015	09.40-11.00
Meeting 2	November 26 th , 2015	07.00-08.20
Reading Test 2	November 30 th , 2015	09.40-11.00

The implementation of the actions was based on the revised lesson plans in Cycle 1 and had been consulted with the English teacher.

The table below shows the revisions of the actions in Cycle 1.

Table 4.6 The Revisions of the Implementation of the Actions in Cycle 1

No.	Cycle 1	Cycle 2
1.	Based on the result of observation, it was found that the students did not perform well in the first indicator that was showing eagerness in learning the descriptive texts about people by using Webbing Technique. There were some students that were passive while using Webbing Technique in the first cycle. In this cycle, the teacher wrote the students' ideas on the board while she made the web together with the students. Some of the students were still afraid and not confident to tell their ideas related to the text, such as appearances, family and lifetime achievement when they made a web together with their teacher. This condition came up because it was the first time for the students to use Webbing Technique.	In the second cycle, beside the teacher wrote the students' ideas on the board while she made the web together with the students, the teacher also pointed out and asked the students to write their ideas on the board in order to make them more active in using Webbing Technique.
2.	The reading test results showed contradictory results which were low while during the process the students did better in doing the reading exercises (indicator 4). Although the students had done the reading exercises, the students still did not answer the reading test correctly. Some of the students still experienced some difficulties in comprehending the text. It was caused in Cycle 1 the students did the web and the reading exercises in groups. Meanwhile, in the reading test, the students did the test individually. When the students did the web and the reading exercises in groups, it was possible that some of members of a group did not do and discuss with their group in completing the web and doing the reading exercises. Therefore, when the students did the test, they could not answer the questions correctly. Finally their test results were also low in the reading test. Moreover, the students did not get enough understanding about the web because of some reasons. They were: 1) The teacher explained about how to make a web by using random sized circle, 2) The benefits of each circle size of the web was not explained clearly whether for writing main idea or sub-topic, 3) The students did not understand that each different circle size of the web has different meaning. Therefore, the students reading test in cycle 1 did not achieve the passing grade (KKM: 75) because of the reasons above.	In the second cycle, the teacher explained about the web more clearly and asked each group to share and tell their ideas with their members in a group. The teacher also asked the members of a group to improve their cooperation and discuss each other if there was some of members of a group did not understand in completing the web and do the reading exercises. The teacher also discussed their work together and asked the students whether they understood or not.

The first meeting was carried out based on the lesson plan 3 (see Appendix J). In the first meeting, the researcher taught the students reading comprehension by using Webbing Technique. Meanwhile, the English teacher observed the students' active participation during the teaching learning process of reading in class. The material had also the same form with the first cycle but different in the title. That were the descriptive texts about "Justin Bieber" and "Shahrukh Khan". The time allocated for this meeting was 80 minutes.

The second meeting was carried out based on the lesson plan 4 (see Appendix K). In the second meeting, the researcher acted as an observer. Meanwhile, the English teacher acted as a teacher. In this meeting, the teacher taught the descriptive texts about Jokowi and Raditya Dika. The time allocated for this meeting was 80 minutes. In meeting 1 and meeting 2, each student still used a headband as the students' personal identity that was the same with the first cycle.

In the third meeting, the researcher and the English teacher conducted the reading comprehension test in order to measure how successful the students achieve the research success criteria in the teaching learning process of reading.

4.2.2 The Results of Observations in Cycle 2

The observations in Cycle 2 were conducted in two meetings collaboratively with the English teacher. It was intended to observe the students' active participation during the teaching learning process of reading in meeting 1 and meeting 2. The classroom observation in the first meeting was done by the English teacher. Meanwhile, the classroom observation in the second meeting was done by the researcher.

The observation guide was in the form of checklist used to observe the students' active participation. There were four indicators observed. They were: 1) Showing eagerness in learning the descriptive texts about people by using Webbing Technique, 2) Completing the web in groups, 3) Showing cooperation with their groups in making the web based on the text, 4) Doing the reading exercises given by the teacher in the form of multiple choice questions responsibly. The student was categorized as an active student if he or she fulfilled

at least three indicators of four indicators. In the observation process, the observer gave check marks in the observation checklist while she was observing the students' participation based on the categories in indicators. The following table was the results of the observations in Cycle 1.

Table 4.7 The Results of Observations in Cycle 2

No	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				Active	Passive	Indicators				Active	Passive
		1	2	3	4			1	2	3	4		
1.	AJ	√	√	√	√	√		√	√	√	√	√	
2.	ANF		√		√		√		√	√	√	√	
3.	AS	√	√	√	√	√		√	√		√	√	
4.	AI	√	√	√	√	√		√	√	√	√	√	
5.	AP			√	√		√	√			√		√
6.	F		√	√	√	√		√	√	√	√	√	
7.	FPW	√	√	√	√	√		√	√	√	√	√	
8.	FH	√	√	√	√	√		√	√	√	√	√	
9.	FAK	√	√	√	√	√		√	√	√	√	√	
10.	H		√	√	√	√		√	√	√	√	√	
11.	IF		√	√	√	√		√	√	√	√	√	
12.	IG	√	√	√	√	√		√	√	√	√	√	
13.	IE	√	√	√	√	√		√	√	√	√	√	
14.	MRFM		√	√	√	√		√	√	√	√	√	
15.	MZ	√	√	√	√	√		√	√	√	√	√	
16.	NI	√	√	√	√	√		√	√	√	√	√	
17.	N		√	√	√	√			√	√	√	√	
18.	PAA	√	√	√	√	√		√	√	√	√	√	
19.	QB	√	√	√	√	√		√	√	√	√	√	
20.	RL	√	√		√	√		√	√	√	√	√	
21.	SI		√	√	√	√			√	√	√	√	
22.	SR	√	√	√	√	√		√	√	√	√	√	
23.	SP	√	√	√	√	√		√	√	√	√	√	
24.	WDR	√	√	√	√	√		√	√	√	√	√	
25.	YF	√	√	√	√	√		√	√	√	√	√	
26.	RDDA	√			√		√		√	√	√	√	
						23	3	Total				25	1
Percentage						88%	12%	Percentage				96%	4%

Based on table 4.1 above, in the first meeting as many as 23 (88%) out of 26 students were active and 3 (12%) students were passive during teaching learning process. In the second meeting, there were 25 active students (96%) and 1 passive students (4%) during the implementation of the action of reading comprehension by using Webbing Technique. The average percentage of the students' active participation in Cycle 2 was 92%, while 8% were categorized as passive students. It means that the students' participation in teaching learning process of Cycle 2 had achieved the target percentage required in this research that was 75%. In conclusion, teaching reading comprehension by using Webbing Technique was successful to make the students actively participated in the teaching learning process of reading in Cycle 2. To make it clearer, the percentage of the students' participation is presented in table 4.7

Table 4.8 The Percentage of the Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active	Passive
1.	Meeting 1	88%	12%
2.	Meeting 2	96%	4%
	Average	92%	8%

4.2.3 The Results of Reading Comprehension Test in Cycle 2

The reading comprehension test was done at the end of the Cycle 2. That was on November 30th, 2015. The test was administered to measure the students' reading comprehension achievement after the actions of teaching reading comprehension by using Webbing Technique. In this test, the numbers of test items were 20 items. The total score of the test items in Cycle 1 was 100 points. The test was done in 40 minutes. In this test, the researcher and the English teacher used two descriptive texts from the internet as the reading texts used in the reading comprehension test. The titles of the descriptive texts used in the reading comprehension test were "Dian Sastro" and Raffi Ahmad (Taken from: www.sekolahoke.com). The results of the students' reading comprehension test were presented in the following table.

Table 4.9 The Results of Students' Reading Comprehension Test in Cycle 2

No.	The Students' Initials	Score	Categories	
			Achieved	Not Achieved
1.	AJ	80	√	
2.	ANF	80	√	
3.	AS	85	√	
4.	AI	100	√	
5.	AP	70		√
6.	F	75	√	
7.	FPW	95	√	
8.	FH	100	√	
9.	FAK	80	√	
10.	H	95	√	
11.	IF	65		√
12.	IG	90	√	
13.	IE	100	√	
14.	MRFM	80	√	
15.	MZ	100	√	
16.	NI	95	√	
17.	N	65		√
18.	PAA	100	√	
19.	QB	100	√	
20.	RL	85	√	
21.	SI	65		√
22.	SR	100	√	
23.	SP	90	√	
24.	WDR	70		√
25.	YF	85	√	
26.	RDDA	90	√	
Total			21	5
Percentage			81%	19%

Based on the calculation above, it was found that the percentage of the students who were able to gain the standard score of 75 or higher in reading comprehension achievement test by using Webbing Technique in the second cycle was 81%. It means that the percentage of the students who could gain the standard score of 75 or higher in reading comprehension achievement test had achieved the

research success criteria, that was 75% of students could gain the standard score of 75 or higher and the mean score of 75 or higher.

4.2.4 The Results of the Reflection in Cycle 2

The reflection was done by the English teacher and the researcher after knowing the results of reading comprehension test and observation. Based on the observation, it was found that in the first meeting, as many as 23 (88%) out of 26 students actively participated during the teaching learning process of reading by using Webbing Technique. In the second meeting, there were 25 (96%) of 26 students who participated actively during the teaching learning process of reading. It means that the observation results in Cycle 2 had achieved the research success criteria in this research that was at least 75% of the students were active during the teaching and learning process of reading in class.

Meanwhile, from the result of reading test, it was known that the percentage of the students who were able to gain the standard score of 75 or higher in reading comprehension test was 81%. It means that the results of reading comprehension achievement in this cycle had achieved the success criteria in this research. The teaching learning process in Cycle 2 was done better than those in Cycle 1. There were some factors that influenced the results of the students' active participation and their reading test in the second cycle. They were as follows:

1. The students were more active in using Webbing Technique while they shared their ideas by writing the web by themselves on the board.
2. The students enjoyed and were familiar with Webbing Technique because they used the technique for several times. They also did not experience some difficulties in comprehending the text because they had known how to use this technique in reading comprehension. Therefore, they could do the reading test better.

This second cycle was the end of the cycle. It was stopped because the actions in Cycle 2 had achieved the research target in this research (At least 75% of the students were active during the teaching and learning process of reading in class

and at least 75% of the students could reach score 75 or more in the reading comprehension test).

4.3 Discussion

After conducting two cycles in this classroom action research, it could be seen that Webbing Technique was able to improve the students' active participation in joining the teaching learning process and their reading comprehension test. In the first cycle, the students' active participation in the teaching learning process of reading had achieved the research target requirement. The average percentage of the students' active participation in Cycle 1 was 85%. However, the students did not perform well in the first indicator. Then, the results of the students reading comprehension test, showed that the percentage of the students who got score of 75 or higher in reading test in Cycle 1 was 69%. It means that the results of reading comprehension test in Cycle 1 had not achieved the target in this research. Therefore, it was necessary to continue the actions to the second cycle by revising some problems found in the first cycle.

Based on the result of observation, it was found that the students did not perform well in the first indicator that was showing eagerness in learning the descriptive texts about people by using Webbing Technique. There were some students that were passive while using Webbing Technique in the first cycle. In this cycle, the teacher wrote the students' ideas on the board while she made the web together with the students. Some of the students were still afraid and not confident to tell their ideas related to the text when they made a web together with their teacher. This condition came up because it was the first time for the students to use Webbing Technique. In the second cycle, beside the teacher wrote the students' ideas on the board while she made the web together with the students, the teacher also pointed out and asked the students to write their ideas on the board in order to make them more active in using Webbing Technique.

The reading test results showed contradictory results which were low while during the process the students did better in doing the reading exercises (indicator 4). Although the students had done the reading exercises, the students still did not

answer the reading test correctly. Some of the students still experienced some difficulties in comprehending the text. It was caused in Cycle 1 the students did the web and the reading exercises in groups. Meanwhile, in the reading test, the students did the test individually. When the students did the web and the reading exercises in groups, it was possible that some of members of a group did not do and discuss with their group in completing the web and doing the reading exercises. Therefore, when the students did the test, they could not answer the questions correctly. Finally their test results were also low in the reading test.

Moreover, the students did not get enough understanding about the web because of some reasons. They were: 1) The teacher explained about how to make a web by using random sized circle, 2) The benefits of each circle size of the web was not explained clearly whether for writing main idea or sub-topic, 3) The students did not understand that each different circle size of the web has different meaning. Therefore, the students reading test in cycle 1 did not achieve the passing grade (KKM: 75) because of the reasons above. To solve these problems, in the second cycle, the teacher explained about the web more clearly and asked each group to share and tell their ideas with their members in a group. The teacher also asked the members of a group to improve their cooperation and discuss each other if there was some of members of a group did not understand in completing the web and do the reading exercises. The teacher also discussed their work together and asked the students whether they understood or not.

The teaching learning process in the second cycle was done better than those in Cycle 1 because there were some revisions of the problems that were found in Cycle 1. The result of the actions in Cycle 2 also had achieved the research target. The following table shows the improvement of the students' active participation and their reading comprehension achievement score from Cycle 1 up to Cycle 2.

Table 4.10 The Improvement of the Students' Reading Comprehension Achievement Score and Their Active Participation in Cycle 1 and Cycle 2

Research Targets	Cycle 1		Cycle 2	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
The percentage of the students' active participation during teaching learning process of reading through Webbing Technique	85%	85%	88%	96%
The percentage of the students gaining the standard score of 75 or higher	69%		81%	

Based on the results of the implementation of the actions in Cycle 1 up to Cycle 2, the students made significant improvement. The percentage of the students who got the standard score of 75 or higher improved from 69% (Cycle 1) to 81% (Cycle 2). Moreover, the average percentage of the students' active participation also improved from 85% (Cycle 1) and 92% (Cycle 2). It means that the use of Webbing Technique was able to improve the students' active participation and their reading comprehension achievement.

The results of this classroom action research in Cycle 1 and 2 proved the action hypotheses stated as follows:

1. The use of Webbing Technique can improve class VIII-F students' active participation in teaching learning process of reading at SMP Negeri 1 Banyuputih Situbondo.
2. The use of Webbing Technique can improve class VIII-F students' reading comprehension achievement at SMP Negeri 1 Banyuputih Situbondo.

The results of this research also strengthened the previous research findings that were conducted by Hasan (2014) who did an experimental research, entitled the effect of using Webbing Technique on the seventh grade students' reading comprehension achievement at SMPN 1 Grujugan Bondowoso. Sam and Rajan (2013) also did an experimental research about the use of graphic

organizers on types of comprehension questions in improving reading comprehension skills for class eight students at a school in the western part of Tamil Nadu, India. Another research was conducted by Supriadi (2010) who did a Classroom Action Research at SMP Negeri 1 Panti Jember by using Webbing Technique. The research outcomes showed that the use of Webbing Technique could improve the students' reading comprehension achievement.

Based on the three previous research outcomes, the results proved that there was a significant effect of using Webbing Technique on the students' reading comprehension achievement. By using Webbing Technique, the students' reading comprehension score could improve. This technique also improved the students' active participation in the teaching learning process of reading in the class.

Finally, based on the discussion above, it was proven that the use of Webbing Technique in teaching reading in two cycles was able to improve class VIII-F students' active participation and their reading comprehension achievement at SMP Negeri 1 Banyuputih Situbondo in the 2015/2016 academic year.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of this classroom action research and some suggestions proposed to the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, the conclusion could be drawn as follows:

1. The use of Webbing Technique was able to improve class VIII-F students' reading comprehension achievement at SMP Negeri 1 Banyuputih Situbondo in the 2015/2016 academic year. The improvement could be seen from the percentage of the students who got the standard score of 75 or higher improved from 69% in Cycle 1 to 81% in Cycle 2.
2. The use of Webbing Technique was able to improve class VIII-F students' active participation in the teaching learning process of reading at SMP Negeri 1 Banyuputih Situbondo in the 2015/2016 academic year. The improvement could be seen from the average percentage of the classroom observation that was done in Cycle 1 and Cycle 2. The average percentage of the students' active participation improved from 85% in Cycle 1 and 92% in Cycle 2.

5.2 Suggestions

Based on the findings, it is suggested to the English teacher, the students, and the researchers as follows to improve the quality of the teaching and learning English, especially for the teaching and learning reading comprehension.

a. The English Teacher

Based on the research results, the English teacher is suggested to apply Webbing Technique as an effective technique in the teaching learning

process of reading. It is because of the fact that the use of Webbing Technique could improve the students' active participation and their reading comprehension achievement.

b. The students

The students are suggested to involve themselves actively in the teaching learning process of reading on descriptive text. They are also suggested to improve their reading comprehension achievement by organize their ideas using Webbing Technique for other topics.

c. The Future Researcher

The future researchers who have the similar problems in the teaching reading are suggested to use this result as a reference and source of information to conduct another research to improve the quality of the teaching and learning English.