IMPROVING STUDENTS' ABILITY IN WRITING BY USING WEBBED LEARNING METHOD ASSISSTED BY SPIDERGRAM MEDIA

SKRIPSI

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LEMBAR PENGESAHAN SKRIPSI

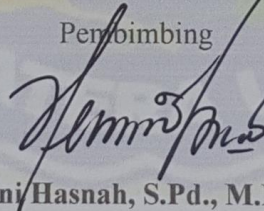بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

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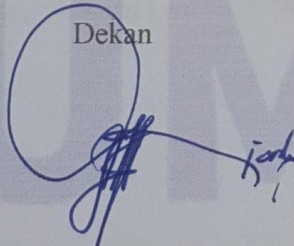sudah layak disidangkan.

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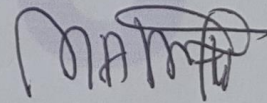Disetujui oleh:
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ABSTRACT

Indrya lianita. 1502050169. "Improving Students' Ability in Writing by Using Webbed Learning Method Assisted by Spidergram Media", Skripsi. English Education Departement of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study deal with the implementation of Webbed Learning Method assisted by Spidergram media to improve students' achievement in writing descriptive text. The subject of this research was all students' in VIII-3 consisting of 34 students at SMP SWASTA TRIANA MEDAN of 2019/2020 academic years. There were two kinds of data collected in this research, namely quantitative And qualitative data. The quantitative data were taken from the students' scores in writing descriptive, while the qualitative ones were obtained from the observations of students' activity and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research findings showed that there was an improvement of students' scores after applying Webbed learning method assisted by Spidergram media. In Pre-test, the students' average score was 50.58 (no one got score more than 80). In Cycle I, the students' average score was 75.29 (18 students' got score more than 80) and in Cycle II the students' average score was 87.05 (34 students' got score more than 80). It was also found that the students' activities and teacher's performance increased; the average percentage of students' activity in the learning process was 52.20% in the first cycle and improved well with the average percentage at 75.11% in second cycle. Based on the results from quantitative and qualitative data analysis proved that Webbed learning method assisted by Spidergram media improved the srtudents' achievement in writing descriptive text.

Keywords: Webbed Learning method, writing descriptive, students' ability.

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Therefore, constructive suggestion was needed for the progress of the next study. The writer hoped that research gives an important contribution to the Departement of English education. May God always bless us and lead us in his right path. Amin

Medan,   September 2019

Indrya Lianita

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the English language skills that have an important role not only in formal situation but also informal one, sometimes students' cannot verbalize their opinion, ideas or feelings but they can express them through writing (Yulianti, 2017). Writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. Writing practice can help the students' to improve their vocabulary and of course increase their ability in grammar (Sukma, 2015).

Writing means as product or process (Nunan, 2003). Writing was considered as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing, and editing). Besides, it involves mental processes, thinking and rethinking to produce sentences. The writing process actually is a way of looking at writing instruction in which emphasis is on what students think and do as they write (Tompkins, 2000). The process includes seversl elements. They are planning (considering purpose, audience, and the content structure), drafting, editing (reflecting and revising), and producing final version (Harmer, 2004). Writing also defined as products (essays, formal reports, etc).

Teacher should used different strategies to encourage students to do their best the writing process and generate acceptable writing products.

In K-13 curriculum, it was expected that the students should be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling, and capitalization). Writing enchances the ability of the students to generate their ideas, to communicate on word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an important role at this point. The students who are good at vocabulary were not face the difficulty in generating ideas on writing.

In reality, students' still failed in writing. They still low ability in writing. This case were based on the preliminary observation done by the researcher assisted by the teacher of SMP SWASTA TRIANA MEDAN shows that the students were failed to attain the minimum standard score of 80; 86% students got the score between 10-79 and only 14% students had the score of 80-100. It means that the students still had low scores in writing skill, especially in writing descriptive text.

The low ability of students in writing were indicated from some indications such as students get bored in studying descriptive text, students had limits vocabulary when they write descriptive text, some students lack of motivation to write descriptive text; they did not pay attention to the teachers explanation because the teaching method and media did not encourage them to become independent learnersas demanded by the curriculum; the students did not had enough interest in learning descriptive text. Then, it led to the participant only from a few students

meanwhile other students were still passive in classroom. Mental problem also became one of the obstacles to the difficulty of the students to write, because some students often feel confused about writing and afraid to write wrongly.

Based on reality above, for the successful of teaching writing skill to junior high school students, teachers must develop the curriculum, select the appropriate teaching materials, applied interesting teaching media, and learning assessments. Furthermore, one way to help the teacher in teaching writing was using interesting method. One kind of interesting method were usedWebbed Method. Webbed method were integrated learning model that uses themes as the basis of learning. This learning model combined multiple disciplined or various subjects bound by one theme (Forgaty: 1991).

This method students were active as participants and they have more chance to express their minds, ideas, and imagination. They feeled something new way of study in their class than what they usually get.Therefore, the researcher were used Webbed in teaching descriptive text in the classroom.

B. The Identification of the Problem

The problems of the study wereidentified clearly as the followings:

1. The students have low achievement in writing.

2. The students are not able to write the descriptive text well.

3. The students are lack of vocabulary and grammar.

4. The students feel bored in writing.

C. The Scope and Limitation

The scope of this research focused on writing skill and it was limited on writing descriptive text.

D. The Formulation of the Problem

The problem of this research was formulated as follows: "Howis the improvement of the students' ability in writing by using Webbed Learning Method assisted by Spidergram?"

E. The Objective of the Study

The objective of the research was investigated improvement of the students' ability in writing by using Webbed learning method assisted by Spidergram.

F. The Significance of the Study

The results of this study were expected to be useful theoretically and practically. Theoretically, those werethe valuable references in improving the researcher knowledge, especially about writing. Then, practically, those significantly give a contribution to the teacher, student, school, and other researchers as elaborated below:

1. For teachers; thosegive inspiration for teachers to appliedWebbed Learning Method assisted by Spidergram in their teaching especially in teaching descriptive text.

2. For students; those improved their interest and motivation in descriptive text.

3. For school; thosecontributed to varying the teaching strategy to be applied by the teachers.

4. Other researchers;motivated other researchers to do further research, especially about descriptive text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

There are some definitions offered by experts in defining the writing skill. Nystrand (1989), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004) states that writing is an ability to make a form of words that it general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers, Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Sudaryanto (2001) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion,Tarigan (1992) states that writing is a process in describing a language that can be understood by others, i.e.

readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

Writing is one of the most important things you do in school. Good writing skills take big part to determine in the success, whether it writing a report, proposal or assignment in school (Gebhardt and Dawn Rodriguez, 1989). Another definition that writing is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revisions or improvements post (Jonah, 2006)

Writing is one of the four language skills besides listening, speaking, and reading in language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005). In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece or paper. In the process of writing, the students need to have enough ideas, organize them well and express them, and organizing them into statements and paragraphs that will be clear to a reader.

Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to other.

Nura (2003) says that writing is an activity. Writing does not merely symbolize spoken language. Writing is a person's way to express him0herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing cannot be separated with genres especially in

teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From the definitions above, the researcher concluded that writing was person ability to communicate their, information, ideas and feeling to someone in the form of written, writing not only an activity arranging word into form of sentence. Moreover, when people write something they should organize sentence become interesting and coherence. It was concluded that writing is an activity of thinking after which it was expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products were easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing was closed related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2. The Importance of Writing

Harmer (2004) states that there are many importance of learning writing: Writing is not often time-bound in the way conversation. In writing activity,the students have more time to think then they do in speaking activities. Theycan express what they know in their mind, and even the students use dictionaries, grammar books or other reference material to help them.

Writing enough encourages students to focus on accurate language use. It is a good way for the students to develop their language when they write down what they think or express their ides with the accurate language.

Writing is often used as a means of reinforcing language that has been thought.In teaching writing, the teacher often ask the student to write sentence or paragraph using recently learn grammar. The students should make a note about what they have learn while learning process happens. It makes the students able to understand about the language that has been thought.

Writing is frequently useful as preparation for some others activity.Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.When the students write a short dialogue, the students can also practice and act out their dialogue in oral activities.Writing is also used in question and answer activities.

In teaching writing, the teacher often gives questions to the students. For example is about their knowledge or about the previous material. The students prepare first to find the answer and they also write down the answer then report the answer in front of the class. In the examination also the students are asked their answer in the form of written.

From the explanations above, the researcher concludes that writing skill was very important to be learnt. Writing helps someone to explore their ideas, feeling and thoughts a written form. Besides that writing helps someone in solving and improving other skill in learning language.

2. Process of Writing

The process of writing is a way of looking at what people do when they compose written text. In composing a written text, the writer has to consider the steps in order to produce a good text (Harmer, 2004). Harmer suggested the four

main steps in writing. Those steps are: (a) planning, (b) drafting, (c) editing, and (d) final version.

a. Planning

It is experienced writers plan what they are going to write. When planning, writers have to think about three main issues. Purposeis the first thing that the writer has to consider. It influences not only the type of the text they produce, but also the language they use and the information they choose. Next is audiencewhich influences the shape of writing and the choice of language. And the last thing the writer has to consider is the content structure**.** It includes how best to sequence the facts, ideas, or argument.

b. Drafting

The first version of a piece of writing is draft. When writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

The drafts that have been composed will be edited to produce a good writing. Perhaps the order of information is not clear, ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different

from both the original plan and the first draft, because things have changed in the editing process.

3. Types of Writing

There are some kinds of writing relevant to the types of text (Greenberg, 1985). Those are: (a) Narrative, (b) Persuasive, (c) Argumentative, (d) Descriptive, and (e) Recount.

a. Narrative

Narrative writing tells a personal or fictional experience or tell a story, an event or process chronologically in certain time based on a real or imagined event. This writing involves two dominates elements; time and action. The main goal of narrative is to explain the clear the clear information about phrase, steps and choronological order of a process.

b. Persuasive

Persuasive writing attemps to convince the reader to accept a particular point of view or to take a specific action. Persuasive tries to get the win or agreement from the readers. It needs a lot of emotion so that makes this paragraph to be illogical as its weakness.

c. Argumentative

The purpose of argumentative is to influence readers opinions, attitude and their way of thinking to so whatever the writer wants. The writer needs efforts to convince the audience providing some available reason and proof logically.

d. Descriptive

Descriptive is a type of paragraph which describes something in details in order to enable the readers to see, feel, hear, and touch it directly or involved themselves in the event. In this case, a writer must be able to describe an object based on its specific characterization.

e. Recount

Recount has a function to retell events or experiences that have occurred in the past. This text aims to provide information or entertain readers who read this text.

4. Writing Assessment

In writing, there are achievements that must be obtained by students. Achievement is a word that means a thing done successfully, especially with effort and skill (Hornby, 1995). Achievement in writing can be reached by making good effort in the teaching and learning process. In order to increase the writing achievement, both students' and teachers was worked together to compose and perform a communicative, effective and fun situation in the class. Making an innovative media, prepared lesson plan and well management class also kinds of good effort that was conducted by the teachers to help the students' can study writing effectively. In teaching writing, the teacher makes every effort that can be done in the classroom by providing a good lesson plan and media so that students' achievement was improved.

According to Haris (1969), there are five components in writing assessment, there are: (a) content, (b) form/organization, (c) grammar, (d) style, and (e) mechanic.

a. Content

The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b. Form/Organization

The organization of the content. Writing should content logical or associative connection and trasnition which clearly express the relationship of the idea described.

c. Grammar

The employment of grammatical form and syntatic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time.

d. Style

The choice of structure of lexical items to give a particular tone or flavor to the writing should engage its reader through original insight and precise.

e. Mechanic

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

Based on the evaluation components above, the indicators of writing assessmentare presented in the following table.

Table 2.1Evaluation Components of Writing

Component	Score	Indicator
Content	30-27 Excellent to very good	Knowledgeable, substantive, development of thesis, relevant to assign topic

	26-22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13 Very poor	Does enough to evaluate not show knowledge of subject, non-substantive, patinent, or not enough to evaluate.
Form/ Organization	20-18 Excellent to very good	Fluent expressions, ideas, clearly stated/supported succinct, well-organized, logical sequencing, cohesive
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, lack llogical sequencing and development
	9-7 Very poor	Does not communicate, no organization or or enough to evaluate
Vocabulary/ Style	20-18 Excellent to vey good	Sophisticated rang, effective word/idiom choice and usage, word from mastery, appropriate register
	17-14 Good to average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured
	9-7 Very poor	Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate.
Grammar	25-22 Excellent to very good	Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition

	21-18 Good to average	Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/fucntion. Articles, pronouns, preposition, but meaning sledom abscured.
	17-11 Fair to poor	Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/fucntion, articles, pronouns, preposition and or fragment, run-ons, delections, meaning confused or abscured
	10-5 Very poor	Virtually no mastery of sentence construction rule, dominated by errors, does no communicate, or not enough to evaluate
Mechanic	5 Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, puntuation, capitalization, paragraphing
	4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not abscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or abscured
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting ilegible, or not enough to evaluate

To determine the students' ability in writing, the criteria of writing are elaborated in the following table.

Table 2.2 Assessment Criteria of Writing

Criteria of Mastery (Total Score)	Grade

91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
41-50	Very Poor

5. Webbed Method

Webbed is integrated learning that uses thematic approach. According to the latest edition of the Indonesian Language Dictionary, "thematic is interpreted as relating to the theme, and "theme" itself means the subject matter, basis of the story (which is spoken, is used as the basis for writing, changing, poetry, etc.).

Thematic learning requires good planning and organizing concepts. It affects the results obtained in other words, so that thematic learning can provide good, then the teacher must organize and plan before implementing thematic learning.

Starting with determining a particular theme, themes can be determined by negotiations between teacher and student, but can also be with how to discuss with fellow teachers. After the theme was agreed upon, the sub-themes were developed by paying attention to the relation to the field studies. From these sub-themes students develop learning activities that must be done by students.

The ways that can be taken by the teacher to choose the learning theme are as follows:

1. The teacher must know and learn the standard competencies and basic competencies contained in each subject matter that will be studied thematically. After that the teacher can determine the theme according to the standard competencies and basic competencies in each lesson to be delivered.

2. The next, determine the binding themes of integration, to determine the themes of integration, the teacher must first work with students so that the learning themes that will be raised will be very suitable with the interestsand needs of the students

    In addition, to master specific ways to determine the theme of learning, the teacher must understand the principles in determining the theme. Some principles that must be considered by each teacher are as follows:

a. Paying attention to the environment closest to the students. The closest environment to students greatly influences the psychology of learning spirit, and their learning outcomes.

b. The teacher must choose the easiest theme toward the most difficult theme, because the process of developing students' understanding of the teaching theme goes step by step.

c. Choose a theme from the simplest to the most complex.

d. Choose a concrete theme towards an abstract theme.

e. The teacher must choose a theme that can encourage the thinking process in students, the teacher must adjust the scope of the theme with the age, development, and abilities of the students.

In this learning, the theme has an important role. As a simple illustration, themes can be used to create conducive learning situations, such as:

a. The theme can make it easier for students to focus on a particular theme or topic.

b. The theme can facilitate students in learning knowledge, while developing various subject competencies through the same theme.

c. The existence of themes can increase understanding of learning material in more depth.

d. The existence of themes can develop the communication competence (language) of students well, because at the moment at the same time students will associate subjects with their personal experiences.

e. The existence of themes can increase the sense of usefulness and meaning of learning in students, because the material is presented in a specific context and a clear theme;

f. The existence of themes can increase students' enthusiasm, because they can communicate in real situations, such as asking questions, telling stories, writing descriptions, writing letters, etc.;

g. The presence of themes can save teacher learning time, because the subjects presented in an integrated manner can be prepared at once and given only in two or three meetings

h. The presence of themes can make the student learning process realistic, because the theme choosen is in accordance with the context, environment, and more importantly, is close to the range of their thinking;

i. The theme can improve the quality of learning through the establishment of communication and intergovernmental cooperation across fields of study (subjects); and

j. The theme can train the sensitivity of students and teachers to increase sensitivity to the environment, both natural natural phenomena and social realities that occur around them.

5.1. The Advantages and Disadvantages of Using Webbed Model learning

The benefits of using webbed model learning are as follows; (a) Raising voluntary days in learning activities can increase student involvement actively in learning activities, (b) The reality of these days includes; gardening, cleaning houses, shopping with mothers on the market, (c) All daily reality does not stand alone in the order of concepts in one subject, (d) The integrated teaching of the webbed model is an ideal vehicle for elevating daily reality as a theme of teaching, (e) The integration of topics is daily reality, experience, and world of students, (f) Teaching will be more meaningful if it starts from the daily reality as a student experience

The advantages of the webbed model, includes; (a) Selection of themes according to interests will motivate children to learn. (b) Easier to do by teachers who are not experienced. (c) Facilitate planning. (d) Thematic approaches can motivate students. (e) Provide convenience for students in seeing different activities and ideas related

In addition to the advantages possessed, the webbed model also has several disadvantages including; (a) Suit in selecting themes. (b) Tend to form superficial themes. (c) In learning, teachers focus more on activities rather than developing concepts.

From the explanations above the researcher concluded that using a webbed learning model greatly facilitates students in learning process. Make connections between teacher and students before doing the learning process until the completion of the learning process.

5.2 Stages of Implementing the Webbed Model

Some stages or steps that were suggested by some experts about the learning process of the webbed model can be arranged systematically as below;

(1) Planning Phase

    a. Determination of learning objectives

    b. Determination of materials and tools used

    c. Determination of method

(2) Implementation Phase

    a. Teachers' invitation to observe aids or certain objects while making a conversation

    b. Discussions followed up nwith the process of identifying sub-themes

    c. Visualization / description of the themes and sub-themes discussed

    d. Further observation activities (more carefully) on the object aids.

    e. Explanation, discussion and other learning processes (for example, singuing).

f. Assignment (group division and organization of tasks)

(3) Evaluation;

    a. Evaluate the process of involvement in observation and discussion

    b. Evaluation of report quality result

To be able to present and deliver knowledge material or fields of study appropriately, teachers are also required to master the strategies and methods of teaching well. Teachers is assess student learning outcomes well, be able to choose and use appropriate models of teaching and learning interaction, manage classes and guide student development appropriately too.

Teachers can develop children's learning by providing real situations for active exploration on the part of the child, starting from the format or form around the child's life and the roles and activities that the child is used to, then stepping to other things through the use of more complex language. Teachers can encourage children's development by playing a *scaffolder* role, namely understanding the limits of temporary child development and needing assistance, then providing the assistance appropriately and allowing children to grow beyond the limits of their own development.

To make the right decision in developing webbed model lessons, a teacher is most responsible for the following:

1) Condition the child to like, feel happy, and enjoy learning at school. Middle school teachers are required to be adept at creating situations that allow children to avoid feeling stressed, feeling uncertain, worried, and feeling tense. This is important, not only for their learning progress, but also for their future lives.

2) Develop various varied and interesting ways and methods in the integrated learning process, such as storytelling, leading discussions and discovery processes, mediating conflicts, solving problems faced by children, and so on.

3) Bridging "the gap between school life and the child's own life in learning

4) Observing children's learning style, their needs, and paying attention to individual children's demands in relation to the applicable curriculum implementation.

6. Spidergram

Spidergram is a gram resembling a spider's body leg in which information relating to a topic is notice down in circles join by radiating lines to the topic a central circle containing. In short, spidergram is a diagram to represent words, ideas, task or other item linked to a central key word or idea. A spidergram or spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and enumerate various aspects theme or topic, helping the students to organize their thought. It looks a bit like a spider's web, hence its name. For example, a spider diagram can be used to find methods that help students study skills (like taking notes, reading, memorizing, etc), and investigate the factors involved in performing each of the methods.

According to Cambridge Advanced Learner's Dictionary defines that Spidergram is a diagram with lines and circles for organizing information. It is also a mind map. There are various examples of spidergram. The students' can make one diagram with line and circle in organizing information. Based on some explanation given above, it can be concluded that a spidergram is a diagram with

lines and circles for organizing information. It is also mind map and strategy used to generate, to visualize and to classify ideas. The other names of spidergram are spider diagram or spider web.

Spidergram are often used by teachers to help students make notes on a particular subject. A picture or word may be put in the middle of the page and then several 'legs' drawn radiating outwards. Students then need to write words or phrases about the subject in the centre.

A spidergram could be used to describe a certain character. Having a picture in the centre of the diagram means that children have something concrete to refer to when describing the character, rather than relying on their memory.

A spidergram could be used when researching a subject for a non-fiction piece of writing. This spidergram prompts children to put different bits of information into different boxes, so that the information is already 'sorted' before they start writing it up into paragraphs.

Spidergram are an excellent way to encourage students to jot down their thoughts without having to worry about writing in full sentences or thingking about punctuation. They are either used as a stand-alone activity to encourage students to externalize their thoughts and provide the teacher with an assessment opportunity, or they are used as a means of planning a 'neat' piece of writing.

Other literacy planning and comprehension diagrams used in the primary classroom are story maps, story flowcharts and story mountains.They are also used in science so that a teacher can assess how much knowledge students have on particular subject before they start a unit of work.

From the explanations above the researcher take a conclusion that spidergramwas teaching diagram that makes it easy for teacher and students to divide tasks to solve a problem. In the used of spidergram students were formed to complement each other that spidergram makes it easy for students to share information with each other with their respective parts.

7. Procedure of Using Webbed Strategy Assisted by Spidergram Media

Webbed is a middle of learning which in it is application requires steps so that the presentation can run as it should. The steps of the Webbed learning model assisted by spidergram media according to Aisyah (2007), namely ; (a) Learn basic competencies, (b) Determine themes, (c) Identify themes and sub-themes and map them in theme networks, (d) Identify indicators in each competency in the field of development through themes and sub-themes, (e) Teacher draw a spidegram concept on whiteboard and then put the picture of the person on the centre of spidergram, (f) From predetermined themes students will get several vocabulary related to the themes, and (g) Students are asked to develop the vocabulary so that it becomes a simple description. From the explanations above the researcher concluded that using Webbed learning media assisted by spidergram made it easier for students to compose words to make a descriptive text well and in groups.

8. Relevant Studies

The topic of this study is not a new topic. There are several studies with same model, but all of them are different based on the researchers' background. These are the researchers who applied Webbed model in their journal.

First, Nurhasanah (2014) had done a research entitled "Improving Writing Skills through the Application of Thematic Learning".Fromher research, Nurhasanah concluded that students' writing skills in the concept of completing stories increased after the thematic learning activities, thematic learning approaches increased student involvement in learning.

Second, Widarti (2007) also did a research about *Model Webbed DalamPembelajaran IPA Terpadu di Madrasah TsanawiyahNegri Cirebon II*. From the results of her research, discusses the quality of learning which includes students activity, students motivation and completeness of learning outcomes in the use of webbed models in integrated science leraning can improve the quality of learning.It was concluded that webbed models in science in the Madrasah Tsanawiyah is well implemented.

Both the researchers above had differenced with what this researcher. The firstresearcher, Nurhasanah (2004) applied thematic model on story completing and the second researcher, Widarti (2007) examined the use of Webbed learning model in science lessons, while this study were used the model on the learning material of descriptive text. In another case, the similarity between this research and both of the researchers beforewas all of them had used the same basic learning model, namely thematic learning model.

B. Conceptual Framework

Writing is person ability to communicate their, information, ideas and feeling to someone in the form of written, writing not only an activity arranging

word into form of sentence. Moreover, when people write something they should organize sentence become interesting and coherence.

Writing well is writing that can be understood by others. Writing is a whole series of activities in expressing ideas and conveying them through written language to others so that they are easy to understand. From this writing activity we will get results which are in the form of writing.

The reason for the use of Webbed model learning is to make students able to write description text and provide experience for students in solving problems in a writing with fun based on the themes chosen in the writing.

Therefore, in learning English using the Webbed model, writing learning is packaged as attractive as possible so students can be motivated to learn and can optimize their abilities in various subject areas, especially English subjects.

The process of delivering English learning at SMP SWASTA TRIANA, Medan only runs simple and mediocre, which is only conveying what had been written on the textbook. This were had an effect on the decline in enthusiasm and learning outcomes of students. Therefore the researcher tried to appliedthe learning to write description text by using the Webbed model in teaching and learning activities in class VIII SMP SWAST TRIANA, Medan. The aim were increase learning outcomes in English subject.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart.

Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in
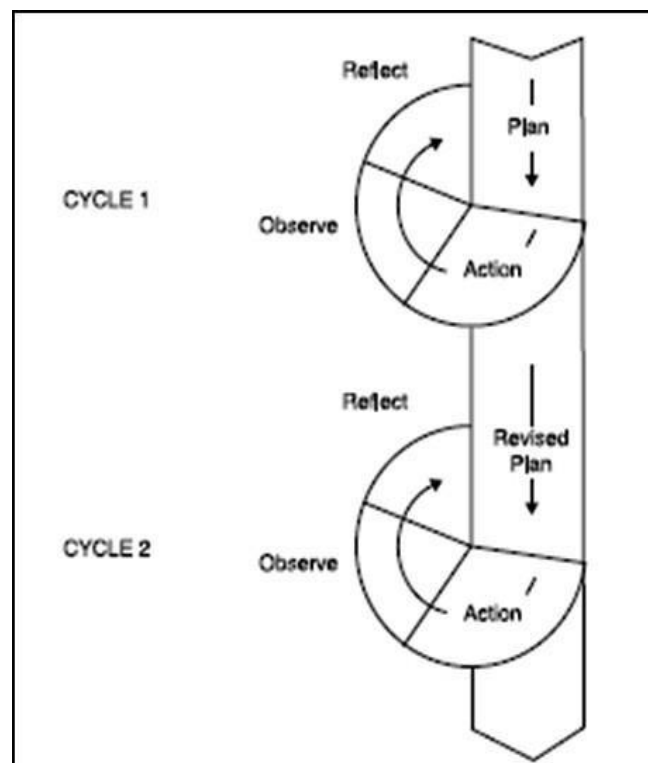
Arikunto (2013)

The research was applied in two cycles with three meetings for each. There are four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

a. Planning, the researcher and the teacher made the plans regarding the implementation of the research related to this strategy.

b. Action, the teacher was applied the strategy to the students' in the classroom and the researcher observe.

c. Observation, the researcher were observed the process of implementing learning in the classroom to get the data.

d. Reflection, the researcher along with the teachers' collaborate to reflect on the implementation of the learning process.

B. Subject of Research

The subjects of this researchare the teacher and the students' of VII-I SMP SWASTA TRIANAMEDAN located on Jalan. Sederhana desa Sambirejo Timur Medan of 2018/2019 academic year. It has amounted to 34 students, consist of 18 males and 15 females. This subject is chosen as a place of study because it is experienced by the researcher based on the consideration that the class is the weakest in writing descriptive text.

The position of the researcher was as an observer while the implementation of the learning process done by the teacher. The researcher collaborated with the English teacher in applying the strategy.

C. Instrument of Research

The instruments were used by the researcher in collecting the data were: (1) test and (2)observation sheet.

1) Test

The test was given to the students in order to get quantitative data. The test was in the form of an essay test. The test weas used to get information about students' writing performance. The researcher were administrate pre-test and post-test to see whether there is an improvement in the students' writing or not.

2) Observation Sheet

Observation was used to collectqualitative data. It was about teachers' performance and students activities in the learning process by using Webbed Learning Model assisted by Spidergram Media. The observation sheet were arranged and filled by the researcher by ticking the checklist during the learning.

D. Procedure of Research

The procedures of the research weredescribed as the followings:

1. Cycle 1

a. Planning

In this step, the researcher offered a new method in improving students writing achievement. It is the implementation ofWebbeb Learning Model Assisted by Spidergram Media as a learning media. The action were based on the lesson plan applied in the class. Besides that the researcher also prepared materials that are

going to be taught in the class, make lesson plans, the form of observation in order that the class was observed well, teaching aids, test instrument, etc.

b. Action

This step were implemented of Webbed Learning Model Assisted by Spidergram Media as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation Webbed Learning Model Assisted by Spidergram Media in the class had promote students writing achievement.

Those, the teacher had create the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

c. Observation

Observation was used to collect data namely, teacher and students activities during the teaching and learning process. In this case, the researcher was observe by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher was an observer for English teacher and the students.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection was used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycleII if the result in cycle I was still need the improvement. In cycle II also has four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

E. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-Test

   Pre-test weregiven before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

   The treatment weregiven to the students by using Webbed Learning Model assisted by Spidergram media. The treatment was given in the cycles.

3. Post-Test

   After giving the treatment to the students, the researcher gives a test again to find out their score in descriptive text.

F. Technique for Data Analysis

There were two kinds of research datanamely: quantitative and qualitative data. Quantitative data involved students' learning achievement was analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{n} \quad \text{(Arikunto, 2013)}$$

The formula was described as following:

$\square$: The mean of average score from the subjects writing descriptive text

$\sum\square$: The total score of students

$\square$: The number of the students

Next, to categorize the number ofstudents who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \quad \text{(Arikunto, 2013)}$$

Where:

P   : The percentage of those who getting score

R   : The number of students getting score

T   : The total number of the students

After getting the percentage of the above analysis results, then the results was used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.2 Success Level Criteria of Students' Learning

Level of Success (%)	Categories
81 – 100 %	Very High
61 – 80 %	High
41 – 60 %	Moderate
21 – 40 %	Low
0 – 20 %	Very Low

The qualitative data consist of the information about the teacher's performance and the students' activities in the learning process was analyzed based

on the students' activities and the teacher's performance category as proposed by

Arikunto (2007).

a. Students activities in learning process

The value of students' motivation in learning was obtained by the formula:

$$\Box = \frac{\Box}{\Box\Box} \Box\ 100\% \text{ (Arikunto, 2007)}$$

Where:

P   : The percentage

R   : The number of activity indicators performed by the students

SM   : The total number of activity indicators

After getting the percentage of each individual activity, then the results

was used as a determination of the criteria level of students activities in the learning

process proposed by Arikunto (2007) as the following table.

Table 3.3 Criteria of Students' Activities in Learning

Value Range	Categories
81 – 100 %	Very Active
61 – 80 %	Active
41 – 60 %	Quite Active
21 – 40 %	Less
0 – 20 %	Passive

b. Teacher's performance

The teacher's performance was analyzed based on the following category

as proposed by Arikunto (2007). It presented in the following table.

Table 3.4Category of Teacher's Performance

Value Range	Categories
81 – 100 %	Very Good
61 – 80 %	Good
41 – 60 %	Enough
21 – 40 %	Less
0 – 20 %	Bad

G. Success Indicator

This Classroom Action Research (CAR) was judged to succeed if ≥75% of the total students reached the minimum score at 80 (Good), then the students activities in learning activities werecategorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV

DATA AND ANALYSIS

A. Data

This study concisted of qualitative and quantitative data. The qualitative data were taken by observation sheet about students' activities and theacher's performance. The quantitative data were taken from the students' score of writing test in pre-test, cycle I and cycle II. In detail, the qualitative data were presented in the Appendix 9 and 11, meanwhile the quantitative ones were in the Appendix 7.

B. Data Analysis

After giving pre-test to the students, the reseacher got the data from 34 students still have not got the score with successful category. These data indicated that the students were still low in learning mastery in writing descriptive text. In other words, the percentge of the students' achievement was 0%. So the percentage of the level students' achievement had not been achieved. Based on the results of this pre-test, then the researcher conducted Cycle I to improve students learning outcomes in writing test.

4.1 Cycle I

In the Cycle I, there were many activities done. All activities were eleborated by reseacher as follows:

a. Planning

Before implementing the action, the first by planning. Planning was designed based on the result of the test and the initial observation, namely (a) designing lesson plan about descriptive text as the material, (b) making the observation sheet to see the students' learning mastery, and the activity of students and teacher's performance, (c) preparing the research instruments to see an increased in students' achievement in the learning process.

b. Acting

The implementation of the first cycle done in two session (2x45 minute/meeting). Learning activity in this cycle were implemented in accordance with a plan designed at the planning stage action. In the early stages, the researcher should be first explain the steps that was applied to the learning strategy and learning objectives to achieved. Then the students were divided into six disscusion groups in accordanced with the characteristics of Webbed strategy assisted by Spidergram media implemented. Each discussion group consisted of six students with different abilities. After a discussion group formed researcher explained briefly about the learning materials and how the implementation of Spidergram media in learning desscriptive text.

In applying this strategy, researcher collaborated with English teacher.The teacher integrated the desscriptive text with the students' environment and other subject. The teacher told about some examples of desscriptive text. Then, in groups the teacher ask students to write down each part of a person to described.

In implementation of the discussion, students' were independently was given picture of the public figure was described. Then after receiving the picture, students' begin to analyzed the detailed information with group members and begin describing the characters given and then share the results of their discussions with other groups. Finally, students' was given a multiple choice test answered.

c. Observing and Evaluating

1. Observation activity of students in learning process.Students' activity was observed after the first cycle based on the criteria of interest, attention, participation, and presentation was presented in the following table:

Table 4.1
The Precentage of Students' Activity In Cycle I

No	Aspects of Observation	Score
1	Interest	46,33%
2	Attention	56,62%
3	Participation	67,65%
4	Presentation	63,24
Means		**58,46%**

The data above show that the students activity in learning process in groups with Webbed learning method assisted by Spidergram media was still relatived low at 46,33% of interest, attention 56,62%, participation 67,65% and presentation of 63,24%. One of the data shows that the level of students' activity in cycle I was the highest on the participatory aspect at 67,675%, and the lowest

was the interest aspect at 46,33%. Of the total, the means level of students'

activity in teaching and learning conditions in the first cycle was 58,46%.

2. The results of observations on teacher's performance in teaching and learning

process by using Webbed learning method assisted by Spidergram media were

presented in the table below:

Table 4.2
The Percentage of Teacher's Performance in Cycle I

No	Activity	Score
1	Aperception	51,47%
2	Material Explanation	57,35%
3	Explanation of Webbed strategy	44,11%
4	Technique of diving groups	52,94%
5	Classroom management	53,67%
6	The use of media	50,73%
7	The Voice	53,67%
8	Management of discussion	48,52%
9	Guidance to groups	51,47%
10	Giving quetion	56,61%
11	Ability to evaluate	47,79%
12	Rewarding individuals or groups	55,14%
13	Determining score	52,20%
14	Concluding learning materials	50,00%
15	Closing the learning	57,355
	Means	**52,20%**

Based on data in the table above, the teacher's performance in teaching process was quite good. This evident come from of the observation on teacher's performance, amounting 52,20% with the ideal score of 100%. Then, the teacher's performance in the first cycle was the highest on the material explanation at 57,35% and the lowest score on the explanation of the learning strategy at 44,11%

3. The result of the evaluation of the students' learning mastery in cycle I.

In addition , the activities of students' and the teacher in the learning process on the level of students' learning mastery is already well but still had not reached the ideal value of succes at 100, the means score achieved only reached 75,29, with details of values as follows: score of 90 was earned by a person, 70 was 15 people and 80 was 17 people.

d. Reflecting

Based on the data obtained from the observations and evaluations are findings as a reflection. The successes and failures in cycle I as follow:

1. Students did not understand the activity of groups learning with Webbed strategy assisted by Spidergram media. Students' tend to still be individualized, so the majority of students' are less motivated. It was indicated from the means resultsof the observation of students' activity in the learning process with the precentage rate of 58,46%.

2. Some of the students' has not yet implemented their understanding in comprehending descriptive text as learning material to the fullest.

3. The teacher still award or not familiar to created an atmosphere of active leraning using Webbed strategy assisted by Spidergram media in learning process. The level of teacher's performance in learning and still not up to the precentage of 52,20%.

4. In learning descriptive text by using Webbed strategy assisted by Spidergram media as a learning has not done well.

5. The level of students' learning mastery that are not yet maximal. In other word, the level of students' achievement still had not succeded with the percentage of 52,94%.

4.2   Cycle II

The cycle II was done after reflecting the cycle I that there was still not enough good. Cycle II was conducted to improve against the constraints encountered in cycle I.

a. Planning

In the second cycle, the action plan was followed up of the problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students by using Webbed strategy assisted by Spidergram media. Learning on the second action aims to improved students' learning activities in order to achieved the specified indicators. Implementations of the second cycle were substantially similar to the execution of the first cycle.

b. Acting

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of Webbed strategy assisted by Spidergram in teaching descriptive text still be given to students' in order to improve students' ability to take the advantage of strategy. Then, the next learning process is similar to previous meeting, but with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activity in learning process. The development of the level of students' activities in the learning process in the second cycle were presented in the following table:

Table 4.3
Activity Score of Students' in Learning Process of Cycle II

No	Aspects of Observation	Score
1	Interest	75,00%
2	Attention	80,88%
3	Participation	77,94%
4	Presentation	84,55%
Means		**80%**

Based on the table above, it explains that in the process of teaching and learning of students' activities had shown a good development with the average precentage of 80%. With the four aspects of these observation, the presentation aspeects of interest with the value of 75%. The table above also showed that the

students' activity in learning process in the second cycle increased significantly. This means were increased in the students' activities in learning between the first and the second cycle, either individually or in groups ability. This evident come from the means score of students' activities between the first cycle 58,46% and the second cycle 80%. It was concluded that the students' activites in learning process increased.

2. The results of observations on teacher's performance in the teaching and learning process by using Webbed strategy assisted by spidergram media were ilustrated below:

Table 4.4
The Percentage of Tecaher's Performance in Cycle II

No	Teacher's Activity	Sore
1	Aperception	68,38%
2	Material Explanation	83,08%
3	Explanation of Webbed strategy	74,26%
4	Technique of dividing groups	75,00%
5	Classroom management	75,00%
6	The use of media	77,20%
7	The Voice	73,52%
8	Management of discussion	73,75%
9	Guidance to groups	79,41%
10	Giving question or quiz	66,91%
11	Ability to evaluate	77,94%
12	Rewarding individuals or groups	72,79%

13	Determining scores	74,26%
14	Concluding learning materials	79,41%
15	Closing the learning	75,73
Means		**75,11%**

The data above shows that the teacher's performance in the process of leraning already looks good, with the avarage percentage of 75,11%. Then, from this data also show that the teacher's performance in Cycle II was the highest on material explanation aspect at 83,08% and the lowest in giving question or quiz aspect at 66,91%. Thus, in the second cycle, the teacher's performance has increased very rapidly in the learning process as compared to the percentage of the means score of the previous cycle, with the first cycle of 52,20%. So, from the data showed that there was significant improvement os teacher's performance in the learning process from cycle I to cycle II with a comparison rate of 22,91%.

3. The result of the evaluation of students' learning mastery in Cycle II.

Students' mastery of learning materials in second cycle was getting better with the mean score of 87,05. A detailed description of the activity score was 14 people earn a score of 80, 16 people with a score of 90 and 4 people with a score of 100. Then, the level of overall percantage of succesfull students' toward mastery of the material was at 100%. Thus, based on the means score of this percentage was concluded that students' learning mastery in the second cycle increased significantly.

d. Reflecting

The following was some of the achievements after the implementation of the second cycle I, namely :

1. In the process of teaching and learning, students' activities already tend to better toward Webbed strategy assisted by Spidergram media in writing comprehension. This evident comes from the ability of students' already participate more actively in groups to carry out the tasks assigned by the researcher, and were able to take the advantages of descriptive text as the medium of active learning and effective as well. This condition was seen from the increased activity of students' better than 58,46% in the first cycle to 80% in the second cycle.

2. Changes in the learning process in line with the increased activity in teaching students' with learning by created more attractive through the implementation of Webbed strategy assisted by Spidergram media in writing a descriptive text. It based on the result of observation on the teacher's performance in learning by using Webbed strategy assisted by Spidergram media in writing comprehension of 52,20% in the first cycle into 75,11% in the second cycle.

3. Changes in students' result on mastery learning material looks significantly based on the data of the means value of the results in the second cycle evaluation 75,29 in the first cycle with a 52,94% success percentage increased in the second cycle into 87,05 with a percentage of 100% success.

C. Research Finding

Based on data analysis, it showed that the students' achievement in writing comprehension had been improved by applying Webbed strategy assisted by

Spidergram media. At this stage of students' mastery level action were still very low and did not reach the percentage of graduation. At the first cycle, the model of learning by using Webbed strategy assisted by Spidergram media applied and supported by the application of descriptive text as the material in teaching writing comprehension. At this stage students' graduation rate are 52,94%. These result indicated that the level of learning achievement are still relatively less successful. However, an increased in the ability of students' rather than the pre-test. In this action, the students' activities in learning process was relatively quite active with the average percentage of 58,46%. Students' did not accustomed to the learning by using Webbed strategy assisted by Spidergram media in writing descriptive text aas the medium of learning that needs to be improved on the second Cycle.

The implementation of this second cycle starting from the problem at the cycle I. Result measures the means score of the ability of students to mastery of the material obtained in Cycle II was 87,05%, with the graduation rate of 100%. The average percentage of students' activities in the learning process was 80%. Meanwhile, the teacher's performance in the study also experienced improvements, with a percentage of 75,11%. It meant that there was a significant increase in students' achievement and learning activities, and otherwise managed very well.

D. Discussion

Based on the data analysis was concluded that the application of Webbed strategy assisted by Spidergram media in writing comprehension can increase the ability and students' activities in the learning process well, especially in the teaching descriptive text.

Using of Webbed learning method assisted by Spidergram media showed a significant increase. Before using the Webbed learning method assisted by Spidergram media the ability of students' writing descriptive text seens low. After used Webbed learning method assisted by Spidergram media the students' were improved their ability to writting descriptive text better than before.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result finding, the conclusions were drawn as follows: (1) There was an improvement of students' achievement in writing comprehension by implementing Webbed strategy assisted by spidergram media in writing comprehension. The improvement of students' achievement was shown from the quantitative data. The mean score in cycle I was 75,29, the mean score in cycle II was 87,05; the students' who got score mofe than 80 in cycle I was 18 students', the students' who got score more than 80 in cycle II was 34 students'; and the percentage of the students' who got score more than 80 in cycle I was 52,94%, the percentage of the students' who got score more than 80 in cycle II was 100%. (2) The results of the students' activities observation shown there was an increase in students' sctivities in teaching and learning process from the first cycle to the second cycle, the means value of 58,46% in cycle I to 80% in the second cycle by the differences in numbers 21,54%. (3) The teacher's perfomance also showed a significant improvement. It was shown from the average precentage 52,20% in the first cycle to 75,11% in the second cycle.

B. Suggestion

Suggestion were stage as follows:

1. It is better for English teacher to use this strategy to improve students' achievement in writing comprehension.

2. It is good for the students' to use Webbed strategy assisted by Spidergram media in learning descriptive text.

3. It is suggested for other researchers to use this research finding as the rference to investigate

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APPENDIX 1

LESSON PLAN

Nama Sekolah	**: SMP SWASTA TRIANA MEDAN**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII-3/II**
Alokasi waktu	**: 2 x 45 Menit**
Topik Pembelajaran	**: Descriptive Text**
Keterampilan	**: Writing**

A. **Standar Kopetensi/Kompetensi Inti**
   1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
   2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya serta cinta tanah air.
   3. Memahami pengetahuan faktual dan konseptual dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya dirumah, disekolah, dan ditempat bermain.
   4. Menyajikan penmgetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis, dan kritis, dalam karya yang estetis, dalam gerakkan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. **Kompetensi Dasar**
   1.1 Guru membagi group berdasarkan jumlah murid
   1.2 Guru menerangkan genral stuctutre dari descriptive text
   1.3 Mencari tahu perjalanan Public figure sesuai fhoto yang disajikan guru
   1.4 Mendeskripsikan tentang Public Figure

C. **Indikator Hasil Belajar**
   Menulis

1. Memahami general Stucture descriptive text
2. Menulis deskripsi

D. Tujuan Pembelajaran
1. Siswa mampu memahami sistem penulisan descriptive text
2. Siswa mampu menulis teks deskripsi dengan tepat
3. Siswa mampu menulis teks deskripsi dengan bertemakan Public Figure

E. Materi Ajar
1. Menggali informasi dari Public Figure
2. Mendiskusikan dengan kelompok tentang teks deskripsi
3. Penguasaan untu menulis teks deskripsi

F. Metode Pembelajaran
1. Menentukan tema
2. Membagi kelompok
3. Tugas

G. Langkah-langkah Kegiatan Pembelajaran
1. Kegiatan Awal
a. Guru mengkondisikan siswa pada posisi belajar yang kondusif
b. Memilih tema yang akan dibahas bersama dengan siswa yaitu " Public Figure"
c. Guru membuka pelajaran dengan menyampaikan tujuan pembelajaran
d. Guru menyampaikan apersepsi
2. Kegiatan Inti (60 menit)
Eksplorasi
a. Guru membagi kelompok
b. Guru menjelaskan tentang sistem penulisan descriptive text
c. Guru menunjukkan diagram dengan gambar public figure
d. Guru membagi kelompok
e. Siswa menulis teks deskripsi sesuai gambar public figure yang disajikan

Olaborasi

a. Guru menyajikan spidergram dipapan tulis
b. Guru menampilkan gambar public figure didalam spidergram
c. Guru menjelaskan singkat tentang public figure yang ditentukan beserta perjalanan hidupnya
d. Guru memberikan penjelasan tentang sistematika penulisan teks deskripsi

e. Siswa dibagi menjadi 5 kelompok
f. Siswa melakukan diskusi tentan public figure yang telah ditentukan
g. Siswa mampu mengerti tentang public figure
h. Siswa dibimbing oleh guru untuk menulis teks deskripsi dengan sistematika yang benar
i. Siswa ditugaskan mendeskripsikan tentang public figure

Konfirmasi

a. Guru memberikan kesempatan kepada siswa untuk bertanya mengenai hal-hal yang belum dipahami
b. Guru memberikan apersepsi pada siswa
c. Guru memberikan soal kepada siswa

3. Kegiatan Akhir
a. Guru bersama siswa menyimpulkan materi ajar
b. Guru memberikan umpan balik dengan tanya jawab
c. Guru menutup pelajaran

H. Alat/Bahan dan Sumber Belajar
1. Kurikulum 2013
2. Spidergram
3. Gambar public Figure

I. Penilaian

Prosedur tes   : Tes protes, dan Tes akhir
Jenis/Teknik Tes   : Tes dan Non Tes
Bentuk Tes   : Tes Menulis
Alat Tes   : Lembar soal dan lembar observasi

Medan,   September 2019

Diketahui oleh,

Guru Mata Pelajaran   Peneliti

Dra. Aminah, S.Pd   **Indrya Lianita**

Nip .   **NPM. 1502050169**

LESSON PLAN

Nama Sekolah	**: SMP SWASTA TRIANA MEDAN**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII-3/II**
Alokasi waktu	**: 2 x 45 Menit**
Topik Pembelajaran	**: Descriptive Text**
Keterampilan	**: Writing**

A. Standar Kopetensi/Kompetensi Inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya serta cinta tanah air.
3. Memahami pengetahuan faktual dan konseptual dengan cara mengamati, menanya, dan mencoba berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya dirumah, disekolah, dan ditempat bermain.
4. Menyajikan penmgetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis, dan kritis, dalam karya yang estetis, dalam gerakkan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar

1.1 Guru membagi group berdasarkan jumlah murid
1.2 Guru menerangkan genral stuctutre dari descriptive text
1.3 Mencari tahu perjalanan Public figure sesuai fhoto yang disajikan guru
1.4 Mendeskripsikan tentang Public Figure

C. Indikator Hasil Belajar
Menulis

1. Memahami general Stucture descriptive text
2. Menulis deskripsi

D. Tujuan Pembelajaran

1. Siswa mampu memahami sistem penulisan descriptive text
2. Siswa mampu menulis teks deskripsi dengan tepat
3. Siswa mampu menulis teks deskripsi dengan bertemakan Public Figure

E. Materi Ajar

1. Menggali informasi dari Public Figure
2. Mendiskusikan dengan kelompok tentang teks deskripsi
3. Penguasaan untu menulis teks deskripsi

F. Metode Pembelajaran

1. Menentukan tema
2. Membagi kelompok
3. Tugas

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

a. Guru mengkondisikan siswa pada posisi belajar yang kondusif
b. Memilih tema yang akan dibahas bersama dengan siswa yaitu " Public Figure"
c. Guru membuka pelajaran dengan menyampaikan tujuan pembelajaran
d. Guru menyampaikan apersepsi

2. Kegiatan Inti (60 menit)

Eksplorasi

a. Guru membagi kelompok
b. Guru menjelaskan tentang sistem penulisan descriptive text
c. Guru menunjukkan diagram dengan gambar public figure
d. Guru membagi kelompok
e. Siswa menulis teks deskripsi sesuai gambar public figure yang disajikan

Olaborasi

a. Guru menyajikan spidergram dipapan tulis
b. Guru menampilkan gambar public figure didalam spidergram
c. Guru menjelaskan singkat tentang public figure yang ditentukan beserta perjalanan hidupnya
d. Guru memberikan penjelasan tentang sistematika penulisan teks deskripsi
e. Siswa dibagi menjadi 5 kelompok
f. Siswa melakukan diskusi tentan public figure yang telah ditentukan
g. Siswa mampu mengerti tentang public figure

h. Siswa dibimbing oleh guru untuk menulis teks deskripsi dengan sistematika yang benar
i. Siswa ditugaskan mendeskripsikan tentang public figure

Konfirmasi

a. Guru memberikan kesempatan kepada siswa untuk bertanya mengenai hal-hal yang belum dipahami
b. Guru memberikan apersepsi pada siswa
c. Guru memberikan soal kepada siswa

3. **Kegiatan Akhir**
   a. Guru bersama siswa menyimpulkan materi ajar
   b. Guru memberikan umpan balik dengan tanya jawab
   c. Guru menutup pelajaran

H. **Alat/Bahan dan Sumber Belajar**
   1. Kurikulum 2013
   2. Spidergram
   3. Gambar public Figure

I. **Penilaian**

   Prosedur tes   : Tes protes, dan Tes akhir
   Jenis/Teknik Tes   : Tes dan Non Tes
   Bentuk Tes   : Tes Menulis
   Alat Tes   : Lembar soal dan lembar observasi

Medan, September 2019

Diketahui oleh,

Guru Mata Pelajaran   Peneliti

Dra. Aminah, S.Pd   **Indrya Lianita**

Nip .   **NPM. 1502050169**

Appendix 3

Instrument of Research

A. Pre-Test

Name :

Class:

Describe this picture with Tour own word

Answer

_____

_____

_____

_____

_____

Instrument of Research

C. Cycle I

Name :
Class:

Describe this picture with Tour own word

Answer

_____

_____

_____

_____

_____

Instrument of Research

C. Cycle II

Name :
Class:

Describe this picture with Tour own word

Answer

_____

_____

_____

_____

_____

APPENDIX 4

KEY ANSWER

The students' answer were written individual in a piece of papper

APPENDIX 5

Model Students Answer

Pre-test

Name   :
Class   : VII – III

describe this picture with your own words
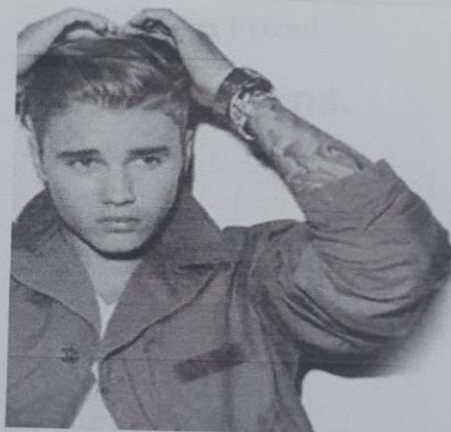
Answer

Justin bebier a singer male, he is handsom
he is blond hair, he is with skin and he is tall
he is voice good. he has much tattoo.

Pre-test

Name   :
Class   :

describe this picture with your own words
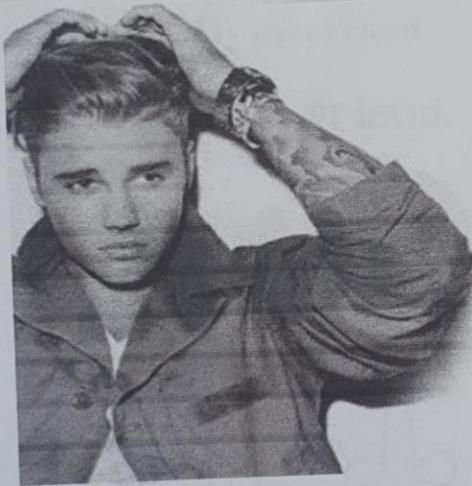
(40)

Answer

Justin Bieber is singer from Canada. Now he
stays in America, he has much song to
good to listen. Now he 23 old now.

Pre-test

Name   :
Class   :
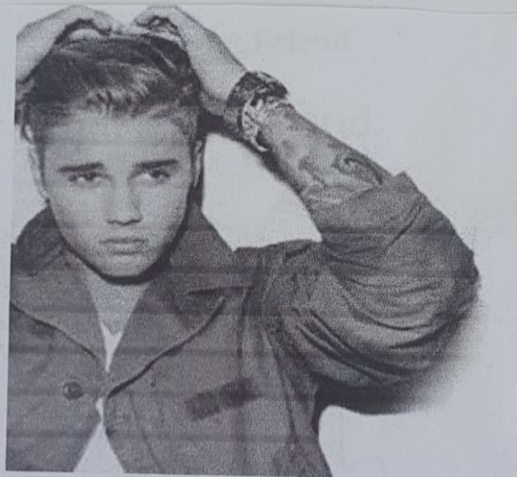
describe this picture with your own words

Answer

I love his song Baby when I want to sleep
he is marry now with hailey, he has
a white skinny. I know his album namely
Purpose

Cycle I

Name   :
Class   :

describe this picture with your own words
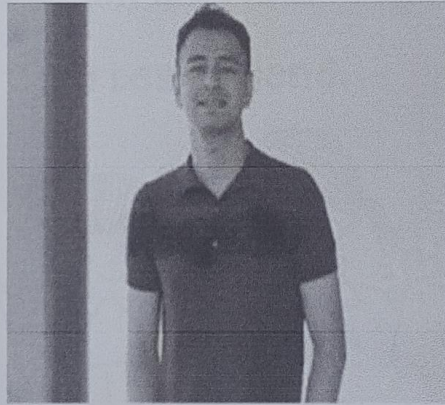
Answer

Raffi ahmad is an indonesian, actor, presenter and, singer
raffi has been cast in a number of soap operas,
television movies, and feature films. he is also ~~involved~~
involved in advertising, but mainly as a host.

Cycle I

Name   :
Class   :

<u>describe this picture with your own words</u>
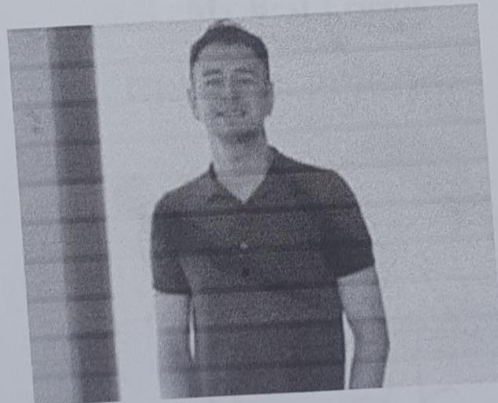
<u>Answer</u>

He is Rich boy , have 1 son name is Rafathar
have   a   much   car , he   is   handsome .   I   often
see   him   in   TV, so   funny.

Cycle I

Name   :

Class   :

describe this picture with your own words in front of the class
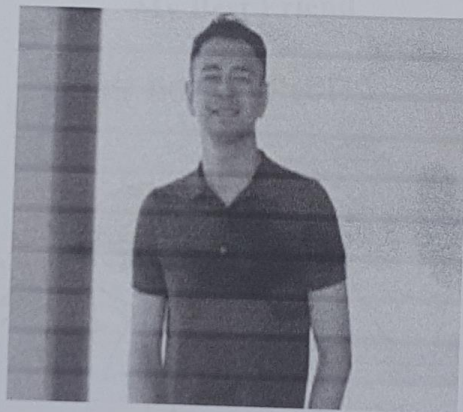
90

Answer

Raffi Ahmad is artist. Everyday he is on television. He is handsome. Raffi ahmad is Sunda people. He marry with Naggita Slavina. They have a child. name is Rayathar. They live in Jakarta.

Cycle II

Name   :

Class   :

describe this picture with your own words

Answer

Agnes monica is a populer singer from Indonesia. He is a beautiful girl. I like she voice. I like she hair, because she always changes her colour hair. I hope some day I can meet him.

Name   :

Class   :

describe this picture with your own words

90

Answer

Agnes mo is singer. She is pretty.
She sing since little. Voice she
is good. many people ~~was~~ like ~~something~~
song. Now she live in Amerika

Cycle II

Name   :
Class   :

<u>describe this picture with your own words</u>

⟨100⟩

<u>Answer</u>

AGnez MO   is   an   indonesian   international   recording
artist.   on   september   2017,   she   released   her   debut
international   album.   Titled   X.
on   march   2019,   she   won   social   star   award
at   The   "2019   iheart Radio   Music   Awards.
and   on   This   september   2019.   AGnez   mo   returned
with   her   new   single   " Diamond "

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Indrya Lianita
NPM	: 1502050169
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 138 SKS

IPK=3.15

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Students' Ability in Writing by Using Webbed Learning Method Assisted by Spidergram Media	A -7/3/19
	Improving Students' Ability in Writing Recount Text through Journalist Question	
	Involving Introvert Students' in Active English Classroom Atmosphere	

    Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 21 Maret 2019
Hormat Pemohon,

Indrya Lianita

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
          - Untuk Ketua/Sekretaris Program Studi
          - Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	: Indrya Lianita
NPM	: 1502050169
Prog. Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
Improving Students' Ability in Writing by Using Webbed Learning Method Assisted by Spidergram Media	Acc 21/03 1 /2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 21 Maret 2019
Hormat Pemohon,

Yenni Hasnah, S.Pd, M.Hum

Indrya Lianita

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb
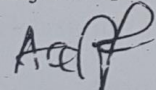
Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Indrya Lianita
NPM   : 1502050169
Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving Students' Ability in Writing by Using Webbed Learning Method
Assisted by Spidergram Media
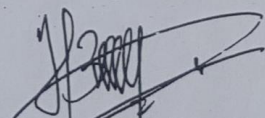
Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yenny Hasnah, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan,   Mei 2019
Hormat Pemohon,

Indrya Lianita

Keterangan
Dibuat rangkap 3 :   - Untuk Dekan / Fakultas
                                - Untuk Ketua / Sekretaris Prog. Studi
                                - Untuk Mahasiswa yang Bersangkutan

Nomor   : 3488   /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Indrya Lianita
N P M   : 1502050169
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Ability in Writing by Using Webbed Learning
                  Method Assisted by Spidergram Media.

Pembimbing   : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 26 Juni 2019

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 22 Syawwal 1440 H
        26 Juni   2019 M
                     Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR
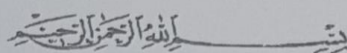
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:
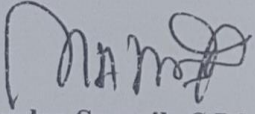
Nama Lengkap : Indrya Lianita

N.P.M : 1502050169

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Improving Students' Ability in Writing by Using Webbed Learning Method Assisted by Spidergram Media

Pada hari Sabtu tanggal 25 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.
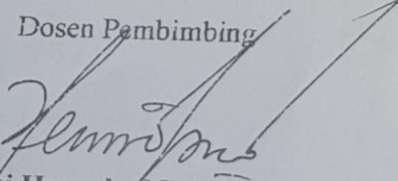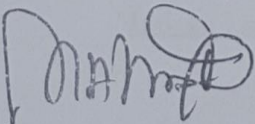
Medan,   Juni 2019

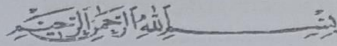Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Yenni Hasnah, S.Pd,, M.Hum,

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Indrya Lianita
N.P.M   : 1502050169
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Improving Students' Ability in Writing by Using Webbed Learning
                     Method Assisted by Spidergram Media

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas
   Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan
   kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak
   tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan
   pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali
   mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga,
dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juni 2019
Hormat saya
Yang membuat pernyataan,
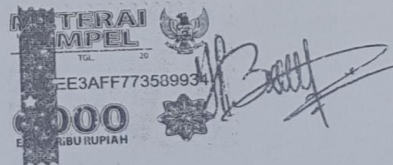
Indrya Lianita

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 5465/II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 06 Muharram 1441 H
06 September 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Swasta Triana
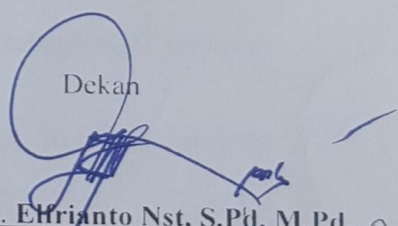di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Indrya Lianita
N P M   : 1502050169
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Improving Students' Ability in Writing by Using Webbed   Learning
                     Method Assisted by Spidergram Media.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
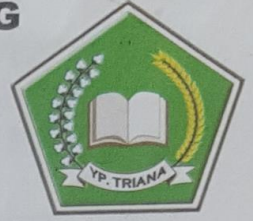
Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

PEMERINTAH KABUPATEN DELI SERDANG
DINAS PENDIDIKAN
SMP SWASTA TRIANA
KECAMATAN PERCUT SEI TUAN

Alamat : Jl. Sederhana Dusun IX Seroja Desa Sambirejo Timur Kec. Percut Sei Tuan Kab. Deli Serdang
E-mail: smps.triana2019@gmail.com

SURAT BALASAN RISET

NOMOR: 029,/YP.т .SMP/ST/VII/2019

Kepala Sekolah SMP SWASTA TRIANAdengan ini menerangkan bahwa :

Nama	:	Eka Ramayanti
NPM	:	1502050029
Program Studi	:	Bahasa Inggris
Judul Penelitian	:"	The Implementation of Learning Start With a Question using "Word Train" Media to Improve Students' Speaking Achievement"
Universitas	:	Universitas Muhammadiyah Sumatera Utara

Nama tersebut diatas benar telah melakukan penelitian pada tanggal 19 Agustus 2019 s/d 20 September 2019 di sekolah SMP SWASTA TRIANA Desa Sambirejo Timur.

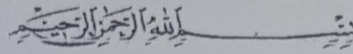Demikian surat keterangan ini diperbuat untuk dapat di pergunakan sebagaimana mestinya.

Sambirejo Timur, 20 September 2019
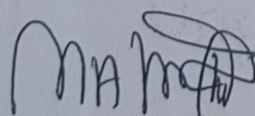
Kepala Sekolah

SMP SWASTA TRIANA

DARTO, S.Pd

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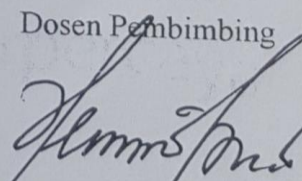
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Indrya Lianita
N.P.M : 1502050169
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Ability Writing by Using Webbed Learning Method Assisted by Spidergram Media

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25-9-2019	Chapter I-V	
	Abstract	
	Acknowledgements	
	Appendices	
27-9-2019	Chapter I-V	
	Abstract	
	Acknowledgements	
	Appendices	
28-9-2019	Chapter I-V	
	Abstract.	
	Acknowledgements	
	Appendices	
30-9-2019	Chapter IV-V	
	Appendices	
	Acc to green table Examination	

Medan,   September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum.)

(Yenni Hasnah, S.Pd., M.Hum)

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
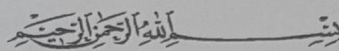
Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 10 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Indrya Lianita
NPM   : 1502050169
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Improving Students' Ability in Writing by Using Webbed Learning
                     Method Assisted by Spidergram Media
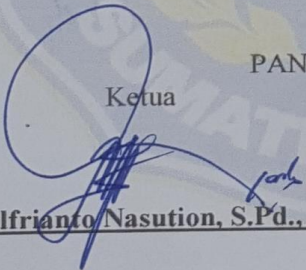
Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).
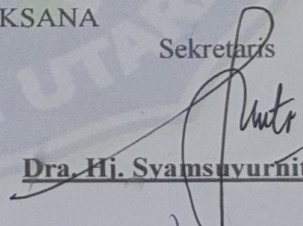
Ditetapkan   : (   ) Lulus Yudisium
                (   ) Lulus Bersyarat
                (   ) Memperbaiki Skripsi
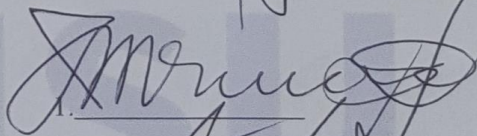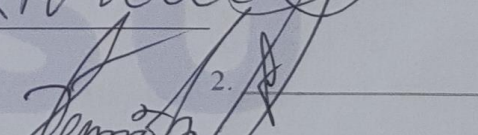   (   ) Tidak Lulus

PANITIA PELAKSANA

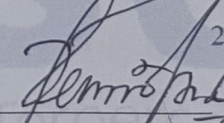Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A., Ph.D   1.

2. Mandra Saragih, S.Pd., M.Hum.   2.

3. Yenni Hasnah, S.Pd., M.Hum.   3.

CURRICULUM VITAE

Name   : Indrya Lianita

Place/Date of Birth   : Medan, 16th Nov 1995

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Religion   : Moslem

Hobby   : Singing and Dancing

Hp   : 0895-6134-07913

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Mother   : Dewi Elia Roza

Address   : Jalan Katamso no.1 medan.

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2010-2013   : SMK AZIZI Medan

2015-2019   : Student of English Department Faculty of Teacher

                          Training and Education, Umsu 2014 Until

                          Reaching The Degree of SarjanaPendidikan.