

The Use Of Integrating Word-Webbing Technique In Teaching Writing Skill Towards Efl Learners

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Abstract

The aim of this study was to find out the significant difference of the achievement in students' writing ability between those who are taught by the use of integrating word-webbing technique (W2T) and the original word-webbing technique and to identify which aspect of students' writing skill improve the most. The quantitative research would be conducted in this research and the participants would be focused in the first grade of SMK Bima Sakti Batanghari Nuban, East Lampung. The data would be gained by contributing the pre-test and post-test. Then, to collect the data, it was analyzed by using SPSS version 26.0. The data showed that the t-value is higher than t-table with significance level of less than 0.05 ($4.320 > 2.021$), ($0.00 < 0.05$). As a result, the hypothesis is accepted. It is revealed that the integrating W2T is one of the factors which influences the students' writing ability. Therefore, the result of this research showed that by using integrated W2T, it was more significant differences in teaching writing skill than the original word-webbing technique in teaching writing skill. Furthermore, the writing aspects of integrating W2T can improve in students' writing ability. Therefore, the second hypothesis is accepted. So, it can be concluded that integrating W2T is better than the original W2T to improve the students' writing ability and their writing aspects.

Keywords: word-webbing technique, writing skill, online platform

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I. Introduction

Starting communication in English needs to obtain the skill of language. As the EFL learners, English is also considered to teach either every level at elementary or even university in Indonesia. As the learners, it would be criticized to raise and produce the language well. Moreover, in English, there are four aspects that should be mastered. They are listening, speaking, reading, and writing. The four skills are classified into two categories. Listening and reading belong to receptive skill which the users of language need to receive the spoken and written language. Besides, speaking and writing are productive skill which the users involve the ability to produce language both spoken and written. Writing is one of the most important skill which the learners need to master. Writing is one of the crucial part to transfer a lot of information through a language which must be comprehended by both the writer and the reader (Wahyuni, 2018). Besides, nonverbal process is classified into productive skill which should have been believed concerning in speaking and writing skills which the language learners involve their capable to produce language through communicating and composing form. Contrastly, listening and reading belong to receptive skill which the users of language need to receive the spoken and written language. Brown (2007) also argued that written language showed obvious and unaware in a native speaker that oral language means, as contrast, it is actually mechanical and structural. Writing is a systematic process that produces expression, concept, idea through non and verbal communication.

Somehow learners are not able to directly start writing, they are expected to be able in having some stages to process. Students have low proficiency in writing process. Even the students sometimes have lack of words and frightened to elaborate what they think and how to start in order to they will write down into draft to compose a complete written form. Writing skills are complex and hard to learn as stated by Heaton (1988). The structural and considerable components are needed, then, to master word order and language style also are acquired. The analysis need to try to have a lot of and diverse skill which need to write a prose as well within five significant elements or principal topics, such as the use of language, structural skills, the way of content, stylistic and considerable skills.

To improve the students' abilities which problems occur in their writing, the researcher identifies their writing process by using modified technique which is clearly believed that it enables, for language learners, to easily produce the text. One of the amount of techniques, it tries to teach writing skill through word webbing. Buzan (2005) stated that one of the techniques in teaching writing skill is able to use word-webbing technique which learners are able to think critically and creatively in order to express their ideas and develop into a draft.

Furthermore, Haris (2011) explains that the concept of word webbing is where the EFL learners do such activities like composing on a piece of chart paper, drafting the main ideas and supporting details, and having bridge to represent the relation of ideas in a concept in order to foster the students' ideas. Because of the characteristic in the process, the learners need to construct the main concept of their work and they are able to bridge the gap among ideas and concepts. By using this word webbing, so it can solve those writing problems (Hutauruk, 2018).

Some researches have been undertaken that by using this technique, it may significantly influence. The one of previous researchers have conducted that word webbing technique was significantly effective. Putri (2015) assumed that the students' ability in writing skill after having treatment were better than before having treatment. In analyzing the data, it showed that there was significant by using the webbing technique. This technique was effective on students' writing descriptive text for the second grade students in the secondary school. There was a significant difference in the mean gain scores between pre-test and post-test. The result of testing hypothesis proved that the alternative hypothesis was accepted and the null hypothesis was rejected. It means that webbing technique in ELT process is significantly effective in promoting on students' writing ability.

Nowadays, it is difficult to conduct teaching learning process in the classroom since the pandemic is rapidly extended. In this case, Krashen (1982) corresponds that the language learning will focus on beyond classroom. So, the learning process have been conducted via online learning. Dealing with this situation, the researcher tries to do a research in the use of word webbing that has been modified to teaching through online learning by using appropriate application as media. Therefore, it is also needed to consider which application that might be available for the online device used by the learning process. It should be chosen the simplest and the most complete application to use. Based on the statistic website about mobile internet and apps survey, www.similarweb.com in the last six months, Ayoa platform and web (Ayoa app) took over 300 active thousand people worldwide along 2021 and it has helped many million users to boost their activities include teaching learning process. Ayoa not only becomes the most popular and used as virtual activity platform but also it has some features that can ease the students during the online instructional process. It is a free, somehow it needs a purchase to have a premium access but this platform provides a simple access for all users. This may be simply accessible virtual activity of which feature allows the users to help the ELT process like doing word-webbing, sharing discussion and many more. One of some techniques may need to be considered to produce a piece of writing. Here, it provides the EFL learners with the chance to see themselves whether as readers or writers. So, it has sophisticated feature that can be used in the process of acquiring English especially for descriptive writing by considering technique will be selectively chosen.

Research Question

1. Is there any significant difference of the mean gain scores of the students' writing ability between those who are taught by using modified W2T and those who are taught by using the original W2T in teaching writing skill?
2. Which aspect of writing skill improves the most?

II. Literature Review

Concept of Writing

Writing is a systematic process that produces expression, concept, idea through non-verbal communication. According to Brown (2007), The expression of culture is very limited in nonverbal communication that the barriers to culture learning are more nonverbal than verbal. Furthermore, Harmer (2004) states that writing is often beneficial as preparation for some activities, especially when students write sentences as opening in discussion process. Writing itself means an activity that is efficient relatively and the important things are enough discussion and well organized with classmates, also to set the task independently (Knapp and Watkins, 2005). Meanwhile, Sudaryanto (2001) also utters that it means a cleverness of person within put off a thinking and feeling that is conveyed by using written text, realized by graphic symbols in order to another one, i.e readers are able to understand the implicated message in it. Based on some theories above, it may conclude that writing skill means a complicated process that conveys meaning, mind, and motion within organized written form in order to relate between the author and the readers by considering some requirements of it. In the process of writing, it needs several stages to produce in final written form. Harmer (2004) divides into planning, drafting, editing, and final version in writing process.

Concept of Word-Webbing Technique

Word-webbing is one of technique of teaching on how to creatively think with a chart and improve the draft development and idea (Buzan, 2005). Basically, word-webbing is related to mapping words which is formed by maps or webs. Since using a graphic organizing technique, word-webbing is aimed to build up the

connection both thoughts and words so that the students can improve their prior knowledge and information. Additionally, Cooper (2001) says that the word webbing technique should be used when students are just beginning to learn to construct meaning and this technique can be used to formulate their own purposes or pre-questions or when the text is extremely difficult. Furthermore, Haris (2011) states that the concept of word webbing is that students write simultaneously on a piece of chart paper, draw the main concepts, support the elements, and bridge representing the relation of ideas in a concept. It also fosters the students' ideas about what should be written in the next paragraph based on the keywords that they have write on the paper.

Practically, McDonald & Hershman in Wahyuni, et.al (2018) propose in the process of word webbing strategy, the students will make some charts in their worksheet and put the main topic in the middle. Then they adds more shapes and write the supporting details such as one word or clause in each of the smaller shape. The word webbing technique is also used to break down a textbook chapter and make the process more interesting by doing some kinds of activities.

In summary, it can be concluded that Word-Webbing Technique (W2T) is one of language teaching techniques in writing proficiency since it will support the students to extend their critical writing by following the concept of W2T. The process of W2T is what main idea to be focused on a discussion. By making boxes to clustering the words, after that, the writer should improve the supporting details to elaborate the main word. The aim of this technique is actually made to assist the learners in writing a meaningful passage.

Teaching Writing through Modified Word-Webbing Technique

Recently, in this pandemic situation, all academic levels have been collapsed and lockdown for an extended and unpredictable period. It extremely affects to the teaching learning process in the school area especially in the classroom. So, the teaching learning should be forced to do an online learning, it means perhaps to "the learning experienced through the internet" either in the synchronous or asynchronous setting where students meet virtually with teachers and other students at their suitable time and place (Singh & Thurman, 2019). Then, virtual learning obviously need to operate appropriate and sophisticated media to support the teaching learning process outside the classroom activities.

The platform of Ayoa application and web is one of a lot of sophisticated applications which offers the needs of different target individuals and different areas of teaching learning. Besides, this platform enables the users to use several features that assist to work some activities. The unique features of this app could display a picture and clip arts, comment tab, share screen which support the teaching learning (Zampetakis, 2007). Ayoa platform is a virtual activity platform while its feature allows presenters to broadcast up to 50 members in one virtual activity. It evidently enables to conduct the teaching learning process through sharing discussion. In this important case, the host, either teacher or the students, can activate the comment for teaching and writing on the virtual activity while discussing the concept of the topic will be taught.

Teachers have to persuade their students in mastering writing ability as many as possible in order to enable them to learn more comprehensible. The teacher must have a good technique in teaching. There are many ways in ELT process to increase the students' achievement in writing skill. One of ways is the use of word webbing technique. Teaching writing by using W2T means that integrating technology and learning in the non-classroom is considered demanding (Erben, Ban, & Castañeda, 2009). Therefore, teachers should concern on the principles of applying technology in language beyond the classroom. A number of criteria should be completed to provide students with meaningful learning environment. One of the recent technologies applied in non-classroom here is Ayoa platform. Then, to teach writing using Word-Webbing Technique facilitated Ayoa can be used in doing ELT process which should conduct some the stages as well.

Procedure in Modified Word-Webbing Technique

There are several stages to construct writing with integrating the steps by Harmer (2004) and modified W2T. Here are the following stages that will be explained:

1. Planning

First of all, the teacher gives the learners the topic discussion of descriptive text or they are allowed to think the topic what they want to write about. Then, she/he gives them more time to prepare about what the text is mainly telling about. Then, the learners are asked to launch the platform of Ayoa application and pay more attention to the platform and they operate the program procedure by choosing the mind-mapping menu.

2. Drafting

Secondly, learners select the big shape to start writing the main-topic which is describing about the theme that they have chosen on their worksheet. In this platform, learners are able to add picture to assist them in order to develop their brainstorming. Then, the learners are asked to pick one small shape on the corner of the main-topic's shape. After that, they write some sub-topics or details which will be able to relate with the main idea. Then, the learners continue to add the smaller shape to give information and supporting details by making

branch to describe the sub-topics. They can repeat the brainstorming activity for each of the words. This phase will make the learners interest since the words look like a spiders' web and also place some images as an addition.

3. Editing (Reflecting and Revising)

Thirdly, this platform has a feature which both teacher and learners are able to participate the word-webbing activities and they also can offer the comment or suggestion. Then, after having the draft, the learners need to revise their work by classifying the words so that can make it clearer and well-organized. Then, eventually, by following their word-web activities, the learners are asked to write a descriptive text. They need to consider the generic structure (identification, description).

4. Final Version

The last, the learners submit their works virtually. Then, the teacher gives feedback to the learners' activities and makes the conclusion with comparing both the modified and original technique.

So, those are the explanation of procedures to teach writing by using modified Word-Webbing Technique.

III. Methods

Research Design

This study was conducted with quantitative research. This research was to find out the difference of the mean gain scores of students' writing ability between those who are taught by using the modified W2T which facilitated by Ayoa application and the original W2T. In this research, the writer had used control and experimental class. Both of the classes were implemented with different teaching technique which control class was used by the original word-webbing technique and experimental class was taught by using the word-webbing technique with facilitated Ayoa application.

Participants

The participants of this research is the students at the eleventh grade of SMK Bima Sakti Batanghari Nuban, east Lampung. The total of both classes are 44 learners. Related to the design, the researcher would take two classes which they are control class (X TBSM) and experimental class (X RPL). The utilization of two classes was to find out the difference of the students' mean gain scores in teaching writing skill between the modified and the original technique.

Data Collecting Technique

In collecting the data, the researcher used some techniques as follows:

1. Administering the pre-test

The pre-test was administered to the students before the treatment of teaching writing skill through the modified word-webbing technique facilitated Ayoa app and the original word-webbing technique. It was conducted to know the students' basic writing skill. In answering the question, the students should write descriptive writing. Sixty minutes were given to the students to finish this test.

2. Administering the post test

The post test was administered to the students after both of classes being the treatment of teaching writing skill through the modified word-webbing technique facilitated Ayoa app and the original word-webbing technique. The form, time, and material in the post test were the same as the pre-test.

IV. Findings And Discussions

Findings

The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test. The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not.

Table 4.1. Test of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Writing Score	Experimental Class	.246	21	.002	.914	21	.067
	Control Class	.199	23	.019	.915	23	.053

a. Lilliefors Significance Correction

The samples for experimental class were 21 students and the sample for control class were 23 students. Shapiro-Wilk should be used if the sample was less than 50. Based on the table 4.1 above, it can be seen that P value (Sig.) for experimental class was 0.067 and P value (Sig.) for control class was 0.053, and $\alpha = 0.05$. Because P value (Sig.) was > 0.05 (α), thus, H_0 was accepted and the conclusion was the data of experimental dan control class had normal distribution.

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not.

Table 4.2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Writing Score	Based on Mean	.375	1	42	.544
	Based on Median	.142	1	42	.708
	Based on Median and with adjusted df	.142	1	41.996	.708
	Based on trimmed mean	.412	1	42	.524

This homogeneity test, the Levene statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that Pvalue (Sig.) was 0.524 which was more than $\alpha = 0.05$, it means H_0 was accepted because Pvalue (Sig.) > 0.05 (α) and the conclusion was the variance of the data was homogenous.

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objective's of the research was accomplished.

Table 4.3. The Students' Writing Mean Score between experimental and control class

Group Statistics						
		Group	N	Mean	Std. Deviation	Std. Error Mean
Students' Writing Score	Experimental Class		21	77.0952	4.62498	1.00925
	Control Class		23	71.0000	4.71940	.98406

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
									Equal variances assumed	Equal variances not assumed	
Students' Writing Score	Equal variances assumed	.375	.544	4.320	42	.000	6.09524	1.41093	3.24787	8.94260	
	Equal variances not assumed			4.324	41.778	.000	6.09524	1.40960	3.25010	8.94038	

The hypotheses of this research were tested by using independent sample t-test, it was used to compare both control class and experimental class' mean and the sample was taken from two different samples. The mean of gain score of experimental class was 77.09 and while the mean score of control class was 71.00. Based on the results obtained in the independent sample t-test in the table above, that the value of significant generated Sig. (P value) was 0.000 which was less than the (α) = 0.05. In other words, the Sig. (P value) $< \alpha = 0.05$. It means, the H_a was accepted and H_0 was rejected. Based on the computation, it can be concluded that there was significant difference in students' writing ability those who were taught by using modified and original technique at the second grade of SMK Bima Sakti Batanghari Nuban east Lampung.

In this research, the students' writing in experimental class showed which aspect of writing improves the most such as content, organization, vocabulary, language use, and mechanic. The writing activities in this class fostered students to brainstorm their ideas into a word and they needed to compose a text using the word-web they made. Then, to find out the improvement, here is the explanation from both pretest and posttest score of writing aspects in experimental class using Statistical Package for Social Science (SPSS) version 26.0.

Furthermore, the improvement of writing aspects from experimental class can be showed in table 4.4 that all of the writing aspects have significant difference between the pretest and posttest. In addition, there is improvement of students' writing aspects. It could be interpreted from the t-level is higher than t-table. The t-level from all writing aspects is 3.864, 3.924, 8.378, 3.019, and 1.045 for content, organization, vocabulary, language use, and mechanic respectively.

Table 4.4. The Improvement of Writing Aspects from Experimental Class

		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Content	Equal variances assumed	3.864	40	.000	3.28571	.85024
	Equal variances not assumed	3.864	39.919	.000	3.28571	.85024
Organization	Equal variances assumed	3.924	40	.000	3.14286	.80093
	Equal variances not assumed	3.924	34.387	.000	3.14286	.80093
Vocabulary	Equal variances assumed	8.378	40	.000	4.95238	.59113
	Equal variances not assumed	8.378	32.389	.000	4.95238	.59113
Language Use	Equal variances assumed	3.019	40	.004	2.85714	.94641
	Equal variances not assumed	3.019	28.547	.005	2.85714	.94641
Mechanic	Equal variances assumed	1.045	40	.302	.23810	.22788
	Equal variances not assumed	1.045	31.270	.304	.23810	.22788

Thus, for experimental class, the writing aspect which improves the most is vocabulary. It could be interpreted in the teaching learning activities which encourage the students to express the students' ideas with producing the ideas into several words. Additionally, an inserted picture was also implemented in order to support their organization and content. In order for students to apply it as their language input. Meanwhile, the language use got lack improvement for them to compose the text. During the ELT process, students were required to foster their brainstorm and compose a descriptive writing. The last, mechanic is the least improvement while the students were composing their writing.

V. Discussion

The Improvement of the Students' Writing Ability after taught Integrating W2T

Dealing with the result of the research above, it can be proved that the result of the students' mean gain scores of writing skill in experimental class was higher than the result of students' writing skill in control class. It can be concluded that the students who are taught writing skill by using modified word-webbing technique were indicated that there was more significant effect than those who are taught writing skill with the original technique. Some interesting findings emerged from this research, there were various reasons on why this integrated technique was successful.

The minimum scores of the students' writing score is 75. It was included the gained score to achieve the teaching target. After having treatment, the result of mean gain score who are taught by original technique in control class got 71.00 which only 7 students got the minimum score target (75). Meanwhile, in experimental class, the mean gain score of students' writing ability was 77.09 which almost all students got score higher than the minimum score target. It was meant that there was statistically significant difference in improving of the students' writing descriptive text. In other hand, the result showed that the students' writing ability is improving and it has been stated in the second chapter of the study concerning the use of word-webbing technique where it has a high level of note-taking, drafting, and brainstorming technique, improves the students' writing ability, and resembles in certain ways to spider web but with adjustments which assist the learners to stimulate their creativity. (Buzan, 2005)

From the explanation above, it can be concluded that by using modified W2T has successfully effect for students' writing skill at the second grade of SMK Bima Sakti Batanghari Nuban, East Lampung. This current research is in line with the previous research by Putri (2015), she believed that the students' writing ability at the second grade of the secondary school after having treatment had more significant differences than before having treatment. In the analysis of the data, it showed that there was significant by using the webbing technique. This technique was effective on students' writing descriptive text for the second grade students in the secondary school. There was a significant difference in the mean gain scores between pre-test and post-test. It means that webbing technique in ELT process is significantly effective in promoting on students' writing ability.

Therefore, to conclude that modified word-webbing technique is one of good techniques to improve students' writing skill. In this research, based on computational analysis above which was conducted by the researcher, the result showed that there was significant effect of using modified word-webbing technique has

successfully effect for students' writing skill at the second grade of SMK Bima Sakti Batanghari Nuban east Lampung.

The Effect of Integrating W2T in Writing Aspects among EFL learners

It is proven that each of writing aspects from both control and experimental classes showed the statistically significant difference among pretest and posttest. In experimental class, writing aspect which improves the most is content, organization, vocabulary, language use, and mechanic. Nevertheless, vocabulary becomes the aspect that improves the most among writing aspects by the use of integrating W2T. This provides the development of cognitive process with brainstorming ideas, thinking more creatively and analytically, concentrating on the content, and reflecting (Bhattacharya, 2020). Additionally, by integrating technique, it will foster the students to develop their knowledge in order to be more creative in visualizing the concept by providing the inserted picture.

In short, the use of this integrating technique in teaching writing is able to significantly improve the students' writing aspects. However, the activity process that underlined on the need of students to produce written task is more needed than the need to purpose the result. Therefore, the students' vocabulary in writing aspect improves the most since they know to brainstorm from the word to word while transmitting into content and language use that require a written activity. While the mechanic is shown to have least improvement, it is supported with the writing aspect of organization.

VI. Conclusion And Suggestion

Conclusion

Based on the results of data analysis, it can be concluded that the result of the test proved that the students who were taught by integrating word-webbing technique got higher the mean score in writing achievement. The use of this technique in teaching and learning writing especially for vocational school obviously has significant differences toward the students' writing ability. Therefore, it can be summed up that modified word-webbing technique is more significant in teaching writing skill than the original technique. It indicates that, based on the key term of this study, the students who were taught by integrating word-webbing technique got higher the mean score than those who were taught by original word-webbing technique. So, it means that integrating word-webbing technique was successful in teaching writing ability among EFL learners.

Suggestion

In order to help the students to have good writing skill, the teacher is suggested to be able to implement the modified technique in the teaching process. Here, the researcher recommends the teacher to use this modified word-webbing technique as one of good techniques in teaching writing skill. It is since this modified technique can be integrated with the appropriate media such as online application. Besides, the result of the research showed that modified word-webbing technique is more significant to improve students' skill in writing than original technique. This is because the integrating W2T has facilitated by an appropriate platform in order, for teacher and the students, to conduct the teaching learning process without conducting a number of activities in the classroom process. So, it is able to be written which prior knowledge in their mind have been prepared as well. Besides, it may suppose to spend insufficient time and somehow the connection will be frequently consumed. So, it can be as reference for further research which needs to conduct the similar technique as in this research.

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