

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer will explain research findings and discussions which connect with the first chapter. This chapter displays the results of students' perception are to find out before and after writing skill by using wordwebbing method in MTsN 1 Kota Tangerang. the explanation of the answers to the research problems will be answered in the research findings then completed in the discussion.

1. Finding The Test

In this stage, the writer will to find out the differences writing before using word-webbing and after using word-webbing. The writer identified some result, they are: the score of students' before treatment, the score of students' after treatment, the differences between before test and after test score of students' and from the differences of the students' atmosphere between the students who are taught by using team word-webbing in teaching and learning process, they are in teching writing especially descriptive text in MTsN 1 Kota Tangerang

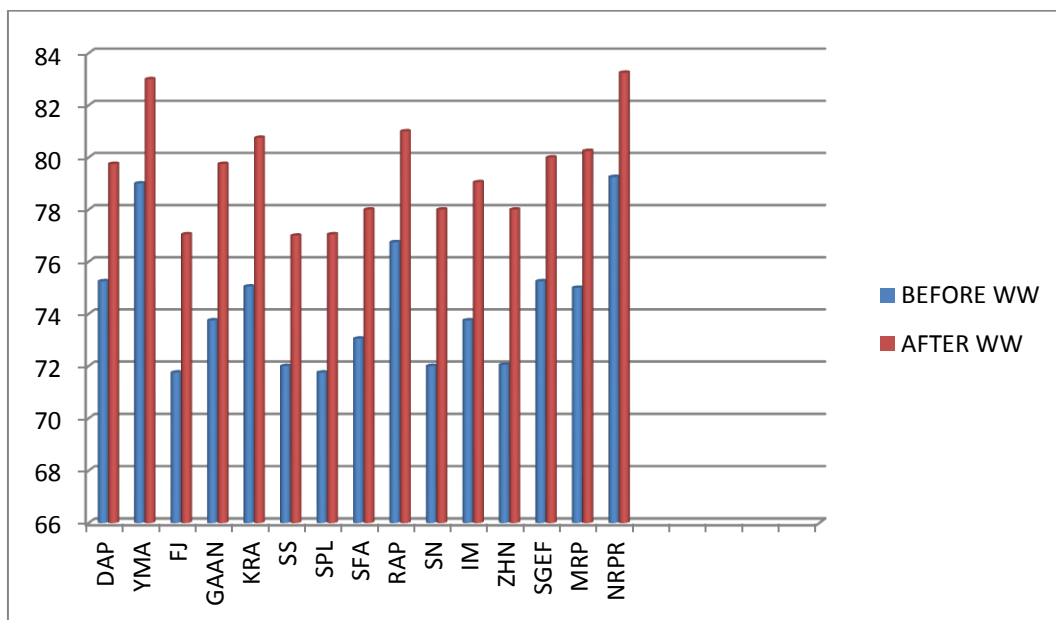
Table 1.2 score of Students' Writing *After* Using Word-Webbing;

No	Participants	Indicator				Sum	Score
		Content	Organization	Vocabulary & Mechanics	Grammar		
1.	DAP	79	78	82	80	319	79,75
2.	YMA	84	83	85	80	332	83,00
3.	FJ	76	80	76	78	310	77,05
4.	GAAN	80	85	80	79	319	79,75
5.	KRA	85	79	79	80	323	80,75
6.	SS	80	76	76	76	308	77,00
7.	SPL	76	79	76	79	310	77,05
8.	SFA	77	75	80	80	312	78,00
9.	RAP	83	80	82	79	324	81,00
10.	SN	78	78	79	77	312	78,00
11.	IM	80	85	78	75	318	79,05
12.	ZHN	79	79	75	79	312	78,00
13.	SGEF	75	80	80	85	320	80,00
14.	MRP	76	79	81	85	321	80,25
15.	NRPR	82	81	85	85	333	83,25
MEAN							79,45

Table above shows the score of the student's improvement from twice writing test. The first test was talking about participants experienced in make a descriptive text as they ability for a while

understood their knowledge before. Then there were a discussion about this problem on whatsapp Group. The second test is theirs result of using word-webbing in descriptive text

To clarify the data from the table above the writer presented the data in the table in the form of chart as below.



The chart above showed the result about students' are making descriptive text used wordwebbing and before using wordwebbing, that exercise performance from the documentation of whatsapp group there were found the mprovements of the students' writing skill from the before and after application wordwebbing in descriptive texts.

DAP improved her content from 76 to 79, she found an increase from the first text to the second text. The second text is clearer and more perfect. Moreover, she already has more vocabulary. He also uses effective and communicative words. For organization, she got good scores from 73 to 78. The organization that arises from the writinng is good enough. she uses past tense to write the her descriptive text about the rabbit that have been carried out. In the second text, he already used the better grammar, he used past tense in her text. In vocabulary, she got 82 because the knowledge of vocabulary is good. so it is easy to stringing the wordwebbing . Besides, in grammar, he got 80 in using simple present tense. Hence, the text can be understood well.

YMA I think her content its very nice because she stringing this text is real factual object, she got sensational score from 80 to 84, she found an increase from the first text to the second text. The second text is more perfect I think. Moreover, she already has more vocabulary. He also uses effective and communicative words. For organization, she got good scores from 78 to 83. The organization that more perfect from the writing is very good. she uses simple present tense to write the her descriptive text about the her sister that have been carried out. In the second text, he already used the better

grammar, she used simple present tense in her text. In vocabulary, she got 85 because the knowledge of vocabulary is very good. so it is easy to stringing the wordwebbing . Besides, in grammar, she got 80 in using simple present tense. In brief, the text can be understood very well.

FJ I think her content its less because she stringing this text isn't creativity, she got medium score from 72 to 76, she found an increase from the first text to the second text. The second text I think very simple text. Moreover, she already has less vocabulary. she also uses not effective and communicative words. For organization, she got good enough scores from 72 to 80. The organization that more good from the writing is enough good. she uses simple present tense to write the her descriptive text about the her idol (boyband korea) . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 76 because the knowledge of vocabulary is limited. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 78 in using simple present tense. In brief, the text can be enough to understood .

GAAN I think her content its good because she stringing this text isn't medium creativity, also she got medium score from 75 to 80, she found an increase from the first text to the second text. The

second text I think simple text. Moreover, she already has more vocabulary. she also uses effective and communicative words but in here she less understood about punctuation . For organization, she got good scores from 70 to 85. The organization that more good from the writing is good. she uses simple present tense to write the her descriptive text about the her idol also (singer from korea) . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 80 because the knowledge of vocabulary is good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 79 in using simple present tense. In brief, the text can be enough to understood .

KRA I think her content its very good because she stringing this text isn't more creativity, also she got very well score from 80 to 85, she found an increase from the first text to the second text. The second text I think simple text but result from her real factual object. Moreover, she already has good vocabulary. she also uses effective and communicative words but in here she forgot to spacing paragraph and punctuation . For organization, she got good scores from 72 to 79. The organization that more good from the writing is good. she uses simple present tense to write the her descriptive text about the her hometown (purwokerto) . In the second text, he already used the

good grammar, she used simple present tense in her text. In vocabulary, she got 79 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 80 in using simple present tense. In brief, the text can be enough well to understood .

SS I think her content its good because she stringing this text isn't creativity, also she got good score from 75 to 80, she found an increase from the first text to the second text. The second text I think simple text . Moreover, she already has good vocabulary. she also uses effective and communicative words but in here she forgot to spacing paragraph and punctuation . For organization, she got good scores from 72 to 79. The organization that good from the writing is enough good. she uses simple present tense to write the her descriptive text about the her idol person (tulus) solo singer . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 76 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 76 too in using simple present tense. In brief, the text can be enough well to understood .

SPL I think her content its enough good because she text is general in google, also she got good score from 70 to 76, she found an increase from the first text to the second text. The second text I think simple text . Moreover, she already has good vocabulary. she also uses effective and communicative words but in here she forgot to spacing paragraph and punctuation . For organization, she got good scores from 73 to 79. The organization that good from the writing is enough good. she uses simple present tense to write the her descriptive text about the place (monas) icon of jakarta . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 76 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 79 too in using simple present tense. In brief, the text can be enough well to understood .

SFA I think her content its good because she text is very tall, also she got good score from 71 to 77, she found an increase from the first text to the second text. The second text I think very tall text . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 74 to 75. The organization that good from the writing is good.

she uses simple present tense to write the her descriptive text about her idol (unity) boyband from indonesia . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 74 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 75 too in using simple present tense. In brief, the text can be well to understood .

RAP I think her content its very good because she text is perfect cause real object of her condition, also she got good score from 78 to 83, she found an increase from the first text to the second text. The second text I think very less text but cause she make about real object I appreciate her . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 76 to 80. The organization that good from the writing is good. she uses simple present tense to write the her descriptive text about her things (book) from her birthday gift . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 82 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 79

too in using simple present tense. In brief, the text can be well to understood .

SN I think her content its very good because she text is perfect cause real object of her condition, also she got good score from 70 to 78, she found an increase from the first text to the second text. The second text I think very less text but cause she make about real object I appreciate her . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 70 to 78. The organization that good from the writing is good. she uses simple present tense to write the her descriptive text about her things (mechanical pencil) her favorite things maybe . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 79 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 77 in using simple present tense. In brief, the text can be simple to understood .

IM I think her content its very good because she text is perfect cause real object of her condition, also she got good score from 73 to 80, she found an increase from the first text to the second text. The second text I think very well sensational text because she make about

real object I appreciate her . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 80 to 85. The organization that good from the writing is good. she uses simple present tense to write the her descriptive text about her animal (two cat) her lovely animal . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 78 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 75 in using simple present tense. In brief, the text can be very well to understood

ZHN I think her content its very simple because she text is very little maybe not untill fifty words, also she got enough score from 75 to 79, she found an increase from the first text to the second text. The second text I think very simple text because she take in google but im appreciate her cause he can make a descriptive text . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 70 to 79. The organization that good from the writing is good. she uses simple present tense to write the her descriptive text about her idol, maybe (lady rocker indonesia) nike ardilla . In the second

text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 75 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 79 in using simple present tense and also good punctuation I think. and In brief, the text can be very well to understood .

SGEF I think her content its very good because she text is interesting, also she got enough score from 70 to 75, she found an increase from the first text to the second text. The second text I think enough well text because she take in google but im appreciate her cause he can make a descriptive text . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 75 to 80. The organization that well from the writing is good. she uses simple present tense to write the descriptive text about the place, (Indonesian national library) in jakarta . In the second text, he already used the good grammar, she used simple present tense in her text. In vocabulary, she got 80 because the knowledge of vocabulary is good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 85 in using simple present tense and also good

punctuation I think. and In brief, the text can be very well to understood .

MRP I think his content its very simple but I found the differences for the other students'. in here he used text which simple but make a reader fastly understand in first paragraph he used good identification till make a reader more corious for read it , also he got good score from 72 to 76, he found an increase from the first text to the second text. The second text I think very simple text but amazing because she take it factual from his reality also im appreciate him cause he can make a descriptive text is well . Moreover, she already has good vocabulary. she also uses effective and communicative words. For organization, she got good scores from 70 to 79. The organization that good from the writing is good. she uses simple present tense to write the his descriptive text about his favorite things, the tittle is (my guittar) . In the second text, he already used the good grammar, he used simple present tense in her text. In vocabulary, he got 81 because the knowledge of vocabulary is enough good. so it is enough easy to stringing the wordwebbing . Besides, in grammar, she got 85 in using simple present tense and also good punctuation I think. and In brief, the text can be very sensational to understood .

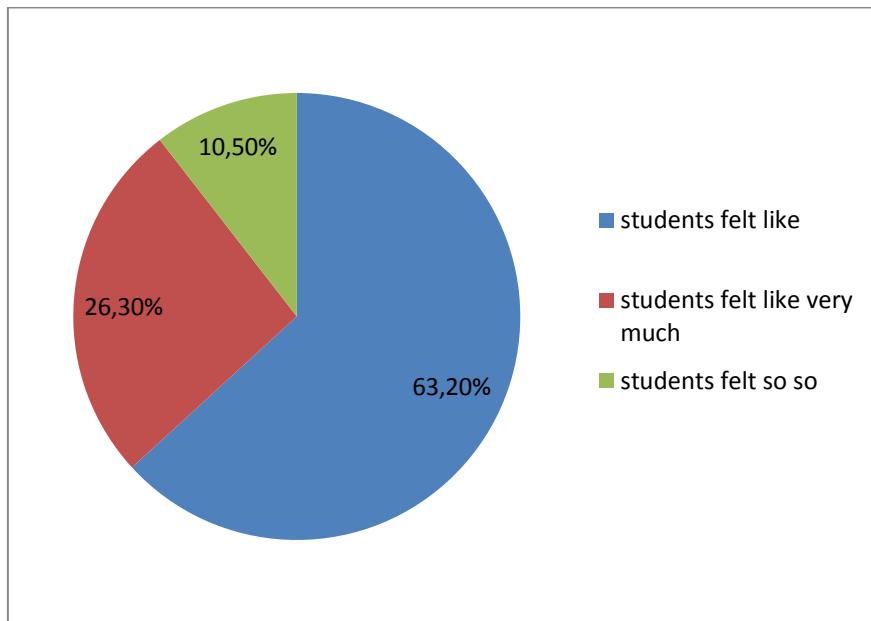
NRPR I think her content its very sensational because she stringing this text is real factual object as I explain in first meeting In zoom apk, she got sensational score from 79 to 82, she found an increase from the first text to the second text. The second text is more perfect I think. Moreover, she already has more vocabulary. she also uses effective and communicative words. For organization, she got good scores from 75 to 81. The organization that more perfect from the writing is very good. she uses simple present tense to write the her descriptive text about the tittle is (the elephant) means to I explain in first meeting that is explain my new backpack that have been carried out. In the second text, he already used the better grammar, she used simple present tense in her text. In vocabulary, she got 85 because the knowledge of vocabulary is very good. so it is easy to stringing the wordwebbing . Besides, in grammar, she got 85 in using simple present tense. In brief, the text can be understood very well.

2. Finding of Questionnaires

In collecting data about students' perceptions to know of the descriptive text through using word webbing concerning improving writing skill. The questionnaire was given to the eighth students' of MTsN 1 Kota Tangerang on Tuesday; july 27th 2021. This

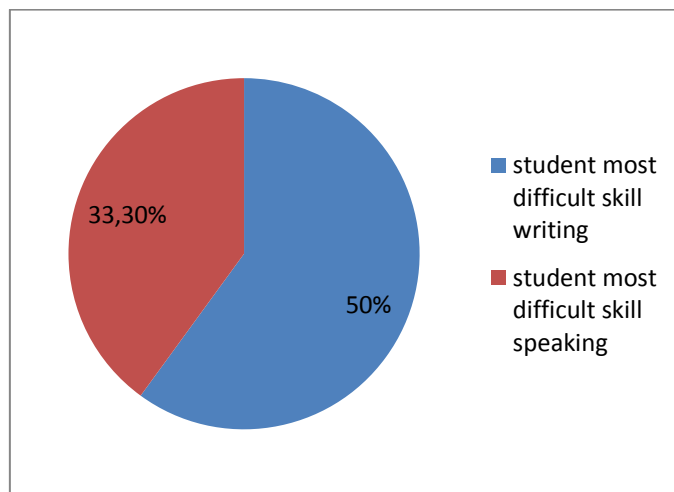
questionnaire had fifteen questions; the following was the result of questionnaire.

1) The feeling toward English lesson



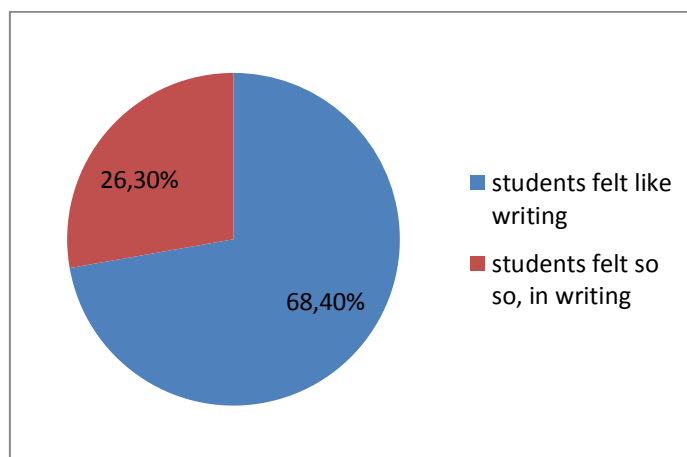
The result of the first question showed that 63,2% of students' felt like toward English lesson, and 26,3% of students felt like very much about that, and the last 10,5% of students' felt so so toward English lesson

2) The most of difficult skill of English skill



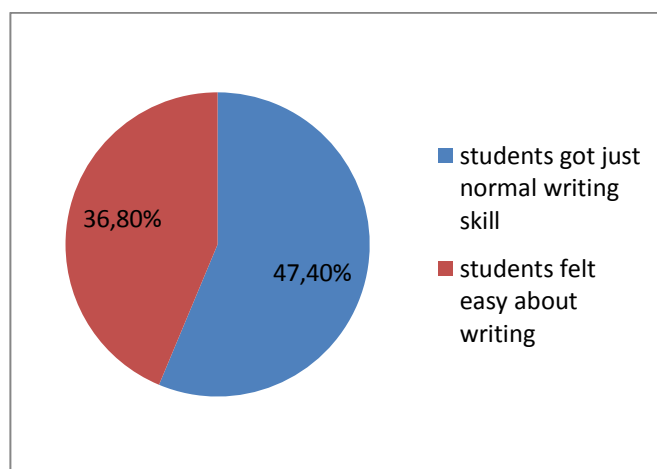
The result showed that 50% of students assumed that writing was the most difficult skill; meanwhile 33.3 % of the students consider speaking was difficult skill to learn. It shows that writing was the most difficult skill to be learnt by some students.

3) The feeling toward teaching learning process of writing



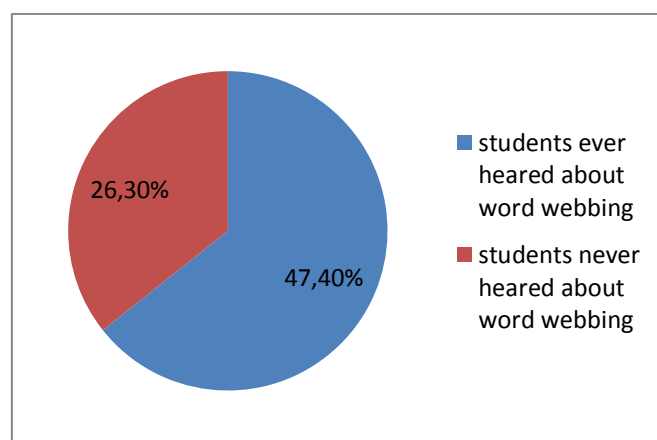
The result showed that 68,4% of students' felt like to writing skill, and 26,3% of the students' felt so so, and the rest felt very like. From the data presented above it was indicated that some students the motivation and innovation in this studying in order to change theirs feeling become interest in writing subject.

4) The feeling if the students' write using English



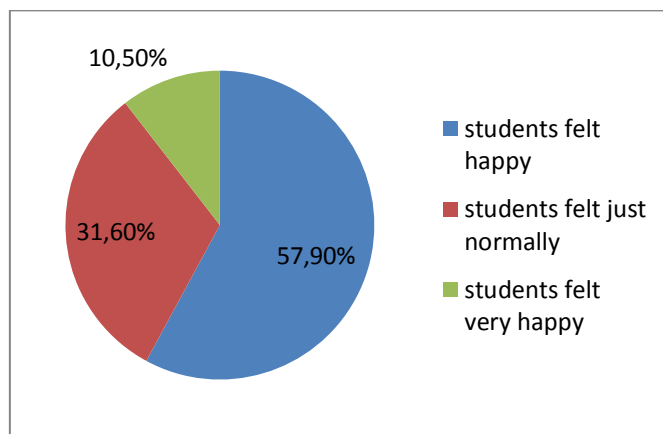
It show that 47,4 of the students' got just normal in wriing skill; meanwhile 36,8% of the students felt easy about it.

5) The ever and never hear about the worwebbing



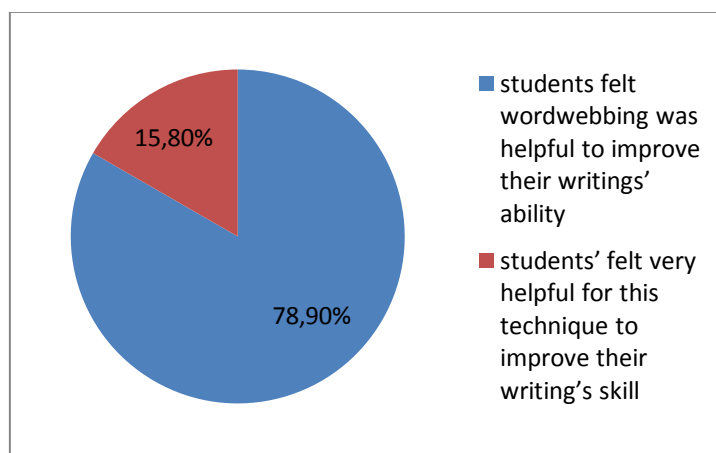
The result was 47,4% of the students felt ever heard of word webbing and 26,3% of never and faintly vague

6) The felt happy and unhappy wordwebbing in writing skills?



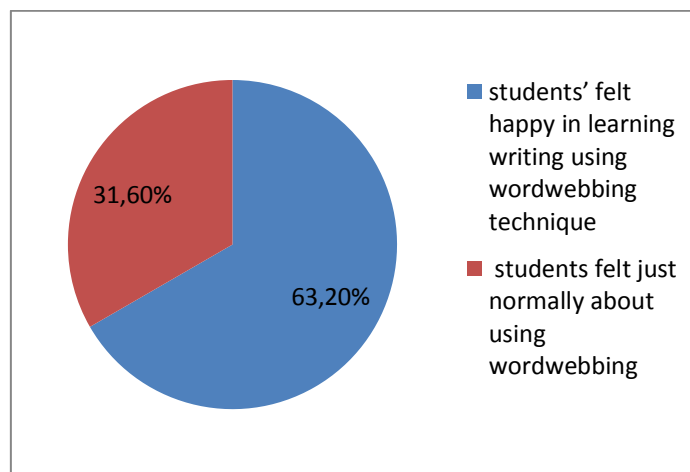
The result of the first question showed that 57,9.6% of students felt happy toward this, and 31,6% of students felt just normally about it, the last 10,5 % of the students felt very happy toward word webbing in writing skills.

7) Does wordwebbing technique help the students' to improve their writing's ability?



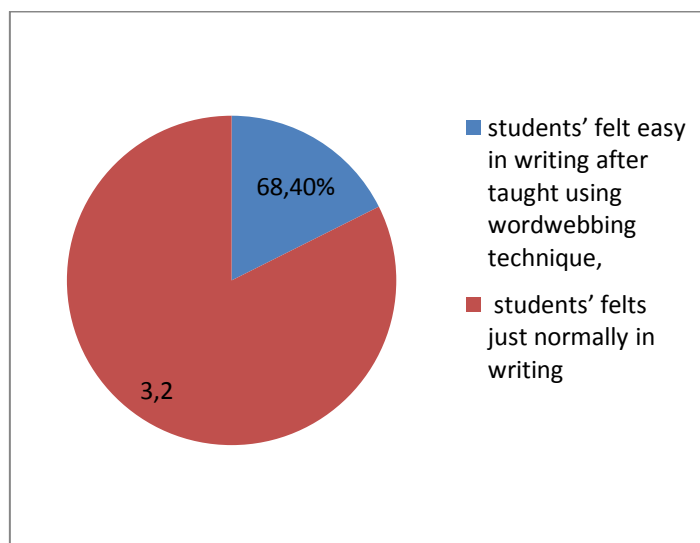
The second questions showed that 78,9% of the students felt wordwebbing was helpful to improve their writings' ability, 15,8% of the students' felt very helpful for this technique to improve their writing's skill.

8) The feeling toward teaching writing through wordwebbing technique



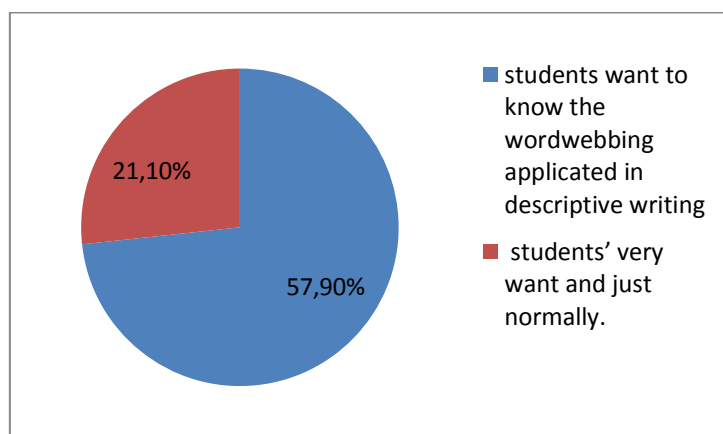
That results showed that 63,2% of the students' felt happy in learning writing using wordwebbing technique, and 31,6 of the students felt just normally about it. The result indicated that most of the students' accepted wordwebbing in teaching descriptive writing skills

9) The feeling in writing using wordwebbing



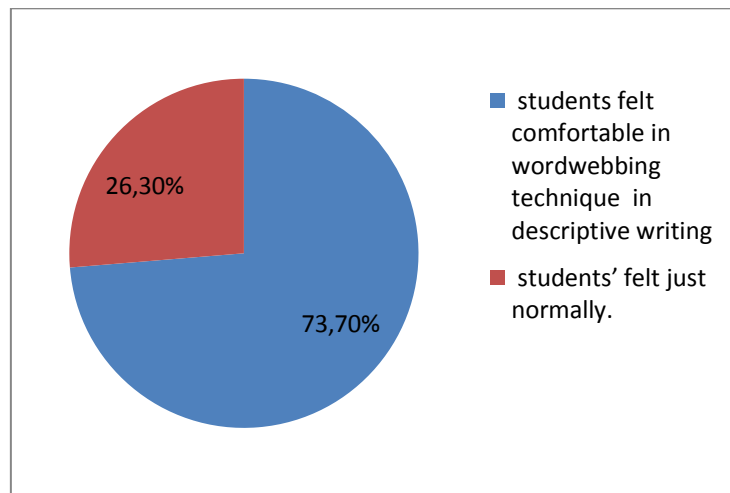
The result showed it 68,4% of the students' felt easy in writing after taught using wordwebbing technique, whereas 15,8% of the students' felts just normally in writing, from the data above, it was almost many students was easy and interesting to be applied in teaching descriptive writing.

10) Does to know the word webbing technique in the application of descriptive text writing?



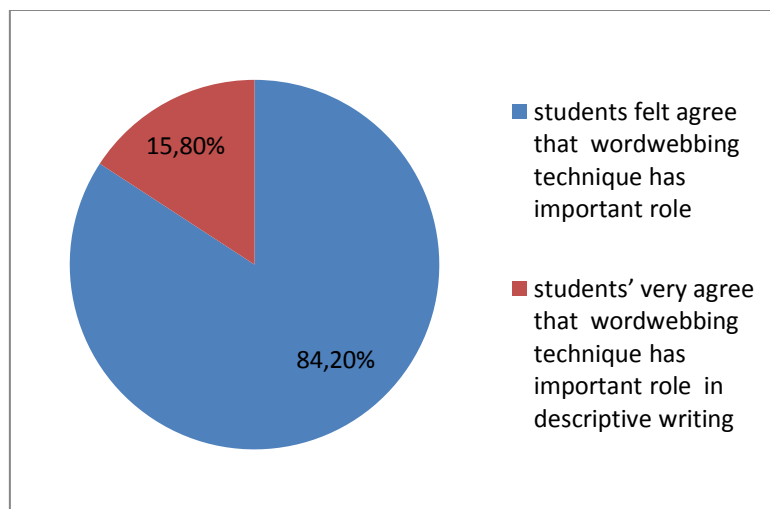
The result showed that, 57,9% of the students want to know the wordwebbing applicated in descriptive writing and 21,1% of the students' very want and just normally.

11) Does you feel comfortable writing when using the word webbing technique?



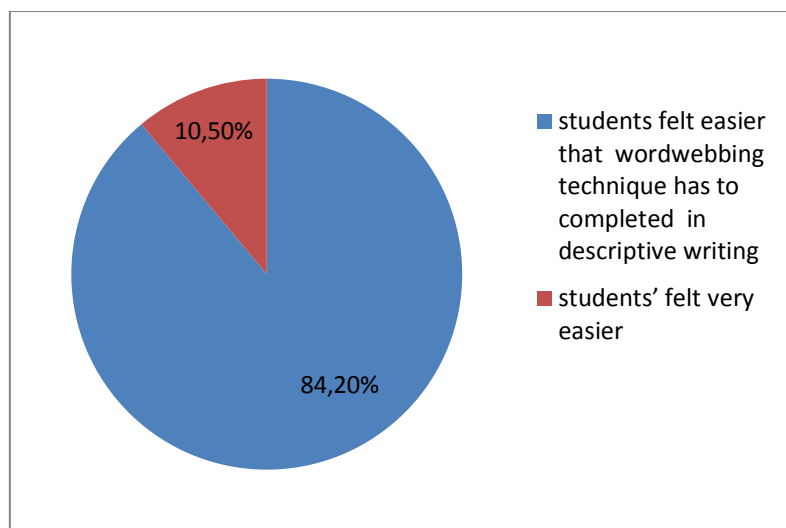
The result showed that, 73,7% of the students felt comfortable in wordwebbing technique in descriptive writing and 26,3% of the students' felt just normally.

12) Word webbing technique has an important role in improving the ability to write descriptive text?



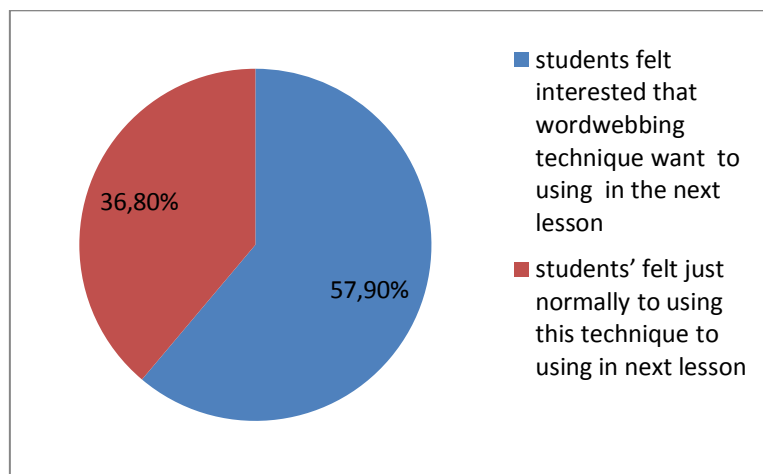
The result showed that, 84,2% of the students felt agree that wordwebbing technique has important role in descriptive writing and 15,8 % of the students' very agree.

13) Can the word webbing technique help students to make it easier to complete the writing of descriptive text?



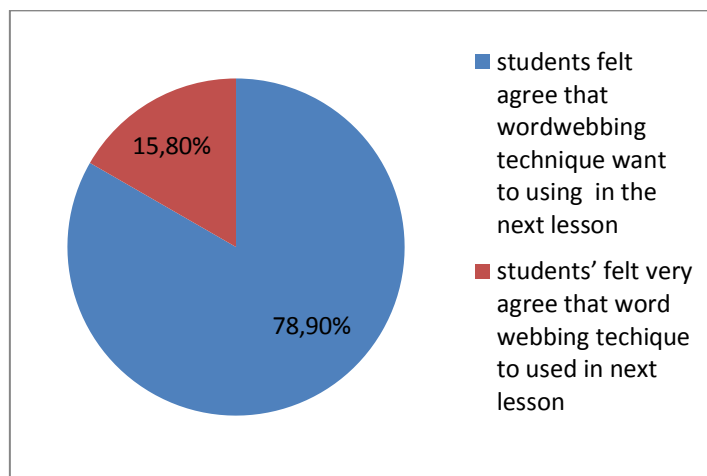
The result showed that 84,2 % of the students felt easier that wordwebbing technique has to completed in descriptive writing and 10,5 % of the students' felt very easier.

14) Are you interested in using this technique for the writing learning process in the next lesson in writing subject?



The result showed that 57,9 % of the students felt interested that wordwebbing technique want to using in the next lesson especially descriptive writing and 36,8 % of the students' felt just normally.

15) Does you agree with the statement "Students can share knowledge with friends in the practice of applying this wordwebbing technique" ?



The result showed that 78,9 % of the students felt agree that wordwebbing technique want to using in the next lesson especially descriptive writing and 15,8 % of the students' felt very agree.

The conclusion in term of writing problems was their class still got difficult in writing skill and need improvement to found the new method / experiences

A. Discussions

This study aims to determine students' perceptions of writing descriptive text using the word webbing method and improving students' writing skills. This study uses documentation and questionnaires and interviews in data collection. Based on data analysis, it is assumed that;

First, the discussion discussed students' perceptions of students' difficulties in compiling English writing, especially in descriptive text material. Based on data analysis, researchers found various responses about students' opinions on the application of wordwebbing very helpful or not in the use of wordwebbing. From questions 1-10 the researcher assumed that all students had positive responses about this method. They all stated that they knew wordwebbing well and were eager to give it a try in their writing skills. In addition, students feel comfortable learning to write using this wordwebbing method which encourages them to develop ideas. During the writing activity, they showed their enthusiasm to speak in groups and do all the assignments.

In addition, questions 11-15 contain questions about students' perceptions of word webbing that can improve their writing skills. Word webbing is a model of teaching on how to creatively think with a chart and improve the draft development and ideas. Ideally, the student can learn the descriptive text from time to time to develop their ideas and critical thinking. Starko (2010) says that word webbing is often used to organize such ideas and information on a topic.¹ Additionally, the word webbing technique should be used when students are just beginning to learn to construct meaning and can use it to formulate their own purposes or pre-questions or when the text is extremely difficult (Cooper,

¹ Starko, A. J. (2010). *Creativity in The Classroom: School of Curious Delight*. New York: Routledge.

2001). Haris (2011) states that the concept of word webbing is that students write simultaneously on a piece of chart paper, drawing main concepts, supporting elements, and bridges representing the relation of ideas in a concept. It also gives the students ideas about what to write in the next paragraph based on the keywords that they have written on the paper.² Mc Donald & Hershman

(2010) state that with the word webbing technique, the students draw a circle in the middle of a paper and write the title of the book in it. The word webbing technique is better than others because the students must arrange the main ideas first.³ Richards (1998) says in his article that children often overlook important details and omit adjectives as they struggle to put their thoughts on paper. By using word webbing, students can be assisted to avoid this.

Furthermore, they realized that their interest in descriptive writing exercises increased after using this wordwebbing method. This shows that word webbing is a method that teachers rarely use for students ' writing skills to improve their writing skills . they can practice to write and share everything about idea development.

² Haris, M. M. (2011). The Effectiveness of Using Word Webbing to Increase the Students' Speaking Skill Ability in News Item. Thesis MA. English Department and Education Faculty, IAIN Walisongo, Semarang.

³ Mc Donald & Hershman. (2010). Classroom That Spakr! San Fransisco: Jossey-Bass

Second, after conducting Document of whatsapp⁴ as a writing test that was assessed by English teachers and researchers, the researcher obtained data that all students had improved their writing skills during the word webbing explanation. This is evidenced by the scores of students who showed an increase in the number of times they experienced their writing activities. It can be concluded that students improve their writing skills when doing wordwebbing on each student using the zoom application.

Finally, it can be assumed that wordwebbing has a positive response for students and can improve their writing skills, especially in the use of wordwebbing. Furthermore, students can practice writing with their friends, (if a group is formed) students can practice and learn English with fun, comfortable and students have more time to learning english

⁴ Richards, K. (1993). Using Semantic Mapping, Cooperative Groups, and Toys to Build Descriptive Writing. *The Reading Teacher*, 46(5), 449-451.