CHAPTER II

THEORITICAL REVIEW

A. The Nature of Writing

1. Definition of Writing

Writing is one of four language skills in learning English which has complex rules. It also needs knowledge and creativity in generating a good writing. The definitions of writing are proposed by some people. According to Ramelan (1992:14) writing is a representation or symbol of language, it naturally means that writing is a symbol of language. In addition, Tarigan (1994:3) defines writing as a language skill which is used to communicate indirectly to other people not face to face with other people but it uses of written or printed symbols. The other definition stated by Hyland (2009:30) that writing is an interaction between writers and readers adds a communicative dimension to write.

On the other hand, writing is used to communicate because writing is an integrated part of the production of language since the students are required to apply their knowledge of grammar, sentence structure, vocabularies, and so on. Then, they are also given the opportunity to explore the language that they are learning.

Moreover, writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This
preparation can make it possible for words that have been used receptively to come into productive use as cited by (Nation, 2009:113).

After defining the term of writing from some people, it can be concluded that writing is symbol of language as an interaction between writer and the reader and also as activity to apply their knowledge of grammar, sentence structure, vocabularies, and so on and has function to communicate with others indirectly.

2. The Importance of Writing

Writing as a communication in which students can share their views and thoughts, it is actually a pre request to master other language skills. There are some the importance of learning writing (Harmer, 2004: 31-33) as follow:

a. Writing often not time bound in the way conversation

In writing, the students have more time to think than they do in speaking. They can express what they know in their mind, and even the students used dictionaries, grammar books, or other reference material to help them.

b. Writing encourage students to focus on accurate language use

It is good way for the students to develop their language then they write down what they think and express their ideas with the accurate language.
c. Writing is often used as a means of reinforcing language that has been taught.

In teaching writing, the teacher often asked the students to write sentence or paragraph using recently learnt grammar. The students should make a note about they have learnt while learning process happens. It makes the students able to understand about the language that has been taught.

d. Writing is frequently useful as preparation for some other activities

Writing can be preparation for other activities, for example people write some notes before giving speech, people write list of thing before shopping, etc.

e. Writing can be used in the integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. When students write a short dialogue, the students also can practice and act out the dialogue in oral activities.

f. Writing is used in questions and answer activities

In teaching writing, the teacher often gives questions to the students. For example about their knowledge or about the previous material. The students prepare first to find the answer and the students write down the answer then report the answer in front of the class. In the examination also the students are asked their answer in the form of written.
To sum up, writing skill is very important to be learnt. Writing helps all explore their ideas, feelings, and thought in a written form. Besides, writing help improve other skill in learning language.

3. The Purpose of Writing

Writing is used by educated people to record, to convince, to report, and to persuade, Morsey as cited in Tarigan (1994:4). Those purposes can be reached by people who can organize well their thought, organization, diction, and sentence used. Every writing activity has purpose. The meaning of purpose in writing is the respond from readers towards writer’s work.

In relation to the purpose of writing, Hugo as cited in Tarigan (1994:24) also summarized the purpose of writing, those are:

a. Assignment Purpose

Assignment purpose, in fact has no purpose. The writer starts writing since he is asked by someone. The idea in writing does not come from the writer himself.

b. Altruistic Purpose

The writer writes to entertain the readers, to reduce the reader’s sadness, to help the readers to understand and comprehend the feelings and their logic, to make their lives much easier by using his writing.
c. Persuasive Purpose

It has purpose to ensure the reader about the truth of idea given.

d. Informational Purpose

The purpose of this writing is to give information and explanations will be given for the readers.

e. Self-expressive Purpose

The purpose is to introduce the writer to the reader.

f. Creative Purpose

This purpose is closely related to the self-expression purpose. However, it tends to get the artistic value.

g. Problem-solving Purpose

This writing is used to solve problem faced by the writer. Writers want to explain and observe carefully about his thought and idea to be understood and accepted by the readers.

Writing has some purposes that reflect the respond or the answer hope by the writer from the reader.

4. The Aspect of Writing

The stock of vocabulary, grammar and comprehend how to make a correct sentence must be considered to make a good writing. There are some aspects can be evaluated in writing. Not only vocabulary and grammar but also content, mechanic and organization (Nurgiyantoro, 2010: 307), those aspect are as follow:
a. Content (The agreement, with the Title Chosen)

Contents include the topic and its explanation, discussion, evaluation, and conclusion, Nurgiyantoro (2010:441). It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem (Nurgiyantoro, 2001:48)

b. Organization (Paragraph Unity, Coherence, Cohesion)

Organization means how the students organize their idea. Whether each paragraph is organize well or not. As stated by Brown (2004: 73) that writing section measure the ability to write English, including the ability to organize, develop ideas, to support those idea with examples or evidence, to compose a response to one assigned topic in standard written English, and to generate.

c. Vocabulary (The Precision of Using Vocabulary)

Vocabulary is the most important thing that forms a phrase, sentence, and paragraph. Rivers as cited in Nunan (1992:11) writes that vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of student’s vocabulary mastery.

d. Grammar

Grammar is a study of words and the ways word work together to form a sentence. Grammar is stated as the set of rules that
combine words into larger unit (Greenbaum & Nelson, 2002:1). Tenses and structure mastery really important to have paragraph constructed. It is difficult for students to arrange a good paragraph if the students do not understand well about tenses and structure mastery.

e. Mechanics (Spelling and Punctuation)

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

In conclusion, there are some aspects in evaluating writing result of the students, those are content, organization, vocabulary, grammar, and writing mechanic.

5. The Process in Writing

When writers want to make a draft, there are some steps that should do so that they can produce the final draft read by the readers. Harmer (2004: 4-6) underline that there are four steps in writing process, as follows:

a. Planning

Before starting to write or type, it is better to try and decide what is going to say. For some writers, this may involve making detailed notes. For others a view jotted words may be enough.
When planning, writers have to think about three main issues. First, it should be considered the purpose of writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the language choice. Third, writers have to consider the content structure of the piece. That is how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

The first version of a piece of writing is a draft. The first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process precedes into editing, a number of draft may be produced on the way to the final version.

c. Editing

Once writers have produced a draft, then read through what they have written to see where it works and where it does not. Perhaps the orders of the information are unclear and confusing. They may then move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual
words and grammatical accuracy. The latter two are important and are often dealt with later in the process.

d. Final Version

It is important to edit the draft to be final version. This may look considerably different from both the original plan and the first draft, because the things have changed in editing process. But the writer is now ready to send the written text to its intended audience.

From the explanation above, it can be conclude that there are four steps in writing process: planning, drafting, editing, and final version. After all of the process have been done, the writing result is ready to be read.

6. The Task of Teacher in Writing

Learning process needs a guide in order to attain the goal. In education activity, the guide is teacher. As a guide, teacher has a very important role in improving students’ learning. When guiding students to become better in writing, a teacher has a number of tasks to be performed. According to Harmer (2004:41-42), there are some teachers’ tasks in writing process, as follows:

a. Demonstrating

Teacher must be able to make the students aware of the language used or others to perform certain writing functions by using whatever the ways.
b. Motivating and Provoking

Teachers must be able to motivate and provoke their students to start writing and help them to find out their motivation when they lost it. As we know, some students often lost their idea, spirit, and confidence, when they lost it, it is the teacher’s turn to help them find them back.

c. Supporting

Teachers must be supportive all times to help students solve their difficulties. It means that they have to be ready to be asked and then to answer their students’ question.

d. Responding

Responding is giving reaction or suggestion to the students writing draft. It is completely different from evaluating. Here, teachers do not judge the students writing to get the marks.

e. Evaluating

Teachers need to evaluate their students’ task to find out the real condition of their students achievement. The result of the test will show how well the learning process has been run.

7. Students’ Need in Writing

It is very important for the teacher to know what actually students’ need then fulfill what they want. By fulfilling the students’ need so the
goals can be reach more effectively. Harmer (2004:62-63) has ordered what students’ need as follows:

a. Information and Task Information

   When teacher asks the students to do something, the teacher has to give the information about how to finish the task to the students clearly. The teacher also has to tell what their task are and what they have to do to complete the task.

b. Language

   If teachers hope students to use certain language, they have to give it first. It can be in the form of offering phrases, parts of sentences, or words.

c. Ideas

   Teacher must help students to get ideas when they get stuck. It can be in the form of a word or two words. Sometimes, they have to give more than those.

d. Pattern and scheme

   One way to help students to write is giving them a pattern or scheme to follow. The pattern or scheme may help them to find ideas and start writing.

   Based on the description above, we can know that writing can be said as a means of communication where written form is used to express his or her ideas, thought, and feelings through writing for a specific purpose.
8. The Technique of Writing

Generally, the activities of writing skill are divided into four; they are copying, guided writing, substituting, and free writing (Suyanto, 2007:69-72).

a. Copying

This activity is usually done for the lower classes. They usually have difficulties when writing for pronunciation and spelling. Here, students may have a copying activity. The activity can be done by copying a short discourse which includes punctuation and the use of capitalization.

b. Guided Writing

This technique can be either in form of short discourse or dialogue with omitting some words. Students are asked to write by completing the omitted parts.

c. Substitution Writing

This activity can be done in form of writing sentences or discourse. It can also be based on the real situation.

d. Free Writing

This activity requires vocabulary and grammar mastery. Here, the teacher may provide a writing model, a description of topic. In addition, teacher may identify key words based on the topic or the title of the text will be written by students.
9. Assessing Writing

There are some aspects should be considered in giving score to the students’ English writing like content, organization, vocabulary, language and writing mechanic. Nurgiyantoro (2001:307-308) states that the table of scoring system as follow:

Table 1
Nurgiyantoro’s Writing Scoring System

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Classification</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>27 – 30</td>
<td>Very Good</td>
<td>Complete information, substantive, complete in developing writing, relevant with the problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 – 26</td>
<td>Good</td>
<td>Enough information, enough substantive, limited in developing writing, relevant but incomplete with the problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17 – 21</td>
<td>Fair</td>
<td>Limited information, less substantive, not enough in developing writing and problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 – 16</td>
<td>Bad</td>
<td>There is no content, substantive, and problem.</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>18 – 20</td>
<td>Very Good</td>
<td>Fluent in expressing, clear in expressing the idea, complete, well organization, logic and cohesive.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 – 17</td>
<td>Good</td>
<td>Not too fluent, lack in organization but clear in the main idea, limited in supporting idea, logic but incomplete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 – 13</td>
<td>Fair</td>
<td>Not fluent, sequence, illogical and inappropriate in developing idea.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 – 9</td>
<td>Bad</td>
<td>Not communicative, invaluable.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>18 – 20</td>
<td>Very Good</td>
<td>Correct in word choice, mastery in word form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 – 17</td>
<td>Good</td>
<td>Sometimes incorrect in the word choice but it does not disturb the meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 – 13</td>
<td>Fair</td>
<td>Limited in using the word, often make a mistake in vocabulary and it can change the meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 – 9</td>
<td>Bad</td>
<td>Bad in the word choice, less in vocabulary and invaluable.</td>
</tr>
<tr>
<td>4</td>
<td>Language</td>
<td>22 – 25</td>
<td>Very Good</td>
<td>Effective and complex construction, only few in language mistake.</td>
</tr>
</tbody>
</table>
|    |           | 18 – 21 | Good           | Simple construction but effective, few mistake in complex construction, there is a mistake but
Total score is calculated with the following formula:

\[ \text{Total score} = \text{content} + \text{orga} + \text{vocab} + \text{lang} + \text{writing mechanic} \]

Then, students’ score can be calculated as follows:

\[ \text{Students’ score} = \frac{\text{students’ writing score}}{\text{maximum score}} \times 100 \]

In this research, there will be two interraters who will score the students’ writing in order to be more objective scoring system. The first interrrater is the researcher, and the second interrater is a college student of English department, Muhammadiyah University of Purwokerto.

10. The Types of Writing

Writing is divided into three genres. The writing is supposed to have on its audience. They are narrative, descriptive, expository. While Winter (1999:29), divides writing into three genres based on the form namely:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Good</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>Bad</td>
</tr>
</tbody>
</table>

- **Very Good**: Mastering in writing rule, only a little spelling error.
- **Good**: Sometimes there is spelling error but it does not change the meaning.
- **Fair**: Sometimes there is spelling error, uncertain meaning.
- **Bad**: Not mastering in writing, many spelling error, unreadable writing, invaluable.

It does not change the meaning.
a. Expository Writing

There are two kinds of expository writing. The first kind is called informative and is used when the writer has only facts to communicate. The second kind of expository writing is called persuasive, sometimes referred to as argumentative. Persuasive expository writing is used to persuade the reader to change his/her mind or to accept the writer point of view.

b. Narrative Writing

Narrative writing is the way to present a story that consists of events that happen one after the other. The story tell can be true or fictional. It is related to actions that take place over a period of time people are writing a narrative.

c. Descriptive Writing

Descriptive writing is like painting a still life picture. The writer has a picture in his/her mind that he/she wants to communicate to the reader. The writer describes that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom, etc.) Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning.

B. The Nature of Essay Writing

An essay writing is writing in which consisted of a collection of paragraphs that cover one particular topic. As stated by Zemach & Lisa
(2003:56) an essay is a group of paragraphs written about a single topic and must have at least three paragraphs.

The organization of an essay is essentially the same as a paragraph. It contains an introduction, just as a paragraph contains a topic sentence. The introductory paragraph lets the reader know what the essay will be about. An essay has body paragraphs, which develop the topic stated in the introduction, in the same way that supporting sentences develop the topic sentence in a paragraph. The body paragraphs, usually the longest part of the essay, contain support for the thesis statement. An essay contains a concluding paragraph, just as a paragraph contains a concluding sentence. The concluding paragraph summarizes the information in the essay.

In conclusion, essay writing is writing about a certain topic in which consisted of some paragraphs, at least three paragraphs.

C. The Nature of Narrative Text

1. The Definition of Narrative Text

Narrative text is a text to tell an event intended to amuse or entertain people. As stated by Anderson and Anderson (1997: 8) that a narrative paragraph tells a story, either fiction or non-fiction, of an event or some events. Its purpose is to present a view of the world that entertains or informs readers or listener. Narrative text is a text which tells something in purpose to amuse and entertain people, and it contains a plot of conflict and resolution its ending.
In addition, Meyyer (2005:52) states that narrative text is the most powerful ways of communicating with others. A good writer story lets rider response to some events in life as it themselves. They not only understand the event, but they can also feel it. The action, details and dialogue put the readers in these seem and make it happen for them.

2. Social Function of Narrative Text

Text is as a communication tool in form of written language. Narrative as one kind of the texts has also communication functions. According to Wardiman et.al. (2008: 133) social function of narrative text are to amuse or entertain, and to deal with actual or vicarious experiences in different ways. In addition, Priyana (2008: 159) states that narrative text focuses on a pattern of events with a problematic and or unexpected outcome that entertains and educates the reader.

In short, social function of narrative text is to educate the reader about the moral values by telling a story and bringing him to be entertained of the story.

3. Generic Structure of Narrative Text

Generic structure in a text means the format how to arrange a paragraph. According to Wardiman et.al (2008:136), the generic structure of narrative text is as follow:
a. Orientation which tells about who the characters involved in the story are, where and when the events happen.

b. Complication/crisis which is a series of problems that arise and are experienced by the characters.

c. Resolution which tells about how the characters solve the problems.

4. **Language Feature of Narrative Text**

The grammatical features of narrative text include:

a. Use of adjective to build noun groups to describe people, animal or thing in the story.

b. Use of time connectives and conjunction to sequence of events through time.

c. Use of adverb and adverbial phrases to locate the particular events.

d. Use of past tense and past continuous tense

e. Use of behavior (action verb) to indicate the action

f. Use verbal processes (saying and thinking verb) to indicate what character is feeling, thinking, and saying.

g. Use conversation

5. **Narrative Text Type**

Narrative text types are in the form of fable, fairy tales, history stories, folktales, legends, mysteries, etc. There are some common forms of narrative text which are studied in high school, those are:
a. Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and historicized, some define legend as folktale. The example of legend in narrative text are: Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, The story of Lake Toba.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal character that speak and act like human beings. The example of fable in narrative text are: Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, the story of monkey and crocodile

c. Fairy Tale

A fairy tale typically features such as folkloric characters as fairies, goblins, elves, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are: Cinderella, Snow White, Pinocchio, Beauty and the Beast, The Story of Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. The example of
science fiction in narrative text are: To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, A Space Odyssey by Arthur C. Clarke.

In this research, the writer uses two of the narrative types, those are fairy tale and legend.

D. The Nature of Team Word-Webbing

1. Definition of Team Word-Webbing

*Team word-webbing* can be categorized as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. (Richards and Theodore, 2001:192).

*Team word webbing* is technique that students write simultaneously on piece of chart paper, drawing main concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of team word webbing in teaching learning is to analysis of concepts into components, understanding multiple relations among ideas, differentiating concepts (Kagan, 1989:14).

The other definition of *team word-webbing* also stated by Zarei and Maryam (2012:77) that *team word-webbing* is a technique of graphic organizer strategy that provides a visual of how ideas connect to a topic.
In addition, Stone in Haris (2011:9) said that *team word-webbing* is started by the main topic which is written in the center of the paper in a rectangle. The team members add core concepts in ovals around the topic. Then, the team has a free for all adding details and making bridges between ideas.

The students can create a good team and build a new information together in the learning process. The team word-webbing as cooperative learning has defined as a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal (Risco: 2007).

From those statements, it can be concluded that *team word-webbing* is one of cooperative learning techniques in which each student in a group works and makes a visual of how ideas connect to a topic then making bridges to connect between one ideas to another ideas.
Cinderella
Kind, simple, beautiful

Step mother
Bossy

Two Step sisters
Bossy

Prince
Handsome

Fairy God mother
Kind

Characters

Setting

Plot

Time

Place

Cinderella was sad
Fairy god mother appeared
Cinderella became a beautiful girl

There was a party invitation

Cinderella married with Prince
Prince found the glass shoe owner

A clock rang

One glass shoe slipped

Cinderella danced with prince

A long time ago, Once upon a time

house

Kingdom / palace

A long time ago,
Once upon a time
2. Advantages of Team Word-Webbing

Although students in their personal lives write on their own, the students can take advantages of the presence of others to make writing a cooperative activity.

Team word webbing as a part of cooperative learning has advantages in teaching learning process. The general advantages of team word webbing is to motivate and make students interacting with other students because students has to work together doing activities. Team word webbing has several advantages especially for students. According to Killen (1998:86-87) some advantages of using cooperative learning are stated below:

1) Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information to other source and to learn for other students
2) Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students
3) Cooperative learning help students to learn respect for one another’s strengths and imitations and to accept these differences
4) Working in cooperative learning teams help empower students to take greater responsibility for their own learning and for their learning of others
5) Cooperative learning is an effective strategy for having students achieve a wide range of academic and social outcomes including

The Effectiveness of Team Word-Webbing..., Dewi Pravitasari, FKIP UMP, 2015
enhanced achievement, improved self-esteem, positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school

6) Cooperative learning have students work together result in much more learning then occurs when students work alone, competitively, or individually

7) Cooperative learning activity can lead to students to being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning and looking forward to class more often

8) The interaction that occurs during cooperative learning activity help to motivate students and stimulate their thinking, and view education as a life-long process rather than short-term training.

The basic advantage of group is to interact with other students. According to Harmer (2002:117), the advantages of group are:

1) Like pair work, it dramatically increases the amount of talking for individual students

2) Unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pair work

3) It encourages broader skills of cooperation and negotiation than pair work, and yet is more private than work in front of whole class
4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

5) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.

Kagan et al (2009) explained that team word-webbing was aimed at making the students have a chance to write well with the guiding of their teacher and work in a small group. Moreover, the team word-webbing can motivate the students to write and to stimulate their ideas and also they can build the connections and establish the associations between the students experience and the new information that can make the students write a narrative text well.

Based on advantages above, it can be concluded that the advantages of team word webbing as follows:

1. Team word-webbing makes students have a chance to write well with the guiding of their teacher and work in a small group
2. Team word-webbing can motivate students to write
3. Team word-webbing can stimulate the students’ idea in writing

Students usually have the blank ideas when they are thought the material. In this technique, students make word-webbing to stimulate their brains. Then, get some ideas in writing from it.
4. Team word-webbing can build the connections and establish the associations between the students experience and the new information that can make the students write a narrative text well

5. Team word-webbing makes students interact with other member of group. So, it can build positive relationship among students

3. **Team Word-Webbing in Teaching Writing**

   Teaching writing in this case, teachers teaches as usual but with a technique. This technique make interested student in writing. Students will enjoy writing learning. The main function of team is as cooperative learning.

   *Team Word-webbing* starts with a large piece of paper and several color markers. This technique helps the students who understand how ideas connect with each other and recognize how information is obtained. New knowledge or information is added to prior knowledge easily by word-webbing. First, the teacher writes the main topic in the center of the board or paper, then, students write the subtopics on the paper with different color markers. They add some ideas and relate them to the subtopics or the main topic. All students have a chance to add their ideas. It is like a web page on the net. (Zarei and Maryam, 2002:61)

   *Team word-webbing* is in a group, make a word-web together. In making word-webbing, need a blank and large paper, then a different
colour pens. The procedures of team word-webbing according to Haenen and Hanneke (2008:33):

1. In a group, individually, or with the whole class, make a word-webbing together. When word-webbing in a group, the materials need are a large piece of paper, a felt-tipped pen with its own particular colour
2. One student draws a circle in the middle of the paper and in it writes down the discussion main topic/theme.
3. Each student in turn adds a concept related to it
4. If necessary, this round can be repeated in order to add more concepts to the main topic, after which a distinction can be made between the more and the less important concepts
5. Each student draws connecting lines between the concepts/ideas
6. Eventually, there is a discussion about the word web; because each student uses a differently coloured pen, each contribution has been made visible during the process.

4. The Steps to Use Team Word-Webbing in Teaching Writing Narrative Text

To teach writing by using team word-webbing, the teacher and the students have to know the role in this technique. The steps of using team word-webbing technique in teaching narrative text are as follows:

1. Students are divided into some groups consisted of 4-6 students
2. Each group gets one blank paper and some colored pens.

3. Teacher shows a picture of a narrative and asks several questions related to the picture like the characters of the story, when and where the story happened, and the plot of the story.

4. After having discussion about the story, the teacher guides the students to make word-webbing based on the story discussed. One student in each group starts making word-webbing by drawing a circle in the middle of the paper and write the title of the narrative as the main topic/idea.

5. Each member of a group in turns continues the word-webbing by using different pen. Each member draws another shape of chart (for example rectangle shape, square, etc) then adds concept or supporting idea like plot, characters, setting of place and time by writing words, phrases, or sentences related to the title as main topic/idea.

6. The other member of each group should contribute actively in adding supporting elements to plot, characters, setting of place and time and make lines/bridges to connect each other.

7. While making the word-webbing, teacher only walks around and guides the group when there is difficulty and mistake in making word-webbing.

8. After finishing the word-webbing, each group continues the activity by writing sentences based on the word-webbing they made. The concept of setting and characters used to write orientation part of
narrative text, and plot used to write complication and resolution part of narrative text

9. Each group arranges and develops the sentences into a good of short narrative text essay

10. The representative of some groups presents their work in front of the class

E. The Previous Relevant Study

There are some previous studies regarding to the use of Team Word-Webbing technique in teaching learning process. One of the previous studies, it was proved by Rizqa Indina (2014) from Medan State University entitled “The Effect of Team Word-Webbing on Students Achievement in Writing Narrative Text”, she explained in her research that the use of Team Word-Webbing technique in teaching writing especially narrative text was effective in increasing students’ writing achievement in one school in Stabat. Based on the result of the research, teaching writing by Team Word-Webbing was higher than teaching by Lecturing Method. The mean score of the experimental group was higher than control group (26.45 > 21.79). It was also proved by the result of t-test. The result of the t-test calculation also showed that t-observed value (3.819) was higher than t-table value (2.013) with α = 0.05 and df = 46. In short, based on the previous research mentioned previously, Team Word-Webbing technique will be effective to be used in
teaching learning process. It is not only be used in writing activity, but also in other skills in English.

F. Basic Assumption

There four language skills that should be taught to the Junior High School students; those are listening, speaking, reading, and writing. Writing skill is one of the important competences that must be mastered by people because we know that language is not only in spoken form, but also it can be used in writing form. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually. In addition, writing is difficult to learnt, and the students are still confused to create their ideas into paragraphs, stories, essays because the limitation of vocabulary and grammar. Teacher should be creative to help students’ writing skill. Team-Word Webbing is one of teaching techniques that expected to make and help students to write. By using team word-webbing students can create and organize their ideas easily. In addition, the students opportunity to share their idea one by one in making word-webbing with their group. Therefore, Team Word-Webbing not only will help and make students easier to write paragraphs, stories, and essay but also increase the cooperation among the students.
G. Hypothesis

The hypothesis of the research that *team word-webbing* is effective to teach narrative text at the eighth grade students of SMP Negeri 2 Jeruklegi in academic year 2014/2015.