

**THE EFFECTIVESS OF USING SPIDER WEB METHOD IN
TEACHING ENGLISH (WRITING) AT FIFTH GRADE
STUDENTS OF SDN 181 KALUARANG**



THESIS

As a Requirement to obtain a Bachelor's
Degree in English Education Study Program (S.Pd)

By :

RISMA LESTARI
Students ID. 200110022

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
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Supervisor:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2024**

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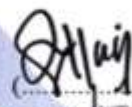
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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectivness of Using Spider Web Method in Teaching English (writing) at Fifth Grade Students of SDN 181 Kaluarang*, yang ditulis oleh Risma Lestari Nomor Induk Mahasiswa (NIM) 200110022, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 1 Agustus 2024 M bertepatan dengan 26 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

RISMA LESTARI. *The Effectiveness of Using Spider Web Method in Teaching English (Writing) at Fifth Grade Students of SDN 181 Kaluarang.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris. Fakultas Tarbiah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, 2024.

Penelitian ini bertujuan untuk membuktikan pengaruh penggunaan Metode Pembelajaran Spider Web terhadap pembelajaran Menulis bahasa Inggris siswa Kelas V SDN 181 Kaluarang.

Jenis Penelitian yang digunakan dalam Penelitian ini adalah jenis Penelitian *ex-post facto* dengan pendekatan kuantitatif. Subjek dalam penelitian ini sebanyak 11 Siswa. Adapun teknik pengumpulan data yaitu dengan Observasi, tes dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan regresi linear dengan menggunakan bantuan aplikasi SPSS 29.

Hasil penelitian menunjukkan bahwa penggunaan metode pembelajaran spider web berpengaruh terhadap pembelajaran menulis bahasa Inggris siswa. Pernyataan ini didukung dan dibuktikan dengan menggunakan SPSS 29, hal ini dapat dibuktikan dengan hasil uji akhir menggunakan *paired sample T-test*. Berdasarkan tabel, nilai Signifikansi yang diperoleh lebih kecil dari 0,005 atau $0,000 < 0,05$, maka H_0 ditolak dan H_a diterima. Dengan kata lain metode pembelajaran Spider Web Efektif dalam pembelajaran Menulis Bahasa Inggris Siswa di SDN 181 Kaluarang.

Kata Kunci: Spider Web, Penulisan Bahasa Inggris

ABSTRACT

RISMA LESTARI *The Effectiveness of Using the Spider Web Method in Teaching English (Writing) to Fifth-Grade Students of SDN 181 Kaluarang.* Thesis. Sinjai: English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University (UIAD) Sinjai, 2024.

This study aims to determine the effectiveness of the Spider Web learning method in improving the English writing skills of fifth-grade students at SDN 181 Kaluarang.

The research employed an ex-post facto design with a quantitative approach. The participants were 11 fifth-grade students. Data were collected through observation, tests, and documentation, and analyzed using linear regression with SPSS version 29.

The findings revealed that the Spider Web learning method had a significant effect on students' English writing skills. This was supported by statistical analysis using a paired sample t-test, which showed a significance value of $0.000 < 0.05$. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. In conclusion, the Spider Web learning method is effective in enhancing the English writing abilities of fifth-grade students at SDN 181 Kaluarang.

Keywords: Spider Web Method, English Writing, Learning Effectiveness\

مستخلص البحث

ريسا ليستاري. فعالية استخدام أسلوب "شبكة العنكبوت" في تدريس اللغة الإنجليزية (الكتابة) لطلاب الصف الخامس الابتدائي في مدرسة الابتدائية ١٨١ الحكومية كالوارانج. البحث. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٤.

تهدف هذه الدراسة إلى تحديد فعالية أسلوب "شبكة العنكبوت" في تحسين مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف الخامس الابتدائي في مدرسة الابتدائية ١٨١ الحكومية كالوارانج.

استخدم البحث تصميمًا بأثر رجعي ممنهج كمي. بلغ عدد المشاركين ١١ طالبًا من الصف الخامس الابتدائي. جمعت البيانات من خلال الملاحظة والاختبارات والتوثيق، وتحللت باستخدام الانحدار الخطي باستخدام برنامج SPSS الإصدار ٢٩.

أظهرت النتائج أن أسلوب "شبكة العنكبوت" كان له تأثير كبير على مهارات الكتابة باللغة الإنجليزية لدى الطلاب. وقد دُعم ذلك بالتحليل الإحصائي باستخدام اختبار t للعينات المزدوجة، والذي أظهر قيمة دلالة إحصائية $0.000 < 0.05$. لذلك، رُفضت الفرضية الصفرية (H_0)، وقُبِلت الفرضية البديلة (H_a) في الحتام، أثبتت طريقة التعلم الشبكي فعاليةً في تحسين مهارات الكتابة باللغة الإنجليزية لدى طلاب الصف الخامس في مدرسة الابتدائية ١٨١ الحكومية كالوارانج.

الكلمات الأساسية: طريقة التعلم الشبكي، الكتابة باللغة الإنجليزية، فعالية التعلم

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English plays an important role in Communication and as bridge to the outside world. English plays a strategic role in basic education. To determine educational success, the quality of learning and teaching must be improved. Good and correct English learning must be supported by quality human resources (Maru'ao, N., 2020). English is generally recognized as an international language. The Indonesian government has officially recognized the importance of English as a foreign language and requires all students to learn English (Tahang et al., 2023). In other words, improving the quality of human resources can have a positive impact on improving language learning. Therefore, mastery of English language skills is a mandatory requirement for every individual.

Based on the decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 which regulates curriculum implementation guidelines, it is stated that:

“English subject are an option that schools can provide depending on individual readiness. Local governments support the implementation of English language learning, for Example by improving teacher skills and providing teaching staff. If a school is not ready to teach English as an elective subject, the school can integrate English language material into other subjects or through extracurricular activities involving community participation, school committees, student volunteers and parents. Education about faith in God Almighty.” (Minister Of Education, Culture, Research and Technology of the Republik of Indonesia., 2022).

The Constitution explains the meaning of education clearly and in detail as a guide for implementation of education in Indonesia in general and the pursuit of knowledge in particular. The following in particular. The following are the main points of explanation and implications.

English language education is delivered in a flexible and integrated way, incorporating both curricular and extracurricular activities that foster language development and character building. Local governments play a

crucial role in supporting teachers and schools to enhance their English teaching capabilities. Furthermore, education places a strong emphasis on developing students' moral and spiritual values.

ALLAH SWT also promise a high position for people with knowledge, as stated in surah Ai-Mujadilah verse 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّعُوا فِي الْمَجَالِسِ فَاقْسِعُوا بِحَمْدِ اللَّهِ لَكُمُ الْوَسْءُ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا
يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The translation is “O you who believe! When it is said to you, “Give a place in the assemblies”, then give a place for you. And if it is said, “Stand up”, then stand up, of course Allah will lift you up several degrees among those who believe among you and those who are given knowledge several degrees. And Allah is All-knowing of what you do.” (QS.Al-Mujadilah 58: Verse 11).

This shows that student learning difficulties come in various forms and educators should try to overcome these student problems. One way to overcome student's learning difficulties is to use learning strategies. Learning methods are strategies or tactics used by teachers in carrying out teaching and learning activities in the classroom in order to successfully achieve the learning objectives that have been set. The learning process requires various special methods that can significantly support the achievement of effective and efficient learning goals (Ilyas, M., & Armizi, A, 2020).

Based on observation at SDN 181 Kaluarang which is located in Kaluarang, a sub-district located in West Sinjai, Sinjai regency, South Sulawesi Province. To reach this school from downtown Sinjai, you need to travel approximately 67.2 kilometers. This journey usually takes around 2 hours 16 minutes, depending on traffic conditions and the route you choose.

SD 181 Kaluarang face their own challenges in teaching English to their students. One of the main problems is that English teaching has only just been implemented at the school. This causes students to still have difficulty understanding and mastering English. Even though English has now become a mandatory subject according to the independent curriculum, its implementation still faces various obstacles. Apart from the limited experience and readiness of teachers in teaching English, the lack of supporting resources

also result in the learning process being less than optimal. These challenges need to be overcome so that English learning objectives in line with the independent curriculum can be achieved effectively.

Given the school's location in a remote rural area, access to learning materials, teacher training and adequate facilities can also be factors that influence student's understanding of English. Therefore, joint efforts are needed from the school, local government and community to improve the quality of English learning at SDN 181 Kaluarang. This may involve providing additional resources, teacher training and developing learning strategies that meet the needs of students in the school environment.

In developing student potential, good interaction between teachers and students is very important. Optimal results in learning English in the classroom are achieved when a good relationship is established between the two. Teachers need to continue to create innovations in teaching methods so that the learning process is more interesting for students. This aims to increase student activity and interest in learning. Teaching methods are the steps taken to achieve certain goals, therefore choosing relevant methods is critical to successful learning. The right combination of methods needs to be chosen to ensure learning objectives are achieved effectively.

This research is not the only research conducted previously there have been several studies that examined spider web learning media, among others research conducted by Sri Purwanti with the title "Effectiveness of the spider web diagram method in identifying explanatory text information" in 2022 show that the results of Indonesia language learning for class XI IPS 2 Students at SMAN 1 Sambit Ponorogo (Purwati, S., 2022). There are similarities and differences, namely the similarity of this research with previous research lies in the application of the spider web in learning context. However, the difference lies in the focus of the research subject, where previous research discussed learning Indonesia, while the research that will be conducted will focus on learning English.

By using the spider web method, it is hoped that it can increase students' interest in learning, this is because if the learning process uses this learning method, students will have views and knowledge that can be used as reminders or as reminder material. Support in increasing student learning activities, especially English language learning.

The spider web learning method is an integrated learning approach that focuses on a thematic approach (Supriyanti et al., 2023). Thus, this approach makes it possible to incorporate structures and concepts into learning, using spider web like structures and concepts to integrate various topics and especially English language learning.

In this research, researchers will utilize the 'spider webbing' learning method to teach English, with a focus on improving writing skills. Therefore, researchers will conduct research with the title "EFFECTIVENESS OF USING SPIDER WEB METHOD IN TEACHING ENGLISH (WRITING) IN CLASS V STUDENTS OF SDN 181 KALUARANG".

B. Formulation of the problem

Based on the background of the problem above, this research proposes a problem formulation, namely

1. is the use of the spiderweb method effective in learning English writing in class fifth SD 181 Kaluarang?
2. is there a difference before and after using spider web in students' English writing learning?

C. Research Purposes

Based on the problem formulation above, the objectives to be achieved in this research are:

1. To find out the effectiveness of using the spider web learning method in learning English writing in class fifth of SD 181 Kaluarang.
2. To find out whether there are differences before and after using the spider web learning method in students' writing learning.

D. Benefits Of Research

The results of this research are expected to have benefits both theoretically and practically.

1. Theoretically

It is hoped that the results of this research can contribute ideas to the development of science, improve skills in research, become reference material for further research and increase knowledge regarding the effectiveness of using the spider web learning method in learning English writing in class fifth elementary school of SDN 181 Kaluarang.

2. Practical

- a. For Student

It is hoped that this research can provide a learning experience in an atmosphere that is more interesting or different from previous research and make it easier to understand the material being taught. By implementing effective learning methods, it will provide encouragement to student learning motivation, both in actively participating in class and in their enthusiasm for learning.

- b. For Teacher

It is hoped that this research can add insight and can be used as information material in improving learning methods to suit student needs, especially using the Spider Web Method.

- c. For School

The application of new method in the school environment can increase student involvement, facilitate understanding for concepts and support the development of learning levels or processes at school.

- d. For Researchers

It is hoped that this research can increase researchers' insight in carrying out the research process and become a benchmark for graduation.

CHAPTER II

THEORITICAL STUDIES

A. Literature Review

1. Understanding Learning Effectiveness

The Word effective comes from latin, effective which means creative, productive or effective. It also first appeared in English between 1300 and 1400 AD. According to the big indonesia dictionary (KBBI), effectiveness is something that has an influence or effect, is effective, brings results and is the success of an effort or action. Effectiveness is defined as the level of achievement of a goal or target. However, learning effectiveness is devined as a measure of the success of the interaction process that occurs in the educational environment to achieve certain learning goals (Latifa, S., & Supardi, S., 2021). Meanwhile, according to susanto, learing outcomes can be said to be effective if positive behavioral changes occur and learning objectives are achieved (Nasriani, 2022).

Learning Effectiveness is condition where there is alignment between the individual performing the taks and goals they aim to achieve. Whwn the learning process is effective, every step taken by the learner is in harmony with the educational objectives set. In this condition, not only is the achievement of optimal learning outcomes ensured, but there is also an improvement in the quality of understanding and skills acquired by the learner. Learning effectiveness can be achieved throught various strategies, including appropriate teaching methods a conductive learning environmen, the motivation and active participation of the learner (Wijoyo, H., 2023).

Effectiveness can be measured by how succesfully a job is completed according to plan, including in terms of time, cost and quality. Careful planning is the main key to achieving effectiveness, ensuring goold can be achieved with optimal efficiancy (Mingkid et al., 2017). Thus, effectiveness is a measure of how well an action is implemented and

the extent to which individuals achieve results in accordance with set expectations.

Effectiveness is reflected in the ability to continuously improve work process to achieve better results in completing tasks. Work efficiently, which is defined as the best achievement of a job that meets targets, both in terms of quality and results, can be measured through a comparison between the work done and the results achieved (Syam, S., 2020).

Based on research, it can be concluded that the level of success in achieving learning objectives can be measured from its effectiveness. This effectiveness is influenced by the choice of strategies and media used in the learning process. Evaluation of Effectiveness can be done by paying attention to student responses, activities and achievement of learning outcomes. If there is increase in the learning methods or tools used, this can be considered a sign that the learning is effective. On the other hand, if there is a decline than this can be considered an indicator of ineffectiveness.

A few Factors that affect the Effectiveness of education include the use of media and teaching methods as well as the implementation of educational strategies. Here are a few examples of elements that can affect Effectiveness.

a. Teaching Factors (Teachers)

The role of teachers in shaping students into individuals of good character is very important. This can be achieved by teachers by using various interesting learning methods to maintain a diverse learning atmosphere and prevent student boredom. Apart from that, being an extracurricular coach helps teachers get closer to students, expediting the process of character formation (Yestiani, DK., & Zahwa, N, 2020).

Teachers are not just educators, but also role models and role models for students. The success of character education really depends on the teacher's role in the learning process. Therefore, the figure of the

teacher becomes a mirror that greatly influences the student's character, and this determines how his character will be formed.

b. Student factors

Students' interests and talents in certain subjects are highly diverse. A student's interest in a particular subject can influence their academic performance and skill development in that area. When a student's natural talent is supported by strong interest, it can motivate them to study more diligently and hone their skills. Therefore, it is important for educators to recognize and nurture students' interests and talents so that they can reach their maximum potential in the subjects they are passionate about. Support from the school environment and family also plays a crucial role in facilitating this development (Salomo Leuwol et al., 2023).

Internal factors are elements that originate from within the student and are related to physical (physiological) and psychological aspects, while external factors include all external environmental influences that influence student activities and learning outcomes.

There are several aspects that influence student learning activities, including:

- 1) Physical factors which include physiological aspects related to a person's physical condition. There are two main subcategories, namely the level of physical tone and physical/physiological function. During the learning process, physical health, unhealthy body conditions, disabilities, and similar factors can significantly influence learning outcomes, especially in the context of the five senses.
- 2) Psychological factors include elements such as intelligence, talent, interests, motivation, attitudes, and so on. These factors play an important role in determining the level of success of the teaching and learning process (Parni, 2017).

- 3) Situational factors and conditions of the learning process greatly influence the success of learning. Supportive situations can make learning more effective, while unsupportive situations can cause learning failure. Student learning outcomes are greatly influenced by environmental factors that are part of the situation. The two main categories of this environment are the physical environment and the social environment. The first category includes components such as learning space, teaching equipment, facilities, time, and social interaction. The second category includes components such as family, school, and society as a whole (Mawardi, M., & Indayani, S., 2019).

2. Spider Web Learning Method

a. Understanding the Spider Web Method

The term "method" whose root word comes from the Greek word "methodos", expresses the concept of how to achieve a goal through a path or method. In a broader sense, a method is a systematic approach that utilizes facts and concepts to carry out an activity or task efficiently. This reflects an organized and directed effort to achieve the desired results (Ilyas, M., & Armizi, A, 2020).

Teaching methods are plans or strategies used in the teaching process in class with the aim of achieving optimal learning outcomes. In learning, various specific methods are needed to support the achievement of effective and efficient learning goals. It is important for educators to understand and master appropriate teaching methods in order to deliver material clearly and comprehensively to students. Teaching methods are applied during the teaching process with an effort to make learning interesting so that students easily understand the material and achieve knowledge that is in accordance with the learning objectives (Ilyas, M., & Armizi, A, 2020).

Then a method is a way, namely how students gain learning experience to achieve learning goals (Wardana, A., & Nurfuadi, N.,

2023). It can be said that this is an approach or strategy that determines how students gain meaningful learning experiences to achieve predetermined learning goals. By using the right methods, the learning process becomes more effective and efficient, allowing students to better understand concepts and apply the knowledge gained in everyday life. These methods include various techniques and activities that are tailored to the needs and characteristics of students, so that the learning process becomes more interesting and interactive.

The Spider web learning method is useful for the student learning process. Like an interconnected spider web, the spider web learning approach can help us see the relationships between various topics or concepts. This makes it easier for students to recognize relationships between knowledge and understand the overall context better. This method encourages students to be actively involved in learning, where they are asked to make their own connections or networks between the concepts being studied. If we imagine spider webs as a tool for solving problems, then the spider web learning approach can demonstrate students' ability to design solutions to complex problems using knowledge from various fields. Students may be given collaborative projects or assignments in which they work together to design a spider web of knowledge or solutions.

A Spider's Web is a powerful metaphor for describing connectedness and coherence in writing, like how a spider weaves its threads meticulously. Likewise, in the human brain, nerve impulses interact to form organized patterns. The writing process begins by establishing an overall framework, where new knowledge is integrated with existing knowledge and enriched with past experiences, thus forming a complex network of information. Therefore, before writing, we create a spider web-like structure as the basis for our writing (Kurniasari et al., 2022).

b. Spider Web Method Steps

The Spider Web Method is a technique used to increase student participation and involvement in group discussions in class. This technique allows students to interact with each other, share ideas, and deepen their understanding of a topic through more dynamic and collaborative dialogue (Www.kemenkes.go.id., 2020). The steps to create a Spider Web are as follows:

Start by writing the main topic in the middle of the diagram. This will be the focal point of the diagram you will develop. Next, write related subtopics around the main topic. Make sure the subtopics are placed in such a way that they form branches that are directly connected to the main topic. Then, add supporting points around each subtopic. These points should provide further details or explanations that support their respective subtopics. By following these steps, you can create a well-structured, easy-to-understand Spider Web Diagram that helps visualize the relationships between main topics, subtopics, and supporting points (Purwati, S., 2022).

c. Advantages and disadvantages of spider web learning.

Excess:

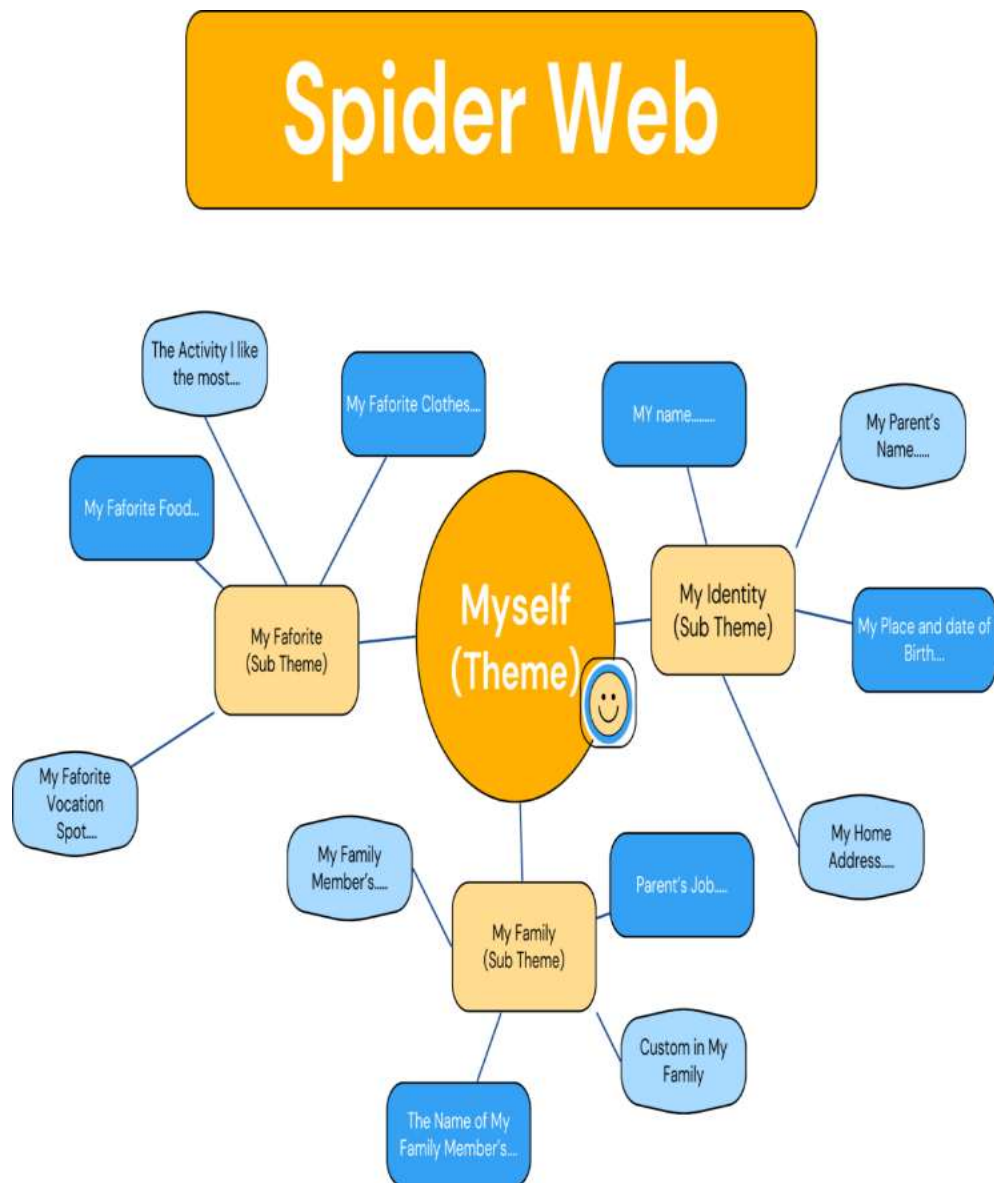
- 1) Motivate students to learn because completing the theme suits their interests.
- 2) Easier for inexperienced teachers to do.
- 3) Makes it easier to plan team work to develop themes in all subjects.
- 4) The thematic approach can provide motivation to students. Provide convenience for students in various related activities and ideas.

Lack:

- 1) The classroom atmosphere may become noisier, and the teacher may have difficulty dealing with students.
- 2) In learning, teachers tend to focus more on activities rather than concept development.

- 3) A balance is needed between activities and development of learning materials (Jubaidah, S., & Yusri, J., 2017).

Figure: Example of a Spider web



(Purwati, S., 2022).

3. Writing Skills

Writing is a process that involves expressing ideas through the use of words to convey information to others. Writing ability is a key element in communication, because clear writing makes it easier for readers to

understand the message. By producing quality writing, the message contained in the text can be more easily understood by the recipient (Nirvana, & Rahim, 2020).

Writing is an activity where students express ideas and convey their thoughts through written media. In the current era of globalization, writing skills have become an important means of communication. For students studying English, writing ability is one of the skills that must be learned and mastered (Enggelina, M., et al., 2023).

Writing skills in English are among the most challenging skills for students to master. This is due to the complexity of writing, where students not only need to have basic writing skills but also must possess various supporting skills such as a broad vocabulary, good grammar, correct spelling, and so on (Yulia, 2017). Moreover, the teaching materials provided at schools are often less relevant to the students' learning context, making them less effective in helping students develop their writing skills. To address this issue, English teachers are required to be more creative in designing and creating teaching materials that are suitable for the students' learning environment.

In this research, the main priority is to teach elementary school students how to write using English. This is considered an important foundation in an effective and enjoyable English learning process for students. The Spider Web learning method which may be an approach that involves active and collaborative interaction between teachers and students was chosen to help build English writing skills from the early stages of learning.

In a written assessment, there are several aspects that must be considered to provide a comprehensive evaluation. These aspects include clarity and coherence, where writing must have a clear and logical flow. Additionally, proper grammar and punctuation are essential to ensure writing is easy to understand and free of errors. Word choice and variations in sentence structure are also considered to show the writer's

ability to use language effectively. Finally, the content and development of ideas are evaluated to determine how well the writer can convey thoughts in depth and relevant to the given topic. All these aspects together form the basis for assessing the quality of a written work as a whole. The following are aspects of writing assessment.

Learning English is very important for every individual, a person must be able to communicate actively and not just passively. Seeing this situation, it is important for Indonesian children to learn English from an early age. Several studies show that children tend to be better at learning things from an early age (Pratiwi et al., 2022).

Apart from that, local cultural competence is also something that needs to be cultivated from an early age in order to maintain national identity when we have to socialize and interact with other people from different cultural backgrounds. With that, these two elements are combined in a community service project which aims to improve local cultural competence through teaching English to elementary school students (Purwaningsih, 2022).

The use of language is one way to express meaning (Karina, S, 2022). Therefore, language is used as a medium to convey thoughts, ideas or messages so that they can be understood by other people. Apart from that, language is also considered a communication tool that allows humans to share meaning and understanding. Interaction aims to achieve a balanced understanding between teachers and students, both between teachers and students and between fellow students (Putri AMN, 2020). Therefore, effective use of language is very important in the teaching and learning context.

Active involvement in games can also increase children's intrinsic learning motivation. an educational approach that integrates games so that it can increase the effectiveness of children's English learning (Hijrahianti et al., 2023). they feel more motivated to participate because of the fun experience they gain from the game. Writing purpose

The dominant purpose of writing in most texts is the salient purpose, which gives name to the overall purpose. According to Hartig, there are seven main purposes of writing, namely:

- a. Assignment Purpose: Write to fulfill an assignment or requirement.
- b. Altruistic Purpose: Writing to help or benefit others.
- c. Persuasive purpose: Writing to persuade or influence the views or actions of others.
- d. Informational Purpose: Writing to provide information or knowledge to readers.
- e. Self-Expression Goal: Write to Express Yourself Or Share Thoughts and Feelings.
- f. Creative goal: Write to create something new or original.
- g. problem solving purpose: writing to find a solution or resolve a particular problem (Dahwadin, & Nugraha, FS, 2019).

B. Relevant Research Results

Reviewing relevant previous research results is an important step in preparing scientific work. Several research findings related to the main problem to be discussed can be identified to see the similarities and differences. Some research results that are relevant to this research include:

1. Research conducted by St. Jubaidah, Mantasiah R., Jufri, and Yusri in 2017 with the title "The effectiveness of the webbed learning method on simple essay writing skills in German St." The results of the research show that the application of the spider web learning model (Webbed) is effective in improving the simple German essay writing skills of students at SMA Negeri 2 Makassar. This conclusion was obtained from post-test data analysis in the experimental class, with t_h (calculated t value) of 3.91 exceeding the table (t table value) at a significant level. 0.05 which is 1.995. Therefore, it can be concluded that there is a significant difference between the experimental class and the control class in terms of simple German essay writing skills after applying the spider web learning model (Webbed).

Overall, the results of this study indicate that the spider web (Webbed) Overall, (Webbed) learning model can be said to be effective in improving the ability to write simple German essays in students at SMA Negeri 2 Makassar Top of Form (Jubaidah, S., & Yusri, J., 2017).

The similarity between previous research and the author's research lies in the learning model that will be used, namely the spider web learning model. However, the difference lies in the sampling method, where this research uses random sampling.

2. Research conducted by Sri Purwanti entitled "Effectiveness of the Spider Web Diagram Method in Identifying Explanatory Text Information" in 2022 shows that the Indonesian language learning outcomes of class XI IPS 2 students at SMAN 1 Sambit Ponorogo have increased after implementing the Spider Web Diagram method. In the first cycle, 85.71% or 24 students obtained scores above the Minimum Completeness Criteria (KKM), while 14.29% or 4 students were still below the KKM with an average score of 79.75. In cycle II, all 28 students (100%) succeeded in achieving or exceeding the KKM with an average score of 86.46. This shows an increase from cycle I to cycle II which shows the success of this research. It was explained that learning using the Spider Web Diagram method requires analytical thinking skills, and it is recommended that teachers guide students in practicing these abilities in order to achieve optimal results (Purwati, S., 2022).

The similarity between this research and previous research lies in the application of the spider web method in the learning context. However, the difference lies in the focus of the research subject, where previous research discussed learning Indonesian, while the research that will be conducted will focus on learning English.

3. Research conducted by Irmawati, Irmawati Putro, and Khamim Zarkasih in 2022 discusses "The Influence of the Spider Web Learning Model on Basic Mathematics Learning Achievement in Children with Mental Disorders". The research results show the calculated Z value is -2.027,

with Asymp. (2-tailed) of 0.043 at a significance level (α) of 0.05 or 5%. Therefore, it can be concluded that the use of the spider web learning model has a positive influence on increasing the learning achievement of children with mental disorders (Irmawati, & Khamim Zarkasih, 2022).

The similarity in this research lies in the use of the spider web model, but the difference lies in the focus. Previous research aimed to test its impact on improving student learning, while this research aims to measure the effectiveness of this learning model in teaching English Writing.

C. Hypothesis

A hypothesis is an initial answer to a research question which is formulated in the form of an interrogative sentence. This answer is temporary because it is based on relevant theory, not based on collected empirical data. Thus, a hypothesis is a theoretical answer to a research question before being confirmed empirically through data collection (Www.kemenkes.go.id., 2020).

Based on the description above, the action hypothesis that the researcher will propose is as follows;

H₀: The use of the spider web learning method is not effective in teaching English writing to fifth grade students at SDN 181 Kaluarang.

H_a: The use of the spider web learning method is effective in learning to write English for fifth grade students at SDN 181 Kaluarang.

CHAPTER III

RESEARCH METHODS

A. Types and Research Approaches

1. Type of research

The type of research used in this research is experimental research. The purpose of this experiment is to understand and demonstrate that there are no negative effects or connections as a result of a particular model or teaching method that is carried out or evaluated by the researcher in a way that provides specific results to the group that is being evaluated, that is, to the group of experiments that have already been completed (Mira Fariza, et al., 2022)

There are several forms of experimental design that can be used in research, namely Pre Experimental Design, True Experimental Design, Factorial Design and Quasi Experiment which have treatments, impact measurements and experimental units, but do not use random assignment to compare and draw conclusions. about changes caused by treatment (Supriyanti et al., 2023). This research is included in Pre-Experimental Design research, namely research that aims to determine whether there is an impact caused by the treatment of a subject.

This type of research is a preexperimental research design with a one group pretest posttest design. In this study, a pretest or pretest was used before treatment was given and a final test or posttest after treatment was given. So that the results of treatment can be known more accurately because they can be compared with the situation before treatment.

The experimental research design can be seen in the table below.

T

a	Pre-test	Treatment	Post-test
b	01	X	02
l			

e 3.1 One Group Pretest-Posttest Design

Information:

01: Pre test (Before treatment is given)

02: Post test score (After Treatment)

X: Treatment with the Spider Web Method

Research give a pretest or initial test to the research object before the research begins. Posttests are also given at the end of the research for analysis in order to draw research conclusions. In this research, the experimental group was treated using the Spider Web Method.

2. Research Approach

Quantitative research is considered a type of research that can be explained completely through accurate and precise numerical data. By using this method, research can collect, analyze, and interpret data in numerical form to identify patterns, test hypotheses, and produce objective and measurable conclusions. The main aim of this research is to test the hypothesis that the application of the spider web learning method is effective in teaching students writing skills. The quantitative approach in this research will focus on the effectiveness of using the spider web learning method in teaching writing to fifth grade students at SDN 181 Kaluarang.

B. Variable Definition

In English, "variable" means "change", "non-fixed factor", or "changeable phenomenon". The term variable has many definitions. Sugiyono stated that research variables are essentially everything that researchers want to study to collect information about them and draw conclusions. Kelinger defined a variable as a structure or property to be studied, making it a concrete representation of an idea (Purwanto, N., 2019).

1. Independent Variable (X)

An Independent Variable, also called a Free Variable, is a factor or value that has the ability to cause changes in other factors or values. An independent variable can be described as a condition or value which, if it occurs, has the potential to trigger changes or modifications to other

conditions or values (Purwanto, N., 2019). The independent variable (X) in this research is the use of the spider web method as a learning tool in learning English.

The "spider web" learning method is based on the spider web concept, where the main topic is the center and related ideas are the common thread. Students act as "spiders" who connect these concepts through questions, discussion, or further exploration.

2. Dependent Variable (Y)

Dependent variable Represent variables that are influenced or a result of the independent variable (Purwanto, N., 2019). The dependent variable, also called the criterion variable (Y), is the main focus of observation and research objectives. The dependent variable is a variable that is influenced or a result of the independent variable. The dependent variable in this research is the English writing ability of fifth grade students at SD 181 Kaluarang.

Elementary school students' writing abilities include developing basic writing skills such as drawing letters, forming words, and constructing simple sentences. This process includes understanding the structure of writing, grammar, spelling, and organizing ideas clearly and coherently. Good writing skills at the elementary school level also include understanding writing rules such as correct use of punctuation and spelling. Teacher support and a supportive learning environment are very important in developing children's writing skills at the elementary school level.

C. Place and time of the research

1. Research Place

This research will take place at SDN 181 Kaluarang Class V Sinjai Barat. The researcher determined this subject in his research, one of the reasons for using "spider web" in elementary school level English learning is to encourage the development of students' writing skills using English and thinking creatively. By using the "spider web" learning method,

students can learn to build relationships between concepts visually, improving their English language skills, which in this research refers to students' writing skills. This model can also help students organize and present their ideas more systematically.

2. Research time

The research can be carried out from January to July 2024.

D. Population and Sample

1. Research Population

In research, population refers to all elements that have certain characteristics, including the subjects and objects of research. Population refers to the total number of entities, units, or individuals whose characteristics are to be studied. Especially for fifth grade students at SD 181 Kaluarang Sinjai Barat.

In relation to this research, the Populations size is described as:

Table 3.2 Research Population

Gender	Amount
Man	8
Women	3
Total	11

(Source: Documentation of data Class V, 2024)

2. Research Sample

A sample is a portion of a population used to describe the characteristics of the population as a whole. Sampling techniques are very important in research because they determine who will be included in the sample. The sample in this study consisted of 11 fifth grade students at SDN 181 Kaluarang. The type of sample used in this research method is a saturated sample. Saturated sampling is an approach in sample collection where every individual in the population is included in the sample. This technique is used when the population is relatively small, and the research aims to obtain a comprehensive and accurate picture of the entire population (Mardianto et al., 2023). Therefore, this method ensures that no

member of the population is overlooked, making the research results representative and reflective of the actual conditions.

E. Data collection techniques

This research employs a quantitative methodology. As a result, methods for gathering data include documentation, exams, surveys, and observation.

1. Observation

Observation techniques aim to obtain data by observing objects directly and carefully using all the senses. In this research, observations began with the initial stage which aimed to assess the extent of students' understanding of writing using English. Observations were made to see how effective English learning was using the spider web method.

In order for researchers to have a comprehensive grasp of the issue they wish to study, observation can be understood as a method of gathering data through the observation of ongoing events. In this instance, we have a direct understanding of the learning activities in class V SDN 181 Kaluarang.

2. Test

Tests are generally used to measure various aspects of human behavior, such as aspects of knowledge (cognitive), attitudes (affective), and aspects of skills (psychomotor). The cognitive domain is measured through tests, the affective domain is measured through questionnaires, interviews and observations, and the psychomotor domain is measured through actions and observations (Suharman., 2018).

This test is divided into two parts, namely the initial test (pretest) and the final test (post-test). Before being given treatment (using the Spider web method), SDN 181 Kaluarang students underwent an initial test to ensure their level of writing ability. Meanwhile, the final test was carried out to find out the results of their writing ability after being given treatment (spider web method).

a. Pre-test

Pretest before learning allows teachers to evaluate students' prior knowledge and design teaching strategies that better suit their needs, thereby increasing effectiveness (Latifa, S., & Supardi, S., 2021).

b. Treatment

Treatment in this study involved the application of the Spider web method to students of SDN 181 Kaluarang to determine its impact on the dependent variable, especially in writing in front of the class.

c. Post-test

Post Tests are carried out at the end of the learning process of a particular material with the aim of finding out the extent to which students have understood the material and its main points. The test material is related to material that has been taught to students previously. The goal is for teachers to know which is better from the results of the two tests regarding student understanding. If students understand the material better after the learning process, then the teaching program is considered successful (Magdalena, et al., 2021).

After the intervention with the spider web technique, students were required to write using the technique and then given a follow-up test to assess whether there was any improvement in their abilities.

3. Documentation

According to the Big Indonesian Dictionary (KBBI), a document is defined as a letter used as evidence or information; objects or manuscripts; as well as various other forms such as sound recordings, video recordings, photos, which can be used as evidence or information. On the other hand, documentation is defined as the activity of collecting, selecting, managing and storing information in a field of science (Ayumsari, 2022).

The documents used in this research are data on the number of students, names of students, and other supporting data which is used as evidence that they have carried out research.

F. Research Instruments

1. Observation Sheet

The observation technique is a data collection technique that methodologically has strong characteristics. The observation method is not only limited to observation but can make it easier to obtain the information needed. This technique can be used to collect data directly and obtain a clearer picture of the object being observed. By using observation techniques, researchers can identify and understand the observed phenomena better (Salmaa., 2023).

2. Test Sheet

The research instrument is in the form of a test given at the pre-test and post-test stages to measure the effectiveness of the spider web method. This test is designed to assess the extent to which the method can Improve students ability.

3. Documentation List

Our latest research instrument includes something important, namely a documentation checklist. In it we have various lists that we collect as an important part of research documentation. This list includes student attendance records, pre-test and post-test sheets to see progress or changes. Apart from that, we also include photos of research implementation to provide a clear picture. So, this documentation list is very helpful to ensure our research data is complete and accurate.

G. Validity and Reability

A measuring instrument can be said to be a good measuring instrument and capable of providing clear and accurate information if it meets the criteria set by experts, namely the validity criteria for the measuring instrument are valid and reliable. The tests used to check the quality of an instrument are validity and reliability tests.

1. Validity test

The validity test aims to find out whether a measurement instrument can be considered valid or invalid (Gozali., 2019). An instrument is said

to be valid if the correlation coefficient between items exceeds 0.30, with an alpha error rate of 0.05. Validity testing was carried out using SPSS (Statistical Product and Service Solution) software. An instrument is said to be valid if the correlation coefficient between items is greater than 0.30 with an alpha error level of 0.05. Validity testing was carried out using SPSS (Statistical Product and Service Solution).

Valid testing criteria can be seen as follows:

- A. An instrument item is said to be valid if the $p\text{-value} < \alpha 0.05$.
- B. An instrument item is considered invalid if the $p\text{-value} > \alpha 0.05$.

2. Reliability test

Reliability is the consistency of a series of measurements or a series of measurement tools used to measure something. reliability testing is a tool used to evaluate the consistency of respondents' answers to statements in a questionnaire, which serves as an indicator of the measured variable. A questionnaire can be considered reliable if respondents' answers to statements are consistent (stable) over time, meaning that they would give the same or similar answers if re-measured at a later time.

In statistical analysis, a common benchmark for evaluating reliability is the Cronbach alpha value. A Cronbach alpha value greater than 0.70 indicates that the questionnaire has good reliability, meaning that the items within the questionnaire are well-correlated and provide consistent measurement. Conversely, a Cronbach alpha value less than 0.70 indicates that the questionnaire does not have good reliability, meaning that the items within the questionnaire are not well-correlated and provide inconsistent measurement.

H. Data analysis technique

Data analysis techniques involve various data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Descriptive Statistics

Descriptive statistics is a part of statistics that can only be used if the researcher wants to describe sample data and does not want to draw conclusions about the sample from the population taken in the form of presenting data through tables, graphs or diagrams, centralizing data and distributing data. The management process in testing descriptive statistical analysis is carried out using SPSS.

2. Statistical Inference

Inference Statistics is a part of statistics used to draw conclusions about the entire population from sample research data. The form of testing is a t-test using SPSS. Before the hypothesis is tested, a prerequisite test is carried out, namely the normality test.

a. Normality test

The data normality test is a test that must be carried out before hypothesis testing is carried out so that the data collected is normally distributed or taken from a normal population.

To make testing easier, researchers used the SPSS application to carry out normality analysis of this instrument. The basis for decision making in the normality test is:

- 1) If sig. (significance) < 0.05 then the data is not normally distributed.
- 2) If sig. (significance) > 0.05, then the data is normally distributed

b. Hypothesis Testing

To determine the effectiveness of using the Spider Web method in teaching English writing to fifth grade students at SDN 181 Kaluarang, the researcher calculated it using the paired t test with the help of the SPSS version 25 application. The paired sample t test with the help of the SPSS version 29 application. The test is one of the testing methods used. To assess the effectiveness of treatment, it is characterized by the average difference before and after treatment is given. This test is used to determine the difference in the average value

of the population used as a comparison with the average of a sample. From the test results, it is known whether the average of the population used as a comparison is significantly different from the average of a sample, if there is a difference, which average is higher.

The basis for making the decision to accept or reject H_0 in this test is as follows:

- 1) If the significant value is > 0.05 then H_0 is accepted or H_a is accepted rejected (the difference in performance is not significant).
- 2) If the significant value is < 0.05 then H_0 is rejected or H_a is accepted (significant performance difference).

CHAPTER IV

RESEARCH FINDINGS

A. General description of the research location

1. School Identity

School Name	: SDN NO.181 KALUARANG
National Principal Number	: 40304720
Educational Level	: Elementary School
School Status	: Country
School Address	: Kaluarang
RT/RW	: 3/2
Hamlet	: Kaluarang First
Village/Subdistrict	: Tassililu
Subdistrict	: West Sinjai
Area	: Sinjai
Province	: Prov. South Sulawesi
Postal code	: 92653
Accreditation	: B
Curriculum	: Independent Curriculum
Class	: V
Implementation time	: Morning/ 6 Days
Headmaster	: Sarinah S.Pd.SD

2. Visi and Mission of SDN 181 Kaluarang

a. Vision

"Creating an inclusive, creative and innovative learning environment to develop students' academic potential, character and skills in facing future challenges."

b. Mission

1) Providing Quality Education

Provide a comprehensive curriculum that meets national Education standards to improve student academic achievement.

2) Developing Positive Character

Forming the character of students who are honest, disciplined, responsible, and care about other people and the environment.

3) Encouraging Creativity and Innovation

Developing student creativity and innovation through various extracurricular programs and interesting learning activities

4) Improve Life Skills

To teach relevant life skills, such as social skills, technology, and critical thinking abilities.

5) Building Community Collaboration

Strengthen collaboration with parents, communities and related parties to support holistic education.

B. Research Results and Discussion

1. Research Results

a. Respondent data

The respondents in this research were Eleven fifth-grade students at SDN 181 Kaluarang.

Table 4.1 Respondent Data

No	Name	Gender
1	Tahir	L
2	Akram	L
3	Fatir	L
4	Ihwan	L
5	Arif	L
6	Ikram	L
7	Naurah	P
8	Resky	P
9	Rahmat	L
10	Amalia	P

11	Adryan	L
----	--------	---

(Source: Documentation of data Class V, 2024)

b. Validity and Reability of the Test

1) Validity

Validity is the most important factor to consider when developing and evaluating measurement instruments (Gozali., 2019). Validity refers to the extent to which an instrument accurately measures what it is intended to measure. In the context of research and evaluation, validity ensures that the data collected is accurate and relevant to the research objectives. Without strong validity, the results obtained from measurement instruments can be misleading or useless. Therefore, in the process of developing and assessing instruments, research and practitioners must carefully test and ensure validity so that the results obtained are reliable and meaningful.

Table 4.2 Validity Test Result

Number of Item	Pearson Corelation	r tabel	Description
1	0,651	0,030	Valid
2	0,464	0,150	Valid
3	0,149	0,662	Valid
4	0,773	0,005	Valid

(Source: Results of data analysis with SPSS 25)

2) Reliability Test

Reliability refers to the extent to which a set of measurements or measuring instruments produces consistent results over time. This means that if a measuring instrument is used under the same conditions on different occasions, the results obtained will remain stable and not vary significantly. Reliability is crucial in various fields, including scientific research, psychometrics, and product

development, as it ensures that the data obtained is trustworthy and can be used to make accurate decisions (Sanaky, 2021).

Table 4.3 Reability Test Result
Reliability Statistics

Cronbach's Alpha	N of Items
0.749	2

(Source: Results of data analysis with SPSS 29)

Based on Table 4.1, the reliability test results show that the Cronbach's Alpha value is 0,749, which is greater than 0.70. This indicates that the items tested have an adequate level of reliability. A Cronbach's Alpha value exceeding the 0.70 threshold signifies that the measurement instrument has good internal consistency, meaning that the responses given by participants on various items tend to be consistent.

c. Descriptive statistics

The data obtained this research were test results before and after the Spider web approach was used to collect research data. The data collected is then analyzed.

Table 4.4
Descriptive Statistical results from the pre test and post test

Descriptives			
	Statistic	Std. Error	
Pre_Test	Mean	67.27	0.648
	95% Confidence Interval for Mean	Lower Bound	65.83
		Upper Bound	68.72
	5% Trimmed Mean	67.19	
	Median	67.00	
	Variance	4.618	
	Std. Deviation	2.149	

	Minimum	65	
	Maximum	71	
	Range	6	
	Interquartile Range	4	
	Skewness	0.382	0.661
	Kurtosis	-1.033	1.279
Post_Test	Mean	86.73	1.168
	95% Confidence Interval for Mean	Lower Bound	84.12
		Upper Bound	89.33
	5% Trimmed Mean	86.64	
	Median	85.00	
	Variance	15.018	
	Std. Deviation	3.875	
	Minimum	80	
	Maximum	95	
	Range	15	
	Interquartile Range	5	
	Skewness	0.643	0.661
	Kurtosis	1.528	1.279

(Source: Results of data analysis with SPSS 29)

Based on Table 4.3, the pretest results show that the minimum score obtained by students was 65, while the maximum score reached 71. The average pretest score was 67.27, with a standard deviation of 2.149, indicating relatively small variation among the scores.

In contrast, the posttest results show that the minimum score increased to 80, with the maximum score rising to 95. The average posttest score was 86.73, with a standard deviation of 3.875, which indicates a significant improvement in student

performance after undergoing the teaching or intervention. The difference between the pretest and posttest scores reflects an enhancement in students' understanding and skills, as well as the effectiveness of the teaching methods or interventions applied. The increase in average scores and the larger standard deviation suggest that while all students showed improvement, some experienced more significant gains than others.

d. Inferential Statistics

Before testing the hypothesis, a prerequisite test is first carried out. The prerequisite test is the normality test.

1) Normality test

The normality test is used to determine whether the research distribution is normal or not. The normality test in this study used the Shapiro-Wilk test. When the research sample is less than 50 samples, a type of normality test called the Shapiro-Wilk test is used. The criteria for testing normality are $\text{sig} > 0.05$, so the data is normally distributed. In this study, the data collected were the results of pretest and post-test speaking skills given to the research sample. The normality results in the research can be seen in the following table.

Table 4.5 Normality test result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	0.219	11	0.148	0.893	11	0.151
Post_Test	0.237	11	0.085	0.898	11	0.175

(Source: Results of data analysis with SPSS 29)

Based on Table 4.4, the Writing test results for students show that the significance value for the pre-test is 0.151. This value is greater than the significance level of 0.05, i.e., $0.151 > 0.05$, indicating that the pre-test scores are normally

distributed. For the post-test, the significance value obtained is 0.175. This value is also greater than 0.05, i.e., $0.175 > 0.05$, suggesting that the post-test scores are also normally distributed.

Therefore, it can be concluded that the Writing test scores for students, both pre-test and post-test, follow a normal distribution. This indicates that the data from the speaking tests do not significantly deviate from a normal distribution, making the statistical analysis and inferences drawn from these results valid and reliable.

2) N-Gain Test

N-Gain is intended to determine the effectiveness of using a method. The N-Gain test is conducted by calculating the difference between the post-test value and the pre-test value.

Table 4.6 N-gain Division Criteria

Nilai N_gain	Category
$g > 0,7$	Tall
$0,3 \leq g \leq 0,7$	Currently
$g < 0,3$	Low

(Source: Results of data analysis with SPSS 29)

Table 4.7 N-gain Effectiveness Interpretation category

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less Effective
56-57	Effective Enough
>76	Effective

(Source: Results of data analysis with SPSS 29)

Table 4.8

Descriptive Statistics					
Item	N	Minimum	Maximum	Mean	Std.Deviation
Ngain_	11	0.43	0.83	0.5980	0.10585

skor					
Ngain_Persen	11	35.48	82.14	56.1117	11.96072
Valid N (listwise)	11				

(Source: Results of data analysis with SPSS 29)

Based on the results from Table 4.7, it can be seen that the category obtained is high which means the Effectiveness is high. The Ngain percentage value obtained is also notable, which can be seen from the interpretation of Effectiveness, indicating that the value obtained after using the spider web method is Effective in Improving Writing Skills.

3) Hypothesis testing

After carrying out the prerequisite tests, the next step is an analysis of the effectiveness of using the spider web method in improving the writing skills of students at SDN 181 Kaluarang with the help of SPSS 29.

Table 4.9 Paired samples test

Paired Samples Test										
		Paired Differences							Significance	
		Mea n	Std. Devia tion	St d. Err or Me an	95% Confidence Interval of the Difference				One - Side d p	Two- Sided p
					Low er	Uppe r				
Pa i r 1	Pre_T est - Post_ Test	- 19.4 55	2.806	0.8 46	- 21.3 40	- 17.57 0	- 22.9 96	10	0.00 0	0.000

(Source: Results of data analysis with SPSS 29)

Based on Table 4.8, the significance value (2-tailed) obtained is 0.000. Since this significance value is smaller than the 0.05 threshold, i.e., $0.000 < 0.05$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Therefore, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the Spider Web method is effective in improving writing skills at SD 181 Kaluarang. This indicates that the implementation of this method has a significant positive impact on students' writing abilities, as reflected in the difference in results before and after the application of the method. The effectiveness of the Spider Web method in this context suggests that it can be used as an effective strategy in teaching to enhance writing skills in a primary school setting.

2. Research Discussion

Based on the results obtained in this study, the use of the spider web method has been proven effective in improving students' writing skills at SDN 181 Kaluarang. This is demonstrated through several analyses conducted.

The N-Gain method is used to determine the effectiveness of using a particular method. The N-Gain test is conducted by calculating the difference between the post-test and pre-test values. Based on Table 4.7, the N-Gain value obtained has an average of 0.5980 with a standard deviation of 0.10585. This places the effectiveness category in the "High" category ($g > 0.7$), indicating that the spider web method is very effective in improving students' writing skills. The N-Gain percentage value also shows significant improvement, with an average of 56.1117% and a standard deviation of 11.96072%. According to the effectiveness interpretation, this percentage falls into the "Effective Enough" category (56-57%), indicating that the spider web method has a considerable positive impact on students' writing abilities.

After conducting various prerequisite tests, the next step was to analyze the effectiveness of using the spider web method to improve students' writing skills with the help of SPSS 29. Based on Table 4.8, the hypothesis testing results show a significance value (2-tailed) of 0.000. Since this value is smaller than the 0.05 threshold, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means there is a significant difference in students' writing abilities before and after the application of the spider web method. The average difference in scores between the pre-test and post-test is -19.455 with a standard deviation of 2.806, indicating a significant improvement in students' writing results after using the spider web method. The 95% confidence interval of this difference (from -21.340 to -17.570) further strengthens the conclusion that these results are not due to chance.

The results of this study show that the spider web method is not only effective but also has a significant impact on improving students' writing skills. The implementation of this method allows students to engage more actively in the writing learning process, improving the quality of their writing through better structure and increased creativity. The effectiveness of the spider web method in this context suggests that this method can be used as an effective strategy in teaching to enhance writing skills at the primary school level. Considering the results obtained, primary school teachers can consider adopting this method in their curriculum to help improve students' writing skills.

CHAPTER V

CLOSING

A. Congclusion

Based on the results of research conducted by research, can be concluded that the effectiveness of the Spider Web method ean improve the writing skills of students at SDN 181 Kaluarang, showing that the use of the Spider Web method is effective in improving writing skills. This can be proven by the final test results using the Paired Sample T-Test. Based on the table above, the Sig value. (2-tailed) from 0.000. The significance value obtained is smaller than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore it can be concluded that H_a is accepted and H_0 is rejected. In other words, the Spider web method is effective in improving the writing skills of students at SDN 181 Kaluarang.

B. Suggestions

Suggestions put forward by researchers related to this ressearch are as follows:

1. The research results show that writing skills are effective using the Spider web method so that students are more active in writing with fun learning.
2. For future researchers so that it can be used as a reference and can be improved further. Apart from that, further research is needed to find out the results of writing ability.

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APPENDICES

Appendix 1 :

Research Instrumen Grid

THE EFFECTIVENESS OF USING SPIDER WEB METHOD IN TEACHING ENGLISH (WRITING) AT FIFTH GRADE STUDENTS OF SDN 181 KALUARANG

No	Variable	Indicator	Instrumen	Data Source
1	Spider Web		Method	Student
2	Writing Ability	a. Clarity of Letters	Writing test	Student
		b. Regulations on the Use of letter	Writing test	Student
		c. Neatness	Writing test	Student
		d. Suitability to the object	Writing test	Student

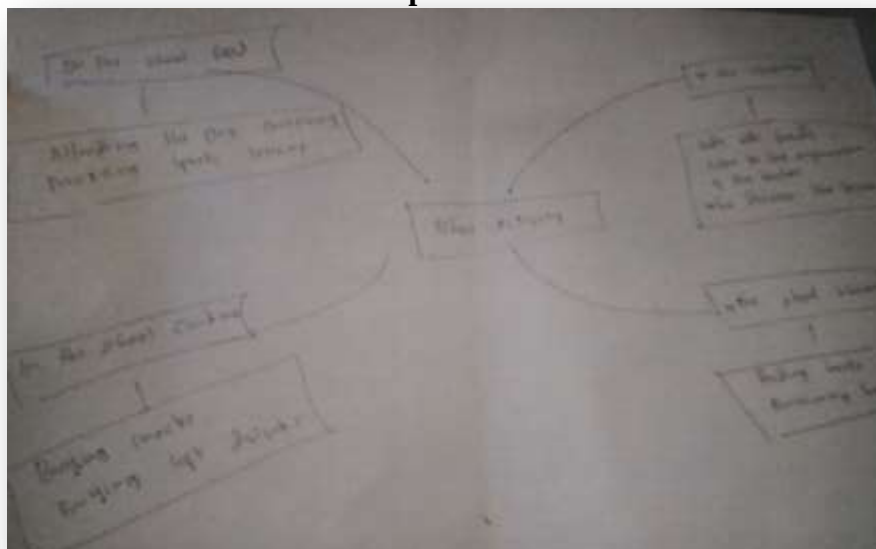
Appendix 2 :

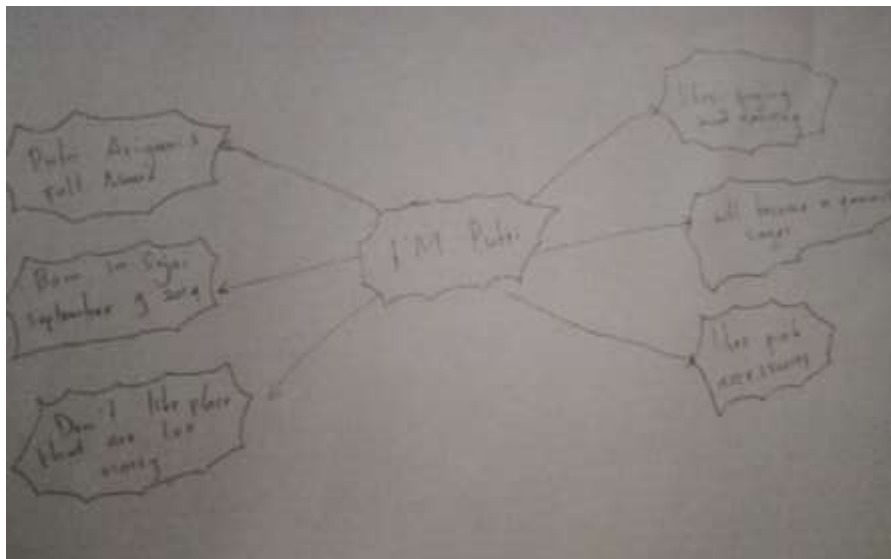
Writing Exam grid

A. Choose on of the topic below

1. Activities at school
2. Part of body
3. About your self
4. Activities at home

B. Documentasi of the selected topic





Appendix 3 :

Pre-test and post-test assesment result

No	Name	Pre-test	Post-test
1	Tahir	67	68
2	Akram	68	87
3	Fatir	69	90
4	Ihwan	68	87
5	Arif	71	95
6	Ikram	65	85
7	Naurah	70	85
8	Resky	65	85
9	Rahmat	65	80
10	Amalia	67	90
11	Adryan	65	85

Appendix 4 :

Data Analyst

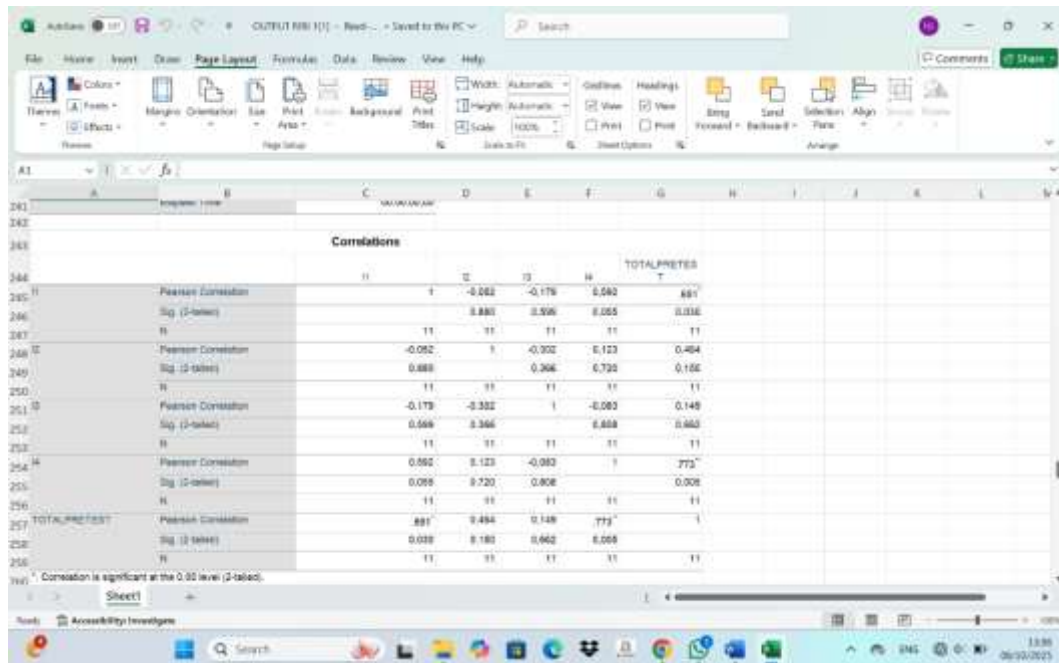


Figure 1 Correlations

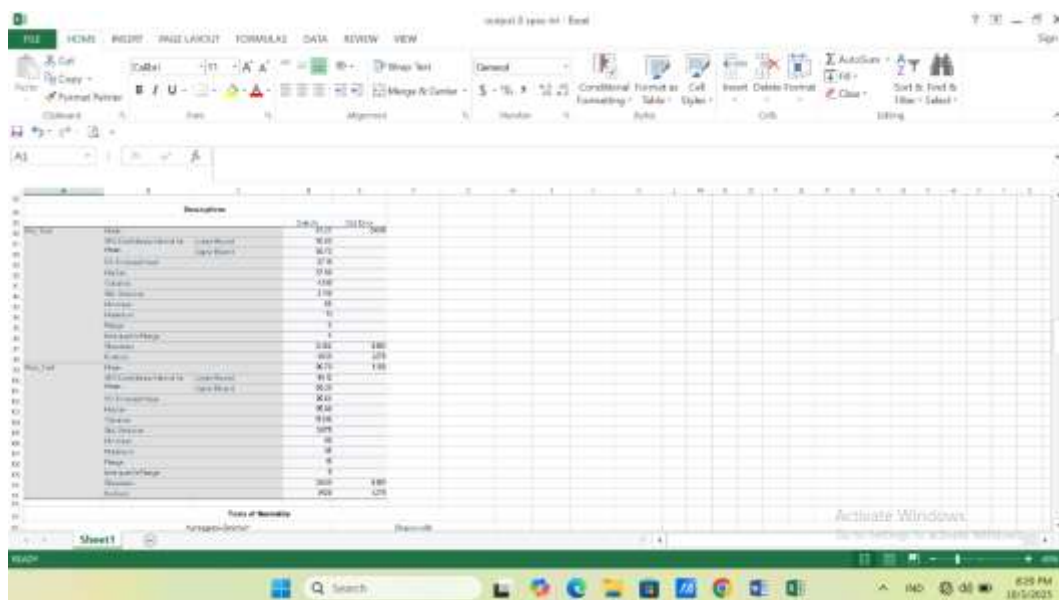


Figure 2 Descriptive test

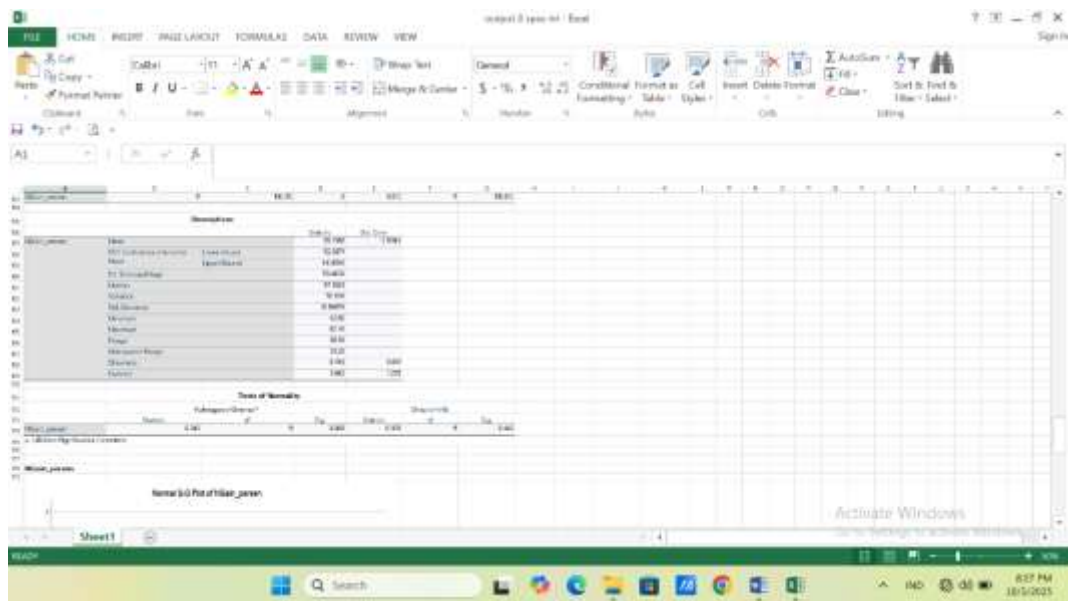


Figure 3 Normality test

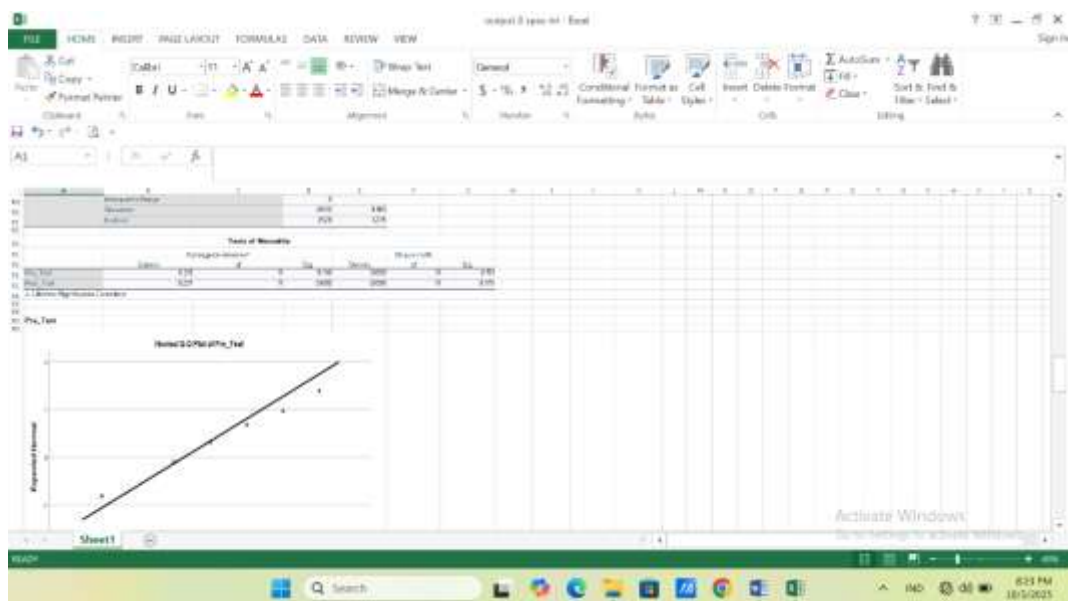


Figure 4 N-gain skor

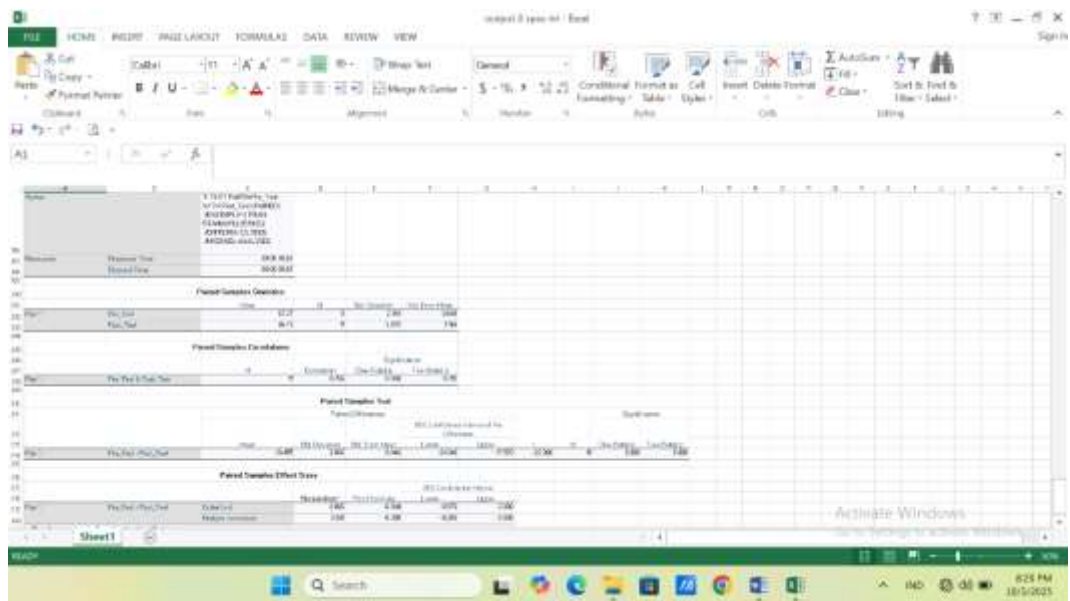


Figure 5 Paired simple test

Appendix 5 :

Research Permit Application

 UAD UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Nomor : 344/DI/III.3.AU/F/2024 Lamp : - Hal : <u>Permohonan Izin Penelitian</u>	Sinjai, <u>30 Dzulqaidah 1445 H</u> 5 Juni 2024 M
Kepada Yang Terhormat Kepala SDN 181 Kaluarang Di - Sinjai	
<i>Assalamu 'alaikum Warahmatullahi Wabarakatuh.</i>	
Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :	
Nama	: Risma Lestari
NIM	: 200110022
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)
Akan melaksanakan penelitian dengan judul :	
<i>"The Effectiveness Of Using Spider Web Method In Teaching English (Writing) Af fifth Grade Students Of SDN 181 Kaluarang".</i>	
Selubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan ijin melaksanakan penelitian Di SDN 181 Kaluarang.	
Atas perhatian dan kerjasannya yang baik diucapkan terima kasih.	
<i>Wassalamu 'alaikum Warahmatullahi Wabarakatuh.</i>	
	
Tembusan disampaikan Kepada Yth :	
1. Rektor UIAD Sinjai 2. Kepala Dinas Pendidikan Kabupaten Sinjai	
	
M.Pd.I 13495	
Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai ✉ ftkuiad@gmail.com 📠 ftkuiad 📞 ftkuiadsinjai 🌐 www.ftkuiad.ac.id	



**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 20 Jumadil Awal 1445 H
04 Desember 2023 M

Dekan,

Dr. Takdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBJ & TM

Appendix 7 :

Research Certificate

**PEMERINTAH KABUPATEN SINJAI
KECAMATAN SINJAI BARAT
SDN 181 KALUARANG**

Alamat : Jl. Gowa A.I Kaluarang, Kec. Sinjai Barat Kab. Sinjai KP. 92663

SURAT KETERANGAN PENELITIAN
Nomor : 421.2/022 /SDN 181 /2024

Yang bertanda tangan dibawah ini :

N a m a : SARINAH, S.Pd.SD
Nip : 19671231 198803 2 071
Unit Kerja : Kepala SDN 181 Kaluarang

Menerangkan bahwa :

N a m a : RISMA LESTARI
NIM : 200110022
Jurusan Prodi : Tadris Bahasa Inggris
Jenis Kelamin : Perempuan
Lembaga : Universitas Islam Ahmad Dahlan Sinjai

Benar telah melakukan penelitian di SDN 181 KALUARANG Prov. Sulawesi Selatan dalam rangka penulisan skripsi sebagai salah syarat penyelesaian studi Strata Satu (S1) dengan judul "THE EFFECTIVENESS OF USING SPIDER WEB METHOD IN TEACHING ENGLISH WRITING AT FIFTH GRADE STUDENT OF SDN 181 KALUARANG" Pada tanggal 19 Juni 2024.

Demikianlah surat keterangan ini di berikan untuk di gunakan seperlunya.

Sinjai, 20 Juni 2024
Kepala Sekolah,

SARINAH, S.Pd.SD
NIP. 19671231 198803 2 071

Appendix 8 :
Documentation





NOMOR		NAMA MURID	JE NIS KEL	BULAN				
URUT	INDUK			1	2	3	4	5
1.		MUH. TAHIR J				U		
2.		AKRAM						
3.		FATIR AL HUSAN DH						
4.		IHWAN						
5.		MUH ADIRYAN PRATAMA						
6.		MUH ARIF						
7.		MUHLISATUL AMMA						
8.		NAURAH DWI JASMINE						
9.		RAHMAT ABILAL ARITANSTAH						
10.		RESKY AMELIA						
11.		ZUL JALALI NAL IKRAM						

Appendix 9 :

Free Plagiarism Release



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Nomor : 052.L10/III.3AU/A/2025

Saya yang bertanda tangan di bawah ini;

Nama : Asriani Abbas, S.I.P.
 NBM : 1235305
 Jabatan : Pjs. Kepala Perpustakaan UIAD Sinjai

Menerangkan bahwa,

Nama : Risma Lestari
 Nim : 200110022
 Prodi : TBI
 Jenis dokumen : Skripsi

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Sinjai, 07 Oktober 2025

Kepala Perpustakaan UIAD Sinjai

 Asriani Abbas, S.I.P.
 NBM 1235305

Perpustakaan UIAD

Risma Iestari (200110022)

Perpustakaan
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Appendix 10 :

Biography

BIOGRAPHY



Name	: Risma Lestari
Students ID	: 200110022
Place and Date	: Sinjai, March 27 th , 2002
Address	: Kaluarang Village, West Sinjai District, Sinjai Regency
Organizational History	: 1. ESA UIAD Sinjai 2021-2022, 2022-2023 2. RACANA BAKALBEDA UIAD Sinjai 2021-2022, 2022-2023, 2023-2024 3. PK IMM FTIK UIAD Sinjai 2021-2022, 2022-2023 4. PC IMM Sinjai 2023-2024 5. IKAMABSII 2022-2026
Educational History	
Primary School	: SDN 181 Kaluarang
Junior High School	: SMP Negeri 3 Sinjai
Senior Highschool	: MA Darul Ulum
Handphone Number	: 085944013144
Email	: rismalestari27032002@gmail.com
Parents Name	: Muh.Thalib (Father) Irmawati (Mother)