

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

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

INTRODUCTION

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

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

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

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