THE EFFECT OF USING TEAM WORD WEBBING ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT OF THE SEVENTH GRADE STUDENTS

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ABSTRACT

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Key Words: Team Word Webbing Method, Reading Skill

Reading is one of the important skills in English and it gives many benefits for us. To master reading, students need to have reading desire and must try to read something intensively and continually. In teaching reading, we can use technique to improve students' reading ability. The technique is Team word webbing. Team word webbing is a powerful tool in concept development an enchange. This technique could make students enjoyable in class.

The statement of problem of this research is "Is there any significant effects of using team word webbing on students reading comprehension in narrative text of the seventh grade students of SMP Muhammadiyah 1 Jember in the 2015/2016?". The purpose of this research isto investigate whether there is or not significant effect of using team word webbing on students reading comprehension in narrative text of the seventh grade students of SMP Muhammadiyah 1 Jember in the 2015/2016 .

The kind of this research is an experimental research. The research design is quasi experimental design nonrandomized pre-test and post-test control group design. This research is using cluster random sampling lottery, and based on the result of lottery, class VIIA as experimental group and class VIIB as control group. Experiment group consist of 29 students, while control group consist of 32 students. To collect the data, the researcher uses objective test in the form of multiple choice items. In order to analyze the data students' reading comprehension score, the t-test formula is used.

The implementation of Team Word Webbing was combined with small group and Convey the central concept that will be created in graphic form, then the students made sub items related the topic. All of the students were enjoy with the activities, and they didn't feel bored because they work in team.

The result of data analysishas been collected by using SPSS program. The Normality test and Homogeneity test were used in order to find out that the subject of the research is normally distributed and homogeny. And then the data was calculated by using Independent sample t-test in order to know the significant effect of using team word webbing on students' reading comprehension.

The data analysis of the statistical computation value showed that the significant of t-test was lower than alpha. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is not accepted. Considering the result, it can be concluded that there is significant effect of using team word webbing on students' reading comprehension at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year".

INTRODUCTION

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Linse (2005:69) Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. However reading is a way in which something interpreted or understood. Reading does not mean only understands the words or the grammar, but reading is thinking what we read. In order to read well in English, you must think in English.

Today, almost all people only read but they do not think how to comprehend. Reading needs more comprehension, because reading comprehension refers to reading for meaning, understanding, and entertainment, It involves higher-order thinking skills and much more complex than merely decoding specific words (Linse, 2005: 71).

In Indonesia, some English teachers still use traditional or conventional method to teach reading, which usually makes students bored because the method is monotonous and the students are not active so that makes the learners get bored. To achieve the expected situation, that team word webbing is one of the effective ways to teach reading.

According to Starko (2010:187) Webbing, or clustering, is often used to organize such ideas and information on a topic. Johnson (2008:117) states that webbing and outlining can both be used as post reading comprehension skills. This technique can help students relate new information with prior knowledge.

Team word-webbing is a kind of reading technique that can help the students active on what they have already known about the topic given that involves identifying important ideas and specifying their relationship.

According to Cooper (2011:46-47) webbing or semantic mapping is a good technique for students to learn. Some advantages of using webbing are; (1) webbing is a way of organizing your ideas about a particular topic so that the relationships you see among the various subtopics can be displayed visually.
(2) webbing is useful tools for helping learners construct, organize, and communicate their knowledge.

Picture II. 1

Example of word-webbing
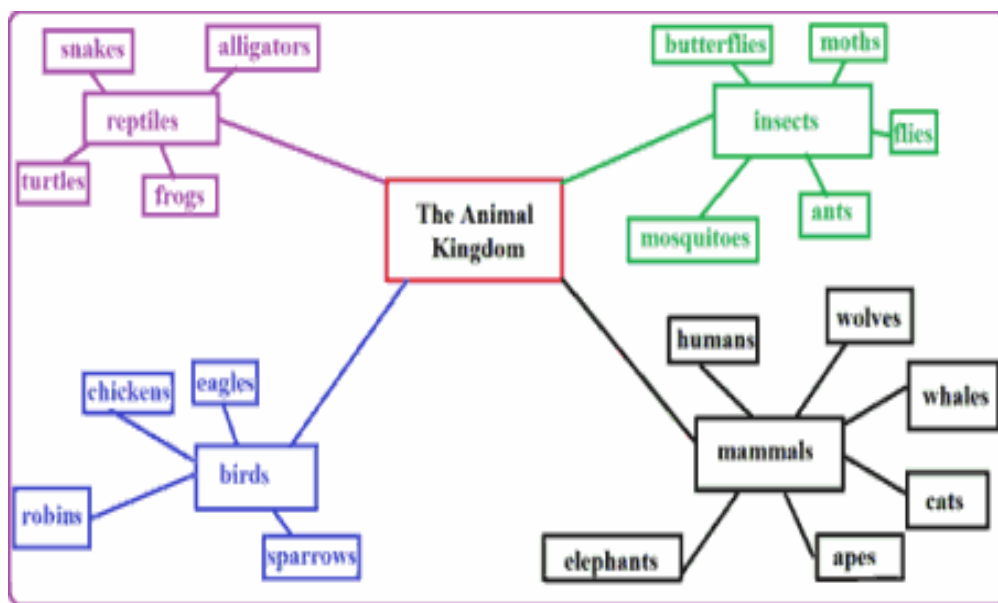
RESEARCH METHOD

Participants
The participants of this research consisted of 61 students of seventh grade students of the SMP Muhammadiyah 1 Jember in the 2015/2016 academic year. The kind of this research is an experimental research. The research design is quasi experimental design nonrandomized pre-test and post-test control group design. The experimental group was 29 students, and the control group was 32 students.

Instrument
The instrument which was used to collect the data needed in this research was reading test. The test form was objective test consist of 30 question items of multiple choice. The students asked to answer those question concerned with narrative text. Regarding with the validity, the researcher used content validity which the researcher made the test based on the Institutional level curriculum (KTSP 2006) where the research was conducted. While the reliability of the test

was analyzed by using product moment formula. The researcher found that the reliability of the test was 0.86.

Procedure
Two classes were taken to conduct this research. One group was treated as control group and the other was treated as experimental group. Before the treatment was given, a pre-test was established to both groups. And the post-test was given after 4 meetings of teaching and learning process. The experimental group was taught by active learning method, and the control group was taught by a conventional method (teacher-centered learning). The teaching procedure in experimental groups is explained as followed:
1. Explain and show the process to students
2. Students divide into groups consist of four students
3. Convey the central concept that will be created in graphic form
4. Ask groups of students doing the brainstorming, writing down a list of terms and phrases that express the core concepts and supporting details
5. Ask students to draw a diagram that starts with the core idea, then add the relationship of primary, secondary, and even tertiary.
6. Advise students to determine how that can be used to show the relationships between items, describe the lines or arrows pointing relationship.
7. Ask students to add ideas and new relationships while they make the webs.

RESULT AND DISCUSSION

In general, to collect the data of the research, pretest and posttest were given to bothexperimental and control group. The result of pretest and posttest of both groups canbe described with the table below.

Table: Comparison of the control and experimental group's scores

Group	Pretest		Posttest		Mean difference
	Total correct answer	Mean	Total correct answer	Mean	
Experiment (X)	446	21.3	620	48.5	5.12
Control (Y)	441	16.25	520	39	4.25

From the table known that t-value was 8.579 with 59 degrees of freedom. The significant of t-test is 0.000. It means the probabilities value is lower than 0.05 level of significant (0.000 < 0.05). in the other hand the null hypothesis (Ho) is not accepted and the alternative hypothesis (Ha) is accepted.

Using team word webbing as group reading technique in teaching reading can make students read and think aloud, this strategy can be an effective way for the class to stay focused and keep together. According to Brown (2000:308) semantic mapping or clustering belongs to strategies for reading comprehension. Basically team word webbing is a certain kind of semantic mapping or clustering. As strategy, team word webbing use technique that is intrinsically motivating.

Motivation has important role in comprehension. Increasing students' motivation can be a way to achieve teaching reading goals. According to Johnson (2008:117) webbing and outlining can both be used as post reading comprehension skills. Based on the curriculum; the basic competence in teaching reading is to understand the meaning and the step rhetoric development in written text.

CONCLUSION AND SUGGESTION

Conclusion

The data analysis of the statistical computation value showed that the significant of t-test was lower than alpha. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is not accepted. Considering the result, it can be concluded that there is significant effect of using team word webbing on students' reading comprehension at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year".

Suggestion

Team word webbing could give a significant effect to the students'reading comprehension in narrative text, so the English teachers are suggested to apply this technique when they teach reading skill. Teachers are also expected to be able to provide more interesting technique. So, the students will have fun in the teaching learning process. The result of this research can be used as input or refference to conduct a future research dealing with a similar problem by using another design, such as classroom action research to develop students' reading comprehension using team word webbing at Junior High School. For the researchers are suggested to conduct further research dealing with a similar topic by using different language skill or language components, in different research area and research design to improve students' English skills.

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