

## ENHANCING STUDENTS' WRITING ABILITIES ON DESCRIPTIVE TEXT BY USING SPIDERGRAM TECHNIQUE

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**Abstract.** Writing is one of the ways people convey information and give their opinions on certain topic. As an indispensable part of language communication, writing becomes an important skill that students must master. The aim of the research is to Improve Students' Writing Ability on Descriptive Text by Using Spidergram Technique at the thenth Grade of SMAS Santo Petrus Kewapante. The participants were 12 students. The types of the research is a Classroom Action Research ( CAR ). In this research there are two cycles, and every cycle consisted of two meetings, and the end of each cycle the researcher conducts the test to measure the improvement of the students' writing ability. The data are collected by using observation sheet, evaluation sheet and field note. In analyzing data the researcher describes the mean of the students based on their score to know the students' improvement in every cycle. Each cycle consisted of planning, action, observation, and reflection. The class average score in cycle one was 63,58% with a percentage of 25%. The average value in cycle two was 66,92% with a percentage of 50%. And the average value in cycle three was 72,92% with a percentage of 75%. It can be seen from the class percentage that there was an increase from cycle one to cycle two by 25% and from cycle two to cycle three by 25%.

**Keywords:** Ability, Descriptive Text, Improvement, Spidergram Technique, Writing

**Abstrak.** Menulis merupakan salah satu cara orang menyampaikan informasi dan menyampaikan pendapatnya mengenai suatu topik. Sebagai bagian tak terpisahkan dari komunikasi bahasa, menulis menjadi keterampilan penting yang harus dikuasai siswa. Tujuan dari penelitian ini adalah untuk Meningkatkan Kemampuan Menulis Siswa pada Teks Deskriptif dengan Menggunakan Teknik Spidergram di Kelas X SMAS Santo Petrus Kewapante. Pesertanya berjumlah 12 siswa. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Dalam penelitian ini terdapat dua siklus, dan setiap siklus terdiri dari dua pertemuan, dan pada akhir setiap siklus peneliti melakukan tes untuk mengukur peningkatan kemampuan menulis siswa. Pengumpulan data dilakukan dengan menggunakan lembar observasi, lembar evaluasi, dan catatan lapangan. Dalam menganalisis data, peneliti mendeskripsikan rata-rata siswa berdasarkan nilai mereka untuk mengetahui peningkatan siswa di setiap siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Nilai rata-rata kelas pada siklus I sebesar 63,58% dengan persentase 25%. Nilai rata-rata pada siklus II sebesar 66,92% dengan persentase 50%. Dan nilai rata-rata pada siklus ketiga sebesar 72,92% dengan persentase 75%. Terlihat dari persentase kelas terdapat peningkatan dari siklus satu ke siklus dua sebesar 25% dan dari siklus dua ke siklus tiga sebesar 25%.

**Kata Kunci:** Ability, Descriptive Text, Improvement, Spidergram Technique, Writing

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## INTRODUCTION

Language is one of the most important things in communication. Communication plays an important role in human life. According to Ritonga, (2020) language is a means of communication between members of society in the form of sound symbols produced by human speech (P. 227). From the above statement, it means that language is a very important communication tool in life because without language humans cannot communicate properly and correctly. In learning English, there are four basic skills that students must master, namely listening, speaking, reading and writing. Among the four skills, writing skill was important to be instilled by students because it is one of the targets to get success in learning English.

Writing was a important skill that needs to be master to develop their English in written media to convey their ideas. Harefa et al., (2023) explain that writing is a process in conveying ideas, thoughts, and feelings through and sound of letter system that has been recognize by the language user community. In other words Sahayu (2024) writing was a place for students to express everything they feel, think from within themselves and convey it in written form. It is one of the ways that people communicate and share knowledge with one another, and writing skills will also support other skills, especially in English.

Writing in English is difficult to learn, especially for high school students who have little leisure to devote to the subject. Additionally thompson & gina state that when the learning materials utilized are insufficient for the learning procedure, writing abilities also become more challenging. The number of subjects they have to take in school is what caused the time limitations. In other hand (Ahmed & Xiao 2023 ), state that Writing is a skill that most people find difficult sine they must convey their thoughts in a way that others can understand. Additionally, simple sentences should be used in writing, so others can understand it. It takes a long time to develop these abilities.

In fact, there was a gap between expectation and reality. Based on the researcher observation of SMAS Santo Petrus Kewapante , the researcher found the students problem in writing, such as the students were not able to write descriptive texts correctly. It could been seen in their mark which can not achieved the Minimum Competence Criterion 70 that has been decided at the school. The problems above were caused by some factors students were not able to build and develop their ideas into sentence with the correct generic structure, language features, the students did not find interesting and appropriate writing technique and their lacked of understanding of writing the correct spelling of words and lacked of vocabulary makes them write a lot of repetition of words in their writing

To overcome the above problems, researchers introduced Spidergram technique as a solution. Spidergram technique is an effective technique to teach and motivate writing skills. Spidergram is a diagram with lines and circles for organizing information so that it is easier to use or remember. In short, spidergram is a diagram to represent words, ideas, task or other item linked to a central key word or idea. Gina (2017) state that Spidergram is a good technique for helping students in organizing their ideas. They can organize, related, review and make systematical concept about what they have read in a visual way. (Amiruddin et al., 2021) state that Spidergram is a technique for gathering and organizing vocabularies by drawing them into a diagram. It means that spidergram is one type of graphic organizer in form of diagram with lines and circles that has function as a technique for gathering vocabulary and developing topic.

Many researchers have explained their own views about the effectiveness of spidergram technique. They state that this strategi is very helpfull for student. Umar (2018) explore the improving students vocabulary through spidergram technique. Nurul (2014) explore the imroving the students writing ability through spidergram extension technique, Wahid (2017) Improving students vocabulary achievement and active participation using Spidergram, and Nimah (2017) explains the enriching students vocabulary in procedure text through spidergram technique.

## **METODE**

In line with the problem to be solved above, researcher conducted Classroom Action Research (CAR) with the hope of improving students' writing skills. Classroom Actions Research help researchers create, organize, audit, and ensure classroom teaching and students growth. According to (Nugraheni, 2020) Classroom Action Research is a type of reflective and collaborative research carried out by researchers in social settings to strengthen the justification of their social practice. According to Kemmis and Mc Taggart in Burns ( 2020 ), states that Classroom Action Research (CAR) is an investigation conducted by teachers in the classroom and has four components; planning, action, observation, and reflection. Twelve pupils from Class X-B at SMAS Santo Petrus Kewapante, participated in the retrieval.

The study collected data using a variety of techniques, including field notes, interviews, writing test and observations. The outcomes of the analysis included both qualitative and quantitative data. The teaching process was explained using qualitative data, while student performance was analyzed using quantitative data. As part of the informed consent process, students received thorough information about the study's objectives, procedures, possible risks,

and advantages. The fact that participants might choose not to participate without facing any consequences was made very apparent.

Participants were given sufficient opportunity to understand the information presented, and before agreeing to participate, they were encouraged to ask questions about things that were unclear. The researcher took certain actions to evaluate students' writing using Spidergram technique. At first, an explanation of the Spidergram technique was given. Next, the students were divided into small groups and given a picture text by the researcher to the students then, the researcher explained how to work on the given text. Then students worked on the task using Spidergram technique in accordance with the researcher's previous directions and explanations

## **HASIL**

### **Cycle I**

#### *Planning*

During this stage of orientation to the school environment, the author observed how English was learned in the classroom. The author conducted interviews with English teachers and students about the things they experienced during the English learning process, their opinions on the use of Spidergram technique in English learning. The observation results showed that the students of class X-B SMAS Santo Petrus Kewapante are not very interested in learning English. The students argue that; the English learning process is boring, they are confused and prefer to communicate in Indonesian and regional languages rather than English, they only expect translation through cell phones, they do not know the material; and they do not have enough vocabulary. On the other hand, interviews with English teachers found that; students are lazy to find out new words, students have difficulties to speak or communicate in English, students are often not confident to fully participate in the learning process, teachers do not use interesting media to teach English, and students have no desire to learn. Students have no desire to learn. Based on the observation, the researcher decided to create a lesson plan based on students' needs and prior knowledge.

#### *Action*

At this stage, the researcher applied the spidergram technique into learning activities in the classroom. First, researcher as the teacher explained the material about describing people, and also explained about spidergram technique to the students. Second, The teacher used Spidergram technique as a method in teaching describing people to the students. Third, the

researcher divided the students into several groups and the researcher gave some texts containing pictures about people to the students. Fourth, the researcher asked the students to arrange the words according to the pictures about people by using the spidergram technique, After arranging the letters into words, sentences, and paragraphs, the researcher asked the students to present in front of the class. Fifth, At the end of the lesson, the teacher asked some questions to the students about the Spidergram technique and filling in during the learning process through the Spidergram technique.

### *Observation*

Data on students' participation and interest in the teaching and learning process were taken from the observation results during the test. The researcher observed students' participation and interest in the teaching and learning process in cycle I.

**Tabel 1.** The following are the results of observations with students in cycle I.

| No | Indicators                                            | Yes | No |
|----|-------------------------------------------------------|-----|----|
| 1. | Students participate in the learning process          | ✓   |    |
| 2. | Paying attention when the teacher explains the lesson | ✓   |    |
| 3. | Follow all learning processes with enthusiasm         |     | ✓  |
| 4. | Students are active in the group                      |     | ✓  |
| 5. | Students dare to play the spidergram technique        | ✓   |    |
| 6. | Students are disciplined in class during the research |     | ✓  |
| 7. | Students actively discuss with friends about learning |     | ✓  |

In this stage, the researcher observe the students writing improvements and their enthusiasm during learning process trough spidergram technique. In the way to observe students writing improvements, the researcher used test as a tool to know how far their understand the materials explained. The researcher analysis the students hast scores, mean scores and class percentage. On the other hand, to analysis students participation and enthusiasm the researcher use interviews and observation as a tool to know the students opinion and filling. The researcher interview the students about their experience during learning process trough spidergram technique. The researcher also observe the students participation and enthusiasm during learning process. The following is a table of test result in cycle I.

**Table 2.** Students' writing Score of cycle I

| No | Student Initial<br>Name | Score Test-1<br>Writing |
|----|-------------------------|-------------------------|
| 1  | HA                      | 59                      |
| 2  | LIAC                    | 68                      |
| 3  | MK                      | 58                      |
| 4  | MENE                    | 59                      |

|                         |     |               |
|-------------------------|-----|---------------|
| 5                       | MRD | 41            |
| 6                       | MOS | 68            |
| 7                       | MEB | 77            |
| 8                       | MF  | 68            |
| 9                       | RH  | 50            |
| 10                      | PNR | 68            |
| 11                      | YBK | 70            |
| 12                      | HY  | 77            |
| <b>Total</b>            |     | <b>763</b>    |
| <b>Mean Score</b>       |     | <b>63,58%</b> |
| <b>Class Percentage</b> |     | <b>25%</b>    |

### *Reflecting*

In this stage the researcher reflect the result of the writing test, observation, and interviews. Students showed sufficient ability during the test, but their vocabulary scores were low, both individually and in groups. Based on the observation and interviews conducted, students did not seem interested in looking up new vocabulary and felt bored with English learning. Instead, they needed a more enjoyable learning experience using the author's current ready-to-use media. After a test conducted on October 16, 2024, only 8 percent of the 12 students who took part met the minimum completeness requirement, and only 3 students scored the highest. The average number was 63,58.

## **Cycle II**

### *Planning*

At this stage of the cycle, researchers formulated learning objectives, teaching modules, learning materials and designed steps in classroom action. Researchers also prepared several instruments needed in the study such as observation sheets to observe student activities in the teaching and learning process whether they were in accordance with the teaching modules made previously or not. In addition, the researcher prepared a way to encourage students to be more confident in improving students writing ability. The researcher has provided a Spidergram technique as a means. And researchers also prepared post test two to collect data, to find out whether there was an increase in student scores from pre-test to post-test.

### *Action*

The implementation of improving students' writing by using the Spidergram technique is divided into several stages. First, the researcher carried out the teaching and learning process based on the prepared teaching module. The researcher who acted as a teacher tried to create

an interesting classroom atmosphere so that students focused and engaged in learning. The researcher asked questions that aimed to explore students' vocabulary knowledge. Third, the researcher explained the material about Describing animal and also explained the Spidergram technique clearly so that it could be understood by the students. Fourth, the researcher used descriptive text to identify new vocabulary which was then discussed with the students then the researcher divided the students into small groups, ensuring students' involvement and collaboration in the activity. The researcher explained how to work clearly and gave examples so that students understood. Fifth, the researcher gave pictures about animal to the students, and the researcher asked the students to arrange the words into a descriptive text according to the text given by the researcher, each group presented and wrote the words on the board. After the lesson was over, the teacher calculated the score to determine the winning group based on the highest points and the teacher provided an understanding of the material that had been learned.

### *Observation*

Data on student activity in learning is taken from the results of observations during the teaching and learning process. In this second cycle, the researcher observed students' activities in the classroom. Observers tried to pay attention to all student responses to the Spidergram technique. Researchers used text as a tool to determine the extent of students' understanding of the instructions from the media. Students understand the material that is explained by students' understanding of learning using spidergram technique. After being given some input in cycle 1, there were some students who had begun to be active in class, but there were also students who did not focus on listening to the researcher's explanation. It is also known that after doing cycle two there is an increase in students' English vocabulary.

**Table 2.** The following are the results of observations with students in cycle II.

| No | Indicators                                            | Yes | No |
|----|-------------------------------------------------------|-----|----|
| 1. | Students participate in the learning process          | ✓   |    |
| 2. | Paying attention when the teacher explains the lesson |     | ✓  |
| 3. | Follow all learning processes with enthusiasm         | ✓   |    |
| 4. | Students are active in the group                      | ✓   |    |
| 5. | Students dare to play the spidergram technique        | ✓   |    |
| 6. | Students are disciplined in class during the research | ✓   |    |
| 7. | Students actively discuss with friends about learning |     | ✓  |

Based on the results of students' writing achievement in the second cycle, there was an increase in students' average score from students' writing achievement in the first cycle to students' writing achievement in the second cycle. This can be seen from the class average score from the class average of 63,58 increased to 66,92 or from 4 students who passed with a score above the minimum completeness criteria to 6 students. That means there is an increase in the average score of students. The following data is taken from the results of the cycle II test. The data shows that the class average score increased to 66,92 there were 6 students who passed the minimum completeness criteria.

**Table 3.** The Students' Writing Scores of Cycle II

| <b>No</b>               | <b>Student Initial<br/>Name</b> | <b>Score Test-2<br/>Writing</b> |
|-------------------------|---------------------------------|---------------------------------|
| 1                       | HA                              | 60                              |
| 2                       | LIAC                            | 70                              |
| 3                       | MK                              | 60                              |
| 4                       | MENE                            | 63                              |
| 5                       | MRD                             | 50                              |
| 6                       | MOS                             | 72                              |
| 7                       | MEB                             | 79                              |
| 8                       | MF                              | 70                              |
| 9                       | RH                              | 55                              |
| 10                      | PNR                             | 69                              |
| 11                      | YBK                             | 75                              |
| 12                      | HY                              | 80                              |
| <b>Total</b>            |                                 | <b>803</b>                      |
| <b>Mean Score</b>       |                                 | <b>66,92%</b>                   |
| <b>Class Percentage</b> |                                 | <b>50%</b>                      |

### *Reflecting*

At this stage the researcher reflected on the results of writing test, observations, and interviews. Students showed improved ability during the test, but there were some students whose vocabulary scores were still low. Based on observations and interviews, students seemed interested in finding new vocabulary and enjoyed learning English using spidergram technique. Students need a new and more fun learning experience. After cycle one which was conducted on October 16, 2024, only 8 percent of the 12 participating students met the minimum completion requirement, and only 3 students scored above the required level. The average score was 63,58 and researchers conducted cycle two there was an increase in the average score in students to 66,92.

### **Cycle III**

#### *Planning*

Cycle III was implemented to overcome problems in the teaching and learning process found in cycles one and two. The main problems found were students not listening to the researcher's explanation, not focusing on learning and groups that were not yet compact in the learning process of spidergram technique. Researchers formulated learning objectives, compiled learning modules, prepared learning materials and designed steps in classroom action. Researchers also prepared several instruments needed in research such as observation sheets to observe student activities in learning. The researcher also prepared several instruments needed in the study such as an observation sheet to observe student activity in the learning process, whether it was in accordance with the lesson plan made previously or not. Furthermore, researchers also prepared a test to collect data, to determine the increase in scores obtained by students.

#### *Action*

Cycle III action was carried out on November 6, 2024. The action is carried out based on the learning module that has been prepared. In the third cycle, the researcher will teach students using the spidergram technique. Here, the researcher wanted to get a higher writing score than the previous cycle. The actions are as follows: First, the teacher tries to make the classroom atmosphere as interesting as possible so that students focus on learning. Second, the teacher used the same descriptive text about describing place. Third, the teacher explained again in detail about the spidergram technique. Fourth, the teacher divides the groups randomly by choosing inactive students to join active students in order to be influenced. Fifth, the teacher explains how the spidergram technique works in learning descriptive text learning material by giving examples. After the lesson is over, the teacher calculates the score to determine the winning group and asks questions to determine students' understanding of the learning process.

#### *Observation*

In this third cycle, the researcher observed students' activities in the classroom. The observer tried to pay attention to all student responses to the spidergram technique. The researcher used text as a tool to determine the extent of students' understanding of the instructions from the media. Students' understanding of the material explained can be seen from students' understanding of learning by using spidergram technique. After being given some input in cycle I and cycle II, in each group students were active and enthusiastic in learning

spidergram technique. Students who were previously unfocused, not compact are now the opposite, each student in the group is very compact to get the highest points. From the observation results also researchers see that students are active and try to think critically to arrange the letters into words.

**Table 4.** The following are the results of observations with students in cycle III.

| No | Indicators                                            | Yes | No |
|----|-------------------------------------------------------|-----|----|
| 1. | Students participate in the learning process          | ✓   |    |
| 2. | Paying attention when the teacher explains the lesson | ✓   |    |
| 3. | Follow all learning processes with enthusiasm         | ✓   |    |
| 4. | Students are active in the group                      | ✓   |    |
| 5. | Students dare to play the spidergram technique        | ✓   |    |
| 6. | Students are disciplined in class during the research | ✓   |    |
| 7. | Students actively discuss with friends about learning | ✓   |    |

After conducting cycle one and two, there was a significant increase in writing ability. Based on the results of students' writing achievement in the third cycle, there was an increase in students' average score from students' writing achievement in cycles one and two to students' writing achievement in the third cycle. This can be seen from the class average score from the class average in cycle one average score of 63,58 with a class percentage of 25% cycle II average score of 66,92 with a class percentage of 50% and cycle III average score increased to 72,92 with a class percentage of 75% from these results means there is a significant increase in cycle three. The following data is taken from the test results of cycle I, cycle II and cycle III

**Table 5.** The Students Writing Scores of Cycle III.

| No                      | Student Initial<br>Name | Score Test-1<br>Writing |
|-------------------------|-------------------------|-------------------------|
| 1                       | HA                      | 70                      |
| 2                       | LIAC                    | 75                      |
| 3                       | MK                      | 65                      |
| 4                       | MENE                    | 70                      |
| 5                       | MRD                     | 60                      |
| 6                       | MOS                     | 78                      |
| 7                       | MEB                     | 85                      |
| 8                       | MF                      | 72                      |
| 9                       | RH                      | 60                      |
| 10                      | PNR                     | 75                      |
| 11                      | YBK                     | 80                      |
| 12                      | HY                      | 85                      |
| <b>Total</b>            |                         | <b>875</b>              |
| <b>Mean Score</b>       |                         | <b>72,92%</b>           |
| <b>Class Percentage</b> |                         | <b>75%</b>              |

### *Reflecting*

The implementation of Spidergram technique to improve students' writing ability in Cycle two certainly has significant differences from the previous cycle. Therefore, the researcher reflected on the actions that had been taken. The students experienced an increase in memorizing vocabulary. This can be seen from the students' test scores from cycle I, cycle II, and cycle III. Based on the results obtained by the researchers, it can be concluded that the test results from cycle one, cycle two, and cycle three were successful. Based on the results found by the researcher, the researcher concluded that spidergram technique can be applied in English learning to improve writing ability in students

## **DISCUSSION**

### **Process of using Spidergram Technique**

During the teaching and learning process, the researcher consistently provided clear and interesting explanations. The researcher also provided great motivation to the students especially during the implementation of the cycle. It was all delivered using English and then translated back into Indonesian where the researcher gradually provided experiences for students to get used to hearing conversations and trying to remember the meaning of the vocabulary. The researcher also gave the students the opportunity to translate the meaning according to their ability through the English dictionary.

The process of using spidergram technique in enhancing students' writing ability was applied in each cycle. In the first cycle. First, the researcher explained about the describing people to be learned and introduced the spidergram technique to the students. Second, the researcher explained what the spidergram technique. Third, the researcher explained how the worked by giving examples so that students understood the mechanics of the technique. Fourth, at this stage the researcher saw that there was an increase in vocabulary in students after using the spidergram technique although it was still very little.

In the second cycle. First, the researcher tried to create an interesting atmosphere so that students focus on learning. Second, The researcher explained the decribing animal and how to used the spidergram technique to students clearly so that students understand better than before. Third, At this stage there are still students who have not actively participated in the game so that there are still those who have not reached the minimum completeness criteria. In the third cycle. First, the researcher explained the spidergram technique to the students. Second, The researcher explained the decribing animal and how to used the spidergram technique to students clearly so that students understand better than before. Third, the researcher divided the students

into the same groups and gave them picture texts with different topics from cycles 1 and 2. Fourth, the researcher asked the students to arrange the words into a descriptive paragraph and then translate it. Fifth, In this cycle the researcher saw a far change from the previous cycle, students were enthusiastic and compact in their respective groups. Each group also got high points.

### **Improvement of Students Writing Abilities after using Spidergram Technique**

After using the spidergram technique, it was clear that this technique really helped the students of SMAS Santo Petrus Kewapante, especially class X B, in improving their writing skills. From the observation, the spidergram technique had a positive impact on English lessons. Students showed higher ability in recalling vocabulary in writing descriptive texts. Students also became active and the learning atmosphere in the classroom became more enjoyable. Students also focus on the material being taught and are enthusiastic in learning English. Based on the results of interviews with students, English learning that has been running so far is very boring. Now students feel happy and easy to understand the learning given because students experience vocabulary improvement by using spidergram technique. they said that spidergram technique is a new experience for them and really helps them in improving vocabulary in writing. students also said that spidergram technique is very fun so that the atmosphere of the class becomes more active than before

From the results of observations and interviews after using the spidergram technique media, researchers get data from each cycle. The average value of cycle 1 is 63,58% or in percentage is 25%. This means that students' vocabulary in writing gets less criteria. In cycle 1, there was only 3 student who passed the minimum completion criteria and 9 students who did not pass the minimum completion criteria. In cycle I, the average score of students' post-test had not reached the completion criteria. After using the spidergram technique, the average score of students' test in cycle II increased to 66,92%. This shows that there was an increase from cycle I to cycle II but not all students reached the completeness criteria. A total of 6 students reached the completion criteria and 6 students did not pass the KKM or the percentage was 50%. In cycle III, the average post-test score was 72,92%, the percentage was 75%. A total of 9 students reached the completion criteria and 3 students did not pas the KKM.

## CONCLUSION

This research is included in classroom action research conducted at Santo Petrus Kewapante High School. Based on the results of the research and discussion, the results of this study can be concluded as follows: The application of spidergram technique in writing class went well. This is evident from the teacher and student observation sheets and observation sheets in each cycle. Researchers can apply the technique. This technique can be applied well in the writing class. This makes students more interested in learning to write. They are also more confident in writing texts. After several revisions in cycle one, cycle two, and cycle three, there was an improvement from each cycle. This can be seen from the comparison of the average score and class percentage from cycle one, cycle two, and cycle three. The class average score in cycle one was 63,58% with a percentage of 25%. The average value in cycle two was 66,92% with a percentage of 50%. And the average value in cycle three was 72,92% with a percentage of 75%. It can be seen from the class percentage that there was an increase from cycle one to cycle two by 25% and from cycle two to cycle three by 25%.

Based on the above results, the students achieved the minimum completion criteria and the scores in cycle three were very satisfactory. They were more interested in participating in the lesson. It also helped the students in increasing the vocabulary in the students' writing. In addition, students were more confident in expressing their ideas. Based on the results of the data, the researcher can conclude that spidergram technique can be used to improve students' Writing Ability in tenth grade of SMAS Santo Petrus Kewapante, in the 2024/2025 academic year.

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