THE USE OF WEBBING TECHNIQUE IN WRITING SPOOF TEXT TO THE CLASS XI IPS AT SMA MUHAMMADIYAH 1 PAMEKASAN

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Abstract: Communication devided to be two kinds, oral dan written communication. Writing is the most difficult skill to be mastered. In the fact, writing is one of the important skills that must be learnt by the students. Many students are not interested in writing and regard it as the most difficult skill to learn. To overcome this problem, the teacher should find the appropriate technique to be applied in classroom that makes students be able to produce writing. In this case, the researcher used webbing technique as a tool to overcome the problem. The purpose of this research is to find out an improvement in learning spoof text through webbing technique toward students' writing skill. The method which was used in this research was qualitative Research. at SMA Muhammadiyah 1 Pamekasan and it involved 20 students at the class XI IPS as the respondents. Based on the results of this research, the implementation of webbing technique in teaching spoof text has shown a good achievement. The data of the implementation of the technique showed 18 students who felt easy and successfully understand how to make webbing technique. The students also felt happy in doing the subject because the technique was simple for students to apply in writing. In the result of cycle 1, there were 18 students from 20 students who passed the KKM by the mean 85.75. On the other hand, the questionnaire results showed the students' response toward the use of webbing technique were positive. 80% students or 16 students felt interested to the webbing technique. The students looked enthusiastic and seriously in discussion. In short, students' responses to learn were generally positive. Based on these findings, it could be concluded that the use of webbing technique could improve students' writing skill of class XI IPS at SMA Muhammadiyah 1 Pamekasan.

Key Words: Spoof Text, Webbing Technique

A. INTRODUCTION

Communication is a process to share an idea. Communication process consists of four aspects which are related to each other, there are listening, speaking, reading, and writing. It devided to be two kinds, oral dan written communication. "The students have to master the four of language skills so they can use English both actively and passively" (Brown, 2001: 232).

From the four skills above, w riting is perceived as the most difficult skill to be mastered (Alwasilah & Alwasilah in Djamruh, 2011). Therefore, the teachers have to work hard and find the right and appropriate method to teach this skill. Tribble in Taufiqurrohman (2013: 3) says that learning writing skill is difficult. His statement as follows:

"Learning to write in either a first or second language is one of the most difficult tasks a learner encounters. Many native speakers leave school with a poor command of writing. Learning to write is a difficult and lengthy process. One of that is induces anxiety and frustration in many learners. Learning to write is not just a question on developing a set of mechanical "orthographic skill". It also involves learning a new set of cognitive and social relation."

Practically, many teachers and students always find difficulties in improving writing skill. Alwasilah (2001) states in his book Language, Culture, and Education: A Portrait of Contemporary Indonesia that teacher tends to ignore teaching writing as a complex skill that is difficult to acquire and to be taught by teachers. The students face a problem finding ideas to write do not know what to do if they want to start writing.

Based on the observation that the researcher did in the class XI IPS at Senior High School Muhammadiyah 1 Pamekasan, the students felt difficult to develop their writing in the classroom, specially to makes text. The criterion of minimum completeness (KKM) of the class XI IPS is 75. From 20 students of the class XI IPS, most of them have poor achievement in writing. There were 9 students only who passed the KKM, whereas 11 students who did not pass the KKM. These problems showed from several factors one of them is the students could not develop their ideas in writing.

There are some possible causing factors that the researcher got from the observation in the XI IPS class. First limited vocabularies. Second difficulty in organizing ideas and no ideas to write about. Third no motivation to write and low understanding in grammar, methods and approaches used by teachers less encouraging students to learn in a conducive, so that the presentation of learning material by teachers tend to be monotonous. Last, more teachers and less varied in the use of learning methods and media. This leads to learning is abstract and theoretical, so that students are not active in their writing learning and will lead to boredom on their English lessons. Due to the reason above, it is important to find out the solution to solve the writing learning problems and to delevop the students' motivation in writing their ideas. One of them is that teacher should find the appropriate technique to be applied in classroom that makes students be able to produce writing.

There are many techniques in teaching writing, one of the techniques named webbing (Means, 1998 in Feby 2012). In this research, the researcher uses webbing technique to help the students get their ideas and develop their ideas in writing.

"Webbing is the other name of mind mapping" (Means, 1998 in Feby 2012). "It is a graphic organizing technique that builds connections between similar words or ideas" (Buzan, 2005 in Feby 2012). "It teaches students how to visually map the interrelationships among story plot, characters, setting and theme" In other words, webbing shows a lot of words or ideas among the events on the story and keeps them loosely connected where the writer can draw picture to be displayed."

B. RESEARCH METHOD

This study is qualitative research. The subject of the study was students of class XI IPS which consists of 20 students.

C. FINDING AND DISCUSSION

In the first meeting here, the writer gave a little explanation about spoof text. Then the writer give some examples of spoof text. At the same time the writer asked students to determined the generic structure of the text. Most of students understand about the material.

The the writer continued to explain the technique that would be learned by the students. The technique is webbing technique. Then, the writer gave the step to make webbing technique for the student.

The writer asked students to make example of webbing technique, the writer taught the technique step by step. The students learned enjoyable and fell happy. Most of students were easy to learn the lesson using webbing technique.

In the second meeting, the writer asked the students to make a pair. After the students had taken seat with their pair, the writer asked students to make spoof text. When the students were doing their task, the writer walked around the class to monitor their work.

The students started discussing, the class became lively. They looked enthusiastic and happy in discussion. The writer were monitoring the class. Based on observation, there are improvement of students who were easy in learning the technique.

Before the writer gave test for the students, there are 12 students who felt easy and success in learning, and after the writer gave a test in the second meeting, there are 18 students who felt happy in the second meeting. Here the data of the students who felt easy and successfully understand how to make webbing technique. There are 16 students who were happy. Meanwhile, 4 students who were unhappy only. The writer gained the data from the observation in the classroom at the time.

D. CONCLUSION

The purpose of this research is to find out the of students' writing skill of spoof text in teaching writing by using webbing technique. Based on the research carried out in XI IPS at SMA Muhammadiyah 1 Pamekasan, the writer made a conclusion.

The writer concluded that webbing technique could improve students' writing of spoof text, it

referred to the following informations:

a. In this research, the criteria of the technique is practical to apply so the students felt happy and easy in doing the subject because the technique was simple for students to apply in writing. The data of the implementation of the technique showed 18 students who felt easy and successfully understand how to make webbing technique.

b. Related to the test result, there were 18 students from 20 students who passed the KKM by the mean 85.75.

c. The questionnaire results showed the students' response toward the implementation of webbing technique were positive. The use of webbing technique could attract the students' motivation in learning activity. 80% students or 16 students felt interested to the webbing technique. The most of students were enthusiastic when the writer gave explanation and some exercises. Beside that the students felt happy in teaching learning process because most of them understand about the material and the students were closely with the writer.

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