USING WORD WEBBING TECHNIQUE TO IMPROVE THE
STUDENTS' CREATIVITY IN WRITING
(An Action Research Conducted at the Eighth Grade Students of SMPN 22
Surakarta in the Academic Year of 2012/2013)

Arranged by:
ANNISA NUR FATIMAH
K2209005

THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret
University as a Partial Fulfillment of the Requirements for the
Undergraduate Degree in English Education

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
commit to user
PRONOUNCEMENT

I would like to certify that the thesis entitled ‘USING WORD WEAVING TECHNIQUE TO IMPROVE THE STUDENTS’ CREATIVITY IN WRITING (An Action Research Conducted at the Eighth Grade Students of SMPN 22 Surakarta in the Academic Year of 2012/2013)’ is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, July 2013

Azriea Nur Fatimah
USING WORD WEBBING TECHNIQUE TO IMPROVE THE STUDENTS' CREATIVITY IN WRITING CONDUCTED AT THE EIGHTH GRADE STUDENTS OF SMPN 22 SURAKARTA

Arranged by:
ANNISA NUR FATIMAH
K2209005

THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirements for the Undergraduate Degree in English Education

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013

commit to user
APPROVAL OF THE CONSULTANTS

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University.

Approved by:

Consultant 1
Drs. Siswanto, M.Hum
NIP 19541009 198503 1 001

Consultant II
Dr. Abdul Asih, M.Pd
NIP 19520307 198003 1 005

commit to user
APPROVAL OF THE EXAMINERS

This thesis has been examined by the Board of the Examiners of English Department of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

Day :
Date :

The Board of Thesis Examiners:

Name of Examiners                        Signature
Chair: Endang Seyeangsilah, S.Pd. M.Hum.
Secretary: Drs. Suparno, M.Pd.
Examiner I: Drs. Siswantoro, M.Hum.
Examiner II: Dr. Abdul Aziz, M.Pd.

Legalized by
Teacher Training and Education Faculty
Sebelas Maret University

commit to user
MOTTO

Sesungguhnya bersama kesulitan ada kemudahan. Maka apabila telah selesai suatu urusan, tetaplah bekerja keras untuk urusan yang lain. Dan hanya kepada Tuhanmulah engkau berharap.

(Q.S Al-Insyiroh: 6-8)

Dan mohonlah pertolongan kepada Allah dengan sabar dan sholat. Dan sholat itu sungguh berat, kecuali orang-orang yang khusyuk, yaitu mereka yang yakin, bahwa mereka akan menemui Tuhannya, dan bahwa mereka akan kembali kepada-Nya.

(Q.S Al-Baqoroh: 45-46)

Jalan mencapai puncak impian adalah fokus, mengoptimalkan potensi diri (ikhtiar), lalu tawakal kepada Allah SWT atas apa yang sudah diikhtiaran.

(The writer)
DEDICATION

This thesis is dedicated to:

My beloved mother and father
My dearest brothers
My beloved grandfather
My dearest best friends

commit to user
ABSTRACT


The purposes of the research are: (1) to find out whether and to what extent word webbing technique improve the students’ creativity in writing at the Eighth Grade Students of SMPN 22 Surakarta in the Academic Year of 2012/2013. (2) to identify the class climate during teaching and learning process, when word webbing technique is implemented in the class.

The method used in the research is classroom action research which is done through four procedures that covered planning the action, implementing the action, observing the action and reflecting the action. The researcher conducted the research in two cycles from January 7th until March 15th 2013 to the students’ of VIII G grade of SMPN 22 Surakarta. The data are collected through test (quantitative data) and non test (qualitative data). The test includes a pre-test and post test, while, the non test includes observation, field notes, interviews, questionnaires and photograph. Quantitative data are analysed by using descriptive statistics, while qualitative data are analysed through five steps based on Burn’s statement, they are assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes.

The research findings show that the use of word webbing technique can improve the students’ creativity in writing. If the teacher also gives input, practices to the students in teaching and learning process. The improvement of the students’ creativity in writing includes: (1) The students are able to create their own title to be written. (2) The students can produce various sentences in writing; (3) The students can develop idea, the number of words in the students’ post-test results of more than 50 words; (4) The students are able to produce their own writing; (5) The students can produce unexpected feeling or story in the end of story well; (6) The students can produce expressions or personal comments in the events of story; (7) The students can write text coherently; (8) The students make fewer mistakes in grammar. In, addition, the mean score of creativity in writing improves from 57.85 for pre-test, 68.65 for post-test 1, up to 74.12 for post-test 2. While, the improvement of class climate includes: (1)The students are active and enthusiastic during teaching and learning process. (2) The students can answer the teacher’s questions and they are brave to ask difficult material. (3) They are courageous to write their job in the whiteboard. (4) The students who do non-academic activities during the lesson decrease, the class becomes more conducive, the students who make noise or chat to other students decrease, besides, there are no students who draw something in their paper during writing activity in the class.

In conclusion, word webbing technique can improve the students’ creativity in writing. Based on the result of the research above, the researcher suggests that word webbing technique can be used by the teacher and the students in teaching and learning writing creatively.
ACKNOWLEDGMENT

Alhamdulillahi robbil’alamin, praise is to Allah SWT the Almighty, the most Merciful and the most Gracious who always gives blessing, helping and guidance to the researcher during writing the thesis until finishing it.

Moreover, in this opportunity, she wants to convey her gratitude to:

1. Drs. Siswantoro, M.Pd, the writer’s first consultant for his guidance, helping, advice and patience.
2. Dr. Abdul Asib, M.Pd, the writer’s second consultant for his guidance, helping, advice and patience.
3. Drs. Joko Slameto, M.Pd, the Headmaster of SMP Negeri 22 Surakarta for his permission to the researcher to conduct the research in his school.
4. Anis Maftuchah, S.Pd, the English teacher for her helping.
5. The students of VIII G of SMP Negeri 22 Surakarta for the participation during conducting the research.
6. Her beloved parents, brothers and grandparents for the prayers, care, support, patience and advice.
7. Her beloved friends in SBI Class 2009 that can not be mentioned one by one, thanks for beautiful friendship.

The researcher is aware that this thesis is far from perfection. However, she hopes this thesis can become reference in teaching English further.

Surakarta, July 2013
The Writer

A.N.F

commit to user
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>SUBMISSION</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL OF THE CONSULTANTS</td>
<td>iv</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINERS</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGE</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td>CHAPTER I  INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td></td>
</tr>
<tr>
<td>B. Problem Limitation</td>
<td></td>
</tr>
<tr>
<td>C. Problem Statements</td>
<td></td>
</tr>
<tr>
<td>D. Objectives of the Study</td>
<td></td>
</tr>
<tr>
<td>E. Benefits of the Study</td>
<td></td>
</tr>
<tr>
<td>CHAPTER II  THEORETICAL REVIEW</td>
<td></td>
</tr>
<tr>
<td>A. Views on Writing</td>
<td></td>
</tr>
<tr>
<td>1. Definition of Writing</td>
<td></td>
</tr>
<tr>
<td>2. The Process of Writing</td>
<td></td>
</tr>
<tr>
<td>3. Types of Writing</td>
<td></td>
</tr>
<tr>
<td>4. Types of Writing Performance</td>
<td></td>
</tr>
<tr>
<td>5. The Purpose of Writing</td>
<td></td>
</tr>
</tbody>
</table>

x
6. Teaching Writing ................................................................. 13  
a. The Importance of Writing in Language Teaching ... 13  
b. Teaching Material of Recount Text ......................... 15  

B. Views on Creativity ................................................................. 16  
1. Definition of Creativity ....................................................... 16  
2. The Importance of Creativity ............................................. 17  
3. Factors Fostering Creativity ............................................. 18  
4. Definition of Creativity in Writing ................................. 19  
5. Aspects of Creativity in Writing ....................................... 20  
6. Testing students’ creativity in writing ......................... 23  
a. The Indicators of Creativity in Writing ...................... 23  
b. The Scoring Rubric of Creativity in Writing .................. 23  
7. Construct of Creativity in Writing .................................. 25  

C. Views on Class Climate ............................................................ 25  
1. Definitions of Class Climate ............................................. 25  
2. Aspect of Class Climate ..................................................... 25  
3. Establish Conducive of Class Climate ......................... 28  
4. Construct of Class Climate ............................................... 28  

D. Views on Word Webbing ............................................................ 29  
1. Definition of Word Webbing .............................................. 29  
2. Characteristics of Team Word Webbing ....................... 30  
3. The Procedures of Using Word Webbing in the Class  
   Climate ................................................................................... 31  
4. Word Webbing in Teaching Writing Creatively ........... 32  
5. The Advantages of Word Webbing ................................. 32  
6. Construct of Word Webbing Technique ....................... 33  

E. REVIEW ON RELATED RESEARCH ........................................... 34  
F. RATIONALE ............................................................................. 35  
G. ACTION HYPOTHESIS ............................................................ 37  

CHAPTER III RESEARCH METHOD ............................................. 38  
A. Aspects of the Research ...................................................... 38
1. Research Setting and Time ........................................ 38
2. The Subject of the Research .................................. 38
3. The Object of the Research .................................... 39
B. The Research Used ............................................... 39
   1. Definitions of Action Research .......................... 39
   2. Characteristics of Action Research .................... 40
   3. Model of Action Research .................................. 40
   4. Procedures of Action Research .......................... 41
C. Technique of Collecting Data ................................ 44
   1. Test .................................................................. 44
   2. Non-Test .......................................................... 45
D. Technique of Analysing Data ................................ 46
   1. Quantitative Data .............................................. 46
   2. Qualitative Data ............................................... 47
CHAPTER IV RESEARCH FINDING AND DISCUSSION ........ 48
A. Conditions Before the Research ............................. 49
B. Cycle 1 ............................................................... 55
C. Cycle 2 ............................................................... 70
D. Research Findings ................................................. 81
E. Research Discussions ........................................... 87
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION .... 93
A. Conclusion ........................................................... 93
B. Implication ........................................................... 94
C. Suggestion ........................................................... 94
BIBLIOGRAPHY ........................................................... 96
APPENDICES ............................................................. 101
LIST OF TABLES

Table 2.1 The Scoring Rubric of Creativity in Writing.......................... 23
Table 3.1 The Whole Schedule of the Research................................. 38
Table 3.2 Summary of Collecting Data............................................. 46
Table 4.1 Condition before Implementing the Research......................... 49
Table 4.2 The Summary of the Research Implementation......................... 53
Table 4.3 Summary of the Research implementation in cycle 1................. 55
Table 4.4 The Improvement of the Students' Creativity in Writing for Each Indicator and the improvement of Total Mean Score........ 65
Table 4.5 The improvement of class climate after the Research in Cycle 1................................................................. 67
Table 4.6 Summary of the Research Implementation in Cycle 2............. 70
Table 4.7 The Improvement of The Students' Creativity in Writing for Each Indicator and the improvement of Total Mean Score.... 77
Table 4.8 The Improvement of Class Climate After the Research in Cycle 2........................................................................... 79
Table 4.9 The Improvement of the Students' Creativity Means Score in Writing................................................................. 81
Table 4.10 The Example of The Students' Creativity Score in Writing.... 82
Table 4.11 The Summary of Research Findings.................................. 86
LIST OF FIGURES

Picture 1. Kemmis and McTaggart's Model................................................................. 41
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Schedule</td>
<td>101</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Schedule</td>
<td>102</td>
</tr>
<tr>
<td>3</td>
<td>Syllabus of Writing for viii Grade of Junior High School</td>
<td>103</td>
</tr>
<tr>
<td>4</td>
<td>Field note of Pre-Research Observation</td>
<td>109</td>
</tr>
<tr>
<td>5</td>
<td>Transcript of Interview in the Pre-Research</td>
<td>112</td>
</tr>
<tr>
<td>6</td>
<td>Blueprint of Pre-Questionnaire</td>
<td>119</td>
</tr>
<tr>
<td>7</td>
<td>Analysis of the Result of Pre-Questionnaire</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>List of Activities</td>
<td>122</td>
</tr>
<tr>
<td>9</td>
<td>Lesson Plan of Cycle 1 and Cycle 2</td>
<td>125</td>
</tr>
<tr>
<td>10</td>
<td>Field notes of Cycle 1 and Cycle 2</td>
<td>164</td>
</tr>
<tr>
<td>11</td>
<td>Analysis of Observation Result</td>
<td>188</td>
</tr>
<tr>
<td>12</td>
<td>Blueprint of Students’ Participation and Behavior</td>
<td>190</td>
</tr>
<tr>
<td>13</td>
<td>The Result of Questionnaire of the Student’s Participation and Behavior in Cycle 1 and Cycle 2</td>
<td>191</td>
</tr>
<tr>
<td>14</td>
<td>Transcript of Interview after Cycle 1 and Cycle 2</td>
<td>193</td>
</tr>
<tr>
<td>15</td>
<td>Analysis of Interview Results on Pre-research, Cycle 1 and Cycle 2</td>
<td>198</td>
</tr>
<tr>
<td>16</td>
<td>Blueprint of Creativity in Writing and Test Instruments of Pre-test, Post-test 1 and Post-test 2</td>
<td>200</td>
</tr>
<tr>
<td>17</td>
<td>Recapitulation the Result of Post-Questionnaire</td>
<td>202</td>
</tr>
<tr>
<td>18</td>
<td>List of the Students’ Creativity Score in Writing for Each Indicator</td>
<td>206</td>
</tr>
<tr>
<td>19</td>
<td>The Calculation of the Students’ Creativity Score in writing</td>
<td>210</td>
</tr>
<tr>
<td>20</td>
<td>The Students’ Worksheet of Cycle 1 and Cycle 2</td>
<td>211</td>
</tr>
<tr>
<td>21</td>
<td>The students’ Worksheet of Pre-test, Post-test 1, Post-test 2</td>
<td>216</td>
</tr>
<tr>
<td>22</td>
<td>Photographs</td>
<td>233</td>
</tr>
<tr>
<td>23</td>
<td>Legalization</td>
<td>235</td>
</tr>
</tbody>
</table>