

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

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## Abstract

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

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

## Introduction

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

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

Reading skill was investigated in this research. Concerning with the reading, Carrel (1988:1) says, "For many students, reading is by far the important of the four

skills in a second language, particularly in English as a foreign language." it means that reading plays a crucial role

in teaching learning process. The 7<sup>th</sup> grade students are expected to be able to comprehend the meaning of short functional text and short simple essay in the form of Descriptive and Procedure related to the near environment (Depdiknas, 2011:286).

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

In the preliminary study that was done on February, 24<sup>th</sup> 2014, an interview was carried out with the English teacher at SMPN 1 Grujugan. The teacher informed that the students are taught by using Reading-Aloud

technique and Question-Answer Technique. However, these teaching reading techniques are still not able to help the students' reading comprehension achievement as required. It is caused by the English teacher still dominate the activity, so the students tend to be passive during the teaching learning process. This condition influences the students' achievement. This information was based on the interview with the English teacher. Therefore, the teacher needs an appropriate technique to encourage, activate, recall, organize some information and the details in reading passages and improve the students' reading skill by connecting their prior knowledge with the topic and to build their vocabulary by providing new words to talk about the knowledge that helps them to comprehend the reading text as well as possible. One of the ways of doing the effective reading technique is using Webbing Technique. It is supported by Buscemi (2002:14), who states that Webbing is another effective way to gather information for an essay.

After conducting the interview with the English teacher at SMPN 1 Grujugan, Bondowoso, the researcher found that the English teacher has never used Webbing Technique in teaching reading. Consequently, the students feel unsure and unmotivated in joining the teaching and learning process. Lack of vocabularies also became a problem that affected the students' comprehension in reading, such as finding the general and the specific information of the text.

There are some advantages of using Webbing Technique in teaching reading. Webbing technique helps the students to understand the text easier by providing a figure to see the relationship between the main ideas and the supporting details graphically. Besides, this technique enables the students to develop their ideas and organize those ideas based on the topic. Therefore, it is clearly stated that the application of Webbing Technique gives many advantages in teaching reading. They are stimulating new ideas, can be revised, be more centered and more interesting. This is the main reason why the researcher uses Webbing Technique to help the students in achieving good score in reading comprehension text.

Along with the advantages, the uses of Webbing Technique also bring some disadvantages. A primary disadvantage in using Webbing Technique or graphic organizers in teaching reading comprehension can influence note taking. When the students have already known about the advantages of Webbing, there will be possibility of less note taking. This effect might lead to totally relying on the Webbing as a written reference (Hartman, 2002:4). The result is the incomplete notes on learner's part and missed information. However, Webbing is used as a tool for comprehending the text, but not to replace the text. Those disadvantages can be solved by giving the students some questions related to the reading text to make sure that the students understand all the context of the text. By questioning the students about the missed concepts that might be not written in Webbing, they will see the reading text again to ensure whether the ideas in Webbing are true or false.

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

#### Research Method

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

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

#### Research Result

Before conducting the post-test, the try out was administered on March, 3<sup>rd</sup> 2014 to the class that was not chosen as the respondents of the research, class 7B. The result of the try out was used to calculate the reliability coefficient and the difficulty index. In this research, Split half Odd-Even technique was applied to calculate the

reliability coefficient. The data of try out were divided into two halves. The first half consisted of odd number and the second half consisted of even numbers. The second was correlating the two sets of scores using Pearson's product moment correlation to know the reliability of the half test. The reliability of the half test was 0.58. In order to know the reliability of the whole test, the value 0.58 was taken into Spearman-Brown formula. From the estimation, the reliability of the whole test was 0.73. Based on the criteria of reliability proposed by Arikunto (2011: 75), the test had a high reliability because it was in range of 0.61-0.80.

After analyzing the reliability of the test, the analysis was continued to the difficulty index. The difficulty index for each item could be found by finding the number of the students who answered correctly and was divided by the number of students who answered the questions. The result showed all the test items were categorized as average items. So, all the test items were used as the post-test without doing any revision.

Overall, it can be concluded that the test items were appropriate because all the items were categorized as average (Sudjana, 1990:135). Dealing with the time, it was found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time (60 minutes). From the clarification above, it could be concluded that the test items did not need to be revised.

The primary data of this research was obtained from the post test, which was administered to both the experimental and the control group on 5<sup>th</sup> and 6<sup>th</sup> March 2014. The scores of the post-test were used to investigate the significance different between the experimental and the control group. The test in the first turn was administered for the experimental group from 07:00 until 08:00 am on Wednesday, 5<sup>th</sup> March 2014. The next turn was administering the test for the control group from 07:00 until 08:00 on Thursday, 6<sup>th</sup> March 2014.

The post test result was analyzed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significant level of 5% to test the hypothesis. The output of the post test was analyzed by using independent t-test of SPSS.

The total number of the test takers of the control group was 24 students from class 7D and the experimental group was 23 students from class 7E. The experimental class and the control class were determined after conducting a homogeneity test. The result of the homogeneity test was homogeneous, so the researcher chose two classes with the closest mean score. After conducting the post-test, the result of the post-test was analyzed by using Independent Sample T-test (ANOVA). The result showed that the mean score of the control group was 69.79 and the mean score of the experimental was 75.87.

## **Discussion**

The outcomes of the research indicated that the students of the experimental class who were taught reading comprehension by using Webbing Technique obtained better result on the reading comprehension achievement test than the students of the control class who were taught by using reading-aloud technique. The effectiveness of the use of authentic materials can be seen in the sig. value of the class. From the Independent Sample T-test table, it was shown that the value of significant column of Lavene's test was 0.653 and it was higher than 0.05. Consequently, the row that must be read was the first row of t-test column. In t-test column, the value of significant column (2-tailed) was 0.032, and it was lower than 0.05. It means that there was a statistical difference between the experimental group and the control group.

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

## **Conclusion and Suggestions**

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

Considering the result of the research, the researcher proposed some suggestions. 1) It is suggested for the English teacher of SMPN 1 Grujugan, Bondowoso to use Webbing Technique in teaching reading, besides, the other techniques that have been already applied so far. Because this technique helps the students to read more effectively and understand the text easier by providing a figure to see the relationship between the main ideas and

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

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