



**THE EFFECT OF WORD WEBBING ON THE STUDENTS' VOCABULARY  
ACHIEVEMENT IN WRITING EXPOSITORY TEXT  
AT MAS YASPI LABUHAN DELI  
MEDAN BELAWAN**

**SKRIPSI**

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**ABSTRACT****THE EFFECT OF WORD WEBBING ON THE STUDENTS' VOCABULARY  
ACHIEVEMENT IN WRITING EXPOSITORY TEXT AT MAS YASPI  
LABUHAN DELI MEDAN LABUHAN  
IN 2015/2016 ACADEMIC YEAR**

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*Key Words: Word Webbing technique, Vocabulary, Expository Text*

This research was aimed to know the students' vocabulary achievement in writing expository text that was taught by using Word Webbing technique, to know the students' vocabulary achievement in writing expository text that was taught by using conventional technique and to find out whether there was significant effect on the students' vocabulary achievement in writing expository text at MAS YASPI Labuhan Deli Medan Labuhan in 2015/2016 academic year. The research methodology of this research was an experiment research, which conducted the experiment and control class. The population of the research was the eleventh grade students of MAS YASPI Labuhan Deli Medan Labuhan in 2015/2016 academic year, the number of students was 82 students consist of two classes. The experiment class (XI IPA) was 43 students and control class (XI IPS) 39 students as sample. The researcher gave writing test to collect the data. There were two test; pre-test and post-test. The formula that was used to analyze the data was t-test. The researcher found that the pre test mean of experiment class was 48.65 and control class 45.85. Post-test mean of the experiment class was 83.63 and control class was 67.08. It was found that t-observation was 7.72, whereas the t-table was 1.99 for  $\alpha = 0.05$ . The t-observation was higher than the t-table ( $7.72 > 1.99$ ), so  $H_a$  was accepted while  $H_0$  was rejected. It means that there was significant effect of word webbing on the students' vocabulary achievement in writing expository text.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Language as part of communication is used by human to interact each other in case of conveying ideas, feelings and thought. As one of the most used language, English widely known by people to communicate internationally. So, learning English is becoming more important nowadays.

Brown states that a study of language includes four skills, they are: listening, speaking, reading, writing.<sup>1</sup> These provide the ability to use language, but in fact when experience during conducting teaching practice (PPL) cannot use the language because they do not have the knowledge about those four language skills. So, the teacher should know the process of applying the change in their teaching technique, especially in teaching language skills.

In encoding and decoding ideas, feelings or thoughts especially in formal situations such as in classroom, seminar or other circumstance, one cannot convey it without having structured vocabularies that distinguish the utterance so listener or reader can understand.

In the learning process, vocabulary is one of the basic elements in achieving language skills. Clearly, vocabulary as one of the language components and as supporting element to the mastery of the four skills very important in learning language. By having sufficient vocabulary, students will be able to communicate well, especially English.

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<sup>1</sup>H.D, Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy 2ed.* (San Francisco: Longman. 2000) p. 232

It is imperfect if vocabulary stands on its way without arranged into sentences that convey meaning. Vocabulary in this case will be used in writing which has main role to drive the ideas, thoughts or feeling encoding those words into text.

Hyland says that writing is central of our personal experience and social identities and we are often evaluated by our control of it.<sup>2</sup> Writing is one of the tools of communication that convey ideas, thoughts or feeling indirectly through written text. This way of communication has been a mass need where nowadays so many media can be used for writing ideas, thoughts or feelings, media social for instance. Writing also need for communication for distance matter.

The role of vocabulary in writing is as basic component to build ideas, thoughts or feelings. So, it is urgent for students to master vocabulary in case of improving writing skill. Writing, as it is encoded to text, has genres in vary. In this case, it will be specified in expository text as focus.

After being interviewed, teacher in stated that students lack of vocabulary cause by the ignorance of the new way to improve their vocabulary in English. They use memorizing to have words stick on their mind and it happened for many times they forgot the vocabulary while they were speaking or writing. They wanted to utter something they already arranged in their mind but eventually stooped because they didn't know the words.

A conventional technique of vocabulary mastery is memorizing. This technique conducted by memorizing word by word. This technique is sufficient at the beginning but it is no longer when it comes to be tested later on. Students only focus

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<sup>2</sup>Ken Hyland. *Teaching and Researching Writing*. (Harlow: Longman. 2002)p. 1

on how to memorize those words without having any further understanding how to link from one to another which has the same character or class. Once teacher tests the vocabulary, most of students will forget because the lack of understanding and mastery.

There are many techniques in teaching vocabulary such as Jigsaw, Rotating Circles, Snowball, Think-Pair-Square, and Word Webbing. The technique will be specified is word webbing which has fresh and new way of mastery the vocabulary. Hence, fun and enjoyable is the focus of the way of teaching vocabulary the students prefer to. This stimulates students to be active in class and independently think how one word has connection with others.

Word webbing technique makes students easy in learning vocabulary and improves their vocabulary. By using word webbing technique, the students can develop their idea or their vocabulary based on their knowledge. This technique is helpful for the students because they are not forced to memorize random words the teacher wants. They can mention words that have connection with the given word freely. They may use circle or square and make line to connected words and so on. This is more interesting for students to learn for in class so all students will have their own turn to be an active participant.

By reading the research, can be concluded word webbing has a high contribution to enhance students' vocabulary ability. Accordingly, word webbing will be used to see the significance of Eleventh Grade Students' Vocabulary Achievement in Writing Expository Text.

### **B. The Identification of the Study**

Some reason why the writer chooses the topic “The Effect of Word Webbing on the Students’ Vocabulary Achievement in Writing Expository Text in class XI MAS YASPI Labuhan Deli Medan Labuhan 2015/2016 Academic Year are:

1. The students are not interested in English especially in writing
2. The students know only a limited of words.
3. The students are less motivated in study
4. The student’s achievement has low in mastering vocabulary without word webbing technique.

### **C. The Limitation of the Study**

The limitation of the study included:

1. The students of the eleventh year student in academic year 2015/2016 at MAS YASPI Labuhan Deli Medan Labuhan
2. The subject only about vocabulary achievement in writing expository text

### **D. The Formulation of the Study**

The problems of study is formulated as the following:

1. How is the students’ vocabulary achievement in writing expository text by using Word Webbing technique at MAS YASPI Labuhan Deli Medan Labuhan academic year 2015/2016?
2. How is the students’ vocabulary achievement in writing expository text without using Word Webbing technique at MAS YASPI Labuhan Deli Medan Labuhan academic year 2015/2016?

3. Is there any significant effect of using Word Webbing technique on the students' vocabulary achievement in writing expository textat MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016?

#### **E. The Objective of the Study**

From the problem formulation above , The objectives of this research is:

1. To know the students' vocabulary achievement in writing expository text by using Word Webbing technique at MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016?
2. To knowthe students' vocabulary achievement in writing expository textwithout using Word Webbing technique at MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016?
3. To find outis there any significant effect of using Word Webbing technique on the students' vocabulary achievement in writing expository textat MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016?

#### **F. The Significance of the Study**

The result of this study is targeted for:

Theoretically:

1. For the researcher: To provide information and can be a comparison to another technique or methods about technique of teaching English and to be additional information to those who research the same technique.

Practically:

1. For the English teachers: As information in expanding the way of teaching vocabulary in class for students' further achievement.
2. For the students: As additional information to increase and develop their vocabulary achievement by using word web and as another enjoyable way of learning English in classroom.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concept. The theoretical framework aims to give a clear concept and perception applied in this research in order to avoid the misinterpretation of some terms related to the research.

##### A.1 Vocabulary

Susan Hanson & Jennifer stated that vocabulary refers to words we use to communicate in oral and print language.<sup>3</sup>

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read.<sup>4</sup> These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension.

Karen Bromley defines vocabulary is a principle contributor to comprehension, fluency, and achievement.<sup>5</sup>

Vocabulary is the building block of language learning and without an adequate knowledge of vocabulary; students have difficulty performing the tasks required.<sup>6</sup>

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<sup>3</sup>Susan Hanson & Jennifer. *Teaching Vocabulary Explicitly*. (U.S: Pacific Resources for Education and Learning) p. 5

<sup>4</sup>Joan Sedita. *Effective Vocabulary Instruction*. (Published in "Insights on Learning Disabilities" 2(1). 2005) p. 1

<sup>5</sup>Karen Bromley. *Nine Things Every Teacher should Know about Words and Vocabulary Instruction*. *Journal of Adolescent and Adult Literacy*. April 2007. p. 528

<sup>6</sup> Mehdi Ghaedrahmat, M et al. *Teaching Vocabulary Electronically: Does It Work For Iranian Intermediate EFL Learners*. (Research Journal of English Language and Literature (RJELAL). A Peer Reviewed (Refereed) International Journal. Vol- 2. 2014) p. 16



Battu&Beesupogu stated that vocabulary has long been considered an important element in language learning.<sup>7</sup> It may be considered as the building block to communication. Words are the sign or symbol for idea. The more words we learnt the more ideas we should have, so we can communicate the ideas more effectively.

According to Oxford Advanced Learner's Dictionary vocabulary is all the words that a person knows or uses to have a wide/limited vocabulary.<sup>8</sup>

Based on theories above can be concluded that vocabulary is the important part of language in case of convey meaning, ideas, feelings or thought that already been memorized or acknowledged and used in particular activity which includes communication in between.

According to the book of How to Teach Vocabulary, Thornbury says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."<sup>9</sup> This states that the urgent of vocabulary is more than the grammar. Students need to learn about grammar but before it being achieved, vocabulary must be achieved first.

It is clear that vocabulary is a fundamental of language. Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the word in Holy Al-Qur'an in Surah Al-Baqarah 31st- 33rd Verse.

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<sup>7</sup>Battu R, Beesupogu V. *Enhancing the Regional Medium Students' Vocabulary Using Self-Directive Learning Techniques*. (American Research Journal of English and Literature Vol- 1. 2015) p. 8

<sup>8</sup>AS,Hornb. *Oxford Advanced Learner's Dictionary*. (Oxford : Oxford University Press. 2010) p. 1707

<sup>9</sup>Thornbury.S,*How to teach Vocabulary*. (Malaysia: Longman. 2002) p.13

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي  
 بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا  
 مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ  
 فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبَ السَّمَاوَاتِ وَالْأَرْضِ  
 وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

It means: “And He taught Adam the nature of all things; then He placed them before the angels, and said: “Tell me the nature of these if you are right” (31). They said: “Glory to You, of knowledge we have none save what You has taught us: In truth it is You who are perfect in knowledge and wisdom” (32). He said: “O Adam! Tell them their natures”. When he had told them, Allah said: “Did I not tell you that I know the secrets of heaven and earth, and I know what you reveal and what you conceal? (33)<sup>10</sup>

### A.1.1 Kinds of Vocabulary

There are several kinds of vocabulary: one each for speaking, writing, reading, and listening. Your speaking vocabulary tends to be the most limited since you have to feel very comfortable with a word to say it. Your writing vocabulary is somewhat larger because here you have time to think and select words.

Vocabulary is divided into two kinds; they are productive (active) vocabulary and receptive (passive) vocabulary.

<sup>10</sup>Abdullah Yusuf Ali. *The Meanings of the Illustrious Qur'an with Footnotes*. (New Delhi : Adam Publishers & Distributors. 2004) p. 5

### **a) Productive (Active) vocabulary**

According to Susan Hanson & Jennifer, productive vocabulary refers to the words we use to communicate through writing and speaking.<sup>11</sup> Based on theories above productive (active) vocabulary is a group of words that one use in daily speaking or writing and it all memorized and remembered well by the person. When children are learning to speak or write. However, the child's vocabulary begins to increase. It is also possible productive vocabulary is larger than receptive vocabulary. For example in a second language learners who have learned word or vocabulary through the study, and of course will be result in their vocabulary development.

### **b) Receptive (Passive) vocabulary**

Receptive vocabulary refers to the words we understand through reading and listening.<sup>12</sup> As it is written, this mean word that one doesn't use in daily speaking or writing but tend to understood by listening or reading and the meaning are known. For example although young children may not yet be able to speak and write. He might be able to follow simple commands and appeared to understand a good portion of the language he knows. In this case, the child's vocabulary may be tens and even hundreds of words.

## **A.2 Vocabulary Achievement**

In knowing the success of obtaining the vocabulary is by seeing how it is already achieved by students through the process and treatment given. There are

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<sup>11</sup>Susan Hanson & Jennifer. *Teaching Vocabulary Explicitly*. (U.S: Pacific Resources for Education and Learning) p. 6

<sup>12</sup>*Ibid.* p. 6

three aspects of Bloom's taxonomy that influence the student's perception of the material taught namely affective, cognitive and psychomotoric.

The word achievement is derived from 'achieve'. Based on the Oxford Advanced Learner's Dictionary, "achieve" means: 1. To succeed in reaching a particular goal, status or standard, especially by making an effort for a long time, 2. To succeed in doing something or causing to happen, 3. To be successful, while 'achievement' means: 1. A thing that somebody has done successfully, especially using their own effort and skill, 2. The act or process of achieving something.<sup>13</sup>

Tarkashvand stated there are many ways which can be used to develop students' vocabulary achievement.<sup>14</sup> Remembering some words is the one way to learn vocabulary. The other ways to learn vocabulary can be in the form of making a note or list of words, or memorizing the words by exercises continually. Among many techniques that can be applied in teaching learning process and increasing students' vocabulary achievement, it is better for English teacher to consider some techniques that used in teaching vocabulary in order to make learning activity to be attractive and effective.

Vocabulary acquisition has become prominent currently for both foreign and second language learners. However, incidental vocabulary acquisition has many deficiencies, such as being time-consuming, and making it an unpredictable

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<sup>13</sup>AS, Hornby. *Oxford Advanced Learner's Dictionary*. (Oxford : Oxford University Press. 2010) p. 11

<sup>14</sup>Zahra Tarkashvand. *Male Learner's Vocabulary Achievement Through Concept Mapping and Mind Mapping: Differences and Similarities*. (Academic Journal Education Research and Review. Vol- 10. 2000) p. 794

process.<sup>15</sup> On the other hand, Mahyudin et al said individual differences play an important role in academic achievement of students. There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement.<sup>16</sup> Furthermore, understanding students' learning styles and their impact on their academic achievement is important for teachers for it is the first step in ensuring students' achievement.

### **A.3 Writing**

Writing (as one of the four skills) has always formed part of the syllabus in the teaching of English.<sup>17</sup> In writing, students are stimulated to be able to develop ideas, thoughts or feeling by producing in written communication.

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication.<sup>18</sup>

Writing is a skill that is required in written communication. It requires complex thinking. A good writing is not always easy and may be a challenge even for the best students.<sup>19</sup>

Students are encouraged to use right diction, grammar, punctuation, spelling and organization. Writing serves at the most available and the most compelling way because the outcome, visible language is satisfying by permanent

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<sup>15</sup>MehdiGhaedrahmat, et al. *Teaching Vocabulary Electronically: Does It Work For Iranian Intermediate EFL Learners.*(Research Journal of English Language and Literature (RJELAL). A Peer Reviewed (Refereed) International Journal. Vol- 2. 2014) p. 17

<sup>16</sup>RahilMahyuddin, R et al. *Academic Achievement of Students with Different Learning Styles.* (International Journal of Psychological Studies.Vol-3. 2011) p. 186

<sup>17</sup> Jeremy Harmer.*How to Teach Writing.* ( Harlow: Longman. 2004)p.31

<sup>18</sup>Utami Dewi.*How to Write.* (Medan: La-Tansa Press. 2013) p. 2

<sup>19</sup>A'in Ratna Mulyani.*Journal of English Language Teaching.* Unnes. 2014

record of thought and feeling. It is expressing the ideas or information through organizing our thought into good arrangement of written text. This statement is supported by Al- Quran. Allah states in the glorious Al-Quran (Al-Qalam:1)

*“Nun. By the pen and by the (record) which (men) write”.*<sup>20</sup>

The verse above contains an order to write by using qalam (pen). Writing is a great gift coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed.

And our prophet Muhammad (peace be upon him)

*“Tie knowledge with the book (ie: by writing it down)”*

Hadith shohih with the whole way as described by Al-Albaaniy in *Silsilah al-Shahiihah* no-2026. From hadith above, the writer can conclude that one way to maintain the science is by writing.

#### **A.4 Writing Genres**

Genre is approach to teach writing which focuses on creating authentic writing in school.

According to Pardiyo, genre is the type of text that serves as a frame of reference so that a text can be written effectively; effective in terms of goals accuracy, the selection and arrangement of text elements, and precision in the use of grammar.

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<sup>20</sup> Yusuf Ali. 1968. *The Holy Qur'an Text, Translation and commentary*. Jeddah: Dar Al-Arabia. p.1585.

From some definition of genre above, genre is a term for an organized concept or process in creating a particular text type which contains stages and grammatical form in order to achieve the purpose of the text.

**Table 2.1**  
**Types of Genre**

<b>No</b>	<b>Types of genre</b>	<b>Function</b>
1.	Description	To describe a thing (living or non-living things)
2.	Recount	To retell or inform an event or activity which happened the past
3.	Narrative	Tell activity which happened in the past (problematic experience and resolution) which has purpose to amuse or teach the moral lesson to the reader
4.	Procedure	To explain how to do something in sequence steps
5.	Explanation	To explain why an object exists as it is, how it works, and the process involved in the formation or working of an object or phenomenon
6.	Discussion	To present (at least) two points of view about an issue
7.	Expository	To persuade the reader that something in the case or not
8.	News item	To inform readers a report of an important or newsworthy event
9.	Report	To inform or describe the way things are or phenomena (natural or non-natural)
10.	Anecdote	To share with others an unusual or amusing story
11.	Review	To give critique, evaluation or review of books, films, or arts

### **A.5 Expository Text**

Expository or exposition is a kind of writing that explains or informs. The term exposition comes from the word expose, which means “to uncover, to make known and reveal”.

Expository is a type of oral or written discourse that is used to explain, describe and give information or inform. It also seeks to inform, explain, clarify, define, or instruct.

Expository text usually has more complex content and higher-level vocabulary and is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution.<sup>21</sup>

The purpose of exposition is to persuade others to think about an issue from a particular point of view. It usually presents only one side of an argument and gives evidence to support that viewpoint. Forms of exposition include advertisements, letters to the editor, debates, arguments, pamphlets and posters.

#### **A.5.1 Analytical expository**

The social function of expository text is to persuade the reader or listener that something is the case.

Generic Structure of Analytical Expository Text are:

1. Thesis : Introduce statement or announcement (a topic) of issue concern and indicate writer's position.
2. Arguments : Reasons for concern that will lead to reiteration.
3. Reiteration : Restates the writer's position based on the arguments given.

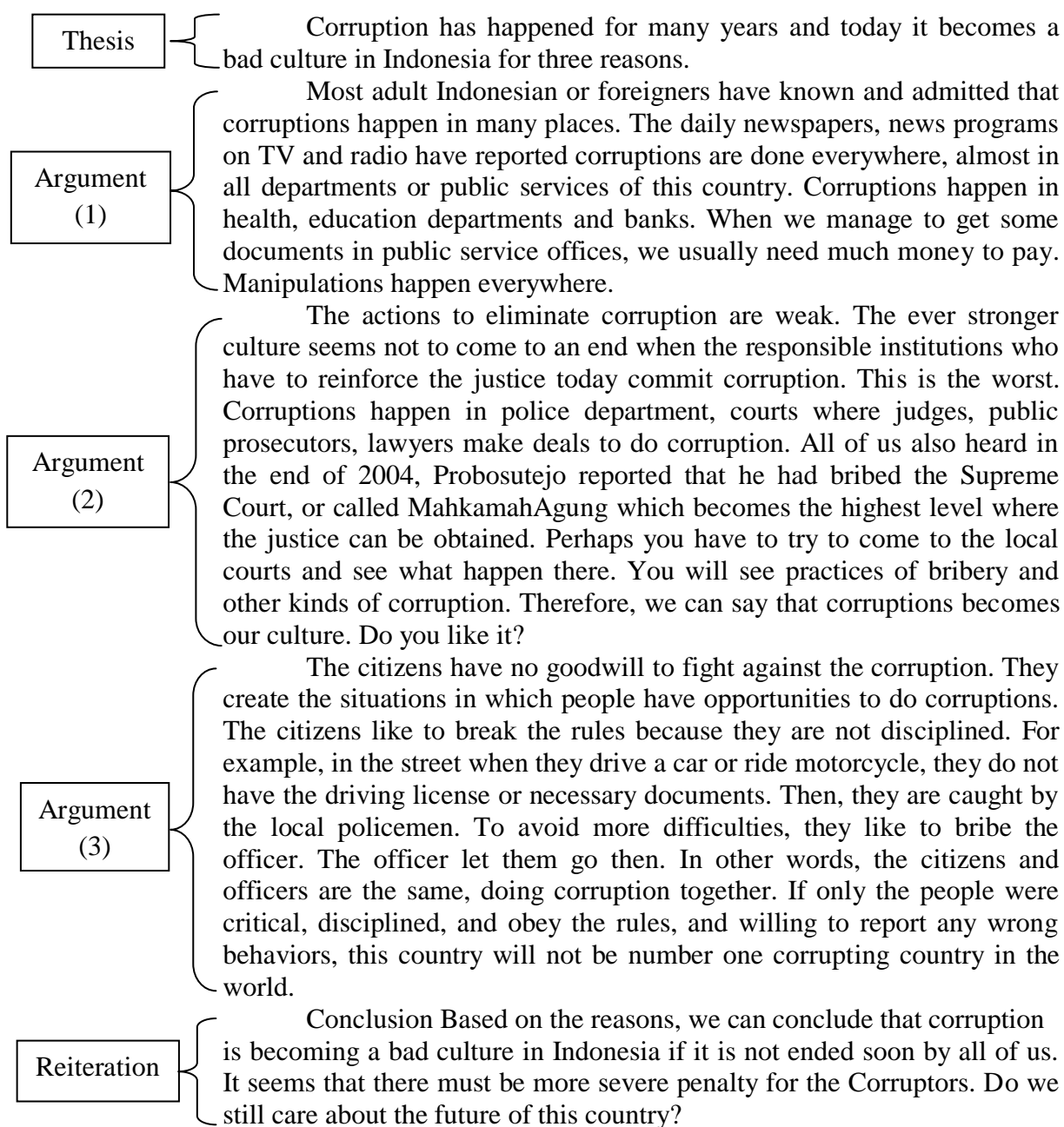
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<sup>21</sup>Susan Hanson & Jennifer. *Teaching Vocabulary Explicitly*. (U.S: Pacific Resources for Education and Learning) p. 6



Below will be shown an example of analytical expository text and its generic structure.

### Corruption and Indonesian Culture



(Source: sman78-jkt.sch.id/sumberbelajar/bahanajar/Home.pdf.

Hendri Agus. Analytical Exposition Text)

According to Don Snow, perhaps the most basic expository writing assignment is a paragraph or short composition that presents an opinion and reason for it. Firstly, start with an opinion question such as “What is the corruption became a bad culture in Indonesia?” or “What do you think about corruption in Indonesia?”. And secondly, in response your question have students write paragraph that:<sup>22</sup>

1. First states their opinion
2. Then explain anything in the opinion/ argument that needs to be explained
3. Support the explanation with specific details and examples

Linguistic Feature of the expository text above:

1. An analytical exposition focuses on generic human and non human participants.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feel about something. For example: realize, feel etc.
3. It often needs material processes. It is used to state what happens, e.g.:....has polluted... etc.
4. It usually uses Simple Present Tense and Present Perfect Tense.
5. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly,.....Finally, etc.

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<sup>22</sup>Don Snow. *From Language Learner to Language Teacher: An Introduction to Teaching English as a Foreign Language*. (USA: TESOL. 2007) p. 156

### **A.6 Vocabulary in Writing**

Research on lexical richness in writing has shown moderate correlations between lexical richness and measure of writing quality. This indicates that once learners have good control of a high frequency productive written vocabulary, there is value in continuing to turn receptive vocabulary into productive vocabulary.

Learners can learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, learners can learn vocabulary indirectly when they engage in conversations with others, through read aloud, and through independent reading. Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.

With writing however, learners need to extend their productive vocabulary to include the specialized vocabulary of their areas of study and interest. In academic context, writing is often used as the form of assessment and learners need to be able to show their knowledge of the field through the use of the specialized vocabulary. Thus, the importance of the vocabulary needs to be applied in actual of writing act.

### **A.7 Technique in Teaching**

Technique is what teacher uses in case of teaching in classroom. The language teaching widely accepted technique as a super ordinate term to refer to various activities that either teachers or learners perform in the classroom.<sup>23</sup> On the process, teacher uses technique to make difference in teaching. It is possible

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<sup>23</sup>Brown, H. D. *Teaching by Principle: An Interactive Approach to Language Pedagogy* 2ed. (San Francisco: Longman. 2001) p. 129

for teacher to use different technique in the same topic or different technique for the different topic. It depends on how teacher manage the class. According to Brown, technique is any of a wide variety of exercise, activities, or tasks used in exercises activities, or tasks as a particular street that is used to accomplish an immediate objective.<sup>24</sup>

Technique is needed in learning, a teacher must choose suitable technique in learning process so it will be easier to get the goal in learning process. It is also stated in the Al-Qur'an (An-Nahl: 125)

*It means: invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.*

There are some requirements teacher should look for before administering technique as part teaching-learning process. The aim of technique and its objectives, the nature of subject, the availability of material and equipment, the level of students, how students learn, and teacher's skill should be in list of consideration before deciding to apply technique.

According to Zarei, The collaborative techniques included Jigsaw, Rotating Circles, Snowball, Think-Pair-Square, and Word Webbing to improve students' vocabulary achievement. In this case, word webbing is the focus.<sup>25</sup>

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<sup>24</sup>*Ibid.* Brown. p. 130

<sup>25</sup>A.A. Zarei& M.S. Gilani.2013. L2 Vocabulary Learning Through Collaborative Technique. International Journal of Language Learning and Applied Linguistics World (IJLLALW) Vol.4. p. 71

### A.8 Word Webbing Technique

Word webbing technique is a graphic organizer strategy that provides a visual of how words or phrases connect to a topic.<sup>26</sup>

The principle of vocabulary network, also known as word web, word map, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among group of words.<sup>27</sup>

As it is named, word webbing is how to connect main word or given word to other related words and formed web as whole. Webbing works best to show a lot of words or ideas and keep them loosely connected, such as when you're brainstorming ideas in a planning meeting. It's also a great tool for coming up with terms in a pattern writing activity.

This technique is more visual, so it is useful for vocabulary learning. This technique shows how ideas are connected to other ideas and how they are organized. This technique was new for Iranian students. They liked to try it. So, part of the beneficial effects of this technique could be attributed to its novelty.<sup>28</sup>

From the given word students relate to other words that have relation to the given word. How to connect it may vary. Students may make it in square or circle and connect the given word to other related words by using line. This fun and enjoyable way of teaching will ease them to enhance their vocabulary ability.

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<sup>26</sup>*Ibid.* p. 77

<sup>27</sup>Battu, R. Beesupogu, V. *Enhancing the Regional Medium Students' Vocabulary Using Self-Directive Learning Techniques*. (American Research Journal of English and Literature Vol- 1. 2015). p. 9

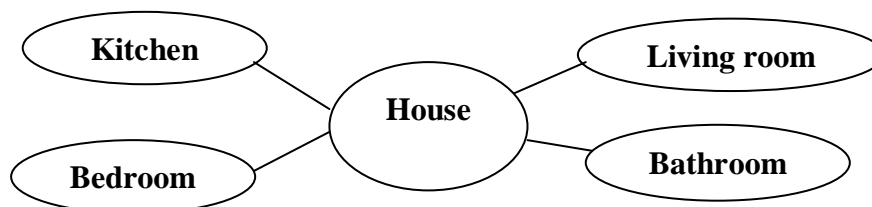
<sup>28</sup>*Ibid.* A.A. Zarei& M.S. Gilani. p. 81

Based on the explanation above, word webbing is a technique that designed to show how key word is related to another through graphic presentation.

### **A.9 The Structure of Word Webbing**

The first thing teacher should do is putting the main word the next to be rooted. Then, draw circle and draw line connects to another circle that related to the given word.

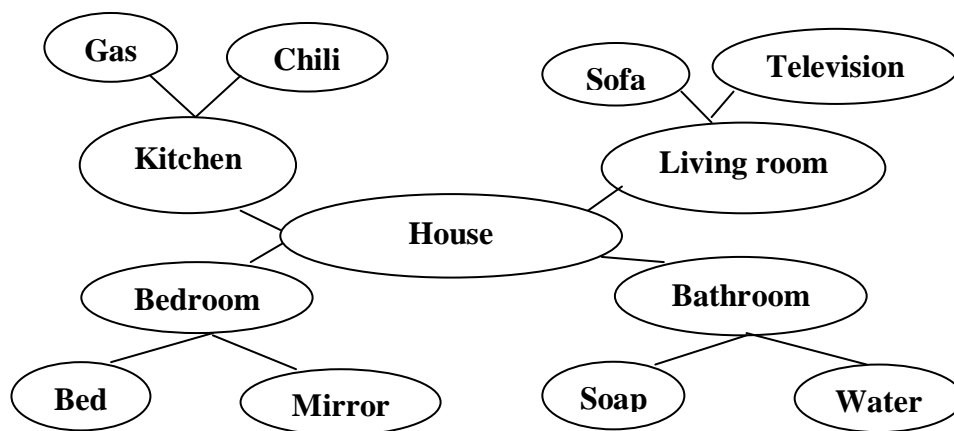
Miller in Word Web Vocabulary book has shown a structure of word by designing it into a very interesting one. The shape and color can affect the rate of interesting of the students. She emphasized the form by prefix of each word and students need to find word which has the same prefix. Thus, the stages of word webbing can be figure below:



**Figure 2.1 Chart of Word Webbing with Two Levels**

(Source: Word Web vocabulary Teacher's Guide, Elinor Miller, M. Ed. 1997)

The chart above shows that the word webbing technique with two levels. It is named as two levels because there is only one way rooting main word. The main word roots to related words only. There are three levels of word webbing and figure below:



**Figure 2.2 Chart of Word Webbing with Three Levels**

(Source: Word Web vocabulary Teacher's Guide, Elinor Miller, M. Ed. 1997)

Chart above shows word webbing by rooting the main word into related words and those are connected with related to another related words. That chart will expand ability of students more than the two levels of word webbing.

Tarkashvand in her research showed that learners more enjoy to drawing the connection of the word by using shape and color in liberty.<sup>29</sup> So, can be seen that word webbing will be more interesting by using various color and shape. For example, for the main word students may use square and for the first rooted words in circle and for the second rooted words in triangles and the different color for different stage.

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<sup>29</sup>Zahra Tarkashvand. *Male Learner's Vocabulary Achievement Through Concept Mapping and Mind Mapping: Differences and Similarities*. (Academic Journal Education Research and Review. Vol.10. 2000) p. 796

## **A.10 The Advantages and the Disadvantages of Word Webbing**

### **A.10.1 The Advantages of Word Webbing Technique**

Word webbing technique is an easy way of stimulating students to analyze the connection between words. Students will be more enjoy to attempt relating words and to describing those. This will help students focus with the teaching learning process. This technique is a great way to express them without the pressure of words and word phrases construction.

This enjoyable technique can be developed as another need, teaching linguistic structure or class of words. Teacher may modify this technique along with word class topic. Teacher can use some rule to limit the related words so students focus in retrieving words. This will sharpen students' ability in classing words. The learners will enjoy their liberty in using connection word as they are motivated to use other color and shape in drawing map.

Lubliner said "If you can't figure out the meaning of the word put a post-it in the book and check with the teacher or look it up in the dictionary later".<sup>30</sup> So, it is undeniable that students' cannot master vocabulary if they do not consult dictionary. This will maintain their vocabulary achievement so difficult words will stick on their mind.

New knowledge or information is added to priorknowledge easily by word webbing. For example: First, the teacher writes the main topic in thecenter of the board or paper, then, students write the subtopics on four corners ofthe paper with different color markers. They add some ideas and relate them to thesubtopics or

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<sup>30</sup>ShiraLubliner. *The Effects of Comprehensive Vocabulary Instruction on Title I Students' Metacognitive Word-Learning Skills and Reading Comprehension*. (Journal of Literacy Research). p. 163-200



the main topic. All students have a chance to add their ideas. It is like a web page on the Net. So, word webbing had the best effect on vocabulary comprehension and production in the present study.

#### **A.10.2 The Disadvantages of Word Webbing Technique**

Every technique has advantage and there is also disadvantage in it. The disadvantage of this technique is it takes them time to draw circle or another shape and line to take the words in. Students' attention will also be distracted by their enthusiasm to word webbing and it will affect the main material of learning.<sup>31</sup> Disadvantages of this technique are students too much time in making a circle on the topic and subtopic, shape, and the connecting lines. And then the longer if the teacher ordered the students to color in each circle.

#### **A.11 Technique Vocabulary through Web Webbing**

In learning process, teacher should explain how to use word webbing technique. According to Buckby, they are:<sup>32</sup>

1. Demonstrate on the board how to make a word web centering on a topic, shown by word or short phrase. The web of associated words can be general associations or personal associations.
2. Brainstorming with the learners, make a list of about 20 topics on the board, for example (*food, holiday, school, animal, flower, electronic, transportation, etc.*)
3. Ask each learner to choose three topics from the list and make webs of words they associate with each one, being careful not to identify the topic on their word webbing. In other words, the central circle should be empty.

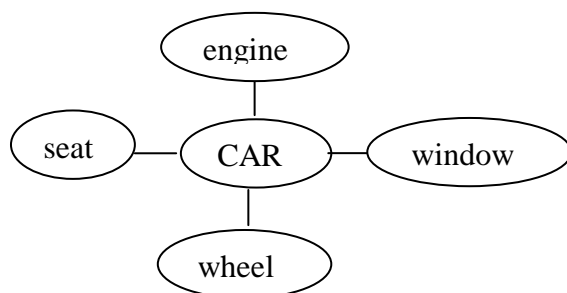
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<sup>31</sup> Zahra Tarkashvand. *Male Learner's Vocabulary Achievement Through Concept Mapping and Mind Mapping: Differences and Similarities*. (Academic Journal Education Research and Review. Vol.10. 2000) p. 790-798

<sup>32</sup> Michael Buckby et al. *Games for Language Learning 3ed.* (Cambridge University Press. 2006). p. 102

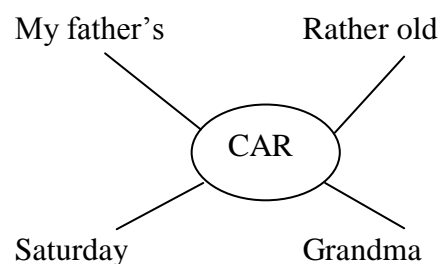
4. Tell the learners to circulate, showing their word webbing to at least three other learners, who must try to identify the topic of each word.

This technique targeted students to find their own way to relate words independently.



(we go to holiday)

**Figure 2.3 Example of a general word**



(we go to grandma's home)

**Figure 2.4 Example of a personal word web for car**

## B. Related of Studies

Vocabulary has been an issue for other research than actual happens in language circumstance. Vocabulary also has been used along with another technique, methods or another way of teaching English.

1. Indina (2015) conducted experimental research to find the effectiveness of team word webbing on students' achievement in writing narrative text. The population of this research was the eight (VIII) grade students of SMP Negeri 1 Stabat. The sample of the research were two classes which consisted of experimental and control group which were chosen by using random sampling technique. Twenty four students were taken as the samples in each class. The experimental group was taught by using Team Word-Webbing, while the control group was taught by using Lecturing

Method. The instrument used to collect the data was by asking the students to write a narrative text. After analyzing the data, it was found that the Word Webbing has significant affect on students writing skill particularly narrative text compared to the Lecturing Method.

2. The other research about word webbing for vocabulary was conducted by Zarei&Gilani about collaborative techniques that include some techniques (Jigsaw, Rotating Circle, Snowball, Think-Pair-Square and Word Webbing) to see the differences and to compare the effectiveness of those methods. Participants were 86 male and female EFL learners, at language institutes in Qazvin, Iran, ranging in age from 17 to 21 years old. The learners' level of proficiency was pre-intermediate to intermediate. Participants were studying in five classes. Each group was randomly assigned to a different treatment condition. After being tested, Word Webbing technique has the highest mean which can be concluded that Word Webbing is more sufficient as treatment in teaching vocabulary.

### **C. Conceptual Framework**

Vocabulary is one of the important thing students should be master on beside grammar in learning English. Without vocabulary one cannot convey ideas, feelings or ideas. The important of vocabulary has urged teacher to increase students' vocabulary achievement.

The applying of the vocabulary in this case is the writing which has the main role in encoding ideas, thoughts or feelings into written text and the

vocabulary has the main role as the basic component that builds the ideas, thoughts or feelings.

Various technique and method can be conducted in class to enhance their ability. As technique means of exercises or tasks as part of effort a teacher uses in class activities. By seeing the condition and the effectiveness in class, teacher may apply technique in class as fun and enjoyable way of teaching vocabulary.

In this case, word webbing has the effectiveness and fun way of teaching it. Teacher and students both are eased to teach and learn vocabulary. This technique brings students to the new way which unforced and freely to relate words they know into the main words accept teacher expects students to go along with another topic.

Word webbing is the technique which focuses on linking related words to the main word or given word. This technique gives students part as an active participant to analyze and root word. This technique may be variation in developing but the main core is to teach and enhance students' vocabulary achievement.

Another technique as comparison is the conventional one, memorizing. This technique may be well known and usually used by teacher in class as way of increasing students' vocabulary achievement especially in writing expository text. But it will not last because students are forced to memorize not to retrieve words from the exist one. When teacher asks students to remember word, they only try to remember not to scheme it in structured way. Students are expected to be active in teaching learning process since it is fun and enjoyable.

Based on the explanation above, word webbing considered as one of the list of teacher to teach vocabulary and expects students' vocabulary achievement in writing expository text.

#### **D. Hypothesis**

As expected and thought about the effect of the technique, hypothesis is needed as guidance to reach the result of the research. Based on the explanation of conceptual framework that has been presented. In this experimental research the writer uses the hypothesis. And the hypothesis of the research is: There is significantly effect of using word webbing on the students' vocabulary achievement in writing expository text of the eleventh year students at MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Location of the Research

The writer held research in students of the eleventh year students at MAS YASPI Labuhan Deli Medan Labuhanacademic year 2015/2016. The location on Labuhan Deli Medan Labuhan.The reasons for choosing this school were because:

1. Based on the interview with the English teacher, word webbing technique is never use in teaching English.
2. The researcher wants give positive contribution to the students in this school especially to build up vocabulary in a text.
3. The title was not observed before.

#### B. Population and Sample

##### B.1 Population

Population is all the objects which want to observe. Population also can called “universe”.<sup>33</sup>Population is totality of object which researched.

The population of this research in the eleventh year students at MAS YASPI Labuhan Deli Medan Belawan 2015/2016 academic year was 82 students

#### Table 3.1

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<sup>33</sup>Syahrum and Salim.*MetodologiPenelitianKuantitatif*. (Bandung: Citapustaka Media, 2012) p.113

### Distribution of Population

No	Class	Sample
1	XI-IPA	43
2	XI-IPS	39
	Total of Students	82

#### B.2 Sample

According to Syahrums that sample is a part of population of object which wants to research.<sup>34</sup>. The researcher taken two classes for sample XI-IPA as experimental class and XI-IPS as control class that accounts 82 students.

**Table 3.2**

#### Number of Sample

No	Class	Sample
1	XI-IPA (Experimental)	43
2	XI-IPS(Control)	39
	Total of Students	82

### C. Design of Research

This study was conducted by using experimental design or quantitative research. Neuman showed quantitative style is where measure objective facts, focus on variables, reliability is the key, independent of context, happens many cases, and has statistical analysis.

Furthermore, Neuman stated experimental research builds on the principles of a positivist approach more directly than do other research

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<sup>34</sup>Syahrums and Salim, *ibid*, p. 113-114

technique.<sup>35</sup> So, on conducting the experimental there were two groups namely experimental group and control group. The experimental group was the group which was given the treatment by using word webbing technique and control group was given without word webbing technique.

The design is illustrated in Table 3.3

**Table 3.3**

**Design of Research**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
XI IPA(Experimental)	✓	Word webbing technique	✓
XI IPS(Control)	✓	Without word webbing technique	✓

**D. The Instrument for Collecting Data**

It is very important to prepare the instrument to collect some data which is suitable. To measure the students' achievement, the researcher prepares the test. The data was collected by using cloze test. Cloze test can made in variety of ways, but when they are used to measure the comprehension difficulties of text materials, investigators almost invariably use a specific set of procedures called by deleting every fifth word from a passage. The deleted words are replaced by underlined blank spaces of a uniform length, and the tests are mimeographed

In this research, the students were given cloze test of some texts which had 25 multiple-choice items to get data about the students' ability in building up vocabulary.

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<sup>35</sup>Neuman, W.L. *Social Research Methods: Qualitative & Quantitative Approach*. (Massachusetts: Allyn& Bacon. 2000) p. 215



The score of the test calculated by applying the formula:

$$S = \frac{R}{N} \times 100$$

In which:

S = Score of the test

R = Number of the correct answer

N = Number of the question

For every correct answer was given 1 and otherwise the wrong one or no answer was 0 and the total of correct answers would be 25.

### **D.1 Validity of the Test**

Validity indicated what the test precisely measures and how well the test measure. For a test valid, it is expected that the content and the condition are relevant, and that there would be irrelevant problems which are more difficult or the problem being tested.

Validity tells us whether an indicator actually captures the meaning of the construct in which we are interested.<sup>36</sup>

The type of validity that the writer used is content validity. The result used to predict the students' success in the future activity. The validity can be counted by using the product moment formula as shown in the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

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<sup>36</sup>Neuman, W.L. *Social Research Methods: Qualitative & Quantitative Approach*. (Massachusetts: Allyn& Bacon. 2000) p. 138

Where:

$r_{xy}$  = validity coefficient of the test

$\sum x$  = sum of score of each test number

$\sum y$  = sum of total score

$N$  = number of students

$\sum x^2$  = quadrate sum of score of each test number

$\sum y^2$  = quadrate sum of total score

The rule of validity:

- If  $r_{\text{count}} > r_{\text{table}}$ , the question is valid
- If  $r_{\text{count}} < r_{\text{table}}$ , the question is invalid

## **D.2 Reliability of the Test**

Neuman says reliability tells us about an indicator's dependability or consistency.<sup>37</sup> It suggests that same thing is repeated or recurs under the identical or very similar conditions. The opposite of reliability is a measurement that process yields erratic, unstable or inconsistent result.

Reliability refers to the consistency of the measurements. The consistency measurements obtained from an instrument is referring to reliability. To get reliability of the test, I used Kuder Richardson KR.20 formula as follow:

$$r = \frac{2r}{1+r}$$

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<sup>37</sup>Neuman, W.L. *Social Research Methods: Qualitative & Quantitative Approach*. (Massachusetts: Allyn & Bacon. 2000) p. 138

$r$  = validity of the test

The criteria for the reliability coefficient as the following:

0, 800 – 1,000 = Very High

0,600 – 0,800 = High

0, 400 – 0, 600 = Sufficient

0, 000 – 0, 400 = Low

## **E. The Technique of Data Analysis**

### **E.1 Test of Analysis Requirements**

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity tests.

#### **1. Normality Test**

Normality test is done to know whether the data that got from the sample have a normal distribution or not. In this research, the normality test was done by using Lilifors test. After getting  $L_o$ , it was compared to  $L_t\alpha = 0,05$ . The characteristic of Lilifors test is:

- If  $L_o < L_t$  = data is normal
- If  $L_o > L_t$  = data is not normal

#### **2. Homogeneity Test**

Homogeneity test is done to know whether the sample is homogeneous or not. Homogeneity test that is done in this research is Fisher test. Here is the formula :

$$F = \frac{Sg}{Si}$$

$Sg$  = The highest variable

$S_i$  = The lowest Variable

After getting the  $F_o$ , it was compared to  $F_t$   $\alpha=0,05$ . The characteristic of Fisher test is :

- If  $F_o < F_t$  = sample is homogenous
- If  $F_o > F_t$  = sample is heterogeneous

## F. Analysis Data

To analysis the data in order to find out the difference means of scores of both experimental and control group, t-test was used. Arikunto showed the formula below:<sup>38</sup>

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx: the mean of experimental group

My: the mean of control group

$dx^2$ : standard deviation of experimental group

$dy^2$ : standard deviation of control group

Nx: the total number of experimental group

Ny: the total number of control group

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<sup>38</sup>Suharmi Arikunto. *Prosedur Penelitian*. (Jakarta: Rineka Cipta. 2013) p. 354

## G. Statistical Hypothesis

Statistically, the hypotheses are expressed as a follow:

$$H_0 : \mu_A \mu_B$$

$$H_a : \mu_A \mu_B$$

In which:

$H_0$  = Null Hypothesis

$H_a$  = Alternative Hypothesis

$\mu_A$  = Students' score in test, who are taught by word webbing technique.

$\mu_B$  = Students' score in test, who are taught by conventional technique.

The statistical hypotheses above means:

- If t-test ( $t_o$ ) < t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is rejected and  $H_0$  is accepted.
- If t-test ( $t_o$ ) > t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_0$  is rejected.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Data

The data of this study were obtained from the result of the pre-test and post-test from both of group, the experimental group and control group. They were asked to answer multiple-choice about vocabulary in writing expository text.

This study was conducted on March 22, 2016 until March 31, 2016. The pre-test was given before the treatment and post-test was given after the treatment. The researcher gave the treatment to students in the experimental group (XI IPA) by using Word-Webbing technique, while control group (XI IPS) without using Word-Webbing technique. After administering the treatment, the post was administered to both groups to measure the students' achievement in vocabulary. Both treatments were conducted in four meetings. After conducting the research, the researcher got the data of students' scores in pre-test and post-test.

**Table 4.1**

**The score of pre-test and post-test in Experimental Group**

No	Students' Initial Name	Pre-test	Post-test
1.	ARP	56	88
2.	AM	48	88
3.	AL	60	88
4.	AMI	40	76
5.	ANS	44	88
6.	AP	56	84
7.	BQ	60	92
8.	DA	40	72
9.	FW	52	84
10.	FL	52	80
11.	FH	56	72

12.	GS	56	76
13.	HTS	48	76
14.	HA	44	84
15.	HF	48	88
16.	IP	36	84
17.	JL	48	84
18.	KD	56	88
19.	KHS	36	80
20.	KHA	48	76
21.	LNH	56	88
22.	MD	48	84
23.	MAU	60	92
24.	MANR	60	80
25.	MDS	48	72
26.	MD	60	92
27.	MN	48	84
28.	NC	60	92
29.	NA	52	84
30.	NLA	52	84
31.	PRM	36	84
32.	RA	40	80
33.	RS	40	84
34.	RAP	52	84
35.	SA	44	76
36.	SH	52	92
37.	SR	36	88
38.	TR	40	88
39.	WAN	48	88
40.	WDS	44	84
41.	WD	44	80
42.	WS	44	84
43.	YN	44	84
	$\Sigma$	2092	3596

Based on the table 4.1 above, the total score in experimental group of pre-test was 2092 and the total score of post-test was 3596. The lowest and the highest scores of pre-test in experimental group were 36 and 60, while in the post-test 72 and 92. Therefore, it can be concluded that the score of post-test in control class is higher than the score of its pre-test.

Table 4.2

## The score of pre-test and post-test in Control Group

No	Students' Initial Name	Pre-test	Post-test
1.	ATQ	56	76
2.	AFL	52	60
3.	AM	56	76
4.	ATL	32	56
5.	ANA	40	68
6.	ASF	56	68
7.	AA	32	68
8.	DAH	52	60
9.	DJ	52	64
10.	EP	48	72
11.	ERS	44	68
12.	ESP	44	56
13.	FR	44	68
14.	FT	48	72
15.	IQ	40	68
16.	IMH	52	72
17.	IJS	48	60
18.	IM	56	72
19.	JR	48	56
20.	KA	36	60
21.	MA	32	64
22.	MAT	40	56
23.	MFF	56	64
24.	MPP	52	72
25.	MAP	36	68
26.	MFK	44	60
27.	MR	36	72
28.	MRP	52	76
29.	NS	32	68
30.	NN	32	60
31.	NSS	36	56
32.	NL	52	76
33.	PA	56	64
34.	RR	44	72
35.	RH	52	76
36.	SH	48	72
37.	SS	56	76
38.	SA	44	68



39.	ZF	52	76
	$\Sigma$	1788	2616

And based on the table 4.2 above, the total score in experimental group of pre-test was 1788 and the total score of post-test was 2616. The lowest and the highest scores of pre-test in control group were 32 and 56, while in the post-test 56 and 76. Therefore, it can be concluded that the score of post-test in control class is higher than the score of its pre-test.

## B. Analysis Data

### B.1 Testing Validity and Reliability of the Test

The validity of the test was extent to which measure what it is supposed to measure and nothing else. In other words, a test is said to be valid only if it is capable of measuring what it intends to measure. The writer uses this formula to count validity:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum xy)^2\}}}$$

Where:

$r_{xy}$  = validity coefficient of the test

$\sum x$  = sum of score of each test number

$\sum y$  = sum of total score

$N$  = number of students

$\sum x^2$  = quadrate sum of score of each test number

$\sum y^2$  = quadrate sum of total score

The following table is the result of validity of this test:

**Table 4.3**  
**The Validity of the Test**

<b>No</b>	<b>T<sub>count</sub></b>	<b>T<sub>table</sub></b>	<b>Status</b>
1	2.85	1,72	<b>Valid</b>
2	1.972	1,72	<b>Valid</b>
3	0.5	1,72	Invalid
4	3.8	1,72	<b>Valid</b>
5	1.37	1,72	Invalid
6	1.39	1,72	Invalid
7	2.18	1,72	<b>Valid</b>
8	1.7	1,72	Invalid
9	2.28	1,72	<b>Valid</b>
10	2.13	1,72	<b>Valid</b>
11	2.39	1,72	<b>Valid</b>
12	2.24	1,72	<b>Valid</b>
13	3.32	1,72	<b>Valid</b>
14	1.8	1,72	<b>Valid</b>
15	3.69	1,72	<b>Valid</b>
16	1.53	1,72	Invalid
17	0.6	1,72	Invalid
18	3.36	1,72	<b>Valid</b>
19	0.3	1,72	Invalid
20	1.73	1,72	<b>Valid</b>
21	3.83	1,72	<b>Valid</b>
22	3.22	1,72	<b>Valid</b>
23	3.48	1,72	<b>Valid</b>
24	2.39	1,72	<b>Valid</b>
25	1.8	1,72	<b>Valid</b>
26	1.93	1,72	<b>Valid</b>
27	2.28	1,72	<b>Valid</b>
28	3.22	1,72	<b>Valid</b>
29	0.41	1,72	Invalid
30	3.36	1,72	<b>Valid</b>
31	1.5	1,72	Invalid

32	3.83	1,72	<b>Valid</b>
33	0.19	1,72	Invalid
34	3.5	1,72	<b>Valid</b>
35	2.39	1,72	<b>Valid</b>

Then, the data was analyzed to find the reliability of the test. In this study, the reliability was calculated by applying the formula as follow:

$$r_{xy} = \frac{2r}{1+r}$$

r = validity of the test

The following table is result of reliability of this test:

**Table 4.4**  
**The Reliability of the Test**

<b>Subject</b>	<b>R</b>	<b>Criteria</b>
1	0.63	High
2	0.50	Sufficient
3	0.2	Low
4	0.73	High
5	0.39	Low
6	0.4	Low
7	0.54	Sufficient
8	0.46	Sufficient
9	0.56	Sufficient
10	0.53	Sufficient
11	0.57	Sufficient
12	0.55	Sufficient
13	0.68	High
14	0.48	Sufficient
15	0.72	High
16	0.42	Sufficient
17	0.2	Low
18	0.69	High

19	0.1	Low
20	0.46	Sufficient
21	0.73	High
22	0.67	High
23	0.7	High
24	0.57	Sufficient
25	0.48	Sufficient
26	0.5	Sufficient
27	0.56	Sufficient
28	0.67	High
29	0.14	Low
30	0.69	High
31	0.7	High
32	0.73	High
33	0.07	Low
34	0.7	High
35	0.57	Sufficient

The calculation of the validity and reliability can be seen in appendix VI.

### **B.2 Pre-Test Score in Experimental and Control Groups**

Pre-test data is used to measure students' basic knowledge before implementing the method. From the result of pre-test of the students in experimental and control groups, the students got mean of pre-test score in experimental group is 48.65 and standard deviation is 7.45, while the average of students ability in control is 45.85 with standard deviation 8.2. (See appendix VII)

The comparison of pre- test score in 2 groups can be seen in table 4.5 below:

Table 4.5

**The Score, Mean, and Standard Deviation of Pre-test in Experimental  
and Control Groups**

No	Experimental Group		Control Group	
	Xi	Fi	Xi	Fi
1.	36	4	32	5
2.	40	5	36	4
3.	44	7	40	3
4.	48	9	44	6
5.	52	6	48	5
6.	56	6	52	9
7.	60	6	56	7
	336	43	308	39
<b>Mean</b>	<b>48.65</b>		<b>45.85</b>	
<b>Standard Deviation</b>	<b>7.45</b>		<b>8.2</b>	

### B.2.1 Data Analysis of Pre-Test Score

After getting the pre-test of data from experiment and control groups, the next is analyzing the normality and homogeneity data.

#### 1. Normality Test of Pre-Test Data

Normality test was done before testing hypothesis on pre-test data of both of sample classes by using Lilliefors Test. The calculation shows that at significance level  $\alpha = 0,05$  and  $N = 43, 39$  (experimental=43, control=39), pre-test data in experimental and control groups were distributed normally (see appendix IX). The normality test for both of sample classes is summarized in table 4.6.

Table 4.6

## Normality test of Pre-Test in Experimental and Control Groups

The Normality Test of The Pre-test Data			
Group	$L_o$	$L_t$	Conclusion
Experiment	0.113	0.135	Normal
Control	0.116	0.142	Normal

Based on the table 4.3, it shows that the data of the two groups are normal. In experimental group  $L_{observation} < L_{table} (insignificant level = 0,05) = 0.113 < 0.135$ . It is concluded that pre-test data is normal. And in control group  $L_{observation} < L_{table} = 0.116 < 0.142$ . It is concluded that pre-test data is normal.

## 2. Homogeneity Test of Pre-Test Data

Homogeneity test was aimed to know whether the sample used in the research is homogenous or not. The formula is as follows:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Then, the homogeneity of the sample could be decided based on this following hypothesis:

- If  $F_o < F_t$  = data is homogenous
- If  $F_o > F_t$  = data is not homogenous

From the calculation of pre test data in experimental and control groups, it was showed:

Variant of pre-test experiment group : 55.57

Variation of pre-test control group : 67.24

So:

$$F_0 = \frac{67.24}{55.57} = 1.21$$

The coefficient of  $F_t$  from the table of F-distribution  $\alpha = 0,05$  with numerator degree of freedom = 42 (  $N-1 = 43-1$  ), and denominator degree of freedom = 38 (  $N-1 = 39-1$  ). Where  $F_{table}$  determined at real  $\alpha = 0,05$  and the numerator  $df = N - 1 = 43 - 1 = 42$ , and the denominator  $df = N - 1 = 39 - 1 = 38$  is 1.701

From the calculation above, it was found that  $F_{count} = 1.21$ . Then, the coefficient of  $F_{count}$  was compared to the  $F_{table}$ . So it could be concluded that  $F_{count} < F_{table} = 1.21 < 1.701$ . It meant that the samples of pre-test that used in this research were homogenous or it could deputize the entire of population.

**Table 4.7**

**Homogeneity test of Pre-Test in Experimental and Control Classes**

The Homogeneity Test of The Pre-test Data				
Group	Variation	$F_{count}$	$F_{table}$	Conclusion
Experiment	55.57	1.21	1.701	Homogeneity
Control	67.24			

**B.3 Post-Test Score in Experimental and Control Groups**

After giving the treatment in experimental group by using word webbing and in control group by using conventional technique. Samples in experimental group had average score 83.63 and standard deviation 5.58, whereas control group had average score 67.08 and standard deviation 6.71 (see appendix VIII).

The comparison of post- test score in 2 groups can be seen in table 4.8 below:

**Table 4.8**

**The Score, Mean, and Standard Deviation of Post-test in Experimental and Control Groups**

No	Experimental Group		Control Group	
	X	Fi	X	Fi
1.	72	3	56	5
2.	76	5	60	6
3.	80	5	64	4
4.	84	15	68	9
5.	88	10	72	8
6.	92	5	76	7
	492	43	396	39
<b>Mean</b>	<b>83.63</b>		<b>67.08</b>	
<b>Standard Deviation</b>	<b>5.58</b>		<b>6.71</b>	

### B.3.1 Data Analysis of Post-Test

#### 1. Normality Test of Post-Test Data

Normality test was done by using Lilliefors Testing. The calculation shows that at significance level  $\alpha = 0,05$  and  $N = 43, 39$  (experimental= 43, control=39), post-test data in control and experimental groups were distributed normally (see appendix X). The testing normality for both of sample classes is summarized in table 4.9.

**Table 4.9**

**Normality Test of Post-Test in Experimental and Control Groups**



The Summary of Normality Test of The Post-test Data			
Class	$L_o$	$L_t$	Conclusion
Experiment	0.127	0.135	Normal
Control	0.135	0.142	Normal

Based on the table 4.7, it shows that the data of the two groups are normal.

In experimental group  $L_{observation} < L_{table} (insignificant level = 0,05) = 0.127 < 0.135$ . It is concluded that post-test data is normal. And in control group  $L_{observation} < L_{table} = 0.135 < 0.142$ . It is concluded that post-test data is normal.

## 2. Homogeneity Test of Post-Test Data

The formula is as follows:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Then, the homogeneity of the sample could be decided based on this following hypothesis:

- If  $F_o < F_t$  = data is homogenous
- If  $F_o > F_t$  = data is not homogenous

From the calculation of post-test data in experimental and control classes, it was showed.

Variant of post-test experiment class : 31.1

Variant of post-test control class : 45.02

So:

$$F_o = \frac{45.02}{31.1} = 1.448$$

The coefficient of  $F_t$  from the table of F distribution  $\alpha = 0,05$  with numerator degree of freedoms = 42 (  $N-1=43-1$  ), and denominator degree of

freedom = 38 ( N-1=39-1). Where  $F_{table}$  determined at real  $\alpha = 0,05$  and the numerator  $df = N - 1 = 43 - 1 = 42$ , and the denominator  $df = N - 1 = 39 - 1 = 38$  is 1.701

From the calculation above, it was found that  $F_{count} = 1.448$ . Then, the coefficient of  $F_{count}$  was compared to the  $F_{table}$ . So it could be concluded that  $F_{count} < F_{table} = 1.448 < 1.701$ . It meant that the samples of post-test that used in this research were homogenous or it could deputize the entire of population. So, it could be concluded that the data of this research had completed the requirements to be hypothesized. It is described in table 4.10.

**Table 4.10**

**Homogeneity test of Post-Test in Experimental and Control Groups**

Homogeneity Test of The Pre-test Data				
Group	Variant	F <sub>count</sub>	F <sub>table</sub>	Conclusion
Experiment	31.1	1.448	1,701	Homogeny
Control	45.02			

**C. Testing Hypothesis**

Based on the result of the data that the research got in this research, the researcher counted the hypothesis test. It was analyzed by applying t-test formula.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx : the mean of experimental group

My : the mean of control group

$dx^2$  : standard deviation of experimental group

$dy^2$  : standard deviation of control group

$N_x$  : the total number of experimental group

$N_y$  : the total number of control group

Before calculating t test data, it used the formula bellow to find out the deviation standard of both of class:

$$M_x = \frac{\sum d}{n}$$

**Table 4.11**

**The Tabulation of Students' Score at Experiment Group**

No.	Students' Initial Name	Pre Test (t <sub>1</sub> )	Post Test (t <sub>2</sub> )	d = (t <sub>2</sub> - t <sub>1</sub> )	dx = d - M <sub>x</sub>	(dx) <sup>2</sup>
1.	ARP	56	88	32	-2.977	8.861
2.	AM	48	88	40	5.0233	25.233
3.	AL	60	88	28	-6.977	48.675
4.	AMI	40	76	36	1.0233	1.0471
5.	ANS	44	88	44	9.0233	81.419
6.	AP	56	84	28	-6.977	48.675
7.	BQ	60	92	32	-2.977	8.861
8.	DA	40	72	32	-2.977	8.861
9.	FW	52	84	32	-2.977	8.861
10.	FL	52	80	28	-6.977	48.675
11.	FH	56	72	16	-18.98	360.12
12.	GS	56	76	20	-14.98	224.3
13.	HTS	48	76	28	-6.977	48.675
14.	HA	44	84	40	5.023	25.233
15.	HF	48	88	40	5.023	25.233
16.	IP	36	84	48	13.023	169.61
17.	JL	48	84	36	1.023	1.0471
18.	KD	56	88	32	-2.977	8.861
19.	KHS	36	80	44	9.023	81.419
20.	KHA	48	76	28	-6.977	48.675

21.	LNH	56	88	32	-2.977	8.861
22.	MD	48	84	36	1.023	1.0471
23.	MAU	60	92	32	-2.977	8.861
24.	MANR	60	80	20	-14.98	224.3
<b>No.</b>	<b>Students' Initial Name</b>	<b>Pre Test (t<sub>1</sub>)</b>	<b>Post Test (t<sub>2</sub>)</b>	<b>d = (t<sub>2</sub> - t<sub>1</sub>)</b>	<b>dx = d-Mx</b>	<b>(dx)<sup>2</sup></b>
25.	MDS	48	72	24	-10.97	120
26.	MD	60	92	32	-2.977	8.861
27.	MN	48	84	36	1.023	1.0471
28.	NC	60	92	32	-2.977	8.861
29.	NA	52	84	32	-2.977	8.861
30.	NLA	52	84	32	-2.977	8.861
31.	PRM	36	84	48	13.023	169.61
32.	RA	40	80	40	5.023	25.233
33.	RS	40	84	44	9.023	81.419
34.	RAP	52	84	32	-2.97	8.861
35.	SA	44	76	32	-2.97	8.861
36.	SH	52	92	40	5.023	25.233
37.	SR	36	88	52	17.02	289.79
38.	TR	40	88	48	13.02	169.61
39.	WAN	48	88	40	5.023	25.233
40.	WDS	44	84	40	5.023	25.233
41.	WD	44	80	36	1.023	1.0471
42.	WS	44	84	40	5.023	25.233
43.	YN	44	84	40	5.023	25.233
	$\Sigma$	2092	3596	1504	2.842	2563

$$\begin{aligned}
 M_x &= \frac{\Sigma d}{n} \\
 &= \frac{1504}{43} \\
 &= 34.98
 \end{aligned}$$

Table 4.12

## The Tabulation of Students' Score at Control Group

No	Students' Initial Name	Pre-test (t <sub>1</sub> )	Post-test (t <sub>2</sub> )	d = (t <sub>2</sub> - t <sub>1</sub> )	dx = d-Mx	(dx) <sup>2</sup>
1.	ATQ	56	76	20	-1.230	1.51479
2.	AFL	52	60	8	-13.231	175.053
3.	AM	56	76	20	-1.230	1.514
4.	ATL	32	56	24	2.769	7.668
5.	ANA	40	68	28	6.769	45.822
6.	ASF	56	68	12	-9.230	85.207
7.	AA	32	68	36	14.769	218.130
8.	DAH	52	60	8	-13.231	175.053
9.	DJ	52	64	12	-9.230	85.207
10.	EP	48	72	24	2.769	7.668
11.	ERS	44	68	24	2.769	7.668
12.	ESP	44	56	12	-9.230	85.207
13.	FR	44	68	24	2.769	7.668
14.	FT	48	72	24	2.769	7.668
15.	IQ	40	68	28	6.769	45.822
16.	IMH	52	72	20	-1.230	1.514
17.	IJS	48	60	12	-9.230	85.207
18.	IM	56	72	16	-5.230	27.360
19.	JR	48	56	8	-13.231	175.053
20.	KA	36	60	24	2.769	7.668
21.	MA	32	64	32	10.769	115.976
22.	MAT	40	56	16	-5.230	27.360
23.	MFF	56	64	8	-13.231	175.053
24.	MPP	52	72	20	-1.230	1.514793
25.	MAP	36	68	32	10.769	115.976
26.	MFK	44	60	16	-5.230	27.360
27.	MR	36	72	36	14.769	218.130

28.	MRP	52	76	24	2.769	7.668
29.	NS	32	68	36	14.769	218.130
30.	NN	32	60	28	6.769	45.822
<b>No</b>	<b>Students' Initial Name</b>	<b>Pre-test (t<sub>1</sub>)</b>	<b>Post-test (t<sub>2</sub>)</b>	<b>d = (t<sub>2</sub> - t<sub>1</sub>)</b>	<b>dx = d-Mx</b>	<b>(dx)<sup>2</sup></b>
31.	NSS	36	56	20	-1.231	-1.51
32.	NL	52	76	24	2.769	7.668
33.	PA	56	64	8	21.231	450.745
34.	RR	44	72	28	6.769	45.822
35.	RH	52	76	24	2.769	7.668
36.	SH	48	72	24	2.769	7.668
37.	SS	56	76	20	-1.230	1.514
38.	SA	44	68	24	2.769	7.668
39.	ZF	52	76	24	2.769	7.668
	$\Sigma$	1788	2616	828	34.462	2744.62

$$\begin{aligned}
 M_y &= \frac{\Sigma d}{n} \\
 &= \frac{828}{39} \\
 &= 21.23
 \end{aligned}$$

Based on the calculation data, the result is as follow:

$$M_x = 34.98$$

$$M_y = 21.23$$

$$dx^2 = 2563$$

$$dy^2 = 2744.62$$

$$n_x = 43$$

$$n_y = 39$$

So t-test can be counted as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx + ny - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{34.98 - 21.23}{\sqrt{\left(\frac{2563 + 2744.62}{43 + 39 - 2}\right)\left(\frac{1}{43} + \frac{1}{39}\right)}}$$

$$t = \frac{13.75}{\sqrt{\left(\frac{5307.62}{80}\right)(0.048)}}$$

$$t = \frac{13.75}{\sqrt{(66.35)(0.048)}}$$

$$t = \frac{13.75}{\sqrt{3.18}}$$

$$t = \frac{13.75}{1.78}$$

$$t = 7.72$$

From the calculation of the data, it can be seen that there were differences score between two groups; experiment and control groups. In order to find out the significant differences between two groups that applying Word Webbing technique and conventional technique, the researcher analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the value of the observed was 7.72. In this research, the value of t-table for the degree freedom (df) 80.

From the calculation above, it was found that the value of  $t_{\text{observation}}(7.72)$  is higher than the value of  $t_{\text{table}}(1.99)$ . It can be seen as follows:

$$7.72 > 1.99$$

This result showed that null hypothesis was rejected, the hypothesis formulated as “there is significant effect of using word webbing technique on the students’ vocabulary achievement. It means that word webbing technique significantly affected students’ vocabulary achievement in writing expository text.

#### **D. Research Finding**

1. Based on the result of the calculation above, it was found that the students’ vocabulary achievement in writing expository text when the researcher taught by using Word Webbing got mean 48.65 in pre-test with the maximum score 60 and the minimum score was 36. While in post-test the students got mean 83.63 with the maximum score 92 and the minimum score 72.
2. The students’ vocabulary achievement in writing expository text when the researcher taught without using word webbing got mean 45.85 in pre-test with the maximum score 56 and the minimum score was 32. While in post-test the students got mean 67.08 with the maximum score 76 and the minimum score was 56.
3. Based on the statistical computation t-test was found that the coefficient of  $t_{\text{observation}} = 7.72$  where the coefficient of  $t_{\text{table}} = 1.99$ . It means that there was significant effect of using Word Webbing technique to the students’ vocabulary achievement in writing expository text. It was indicated that  $H_a$  was accepted and  $H_0$  was rejected.



### **E. Discussion**

There was significant effect on students' vocabulary achievement in writing expository text by using Word Webbing technique. The students that were taught by using word webbing have higher score than were taught without using by word webbing. It had been explained in chapter 2 that Word Webbing technique would be an effective way to improve students' vocabulary achievement. It proved (in experiment group was taught by using this strategy) that the strategy was helpful especially for the students will enjoy their liberty in using connection word as they are motivated to use other color and shape in drawing map. Besides that this technique will help students focus with the teaching learning process. This technique is a great way to express them without the pressure of words and word phrases construction.

Based on the explanation above, the researcher concluded that the implementation of Word Webbing has significant effect to students' vocabulary achievement in writing expository text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The researcher concluded:

1. The students' vocabulary achievement in writing expository text that was taught by using Word Webbing technique got mean 48.65 in pre-test with the maximum score 60 and the minimum score 36. While in post-test the students got mean 83.63 with the maximum score 92 and the minimum score 72.
2. The students' vocabulary achievement in writing expository text that was taught without using Word Webbing technique got mean 45.85 in pre-test with the maximum score 56 and the minimum score 32. While in post-test the students got mean 67.08 with the maximum score 76 and the minimum score 56.
3. Based on the statistical computation of t-test was found that the coefficient of  $t_{\text{observation}} = 7.72$  where the coefficient of  $t_{\text{table}} = 1.99$ . It means that there was significant effect of using Word Webbing technique on the students' vocabulary achievement in writing expository text. It indicated that  $H_a$  was accepted and  $H_0$  was rejected. It also indicated that there was significant effect of Word Webbing technique on the students' vocabulary achievement in writing expository text at MAS YASPI Labuhan Deli Medan Labuhanin 2015/2016 academic year.

## **B. Suggestions**

Based on the conclusions above, the writer mentions some suggestions as follows:

1. It is suggested to the English teacher to apply Word Webbing technique as one of alternative for learning activities. Because it helps the English teacher to be more creative in improving the students' vocabulary achievement.
2. The students can increase their vocabulary achievement in writing by using Word Webbing technique, because it will helps students focus with the teaching learning process. This technique is a great way to express them without the pressure of words and word phrases construction.
3. Other researcher are expected to conduct this study so that they have a good understanding to support their study especially in vocabulary.

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