



**THE EFFECT OF USING WEBBING TECHNIQUE ON  
THE EIGHTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT**

**THESIS**

**By:**

**Ahmad Rifqi Rofif Alfiansyah**

**NIM: 130210401050**

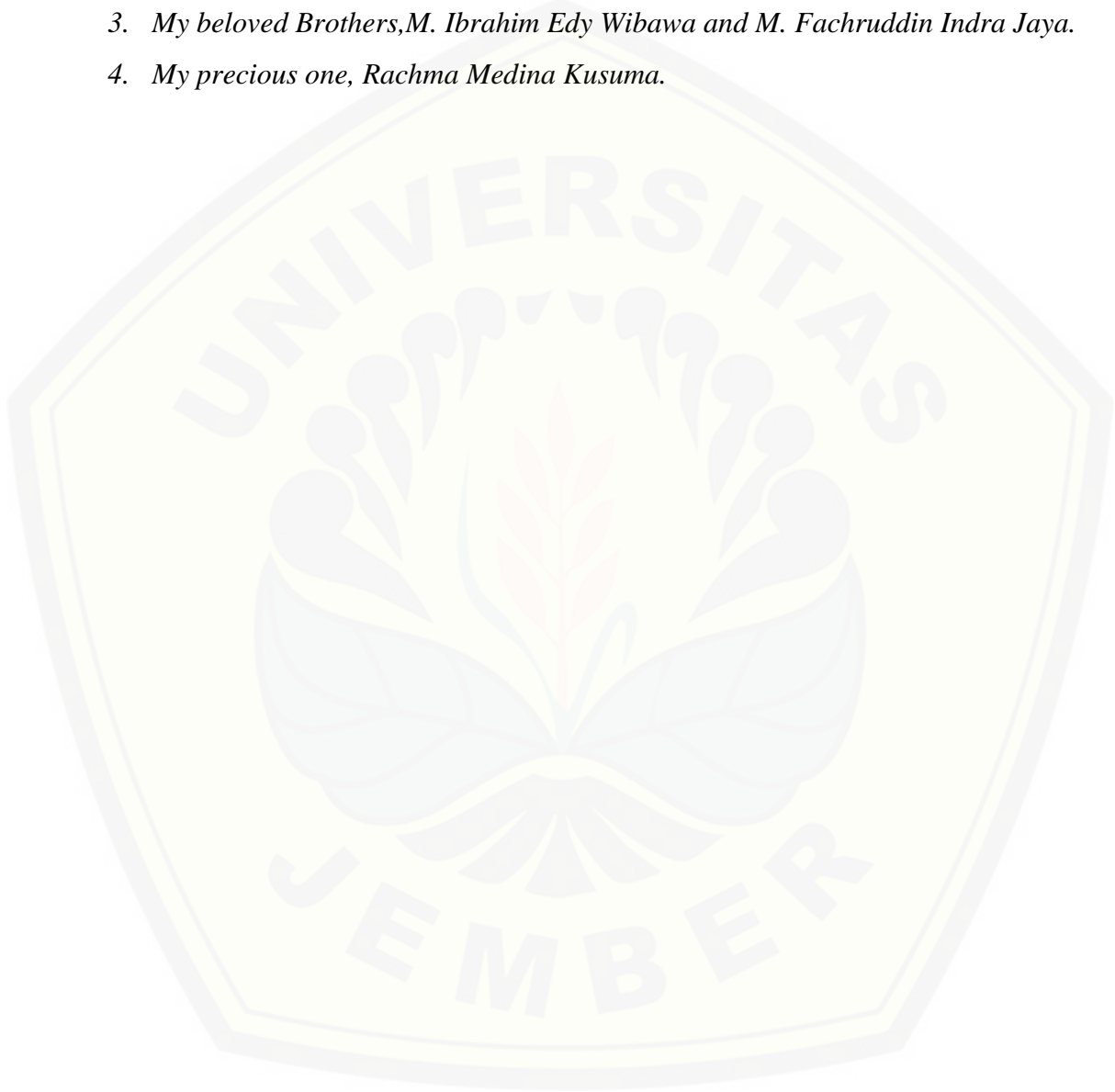
**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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**2018**

## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Mukhlis and Alifatul Jamilah*
- 2. My beloved grandmother, Ruchana*
- 3. My beloved Brothers, M. Ibrahim Edy Wibawa and M. Fachruddin Indra Jaya.*
- 4. My precious one, Rachma Medina Kusuma.*



**MOTTO**

*“The more that you read, the more things you will learn. The more you learn, the more places you'll go.”*

*(Ernest Hemingway)*



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Ahmad Rifqi Rofif  
Alfiansyah.

NIM. 130210401050

**CONSULTANTS' APPROVAL**

**THE EFFECT OF USING WEBBING TECHNIQUE ON THE EIGHTH  
GRADE STUDENTS' READING COMPEHENSION ACHIEVEMENT**

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember

**Name** : Ahmad Rifqi Rofif Alfiansyah  
**Identification Number** : 130210401050  
**Level** : 2013  
**Place, Date of birth** : Surabaya, June 16<sup>th</sup> 1995  
**Department** : Language and Arts Education  
**Program** : English Education

Approved By :

Consultant 1

Consultant 2

Dra. Wiwiek Eko Bindarti, M.Pd.  
NIP. 195612141985032001

Dra. Zakiyah Tasnim, M.A.  
NIP. 19620110 198702 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

**THESIS**

This thesis entitled “The Effect of Using Webbing Technique on the Eighth Grade Students’ Reading Comprehension Achievement at SMPN 5 Jember” is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University. Day :

Date :

Place : Faculty of Teacher Training and Education, Jember University

**Examination Committee**

The Chairperson

The Secretary

Dr. Aan Erlyana Fardhani, M.Pd.  
NIP. 196503091989022001

Dra. Zakiyah Tasnim, M.A.  
NIP. 196201101987022 001

**Members,**

Dra. Wiwiek Eko Bindarti, M.Pd  
NIP. 195612141985032001

1.

Drs. Erfan, M.Pd  
NIP. 196701101994031008

2.

**The Dean,  
The Faculty of Teacher Training and Education**

**Prof. Drs. Dafik, M.Sc., Ph.D.**

**NIP. 19680802 199303 1 004**

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The Writer

Ahmad Rifqi Rofif Alfiansyah



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## SUMMARY

**The Effect of Using Webbing Technique on the Eighth Grade Students' Reading Comprehension Achievement;** Ahmad Rifqi Rofif Alfiansyah, 130210401050; 2018; 82 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Reading comprehension is the process of interaction between the reader and the text in order to get message or information from the text. It is in line with McWhorter (1986:116) who stated that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge. The researcher believes that teaching reading comprehension should be facilitated by an appropriate teaching technique in order to make the students gain the information from the text as much as possible. Therefore, it is teacher's responsibility to seek an appropriate teaching technique to help the students in comprehending the text easily. One of the techniques that the researcher implemented was by using a teaching technique named webbing technique.

In addition, Langan (2001:183) describes that webbing technique is one of teaching techniques that can be used in helping the students to comprehend a reading text because it enables the students to find the important ideas and details easily. According to Hennings (1997:279) webbing is a teaching technique that can help students understand the information from the text, as webbing technique helps to gather some important information related to the text before doing the test. Therefore, by using webbing technique, the students are able to find the topic and subtopics and to organize the information of the text effectively.

This experimental research was conducted to investigate the effect of using webbing technique on the eighth grade students' reading comprehension achievement. The population of this research was the whole eighth grade students of SMPN 5 Jember. The research respondents were determined based on the results of homogeneity test by using ANOVA formula in SPSS program. Since the population was homogeneous, sampling was done by lottery to choose both

experimental and control groups. As the result, 35 students of VIII C were selected as the experimental class whereas 35 students of VIII A were chosen as the control one. The experimental class was exposed to the use of webbing technique whereas the control class received no treatment as they were only taught by question and answer technique.

After presenting the materials to the experimental and the control classes, the researcher measured the students' reading comprehension achievement by administering the post-test. The researcher analyzed the results of post test by using Independent sample t-test in SPSS program to reveal the mean difference between the groups. Based on the calculation of the data analysis, the significance value was 0.020. As it was lower than 0.05, it could be proved that null hypothesis was rejected while the alternative hypothesis was accepted. In other words, there was a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement.

## I. INTRODUCTION

This chapter presents some issues related to the topic of the research. They are research background, research problem, and research contribution. Each point is presented respectively below.

### 1.1 Research Background

Nowadays, books, magazines and even internet are some great learning sources which require the students' ability to read and understand the content of the text. People who know how to read are able to educate themselves in any subject they are interested in. That is why, reading is important for helping them to expand knowledge and discover new things. Reading, according to Grellet (1996:8) is an active skill that involves some activities such as: guessing, predicting, checking and asking oneself questions. Thus, reading helps the students to develop their English skill. In addition, Gillet (1990:74) points out reading as the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. While McWhorter (1986:116) describe reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation.

In brief, reading requires comprehension to get information from the text. It is supported by Pang (2003:1) who states reading needs comprehension. Comprehension itself is the result of thinking which is triggered by visual symbols. The fundamental concern, then, must be with the thinking process and their application in the reading situation. Besides, Grellet (1996:3) also adds that understanding a written text means extracting the required information from the text as efficiently as possible.

Regarding the statements above, it can be concluded that reading comprehension is the process of interaction between the reader and the text in order to get message or information from the text. In this research, reading comprehension relates to the students' ability in understanding the text given, that



is, descriptive text, as written in the 2013 Curriculum of junior high school. Furthermore, the students' reading comprehension achievement is indicated by how far they can get the information correctly from the text. Therefore, the English teacher should apply an appropriate teaching technique in order to make the students gain the information from the text as much as possible. One of the teaching techniques the English teacher can use in teaching reading is webbing. According to Hennings (1997:279) webbing is a teaching technique that can help students understand the information from the text, as webbing technique helps students in the phase of pre-reading activity because in pre-reading, the students will gather some important information related to the text before doing the test. Therefore, by using webbing technique, the students are able to find the topic and subtopics and to organize the information of the text effectively. Hudelson (1995:261) also states that webbing technique is one of the techniques of teaching reading that can be used to facilitate such a need. It is a technique that can classify or reclassify not only just content, concept, and vocabulary, but also any language materials into the meaningful units.

Maria (2006) found the use of webbing technique useful as a technique in teaching and learning process for early childhood level. Another study targeted the tenth grade students in teaching reading comprehension by using the same technique and it impacted their scores positively (Munir, 2012). Considering those studies above, the researcher attempts to investigate the use of webbing technique focusing on reading comprehension achievement on the different student's level. Thus, this research was conducted by using an experimental research design entitled "The Effect of Using Webbing Technique on the Eighth Grade Students' Reading Comprehension Achievement".

## **1.2 Research Problem**

Based on the research background of the research above, the problem of the research is formulated as follows:

"Is there any significant effect of using Webbing technique on the eighth grade students' reading comprehension achievement?"

### 1.3 Research Contribution

The result of this research is expected to provide useful information and suggestion for the following contributions:

a. The Future Researcher

The future researchers who will conduct the research dealing with the use of webbing technique either by using different research design or student's level may use this result as one of their references.

b. English Teacher

The result of this research is expected to give some references to the English teachers as an appropriate technique in teaching reading comprehension. Moreover, it can also be used as information about the steps or procedures to apply this technique in teaching and learning process in order to facilitate the students to get better understanding of the text.



## II. RELATED LITERATURE REVIEW

This chapter presents the theories that are related to the limits of the research. This chapter reviews some points including theoretical framework, conceptual review and review of the previous study.

### 2.1 Theoretical Framework

#### 2.1.1 Reading Comprehension in ELT

Patel and Jain (2008:7-8) state reading is an important activity in life with which one can update his or her knowledge. In line with the idea, Grellet (1996: 102) also says that reading is an active skill that constantly involves guessing, predicting, asking, and checking oneself question. It means the reader should understand the content of the text

Reading requires not only using accurate reading skills, but also to be able to comprehend easily and automatically (Cryer,1996:12). It means the readers should have comprehension skill in reading the text because as McNeil (1992:144) points out that comprehension are the main purpose of reading. Without doing comprehension the readers cannot require the information, understand the meaning and communicate the text successfully. Besides, the readers need to use their knowledge they already have in comprehending the text. Supported by Gillet and Temple (1990:260), comprehension is the way how readers receive and process new information and relate what is new to what is already known.

Reading comprehension is related to the action of composing meaning from a variety of text types. In this case, the students are expected to know and be familiar with the text as well as comprehend the text itself. Pang et al. (2003:14) cite comprehension as an active thinking and reasoning process. The reader will actively engage with the text to construct meaning and to activate their prior knowledge. Based on Fairbairn (1996:204), reading comprehension as the process of comprehending involves decoding the writer's words and then using background knowledge to construct approximate understanding of the writer's message. From the statements above, it can be concluded that reading

comprehension is a process of creating meaning from the printed text by integrating the information from the text with the reader's prior knowledge as efficient as possible.

According to Madsen (1983:79) comprehending the words is the basic step that students must do in reading comprehension. Comprehending the meaning of words is the main requirement to encourage students in reading comprehension. Without knowing the meaning of words, they may be difficult in comprehending a text. Besides knowing the meaning of words as the basic unit which is important in comprehending the reading text, knowing the meaning of sentence is also important. A sentence holds an important role in delivering the meaning of the text to get the idea of the text.

According to Wong (1999:366) a paragraph is a series of sentences that develops one main idea about specific topic. It presents a central idea and some details that support and bring out the specific topic. It is supported by McWorther (1989:102-118) who says that a paragraph is a group of related sentence about a single topic. Moreover, in order to comprehend a text, the readers need to comprehend the whole paragraph. Moreover in text comprehension, the students have to comprehend a text from the smallest part of the text. McWorther (1989:131) states that the whole text consists of words, sentences, paragraphs, and also understanding the smallest units. It means to comprehend the whole composition, the student should comprehend words, sentences and paragraph. In other words, to get better understanding in reading comprehension, it is better for the students to know the comprehension not only on comprehending words, sentences, and paragraphs but also the whole text.

From the statement above, it can be concluded that reading comprehension includes comprehension of words, sentences, paragraphs, and text. Besides that, to comprehend the whole text, the students should understand the relationship among paragraphs. In this research, the reading comprehension covers word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

### 2.1.2 The Definition of Webbing Technique

According to experts, there are some definitions of webbing technique that refer to the same concept and meaning. Some experts define webbing technique in different ways but it still has the same point. Grellet and Temple (1990) call this technique webbing. Sinatra (1984:165) names this technique clustering, mind mapping, or diagramming. Harmer (2001:88) labels this concept spidergram and mind map. David (2006:119) defines this technique graphic organizer. Wood (1991:250) defines it as text mapping or semantic mapping, and Hennings (1997:248) calls webbing as semantic map, webs, or networks. Based on the statements above, it can be assumed that Webbing Technique is similar with Semantic Mapping, Clustering, Mind Mapping, Spider Gram, Graphic Organizer, Text Mapping, and Diagramming.

The definition of webbing technique itself, according to Harmer (2004:137) is a way in order to help the students to recall prior knowledge by generating idea or model. Furthermore, Langan (2001:183) describes that webbing is a technique that can be used to help the readers who like doing a thinking activity in visual way which allows the reader to sketch their ideas loosely and know the relationship between sub points and components of ideas clearly. Thus, webbing is an effective technique because it helps the students to gather information and organize their thoughts, so it will help them to see how the ideas fit together (McWorther, 2010:87). In addition, Sinatra (1979:116) cites that by using webbing, the students automatically motivate themselves in the process of reading comprehension. It happens because it is a technique which allows the students to enhance their understanding by using web between the ideas.

From the statements above, it can be concluded that webbing technique is one of teaching techniques that can be used in helping the students to comprehend a reading text. It enables the students to find the important ideas and details easily. Besides, it is clear that the use of webbing technique in teaching reading brings a lot of advantages such as helping the students to know the relationship between ideas and helping the students to gather information and organized their thoughts.

This is the main reason why the researcher used webbing technique to help students to comprehend a reading text

## **2.2. Conceptual Review**

### **2.2.1. Teaching Students' Reading Comprehension by Using Webbing Technique**

Applying a technique needs an instruction in order to avoid miss concept. Since it is practical and useful, it is needed to learn how to use it in teaching and learning process. The important thing in webbing technique is determining the main topic. The main topic plays an important role since its existence is the source of information. From the main topic, the detail of the main topic and the sub topic can be found and connected in the form of boxes, lines, arrows, or circles.

According to Wood (1991:230), everyone may create their own web or map using every ways they want which help them more in mapping out their thought and ideas. It is in line with Langan's idea (2001:230), who cites that there is no right or wrong in creating web. Therefore, there is no obvious pattern in making web. It also can be said that everyone is able to make a web in his own way depending on their ability and creativity in developing the connection of words in the diagram. Based on Wood (1996:230), there are three steps in teaching reading comprehension by using webbing technique are as follows:

1. Writing the subject of the material in the middle or top
2. Putting the main ideas that support and develop the subject and write them on lines attached to the subject.
3. Attaching enough supporting details to each of these lines, so that the whole web will make sense.

Moreover, Gillet and Temple (1990:262-264) suggest the English teachers to teach reading by using webbing techniques with the steps as follows:

1. Writing a topic on the board, it is done by the teacher
2. Writing and offering the terms that might be related to the topic



3. Helping the students to organize those terms that might be related into categories and drawing the lines to make a connection with each of the category.
4. Asking the students to make their own web.
5. Writing a text based on the web.

In this research, the webbing technique was used to teach reading comprehension. The researcher modified the webbing technique created by Gillet and Temple So, the web was made by the researcher as follows:

1. Preparing and choosing the material to teach reading comprehension of a descriptive text.
2. Asking some leading questions related to the topic of a descriptive text.
3. Asking the students to read the text
4. Constructing the web of the descriptive text
5. Asking the students to share their ideas to fulfill the web together with the teacher.
6. Categorizing the supporting details related to the topic.
7. Asking the students to answer the true/false questions.
8. Asking the students to answer the multiple choice questions.

There are some different patterns we can use in creating a web, the types of web will explain about the content. According to Wood (1991:31), webbing technique is classified into six patterns, which are chronological, topical, descriptive, cause and effect, problem-solution, and comparison contrast. This research concerned on using descriptive webbing as it is appropriate for teaching descriptive text. Wood (1991:33) cites that descriptive webbing is used to show the description of the material. This model of Webbing explains everything related to the topic being described, the example can be seen in Appendix II.

Based on Mapman (2013:27), webbing technique provides some advantages and disadvantage for the students in comprehending the text. The advantages and disadvantages are presented below.

### **The Advantages of using Webbing Technique**

1. Students can develop ideas faster. This is because by categorizing the ideas in the form of keywords, shapes, and arrows. Students can review their ideas faster and they don't have to skim through different pages of notes. All information is in one page, a single sheet of paper.
2. Webbing technique makes it easy to add new ideas. It is as simple as adding more branches to a visual tree.
3. It makes students focus on relationships and links that exist between ideas in order to help them get connected facts. The students won't have to deal with disconnected facts that can stop them from reaching their goal.
4. It helps students create deeper understanding of the topic of interest, which means they will get a perfect overview of all related ideas, concepts and thoughts.

### **The Disadvantages of using Webbing Technique**

1. Creating a web is time consuming. To overcome the disadvantage of creating the webbing, the researcher need to draw the webbing for the students. So that, the students do not have to spend so much time to create webbing.

### **2.3 Review of Previous Study**

Some previous studies have been done and given more attention to the use of webbing technique. One of them was conducted by Arshadi (2015) who investigated the use of webbing technique on reading comprehension of Iranian learners. The research was conducted with forty college students in Miandoab Azad University at lower intermediate level. The use of an experimental study with pre-test and post-test design showed that the mean scores of the pre-test and post-test were 34,25 and 49,22 which means the webbing technique gave an effect on students' reading comprehension.

Another study was conducted by Agustina (2011), who conducted an experimental research with only post-test design related to the effect of semantic mapping on the seventh grade students' reading comprehension achievement at SMAN 12 Tasikmalaya. The result of the research showed that the mean score of

post test in the experimental class was 87.12, while the mean score of post-test in the control class was 77.05, which means that teaching reading using semantic mapping made the teaching and learning activities effective. Moreover, teaching reading comprehension by using semantic map was effective to recall and develop students' prior knowledge by seeing the connections through paragraphs. She suggested that the teacher consider of using an effective strategy such as webbing technique especially in teaching reading comprehension in order to reach the teaching and learning objective more efficiently and effectively.

In addition, Timo (2014) conducted a research to find out the effect of using webbing technique toward students' reading comprehension achievement at grade ten of SMAN 3 Surabaya by using pretest-posttest experimental design. The webbing technique was administered to the experimental class and traditional teaching was applied to the control one. After having analyzed the data, the results indicated that the use of webbing technique had a positive influence towards the students' reading comprehension achievement as the p-value (2.64) was smaller than t-value (7.620).

Andrew (2007) also investigated the effect of spidergram on reading comprehension of Italian learners. The research was conducted with 134 college students in Sacro Cuore Chatolic University. The use of an experimental study with pre-test and post-test design which showed that the mean scores of the pre-test and post-test were 44,52 and 67,91 which means the webbing technique gave an effect on students' reading comprehension achievement.

Furthermore, Juliana (2012) conducted a classroom action research related to the use of semantic mapping in increasing the tenth grade students' reading comprehension achievement at grade eleven of SMAN 2 Madiun. As the result, teaching reading using semantic mapping made the teaching-learning activities effective. The average of the first test result was 7.47 while the second one was 8.33. Therefore, she claimed semantic mapping is an appropriate medium to teach English, because the webbing technique provided the students with important ideas from the text that made them easily comprehend the text.



Referring to the discussion above, there were several differences between the previous studies and the present one. Whereas the previous researchers ask the students to create the webbing before doing the test, in this research, the researcher become the one who create webbing in order to make the students comprehend the text faster. Another difference is the research design, the previous researchers implemented classroom action research and experimental research with pre-test and post-test design, in this research, the researcher used an experimental design with post-test only design. The research participants of the researchers were university students, seven grade students, ten grade students, and eleven grade students instead of the eighth grade students as the research participants of the present study.

#### **2.4 Research Hypothesis**

Based on the theories of review related literature, and the previous research findings, the alternative hypothesis could be formulated as follows: There is a significant effect of Using Webbing Technique on the Eighth Grade Students Reading Comprehension Achievements.

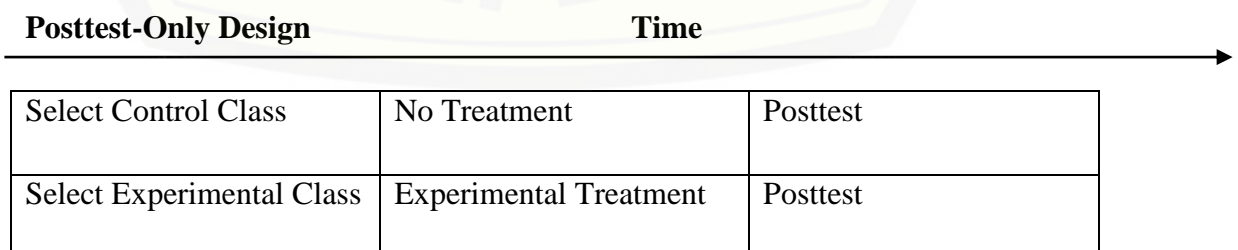
### III. RESEARCH METHOD

This chapter explains the method and the procedure of the research. It consists of research design, area determination method, research population and participants, data collection methods, and data analysis method.

#### 3.1 Research Design

Research design is a strategy to arrange the setting of the research to get the valid data appropriate with the variable and the objective of the research (Fraenkel and Wallen, 2006:44). The aim of the present research was to know whether or not there was a significant effect of using webbing technique on students' reading comprehension achievement. According to Ary et al. (2006:325) experimental research design is to enable the researcher to estimate the effect of an experimental treatment. The research design used in this research was quasi experimental design with posttest only control class design. The researcher wanted to prove possible cause and effect between the independent and dependent variables used in this research.

In this research, the researcher used two classes, one class as the experimental class and the other one as the control class. In the experimental class, the researcher gave the treatment by using webbing technique to teach reading comprehension, while the control class was taught by using question and answer technique usually used by the English teacher. After giving the treatment, the researcher administered the posttest to both classes. The purpose was to know the mean difference of the students' reading comprehension achievement. The design of this research can be illustrated as follows:



(Creswell, 2012: 310)

Based on the design illustrated above, the procedures of this research are explained as follows:

1. Administering the homogeneity test to all the classes of the eighth grade students.
2. Analyzing the scores of homogeneity test by using ANOVA (Analysis of Variance) in order to get the homogeneity of the research population.
3. Since the result of Anova showed that the significant value was 0.784 which was higher than 0.05, it means that the population was homogenous, so that the experimental and the control classes were chosen randomly by using lottery.
4. Applying the treatment, that is, teaching reading by using Webbing Technique to the experimental class while the control class was taught by Question and Answer technique. Both classes were given the same materials and the same tasks by the same researcher.
5. Conducting try out test to the class which neither belonged to the experimental nor the control class in order to know the validity and the reliability of the test.
6. Administering the post test to both classes to get the result of the treatment.
7. Analyzing the post-test result by using T-test using SPSS program to get the mean difference of both classes.
8. Drawing the conclusion based on the analyzed data.

### **3.2 Research Context**

The writer has been permitted to conduct his research at SMP Negeri 5 Jember which is located at Jl. Imam Bonjol No.39, Jember, East Java. An interview section was done on August 3<sup>rd</sup>, 2018 with the English teacher of SMPN 5 Jember. The English teacher mentioned that English is only taught twice in a week with approximately 2x40 minutes for each meeting. The curriculum being applied for the eighth grade is Curriculum 2013. In teaching reading

comprehension, the teacher clarified that she has never implemented webbing as his technique in teaching reading comprehension.

In addition, the research area was purposively selected due to some reasons. First, the researcher has permission from the school principal to conduct the research. Second, there is no research which was conducted regarding to the use of webbing technique on students' reading comprehension achievement. Moreover, the English teacher has never applied webbing technique in teaching reading comprehension.

### **3.3 The Research Population and Participants**

The population of this research refers to the eighth grade students of SMP Negeri 5 Jember in the 2018/2019 academic year which consists of 172 students from class A to F. Moreover, each class consists of 31 to 35 students. Before determining the research participants, the researcher administered the homogeneity test to the research population.

The researcher selected two classes among six classes as the experimental and the control classes based on the closest mean scores of homogeneity test. The homogeneity test scores were analyzed by using ANOVA test using SPSS computation. As the significant value was more than 0.05, it means that the result of the homogeneity test was homogeneous. Thus, the experimental and the control classes were chosen randomly by using cluster random sampling through a lottery.

### **3.4 Data Collection Method**

In this study, the researcher administered a test as an instrument, in the form of Post-test. The test was used to know the effect of the treatment that was given by the researcher to the students. The students got the test after receiving the treatment. The test covered the test items consisting of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The test was in the form of multiple choices with four options. It is also supported by Hughes (2003:76) that using multiple choices has some advantages which are economical, the scoring is rapid, and the students only have to mark the correct

answers. The test consisted of two descriptive texts with 25 questions and had the same score on each item, that is 4. The time allocation given was 40 minutes.

### **3.5 Data Analysis Method**

Data analysis method is a way to analyze the obtained data. In this research, the primary data were the form of students' reading comprehension post-test scores. The scores of reading comprehension test were analyzed statistically using (SPSS program) by using independent sample t-test with 5% significant level. The means of both the experimental and the control classes were calculated to know whether or not there was a significant effect of webbing technique on the eighth grade students' reading comprehension achievement. The independent sample t-test was used to know whether or not there was a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement.



## V. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and suggestions. Each point is presented respectively in the following sections.

### 5.1 Conclusion

Based on the data analysis, hypothesis verification, and discussion in the previous chapter, it can be concluded that there was a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement at SMPN 5 Jember.

### 5.2 Suggestion

Dealing with the conclusion, the writer would like to give some suggestions to the following people.

#### 5.2.1 The Future Researchers

The future researchers are suggested to use this research result as consideration to conduct a further research dealing with a similiar topic by using different research area and different research design such as a classroom action research to improve the students' reading comprehension skill by using webbing technique at other schools.

#### 5.2.2 The English Teacher

The writer suggests the English teacher to deliver the materials by using webbing technique to recall and develop students' prior knowledge by seeing the connections through paragraphs. The technique suggests the teacher in helping the students to find the important ideas of the text. In addition, the English teacher should also prepare the webbing properly to avoid any obstacles encountered in teaching and learning process.

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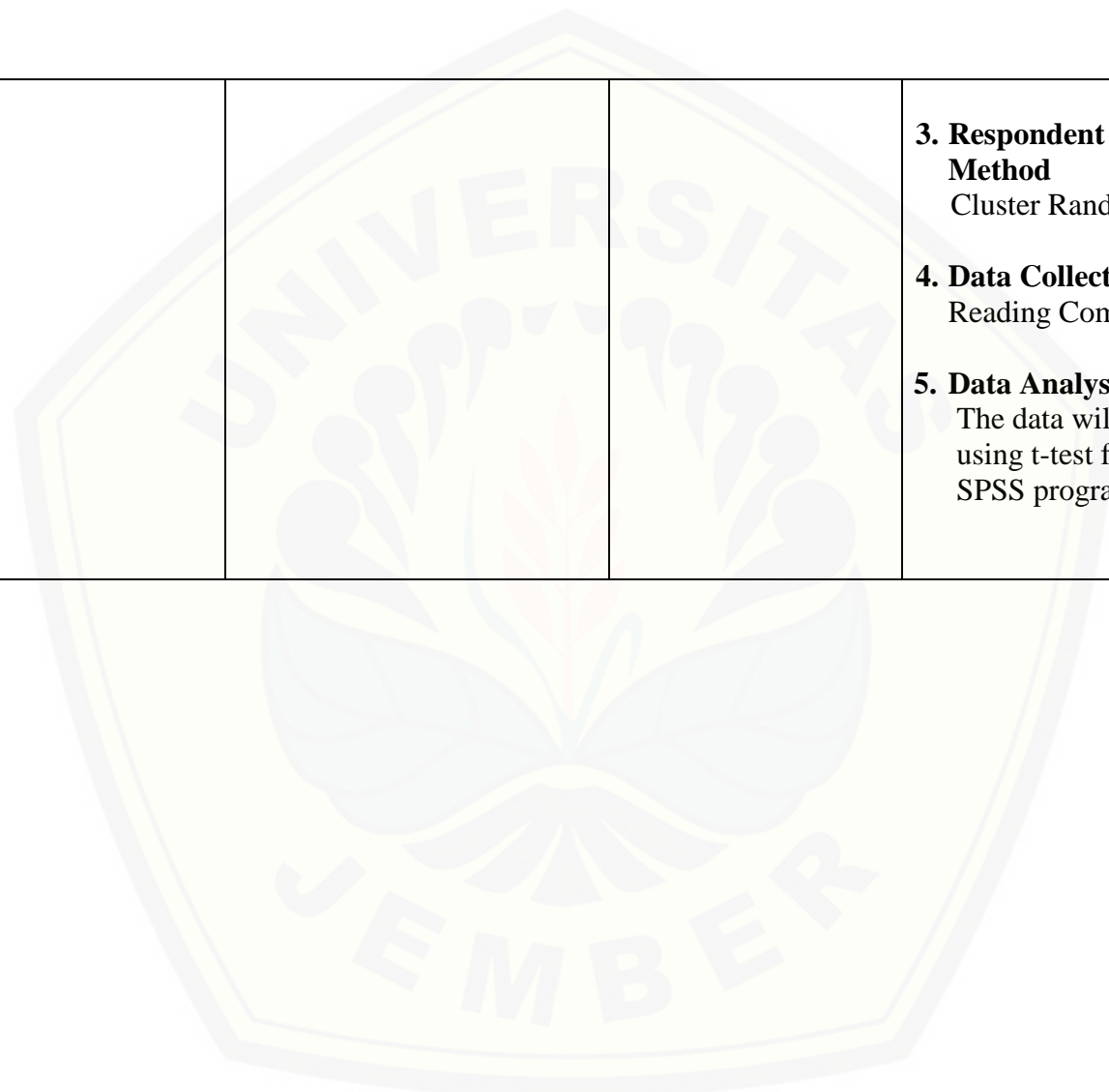
APPENDICES

APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis									
The Effect of Using Webbing Technique on The Eighth Grade Students' Reading Comprehension Achievement	Is there any significant effect of using webbing technique on the eighth grade students' reading comprehension achievement	<p><b>1. Independent Variable:</b> Webbing Technique</p> <p><b>2. Dependent Variable:</b> The Eighth Grade Students' reading comprehension achievement</p>	<p>1. Brainstorming</p> <p>2. Draw the web with main topic in the middle</p> <p>3. Write any sub-topic around the main topic (Vaughn: 2007)</p> <p>The students' scores of reading comprehension test that includes the indicators of:</p> <p>a. word comprehension</p> <p>b. sentence comprehension</p> <p>c. paragraph comprehension (McWhorter:1989)</p>	<p><b>1. Research Population:</b> The eighth grade students of SMPN 5 Jember</p> <p><b>2. Informant :</b> The eighth grade English teacher</p> <p><b>3. Documents</b> a. The names of the research respondents (the eighth grade students)</p>	<p><b>1. Research design</b> Quasi experimental Research with Posttest Only Control Class Design</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Group</th> <th style="text-align: center; padding: 2px;">Treatment</th> <th style="text-align: right; padding: 2px;">Post-test</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">A</td> <td style="text-align: center; padding: 2px;">→ X →</td> <td style="text-align: right; padding: 2px;">O</td> </tr> <tr> <td style="padding: 2px;">B</td> <td style="text-align: center; padding: 2px;">→</td> <td style="text-align: right; padding: 2px;">O</td> </tr> </tbody> </table> </div> <p>Note :</p> <p>A : The Experimental Class</p> <p>B : The Control Class</p> <p>X : Treatment</p> <p>O : Post-test (McMillan, 1992:175)</p> <p><b>2. Area Determination Method</b> Purposive Method</p>	Group	Treatment	Post-test	A	→ X →	O	B	→	O	<p>1. There is a significant effect of using webbing technique on the eighth grade students' reading comprehension achievement</p>
Group	Treatment	Post-test													
A	→ X →	O													
B	→	O													

					<p><b>3. Respondent Determination Method</b> Cluster Random Sampling</p> <p><b>4. Data Collection Method</b> Reading Comprehension Test</p> <p><b>5. Data Analysis Methods</b> The data will be analyzed using t-test formula by using SPSS program.</p>	
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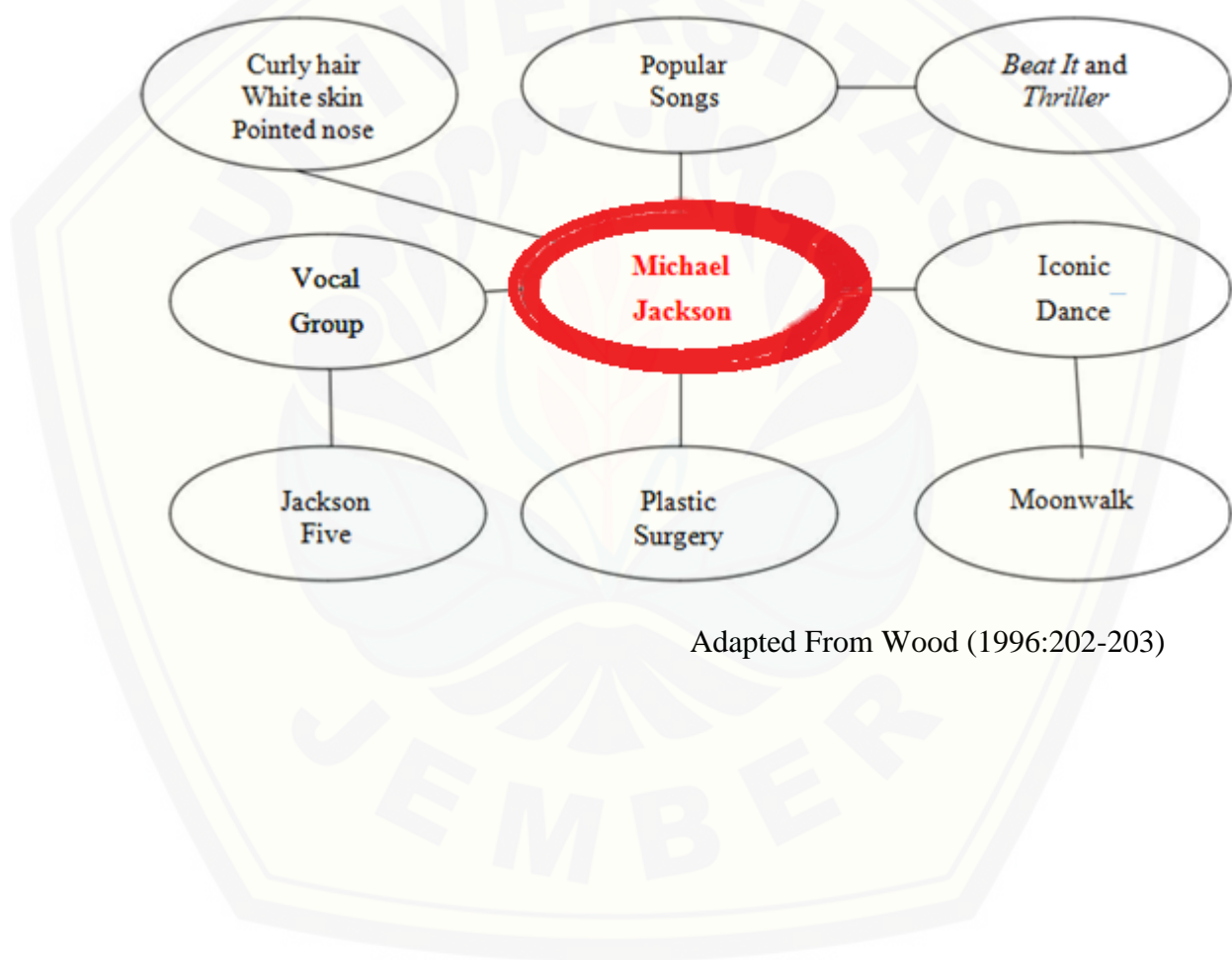


**Appendix B. Interview Guide on Teaching Reading Comprehension**

No.	Questions	Answers
1.	What curriculum does this school apply in teaching English?	We apply K 13 for grade eighth.
2.	What books do you use in teaching English?	I use a book from government entitled " <i>When English Rings the Bell</i> ", LKS and sometimes I add the materials from my own.
3.	How often do you teach English in a week?	I teach English twice a week for 2 meetings.
4.	How do you teach Reading Comprehension?	I usually ask the students some questions related to the topic and let the students to do the reading comprehension exercise available in their book.
5.	Have you ever implemented Webbing Technique as your technique in teaching reading comprehension?	No, I haven't. I have ever used webbing technique.

**APPENDIX C****Descriptive Webbing**

Descriptive webbing was used to show the description of the material. This model of webbing explained everything related to the topic being described. The following figure was Descriptive Webbing of Michael Jackson. Michael Jackson was the main topic or core concept, then the sub topic and strands are the additional information of Michael Jackson including his popular songs, his iconic dance, his physical characteristics, and his vocal group.

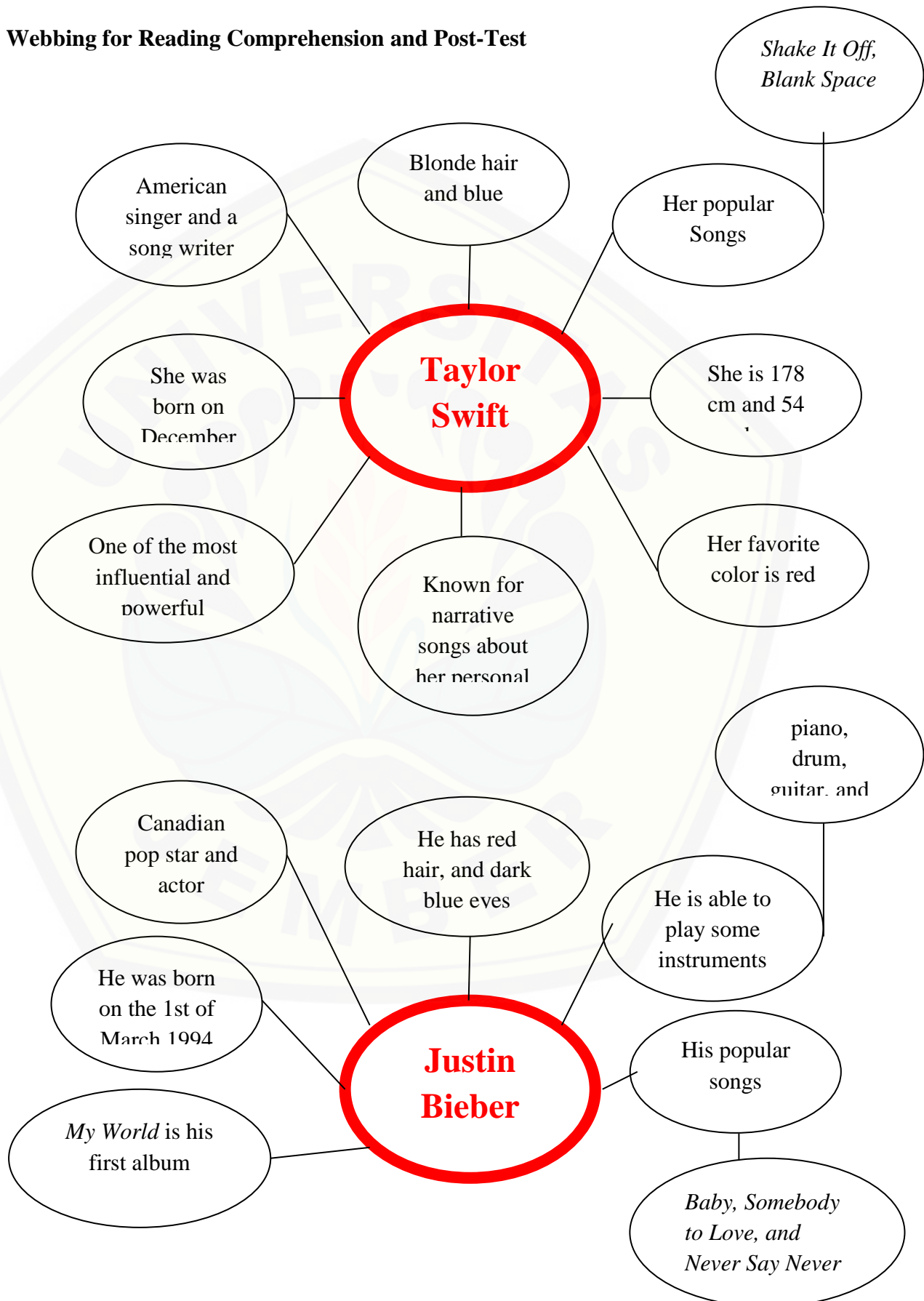


Adapted From Wood (1996:202-203)

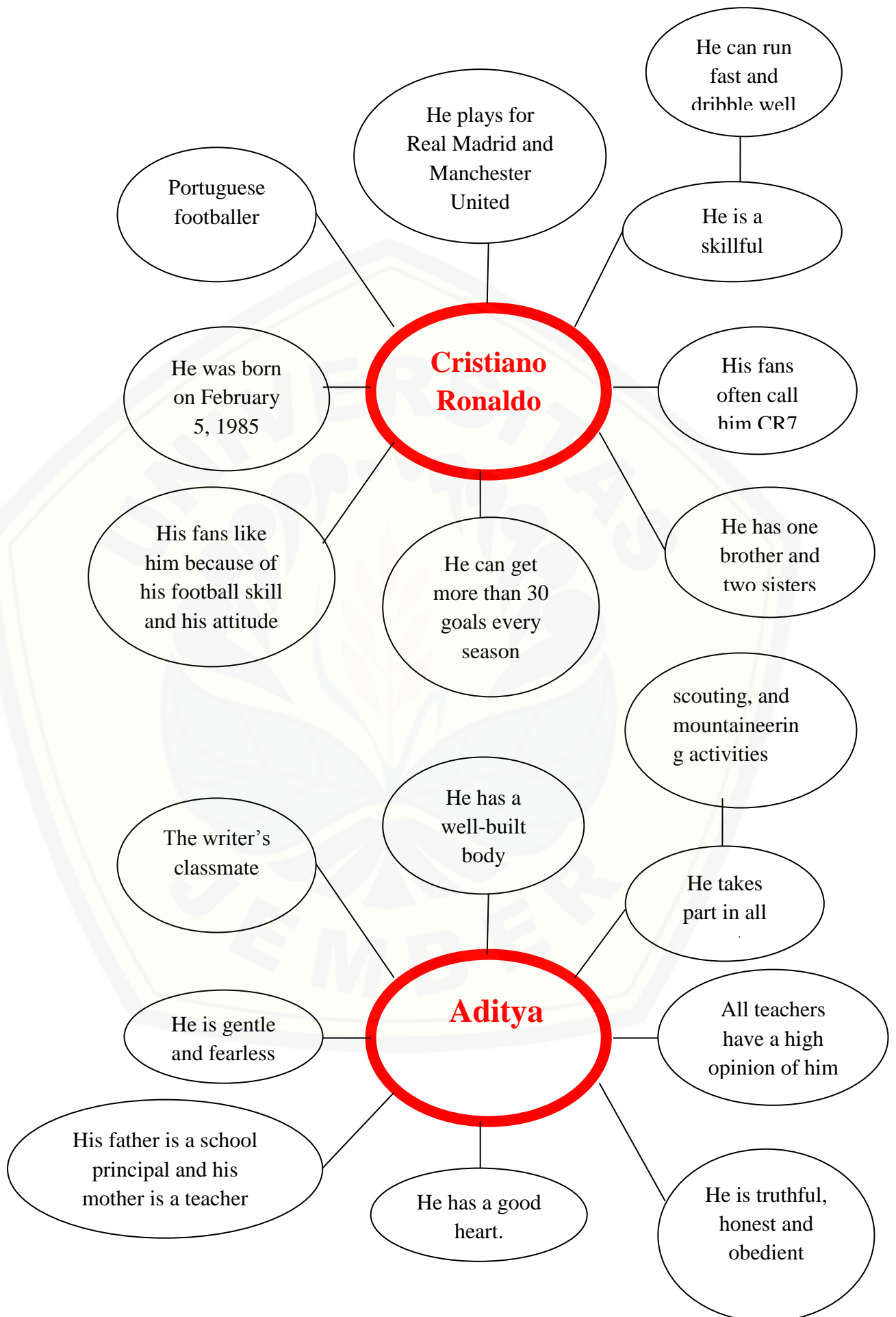


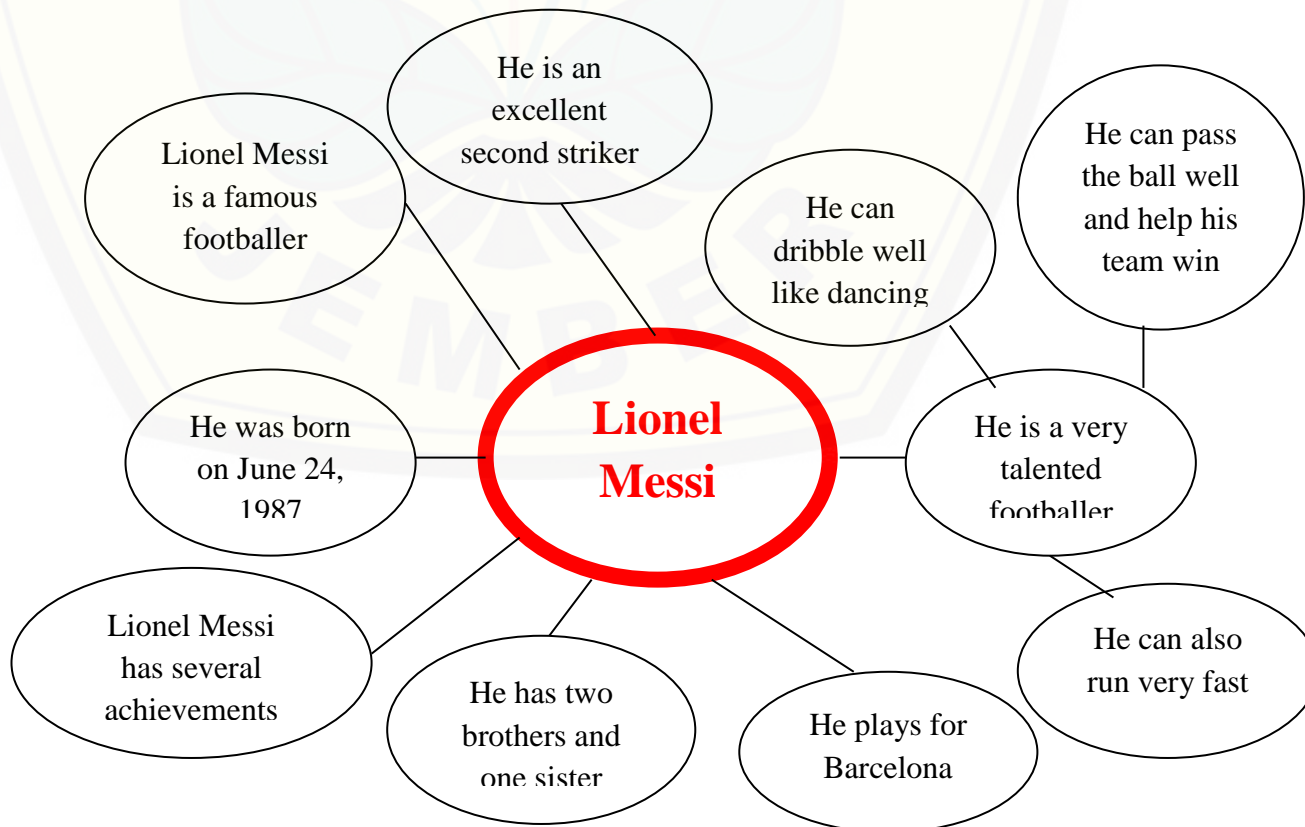
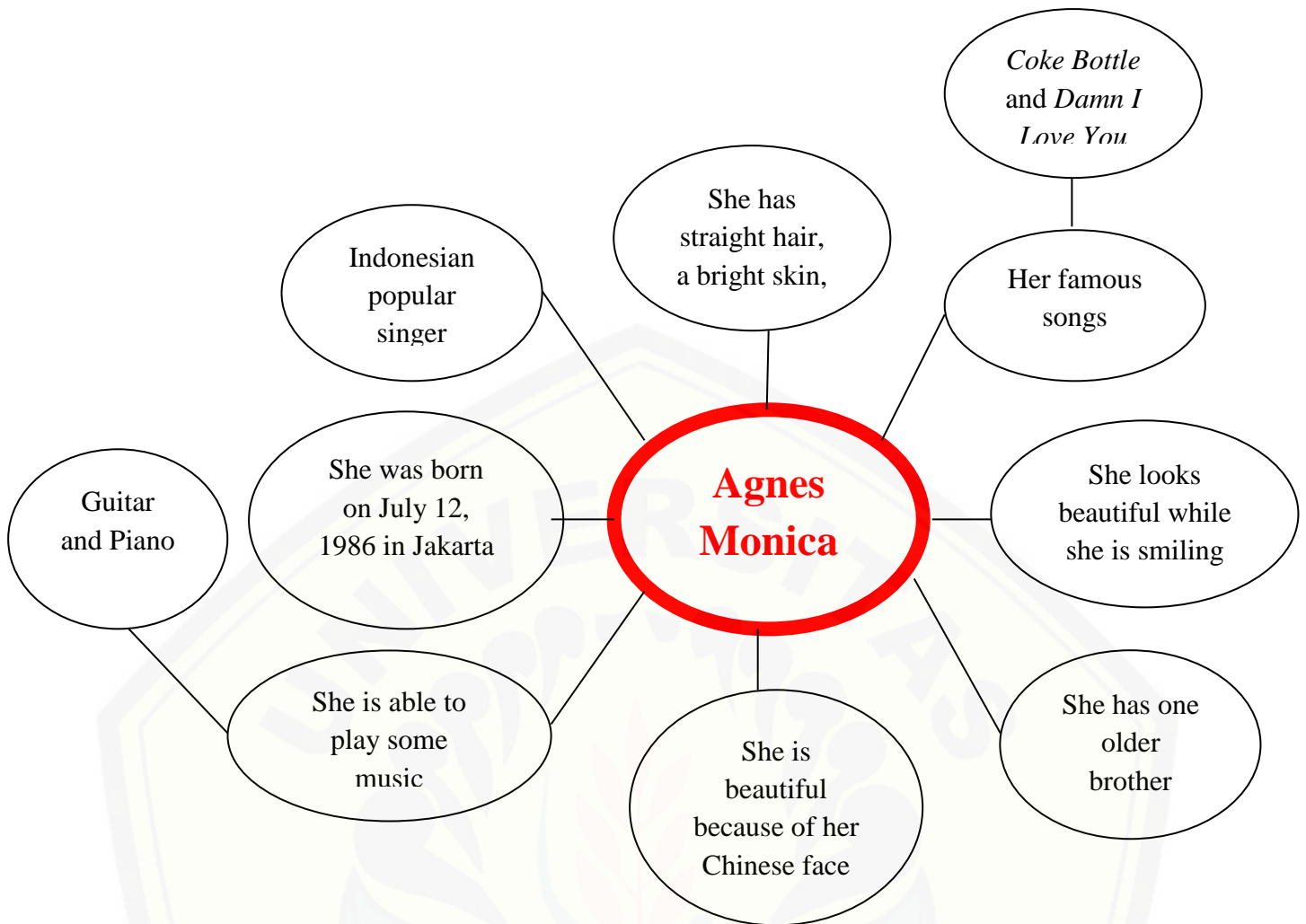
**APPENDIX D**

**Webbing for Reading Comprehension and Post-Test**









**APPENDIX E****Homogeneity Test**

Subject : English Language Focus : Reading  
Name : \_\_\_\_\_ Class : \_\_\_\_\_  
Student Number: \_\_\_\_\_ Time : 40 minutes

---

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**My Classmate**

I have a special friend. She is my classmate and sits beside me. Her name is Rohmi. Rohmi is a quiet girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during the class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

(Taken from: <https://freeenglishcourse.info>)

1. . What does the second paragraph tell you about?
  - a. Rohmi and her family
  - b. Rohmi and her father
  - c. Rohmi and her brother
  - d. Rohmi and her friends
  
2. "...Rohmi and her brother work part-time to earn some money."  
What does the underlined phrase mean?
  - a. work for the whole of working week
  - b. work for only part of each day or week

- c. work for the purpose of getting money
  - d. work for family
3. What is the main idea of the first paragraph?
- a. the writer has a special friend named Rohmi
  - b. Rohmi is a diligent student
  - c. The writer's house is far from Rohmi's
  - d. Rohmi can manage her time well
4. What is the main idea of paragraph 2?
- a. Rahmat is her younger brother
  - b. Rohmi is the writer's best friend
  - c. Rohmi comes from a very simple family
  - d. Rahmat comes from a rich family
5. The statements below are TRUE, EXCEPT....
- a. Rohmi is a quiet girl.
  - b. Rohmi manages her time well.
  - c. Rohmi always looks sad and desperate.
  - d. Rohmi is the writer's classmate.

### **The Terrifying Headmaster**

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he washes them, he will walk over to his desk and stand behind and look at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me

(Adapted from: *I Can Jump Puddles* by Alan Marshall)

6. What is the purpose of the text?
- to terrify the readers
  - to describe the writer's headmaster
  - to promote the writer's headmaster career
  - to inform the readers about a terrifying school
7. The statements below are TRUE, EXCEPT...
- Mr. Tucker is the headmaster of the school.
  - Mr. Tucker is the teacher of the school.
  - No one moves while Mr. Tucker dries his hands.
  - Mr. Tucker terrifies the writer.
8. "He dries each finger separately...."
- The underlined word refers to...
- The writer
  - Mr. Tucker
  - The writer's friend
  - The students
9. "After he washes them."
- What does the pronoun them refer to?
- Mr. Tucker's feet
  - The writer's fingers
  - Mr. Tucker's fingers
  - Mr. Tucker's hair
10. The following statements are TRUE, EXCEPT?
- Mr. Tucker has sharp eyes.
  - Mr. Tucker usually dries his finger separately.
  - Mr. Tucker is the writer's dad.
  - Mr. Tucker terrifies the writer.



### The English Teacher

Mr. Bambang is an English teacher. He speaks English fluently. His wife, Mrs. Vanya is a doctor. She helps sick people. She doesn't speak English.

Mr. Bambang has two children. They study English not only at school but also at home. They are very diligent students. Their father teaches them every night, so they can speak English fluently. He is very proud of them.

(Taken from: [www.englishcoo.com](http://www.englishcoo.com))

11. The statements below are FALSE, EXCEPT...
- Mr. Bambang is a singer.
  - The writer is Mr. Bambang's student.
  - Mr. Bambang speaks English fluently.
  - Mr. Bambang has five children.
12. "They are very diligent students.". The opposite meaning of the underlined word is.....
- lazy
  - stupid
  - sleever
  - clumsy
13. "They are very diligent students". The underlined word refers to.....
- Mr. Bambang's parents
  - Mr. Bambang's second son
  - Mr. Bambang's wife
  - Mr. Bambang;s childrens

### Rihanna

This is my favorite artist. Her full name is Robin Rihanna Fenty. She is a famous singer in the world. She was born on 20 February 1988 in Saint Michael, Barbados. Rihanna has a small family. There are 5 people in her family, they are her father, mother, and 2 siblings. Her father's name is Ronald. Her mother is Monica Fenty. Her siblings are Rorrey and Rajad.

Rihanna is a very successful RnB singer. Her voice is amazing and she has some popular songs such as: *Only Girl*, *What's My Name?*, *Unfaithful*, *Umbrella*, and *Love the Way You Lie*. She also loves fashion. Her hair style is changed quite often. Sometimes she performs with curly hair. But, in another chance she appears in straight hair with different colors.

(Taken from: <https://freeenglishcourse.info>)

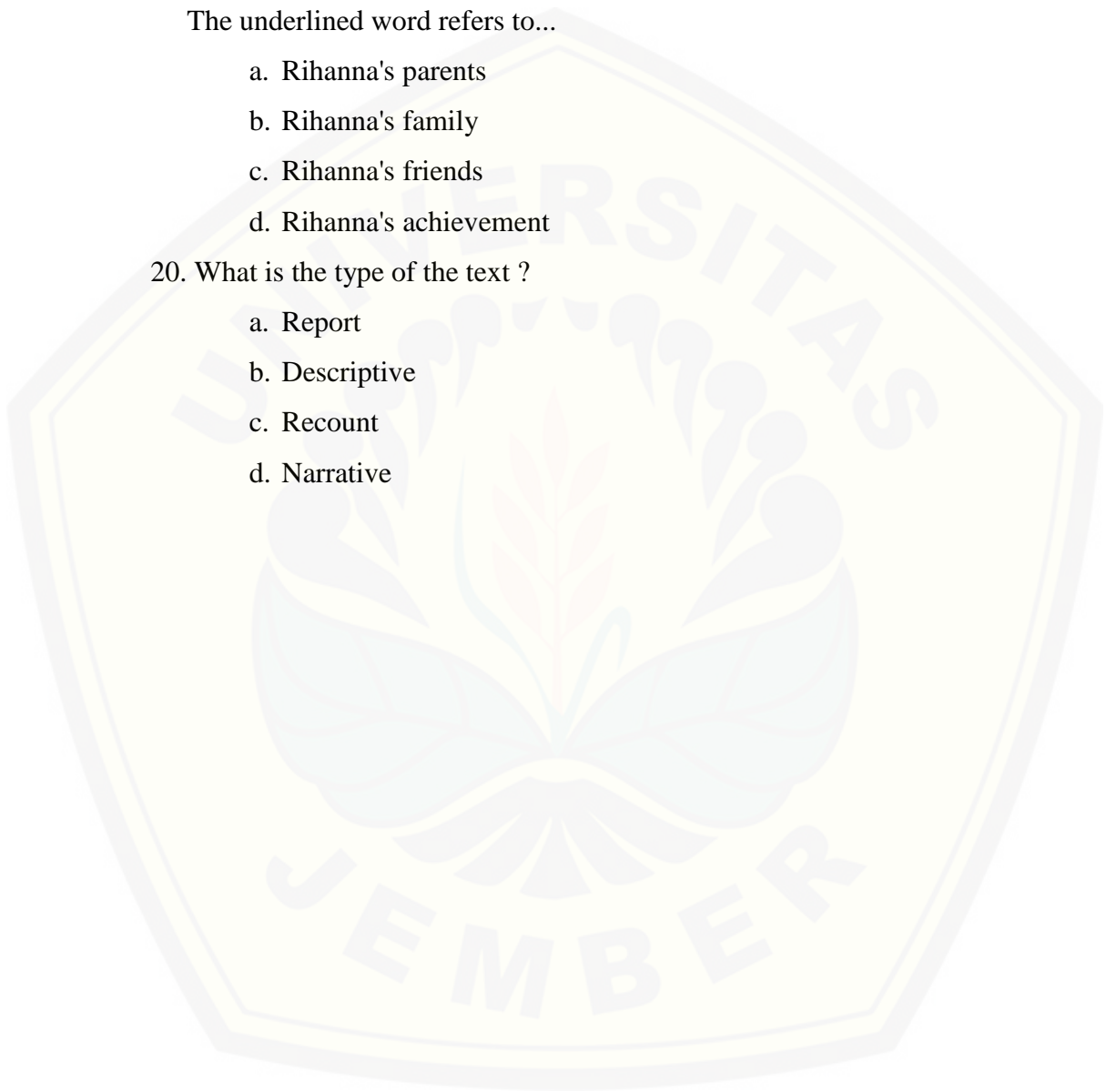
14. What is the text about?
  - a. Rorrey Fenty
  - b. Miss Combernere
  - c. Monica Fenty
  - d. Rihanna
15. Based on the second paragraph. What is often changed in Rihanna's appearance?
  - a. Her name.
  - b. The family.
  - c. Her hair style.
  - d. Her music genre
16. The purpose of the text is....
  - a. Rihanna's Life
  - b. Rihanna's Career
  - c. How to be a famous artist
  - d. The list of Rihanna's albums
17. What is the main idea of the second paragraph?
  - a. Rihanna is a very successful RnB singer.
  - b. Rihanna has some famous songs.
  - c. Rihanna is the best rapper.
  - d. Rihanna has two sisters and one brother.
18. The statements below are FALSE, EXCEPT....
  - a. Rihanna is the writer's favorite artist.
  - b. Rihanna never changes her hair style.

- c. Rihanna is a beautiful actress and dancer.
- d. Rihanna has three siblings.

19. They are her father, mother, and 2 siblings (Paragraph 2 line 1)

The underlined word refers to...

- a. Rihanna's parents
  - b. Rihanna's family
  - c. Rihanna's friends
  - d. Rihanna's achievement
20. What is the type of the text ?
- a. Report
  - b. Descriptive
  - c. Recount
  - d. Narrative



**Answer Key**

1. a      11.c  
 2. b      12.a  
 3. a      13.d  
 4. c      14.d  
 5. c      15.c  
 6. b      16.b  
 7. b      17.a  
 8. b      18.a  
 9. c      19.a  
 10. c     20.b

**The distribution of test items**

<b>The Aspect of</b>	<b>Items</b>	<b>Number</b>
<b>Reading comprehension</b>		
Word Comprehension	5	2,8,9,12,13
Sentence Comprehension	5	5,7,10,11,18
Paragraph Comprehension	5	1,3,4,15,17
Text Comprehension	5	6,14,16,120

**The Formula to Accumulate Students' Scores**

$$\sum = \frac{n}{N} \times 100$$

Notes :

$\sum$  : The final score

n : The obtained correct items

N : The total number of test item

**APPENDIX F****The Output of Homogeneity Tesy**

Descriptives								
Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					8A	34		
8B	34	81.32	11.302	1.938	77.38	85.27	45	95
8C	35	82.71	7.509	1.269	80.13	85.29	55	95
8D	34	80.88	8.116	1.392	78.05	83.71	55	95
8E	35	79.86	12.689	2.145	75.50	84.22	45	95
8F	35	80.57	11.426	1.931	76.65	84.50	45	95
Total	207	81.35	9.895	.688	80.00	82.71	45	95

ANOVA					
Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	242.727	5	48.545	.490	.784
Within Groups	19928.529	201	99.147		
Total	20171.256	206			



## APPENDIX G

## LESSON PLAN 1

**School** : SMPN 5 Jember  
**Subject** : English  
**Level/ Semester** : VIII/1  
**Language Skill** : Reading Comprehension  
**Genre** : Descriptive Text  
**Theme** : Person  
**Time** : 2 X 40'

## I. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1. Showing gratefulness by praying before and after the lesson
2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru	2.1.1 Being honest in doing the task 2.1.2 Showing confidence in doing the task
3.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	3.11.1. Finding the word meaning by doing the multiple choice questions. 3.11.2. Finding the sentence meaning by doing the true/false questions and multiple choice question 3.11.3. Finding the paragraph meaning by doing the true/false questions and multiple choice question 3.11.4. Finding the text meaning by doing the true/false questions and multiple choice question

**II. Learning Objectives**

1. Students are able to find the word meaning by doing the multiple choice question.
2. Students are able to find the sentence meaning by doing the true/false questions and multiple choice questions.
3. Students are able to find the paragraph meaning by doing the true/false questions and multiple choice questions.
4. Students are able to find the text meaning by doing the true/false questions and multiple choice questions.

**III. Learning Material (Enclosed)****IV. Learning Approach, Method, and Technique**

1. Approach:  
Scientific approach
2. Method:  
Communicative Language Teaching
3. Technique:
  - a. Webbing technique for the Experimental Class
  - b. Question and answer technique for the Control Class

## V. Teaching Learning Activity

Sequences	Experimental Class	Time	Control Class	Time
<b>Set Induction</b>	1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a picture of Taylor Swift, playing one of Taylor Swift's songs, and showing an advertisement related to Taylor Swift 5. Giving some leading questions about the topic that will be learned: 1. Do you know the name of this person? (Her initial name is TS) 2. Who is the singer of the song entitled <i>Red</i> ? 3. Have you ever known Cornetto's advertisement? What is the name of the female singer that appears in the advertisement? 6. Mentioning the objectives of the lesson	1' 2' 2' 4' 3' 1'	1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a picture of Taylor Swift, playing one of Taylor Swift's songs, and showing an advertisement related to Taylor Swift 5. Giving some leading questions about the topic that will be learned: 1. Do you know the name of this person? (Her initial name is TS) 2. Who is the singer of the song entitled <i>Red</i> ? 3. Have you ever known Cornetto's advertisement? What is the name of female singer that appears in the advertisement? 6. Mentioning the objectives of the lesson	1' 2' 2' 4' 3' 1'
<b>Main Activity</b>	<ul style="list-style-type: none"> <li><b>Observing</b></li> </ul> 1. Asking the students to read the descriptive text entitled "Taylor Swift" silently 2. Asking the students to pay attention on the picture and the text <ul style="list-style-type: none"> <li><b>Modelling</b></li> </ul> 1. Writing the main topic of the txt in the middle 2. Asking the students to mention words as much as possible that related to the topic	3' 3' 1' 3'	<ul style="list-style-type: none"> <li><b>Observing</b></li> </ul> 1. Asking the students to read the descriptive text entitled "Taylor Swift" silently 2. Asking the students to pay attention on the picture and the text <ul style="list-style-type: none"> <li><b>Questioning</b></li> </ul> 1. Asking some questions related to the material <ul style="list-style-type: none"> <li><b>Exploring</b></li> </ul> 1. Asking the students to mention the topic of the text	3' 3' 5'

	3. Writing the words that already mentioned by the students around the main topic 4. Categorizing the words into some supporting details  • <b>Associating</b> 1. Asking the students to do the exercise in the form of T/F questions by using webbing technique. 2. Asking the students to do the exercise in the form of multiple choices by using webbing technique  • <b>Communicating</b> 1. Discussing the answers together 2. Giving the students feedback	3'  5'  7'  15'  20' 3'	entitled "Taylor Swift" 2. Asking the students to mention the function of the text 3. Asking the students to mention the main idea of each paragraph  • <b>Associating</b> 1. Asking the students to do the exercise in the form of T/F questions. 2. Asking the students to do the exercise in the form of multiple choices  • <b>Communicating</b> 1. Discussing the answers together 2. Giving the students feedback	3'  3'  3'  7'  15'  20' 3'
<b>Closure</b>	Drawing the conclusion of what they have learnt.	2'	Drawing the conclusion of what they have learnt.	2'

## VI. Media and Resources

1. Media : Picture, Board, Laptop, video and Power Point presentation.
2. Resource : <https://englishcoo.com/contoh-descriptive-text-about-someone/>

Jember,  
The researcher,

Ahmad Rifqi Rofif Alfiansyah

NIM. 130210401050

## MATERIALS

### 1. Descriptive Text

#### A. Definition

Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

#### B. Social Function

To describe a person, place or thing

#### C. The text structure

##### a) Identification

The introduction of the topic of object that will be discussed in the text.

##### b) Description

The description about parts, qualities, and characteristic of the object.

#### D. The language features

1. Focusing on specific participants
2. Using simple present tense
3. Using adjectives
4. Using adverbs
5. Using adverbial phrases.

### 2. Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time, or that something is true or general.

#### Formula :

(+) Verb 1/ s, es

Be1: (is, am, are)

(-) do/does + not + Verb1

Be1: (is, am, are) + not

(?) do/does + Verb 1?

Be1: (is, am are)



**Text****Taylor Swift**

Taylor Alison Swift is an American singer and a song writer. She is known for narrative songs about her personal life. Her songs are very popular, such as “*Shake It Off, Blank Space and Bad Blood*”. Taylor Swift is one of the most influential and powerful women in the world by *Forbes* and *Time* magazines.

In 2017, her age is 28 years old. She was born on December 13, 1989 in Pennsylvania, United States. This beautiful girl is as tall as 178 centimeters and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.

Taken from (<https://englishcoo.com>)

**Task 1**

**Write T (True) if the statement is true and F (False) if the statement is false!**

N	Statements	T/F
1	Her songs are not very popular	...
2	Taylor Swift is one of the most influential women in the world based on <i>Popular Magazine</i>	...
3	In 2037, her age will be 58 years old	...
4	Taylor Swift has light blue eyes	...
5	Red is Taylor Swift’s favorite color	...

**Task 2**

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**Taylor Swift**

Taylor Alison Swift is an American singer and a song writer. She is known for narrative songs about her personal life. Her songs are very popular, such as “*Shake It Off, Blank Space and Bad Blood*”. Taylor Swift is one of the most influential and powerful women in the world by *Forbes* and *Time magazines*.

In 2017, her age is 28 years old. She was born on December 13, 1989 in Pennsylvania, United States. This beautiful girl is as tall as 178 centimeters and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red color very much.

1. The statements below are FALSE, EXCEPT.....
  - a. Taylor Swift is an English singer and a song writer
  - b. Taylor Swift is an American singer and a song writer
  - c. Taylor Swift is an American singer and a dancer
  - d. Taylor Swift is an Spanish singer and a song writer
2. “This beautiful girl has 178 centimeters tall....”. The underlined word refers to.....
  - a. The writer
  - b. Taylor Swift’s parents
  - c. Taylor Swift
  - d. The writer’s parents
3. Based on the first paragraph, what are the titles of her popular songs?
  - a. *Blank Space, Shake it Off, Bad Blood*
  - b. *Shake it Off, Dark Horse, Bad Blood*
  - c. *Red, Blank Space, Havannah*
  - d. *Summer, Red, Bad Blood*

4. The following statements are FALSE, EXCEPT....
- Taylor Swift is known for narrative songs about her personal life.
  - Taylor Swift is known for narrative songs about her scandals.
  - Taylor Swift is known for narrative songs about her mother.
  - Taylor Swift is known for narrative songs about her friend's personal life.
5. Based on the second paragraph, how old is she?
- 25 years old
  - 26 years old
  - 29 years old
  - 28 years old
6. "This beautiful girl has....". The closest meaning of the underlined word is.....
- brave
  - handsome
  - bad
  - pretty
7. "Her songs are very popular". The opposite meaning of the underlined word is
- worst
  - beautiful
  - unknown
  - famous
8. What is the text about?
- Taylor Swift the famous dancer
  - Taylor Swift the famous singer and songwriter
  - Taylor Swift's wealth
  - Taylor Swift's daily life
9. What is the type of the text?
- Recount text
  - Report text
  - Descriptive text
  - Narrative text

10. Based on the last paragraph. What are the colors of her eyes and her hair?

- a. Blue and Blonde
- b. Red and Black
- c. Blonde and Blue
- d. Brown and Blue



**Answer Key****Task 1**

- 11. F
- 12. F
- 13. T
- 14. T
- 15. F

**Task 2**

- 1. b
- 2. c
- 3. a
- 4. a
- 5. d
- 6. d
- 7. c
- 8. b
- 9. c
- 10. a

**The distribution of test items (Task 2)**

<b>The Aspect of</b>	<b>Items</b>	<b>Number</b>
<b>Reading comprehension</b>		
Word Comprehension	2	6,7
Sentence Comprehension	3	1,2,4
Paragraph Comprehension	3	3,5,10
Text Comprehension	2	8,9

## LESSON PLAN 2

## APPENDIX H

## Lesson Plan 2

**School** : SMPN 5 Jember  
**Subject** : English  
**Level/ Semester** : VIII/1  
**Language Skill** : Reading Comprehension  
**Genre** : Descriptive Text  
**Theme** : Person  
**Time** : 2 X 40'

## I. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.2.1. Showing gratefulness by praying before and after the lesson
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru	2.1.1 Being honest in doing the task 2.1.2 Showing confidence in doing the task
3.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	3.11.1. Finding the word meaning by doing the multiple choice questions. 3.11.2. Finding the sentence meaning by doing the true/false questions and multiple choice question 3.11.3. Finding the paragraph meaning by doing the true/false questions and multiple choice question 3.11.4. Finding the text meaning by doing the true/false questions and multiple choice question



**II. Learning Objectives**

1. Students are able to find the word meaning by doing the multiple choice question.
2. Students are able to find the sentence meaning by doing the true/false questions and multiple choice questions.
3. Students are able to find the paragraph meaning by doing the true/false questions and multiple choice questions.
4. Students are able to find the text meaning by doing the true/false questions and multiple choice questions.

**III. Learning Material (Enclosed)****IV. Learning Approach, Method, and Technique**

1. Approach:  
Scientific approach
2. Method:  
Communicative Language Teaching
3. Technique:
  - c. Webbing technique for the Experimental Class
  - d. Question and answer technique for the Control Class

## V. Teaching Learning Activity

Sequences	Experimental Class	Time	Control Class	Time
<b>Set Induction</b>	1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a picture of Justin Bieber, playing one of Justin Bieber's song 5. Giving some leading questions about the topic that will be learned: 1. Do you know the name of this person? (His initial name is JB) 2. Who is the singer of this song? 3. Who is Selena Gomez's ex-boyfriend? 6. Mentioning the objectives of the lesson	1' 2' 2' 4' 3' 1'	1. Greeting the students 2. Asking the students to pray together 3. Checking the attendance list 4. Showing a picture of Justin Bieber, playing one of Justin Bieber's song 5. Giving some leading questions about the topic that will be learned: 1. Do you know the name of this person? (His initial name is JB) 2. Who is the singer of this song? 4. Who is Selena Gomez's ex-boyfriend? 6. Mentioning the objectives of the lesson	1' 2' 2' 4' 3' 1'
<b>Main Activity</b>	<ul style="list-style-type: none"> <li>• <b>Observing</b></li> <li>1. Asking the students to read the descriptive text entitled "Justin Bieber" silently</li> <li>2. Asking the students to pay attention on the picture and the text</li> <li>• <b>Reviewing</b></li> <li>1. Reviewing the way of categorizing the ideas of the text by using webbing technique.</li> </ul>	3' 3' 15'	<ul style="list-style-type: none"> <li>• <b>Observing</b></li> <li>1. Asking the students to read the descriptive text entitled "Justin Bieber" silently</li> <li>2. Asking the students to pay attention on the picture and the text</li> <li>• <b>Questioning</b></li> <li>1. Asking some questions related to the material</li> <li>• <b>Exploring</b></li> <li>4. Asking the students to mention the topic of the text entitled "Justin Bieber"</li> <li>5. Asking the students to mention the function of the text</li> <li>6. Asking the students to mention the main idea of each</li> </ul>	3' 3' 5' 3' 3' 3'

	<ul style="list-style-type: none"> <li>• <b>Associating</b></li> <li>1. Asking the students to do the exercise in the form of T/F questions by using webbing technique.</li> <li>2. Asking the students to do the exercise in the form of multiple choices by using webbing technique</li> <li>• <b>Communicating</b></li> <li>1. Discussing the answers together</li> <li>2. Giving the students feedback</li> </ul>	7' 15' 20' 3'	<p>paragraph</p> <ul style="list-style-type: none"> <li>• <b>Associating</b></li> <li>1. Asking the students to do the exercise in the form of T/F questions.</li> <li>2. Asking the students to do the exercise in the form of multiple choices</li> <li>• <b>Communicating</b></li> <li>1. Discussing the answers together</li> <li>2. Giving the students feedback</li> </ul>	7' 15' 20' 3'
<b>Closure</b>	Drawing the conclusion of what they have learnt.	2'	Drawing the conclusion of what they have learnt.	2'

#### VI. Media and Resources

1. Media : Picture, Board, Laptop, video and Power Point presentation.
2. Resource : <https://englishcoo.com/contoh-descriptive-text-about-someone/>

Jember,  
The researcher,

Ahmad Rifqi Rofif Alfiansyah

NIM. 130210401050

## MATERIALS

### 1. Descriptive Text

#### A. Definition

Descriptive text is a text which says what a person or a thing looks like. Its purpose is to describe and reveal a particular person, place, or thing.

#### B. Social Function

To describe a person, place or thing

#### C. The text structure

##### a) Identification

The introduction of the topic of object that will be discussed in the text.

##### b) Description

c) The description about parts, qualities, and characteristic of the object.

#### D. The language features

1. Focusing on specific participants
2. Using simple present tense
3. Using adjectives
4. Using adverbs
5. Using adverbial phrases.

### 2. Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time, or that something is true or general.

#### Formula :

(+) Verb 1/ s, es  
Be1: (is,am,are)

(-) do/does + not + Verb1  
Be1: (is,am,are) + not

(?) Do/Does + Verb 1?  
Be1: (is, am are)

**Text****Justin Bieber**

Justin Bieber is a Canadian pop star and actor. He was born on the 1st of March 1994. His father's name is Jeremy Jack Bieber dan his mother's name is Patricia (Pattie) Lynn Mallette. Justin has red hair, pointed nose and dark blue eyes. People say that his face is very cute, it makes his fans crazy when they meet him.

Justin is a talented musician because his voice is amazing. Justin also able to play some music instruments such as piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first album entitled "*My World*." Some of his songs such as "*Baby, Somebody to Love, and Never Say Never*" are very popular to everyone in the world.

Taken from (<https://www.famouspeoplelessons.com>)

**Task 1**

**Write T (True) if the statement is true and F (False) if the statement is false!**

N	Statements	T/F
1	He was born on the 1 <sup>st</sup> of July 1995	...
2	Justin Bieber is not a talented musician	...
3	Justin is able to play music instrument such as violin	...
4	Justin Bieber has dark blue eyes	...
5	Justin Bieber is a Canadian	...

**Task 2**

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**Justin Bieber**

Justin Bieber is a Canadian pop star and actor. He was born on the 1st of March 1994. His father's name is Jeremy Jack Bieber dan his mother's name is Patricia Lynn Mallette. Justin has red hair, pointed nose and dark blue eyes. People say that his face is very cute, it makes his fans crazy when they meet him.

Justin is a talented musician because his voice is amazing. Justin also able to play some music instruments such as piano, drum, guitar, and saxophone. Justin Bieber starts his career by releasing his first album entitled "My World." Some of his songs such as "*Baby, Somebody to Love, and Never Say Never*" are very popular to everyone in the world

Taken from (<https://www.famouspeoplelessons.com>)

1. The statements below are FALSE, EXCEPT.....
  - a. Justin Bieber is a Canadian rock star and actor.
  - b. Justin Bieber is a Canadian dancer and actor.
  - c. Justin Bieber is a Canadian pop star and actor.
  - d. Justin Bieber is an American pop star and actor.
2. ".....his voice is so beautiful". The underlined word refers to.....
  - a. the writer's voice
  - b. his fans' voice
  - c. justin Bieber's voice
  - d. the writer's voice
3. Based on the second paragraph, what are the titles of his popular songs?
  - a. *Baby, Shake it Off, Havannah*
  - b. *Somebody to Love, Never say Never, Baby*
  - c. *Black, Attention, Where are You Now*
  - d. *Baby, Never Say Never, Sempiternal*
4. The following statements are TRUE, EXCEPT....



- a. Justin Bieber is a Canadian pop star and actor.
  - b. Justin is a talented musician .
  - c. Jeremy Jack Bieber is Justin Bieber's brother.
  - d. *Somebody to Love* is one of Justin Bieber's songs.
5. Based on the first paragraph, how old is he?
- a. 25 years old
  - b. 26 years old
  - c. 24 years old
  - d. 28 years old
6. "Justin Bieber starts his career...." The closest meaning of the underlined words is.....
- a. begin
  - b. end
  - c. move
  - d. down
7. ".....his voice is amazing". The opposite meaning of the underlined word is
- a. worst
  - b. bad
  - c. stunning
  - d. popular
8. What is the text about?
- a. Justin Bieber's family member
  - b. Justin Bieber the famous movie maker
  - c. Justin Bieber's popular songs
  - d. Justin Bieber the famous pop star and actor
9. What is the type of the text?
- a. Recount text
  - b. Report text
  - c. Descriptive text
  - d. Narrative text
10. Based on the first paragraph. What are the color of his eyes and his hair?

- a. Red and Blonde
- b. Dark Blue and Red
- c. Blonde and Brown
- d. Dark Brown and Blue



**Answer Key****Task1**

1. F
2. F
3. F
4. T
5. T

**Task2**

1. c
2. c
3. b
4. c
5. c
6. a
7. c
8. d
9. c
10. b

**The distribution of test items (Task2)**

<b>The Aspect of</b>	<b>Items</b>	<b>Number</b>
<b>Reading comprehension</b>		
Word Comprehension	2	6,7
Sentence Comprehension	3	1,2,4
Paragraph Comprehension	3	3,5,10
Text Comprehension	2	8,9

## APPENDIX I

## The Split Half Analysis of Even Number (X)

No	Name	Even Numbers															Total
		2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
1	AMA	1	0	1	0	0	1	1	0	0	0	0	1	1	1	7	
2	AKA	1	0	0	0	0	1	1	0	0	0	0	0	0	1	5	
3	AZU	1	0	1	1	0	1	1	0	1	0	0	1	1	1	10	
4	ABS	1	0	1	0	1	1	1	1	1	1	0	1	1	1	12	
5	ADN	1	1	1	0	1	1	0	0	0	0	0	0	0	1	7	
6	AKC	1	1	0	1	0	1	1	1	0	1	0	0	0	1	9	
7	AAR	1	0	0	0	0	1	1	0	0	0	0	0	0	1	5	
8	AEF	1	1	0	1	1	1	1	1	0	0	1	1	1	1	12	
9	ABAP	1	0	0	0	1	1	1	1	0	1	1	1	0	1	10	
10	BFB	1	0	0	0	1	1	1	1	0	1	1	1	1	0	10	
11	FAG	1	0	1	0	0	1	1	0	0	0	0	0	0	1	5	
12	FMA	1	0	0	1	0	1	1	1	0	0	1	1	1	1	10	
13	FSPM	1	1	1	1	1	1	1	0	1	0	1	0	1	1	12	
14	FNR	1	0	1	0	1	1	1	1	1	1	1	1	0	1	12	
15	GAS	1	0	0	0	0	1	1	0	0	0	0	0	0	1	5	
16	IKDS	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	11
17	KSVT	1	1	1	0	0	1	1	0	0	0	1	0	1	1	9	
18	LNS															0	
19	MYS	1	0	0	0	0	1	1	1	0	1	1	1	1	1	10	
20	MAF	1	0	1	0	0	1	1	0	0	0	0	0	0	1	6	
21	MIHS	1	0	0	1	0	1	1	1	1	1	1	1	1	1	12	
	MIB	0	0	0	1	0	1	1	0	1	0	0	0	0	1	6	
23	MNB	1	0	0	0	1	1	1	1	1	0	0	1	0	0	8	
24	MRAD	1	1	1	0	0	1	1	0	0	0	1	0	1	1	9	
25	NABM	1	1	1	1	0	1	1	1	0	1	1	1	1	1	12	
26	RRD	1	1	0	1	0	1	1	0	0	0	0	0	1	1	8	
27	RCH															0	
28	RDI	1	1	1	1	1	1	1	0	1	0	1	0	1	1	12	
29	RPKH	1	0	1	0	1	1	1	1	1	1	1	0	0	1	11	
30	RSA	1	0	0	1	0	1	1	0	0	0	0	1	0	1	7	
31	RDYS	1	1	0	1	1	1	1	0	0	1	1	1	1	1	12	
32	SCA	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14	
33	SUJ	1	1	1	0	1	1	1	0	0	0	1	0	1	1	10	
34	WMP	1	0	0	0	0	1	1	1	0	0	1	1	1	1	9	
35	WP	1	0	1	0	0	1	1	0	0	0	0	0	1	1	7	
<b>Total</b>		30	11	15	14	12	31	31	15	10	12	18	15	19	29	291	

## APPENDIX J

## The Split Half Analysis of Odd Number (Y)

No	Name	Odd Numbers															Total
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	
1	AMA	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	10
2	AKA	1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	8
3	AZU	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	12
4	ABS	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	9
5	ADN	1	0	1	0	0	0	1	1	1	1	1	1	1	0	0	9
6	AKC	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	12
7	AAR	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	9
8	AEF	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	12
9	ABAP	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	11
10	BFB	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	11
11	FAG	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	10
12	FMA	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	10
13	FSPM	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	11
14	FNR	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	9
15	GAS	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	8
16	IKDS	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	10
17	KSVT	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
18	LNS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	MYS	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
20	MAF	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	10
21	MIHS	1	0	0	0	1	0	1	1	0	0	1	1	0	0	1	7
	MIB	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	6
23	MNB	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	11
24	MRAD	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
25	NABM	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	11
26	RRD	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	11
27	RCH																0
28	RDI	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	12
29	RPKH	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	10
30	RSA	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	10
31	RDYS	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	13
32	SCA	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13
33	SUJ	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	9
34	WMP	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	12
35	WP	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	9
<b>Total</b>		22	11	18	20	22	29	32	32	30	31	31	18	8	20	11	335

**Appendix K****The Division of Odd (X) and Even (Y) Numbers.**

<b>No.</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	7	10	49	100	70
2	5	8	25	64	40
3	10	12	100	144	120
4	12	9	144	81	108
5	7	9	49	81	63
6	9	12	81	144	108
7	5	9	25	81	45
8	12	12	144	144	144
9	10	11	100	121	110
10	10	11	100	121	110
11	5	10	25	100	50
12	10	10	100	100	100
13	12	11	144	121	132
14	12	9	144	81	108
15	5	8	25	64	40
16	11	10	121	100	110
17	9	13	81	169	117
18	0	0	0	0	0
19	10	13	100	169	130
20	6	10	36	100	60
21	12	7	144	49	84
22	6	6	36	36	36
23	8	11	64	121	88
24	9	13	81	169	117
25	12	11	144	121	132
26	8	11	64	121	88
27	0	0	0	0	0
28	12	12	144	144	144
29	11	10	121	100	110
30	7	10	49	100	70
31	12	13	144	169	156
32	14	13	196	169	182
33	10	9	100	81	90
34	9	12	81	144	108
35	7	9	49	81	63
<b>Total</b>	<b>291</b>	<b>335</b>	<b>84681</b>	<b>112225</b>	<b>97485</b>



**Appendix L****The Difficulty Index of Each Item of Reading Comprehension Test**

<b>Number of Items</b>	<b>R</b>	<b>N</b>	<b>FV</b>	<b>Criteria</b>
1	23	33	0.54	Fair
2	23	33	0.67	Fair
3	23	33	0.62	Fair
4	23	33	0.67	Fair
5	23	33	0.7	Fair
6	23	33	0.58	Fair
<b>7</b>	<b>23</b>	<b>33</b>	<b>0.83</b>	<b>Easy</b>
8	23	33	0.67	Fair
<b>9</b>	<b>23</b>	<b>33</b>	<b>0.91</b>	<b>Easy</b>
<b>10</b>	<b>23</b>	<b>33</b>	<b>0.16</b>	<b>Difficult</b>
11	23	33	0.7	Fair
12	23	33	0.62	Fair
13	23	33	0.45	Fair
14	23	33	0.62	Fair
15	23	33	0.62	Fair
16	23	33	0.58	Fair
17	23	33	0.62	Fair
18	23	33	0.58	Fair
<b>19</b>	<b>23</b>	<b>33</b>	<b>0.07</b>	<b>Difficult</b>
20	23	33	0.62	Fair
21	23	33	0.62	Fair
22	23	33	0.54	Fair
23	23	33	0.45	Fair
24	23	33	0.58	Fair
<b>25</b>	<b>23</b>	<b>33</b>	<b>0.83</b>	<b>Easy</b>
26	23	33	0.67	Fair
27	23	33	0.67	Fair
28	23	33	0.67	Fair
<b>29</b>	<b>23</b>	<b>33</b>	<b>0.11</b>	<b>Difficult</b>
30	23	33	0.7	Fair

**APPENDIX XIII****Post Test**

Subject : English Language Focus : Reading  
Name : \_\_\_\_\_ Class : \_\_\_\_\_  
Student Number: \_\_\_\_\_ Time : 40 minutes

---

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**Cristiano Ronaldo**

Cristiano Ronaldo is a Portuguese footballer. His full name is Cristiano Ronaldo Dos Santos Aveiro but we can call him Ronaldo. But, his fans often call him CR7. CR is the abreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born on February 5, 1985 in Madeira, Portugal. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He becomes an athlete who has a lot of fans. His fans like him because of his football skill and his attitude. The fans also like the team where Ronaldo plays such as Real Madrid. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo as a skillful football player. He can run fast and dribble well. As a striker, he becomes a top scorer for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

(Taken from: <https://brainly.co.id/>)

1. What is the text about?
  - a. One of the European countries called Portugal
  - b. Cristiano Ronaldo's daily lives
  - c. Real Madrid and Manchester united
  - d. Cristiano Ronaldo, a Portuguese football player

2. The statements are FALSE, EXCEPT...
  - a. The fans of Cristiano Ronaldo often call him CR07.
  - b. Ronaldo was born born on February 5, 1985 in Madrid, Spain.
  - c. Cristiano Ronaldo Dos Santos Aveiro is the full name of CR7.
  - d. Maria Dolores is one of Ronaldo's sisters.
3. What is the main idea of the last paragraph?
  - a. Cristiano Ronaldo is a skillful football player
  - b. Cristiano Ronaldo becomes a top scorer for Manchester United
  - c. Cristiano Ronaldo can get more than 30 goals every season
  - d. Cristiano Ronaldo is a striker
4. The statements below are TRUE, EXCEPT...
  - a. Seven is Ronaldo's shirt number when playing only for Real Madrid.
  - b. Cristiano Ronaldo is a famous footballer.
  - c. Cristiano Ronaldo is a Portuguese .
  - d. CR is the abreaviation of Cristiano Ronaldo.
5. "He can run fast and dribble well", the closest meaning of the underlined word is.....
  - a. slow
  - b. average
  - c. high
  - d. quick
6. What is the main idea of the third pargraph?
  - a. Ronaldo is from Portugal, a country in Europe
  - b. Cristiano Ronaldo is a famous footballer
  - c. Cristiano Ronaldo plays for Real Madrid
  - d. His fans like him because of his football skill
7. Based on the third paragraph, why do Ronaldo's fans like him?
  - a. because of his football skill and his bad attitude
  - b. because of his popularity
  - c. because of his healthy behavior

- d. because of his football skill and his attitude
8. ..“he becomes a top scorer for .....
- the writer
  - Cristiano Ronaldo’s fans
  - Manchester United
  - Cristiano ronaldo
9. What is the purpose of the text?
- To entertain the reader
  - To describe people or things
  - To entertain the writer
  - To inform the reader

### One of My Best Friends

My best friend is Aditya and he is my classmate. We go to school together. Aditya comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. All teachers have a high opinion of him. Aditya has a well-built body. He is gentle and fearless. He takes part in all sports such as scouting, and mountaineering activities.

He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. I'm happy to have such a friend like him.

(Taken from: <https://freeenglishcourse.info>)

10. Based on the first paragraph, what is Aditya’s father’s job?
- A teacher
  - A lawyer
  - A school principal
  - A doctor
11. ”He secures good marks...” the underlined word refers to....

- a. Aditya
  - b. the writer
  - c. Aditya's Parents
  - d. the writer's parents
12. Based on the text above, who is Aditya?
- a. The writer's brother
  - b. The writer's mother
  - c. The writer's daughter
  - d. The writer's best friend
13. The statements below are TRUE, EXCEPT....
- a. Aditya has a good heart.
  - b. Aditya is gentle and fearless.
  - c. Aditya is a school principal.
  - d. Aditya is the writer's friend.
14. "He is gentle and fearless" the closest meaning of the underlined word is.....
- a. brave
  - b. scare
  - c. mad
  - d. crazy
15. The statements below are FALSE, EXCEPT....
- a. Aditya likes junk food such as burgers and fried potatoes
  - b. Aditya has a well-built body
  - c. Aditya cannot play any musical instruments
  - d. Aditya has one little sister named Karin
16. "All teachers have a high opinion..", The opposite meaning of the underlined word is...
- a. strange
  - b. tall
  - c. slow
  - d. low

17. What is the type of the text?

- a. Recount text
- b. Report text
- c. Descriptive text
- d. Narrative text

### **Agnes Monica**

Agnes Monica Muljoto is a popular singer in Indonesia. She was born on July 12, 1986 in Jakarta. She has straight hair, a bright skin, and a slim body. She looks beautiful while she is smiling. She is also beautiful because of her Chinese face. Agnes has an older brother named Steve Muljoto. Her father's name is Ricky Suprpto and her mother is Jenny Siswono, both of them support their daughter's career.

Agnes Monica is very talented. Besides singing, she is able to play some music instruments such as guitar and piano. She has some famous songs such as *Coke Bottle* and *Damn I Love You*.

(Taken from: <https://freeenglishcourse.info>)

18. The statements below are FALSE, EXCEPT....

- a. Agnes is a female dancer.
- b. Agnes is not very talented.
- c. Agnes is able to play violin.
- d. Coke bottle is one of her famous songs.

19. Based on the first paragraph, who is Agnes Monica?

- a. She is a Musician
- b. She is an Actress
- c. She is an Indonesian Singer
- d. She is an American actress

20. "...both of them support.....", the underlined word refers to...

- a. Agnes Monica's father
- b. Agnes Monica's parents



- c. Agnes Monica's mother
  - d. The readers
21. Based on the first paragraph, what makes Agnes Monica beautiful?
- a. Her bright skin
  - b. Her good voice
  - c. Her Chinese face
  - d. Her movies
22. The statements below are TRUE, EXCEPT....
- a. She has some popular songs.
  - b. Agnes Monica's father is Ricky Sujipto.
  - c. She looks beautiful because of her Chinese face.
  - d. She was born on July 12, 1986.

### **Lionel Messi**

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Messi, and his mother is Celia Maria. He has two brothers and one sister. His brother's names are Rodrigo and Matias and his sister's name is Maria.

Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer. He can pass the ball well and help his team win the game. Beside those abilities, Lionel Messi is also an excellent second striker. He often scores in every game he plays.

Lionel Messi has several achievements. In Spain he has several achievements such as the best player and top scorer. He brings Barcelona to win the trophy of La Liga and Champions League many times.

(Taken from: <http://www.sekolahoke.com> )

23. "Lionel Messi is a famous football.."The closest meaning of the underlined word is.....
- a. popular

- b. not very popular
  - c. fast
  - d. skillful
24. According to paragraph 2, who is Lionel Messi?
- a. He is a very talented coach
  - b. He is a very talented model
  - c. He is a very talented athlete
  - d. He is a very talented footballer
25. The statements below are FALSE, EXCEPT...
- a. Lionel Messi plays for Madrid.
  - b. Messi brings Barcelona to win the trophy of Copa del Rey.
  - c. Messi is the best goalkeeper.
  - d. Messi's body is too short for a footballer.

**Answer Key**

16. d      11.a    21.c  
17. b      12.c    22.b  
18. c      13.a    23.a  
19. a      14.d    24.d  
20. a      15.c    25.d  
21. d      16.a  
22. b      17.b  
23. d      18.d  
24. d      19.c  
25. b      20.b

**The distribution of test items**

<b>The Aspect of</b>	<b>Items</b>	<b>Number</b>
<b>Reading comprehension</b>		
Word Comprehension	7	6,9,13,16,18,20,23
Sentence Comprehension	6	3,5,15,17,22,25
Paragraph Comprehension	7	2,4,7,8,12,21,24
Text Comprehension	5	1,10,11,14,19

**APPENDIX N****The Reading Comprehension Post-test Scores**

No.	Experimental Class		Control Class	
	Names	Score	Names	Score
1	AI	72	ADA	96
2	ADA	80	APA	68
3	ANA	72	AF	96
4	ANS	72	AMS	73
5	AKS	80	BTS	0
6	AN	68	CD	60
7	AYR	84	DRPA	80
8	ANPR	92	DRA	72
9	AF	80	DPW	48
10	DLN	0	EAF	68
11	EN	80	FMN	64
12	EPP	92	GBCW	80
13	FF	86	INSA	72
14	FAA	76	II	80
15	HPW	72	IZ	56
16	IVR	92	LTY	84
17	LAGSP	76	MPH	80
18	MYA	74	MYP	72
19	MAAW	84	MAR	0
20	MDS	72	MBH	80
21	MHPS	76	MFA	76
22	MRA	76	MRZR	80
23	MY	80	MRB	60
24	NA	76	NSC	80
25	NF	72	NDCR	76
26	PV	72	RINC	72
27	PA	76	RAP	68
28	RNF	92	SNK	72
29	RM	88	SAN	80
30	RMQS	64	TPN	68
31	TZB	68	VBM	88
32	UHAS	0	WR	76
33	Y	68	WN	64
34	ZA	76	YP	80
35	ZBA	72	ZP	80

**APPENDIX O**  
**The Output of Post-Test**


**Class Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	34	78.91	8.836	1.515
	Control	35	69.97	20.130	3.403

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Score	Equal variances assumed	3.340	.072	2.376	67	.020	8.940	3.762	1.431	16.449	
	Equal variances not assumed			2.400	46.924	.020	8.940	3.725	1.447	16.434	

## APPENDIX P

## The Example of Post Test Results in the Experimental Class



		Post Test
Subject	: English	Language Focus : Reading
Name	: <u>Ahmad Maulana P.R.</u>	Class : <u>VIII C</u>
Student Number:	<u>08</u>	Time : 40 minutes

---

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**Cristiano Ronaldo**

Cristiano Ronaldo is a Portuguese footballer. His full name is Cristiano Ronaldo Dos Santos Aveiro but we can call him Ronaldo. But, his fans often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born on February 5, 1985 in Madeira, Portugal. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He becomes an athlete who has a lot of fans. His fans like him because of his football skill and his attitude. The fans also like the team where Ronaldo plays such as Real Madrid. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo as a skillful football player. He can run fast and dribble well. As a striker, he becomes a top scorer for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

(Taken from: <https://brainly.co.id/>)

1. What is the text about?
  - a. One of the European countries called Portugal
  - b. Cristiano Ronaldo's daily lives
  - c. Real Madrid and Manchester united
  - d. Cristiano Ronaldo, a Portuguese football player
2. The statements are FALSE, EXCEPT...
  - a. The fans of Cristiano Ronaldo often call him CR07



## APPENDIX Q

## The Example of Post Test Results in the Control Class

*GH*

Post Test			
Subject	: English	Language Focus	: Reading
Name	: <u>Wanda Nur</u>	Class	: <u>VIII<sup>A</sup></u>
Student Number	: <u>08 33</u>	Time	: 40 minutes

---

*Read the following text and choose the correct answer by crossing a, b, c, or d on the problem.*

**Cristiano Ronaldo**

Cristiano Ronaldo is a Portuguese footballer. His full name is Cristiano Ronaldo Dos Santos Aveiro but we can call him Ronaldo. But, his fans often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born on February 5, 1985 in Madeira, Portugal. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He becomes an athlete who has a lot of fans. His fans like him because of his football skill and his attitude. The fans also like the team where Ronaldo plays such as Real Madrid. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo as a skillful football player. He can run fast and dribble well. As a striker, he becomes a top scorer for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

(Taken from: <https://brainly.co.id/>)

What is the text about?


- a. One of the European countries called Portugal
- b. Cristiano Ronaldo's daily lives
- c. Real Madrid and Manchester united
- d. Cristiano Ronaldo, a Portuguese football player

The statements are FALSE, EXCEPT...

- a. The fans of Cristiano Ronaldo often call him CR07

## APPENDIX R

### Research Permission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

---

Nomor : **5178** / UN25.1.5 / LT / 2016 **23 JUL 2018**  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 5 Jember  
Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.


Nama : Ahmad Rifqi Rofif Alfiansyah  
NIM : 130210401050  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: The Effect of Using Webbing Technique on the Eighth Grade Students' Reading Comprehension Achievement.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan  
Wakil Dekan I,  
  
Prof. Dr. Sutarno, M.Si.  
NIP. 196706251992031003



**APPENDIX S**  
**Statement Letter from SMPN 5 Jember**

 PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 5 JEMBER**  
*Jl. Imam Bonjol No. 39 Telepon 321737 Jember*  
Email – smp5jember@gmail.com 

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SURAT KETERANGAN IJIN PENELITIAN  
Nomor : 423.1/ 125 /413.02.20523906/2018

Yang bertanda tangan dibawah Kepala SMP Negeri 5 Jember menerangkan bahwa :

Nama : Ahmad Rifqi Rofif Alfiansyah  
NIM : 130210401050  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan tugas akhir ( Skripsi ) dengan judul :

‘ The Effect of Using Webbing Technique on the Eighth Grade Students’ Reading Comprehension Achievement .‘

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Jember, 11 Agustus 2018  
Kepala Sekolah,

  
RATMI, S.Pd  
NIP 19650620 198903 2 010