



**THE EFFECTIVENESS OF ATTRIBUTE WEB STRATEGY
FOR TEACHING WRITING NARRATIVE TEXT**

a final project

submitted in partial fulfillment of the requirement for the degree of *Sarjana*

Pendidikan in English

by

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This final project entitled *The Effectiveness of Attribute Web Strategy for Teaching Writing Narrative Text* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on 23 Jun 2016

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I, Windi Cucu Soflanen, hereby declare that this final project entitled *The Effectiveness of Attribute Web Strategy for Teaching Writing Narrative Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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MOTTO AND DEDICATION

“Man Jadda Wajada”

“Whoever sincerely does it, will get it.”



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To My parents (Winarti, S.Pd., Cholidin)

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The Writer

ABSTRACT

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Keywords: Attribute Web Strategy, narrative text, writing.

The aims of this quasi experimental research were to find out the effectiveness of Attribute Web Strategy for teaching writing narrative text, and to show significant difference of the students' achievement who are taught by using Attribute Web Strategy and those who were taught by using existing method. The subjects of the study were the tenth graders in one of the senior high school in Central Java.

There were two groups that were given different treatments. The experimental group consisting of 37 students was taught by using Attribute Web Strategy, and the control group consisting of 37 students was taught by using existing method. There were two classes, X IPS 3 as the experimental group, and X IPS 2 as the control group. Both groups were given pre-test, treatments, and post-test. t-test was used to analyze the results of the tests to find out the significant difference of the students' achievement in writing narrative text.

The results proved that there is a significant difference between the experimental and the control group achievement. The average score of post-test in the experimental group was higher than the control group. Based on the statistical analysis, Sig. (2-tailed) was 0.000, it meant that Sig. (2-tailed) was lower than 0.05. It meant H_0 was refused and H_a was accepted. The value of Mean difference was 1.108, it was positive, it meant that experimental group has higher mean than group 2 as control group. It can be concluded that the "Attribute Web Strategy" is more effective than "existing method" to help the students in writing narrative texts.

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CHAPTER I

INTRODUCTION

This chapter gives an introduction about the study. It contains background of the study, reason for choosing the topic, research problems, research hypothesis, objectives of the study, significance of the study, limitation of the study, definition of term, and outline of the study.

1.1 Background of the Study

People as human beings always interact with others to fulfill their needs in their lives. They need a language to communicate each other. They use a language to show their ideas and their goal, so they can understand each other. However, every country has its own language to communicate each other. In this case, they need a unite language to do communication at least two countries or more.

“Some people study English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has special position here since it becomes the international language of communication.” (Harmer 1991:1).

Based on that statement, we know that English is a unite language. People use English if they want to communicate with other people from other countries. English is an important language which has to be understood by every human in the world during their life.

Mauranen and Ranta (2009:2) state “English has established its position as the global *lingua franca* beyond any doubt; along with this status, it has become

one of the symbols of our time, together with globalization, networking, economic integration, and the Internet.” Indonesia as a developing country needs English as an international language to communicate with other countries in many sectors. If Indonesia wants to do cooperation with another country, Indonesian society have to use English to do communication. We can imagine if Indonesian society use English fluently, it can be a pride of our nation to master English as a foreign language.

Realizing the need of mastering English as an international language, our government uses English as a subject in our educational system. However, many students think that English is difficult. Actually students are supposed to master four language skills in English, listening, speaking, reading and writing at the same time. When we speak or write, we create a text. When we listen or read text, we interpret the meaning. Therefore, students struggle to learn English. However, there is one skill is considered as a difficult skill, it is writing. Writing is one way for students to express their ideas, thought and even feeling, but students think that writing is difficult. They need to think much to write something. They need to imagine what they will write. They do not know what they should write; the problems found are they often get confused in constructing English sentences, and vocabulary is also one of the important aspects in writing.

Zulfida (2010) in her journal entitled Improving Students’ Achievement in Writing Narrative Text through Think-Pair-Share Technique, found that many

students faced some difficulties when they learnt English especially writing. They could not spend their ideas in writing correctly and most of the students even cheated each other and their writings were totally similar when the teacher asked them to write an English paragraph. It is caused by some problems; for example, the students seldom practice to write composition even in their native language, the lack of vocabulary and knowledge about genre or text type they have, and they spend much of the time to think what they will write because they have no idea how to write it.

Amri (2013), in his journal entitled *Teaching Writing by Using Attribute Webs Strategy to Write Narrative Text at Senior High School*, based on observation and interview with some English teachers of senior high school, there are some problems that are faced by the students in learning writing. First, students still lack of vocabulary. Thus, some students often get difficulties in developing and organizing their ideas. Besides, the students have difficulty in selecting the appropriate words, using correct grammar, organizing good sentences. Second, students do not understand the generic structure of the text clearly.

Based on the reasons above, I aver that the main problem of writing is the students do not have many vocabularies to write a text, then the students do not have the idea what they will write, so they do not know what they will write first. Robinson (2003:35) states that:

“Writing has the ability to put agreements, laws, commandments on record. It made the growth of states larger than the old city states possible. The command of the priest or king and his seal could go far beyond his sight and voice and could survive his death.”

It means that, everyone should have an ability to master writing. In this case, teachers should introduce writing English to the students from the early stage. Because writing needs much time to make a text as good as possible, students should practice step by step regularly. Moreover, there are many texts in English that students have to know, like descriptive, narrative, spoof, procedure, report, recount texts, etc. When the students write a text, they have to know the social function, generic structure, and language features of each text. From all of the text types, there is a text that has a social function to amuse the readers. Narrative is one of the texts taught since at the eight year students in Junior High School. It has generic structure, like orientation, complication, resolution, and re-orientation. It entertains the readers because narrative text contains interesting stories, like a legend, fable, fairy tales, myths etc. Those kinds of story can make students more interested in studying narrative text, and they will enjoy reading the whole of story. On the other side, many students get confused to write that text. They get confused what they will write in orientation, complication, resolution, and re-orientation. They do not know how to connect a paragraph to be a narrative text. They do not know how the story will tell about. Moreover, the problem happens is that teachers just explain about narrative text, they do not guide their students how to write narrative text because they do not have a

strategy to support their students in writing. Teachers only focus on the final product of the students' writing without paying much attention to guide their students in the process of writing. Even there is a situation that students just listen to their teacher when he or she tells about narrative text. Students just sit down and pay attention to him or her and listen to what the teachers tells about the narrative text, and he or she does not ask the students to write narrative text.

The implication of the problem is that teaching writing is not easy, and teachers must have ideas or strategies to solve those problems. Teachers should be creative in teaching writing. They should have a technique in teaching writing. One of the ways to improve students' ability in writing narrative text is by using cooperative learning

Johnson and Johnson as cited by Grainger (2004: 139) state, "Cooperative is working together to accomplish shared goals by sharing ideas, experience and knowledge. Cooperative learning is the instructional use of small groups so that the students work together to maximize their own and one another learning."

Cooperative learning is a successful teaching strategy in small teams, each student has a different ability, students will work in group, and every student has a different job-desk. It makes students able to express their ideas and then they will share each other to make a good decision. Cooperative learning makes students more active and they will respect for every argument given by other students. It gives some advantages for students; students will work cooperatively

and share information to solve problems given by the teacher during the class. Students will feel more comfortable to work in a small team which consists of two to five students. Every students will be independent in expressing his or her ideas, and every idea will be collected and finally students will have a final decision in solving the problem. Every student will motivate each other in doing their job. And as a teacher in cooperative learning, he or she should keep an eye on every students and every team. Teachers should know how students work in groups, how every student expresses his or her idea, and teachers should guide and help students in solving problem. Although students work in groups, but a teacher has a job to observe his or her students. Then when students have finished solving the problem in group, they will share the result of their discussion in front of the class, and other groups will give some comments and give some opinion. Therefore students will get other information that they have not known yet because they will share information each other.

One of the techniques in cooperative learning can be combined by using “*Attribute Web Strategy*” in teaching writing narrative text. By using *Attribute Web Strategy*, teacher will understand the differences between each student’s ability. It makes students think more logically. Each student has a different point of view to think something. Each member in a group will express his or her idea, so each member in a group tries to do his or her best in solving the problem. Every member in group will have responsibility for group’s success. The success of the group depends on the group, if each member works well, the group will

have a good result, like the slogan of cooperative learning: “Swim or sink together”.

Meanwhile, students will understand more easily when they study by using *Attribute Web Strategy*. *Attribute Web Strategy* will help students to understand the situation. It is a strategy where a teacher will give some key words based on the text that he or she chooses. The teacher will use “Team-Pair-Solo” cooperative learning. In the first step, the teacher will give some keywords that relate to the narrative text and the students will discuss about them. After they discuss some key words that I given, the students will work in pairs where they will make some sentences using key words that I given. Finally the students will try to make a paragraph using some sentences that they made before, and they can make a good paragraph and it is about narrative text.

A teacher can use *Attribute Web Strategy* in teaching writing narrative text in order to make his or her students feel more comfortable in writing narrative text. They will enjoy learning process, they can be more active when they work in groups because they can express their ideas, and they will be more familiar with English atmosphere.

1.2 Reasons for Choosing the Topic

I conduct the study entitled “The effectiveness of Attribute Web Strategy for Teaching Writing Narrative Texts” because students get confused in writing a

narrative text, they do not know what they will write, they do not have many vocabularies. A strategy in writing is needed to make students more enthusiastic in learning. Moreover a strategy in writing can make students more understand how to write a good text, especially in writing narrative text because it will need a strategy to make students easier in writing. By using Attribute Web Strategy, it is like mind map, I will give some key words that related to the topic given, so students will play with those words to make narrative texts.

1.3 Research Problems

The problems which are discussed in this study are:

- (1) How effective is the teaching of writing narrative text by using Attribute Web Strategy?
- (2) Is there any significant difference between students' competence who are taught by using Attribute Web Strategy and those who are taught by using the existing method used by the teacher?

1.4 Research Hypothesis

Based on the research questions above, there are two hypotheses in this study, they are working hypothesis and null hypothesis.

- (1) Working Hypothesis (H1): Attribute Web Strategy is effective to teach writing of narrative text.

(2) Null Hypothesis (H0): Attribute Web Strategy is not effective to teach writing of narrative text.

1.5 Objectives of the Study

The objectives of the study are:

- (1) to find out the effectiveness of Attribute Web Strategy for teaching writing narrative text.
- (2) to find out the significant difference between the students ' competence who are taught by using Attribute Web Strategy and those who are taught by using existing used by the teacher.

1.6 Significance of the Study

- (1) Theoretically, the result of the study will be useful information for the researchers who want to conduct further research using *Attribute Web Strategy* to learn and master English.
- (2) Practically, for the English learners, the use of *Attribute Web Strategy* will not only give them motivation to learn how to write easily but also will guide them through a set of processes and instructions in the right order. In addition, *Attribute Web Strategy* will make writing process easier, especially for narrative text. For the English teachers, the study informs a new learning

technique which can be developed and produced in such of useful product for education.

- (3) Pedagogically, the result of this research can be as inspiration about a new technique in teaching learning process especially in teaching writing narrative text.

1.7 Limitation of the Study

The study only conducts to the tenth grade students in one of senior high school in Pekalongan regency in the academic year of 2015/2016. The study focuses on writing narrative text by using Attribute Web Strategy for experimental group and using existing method for control group. The students' achievements on writing narrative texts by using Attribute Web Strategy are compared with existing method in order to know that using Attribute Web Strategy for teaching writing narrative is effective or not.

1.8 Definition of Term

I provide some terms that relate to the topic in this study. They are using Attribute Web Strategy for teaching writing narrative texts. According to Grant (1997:182), "Attribute web is a strategy that used by students to make predictions about the text that has been read by

the students.” Meanwhile Walker (1998:56) also states, “Attribute Web is a variation of the mind map”.

According to the definitions above, it can be concluded that Attribute Web Strategy is a strategy that gives some key words that relate to the topic. From those key words, students will use them to make narrative texts.

1.9 Outline of the Study

This final project consists of five chapters. Chapter I explain about the introduction part which consists of background of the study, research problems, objectives of the study, significance of the study, and outline of the study.

Chapter II explains about the review of the previous studies and some sources that relate to the topic of the study, the information and fact can support my ideas because it can make the study more scientific. This chapter consists of three parts. First part is about writing, the second is about narrative text, the last is about the effectiveness of *Attribute Web Strategy*.

Chapter III presents research designs, subject of the study, research variables, instruments for collecting the data, methods of the data collection, and methods of the data analysis.

Chapter IV explains the description and the result of the research as well as its analysis and discussion.

Chapter V comprises the conclusions of the result and some suggestions related to the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter I explain some sources that relate to the topic of the study. The information and fact obtained can support my ideas because it can make the study more scientific. This chapter consists of three parts. First part is about the review of the previous studies, the second is theoretical review, and the last is research framework.

2.1 Review of the Previous Studies

Writing is one of the skills in English that students have to master. However writing is assumed as a difficult skill because it needs a concept to make a good text. Many researches have done some researchers to makes students easier in writing. It means that many methods, techniques and media are used to improve students' ability in writing. Here are some previous studies related to this research.

The first study is Halida's study (2012), entitled "An Edraw Mind Map as Media to Enhance the Tenth Graders of Senior High School's Mastery in Writing of Narrative Text". The result of the study is the Edraw Mind Map successfully motivates the students in writing a narrative text. By using Edraw Mind Map as media, the students are more enthusiastic in attending the teaching and learning processes. It is supported by the observation results in the cycle 1 and cycle 2. There

is progression on the students' behaviour and participation during the cycles were conducted. It is proved by the average scores of the students' observation results in the cycle 1 (14.81) and cycle 2 (21.28). In the cycle 1, there are some students who get the lowest score but there are not many students who get the lowest score in the cycle 2. The students' understanding and mastery of narrative text is better than before. The result of pre-cycle and post-cycle tests show that there is improvement on the students' writing mastery. To find out the improvement, she compared the average scores between pre-cycle and post-cycle tests. The mean or average score of the pre-cycle is 62.87 while the mean score of the post-cycle is 71.66.

The other previous study that I refer to was conducted by Rizkiyanto entitled "Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students' Writing Competence of Narrative Texts", the use of authentic song lyrics and pictures give contribution to improve students' achievement in writing narrative text. Authentic song lyrics media was applied in the experimental group, while pictures media was applied in the control group. Based on the statistical analysis, it can be seen that the average score of pre-test in the control group was 59.823, and the post test was 66. Based on those scores, the difference between pre-test and post test score was 6.177. On the other side, the average score of pre-test in the experimental group was 62.823, and the post test was 72.5. Based on those scores, the difference between pre-test and post-test was 9.677. So, it could be concluded that there was improvement of both group's achievement after receiving treatments.

Other studies of the use of attribute web strategy were also held. The first previous study made by Eka (2013), she used Attribute Web Strategy to teach reading comprehension. The result of the study showed that the students' ability improved. The result showed that there was significant effect of using Attribute Web strategy toward reading comprehension. The students' reading comprehension of narrative text taught by using Attribute Web strategy was categorized as good category. The other previous study made by Amri (2013), his journal told that Attribute Web Strategy helped teacher and students in expanding students' vocabularies in creating sentences and organizing paragraphs to produce a complete writing text. This strategy could increase students' ability in writing because this strategy was designed to introduce how to produce good sentences into coherence and unity paragraphs. The other study was made by Linda (2012) used Attribute Web Strategy to teach reading. The result showed that when the teacher made a class to be a peer to each student they will be able to interact and communicated well each other in discussing the any texts given by the teacher. The last previous study made by Putri (2013). She used Attribute Web Strategy in teaching reading. She told that Attribute Web Strategy made students generate their ideas in reading. It also improved students thinking to comprehend lesson especially in reading. Attribute webs strategy was useful to be applied in classroom because it has so many advantages for the learners.

Based on the review of the previous studies, I infer that a strategy in writing is needed to make students more enthusiastic in learning. Moreover a strategy in writing

can make students more understand how to write a good text, especially in writing narrative text because this strategy will make students easier in writing.

The difference between the previous studies with my study was I used different media to improve students' ability in writing narrative. In my study that I played with words. I asked the students to look for the meaning of the words that I gave, then they thought what the story was about in groups. After they knew the story is, I asked the students to work in pairs. They made sentences or statements using words that they have known the meanings when they work in pairs. Finally, each student could arrange a narrative text using sentences that they have made.

2.2 Theoretical Review

This sub chapter consists of general concept of writing, general concept of narrative text, effectiveness, Attribute Web Strategy, and experimental research.

2.2.1 General Concept of Writing

This part discusses definition of writing, writing process, and genre based writing. The discussion can be explained as follows.

2.2.1.1 Definition of Writing

Writing is an important skill that should be learned by students who learn English as a foreign language. Writing is an instrument that can be used to express our ideas, feeling, thought about what we have seen, read, and done. Writing has a process to

gather some ideas into a paragraph or more until it can be organized into a good reading. Writing is a skill to express our idea or feeling by using signs or symbols. However not many people can write their ideas easily.

Today, the ability to write has become an important skill in our society. Writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures (Brown, 2004: 218) . In addition Hornby (2000:1382) explains that “writing is an activity to put information on a sheet of paper or to compose something in written form.”

For students, writing is a skill like speaking where they have to expand as a communication because it can increase students’ knowledge. Writing is like a foundation where it is a one of important parts in school curriculum.

Meyers (2005:2) states that “Writing is an action, a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them.” It means that writing is a step by collecting words and then make a phrase, a clause, a sentence than it becomes a paragraph. A writer wants to write somethings, he or she should be consistent. In addition, Boardman (2002: 11) states that “Writing is continuous process of thinking and organizing, rethinking and reorganizing.” I definite this statement that writing is a continuous activity where we express idea and then we expand our idea to make a good paragraph or text.

Harmer (2004: 86) states “Writing is a process that what we write is often heavily influenced by the constraints of genre then these elements have to be

presented in learning activities.” Writing is not easy to do. It needs much practice to improve writing skill. In addition students think that writing is a difficult part because writing needs imagine something or express their idea but they do not know when they start writing, how they write something and how they end when they write something.

When we want to write something, of course we have to know the goal why we write it. We have to know what we will write, describe something, summarize a text or book, compare some topics, argue something or report something because writing is like communication to others, so it must have a goal. When we want to write something, writing needs a process from planning, drafting, until it becomes a good reading.

2.2.1.2 Writing Process

Sometimes people write a message to communicate with someone. But students still have difficulties in writing. Olson (2003: 5) states that writing is the process that refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. I think that writing process should be guided to make a good composition. In this case, in the school writing process is an activity where teachers guide their students in writing words or simple sentences or a functional text.

Harmer (2004:4) states:

“...the writing process – that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium in it is written in (pen and paper, computer word files, live chat, etc.)

From this we know that writing needs several certain steps to write from the beginning till the end because it can make his or her writing better.

Harmer (2004:4-5) suggests that there are four elements in writing, such as:

(1) Planning.

In this part, the writers have to consider these issues, such as the purposes of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

First the writers should have a draft like an arrangement to make a final version.

(3) Editing (reflecting and revising)

In this part, the writers will be editing their draft to make it better, like editor or reader to give some comments and suggestion.

(4) Final Version

If the writers have done editing their composition, it will be a final version that have received comments or suggestion from readers, so it is a final editing.

From those steps we know that writing needs several steps, like planning, drafting, editing, and final version. However it may happen to re-plan and re-edit to make a good work because writing is not easy to finish, and young learners will need much practice to write a good work.

In senior high school, students will learn about narrative text. However, students get confused what the narrative text is. Teachers just tell about the narrative text without asking their students to make narrative texts.

2.2.1.3 Genre Based Writing

Gerrot and Wignell (1994:190) state “Different genres deploy the resources for meaning-making through the grammar in different ways. For example, Recounts, which retell an event, tend to use past tense, Material Processes and particular Participants. On the other hand, the purpose of Report is to describe the way things are in the world, and so they tend to use Relational Processes and generic Participants.” It means that every text has different lexicogrammatical features and generic structure, and text has different social function. Narrative text for example, the narrative text has social function to amuse the readers. The narrative text will not be the same with the Recount text, although both of them using past tense. The Narrative text has generic structure; orientation, evaluation, complication, resolution and re-orientation, while in recount text, there are orientation, events, and re-orientation. And of course, they have different lexicogrammatical features. Therefore,

every text has different social function, generic structure and lexicogrammatical features.

2.2.2 General Concept of Narrative Text

Actually, students have known what the narrative text is because it has been taught when they were at junior high school. It has a goal to amuse the readers. It can be spoken or written. In spoken usually there is a narrator that tells some stories, while in written we can find in novels, short stories, myth, legend, fable, etc.

2.2.2.1 Definition of Narrative Text

Jordan (1990:26) defines narrative text as a piece of academic writing contains some kinds of historical background or development that usually in the form of account or description of events in the past which entails following a time sequence or chronological order. Regina and Marry (1995:50) state that description of a sequence of events in narrative writing is important. It shows the reader the time relationship between sequence and the ideas; adverbial expressions of time and sequence tie the sentences together logically, thus clarifying the time sequence. For instance: by nine o'clock, at around ten o'clock, first next, etc. Using adverbials of time and sequence will make our writing coherence. In addition according to Meyers (2005:52), narration is telling stories and to be interesting, a good story must have interesting content. The most important feature of narrative text is that it tells a story.

From those it can be concluded that narrative text is one of functional texts that has a goal to entertain the readers which describes a sequence of real or unreal events. Narrative text has a goal to amuse or entertain the readers. Narrative text can be in the form like spoken or written texts, in spoken is when we were children, when we wanted to sleep, and our parents told us about fable, such “Kancil Mencuri Timun”, meanwhile there are many kinds of narrative texts like novels, short stories, folktales, myths, and legends.

2.2.2.2 Generic Structure of Narrative Text

Anderson and Anderson (1997: 8) explain that the generic structure of narrative text fall into five parts including (1) orientation, (2) complication, (3) sequence of events, (4) resolution, (5) coda. Meanwhile according to from Gerot and Wignell (1995: 204), there are also five generic structure as follows:

- (a) orientation : where the writers introduce the participants of the story, and sets of the scene like when and where the story is happening
- (b) evaluation : the writer tells the reason how the climax will happen
- (c) complication : it tells about a climax
- (d) resolution : this part is falling action where the story will end good or bad

(e) re-orientation : how the writer concludes the story, it can end sad or happy ending

2.2.2.3 Linguistic Features of Narrative Text

Gerrot and Wignell (1994:204) divide linguistic features of narrative text as follows:

- (1) Focus on specific and usually individualized participants
- (2) Use of material processes
- (3) Use of related processes and mental processes
- (4) Use of temporal conjunction and temporal circumstances
- (5) Use of past tense

2.2.3 Effectiveness

People need an easier way in doing something. They need an easier way for solving their problem. Like in teaching, teachers will need an effectiveness for helping their students. An effectiveness is like an easier way that needed in solving a problem which means doing the right thing.

2.2.3.1 Definition of Effectiveness

Ko and Sammons (2013:5) state “Effectiveness is a contested term that can evoke strong emotions because of its perceived links with notions of professional competency and high stakes accountability in some systems.” Meanwhile, according to Schillinger (2010:2) states “Effectiveness is the intervention’s ability to do more

good than harm for the target population in a real world setting.” In addition, Seiler (2006:5) states “Effectiveness is the ability to achieve stated goals.”

From those definitions, I conclude that effectiveness is doing the right thing to improve something. When the effectiveness used in teaching like a teacher will use the effectiveness of using a strategy, it can improve students' achievement. In this study, I use the effectiveness of Attribute Web Strategy because I think it can be applied in teaching writing and I choose for teaching writing narrative texts. Therefore, the use of this strategy can be an effectiveness for the students in helping them to write narrative texts.

2.2.4 Attribute Web Strategy

Attribute Web Strategy is a strategy that can be used to show something such as ideas, people, and things. It is a strategy that gives some key words that will relate to the topic. The purpose of Attribute Web Strategy gives the students the opportunity to analyze some key words about the story of the topic. The activity of this strategy provides students the challenge to analyze the content of the story, like a character looks, acts, and feels.

2.2.4.1 Definition of Attribute Web Strategy

There are some definitions of Attribute Web Strategy. According to Grant (1997:182), “Attribute web is a strategy that used for students to make predictions about the text that has been read by the students. It means that students will

understand the content of the text and of course they will know about the meaning of the words because they have read the text.” Walker (1998:56) also states, “Attribute Web is a variation of the mind map. It is way to show attributes in concrete form.” In addition, according to Pete and Fogarty (2003:57), “The attribute webs is a convergent thinking process that serves to analyze and pinpoint the various characteristic or trait of an object or idea.”

Before the teacher and students start the lesson, the teacher will choose a topic that students will discuss later and the teacher will give some key words where the students have to know the meaning of the key words.

Cappeli and Dorfman (2007:243) also argue that attribute web is a strategy to help students develop an understanding of both sentence structure and parts of speech. With using this strategy, students can understand the topic, they can make a sentence by using the key words and then they can develop some sentences into a good paragraph. The more they know the meaning of the key words, the more they can improve their sentences and paragraph, and it will increase their vocabulary.

O’Sullivan in Antonacci and O’Callaghan (2012:249) also explain that attribute web is an instructional strategy that engages students in character study. It encourages students to delve into why characters behave in certain way. It will be an effective way in teaching writing and it will be a good way where the students can feel excited in writing. In addition, Knowles (2000:13) states that attribute webs are simply a visual representation of a character traits. It means that by using this

strategy, students can get the information character traits where they can organize the character traits.

In conclusion, attribute web is a strategy in which the teacher gives some key words then students have to look for the meaning of the key words. By using this way it also can increase their vocabulary. The teacher can teach writing easily because the students have known the meaning of the words. Students have many new vocabularies in writing a text, so they can organize and manage paragraphs into a good order. The goal that the teacher wants can be reached easier.

2.2.4.2 The Procedures of Attribute Web Strategy

Grant (1997:182) suggests that the procedures of Attribute Web Strategy are as follows:

- (1) The teacher provides students with a systematic way to organize and recap the information they have about that particular character.
- (2) The teacher tells the students that they need to pay close attention to the paragraphs to see if the information contained in the paragraph is similar to that of the text.
- (3) After reading the paragraph and having students restate the key points, students revise their paragraph using the information that was presented in the text.

Then, Cappelli and Dorfman (2007:244) state that procedures of attribute web strategy are as follows:

- (1) Choose a picture and enlarge it to fill a page.
- (2) Copy it onto an overhead transparency or use visualized or smart board; it is important that the picture is to be large enough to capture and sustain the students' attention.
- (3) Create a three-column chart for adjective, nouns, and verbs on the board, use a separate piece of chart paper for each category.
- (4) Then, the students write their paragraph based on the word on the board.

Tilton Burner (2011:47) states that there are 5 steps that have to be done by students in doing this strategy, they are:

- (1) Teacher and students discuss the importance of character analysis, including a review of the attributes of a character within the reading. Attributes may include physical characteristics or personality characteristics, or a combination of the two.
- (2) After reading the selection, teacher asks students to work individually or in small groups to create the Attribute Web.
- (3) Teacher instructs students to draw a circle in the middle of a piece of paper and place the character's name in the circle.
- (4) Using the basic web format, teacher asks students to brainstorm what they consider to be significant attributes of the character and include the listing on the web. The attributes may include single words or descriptive phrases. Teacher asks students to share the web with others.

Besides that, Antonacci and O'Callaghan (2012:250) also explain several steps in applying attribute web strategy as described below:

- (1) Select a quality text. Teacher selects a picture or topic for the activity based on students' writing level.
- (2) Guided writing of a simple text. Teacher conducts a picture or chapter or topic walk of the simple text with the students. Students make prediction about the plot and characters from the topic.
- (3) Complete writing of the simple text. In the next session, teacher leads students in a summary of the text and guides their predictions for the next paragraph.
- (4) Identify character attributes. Teacher asks students to summarize their notes on the main character and discuss ways they surprised them after completing the text.
- (5) Apply to writing workshop. In the next session, teachers lead students in a review of how they crafted the characters.
- (6) Compose narrative. In the next few session, students complete their narrative process. Teacher meets individually with each dyad to guide them in applying their knowledge of crafting characters to their own stories. Students revise and edit their text before it is published for their peers.

From the procedures offered, I use Antonacci and O'Callaghan's procedure because it is easier than other procedures. In this procedure, the teacher will prepare a topic and it is about narrative text. Then the teacher will give some keywords that relate to the narrative text. Students will work in groups first. In this step, students

have to look for the meanings of the keywords and they have to know what topic is about. After knowing the meanings of the keywords, they will work in pairs. They will make some sentences or statements using the keywords related to the topic chosen by the teacher. They can develop many sentences or statements because they have known the meaning of the keywords. After developing some sentences, finally each student will work individually to make a good paragraph using some sentences that they have made when they work in pairs. Each student will make a good paragraph related to the topic and it is about narrative text.

2.2.4.3 The Advantages of Attribute Web Strategy

Luke and Freebody (2005:99) mention the advantages of attribute web as follows:

- (1) Encourages and develops prediction skills.
- (2) Sets the scene.
- (3) Is designed to develop a sense of discovery.
- (4) Explores connections and speculates on possibilities.
- (5) Focuses on topic or issue.
- (6) Is a useful tool for group/pair sharing.
- (7) Can be designed to support less capable students.
- (8) Engages students' interest in reading the text.

According to Grant (1997: 183), attribute web helps students to construct meaning with each word and make connections between the words in the text. Through making such a connection and creating the paragraph, second language

learners are learning content information and using English in an authentic setting. In addition, students are especially alert to the points that they have predicted correctly. The fact that students have to revise the paragraph will further help them to retain the information

Antonacci and O'Callaghan (2012:250) state that attribute web helps students to learn important and conceptually challenging words. This strategy could be a guided peer teaching fosters social skills; it is a joy to watch a roomful of animated students excitedly explaining difficult words to create a good writing.

Beside the students know the meanings of the keywords, by using this strategy students can be active in sharing their ideas. Students will give some different ideas, and it makes them think and discuss more. They will look for the meaning of the keywords, then they will discuss about the topic given by the teacher. After that they will share and make some keywords into sentences or statements. Finally each student can develop sentences into good paragraphs and make those coherent.

2.2.5 Experimental Research

“Experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables.” (Oskar Blakstad, 2015, from <https://explorable.com/experimental-research>, January 6, 2016). It is used to predict phenomena and explain some of cautions.

2.2.5.1 Quasi Experimental

Creswell (2008:313) states that quasi experimental is experimental situation in which the researcher assigns participants to groups, but not randomly. Furthermore, Gay and Peter (2001:394) state that quasi experimental design is used when the writer keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.

One of type experimental research is nonequivalent group design.

“In the non-equivalent group design, we most often use intact groups that we think are similar as the treatment and control groups. In education, we might pick two comparable classrooms or schools. In community-based research, we might use two similar communities. We try to select groups that are as similar as possible so we can fairly compare the treated one with the comparison one. But we can never be sure the groups are comparable. Or, put another way, it's unlikely that the two groups would be as similar as they would if we assigned them through a random lottery.” (William M.K. Trochim, 2006, from <http://www.socialresearchmethods.net/kb/quasnegd.php>, January 6, 2016)

I use the non-equivalent group design in the experimental research. It means that I choose two existing classes, I choose a class as experimental group, and I choose another class as a control group. In experimental group, I give a treatment, it is Attribute Web Strategy, but I do not give a treatment for control group, I just use an existing method.

2.3 Research Framework

Writing is the difficult subject to be learned by the students in Senior High School. The students do not know what they will write. There are some problems in this case, like they do not have many vocabularies, grammar, and the ideas. Teachers have to encourage their students in learning process; for example, they need to improve their teaching strategies, especially in teaching writing. In teaching writing narrative texts, teachers need to give some strategies for their students. The given strategies will make students more interested in learning process. Attribute Web Strategy is one of the strategies that can be used by teachers to help their students in writing process. It is like mind map which gives words related to the topic. Therefore it can help students to write narrative texts.

In this chapter I explain about the theories that relates to the study. There are the review of previous studies, theoretical study, and theoretical framework. I use a quasi experimental research to obtain the required data.

To reach the goals of the study, I analyze that Attribute Web Strategy will be effective for teaching writing narrative text or not. First, I choose a class to be experimental group, then I will chose another class to be control group. Then I give pre-test, treatment, and post-test to gather the data. I use SPSS to calculate the significant difference between experimental group and control group.

Below is the diagram of the research framework to find out the difference between using Attribute Web Strategy and existing method in teaching writing narrative text.

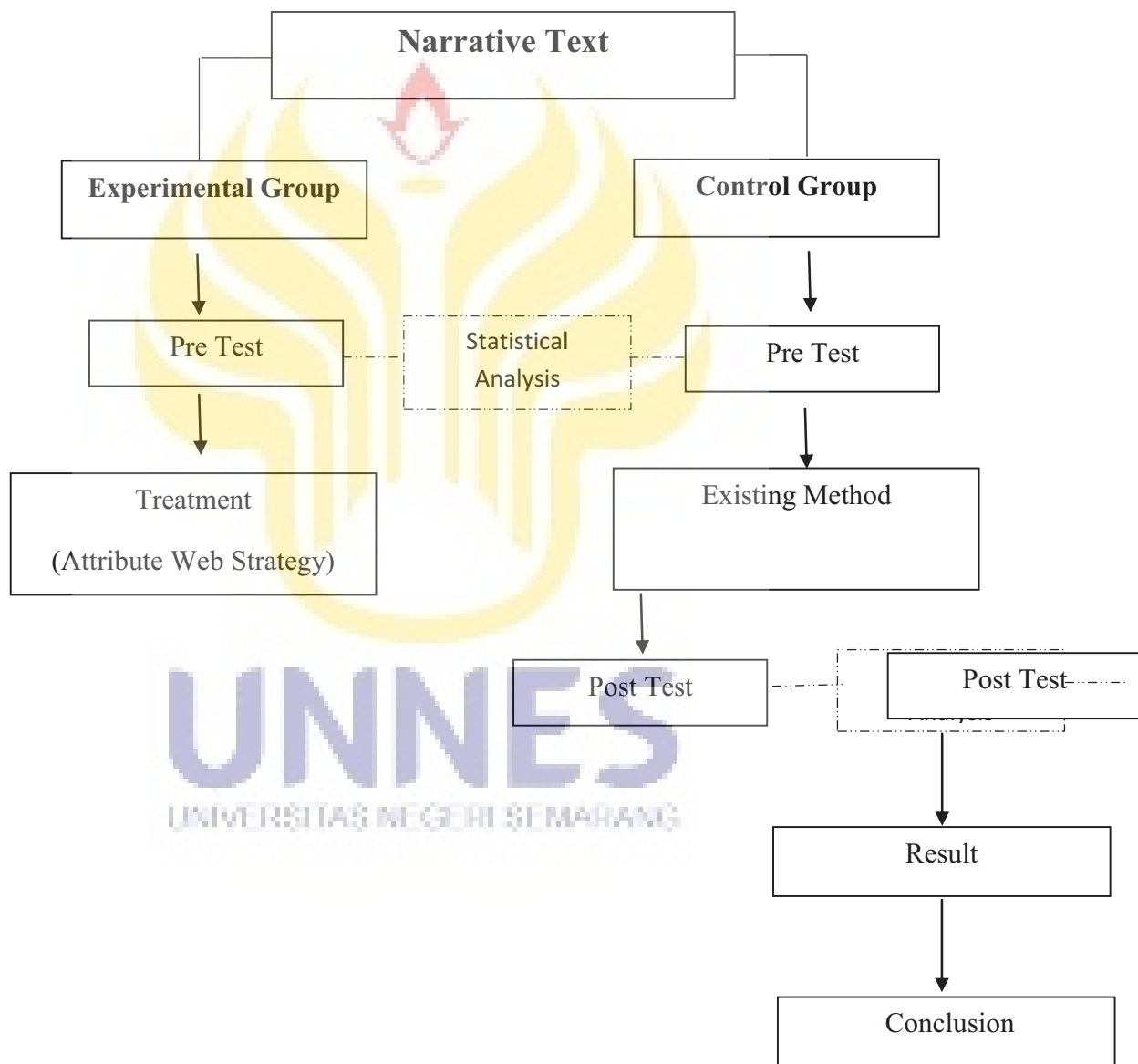


Figure 2.1 Research Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter in this study. It consists of conclusions and suggestions related to the topic of the study.

5.1 Conclusions

Based on the data analysis, the average score of pre-test in the experimental group is 57.918, after giving the treatment, the average scores of post-test in the experimental group is 74.945. It can be concluded that Attribute Web Strategy is effective to teach writing narrative text. The use of “Attribute Web Strategy” gives much contribution, and it helps the students. By using this strategy, the students are able to write narrative texts well.

The use of existing method also gives contribution, and it helps the students in writing narrative text. By using the video, the students know what they will write, from the beginning till the end of the story. Before giving the treatment, the average score of pre-test in the control group is 56.405, after giving the treatment, the average score of post-test in the control group is 64.027. But the average score of post-test in control group is lower the experimental group.

The result of this study also found that there is a significant difference of students' achievement in writing narrative text between those who are taught by

using Attribute Web Strategy and those who are taught by using existing method. Based on the calculation using SPSS 16, Sig.(2-tailed) is 0,000, it means that Sig.(2-tailed) is lower than 0,05. It can be concluded that H_0 is refused and H_a is accepted. It means that there is a significant difference between the average scores of experimental group and control group. On the mean difference, the value of mean difference is 10.919, it is a positive. Positive means that the mean of group 1 is higher than group 2, negative means that the mean of group 1 is lower than group 2. Because of the value of mean difference is 10.919, and it is positive, it means that group 1 as experimental group has higher mean than group 2 as control group. I also concludes that by Attribute Web Strategy gives contribution to improve students' achievement in writing narrative text. It can be seen on the average scores differences between pre-test and post-test of experimental and control groups. On the experimental group, the average score of the pre-test was 57.918 and the post-test was 74.945. From those scores, the different average score between those tests was 17.027. Meanwhile, on the control group, the average score of the pretest was 56.405 and the post-test was 64.027. The different average score between those tests was 7.622. By comparing the different average scores on both groups, I conclude that the use of "Attribute Web Strategy" for teaching writing narrative texts gives more contribution than the existing method to improve the students' competence of writing narrative text. Therefore, it means that the use of "Attribute Web Strategy" is more effective to be used in teaching writing narrative text.

5.2 Suggestions

Based on the conclusions above, I would like to present some suggestions for the teachers, students, and future researchers that are listed as follows:

For the English teachers, as a teacher, she or he needs a lot of strategies to support learning activity. By using the “Attribute Web Strategy”, it can help students in learning activity. The more strategies a teacher uses in his or her learning, the more interesting learning activity the students have. Therefore, the teachers must be able to find or create their own way to attract the students’ attention in the lesson.

For the students, the use of “Attribute Web Strategy” helps them in writing narrative texts. It gives a clue for the students and makes them more creative in arranging the story.

For the next researchers, I hope that the result of this study will be useful for the readers. This study can be one of the references for the next researchers who want to conduct the other studies with different language skills such as listening, speaking, or reading to make education progress better.



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