



**IMPROVING GRADE 8C STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT  
BY USING WEBBING TECHNIQUE AT SMP NEGERI 7 JEMBER**

**THESIS**

**By:**

**EKA WIDYA PURNAMA**

**050210491025**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**



**IMPROVING GRADE 8C STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT  
BY USING WEBBING TECHNIQUE AT SMP NEGERI 7 JEMBER**

**THESIS**

Composed as One of the Requirements to Obtain the S-1 Degree  
at the English Education Program, Language and Arts Education Department,  
Faculty of Teacher Training and Education,  
Jember University

**By:**

**EKA WIDYA PURNAMA**

**050210491025**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2012**

## **DEDICATION**

This thesis honorably dedicated to:

1. My beloved parents, Drs. Sugeng Purnomo and Windayati, S. Pd, and my beloved young brother, Septian Maulana Purnama.
2. My beloved Husband, Roman Dias Yuniar, S. St.

## CONSULTANTS' APPROVAL

### IMPROVING GRADE 8C STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT BY USING WEBBING TECHNIQUE AT SMP NEGERI 7 JEMBER

#### THESIS

Composed as One of the Requirements to Obtain the Degree of S1  
at the English Language Education Program, Language and Arts Education Department  
Faculty of Teacher Training and Education,  
Jember University

**By:**

**Name** : Eka Widya Purnama  
**Place/ Date of Birth** : Jember, May 20<sup>th</sup>, 1987  
**Identification Number** : 050210491025  
**Program** : English Education Program  
**Department** : Language and Arts  
**Faculty** : Teacher Training and Education

Approved by:

**Consultant I**

**Consultant II**

Dr. Budi Setyono, M.A  
NIP. 19630717 199002 1 001

Dra. Wiwiek Istianah, M.Kes, M.Ed., App.Ling  
NIP. 19501017 198503 2 001

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : 10<sup>th</sup> October 2012

Place: The Faculty of Teacher Training and Education, Jember University.

### The Committee

The Chairperson

The Secretary

Dr. Aan Erlyana Fardhani, M.Pd  
NIP. 19650309 198902 2 001

Dra. Wiwiek Istianah, M.Kes, M.Ed, App.Ling  
NIP. 19501017 198503 2 001

### The Members

- |   |    |
|---|----|
| 1. Drs. Bambang Suharjito, M. Ed.<br>NIP. 19611023 198902 1 001 | 1. |
| 2. Dr. Budi Setyono, M.A<br>NIP. 19630717 199002 1 001          | 2. |

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H, M.Hum  
NIP 19540712 198003 1 005

## ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty, Allah SWT, who always leads and blessing me, mercy and guidance so that I am able to finish the thesis entitled “Improving Grade 8C Students’ Recount Text Writing achievement by Using Webbing Technique At SMP Negeri 7 Jember In The 2011/2012 Academic Year”

I do realize that this thesis would not finish without the guidance of the people whom I owe a great deal of support, motivation, and suggestion. I would like to express my deepest and sincerest gratitudes to:

1. The Dean of the faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education.
4. The first and second consultant, Dr. Budi Setyono, M.A and Dra. Wiwiek Istianah, M. Kes, M. Ed, App. Ling, who have guided and helped me to finish this thesis.
5. The Academic Consultant, Dra. Wiwiek Istianah, M. Kes, M. Ed, App. Ling.
6. The Principal, the English teacher and the grade 8C students’ of SMP Negeri 7 Jember in the 2011/2012 academic year who helped me to obtained the research data.
7. The examiners who have given me inputs to the completion of this thesis.
8. My Almamater.

Finally, I do expect that it will be useful not only for me but also for readers. Any criticism and suggestions from the readers for the improvement of this thesis will be fully appreciated.

Jember, October 2012

Writer

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>CONSULTAN APPROVAL .....</b>	<b>ii</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF FIGURE .....</b>	<b>xii</b>
<b>SUMMARY .....</b>	<b>xiii</b>

### **I. INTRODUCTION**

1.1 The Research Background .....	1
1.2 The Research Problems.....	4
1.3The Research Objectives.....	4
1.4 The Research Significance.....	5

### **II. LITERATURE REVIEW**

2.1 Writing Skill.....	6
2.2 Competencies of Writing Skill as Stated in the 2006 Institutional Curriculum for Junior High School .....	7
2.3 Recount Text .....	8
2.4 Assessing Writing Competencies.....	9
2.4.1 Holistic Scoring.....	10
2.4.1 Analytic Scoring.....	10
2.5 Webbing Technique .....	12
2.5.1 The Definition of Webbing Technique .....	12
2.5.2 The Steps of Creating Webbing Technique .....	14

2.5.3 The Advantages of Webbing Technique.....	14
2.6 Improving Writing Skill through Webbing Technique.....	15
2.7 The Procedure of Teaching Writing Using Webbing Technique.....	16
2.8 The Action Hypothesis.....	16

### **III. RESEARCH METHODS**

3.1 Research Design.....	18
3.2 Operational Definition of Key Terms .....	21
3.3 Area Determination Method .....	21
3.4 Research Subject Determination Method .....	22
3.5 Data Collection Method.....	22
3.5.1 Qualitative Data .....	22
3.5.1.1 Field Notes .....	22
3.5.1.2 Classroom Observation.....	22
3.5.2 Quantitative Data.....	23
3.5.2.1 Writing Test .....	23
3.6 Research Procedure.....	24
3.6.1 Planning of the Action .....	24
3.6.2 Implementation of the Action .....	25
3.6.3 Classroom Observation and Evaluation of the Action.....	25
3.6.4 Reflection of the Action.....	26
3.7 Data Analysis Method.....	26

### **IV. RESEARCH RESULT AND DISCUSSION**

4.1 The Result of the Action in Cycle 1.....	28
4.1.1 The Result of Observation in Cycle 1 .....	28
4.1.2 The Result of the Students' Writing Achievement Test in Cycle 1 .....	32
4.1.3 The result of Reflection in Cycle 1 .....	34
4.2 The Result of the Action in Cycle 2.....	35



4.2.1 The Result of Observation in Cycle 2.....	36
4.2.2 The Result of the Students' Writing Achievement Test in Cycle 2 .....	39
4.2.3 The result of Reflection in Cycle 1 .....	41
4.3 Discussion .....	42
 <b>V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	44
5.2 Suggestions .....	44
 <b>REFERENCES .....</b>	
<b>APPENDICES .....</b>	<b>46</b>
	<b>49</b>

## LIST OF TABLE

<b>Table</b>	<b>Names of Table</b>	<b>Page</b>
2.1	Analytic Scoring Rubric for Writing	11
4.1	The Result of the Students' Writing Achievement Test in Cycle 1	33
4.2	The Result of the Students' Writing Achievement Test in Cycle 2	40

## LIST OF APPENDICES

	<b>Pages</b>
1. Research Matrix	49
2. The Result of Preliminary Study	52
3. The Scoring Criteria of the Students' Recount Text Writing	53
4. The Guidelines of Observation Checklist	54
5. Lesson Plan 1 of Cycle 1	55
6. Lesson Plan 2 of Cycle 1	60
7. Writing Test Cycle 1	65
8. Lesson Plan 1 of Cycle 2	66
9. Lesson Plan 2 of Cycle 2	71
10. Writing Test Cycle 2	76
11. The Students' Previous Writing Score	77
12. Students' Active Participation in the First Meeting in Cycle 1	78
13. Students' Active Participation in the Second Meeting in Cycle 1	79
14. Students' Active Participation in the First Meeting in Cycle 2	80
15. Students' Active Participation in the Second Meeting in Cycle 2	81
16. The Example of the Students' Writing Test in Cycle 1 Assessing by The Researcher	82
17. The Example of the Students' Writing Test in Cycle 1 Assessing by The English Teacher	83
18. The Example of the Students' Writing Test in Cycle 2 Assessing by The Researcher	84
19. The Example of the Students' Writing Test in Cycle 2 Assessing by The English Teacher	85
20. The Students' Writing Test 1 Score Given by the Researcher	86
21. The Students' Writing Test 1 Score Given by the Teacher	87
22. The Students' Writing Test 2 Score Given by the Researcher	88

	<b>Pages</b>
23. The Students' Writing Test 2 Score Given by the Teacher	89
24. The Students' Writing Test Score in Cycle 1	90
25. The Students' Writing Test Score in Cycle 2	91
26. The Students' Recapitulation of the Students' Writing Results Average in Cycle 1 and Cycle 2	92

## LIST OF FIGURE

Figure	Names of Figure	Page
2.1	The webbing of movie going	13
3.1	The Design of the Classroom Action Research	20

## SUMMARY

**Improving Grade 8C Students' Recount Text Writing Achievement by Using Webbing Technique At SMP Negeri 7 Jember in the 2011/2012 Academic year;** Eka Widya Purnama, 050210491025; 2012; 45 pages; English Education Program of Language and Arts Departement of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve the grade 8C students' recount text writing achievement by using Webbing technique at SMP Negeri 7 Jember in the 2011/2012 academic year. This research subject was determined purposively, because their writing achievement score was the lowest among the five existing classes which has below the standard mastery of English of the school that is 70. It was known from the result of the preliminary study by using interview, classroom observation, and students' previous writing score. Besides, they also still faced difficulties in the areas of tenses or structure masteries, vocabulary, mechanical skills, organization, and the content of the text. As the result, they faced difficulties in composing writing in English. Finally, both of the researcher and the English teacher agreed to apply webbing technique because this learning technique was suitable to solve the students' problems in writing.

This research was carried out in two cycles. Each cycle covered the stages that include planning the action, implementation of the action, classroom observation and evaluation, and analysis and the reflection of the action. These activities were conducted in each cycle. The first cycle was conducted in three meetings including the writing test. The data of the students' writing achievement were collected through the writing test. Meanwhile, observation was used to monitor the teaching learning process of writing by using checklist.

The result of the students' writing achievement in the first cycle showed that the mean score was 68.32 and the percentage of the students who got score  $\geq 70$  was 48.84%. In addition, the results of observation in cycle 1 were only

51.16% out of 43 students were actively participated in the teaching learning process of writing recount text by using webbing technique. Besides, there were 21 students or 48.84% out of 43 students were passive in the teaching learning process. Based on those results, it could be concluded that the action done in first cycle was not successful yet. Therefore, the actions continued to the second cycle by revising the lesson plans in the first cycle considering the students' weaknesses and errors they made in the writing test in the first cycle. In cycle 2, the researcher gave more explanations about webbing technique, recount text, and past tense. Besides, the researcher gave them opportunities to ask the problem they had faced.

The result of the students' writing in cycle 2 showed that 77.5% out of 40 students got score  $\geq 70$ . It improved from 48.84% in cycle 1 to 77.5% in cycle 2. Besides, there was also an improvement of the percentage of the students' active participation in the teaching learning process recount text writing achievement by using webbing technique. It improved from 48.84% in cycle 1 to 69.77% in cycle 2. It means that both the students' writing test and the students' active participation in the teaching learning process of writing by using webbing technique improved in the second cycle and fulfilled the success criteria of this research. Thus, the action research was ended.

Based on the result above, it can be concluded that the use of webbing technique in the teaching learning process of recount text writing could improve the students' writing achievement in two cycles. It is suggested to the English teacher and the students to apply webbing technique as an alternative technique in teaching or practicing writing. It is due to the fact that webbing technique could improve the students' recount text writing achievement. At last, for the future researcher, this research could be use as references to conduct further research dealing with the same or different aspects of English skills, research area, or research design in other school to develop the quality of teaching learning process of writing.