CHAPTER I

INTRODUCTION

1.1 Background of the Research

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As foreign language, it makes English difficult in learning.

In English, there are four basic skills they are: listening, speaking, reading and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information).

Johnson (2008: 7) states that reading is a language process that requires students to understand the written language in order to get information from the text. reading process also requires students to interact with the text.

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. One of the ways to make the teaching reading effective is making the students active, so

they will enjoy learning reading skill. Teaching reading can be fun activity when we know the strategy or technique. It means students should get something which makes them interested in studying reading.

To achieve the expected situation, numerous studies show that team word webbing is one of the effective ways to teach reading. Haris (2011) from Walisongo State Institute For Islamic Studies Semarang prove that team word webbing had effect on students' reading comprehension in news item text.

Team word webbing is applied to subjects and at all levels of grade starting from elementary through high school. According to Barkley et al (2005:339) Word webs are collaborative version of a concept map. A word, phrase, or question the core was placed in a room writing as a stimulus. Students make a list of ideas that are interconnected then compile them into a graph, identify relationships by creating lines or arrows to show the relationship. Hudelson (in Budiarjo, 2014:2) describes webbing technique is one of pre-reading techniques which involves putting a key word in the centre of the blackboard.

Based on the theory and research result above, it is necessary to know whether the students who are taught by using word webs technique have better ability in reading comprehension. The researcher is interested in improving students reading skill using team word-webbing at the Seventh grade of SMP Muhammadiyah 1 Jember in the academic year of 2015/2016.

1.2 Problem of the Research

Based on the background above, the problem that should be answered in this research is as follows. 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?

1.3 Purpose of the Research

The purpose of the research is to 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 .

1.4 Operational Definition

There are three terms that needed to define operationally in order to provide clear illustration about the variable.

1.4.1 Team Word Webbing

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. The students work in group consist of 4-5 students, they have to make a word webs based on language feature (Theme, Characterization, Plot, Setting) alternately. In this case, the ideas are categorized and related to one another. According to Starko (2010:187) Webbing, or clustering, is often used to organize such ideas and information on a topic. The webbing exercise serves to help students remember old information related to the reading and to form expectation about what they will read.

1.4.2 Reading Comprehension

Reading Comprehension is the ability to read text, process it and understand its meaning. Linse (2005 :71) states that 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. In this case, the reader is expected to able to extract from the selection its essential facts and understanding visualized details and senses the readiness of facts. Reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore in this research the researcher administers a reading test covering word, sentence, paragraph, and text comprehension as the materials to asses the students' reading comprehension achievement.

1.4.3 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

1.5 Significant of the Research

The research is expected to give useful contributions as follows:

1.5.1 For students

By using team word-webbing, it will help students to increase their reading comprehension in text using different techniques, especially in Narrative text. Cooperation with other student can make their interest and more enthusiastic in learning reading. Basically Team word-webbing use technique that is intrinsically motivating. Motivation has important responsibility in comprehension.

1.5.2 For Teachers

Teacher can use the result of this study as a reference when they want to improve their ability and get more variation strategies in teaching reading. So, the

students will get better achievement. Group Reading makes students read and think aloud. This strategy can be an

effective way for the class to stay focused and keep together.

1.5.3 For the Writer

The writer can use this strategy to improve his skill in comprehending the text. This research can be evaluation for the writer who frequently used monotonous technique in teaching reading in the classrooms.

1.6 Scope and Limitation of the Research

In accordance to important of the study, the scope of study is more scientifically restricted on process of using Team Word Webbing technique of students' Reading Comprehension focusing on Narrative text.