

**USING SPIDER WEB TO INCREASE STUDENTS' WRITING  
ABILITY AT THE EIGHTH YEAR OF SMP  
PMDS PUTRA PALOPO  
(A Classroom Action Research)**



**A THESIS**

**Submitted to the English Study Program of S1 Tarbiyah Department of  
The States College for Islamic Studies of Palopo in Partial  
Fulfillment for S.Pd Degree in English Education  
Study Program**

**By,**

**E R A W A T I  
Reg. Num. 08.16.3.0056**

**ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

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**ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO**

**2013**

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Hal : Skripsi Palopo, 07 February 2013

Lamp : -

Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

Palopo

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Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

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Judul : ***Using Spider Web to Increase Students' Writing Ability at the Eighth Year of SMP PMDS Putra Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk di proses selanjutnya.

*Wassalamu Alaikum Wr. Wb.*

Palopo, 07 February 2013

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## PENGESAHAN SKRIPSI

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2 Maret 2013 M

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Palopo, March 2<sup>st</sup> 2013 M.  
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Palopo, 31 Januari 2013

The writer

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## ABSTRACT

**Erawati, 2013.** “*Using Spider Web to Increase Students’ Writing Ability of the Eighth Year of SMP PMDS Putra Palopo*”. Thesis of English Department of Tarbiyah Program.

Under Guidance (1) Dr. Rustan S, M.Hum.(2) Amalia Yahya, S.E.M.Hum

Key Word : *Writing skill, Descriptive Paragraph, Spider Web technique*

This thesis studies on the improvement of student’s writing through Spider Web technique. The research question” “How to use Spider Web in increasing students’ writing skill at the eighth year of SMP PMDS Putra Palopo?

” This research used class action research with two cycles design. It was intended to express or describe systematically based on the data that had been collected from action research. The research subjects were all of the eighth year students at SMP PMDS Putra Palopo, in 2012/ 2013 academic year.

The researcher took class VIII. The number of students taken in this research was 32 students. The research instrument used to collect data was questionnaires that consisted of five question, then researcher analyzed clearly in discussion. The result of the data analysis is accepted because this research applied in two cycles, and the final result reaches and above the standard achievement.

IAIN PALOPO

# CHAPTER I

## INTRODUCTION

### *A. Background*

Writing is one of the four language skills which provide students chance to express their ideas. At junior high school level, students face some problems in writing. Based on the researcher's interview with the students, the major problems faced by them are how to generate and organize the ideas well.

One reason for learning to write is to transmit ideas to other people, especially those who are a distance of time and place. In learning language, writing helps the students reinforce the grammatical structure, idioms and vocabulary. When the students write, they also have a chance to be adventurous with the language to go beyond that have just learned. In other words, they become involved with the language.

Writing is a method of representing language in visual or tactile form. Writing system use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.<sup>1</sup> Besides writing as one of skill in English is a purpose of expressing ideas or thoughts in words should be done at our leisure.<sup>2</sup>

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<sup>1</sup> *Definition of writing*, this article can be accessed at:<http://www.com/image/header>. Accessed 10<sup>st</sup> May 2012

<sup>2</sup> Sutanto Leo, *Essay writing*. English for academic Purpose (yogyakarta;Andi,2007),p.1

Teaching writing skill is one of the most difficult tasks for any students. This is because writing skill needs extra time and lots of practice. Therefore, the role of teacher is very essential for the development of their students writing skill. Teacher of English language are challenged to be more innovative and creative. Conducting material in the classroom by using a wide variety of resources can enhance and motivate the students to learn. Spider web is one of technique in teaching writing that is possible to enable the students easy in writing their idea.

These phenomena also happen at the eighth year students of SMP PMDS Putra Palopo. In fact, the eighth year students' PMDS Putra Palopo faces difficulty in writing genre, such as descriptive, procedure, and narrative. Especially in descriptive, they mostly have difficulties in describing something, mainly the folklore of their own villages. Most of them describe something by translating each word or phrase of Indonesian language into English without considering the appropriate English structure, vocabulary, phrase or idiom. For example, often when the students want to translate "Ayam goreng". (Indonesian language) they tend to translate it into "chicken fried" instead of "Philanders" in English. To overcome the problems, a Spider Web Technique is proposed to be applied in teaching writing. The technique is chosen because it is simple and good for junior high students. To generate and organize their ideas well, students have to answer questions in the spider web. The objective of the study is to improve students' writing ability in generating and organizing their ideas in writing descriptive text using spider web.

Spider web extension or semantic webbing is a process for constructing visual display of categories. Each web consists of a core question where the web strands will support the topic and becomes a short story from their ideas or their experiences.

Many ways have been applied by teacher in teaching writing. However, sometimes she does not give much attention to the students' interest in purpose of writing. It result sometimes the students write only for fulfilling assignment not for communicative purpose. This indicates that the students are not interested in writing. In teaching writing, particularly for beginners, teacher should begin it by stimulating students' interest and building positive attitude toward writing. The simplest way of making writing more meaningful to the students is to ask the students write something by elaborating experiences they have or write something about their activities.

Based on the description above the researcher is interested in conducting the research entitled "Using Spider Web to Increase Students' Writing Ability at the Eighth Year of SMP PMDS Putra Palopo"

### ***B. Problem Statement***

Referring to the background, the researcher formulates the research question as follow:

How to use Spider Web in increasing students' writing skill at the eighth year of SMP PMDS Putra Palopo?

### **C. Objective of the Research**

Based on the question above, the research is:

To find out the effective way in teaching writing skill through spider web technique

### **D. The significance of the Research**

The results of the research is:

To give contributions to the applications of teaching / learning method of English writing skill

### **E. Definition of the Terms**

To get general understanding about the aim of the little this research. The researcher expected that :

1. Writing is a process of expressing ideas or thoughts in words should be done at our leisure<sup>3</sup>

2. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.<sup>4</sup>

3. Writing is a continuous process of thinking, organizing, re-thinking, re-organizing.<sup>5</sup>

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<sup>3</sup> Sutanto Leo, *Essay writing*. English for academic Purpose (yogyakarta;Andi,2007),p.1

<sup>4</sup> Brainy Quote, *Definition of writing*. This article can be accessed at: <http://www.online>. Accessed 15<sup>st</sup> March 2012

<sup>5</sup> *Writing*, this article can be accessed at:<http://www.online>. Accessed on 17<sup>st</sup> July 2012

4. Improve the quality of students in writing skill through spider web technique

***F. Scope of the Research***

The scope of this research was limited in teaching writing skill through spider web technique for the eighth year of PMDS Putra Palopo. It was emphasized on descriptive paragraph which were suitable for beginners and students have to do the Spider web technique command. Researcher used observation sheet to get the data of students' activeness and test to know students' ability in writing skill.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Review of Related Literature*

##### 1. Some previous studies

In writing this thesis, the researcher found some researches closely related to this research as follows:

- a. Mursalim Marskal ( 2011 ) had conducted a research about “*the Improving Ability of the Second Year Students’ of SMA 1 Wotu in Writing Descriptive Paragraph Through Mind Mapping*. He concluded that one of the ways to solve students’ difficulties in writing is by using mind – mapping.<sup>1</sup>
- b. Yulia Rahmah ( 2010 ) had conducted a research about “*the Using Spider Web to Improve EFL Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Nurul Huda Malang*. She suggested that English teachers should apply the spider web in teaching of writing descriptive to improve students' writing ability in generating and organizing their ideas well.<sup>2</sup>
- c. Nurmaningsih (2010) in her thesis which is written under the *title “Developing students’ writing skill through Brainstorming of the eleventh class of SMK Negeri 3.*

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<sup>1</sup> Mursalim Marskal, *The Improving Ability of the Second Year Students’ of SMA 1 Wotu in Writing Descriptive Paragraph Through Mind Mapping*, (STAIN Palopo, 2011),p. 62

<sup>2</sup> Yulia Rahmah, *The Using Spider Web to Improve EFL Students’ Ability in Writing Descriptive Text at the Seventh Grade of MTS Nurul Huda Malang*. This article can be accessed at:<http://www.> Online Thesis, Department of English, Faculty of Letters, State University of Malang. Accessed 21<sup>th</sup> January 2012



the writer concludes that the result indicates that by using Brainstorming in teaching writing skill especially to the students of SMK Negeri 3 Palopo is significant, it can be shown on the research where the value for the level of significance ( $\alpha$ ) = 0,005 and (df) = 2,7 the value of ttable ( 5,521 > 2,05 ). It means that in there is significance between post – test and pre – test of the students’ writing skill before and after using brainstorming writing technique in developing students’ writing skill.<sup>3</sup>

## ***B. Concept of Writing***

### 1. Definition of writing

Writing is activity that needs special skill where people use it to express their idea. According to Oxford, writing is the activity or occupation of writing for instance book, stories, and article.<sup>4</sup> Writing is the mental work of investing idea, thinking about how to express them end organizing them, into statements and paragraphs that will be clear to a reader.<sup>5</sup>

Writing skill is the foundation for cultivating modern nationals ‘ten major basic activities. The nine-year consistent curriculum for primary, secondary school aims at cultivating ten major basic. Abilities modern nationals need to process in an effort for national to inherit and pass down social culture and adapt to modern life. All these require proficient national language as the groundwork. Writing ability is a

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<sup>3</sup> Nurmaningsi, *Developing Students’ Writing Skill Through Brainstorming of the Eleventh Class of SMK Negeri 3 Palopo* (STAIN Palopo, 2010)p. 66

<sup>4</sup> Hornby, A.S. *Oxford advanced learners’s dictionary of current English*. (fifth edition;New york:oxford University Press,1995), p.1383

<sup>5</sup> David Nunan, *Practical English Language Teaching*,Ed.International,p.88

key indicator of language ability and the basic ability for studying various subjects. It influences to a significance action nationals' quality and educational performance.

Writing shifts the responsibility for learning away from the teacher and toward the student. The ability to write empowers students with a sense of efficacy and achievement. Written essay belongs to the writer, not another student or the teacher. More importantly, writing encourages personal learning. Properly designed assignments require students to not only collect knowledge, but to determine which knowledge to retain, discard, and how to present it. Such choices may reveal as much about what students do not know (about the subjects) as they do about what the students do know. However, this can serve as an excellent diagnostic tool for the teacher. The activities of lead to more question and to the discovery of connections between events, people and ideas.

Writing in the target language can be introduced shortly after language learners have begun reading.<sup>6</sup> Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. Around the 4th millennium BC the complexity of trade and administration outgrew the power of memory. Writing became a more dependable method of recording and

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<sup>6</sup> Bambang Setyadi, *Teaching English as a Foreign Language*, (Graha ilmu,2000),p.69-73

presenting transactions in a permanent form. In both Mesoamerica and ancient Egypt, writing may have evolved through calendrics and a political necessary for recording historical and environmental events.<sup>7</sup>

Writing is one of the four language skills which provide students with the chance to express and their ideas. Writing is not simply a matter of putting words together, it is a recursive process. It is a process of revision and rewriting. Teaching writing means, creating a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent and plan, their draft text. Writing is not the only activities combine words. Writing is a process of revising and rewriting.

## 2. Personal of Writing

Personal writing is expression of the writer's ideas or feeling based on his own experience, which written down for the sake of pleasure or for the pleasure of his family and friends. According to its form, personal writing can be classified as follows: Journal/diary, Autobiographical narratives, Personal essay, Autobiographical anecdote, Personal writing should be: Lively, Interesting, festinating, attractive, Refreshing, Natural and honesty<sup>8</sup>

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<sup>7</sup> Crhistian, *writing*. This article can be accessed at: <http://www.en.wikipedia.org/wiki>. Accessed on May 2012

<sup>8</sup> John Shinder, *Personal Writing*. This article can be accessed at: <http://www.online>. Accessed 20<sup>th</sup> May 2012

Anything that is being written as personal experience or writing must be personal writing allows us to analyze ourselves and we can recognize our own personality. Personal writing guides us to the activity of writing more complex written.

### 3. Types of Classroom Writing Performance

While various genres of written text bound, classroom writing performance is by comparison united. Considering the following seven major categories of classroom writing performance:

#### a. Imitative Writing

Writing begin with the simple writing skill, imitative writing. In this beginner writing language, learners begin writing by copying materials that they have already mastered by hearing, speaking, and reading the materials that they have memorized. Since learners only “imitate” they write groups of words, sentences or phrases rather than single words.

#### b. Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The materials can be dialogues that they have memorized. The teacher can read sentences or parts of the dialogue and the language and the language learners fill the missing words or purpose. By having dictation, language learners’ practice having comprehension and spelling correctly the procedure of dictation may be as follows. The first language teacher read the next at

normal speed and they listen carefully and make no attempt to write. In the second reading which is done more slowly, language learners write. In the third reading the teacher reads the text at normal speed again and they make some necessary corrections.

### c. Guided Writing

Guided writing is the third step for increasing writing ability after language learners have practiced imitative writing and dictation. In guided writing the language teachers guide the language learners to write short responses. The procedure of guided writing may take various forms.

- a). The teacher reads a passage twice and then makes incomplete statements based on the passage. Language learners complete the statements.
- b). The teacher reads a passage twice and asks a number of questions. Language learners write each answer to each question.
- c). The teacher reads a passage twice and asks them to rephrase the passage in their own words.
- d). The teacher reads a passage twice and asks them to change the tenses, i.e. from simple present tense to simple past tense. They change all sentences in the passage. Or, the teacher asks them to change all singular persons in the passage to plural.
- e). The teacher reads some questions and they write their answer in paragraph. Language learners write a composition based on the questions.

#### d. Controlled Writing

If sufficient practice in guided writing has been given, they can begin with controlled writing. Like previous, controlled writing is also developed from dialogue which is similar to rewriting dialogue but in this writing language learners change a passage from dialogue to narrative or voices verse. Controlled writing may take a form of letter, have been given considerable practice in controlled writing. The practice in controlled writing can guide language learners to have compositions in target language.

Composition derives from “compose”: it means that language learners make original, independent and free manipulation of language. It mostly takes written forms. In writing a composition language learners are required to have imagination or ideas, knowledge of the target language, including words and expressions. There are three types of composition: controlled, directed composition and free composition.

#### e. Controlled Composition

The step is similar to controlled writing, with which language learners change the way they express the content of passage. In controlled composition language learners write a composition based on a model. They can write daily life or experience similar to the model. This composition may assure the form of a letter or an article. This exercise enables them to write an article in the target language.

#### f. Directed composition

In directed composition, language learners receive detailed directions from their teacher concerning form and content of the composition. Directions from the

teacher are not necessary given in the target language if this will make the directions clearer. Language learners have not given the directions concerning the form of the composition. The teacher may give detailed directions on the content of the composition if necessary.

g. Free Composition

This is the highest level of writing activities. After language learners are able to express their ideal without difficulty in brief narratives, descriptions, reports, dialogues or letters, they have reached the level of free composition. Directions in this level are sometimes not required. The teacher has to make sure that the language learners are able to express themselves freely and independently before they are given free composition. This step will be given to language learners after they have practice in guided composition and controlled composition.<sup>9</sup>

4. Testing the writing skill

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical, but also conceptual and judgmental element. The following analysis attempts to group many varied skills necessary for writing good prose five general component or main area Language use.

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<sup>9</sup>Bambang Setyadi, *Teaching English as A Foreign Language*, (Graha Ilmu,2000),p.69-73

## 5. Characteristic of Good Writing

- a) Good writing is easy to follow because it follows a plan. In the case of an essay, this means that it sticks to one dominant idea which is supported or developed by enough facts and details.
- b) Good writing present that are fresh and original, not hand me-down, tires ideas borrowed for someone else. As a result, it sounds like its author rather than sounding generic.
- c) Good writing use is language that is right for the job-formal when required and informal when appropriate. The writer uses word that is precise, vivid and extract, avoiding worn out expression and clashes’.
- d) Good writing is free of serious mistakes in grammar, spelling. And punctuation because those errors get in the way of the writers ideas and distract the reader.<sup>10</sup>

## 6. Traits of Effective Writing

Although the type of writing you will do is important, the following are certain traits that ALL good writing follow:

- 1) Stimulating Ideas
- 2) Logical Organization
- 3) Engaging Voice
- 4) Original Word Choice

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<sup>10</sup> Malikhatul Munawwarah, *Improving students' writing through board magazine at eleventh year of SMAN 2 Baebunta* (STAIN Palopo, 2010), p.13-14



5) Effective Sentence Style

6) Correct, Accurate Copy.<sup>11</sup>

## 7. Writing Stages

The stages of writing are: Pre-writing, Drafting, Revising, Editing, Final draft<sup>12</sup>

### a) Pre-writing

Whenever we write, we first need to have some ideas to write about. This is the process of preparing the mind through listening, experiencing, and reading for the task ahead. Pre-writing enables you to find something to say and consider ways of saying it<sup>13</sup>

- a. Thinking about what you will write
- b. Gathering many ideas
- c. Choosing the ideas you want to write about
- d. Writing Jot down ideas and information
- e. Making a list.<sup>13</sup>

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<sup>11</sup> *Types Writing*, this article can be accessed at: <http://www.Ksdl.ksbe.edu/writing/source.typeswriting.html>. accessed 8<sup>st</sup> June

<sup>12</sup> Claire Jordan Mohan,. *The writing process*. This article can be accessed at: [http://www.com / article /](http://www.com/article/). Accessed on August 2012

<sup>13</sup> John Langan. *College writing Skills with readings* ( Magraw. hill International Edition ),p.25

## 1) Drafting

This is the first attempt to get ideas on paper. Learning to write well involves developing increasing skill and sensitivity in electing and combining language and form appropriate to the subject, purpose and audience.

- a. Putting ideas on paper
- b. Writing on every other line
- c. concerning about spelling or grammar
- d. Writing our pawn thoughts
- e. Focusing on content
- f. Compose freely, without concern for mechanics

## 2) Revising

Revising helps the writer improve the final product. It may mean making changes in organization, sentences structure, and style.<sup>14</sup> In this way, the student changes their paper in some way to make it better. They rewrite their draft and makes as many revisions as they need

- a. Maintaining focus on content vs. mechanics
- b. Sharing draft with peer group

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<sup>14</sup> John Langan. *College writing Skills with readings* ( Magraw. hill International Edition ),p.25

- c. Inviting discussion, accept response and helpful input from peers
- d. Adding to delete from rearrange and revise first draft

### 3) Editing

When the students are satisfied with the content of their work, it is time to be certain that the form is correct. This is the time to check their spelling and punctuation in the writing. They can take out their dictionary and grammar book.

## 8. Approaches in Teaching Writing

According to H. Brown Douglas, proposes that there are two main approaches to writing: process and product. Half a century ago, he said, the teachers were mostly concerned with the final product of writing: the essay, the report, the story and what that product should ( However, he continued, people nowadays start to develop what is known as process approach to writing instruction. <sup>15</sup>Process approach does the following:

- 1) Focusing on the process of writing that leads to the final written product.
- 2) Helping student writers to understand their own composing process.
- 3) Helping them build repertoires of strategies for prewriting, drafting and rewriting.

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<sup>15</sup> H. Douglas brown, *Teaching by Principles an Interactiven Approach to Language Pedagogy*, (third edition; San Fransisco state university; Pearson Education , Inc, 2007) p. 355

4) Giving students time to write and rewrite; place central importance on the process of writing.

It means that teachers are supposed to help students in the process of writing and not only expect a good product from them.

## 9. Paragraph

A paragraph (from the Greek paragraphs, "to write beside" or "written beside") is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences.<sup>16</sup> A paragraph is a unit of thought which is arranged around an idea or a theme and the sentences are grouped to deal with the theme or idea.<sup>17</sup> A written work—be it an essay or a story—is about an idea or concept. An essay explains it; a story narrates it. To help the reader understand and enjoy it, the explanation or narration is broken down into units of text, the paragraph. In an essay, each paragraph explains or demonstrates a key point or thought of the central idea, usually to inform or persuade. In fiction, each paragraph serves to advance the plot, develop a character, describe a scene or narrate an action all to entertain the reader. All paragraphs support each other, leading the reader from the first idea to the final resolution of the written work. Many students are taught to

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<sup>16</sup>*Definition of paragraph.* This article can be accessed at: <http://en.wikipedia.org/wiki/>. Accessed on March 2012

<sup>17</sup> *kinds of paragraph.* This article can be accessed at: [http://www. online](http://www.online). Accessed on July 2012

use a minimum number of sentences in a paragraph such as three or five although length is not a determinant in defining a paragraph.

The function of a paragraph is to mark a pause, setting the paragraph apart from what precedes it. If a paragraph is preceded by a title or subhead, the indent is superfluous and can therefore be omitted.

Paragraph is a unit of mind which higher or larger than a sentence. It is a group of related sentence in a combination to establish an idea.<sup>18</sup>

#### 10. Kinds of Paragraph

Barlin Bram states that basically, paragraph consists of three parts, namely:

- a. Introduction.
- b. Body, and
- c. Conclusion

In a good paragraph there should be a topic sentence, followed by a number of supporting sentences, and a concluding sentence.<sup>19</sup> Each type of sentence plays an important and different role. According to Gorys Keraf, the paragraph can be distinguished into three kind based on the characteristic and the objective of it. They are:

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<sup>18</sup> Bambang Setyadi, *Teaching English as Foreign Language*, (Graha Ilmu, 2000), p.69-73

<sup>19</sup>Paryono, *12 Writing Clues for Better Writing Competence*, (Ed.I Yogyakarta: Andi, 2006), p.ix.

### 1. Introduction Paragraph

This paragraph is aimed to introduce the composition. This paragraph should be interesting and can guide the readers into the main of the composition.

### 2. Connecting Paragraph

The connecting paragraph is whole of the paragraph which exist between the introduction and the closing paragraph. These paragraph contain the main topic of the composition which writer wants to write. That is why this paragraph should be well structured and arranged logically.

### 3. Closing Paragraph

The closing paragraph is a paragraph which aimed to end the composition or the part of the composition. The conclusion of the discussed idea in connecting paragraph is contained here.<sup>20</sup>

## 11. Types of Paragraph Writing

There are seven types of paragraph writing namely:

### a) Narration

Paragraphs written as a narration are a chronological presentation of events that add up to a story. Paragraphs of this type contain characters, setting, conflict and resolution.

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<sup>20</sup> Barly Barm, *Write well Improving Writing Skill*. (Ed.VIII. Yogyakarta: Kanisius, 1995), p.13.

b) Description

Descriptive type of paragraphs are written in such a way that the reader is able to imagine the scene, object, person, etc. Series of detailed observations are recorded, using sensory language. Descriptions are like narrative paragraphs, with visual characteristics unfolding in a dramatized way. The main objective of a description is to move the story ahead.

c) Definition

Definition type of paragraphs, provide the meaning, using events and happenings. A strong effort should be made to clearly explain what something is, and not what it is not.

d) Comparison

The objective of paragraphs written in comparison style is to compare, two or more objects, characters, events etc. A chart can be prepared before writing a comparison paragraph. This chart could include the names of the items compared, and the criteria by which they are compared.

e) Persuasion

This type of paragraph is used in editorials and columns. A direct approach is the best in writing a persuasive paragraph. The objective of a persuasive paragraph is to persuade people to change their minds, or take action. Persuasive paragraphs help people formulate an opinion and deepen it, by adding conviction.

f) Exposition

Expository paragraphs are explanatory in nature. They could be an important part of a description or narration. Credibility should be added in an expository paragraph, by citing authorities that have good credentials. This type of paragraph could also be a justifier that explains why something is important.

g) Process analysis

A process analysis paragraph describes how a process happens, through a series of actions. The actions are put in a sequence. This type of paragraph is usually followed by illustration, as they help in understanding the process better.

12. Descriptive Paragraph

Descriptive paragraph is one of seven types of paragraphs.<sup>21</sup> It serves providing a comprehensive background to any essential elements of one's subject of writing. Descriptive paragraph is a piece of writing that is intended to convey meaning to the reader through sensory details. This is not meant that a student should get a thesaurus to find ten words that describe a sunset. A good writer will be able to use a few well chosen words to help the readers have a level of familiarity that enable full comprehension, which is the desired and effect of reading.

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<sup>21</sup> Karan Hollowell, *Descriptive Paragraph*. This article can be accessed at: <http://www.ck12.org/ck12-grammar-1.0/Descriptive-Paragraph-1.0/> (Accessed April, 20<sup>th</sup> 2012).



### ***C. Concept of Spider Web***

Spider web extension or semantic webbing is a process for constructing visual display of categories. Each web consists of a core question where the web strands will support the topic and becomes a short story from their ideas or their experiences.

### ***D. How to Teach Writing by Using Spider Web***

Before presenting the materials, the teacher would introduce first the purpose of the diagram especially how to Spider Web could be helpful in learning word, relationship or word meaning.

The students will be given some instruction and the class divided into groups of four to five students. The group of students is very important because they have to discuss the topic. By sharing their knowledge through discussion, the students can complete the maps. We can describe that some of students know some word related to the topic while to other maybe not. The students may consult their bilingual or monolingual dictionary to help them to find the equivalent of the words. <sup>22</sup>

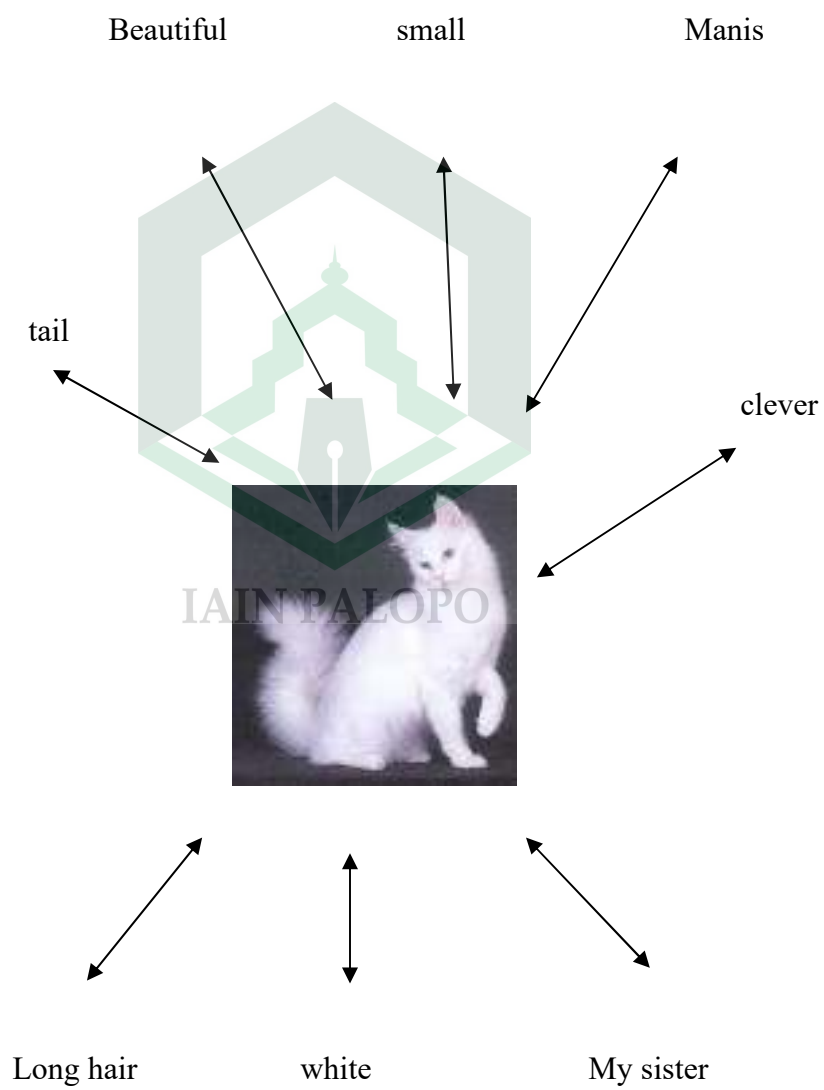
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<sup>22</sup> Yulia Rahmah, *The Using Spider Web to Improve EFL Students' Ability in Writing Descriptive Text at the Seventh Grade of MTS Nurul Huda Malang*. This article can be accessed at:<http://www>. Online Thesis, Department of English, Faculty of Letters, State University of Malang. Accessed 21<sup>th</sup> January 2012

Here some example of spider web form

Example :

CAT



### ***E. Classroom Action Research***

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.<sup>23</sup>

Classroom Action research is a realization to learned activity as one action which deliberates being arisen and happening in one class collectively. The method that was used in this research was classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research was held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second was continued and repaired from the first cycle<sup>24</sup>

#### **a. Why Classroom Action Research Important**

According to Sunendar and Sudrajad. There are several reasons why CAR is a need for teachers to improve the professional a teacher:

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<sup>23</sup>Julian Hermida, *The What, Why and How of Classroom Action Research*. This article can be accessed at: <http://www.online>. Accessed 13<sup>st</sup> february 2012

<sup>24</sup> Suharsimi Arikunto, Suhardjono, Supardi, “*Penelitian Tindakan Kelas* (Bumi aksara) p. 3

1) CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He became reflective and critical of what he and his students.

2) CAR can improve the performance of teachers to become professionals. Teachers are no longer as a practical, who already feel satisfied with what is done for many years without any improvement and innovation, but also as researcher in its field.

3) By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.

4) Implementation of CAR does not interfere with the main task of a teacher because he does not need to leave class. CAR is an integrated research activities with the implementation of the learning process.<sup>25</sup>

a) By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials he uses.

b) Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of

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<sup>25</sup> Sunendar dan Sudrajad, *Why Classroom Action Research Important*. This article can be accessed at;<http://www.online>. Accseed 14<sup>st</sup> February 2012

instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional research on teacher communities.

#### b. Type of Classroom Action Research

There are four types of CAR, namely: (1) CAR diagnostic, (2) CAR participants, (3) CAR empirical, and (4) experimental CAR (Chain, 1990).

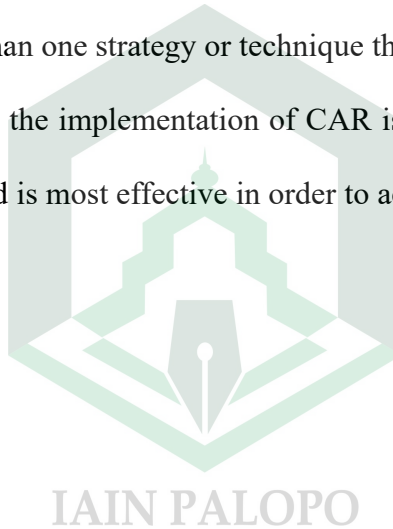
For more details, here presented in brief about the four types of CAR. They are:

1) CAR diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

2) CAR participants; a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participation can also be done at school as well as examples in item a above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

3) Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

4) Experimental CAR, which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there is more than one strategy or technique that is set to achieve an Instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.<sup>26</sup>

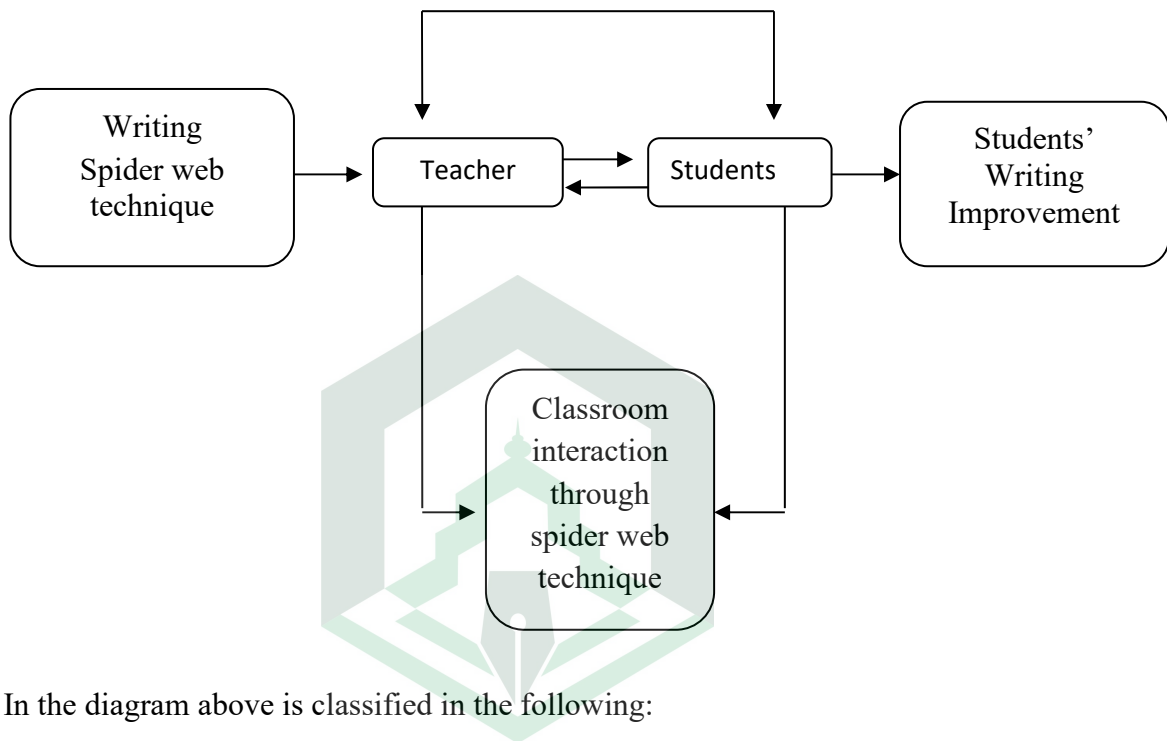


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<sup>26</sup> Andi Yuni Utami Idris, *Developing student's writing ability of the fifth (5<sup>th</sup>) semester students at STAIN Palopo through critical thinking skill*, A published Thesis : 2011

### *F. Theoretical Framework*

The conceptual framework in this research is present as follow:



In the diagram above is classified in the following:

Writing is one of problem in mastering English especially at the eighth year students of SMP PMDS Putra Palopo. There are many methods to teach writing. One of method is through spider web technique. Spider web technique is a method to help the students and will be easy to learn writing. Spider web technique is independent variable and writing is dependent variable. Through spider web technique the students to improving their writing.

The researcher would be given some instruction for students and the class divided into groups because they have to discuss the topic. The students would

describe a picture and made become a short story. The teacher have make students interest in learning process. In connection with the importance of writing expansion in the students in beginner learner study as English teacher should look for some effective way teaching writing. One way for effective learning teaching is considered to be useful if students – teacher create a good situation and cooperation. It means that with use spider web technique in learning process make good situation (fun and funny) effective teaching writing, can improve writing motivate the students learn writing through spider web technique can increase students' writing.





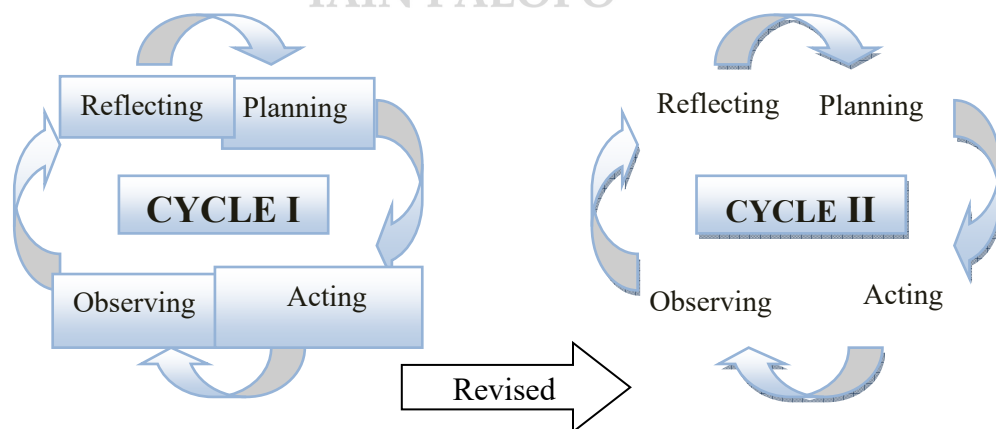
## CHAPTER III METHOD OF THE RESEARCH

### *A. Research Method*

#### 1. Research Design

This research is a Classroom Action Research starts from describing the planned strategy, followed with implementing the acting strategy, observing the implementation of the planned strategy, and reflecting or evaluating the effectiveness of the implementation. The strategy will be revised if the evaluation shows that the implemented strategy does not prance satisfactory result yet.

This research will be held around 2 cycles. In the first cycle the students do not reach the standard assessment. The researcher would continue to the second cycle.



**Figure 1. 1 Model of Kemmis and Taggrat ( 1998 )**

## 2. Research Subject

The subjects of the research are students of class VIII SMP PMDS Putra Palopo. They consist of 32 students. All the students have got formal-English learning at their high school twice a week in 2 X 45 minutes.

## 3. Research Variables

Variable is one of the very important elements of research, the research is going to use two kinds of variables. Those variables can be divided into two variables. Those are dependent variable and independent variable that is the variable that influences the other variables. This research analyzed two variables that will be used; they are spider web technique as independent variable and English writing improvement as the dependent variable.

## 4. Research Procedure

The study was conducted by following the procedure of the classroom action research; after identifying problems in the preliminary study, the research was started from planning the action, followed by implementing the action, observing, and evaluating or reflecting.

### Cycle I

#### 1. Planning

a. In this section, the researcher (teacher) prepares the materials that would be given to the students.

- b. Making lesson scenario or lesson planning based on the curriculum, and arrange the material of lesson planning and it should be writing oriented.
- c. Making the observation paper for observing the condition of learning process.
- d. Arrange the test to know the increasing of the result study after they studied by using spider web technique

## 2. Acting

- a. Engage: giving materials and pictures then they were asked relating to the materials. The students looked at a picture of a town and responded to it by commenting on the people and the activity that they are take a part in. maybe they look at each other's holiday or everyday photos/ pictures, etc. Then they acted or simulated the pictures in their own ways.
- b. Activate: making the students to be active in the class, the students are supposed to describe and explain the things on the picture by looking for the different things.
- c. Study: the teacher does writing works by correcting the pronunciation and the use of certain expressions and asking the other students whether they are understand or not about the picture that had already described and explained by their friend.
- d. So, by doing the way the teacher knows that the students are able to explore, say or write all of the points on the writing objects, as the writing skill is its orientation.

## 3. Observation

- a. Indentify and make note about all of problems that the teacher get when teaching and learning process.

b. Doing evaluation which uses the result of the study to know how far the students have improvement.

#### 4. Reflecting

The result of the data have been done, it will be continued until can be made as the reflection after action research. The reflection will be discussed with a guidance lecturer while the teacher should make research planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle 1.

#### 5. Planning the Action

In relation with the implementation of action research, the researcher made some preparation in order to find and implement an appropriate strategy of spider web in writing instructions for SMP students. The preparation includes: (1) setting out the procedure, (2) developing the main instrument of Spider web, (3) designing lesson plans, (4) selecting writing tasks/activities, (5) specifying the criteria of success, and (6) developing research instruments.

#### 6. Technique in Collecting Data

The primary data analyze in this research are the students' writings. Some of the students' writings, especially descriptive paragraph, will collect systematically. In addition, the writer will also give a questionnaire to all students in the class after the research in order to get their opinion about writing and the problems they encounter, as well as their opinion about the process they underwent and the result of the technique implementing in the classroom.

Criteria of success in writing there are five components, they are:

1. Content is substance of writing the ideal express.
2. Organization is the purpose of material in writing which happens from beginning the end.
3. Vocabulary is all the word that use.
4. Grammar is the correct use of the syntactic patterns and structural words.
5. Mechanic it use of graphic convention of the language.<sup>1</sup>

a. Content

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out, secondary ideas do not usurp too much attention.
2	15-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking in purpose or theme.

<sup>1</sup> J.B.Heaton, *Writing English Language Test*,(New York Language,1998),p.148

4	9-11	Poor	Not fluent, does not communicate, information is very limited, boring.
5	5-8	Very poor	No organization, not enough to evaluate because no meaningful.

b. Organization

The evaluate the score of the organization, the research used the following scale.

No	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly stated, supported logical sequencing, well organized means the other, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2	15-15	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but

			incomplete sequencing.
3	12-14	Fair	Lack logical sequencing and development not fluent. The writing lacks direction, with ideas, detail.
4	9-11	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5	5-8	Very poor	No organization, confusing the sender, not enough to evaluate.

c. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	Effective words, choice and the usage, specific and accurate
2	15-17	Good	Adequate range occasional error of word/ idiom, choice and usage. The language communication but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with eliminated

			vocabulary, grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetition, often words simply do not feat the text: verb are weak and view in number: is, are, was, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

d. Grammar

No	Score	Classification	Criteria
1	23-25	Very good	Effective complex construction few errors of agreement, tense, number, word, order/ function pronoun, preposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tens, word order, function, pronouns, preposition but meaning seldom



			of cored.
3	16-19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word, order/ function, pronouns, preposition and fragment. Does not communication.
4	9-15	Poor	Dominated by error or grammar. Cannot be understand and evaluate.
5	5-8	Very poor	Virtually no mastery of sentence construction rules.

e. Mechanics

No	Score	Classification	Criteria
1	5	Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling, functions,

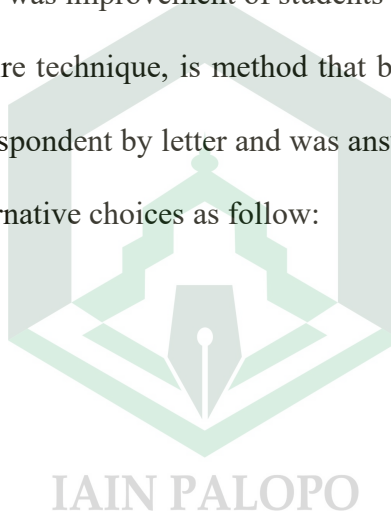
			capitalization, paragraphing.
5	1	Very poor	Illegible writing.

## 7. Instrument of the Research

1. Test, the test is writing test which was used in the first cycle to get know the students performance in writing skill. The test was also used in the second cycle to get know which there was improvement of students' writing performance.

2. Questionnaire technique, is method that be used with make list question then was given to the respondent by letter and was answered by letter too. In this case the writer uses four alternative choices as follow:

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree.



3. Observation technique, is taking information or data by seeing, there is attention accommodate activity to an object with use all sense organ.<sup>2</sup>

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<sup>2</sup>Mursalim Marskal, *The Improving Ability of the Second Year Students' of SMA 1 Wotu in Writing Descriptive Paragraph Through Mind Mapping*, (STAIN Palopo, 2011),p. 38

## CHAPTER IV

### FINDINGS AND DISCUSSION

This part presents the data presentation and discusses the teaching descriptive paragraph through spider web technique. The data presentation covers the data of the teaching and learning process and the data of students' performance in writing. Meanwhile, the discussion covers the teaching of descriptive paragraph through the use spider web technique and the improvement of the students' writing skill.

#### *A. Findings*

The action conducted in two cycles covered four meetings. There were two meeting in every cycle. The obstruction and failure found in the first cycle and then looked for the solution and applied to the next cycle. The result of the research at every cycle could be reported as follows:

##### 1. Cycle 1

In cycle 1, the planning, the implementation of the action, the observation, and the analysis and reflection are made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the result of the students' writing, and the reflection.

##### a. Planning

In planning stage, some preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' writing.

This cycle was planned for two meetings. The first meeting focused on giving model to tell a story using spider web. Meanwhile, the second meeting was the time for assessing the students' performance in writing descriptive paragraph.

The treatment was conducted after the subject matter finished to be given, so the students were able to know what the topic had been learned about. The steps done by the teacher were as follows:

- 1) Asking the students about the subject matter discussed in previous meeting.
- 2) Asking some connected word that used to make a paragraph
- 3) Helping students to find out the expressions
- 4) Guiding students to write a paragraph at least.

b. Acting

The implementation of the planning during two meetings at the first cycle are as follows. In the first meeting, the teacher started the activities by giving the instructional objectives that would be achieved and then giving the students' a questionnaire. The steps done in this first meeting were BKOF; Building Knowledge of the Field. In this step, the teacher elicited the students' knowledge about paragraph that they have known, discussed vocabularies and grammar. Then the teacher gave model of descriptive paragraph using spider web, asked about the story, discussed the generic structure, and asked the students to practice rewrite paragraph using spider web. Last activity assessing the students' performance in writing descriptive

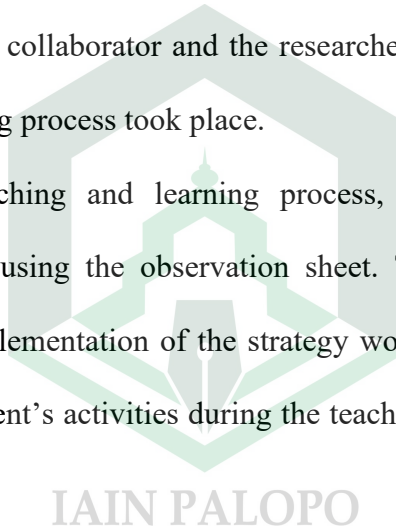
paragraph. The meeting was ended by making some reflection about what they had done on that meeting.

The second meetings same with first meeting focused on BKOF; Building Knowledge of the Field. The teacher gave model of descriptive paragraph using spider web.

c. Observing

The observation was done simultaneously with implementation for first meeting. Therefore, the collaborator and the researcher conducted observation when the teaching and learning process took place.

During the teaching and learning process, the researcher observed the student's activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned. The result of the observation on student's activities during the teaching and learning process it can be seen in the table:



**Table 1**  
**The Result of Observation on Students' Activities Cycle I**

No	Data Code	Student's activities indicator			
		A	B	C	D
1	001	√	√	√	√
2	002	-	√	√	-
3	003	√	√	√	√
4	004	√	-	√	√
5	005	√	√	√	√
6	006	√	√	√	√
7	007	√	√	√	√
8	008	√	√	√	√
9	009	√	√	√	√
10	010	√	-	√	√
11	011	√	-	√	-
12	012	-	√	√	√
13	013	√	-	-	√
14	014	√	-	√	√
15	015	-	-	√	√
16	016	√	√	√	√
17	017	√	√	√	√
18	018	√	√	√	-

19	019	√	√	√	-
20	020	√	-	√	√
21	021	√	-	√	√
22	022	-	√	-	√
23	023	√	√	√	-
24	024	√	√	-	√
25	025	√	√	-	√
26	026	√	√	√	√
27	027	√	√	√	√
28	028	-	√	√	√
29	029	√	-	√	√
30	030	√	√	√	√
31	031	√	√	√	-
32	032	√	√	√	√
Jumlah		27	23	28	26
Persentase (%)		84,375	71,875	87,5	81,25

With: A = Learning teacher instruction (Menyimak arahan guru)

B = Participate (Berpartisipasi )

C = Doing kooperatif's interaction (collaboration) in learned process  
(Melakukan interaksi kooperatif (kerjasama) dalam proses belajar)

D = Working task on the square (Mengerjakan tugas dengan jujur)

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that most of the students took part and enjoyed in the activity. Soon, after the students had completed the activities or the action in cycle 1, researcher ended the class with the classroom language and gave a added motivation to increase the will in writing descriptive paragraph. The action in cycle 1 took one hundred and eighty minutes of activities and the test took thirty five minutes of doing.

d. Reflection

Although, classically the students' scores had achieved the criteria of success that is the mean of the students' score in writing should be greater than or equal to 70, the researcher was still unsatisfied because some students' score still below 70. The scores of students' final writing on the first cycle can be seen as follow:

**Table 2**  
**The Student's Score in the First Cycle**

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total
001	20	17	15	15	3	70
002	19	15	16	17	3	70
003	18	16	14	16	3	67
004	18	17	16	15	2	68
005	20	17	15	20	2	74
006	22	18	14	17	2	73



<b>007</b>	18	17	19	14	2	<b>70</b>
<b>008</b>	20	17	15	16	3	<b>71</b>
<b>009</b>	20	17	15	16	3	<b>71</b>
<b>010</b>	22	19	18	18	2	<b>79</b>
<b>011</b>	23	18	17	20	2	<b>80</b>
<b>012</b>	24	17	18	19	3	<b>81</b>
<b>013</b>	19	17	15	16	1	<b>68</b>
<b>014</b>	21	17	16	18	2	<b>74</b>
<b>015</b>	25	19	19	21	3	<b>87</b>
<b>016</b>	16	13	14	12	2	<b>57</b>
<b>017</b>	17	15	15	14	2	<b>63</b>
<b>018</b>	20	17	15	17	2	<b>71</b>
<b>019</b>	20	17	15	16	2	<b>70</b>
<b>020</b>	21	18	17	15	3	<b>74</b>
<b>021</b>	21	17	16	16	2	<b>72</b>
<b>022</b>	23	18	17	18	3	<b>79</b>
<b>023</b>	19	16	16	13	2	<b>66</b>
<b>024</b>	20	17	15	15	3	<b>70</b>
<b>025</b>	26	19	17	17	4	<b>83</b>
<b>026</b>	24	18	17	19	3	<b>81</b>
<b>027</b>	24	19	19	20	3	<b>85</b>
<b>028</b>	21	18	14	15	1	<b>69</b>

<b>029</b>	20	17	15	16	2	<b>70</b>
<b>030</b>	21	18	16	16	3	<b>74</b>
<b>031</b>	20	19	15	16	2	<b>72</b>
<b>032</b>	22	19	17	15	3	<b>76</b>
<b>Mean score</b>						<b>73,218</b>

1) Scoring classification of the student's first cycle

a) Content

**Table 3**  
**Criteria and Percentage of the Student's Content**

No	Score	Classification	Frequency	Percentage
<b>1</b>	27-30	Very good	-	-
<b>2</b>	15-26	Good	32	<b>100%</b>
<b>3</b>	12-14	Fair	-	-
<b>4</b>	9-11	Poor	-	-
<b>5</b>	5-8	Very poor	-	-
<b>Total</b>				<b>100%</b>

Table above indicates that criteria and percentage of the students content in first cycle shows that all of the studens got “good” scores.

## b) Organization

**Table 4**  
**Criteria and Percentage of the Student's Organization**

No	Score	Classification	Frequency	Percentage
1	18-20	Very good	13	40,625%
2	15-17	Good	18	56,25%
3	12-14	Fair	1	3,125%
4	9-11	Poor	-	-
5	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in first cycle shows that there were 13 students (40,625%) got “very good” scores, 18 students (56,25%) got “good” scores, and there was 1 students (3,125%) got “fair” scores.

## c) Vocabulary

**Table 5**  
**Criteria and Percentage of the Student's Vocabulary**

No	Score	Classification	Frequency	Percentage
1	18-20	Very good	5	15,6%
2	15-17	Good	23	71,8%
3	12-14	Fair	4	12,5%
4	9-11	Poor	-	-

5	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students vocabulary in first cycle shows that there were 5 students (15,6%) got “very good” scores, 23 students (71,8%) got “good” scores, and there was 4 students (12,5%) got “fair” scores.

d) Grammar

**Table 6**  
**Criteria and Percentage of the Student’s Grammar**

No	Score	Classification	Frequency	Percentage
1	23-25	Very good	-	-
2	20-22	Good	4	12,5%
3	16-19	Fair	18	56,25%
4	9-15	Poor	10	31,25
5	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in first cycle shows that there were 4 students (12,5%) got “good” scores, 18 students (56,25%) got “fair” scores, and there was 10 students (31,25) got “poor” scores.

## e) Mechanic

**Table 7****Criteria and Percentage of the Student's Mechanic**

No	Score	Classification	Frequency	Percentage
1	5	Very good	-	-
2	4	Good	1	3,125%
3	3	Fair	14	43,75%
4	2	Poor	15	46,875%
5	1	Very poor	2	6,25%
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in first cycle shows that there were 14 students (43,75%) got "fair" scores, 15 students (46,875%) got "poor" scores, 2 students (6,25%) got "very poor" scores, and there was 1 student (3,125%) got "good" score.

Besides, many of them still have problem with mechanics and grammar. Improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

## 2. Cycle 2

Similar to the data presentation in cycle 1, in cycle 2, the planning, the implementation of the action, the observation, and the analysis and reflection are

made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the result of the students' writing, and the reflection.

a. Planning

In planning stage, the preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' writing. This cycle also was planned for 2 meetings. The first meeting, focused on giving model of descriptive paragraph through spider web technique. Meanwhile, the second meeting was the time for assessing the students' performance in writing descriptive paragraph.

In order to decrease the weakness and to keep the successful in the first cycle, then the second cycle was planned as follows:

- 1) Gave more motivation to the students in order to be active in learning process.
- 2) Gave more chances to the students who got score to share their knowledge about the vocabularies.
- 3) Gave more intensive guidance to the students that got difficulties in writing at the first cycle.
- 4) Gave an award to the students that to be the highest score.

b. Acting

Just like what the teacher have done in cycle 1, this cycle was also implemented in 2 meetings. Based on some weaknesses found in cycle 1, in the first meeting, the researcher emphasized grammar and mechanism practice in BKOF step.

Then the teacher gave model of descriptive paragraph using spider web, asked about the spider web subject, discussed the generic structure and asked the students to practice writing the short descriptive paragraph.

The implementation of Cycle II created some interesting results. First, the students were enthusiastic in the activities with the classroom language though all of the students understood. However, they seemed to be optimistic that if classroom language is constantly applied. In addition, they were not afraid of making mistakes when they interactively performed the activities. Second, the researchers' performance was higher than the students'. He played his role more dominantly than the students in the classroom activities. This was based on the fact that the interaction happened only between the researcher and students. There was almost no student-to-student interaction by using the classroom language. In order to improve this problem, he should constantly motivate the students to interact by making the most use of the classroom language. In addition, he should complement the students who use the classroom language right away and make any necessary correction in a motivating way for the students.

### c. Observing

The second meeting was focused on assessing the students' performance in writing. During the teaching and learning process, the collaborator observed the researcher's activities and the researcher observed students' activities by using the

observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned.

**Table 8**

**The Result of Observation on Students' Activities Cycle II**

No	Kode Data	Indikator Aktivitas Belajar Siswa			
		A	B	C	D
1	001	√	√	√	√
2	002	√	√	√	√
3	003	√	√	√	√
4	004	√	-	√	√
5	005	√	√	√	√
6	006	√	-	√	√
7	007	√	√	√	√
8	008	√	√	√	√
9	009	√	√	√	√
10	010	√	√	√	√
11	011	√	√	√	√
12	012	√	√	√	√
13	013	√	√	√	√
14	014	√	√	-	√
15	015	√	√	√	√



16	016	√	√	√	√
17	017	√	√	√	√
18	018	-	√	√	√
19	019	√	√	√	√
20	020	-	√	√	√
21	021	√	√	√	√
22	022	√	√	√	√
23	023	√	√	√	√
24	024	√	√	√	√
25	025	√	-	√	√
26	026	√	√	√	√
27	027	√	-	√	√
28	028	√	-	√	√
29	029	√	√	√	√
30	030	√	√	√	√
31	031	√	√	√	√
32	032	√	√	√	√
<b>Jumlah</b>		30	27	31	32
<b>Persentase (%)</b>		93,75	84,375	96,875	100

- With: A = Learning teacher instruction (Menyimak arahan guru)  
 B = Participate (Berpartisipasi)  
 C = Doing kooperatif's interaction (collaboration) in learned process  
 (Melakukan interaksi kooperatif (kerjasama) dalam proses belajar)  
 D = Working task on the square (Mengerjakan tugas dengan jujur).

On the basis of the obtained data from the observation, the researcher and the collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process.

The score shows that the mean of the students' score in writing obtained in Cycle 2 was 70. There were 100% or 32 students got the score greater than or equal to 70. Therefore, the action research was completed accordingly.

The scores of the improvement of students' final writing on the first cycle can be seen as follow:

**Table 9**  
**The Student's Score in the Second Cycle**

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total
001	24	18	17	15	4	78
002	22	18	16	17	3	76
003	22	18	16	18	4	78
004	24	19	18	16	3	80
005	25	19	18	20	3	85
006	23	19	16	17	2	77
007	21	19	18	15	3	76
008	24	19	17	16	3	79
009	23	16	18	16	3	76
010	22	19	18	18	2	79
011	24	18	19	20	4	85

<b>012</b>	25	17	18	20	3	83
<b>013</b>	25	19	18	21	3	86
<b>014</b>	24	19	19	19	3	84
<b>015</b>	25	19	19	21	3	87
<b>016</b>	24	19	18	20	4	85
<b>017</b>	25	18	19	20	3	85
<b>018</b>	21	19	18	18	2	78
<b>019</b>	23	19	16	16	2	76
<b>020</b>	21	17	16	18	3	75
<b>021</b>	24	19	16	17	3	79
<b>022</b>	21	18	17	18	3	77
<b>023</b>	23	19	18	14	2	76
<b>024</b>	24	19	19	22	4	88
<b>025</b>	26	19	17	18	4	84
<b>026</b>	24	18	17	19	3	81
<b>027</b>	24	19	19	20	3	85
<b>028</b>	25	19	18	20	4	86
<b>029</b>	25	18	19	19	4	85
<b>030</b>	22	19	18	17	3	79
<b>031</b>	21	19	17	16	3	76
<b>032</b>	25	19	19	19	4	86
<b>Mean score</b>						81

The result of the test shows that the level of students' interactive writing descriptive paragraph has improved. The mean of the test is 81 it means there is an increase score of the mean. It is above the maximum requirement of mastery learning. The result of the test also shows that 50 % or 16 out of 32 students have score below 80 and 50% or 16 out of 32 above 80. In short, though there have been a big significant increased in terms of mean of the test as well as the number of students who have reached the mastery learning level.

Scoring classification of the student's first cycle

a) Content

**Table 10**  
**Criteria and Percentage of the Student's Content**

No	Score	Classification	Frequency	Percentage
1	27-30	Very good	-	-
2	15-26	Good	32	100%
3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students content in second cycle shows that all of the students got "good" scores.

## b) Organization

Table 11

## Criteria and Percentage of the Student's Organization

No	Score	Classification	Frequency	Percentage
1	18-20	Very good	29	90,625%
2	15-17	Good	3	9,375%
3	12-14	Fair	-	-
4	9-11	Poor	-	-
5	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in second cycle shows that there were 29 students (90,625%) got “very good” scores, and 3 students (9,375%) got “good” scores.

## c) Vocabulary

Table 12

## Criteria and Percentage of the Student's Vocabulary

No	Score	Classification	Frequency	Percentage
1	18-20	Very good	20	62,5%
2	15-17	Good	12	37,5%

<b>3</b>	12-14	Fair	-	-
<b>4</b>	9-11	Poor	-	-
<b>5</b>	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students vocabulary in second cycle shows that there were 20 students (62,5%) got “very good” scores and 12 students (37,5%) got “good” scores.

d) Grammar

**Table 13**  
**Criteria and Percentage of the Student’s Grammar**

No	Score	Classification	Frequency	Percentage
<b>1</b>	23-25	Very good	-	-
<b>2</b>	20-22	Good	10	31,25%
<b>3</b>	16-19	Fair	19	59,375%
<b>4</b>	9-15	Poor	3	9,375%
<b>5</b>	5-8	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in second cycle shows that there were 10 students (31,25%) got “good” scores, 19 students (59,375%) got “fair” scores, and there was 3 students (9,375) got “poor” scores.

## e) Mechanic

Table 14

## Criteria and Percentage of the Student's Mechanic

No	Score	Classification	Frequency	Percentage
1	5	Very good	-	-
2	4	Good	9	28,125%
3	3	Fair	18	56,25
4	2	Poor	5	15,625%
5	1	Very poor	-	-
<b>Total</b>				100%

Table above indicates that criteria and percentage of the students organization in second cycle shows that there were 9 students (28,125%) got "good" scores, 18 students (56,25%) got "fair" scores, and there was 5 students (15,625%) got "poor" scores.

### B. Final Result

	Students can reach standard achievement score	Students can't reach standard achievement score	Mean
Cycle I	25 (78.125%)	7 (21.875%)	73.218
Cycle II	32 (100%)	0 (0%)	81

Table above shows the final result of the students writing assignment. After applied spider web technique in cycle 1 students can reach standard achievement score there are 25 and 7 students can't. And in the cycle 2, all of the students can reach standard achievement score.

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. According to questionnaires, interview between researcher and the students, many students have difficult in writing English because of low in technique of writing.

The Result of the Questionnaires can be Show as Below:

NO	PERTANYAAN	SS	S	TS	STS
1	Saya senang belajar bahasa inggris sejak saya duduk di Sekolah Dasar.	9,375%	75%	15,625%	-
2	Dari keempat skill bahasa inggris (reading, writing,	-	40,625%	56,25%	3,125%



	speaking dan listening), skill yang sangat menarik bagi saya adalah writing.				
<b>3</b>	Saya senang menulis paragraph deskriptif.	-	53%	47%	-
<b>4</b>	Meningkatkan writing saya dengan metode spider web technique adalah cara yang tepat dan sangat efektif.	18,75%	46,75%	28,25%	6,25%
<b>5</b>	Mengembangkan kemampuan writing saya melalui metode spider web membuat saya termotivasi untuk rajin menulis bahasa inggris.	9,375%	53,25%	34,375%	-

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The Table Above Shows:

1. Question number 1, 9.375% or 3 of 32 students strongly agree, 75% or 24 of 32 students agree, and 15.625% or 5 of 32 students disagree.
2. Question number 2, 40.625% or 13 of 32 students agree, 56.25% or 18 of 32 students disagree, and 3.125% or 1 of 32 students strongly disagree.
3. Question number 3, 53% or 17 of students agree and 47% or 15 of 32 students disagree.

4. Question number 4, 18.75% or 6 of 32 students strongly agree, 47% or 15 of 32 students agree, 28,25% or 9 of 32 students disagree, and 6.125% or 2 of 32 students strongly disagree.

5. Question number 5, 9.375% or 3 of 32 students strongly disagree, 56.25% or 18 of 32 students agree, and 34.375% or 11 of 32 students disagree.

### ***C. Problem and Solution***

1. The mistakes which were made by the students on their first test, often seen on their next test. But the researcher always gave the explanation, so on the next test the same mistakes can be decreased.

2. Cheating with other students.

The lazy students sometimes better like cheating to their friends than produce their own writing. But because the researcher read the test result carefully, they can find easily if there are two writing the same content.

3. Writing script was done by someone else,

There are some students asked someone else to do their test. But the researcher knows the students' ability very well. So if some students don't understand, they given motivation to produce their own writing.

### ***D. Discussion***

This part discussed the spider web procedures implemented that improve the students' ability in writing skill. All the elements that had been proved effective and applicable in the writing instructions at the eighth year students of SMP PMDS Putra Palopo are presented and the problem statement for this research namely How to use

Spider Web in increasing students' writing skill at the eighth year of SMP PMDS Putra Palopo improvement the students writing skill through using spider web in the case, the researcher discussed the result of the data analysis in according with the scope of this research. The discussed to know the students improvement in writing English by Using Spider Web technique.

Using Spider web technique to improved the writing skill and the researcher asked to students that they will practice as they prepared make a paragraph for picture in material and the explained how to used spider web technique in writing paragraph and the researcher gave the material and time about situation class during 40 minutes.

A paragraph is a unit of thought which arranged around an idea or a theme and the sentences group to deal with idea. According to Groys keraf, the paragraph can be distinguished into three kinds based on the characteristic and the objective namely; (a) Introduction paragraph is aimed to introducing the composition while this paragraph should be interesting and can guide the readers into the main of the composition. (b) Connecting paragraph is whole of the paragraph which exists between the introduction and the closing paragraph. (c) Closing paragraph is a paragraph which aimed to end the composition the part of composition. The conclusion of the discussed idea in connecting paragraph is contained here.

This study employed Qualitative research, in this case Classroom Action Research (CAR) designed since it was the most appropriate research design which was related to solve the classroom problems. An action research could be defined as an enquiry which was accomplished in order to understand, evaluated and then to

change, in order to improve educational practice. According Suharsimi Arikunto, Suhardjono and Supardi classroom Action Research is a realization to learned activity as one action which deliberates being arisen and happening in one class collectively. According Carr & Kemmis action research is a form of self – reflective enquiry undertaken by participants (teacher, students, and principals). For examples 1) in social situations in order to improve the rationality and justice their own social or educational practices; their understanding of these practices, 2) situation in which the practices are carried out.

In this research the researcher using two cycles, namely cycle I and cycle II. However every cycle there are four indicators that had analyzed namely:

1. Planning
  - a. In this section, the researcher (teacher) prepared the materials that were given to the students.
  - b. Making lesson scenario or lesson planning based on the curriculum, and arranged the material of lesson planning and it should be writing oriented.
  - c. Making the observation paper for observing the condition of learning process.
  - d. Arranging the test to know the students increasing after they studied by using picture media.
2. Acting
  - a. Engage: giving materials and picture then they were asked that relating to the materials. The students looked at picture and responded it by commenting on the

people and the activity that they took a part. They look at each other's holiday or pictures, etc. Then they practiced or stimulated the picture in their own ways.

b. Activate: to make the students to be active in the class, the students were supposed to describe and explained the things on the picture by looking for the different things.

c. Study: the teacher wrote paragraph correcting the pronunciation and used of certain expressions and asked the other students whether they understand or not about the picture that had already described and explained with their friend

### 3. Observation

a. Identifying and made note about all of the problems during learning process.

b. Doing evaluation which used the result study to know the students have improvement.

### 4. Reflecting

The result of the data had been done, it was be continued until can be made as the reflection after action research. The reflection will be discussed with a guidance lecturer while the teacher should make research planning for the next cycle. The research plan is the plan for the next cycle which repaired from cycle I.

In short, though there had been a significant increased in terms of mean the test as well as the number of students who had reached the mastery learning level; however, the classical mastery learning had not still been achieved yet. Besides, many of them still had problem with mechanics and grammar. Improvement was needed on

some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

In order to decreased the weakness and to keep the successful in the first cycle, then the second cycle was planned as follows: Gave more motivation, gave more chanced to the students who got score to share their knowledge about the vocabularies, gave more intensive guidance to the students that got difficulties, gave an award to the students that to be highest score.

#### 5. Planning the Action

In relation with the implementation of action research, the researcher made some preparation in order to find and implement an appropriated strategy of spider web in writing instructions for students. The preparations includes; (1) setting out the procedure , (2) developing the main instrument of spider web, (3) designing lesson plans, (4) selecting writing tasks/activities, (5) specifying the criteria of success, and(6) developing research instruments.

Technique of collecting data the researcher used test to find out the level of successful in implementation of the using spider web technique in teaching writing, and observation sheet after the research to find out the students participation during the using spider web technique; also as the basic instrument in discussion part among the teacher and collaborators as a way to make reflection in each cycle.

There are five components criteria of success in writing namely:

1. Content
2. Organization

3. Vocabulary
4. Grammar
5. Mechanic <sup>1</sup>

The Researcher also used three instrument of the research are ;

1. Test
2. Questionnaire
3. Observation

In this study the researcher had conducted collaboration classroom action research which means that in conducting this study the researcher involved a collaborator to assist in handling this research. This was relevant to Koshy's idea of the significance of the collaborator, claiming that the need of collaboration or cooperation in action research was of paramount importance for the success of the research.

The researcher believed that the finding of this study would be more objective and trust-worthy if this was done with the collaborator. That was why, the researcher conducted collaboration with Mrs. Mujahida S. Pd. as the teacher of the class and the researcher acted as the observer.

The analyzed of students SMP PMDS Putra Palopo in teaching English found that students' had little interested in teaching about it, because the students still not

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<sup>1</sup>Seen on page 35

understood about grammar and mechanic. So the students still difficult to make simple sentences.

The data which had been analyzed indicate that there was improvement between first cycle and second cycle. In the first cycle the result of the test showed that the level of students' writing had improved. The mean of the test is 73.21. It means there is a one-point increase of the mean. The result of the cycle 1 also showed that 78.13% or 25 out of 32 students had reached the mastery learning and 21.87% or 7 out of 32 students failed.

According this research, researcher carry out a research that applied Spider web in teaching writing skill. From the result, the researcher had known that the application of effective way teaching writing related the students' focus on learning, and the students' comprehension toward the lesson.

In this cycle the researcher found that there were some of students who were still got low scores in content, organization, vocabulary, grammar, and mechanic. In content classification showed that the students' score in this area of cycle 1 were all of the students (100%) got 'good' score. The students' score in the area of organization of cycle 1 were also varieties; in which there were no students (0%) got 'very poor' and no students (0%) got 'poor', 1 student (3,125%) got 'fair', 18 students (56,25%) got 'good' and 13 students (40,625%) got 'very good' classification. The students' score in the area of vocabulary of cycle 1 were varieties; in which there were no students (0%) got 'poor and very poor', 5 students ( 15,6%)



got 'very good', 23 students (71.8%) got 'good', and 4 students (12.5%) got 'fair' classification. The students' score in the area of grammar of cycle 1 were varieties; in which there were 4 students (12,5%) got 'good', 18 students (56,25%) got 'fair', 10 students (31,25%) got 'poor' and no students (0%) got 'very good' classification. The students' score in the area of mechanic of cycle 1 were varieties; in which there were no students (0%) got 'very good', 1 students (3,125%) got 'good', 14 students (43,75%) got 'fair', 15 students (46,875%) got 'poor', and 2 students (6,25%) got 'very poor' classification.

In the second cycle the result of the test showed that the level of students' interactive writing descriptive paragraph had improved. The mean of the test is 81 it means there is an increased score of the mean. It is above the maximum requirement of mastery learning. The result of the test also showed that 50 % or 16 out of 32 students have score below 80%. In content classification showed that students' score in this area cycle II were varieties; in which there were 32 students (100%) got 'very good' classification. The students' score in the area of organization of cycle II were varieties; in which there were no students got 'fair, poor and very poor', 29 students (90,625%) got 'very good' and 3 students (9,375%) got 'good' classification. The students' score in the area of vocabulary of cycle II were varieties; in which there were no students got 'fair, poor, and very poor', 20 students (62,5%) got 'very good' and 12 students (37,5%) got 'good' classification. The students' score in the area of grammar of cycle II were varieties; in which there were no students (0%) got 'very good', no students (0%) got 'very poor', 10 students (31,25%) got 'good', 19

students (59,375%) got 'fair', and 3 students (9,375%) got 'poor' classification. The students' score in the area of mechanic of cycle II were varieties; in which there were no students (0%) got 'very good', 9 students (28,125%) got 'good', 18 students (56,25%) got 'fair' and 5 students (15,625%) got 'poor' classification. In short, though there a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level.

The application of innovative learning method is very important in learning process. the teacher has to more creative in choose and apply the innovative learning method that appropriate with material.

The fact, most of the students were considered low in English grammar understanding and good mechanic writing. Although there were several of them who had rather good English grammar understanding and good mechanic writing.

Table showed the final result of the students writing assignment. After the researcher applied spider web technique in cycle I students can reached standard achievement score there are 25 students and 7 students can't reached standard achievement. And in the cycle 2, all of the students can reached standard achievement score.

To solve that problem the researcher and the teacher planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success that had been decided before. By the end of the second meeting of cycle I, researcher shared questionnaires to the students. Most of the respondents showed positive perception towards the every item which gives or display positive

statements and the statements which give positive statements were from number one until five. For first statement in the questionnaires, “I am happy to study English since I sit in elementary school”. There were 3 (9,37%) respondents said strongly agree, 24 (75%) respondents said agree, 5 (16,625%) respondents said disagree and none of the respondents said strongly disagree. It means that the students like study English. The second statements, “by the four language (reading, writing, speaking and listening), that interested for me namely writing”. There were 13 (40,62%) respondents said agree, 18 (56,25%) respondents said disagree, 1 (3,125%) respondents said strongly disagree and none of the respondents said strongly agree. It can be concluded that some opinion students writing is difficult for their. The third statements,” I am happy to write descriptive paragraph”. There were 17 (53%) respondents said agree, 15 (47%) respondents said disagree and none of the respondents said strongly agree and strongly disagree. The fourth statements, “increasing writing skill through spider web was effective and efficient”. There were 6 (18,75%) respondents said strongly agree, 15 (47%) respondents said agree, 9 (28,25%) respondents said disagree and 2 (6,125) respondents said strongly disagree. It showed that the respondents found the used of spider web was really required to help students increase their writing skill. The last statement, “Improving my writing skill through spider web makes me for motivation to study hard”. There were 3(9,375%) respondents said strongly agree, 18 (56, 25%) respondents said agree, and 11 (34, 37%) respondents disagree. From those questionnaires researcher found that at eighth year of SMP PMDS Putra Palopo showed positive perception which is

indicated by the positive inputs and attitude toward the using of Spider Web in writing skill.

The problem in the first cycle attracted the researcher and partner to continued to the next cycle, the researcher would observation the students more intense and did new plan such as rearranged the students; position and to do it to correct their mistake and gave more explanation about the material in writing skill and gave guidance. In order the English teaching method that had given by the researcher before doing action in second cycle, like introduce again to students about Spider Web technique.

Effective teacher use this information to change practice and growing as educators. Researcher can vary the techniques and strategies they use to evaluate teacher to provide more extensive findings and the researcher explained how to use spider web technique in writing paragraph. Spider web is a process for constructing visual display of categories. Each web consisted of core question where the web strands will support the topic and becomes a short story from their ideas or their experience. The students will be given instruction and the class divided into groups of four to five students. The group of students is very important because they had discussed the topic. By sharing their knowledge through discussion, the students can complete the maps. We can describe that some of students know some word related to the topic while to other. The students may consult their bilingual or monolingual dictionary to help them to find the equivalent of the words.

It was closely related to the previous study done by Mursalim Marskal (2011) his thesis; he recommended that the teacher should use Mind Mapping in teaching

English especially in writing skill. He concluded that one of the ways to solve students' difficulties in writing is by using mind-mapping.<sup>2</sup> It means that show there are similarity improving writing skill for students. The second researcher closely related by Yulia Rahma (online <http>) in her thesis; she suggested that English teacher should apply the spider web in teaching of writing descriptive to improve students' writing ability in generating and organizing their ideas well. In this case, the researcher also used spider web in this research. It means that using spider web can be improving the students' writing skill. The third researcher closely related by Nurmaningsih (2010), she concluded that using brainstorming in teaching writing skill can developing students' writing skill. It means that there is same perception in improving writing skill. The result was also similar because spider web that implemented of the eight year students at SMP PMDS Putra Palopo worked and I gave improvement not only in students' writing skill but also class situation, where the quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' questionnaires, the checklist of the teacher activities in implementing the use spider web and classroom observation sheet.

According data observation the students had better achievement and the researcher has known in the application of writing skill by using spider web technique attention was focused in teaching process, and the students were easy to

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<sup>2</sup> Seen on page 6

understand the lesson. From this case, the researcher found students were interesting and enjoy. So that the application of action spider web technique in teaching writing skill was effective.

According to H. Brown Douglas, he said that proposes that there two main approaches to writing namely process and product. Process approach does the following; a) Focusing on the process of writing that leads to the final written product. b) Helping student's writers to understand their own composing process. c) Helping them build repertoires of strategies for prewriting, drafting and rewriting. d) Giving students time to write and rewrite; place central importance on the process of writing. It means that the teacher is supposed to help students in the process of writing and not only expect a good product from them.<sup>3</sup> In this research, the researcher found that Spider Web increased student's motivation in learning English and also improved students' writing skill, so Spider Web is applied by English teacher as media for learning.

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<sup>3</sup>Seen on page 17

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

On the basis of the research findings conducted, there are some conclusions can be drawn as the answers of the research questions.

There was improvement between first cycle and second cycle. Though there have been significant increases in terms of mean of the test in first cycle as well as the number of students who have reached the mastery learning level. Researcher can vary the technique and strategies, they use to evaluate teacher to provide more extensive findings and the researcher explained how to use spider web technique in writing paragraph. The students would give instruction and the class divided into groups of four until five students. By sharing their knowledge through discussion, the students can complete the maps. We can describe that some of students know some word related to the topic while to other. It can be concluded that the effective ways in teaching writing skill through spider web technique can be achieved giving motivation for students in learning activities and communicating friendly.

In the second cycle the result of the test shows that the level of students' interactive writing descriptive paragraph has improved. It is above the maximum requirement of mastery learning. There is a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level.

In the class the students enjoyed the learning process because the technique that was implemented in the class was new for them and made them comfortable. Their curious made them seriously in learning process, although there were some students not participated themselves in learning process. But, the researcher keep do reflecting and keep them in comfortable class.

The fact, most of the students are considered low in English grammar understanding and good mechanic writing. Although there are several of them who have had rather good English grammar understanding and good mechanic writing.

### ***B. Suggestions***

Based on the conclusion above, the researcher would like to forward some suggestions as follow:

1. The teacher should use “*Spider Web*” because this technique can make the students to be curious, enjoy and comfortable in learning writing. Divide the students in some groups and give them a game, such as ask students to mentions the thing related to the picture in spider web, it can make the classroom situation to be fun.
2. The teacher also can give award such as little gift to the successful and the most active students to motivate the other
3. For the students, they should be more active in doing the exercise from teacher. They can use this technique to describe an object in their daily life.
4. The next researcher who wants to conduct the research dealing with the learning method should use cycle until cycle III or more to ensure the result of students achievement.



**SIKLUS I**  
**LEMBAR PENGAMATAN AKTIVITAS GURU**

Nama Peneliti : ERAWATI  
Tanggal : 30 November 2012  
Pertemuan ke- : I (Pertama)

No	Aspek yang Diamati	Penilaian			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	Pendahuluan				
	1. Membuka kelas				
	2. Memotivasi siswa				
	3. Menjelaskan tujuan pembelajaran yang ingin dicapai				
	Kegiatan Inti				
	1. Menjelaskan materi tentang pembelajaran membuat paragraph yang benar				
	2. Menjelaskan bagaimana cara membuat paragraph				
	3. Mengawasi siswa dalam membuat paragraph				
	Penutup				
	1. Menyimpulkan materi pada akhir pelajaran				
	2. Memberi game terkait kosakata yang telah dipelajari sebelum pulang				
III	PENGELOLAAN WAKTU				
IV	TEKNIK MENGAJAR GURU				
V	PENGUASAAN KELAS				

Keterangan :

1. Tidak Baik    2. Kurang Baik    3. Cukup Baik    4. Baik

Catatan :

.....  
.....  
.....  
.....

Palopo, 30 November 2012

Pengamat,

Mujahida, S.Pd

## SIKLUS I

### LEMBAR PENGAMATAN AKTIVITAS GURU

Nama Peneliti : ERAWATI  
 Tanggal : 1 Desember 2012  
 Pertemuan ke- : II (Dua)

No	Aspek yang Diamati	Penilaian			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	Pendahuluan				
	1. Membuka kelas				
	2. Memotivasi siswa				
	3. Menjelaskan tujuan pembelajaran yang ingin dicapai				
	Kegiatan Inti				
	1. Menjelaskan materi tentang pembelajaran membuat paragraph dengan menggunakan tehnik Spider Web				
	2. Menjelaskan bagaimana cara membuat paragraph dengan menggunakan tehnik Spider Web				
	3. Mengawasi siswa dalam membuat paragraph yang baik dan benar				
	Penutup				
	1. Menyimpulkan materi pada akhir pelajaran				
	2. Memberi game terkait kosakata yang telah dipelajari sebelum pulang				
III	PENGELOLAAN WAKTU				
IV	TEKNIK MENGAJAR GURU				
V	PENGUASAAN KELAS				

Keterangan :

1. Tidak Baik    2. Kurang Baik    3. Cukup Baik    4. Baik

Catatan :

.....

.....

.....

.....

.....

Palopo, 01 Desember 2012

Pengamat,

Mujahida, S.Pd

**Lampiran 2.1.** Hasil Observasi Aktivitas Mengajar Guru Siklus I

No	Aspek yang Diamati	Pertemuan 1			Pertemuan 2		
		Kriteria			Kriteria		
		A	b	c	a	b	c
1	Guru menjelaskan tentang tujuan pembelajaran kepada siswa.						
2	Guru memberikan arahan kepada siswa terkait cara penulisan paragraf dengan menggunakan tehnik Spider Web						
3	Guru memberikan penjelasan kepada siswa aturan-aturan penulisan paragraf yang baik dan benar						
4	Guru mengamati perilaku siswa selama proses pelajaran.						
5	Guru mengakhiri pelajaran dengan memberikan evaluasi berupa games kosakata.						

Keterangan:

a = Baik

b = Cukup

c = Kurang



**Palopo, 1 Desember 2012**

**Pengamat,**

**Mujahida, S.Pd**

**Lampiran 2.2 Hasil Observasi Aktivitas Mengajar Guru Siklus II**

No	Aspek yang Diamati	Pertemuan 1			Pertemuan 2		
		Kriteria			Kriteria		
		a	b	C	a	b	c
1	Guru menjelaskan tentang tujuan pembelajaran kepada siswa.						
2	Guru memberikan arahan kepada siswa terkait cara penulisan paragraf dengan menggunakan tehnik Spider Web						
3	Guru memberikan penjelasan kepada siswa aturan-aturan penulisan paragraf yang baik dan benar						
4	Guru mengamati perilaku siswa selama proses pelajaran.						
5	Guru mengakhiri pelajaran dengan memberikan evaluasi berupa games kosakata.						

Keterangan:

a = Baik

b = Cukup

c = Kurang



IAIN PALOPO

**Palopo, 7 Desember 2012**

**Pengamat,**

**Mujahida, S.Pd**

**Lampiran 3. INSTRUMENT OBSERVASI AKTIVITAS BELAJAR SISWA**

No	Kode Data	Indikator Aktivitas Belajar Siswa			
		A	B	C	D
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				
25	025				
26	026				
27	027				
28	028				
29	029				
30	030				
31	031				
32	032				
	Jumlah				
	Persentase (%)				

Keterangan Indikator Aktivitas Belajar Siswa:

- a = Menyimak arahan guru tentang aturan-aturan memainkan spider web
- b = Berpartisipasi dalam bermain
- c = Melakukan interaksi kooperatif (kerjasama) dalam proses bermain
- d = Mencatat hasil kosakata yang telah dipelajari

Palopo,                   `2012

Pengamat,

**ERAWATI**



IAIN PALOPO

**Lampiran 3.1.** Hasil Observasi Aktivitas Belajar Siswa Siklus ( I ) Pertemuan ( II )

No	Kode Data	Indikator Aktivitas Belajar Siswa			
		A	B	C	D
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				
25	025				
26	026				
27	027				
28	028				
29	029				
30	030				
31	031				
32	032				
Jumlah					
Persentase (%)					

Keterangan Indikator Aktivitas Belajar Siswa:

- a = Menyimak arahan guru
- b = Berpartisipasi
- c = Melakukan interaksi kooperatif (kerjasama) dalam proses belajar
- d = Mengerjakan tugas dengan jujur.

**Palopo, 26 November 2011**

**Pengamat,**

**Mujahida, S.Pd**



**IAIN PALOPO**



**Lampiran 4.1. Hasil Siswa Siklus I**

No	Kode Data	Skor Perolehan	Persentase
1	001		
2	002		
3	003		
4	004		
5	005		
6	006		
7	007		
8	008		
9	009		
10	010		
11	011		
12	012		
13	013		
14	014		
15	015		
16	016		
17	017		
18	018		
19	019		
20	020		
21	021		
22	022		
23	023		
24	024		
25	025		
26	026		
27	027		
28	028		
29	029		
30	030		
31	031		
32	032		
Jumlah			
Mean Score			

**Palopo, 1 Desember 2012**

**Peneliti,**

**E R A W A T I**  
**NIM 08.16.3.0056**

**Lampiran 4.2. Hasil Tes Siswa Siklus II**

No	Kode Data	Skor Perolehan	Persentase
1	001		
2	002		
3	003		
4	004		
5	005		
6	006		
7	007		
8	008		
9	009		
10	010		
11	011		
12	012		
13	013		
14	014		
15	015		
16	016		
17	017		
18	018		
19	019		
20	020		
21	021		
22	022		
23	023		
24	024		
25	025		
26	026		
27	027		
28	028		
29	029		
30	030		
31	031		
32	032		
Jumlah			
Mean Score			

**Palopo, 8 Desember 2012**

**Peneliti,**

**E R A W A T I**  
**NIM 08.16.3.0056**

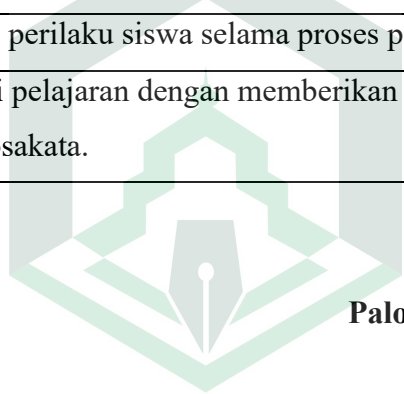
## INSTRUMEN OBSERVASI AKTIVITAS MENGAJAR GURU

Siklus Pembelajaran : .....

Pertemuan : .....

Tanggal : .....

No	Aspek yang Diamati	Kriteria		
		a	b	c
1	Guru menjelaskan tentang tujuan pembelajaran kepada siswa.			
2	Guru memberikan arahan kepada siswa terkait cara penulisan paragraf dengan menggunakan teknik Spider Web			
3	Guru memberikan penjelasan kepada siswa aturan-aturan penulisan paragraf yang baik dan benar			
4	Guru mengamati perilaku siswa selama proses pelajaran.			
5	Guru mengakhiri pelajaran dengan memberikan evaluasi berupa games kosakata.			



Palopo ,

2012

Pengamat,

IAIN PALOPO

**ERAWATI**

### Instrument Lembar quistionnaire

- Petunjuk** : 1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.  
2. Pada setiap pertanyaan disediakan 4 poin yaitu, Sangat setuju (SS), Setuju (S), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).  
3. Berilah tanda checklist (√) pada pilihan anda.

### Identitas Responden

Nama : .....

Nis : .....

Kelas : .....

NO	PERTANYAAN	SS	S	TS	STS
1	Saya senang belajar bahasa inggris sejak saya duduk di Sekolah Dasar.				
2	Dari keempat skill bahasa inggris (reading, writing, speaking dan listening), skill yang sangat menarik bagi saya adalah writing.				
3	Menurut saya writing sangat sulit.				
4	Meningkatkan writing saya dengan metode spider web technique adalah cara yang tepat dan sangat efektif.				
5	Mengembangkan kemampuan writing saya melalui metode spider web membuat saya termotivasi untuk rajin menulis bahasa inggris.				

Ket:

SS = Sangat Setuju, skor 4

S = Setuju, skor 3

TS = Tidak Setuju, skor 2

STS = Sangat Tidak Setuju, skor 1

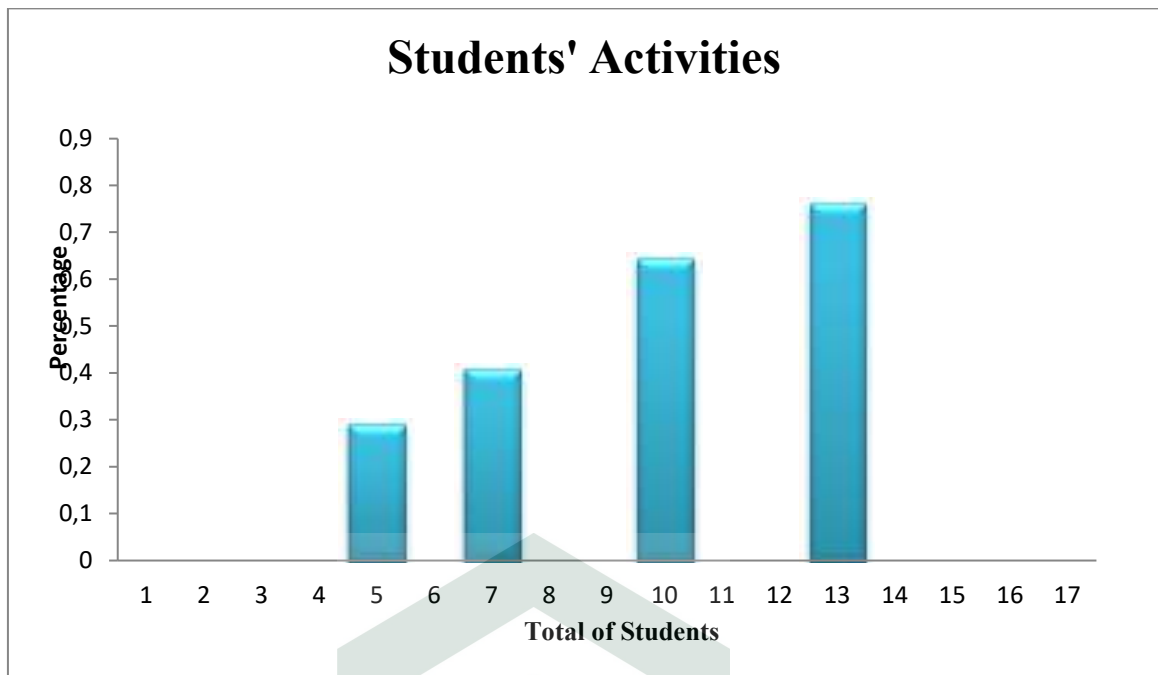
Respondent

(.....)

No	Student Number	Indicator			
		a	b	c	d
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				
25	025				
26	026				
27	027				
28	028				
29	029				
30	030				
31	031				
32	032				
<b>Total</b>					
<b>Percentage (%)</b>					

Where:

- a = Menyimak arahan guru.
- b = Berpartisipasi.
- c = Melakukan interaksi kooperatif (kerjasama) dalam proses belajar.
- d = Mengerjakan tugas dengan jujur.



a. The Second meeting

No	Student Number	Indicator			
		a	b	c	D
1	001	—	—	—	—
2	002	—	√	—	√
3	003	√	—	√	—
4	004	—	√	√	—
5	005	—	√	—	√
6	006	√	√	—	—
7	007	—	—	√	—
8	008	√	√	√	—
9	009	—	√	√	√
10	010	√	√	—	√
11	011	√	√	√	√
12	012	—	√	—	√
13	013	√	√	√	—
14	014	√	√	√	√
15	015	√	√	√	√
16	016	√	√	—	—
17	017	√	√	√	√
	Total	11	15	11	10
	Percentage (%)	64,70 %	88,24 %	64,70 %	58,82 %



## CURRICULUM VITAE

The writer, Erawati is the fourth child from three brothers and two sisters of Useng and Jumaira. She was born on August 26<sup>th</sup> 1990 in Pongko, South Sulawesi. She started her school at SDN 113 Salutubu in Luwu in 1996 and graduated in 2002.

In the same year, she continued her study at Junior high school at SMP Neg. 3 Lamasi, Luwu and graduated in 2005. She continued her study at Senior high school at SMA Neg. 1 Bosso and graduated in 2008. And continued her study in English Study Program of Tarbiyah Departement at STAIN Palopo.

“I think that”

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