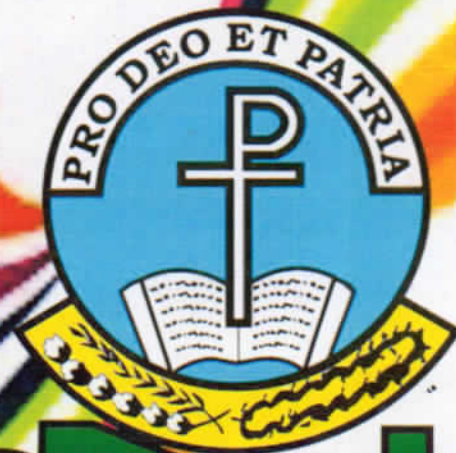


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The Effect of Word Webbing on Students' Ability in Writing News Item

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Abstract - This article is about the effect of word webbing on students' ability in writing news item at grade X in SMA Kartika 1-4 Pematangsiantar. The object of this research is to find out the effect of word webbing on students' ability in writing news item at grade X in SMA Kartika 1-4 Pematangsiantar. This research is designed as a quantitative research. The researcher used two classes in getting the data, first class X IS 2 as Experimental Group and class X IA 1 as Control Group. Experimental group is used to find the effect of word webbing technique to the students ability in writing news item text. The number of sample in this research was 50 students. In answering the problems, the researcher had analyzed the data to get the result what word webbing technique has the effect to the students' ability in writing news item text or not. After the writer analyzed the data, the writer got the result in T-test and got 4.1. From the result of T-test, it shows that by using word webbing technique is more significant to the students' ability in writing news item text than using conventional technique.

Keywords: Effect, newsitem, writing, word webbing,

I. INTRODUCTION

News item text is a type of written text that has the main function or communicative purpose is to inform readers or listeners about event of the day that are considered newsworthy or important. The generic structure of news item are headline, summary of event, elaboration, source. According to Stone (1990:21), team word webbing is a powerful tool in concept development. Each team has a large sheet of butcher paper or chart paper. Here, the researcher uses word-webbing in writing news item. Sometimes, the students feel difficult to write news item and to express their idea. The researcher hopes that by using word webbing, it will be easy for students to explore their ideas in writing news item text. By using word webbing, the researcher hopes that they will be able to write news item text. Hopefully, this method will help students to remind story and to create their own story. Based on the problem above, the researcher decides that it is necessary to conduct classroom action research at this school to make the students interested in writing and help them to explore their ideas easily. The students can create a good team and build new information together in the learning process.

A study provides evidence that students' knowledge about writing performance and grammatical rules is polished because of the peer criticism practiced during working cooperatively in a group. Kaganet al (2001) explain that team word-webbing is aimed at making the students have a chance to write well with the guiding of their teacher and work in a small group. Moreover, the team word-webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students experience and the new information that can make the students write a news item text well. By using word-webbing, the writer hopes that this method able to improve student's skill in writing, especially in writing news item. Based on the description above, the researcher is interested in conducting a research title "The Effect Of Word Webbing On Students' AbilityIn WritingNewsItem At Grade X In Sma Negeri 3 Pematangsiantar". The scope in this study is teaching writing to the students at grade X of SMA Kartika 1-4 Pematangsiantar. In this study the researcher uses word webbing as the new strategy in teaching writing news item because it is rarely used by the English teacher and it can make the students to understands and improve their ability in writing news item.

II. LITERATURE REVIEW

2.1 Definition of Writing

Allen (2003:9) stated that "writing is an activity which can seriously damage your health". It can consume huge amounts of time and energy, and it can lead to frustration, rage, and bitterness. The overall purpose of this book is therefore to protect and preserve the sanity of anyone who is unfortunate enough to be afflicted with the ambition to write. It is related to Kane (1988:17) who stated that "writing is a simply process of putting words on paper", it has three steps: thinking about it, doing it, and doing it again as often as possible. The meaning of first steps that is "thinking about it" told what topic you should to explore, how about the subject that you want to introduce in your writing, and the sentences that you want to develop or devising the strategies of organization and style. The second steps "doing it" is usually called "drifting", actually when you think about the topic, you are already beginning to select words and construct the sentences. The third step "doing it again" means revising, when you do it, unconsciously you have discovered new ideas to make your writing text better. If that sounds mysterious, it's because writing is a complex activity.

1. Purpose of Writing

In writing, writers have to know well about their work that will be shared. Delivering meaning in writing is the relationship between the researchers and readers to understand what the meaning of text is. According to Fulwiler(1997: 26), stated the purpose of writing:

1) Writing to Communicate

It is easiest to describe writing as communication because this is the use to which school writing is most obviously put. In school they put most of their emphasis on writing clear, correct, concise, objective prose. They taught you to use thesis statements, topic sentences, outlines, footnotes, transitions.

2) Writing to Imagine

Another kind of highly structured language often called imaginative or creative. Poetry, fiction, drama, essay, and song are the genres usually associated with imaginative language. This kind of language tries to do something different from communicative language something to do with art, beauty, play, emotion, and personal expression something difficult to define or measure, but often easy to recognize.

3) Writing to Explore

You've written this way if you have kept a diary or journal, jotted notes to yourself or letters to a close friend, or begun a paper with rough drafts that you want to show nobody else.

2.2 Genre of Text

Knapp & Watkins (2005:17) states "Genre, text and grammar model of written language proposed here is primarily concerned with 'what's going on' in writing. Genre is the important one in writing, because genre can guide the students or someone who wants to start writing." Genre is kind of text which describe the general of text. Generally, the writing text can be divided into Narrative, descriptive, news item and expository and argumentative text. "Genre is an organizing concept for our cultural practices or placeocation, function, behavior, and interactional structures." Knapp and Megan (2005:21). Every genre has a number of characteristic and it has the specific purpose which make it is different from the other genre.

Gerot and Wignel (1994:190-290) state a number of genre in twelve types, they are: Narrative text, , Recount text, Report text, Discussion text, Description text, Procedure text, Explanation text, Analytical text, Hortatory text, Anecdote text, News item, Review text. Every genre has a number of characteristic and it has the specific purpose which make it is different from other genre. In this study, the writer only focuses on the genre of news item text.

2.3 News Item

News item text is a type of written text that has the main function or communicative. The purpose is to inform readers or listeners about event of the day that are considered newsworthy or important. A news item text tries to answer the 5Ws and 1H questions; What, Who, When, Where, Why, and How relating to the newsworthy. News item text gives the reader information related the news or tragedy that happen in a day.

1. Tips of Reporting

We read a "news item" to find out specific information about an event reported in the news. Every "news item" has to have the answers to the five WH questions:

1. What - What happened exactly?
2. Who - Who are the people and groups involved in the event?
3. When - When did the event take place?
4. Where - Where did the event take place?
5. Why - Why did it happen? (The reasons behind the event)

2. Generic structure of news item

Text element	Function
Headline or Title	Point of report or news that is written in one sentence shortly or incomplete sentence (reduce clause), and eye catching.
Summary of event or Main Event/ Newsworthy Events	Tells the event in a summary form. It is expressed in past sentence form: past tense, past perfect tense, past continuous tense.
Elaboration or background of events	Elaborates what happened, explains what caused the incident. In a text, it can consist of some background events.
Source	Comments by participants, witnesses, authorities, and experts involved in the event.

3. Lexogrammatical features

Every text has different characteristic. News item also has several language features, which are as follows:

- 2.3 Short, telegraphic information about story captured in headline
- 2.4 Use of material process to retell the event (in the text below, many material processes are nominalized)
- 2.5 Use projecting verbal processes in sources stage
- 2.6 Focus on circumstances (in the text below, mostly with Qualifiers).

Based on those explanations above, resercher choose news item to be discussed because we always find it everyday. It can be from news, magazine, or

television. In daily-life we always find news. We often find it in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know about it. News item is easy to find and it gives students information of actual event.

Example 1 and structures of the text:

Headline

Town Contaminated

Newsworthy events:

A Russians journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed sailors and contaminated the entire town.

Background Events:

YelenaVazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock.The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tonesof contaminated material were sworn to secrecy.

Source

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

2.4 Word-Webbing

Word webbing technique is a way to help students to think more creative to associate idea or words more easily. Word webbing is a mind mapping of words, which is formed by webs and links. Kagan (2001: 25) said that graphic organizing technique that build connections between similar words or ideas are referred to by a variety of names including clustering and web maps. Webbing works best to show a lot of words or ideas keep them connected, such as when you are brainstorming ideas in a planning meeting. Word webbing can be categorized as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. (Richards and Theodore, 2001:192).

Word webbing is technique that students write simultaneously on piece of chart paper, drawing man concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of word webbing in teaching learning is to analysis of concepts into components, understanding multiple relations among ideas, diffrentiating

concepts (Kagan, 1989:14). Word webbing is technique of graphic organizer strategy that provides a visual of how ideas connect to a topic. The team members add core concepts anovals around the topic. Then, the team has a free for all adding and making bridges between ideas. The students can create a good team and build a new information together in the learning process. The team word webbing as cooperative learning has defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.

From those statement, it can be concluded that team word webbing is one of cooperative learning techniques in which each student in a group works and makes a visual of how ideas connect to a topic then making briges to connect between one ideas to another ideas.

Word-webbing belongs to cooperative learning and it has several characteristic, which are as follows:

- a) Topic may be different for each group
- b) Students identify subtopic for each group member
- c) Steering committee may coordinate the work of the class as a whole
- d) Student research the information using resources such as library reference, interviews, visual media
- e) Students synthesize their information for a group presentation: oral and or written each group member plays part in the presentation
- f) Each group present to the whole class
- g) This method places greater emphasis on individualization and students' interest. Each student's assignment is unique
- h) Students need plenty of previous experience with more structured group work for this to be effective

The concepts of word webbing is that students write simultaneously on piece of chart paper, drawing main concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of team word webbing teaching learning is to analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts.

In this strategy, the main topic is written in the center of the paper in a rectangle. The team members' Round Table add core concepts in ovals around the main topic. Then the team has a free-for-all adding details and making bridges between ideas. This is a quick way to explore background knowledge, summarize main points, or to check if students have the connections between ideas that you are seeking. In groups of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept. Giving each student a different color marker encourages more involvement. The chart paper allows the "big picture" to be taped up on the walls and more connections made, possibly adding more information throughout the week. In the simple sentences, the general concepts of word webbing can divide into three steps:

- a) Write the topic in the center of the paper.
- b) Round Robin to create core concepts around the topic
- c) Free-for-all to complete the word web

Advantages of word webbing

Although students in their personal lives write on their own, the students can take advantages of presence of others to make writing a cooperative activity. Team word webbing as a part of cooperative learning has advantages in teaching learning process. The general advantages of team word webbing is to motivate and make students interesting with other students because students has to work together doing activities. Team word webbing has several advantages especially for students.

According to Killen (1998: 87) some advantages of using cooperative learning are stated below:

- a) Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information to other source and to learn for other students
- b) Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students
- c) Cooperative learning help students to learn respect for one another's strengths and imitations and to accept these differences
- d) Working in cooperative learning teams help empower students to take greater responsibility for their own learning and for their learning of others
- e) Cooperative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including enhanced achievement, improved self-esteem, positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school
- f) Cooperative learning have students work together result in much more learning then occurs when students work alone, competitively, or individually
- g) Cooperative learning activity can lead to students to being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning and looking forward to class more often .

The interaction that occurs during cooperative learning activity help to motivate students and stimulate their thinking, and view education as life-long process rather than short-term training.

The basic advantage of group is to interact with other students, According to Harmer (2002:117), the advantages of group are:

- a) Like pair work, it dramatically increases the amount of talking for individual students
- b) Unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work

- c) It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of whole class
- d) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher
- e) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in whole-class or pair work situation.

Kagan et al(2009) explained that team work webbing was aimed at making the students have chance to write well with the guiding of their teacher and working in a small group. Moreover, the team word webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students' experience and the new information that can make the students write a news item well.

Based on advantages above, it can be concluded that the advantages of team word webbing as follows:

- a) Team word webbing makes students have a chance to write well with the guiding of their teacher and work in a small group
- b) Team word webbing can motivate students to write
- c) Team word webbing can stimulate the students' idea in writing students usually have the blank ideas when they are thought the material. In this technique, students make word webbing to stimulate their brains. Then, get some ideas in writing from it.
- d) Team word webbing can build the connections and establish the associations between the students experience and the new information that can make the students write a news item well
- e) Team word webbing makes students interact with other member of group. So, it can build positive relationship among students

1. Word webbing in teaching writing

Teaching writing in this case, teachers teach as usual but with a technique. This technique make interested students in writing. Students will enjoy writing learning. The main function of team is as cooperative learning. Team word webbing starts with a large piece of paper and several color makers. This technique helps the students who understand how ideas connect with each other and recognize how information is obtained. New knowledge or information is added to prior knowledge easily by word webbing. First, the teacher writes main topic in center of the board or paper, then, the students write the subtopics on the paper with different color markers. They add some ideas and relate them to subtopics or the main topic.

Word webbing is in a group, make a word web together. In making word webbing, need a blank and large paper, then a different color pens. The procedures of team word webbing according to Haenen and Hanneke(2008:33):

- a) In a group, individually, or with the whole class, make word webbing together. When word webbing in a group, the materials need are a large piece of paper, a felt-tipped pen with its own particular colour
- b) One students draws a circle in the middle of the paper and in it writes down the discussion main topic/theme
- c) Each students in turn adds a concept related to it
- d) If necessary, this round can be repeated in order to add more concepts to the main topic, after which a distinction can be made between the more and the less important concepts
- e) Each student draws connecting lines between the concepts/ideas
- f) Eventually, there is discussion about the word web; because each students uses a differently coloured pen, each contribution has been made visible during the process

2. The steps to use Word webbing in teaching news item

To teach writing by using word webbing, the teacher and the students have to know the role in this technique. The steps of using word webbing technique in teaching news item are follows:

- a) Students are divided into some groups consisted of 4-6 students
- b) Each group get one blank paper and some colored pens
- c) Teacher shows a news of news item and asks several questions related to the news, like what the news tell about, where the news happened.
- d) After having discussion about the story, the teacher guides the students to make word webbing based on the story discussed. One student in each group starts making word webbing by drawing a circle in the middle of the paper and write the title of news item as the main topic/idea
- e) Each member of group in turns continues the word webbing by using different pen. Each member draw another shape of chart then adds the concept or supporting idea by writing word, phrases, or sentences related to the title as main topic/idea
- f) The other member of each group should contribute actively in adding supporting elements to connect each other
- g) While making the word webbing, teacher only walks around and guides the group when there is difficulty and mistake in making word webbing
- h) After finishing the word webbing, each group continues the activity by writing sentences based on the word webbing they made.
- i) Each group arranges and develops the sentences into a good of short news item text essay
- j) The representative of some groups presents their work in front of class

III. METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is conducting by using Quantitative research. According to Ary (2010:22), "Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". Quantitative research are classified as experimental or non experimental, where an experimental design based on Ary (2010:301), is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. It means that experimental design is a research design that is used to find the influence of one variable to another. This researcher also include as quasi experimental research design because quasi experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assignment to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that writers be aware of the threats to both internal and external validity and considered these factors in the interpretation. In this research, the researcher selected two classes, the first class as an experimental class with use Team Word Webbing strategy and the second class as a control class without use strategy. The researcher used pre-test and post-test group design with the researcher design can be presented in the table as:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	Y_1	X	Y_2
Control group	Y_1	-	Y_2

Notes:

E = Experimental class

C = Control class

Y_1 = Pre-test to experiment class and control class

Y_2 = Post- test to experimental and control class

X = Experiment class using team word webbing strategy

- = Control class without using team word webbing strategy

In this research the text will be given to test their writing is a News item with four meetings for each group class (experiment and control group class) and the first the students will be given the pre-test with purpose to know their ability in writing of news item before treatment and the post-test will be given in the treatment by using the Team Word Webbing strategy. The pre-test and post-test will be conducted for control and experimental class.

3.2. Population and Sample

1. Population

Population is all data that concerns use in a scope and time that we specify. Based on Ary (2010:148), "a population is defined as all members of any well-defined class of people, events, or objects". In this study, the population of the study includes all grade ten students of SMA Kartika 1-4 Pematangsiantar in the academic year 2017/2018.

Table 3.2 Population

Class	Number of Students
X IA 1	25
X IS 1	25
X IS 2	25
X IS 3	25
X IS 4	25
Total	125

2. Sample

Ary (2010:148) said, sample is a portion of a population. In this research, the researcher took two classes as the sample of the research, one class as the experimental class and one class as control class. In obtaining the sample, the researcher chooses it randomly. Random sampling is the best single way to get representative sample in which each subject has the same opportunity to be selected. And for observation the samples are only 50 students consist of 2 classes (X IS 2 and X IA1). The students then are divided into two groups, 25 students as experiment group and 25 students as control group.

Table 3.3 Sample

Gender	Experimental group	Control group
Female	15	18
Male	10	17
Number of Students	25	25
Total	50	

3.3 The Instrument of the Research

According to Sugiyono (2009:148) instrument is a tool used to measure both natural and social phenomena observed. In this research, to get the data, the researcher used test in this study. Test is a material which is given to the students to measure the students' ability in writing a text.

Test : A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To get the data, the researcher did the test; it consisted of pre-test and post test. The function of pre-test is to know pre-ability students in writing news item without using a techniques. And the function of post test is

to know post-ability of the students in writing text after they were taught by the techniques in treatment. The test will be used to see the result of students' ability in writing. And the score of the test will be used to measure the effectiveness of team word webbing strategy.

3.4 The Technique of Collecting the Data

There are some techniques that the researcher will use to collecting the data, they are:

1. **Pre – Test:** The researcher uses essay test. In pre-test there researcher gives them a test that is written text by using news item text and the generic of news item text. The researcher gives them 45 minutes to make a written text without using team word webbing and after that there researcher apply the treatment. After finishing the test, the students collected it to teacher.
2. **Treatment:** The treatment will be conducted after pre-test. In the experimental group, the researcher will teach by applying team word webbing strategy while control group will teach without the strategy. Both of the groups will get the same writing material. The activities during the treatment to the experimental group and the control group could be briefly described as follows:
3. **Post- Test:** After explaining the material, both of the classes are given the same test to know the result of the treatment. The post-test is the same in two classes, having taught the students about writing news item text with team word webbing and without team word webbing. The researcher gives them a post-test in order to see the result of the strategy is affective or not. The resercher gives them 45 minutes to create a written text and identify the generic structure of news item. The function of the post-test is to know the mean scores of the experimental group and the control group after treatment finished.
4. **The Scoring of the Test:** To determine the level or score of the test, the researcher uses the test specification theory that creates by Heaton (1988:146). The criteria of the score can be seen in the table below:

Table 3.6 Composition for Scoring Writing Heaton (1988:146)

Test Items	Composition Test	Criteria	Score	Kinds of Test
Writing news item	Content	1. Topic Sentence 1. Supporting Sentence 2. Concluding Sentence	30	E S S
	Organization	1. Headline 2. Event 3. Source	20	A Y
	Vocabulary	Affective Word	20	T
	Language Use	1. Tenses 2. Action Verb 3. Pronouns	25	E S T

Test Items	Composition Test	Criteria	Score	Kinds of Test
	Mechanics	1. Spelling 2. Punctuation 3. Capitalization	5	
Total Score			100	

Based on the explanation above, the researcher make a criteria to evaluate the students' result:

Criteria of Mastery	Level of Mastery
81-100	Excellent
71-80	Very Good
61-70	Good
50-60	Fair

3.5 Technique of Analyzing Data

After the researcher collected the data, then the researcher analyzed the data by the following steps:

1. Calculating the mean (M) of variable X and Y by using the following formula:

a. $M_x = \sum \frac{x}{N_x}$
 b. $M_y = \sum \frac{y}{N_y}$

2. Calculating the standard deviation of each class or variable by using the following formula:

a. $SD_x = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N-1)}}$
 b. $SD_y = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$

3. After that the two classes would be compared by using t-test to know how the effect of using Word Webbing, on the students' ability in writing news text. The t-test formula (Arikunto, 2010: 354) is used as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{(\sum X^2 - \frac{(\sum X)^2}{N_x}) + (\sum Y^2 - \frac{(\sum Y)^2}{N_y})}{N_x + N_y - 2} \right] \cdot \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Note:

- Ma : Mean of group A
 Mb : Mean of group B
 \sum : Summation (sum up)

- X : The score of one person
 X^2 : The square each person
 $\sum x^2$: Sum the scores and square the sum
 $(\sum x)^2$: Sum the scores and sum the sum
N : The number of scores
4. Drawing the conclusion and answer the hypothesis.
 5. Writing some findings.

IV. RESEARCH FINDING AND DISCUSSION

4.1 Data Analysis

The calculation showed the statistic data both experiment and control group in pre-test and post-test. The result of calculation showed that T-observed is 4.1, d.f = $(N_x + N_y - 2) = 25 + 25 - 2 = 48$ from the calculation above d.f value = 48 with t-test 4.1 d.f = 48 and t-table is 1.67 based on the t-table distribution gained the significant critical value 4.1 > 1.67. It means that the result of this research is the use of using word webbing technique is more significant than conventional technique on the students' ability in writing news item text at grade X of SMA SWASTA KARTIKA 1-4 Pematangsiantar.

In testing the hypothesis, the data were adapted to the T-test formula chosen. It was done to know whether the hypothesis is accepted or rejected. In this research the degree of freedom was 48 (obtained from $N_x + N_y - 2 = 25 + 25 - 2 = 48$) at level significant is 4.1. From the calculation, it was found that $t_{observed}$ is higher than t_{table} ($4.1 > 1.67$). There was significant effect of using word webbing strategy to the students' ability in writing news item on the tenth grade of SMA Swasta Kartika 1-4 Pematangsiantar. If the result of $t_{observed}$ is higher than t_{table} ($t_{test} > t_{table}$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the data analysis it can be concluded that the word webbing technique significantly affects the students' ability in writing news item text.

4.2 Research Findings

After finished analyzing the data, some findings can be formulated as follows in the below that can be answered the research problem, they are:

1. Based on the data above, there are different means in pre-test and post-test in experimental group.
 - a) The mean in pre-test is 38.72 and in post test gets the mean is 77.32
 - b) Standard deviation is 18.80
2. The writer finds the effect of applying word webbing to the students' ability in writing news item text. It can be seen in comparison experimental group scores and control group scores got.
 - a) The scores of the students after applying the treatment is increase in experimental group
 - b) Standard deviation of experimental group is 18.80 and control group is 20.70

- c) And the last scores mean of control group in the pretest is 41.08 and the scores of mean for post-test is 58.96.
3. The students' ability based on the assessment result (components).
 - a) Some of the students in experimental group are difficult in the assessment of organization and vocabulary in pre-test. Their understanding in using vocabularies is still less and so is in organization part.
 - b) In post-test, they were more understand so their scores have improvements and there are just a few students who got a less score among them.
 - c) In control group, almost all the students are difficult in all the assessment just like organization, vocabulary, language and mechanics. In these parts, their scores are almost poor. And in post-test, there is just a student who got a good score.

And from the calculation above the writer concludes that mean for teaching by using word webbing $M_x = 38.6$ is higher than mean for teaching without using word webbing $M_y = 17.88$. So, we can conclude that the using word webbing had a significant effect to the students' ability in writing news item text. So that H_a (Hypothesis alternative) is accepted. In other words, the H_o is automatically rejected. It means that there is significant effect of the using of word webbing to the students' ability in writing news item text. The mean of the tenth grade of SMA Kartika 1-4 Pematangsiantar taught by word webbing is not same with the mean of without using word webbing.

4.3. Discussion

The researcher had done the research in SMA Kartika 1-4 Pematangsiantar and got the data from two classes. One class is as an experimental group and other class is as control group. In this research, the writer wants to know the effect of applying word webbing technique to the students' ability in writing news item text at grade tenth in SMA Kartika 1-4 Pematangsiantar. In this research, the researcher asked the students to do some tests and all the students had the same materials in learning material.

After the writer analyzed the data, the writer got the result that the mean of experimental group is 77.32 and the mean of control group is 58.96. Then T-test is higher than t_{table} ($4.1 > 1.67$) at the level of significant is 0.05 with $df = 48$. It means that there is the effect of using word webbing technique to the students' ability in writing news item text. After the researcher had analyzed the data, the researcher found that the scores of the students in experimental group is higher than the scores of the students in control group.

V. CONCLUSION

According to the result of the data analyze, which has been studied in chapter IV, so the researcher concludes:

1. The effect of word webbing is more significant than the effect of without word webbing to the students' writing ability of SMA Kartika 1-4 Pematangsiantar in news item text.

2. The students in experimental group have higher score than control group in their post-test.
3. Based on observation, most of the students were interested in using word webbing because this technique involved all students and make them to the more active.
4. Teaching writing news item text by using word webbing is more effective than teaching writing news item without using word webbing to the students' writing ability.

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