

**USING TEAM WORD-WEBBING TECHNIQUE TO IMPROVE STUDENTS'
READING COMPREHENSION AT THE TENTH GRADE OF
SMA USDATARA KOTA SORONG**

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Abstract

This study was carried out to find out whether or not team word-webbing technique can improve students' reading comprehension on expository reading text comprehension, description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017. In this study the writer used pre-experimental study. Pre-experiment or pre experimental, the design used in this study was the one group pretest-posttest design, the writer only teaches in one class because the school only has one class for each grade. This design includes a pre-test measure followed by a treatment and a post-test for a single group. From the statistical analysis by using paired sample t-test on SPSS 16.00, the output of statistical computation showed that the score of t-count was 6.749 with the df 18. The score of t-table for standard significant 5% (0.05) and df 18 was 2.101. Thus, the score of t count was higher than ttable ($6.749 > 2.101$), it can be clearly concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that team word-webbing technique can improve students' on reading expository text in comprehension description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.

Keywords: *team word-webbing, reading comprehension*

INTRODUCTION

Reading is an activity that people or students as the readers do to get information. According to Artanto in Irawati et. al (2014:82) reading is an activity to search information through written symbols and inferred meaning from it. Benefits of reading generally are to get information and knowledge whereas special benefit of reading is to increase brain functional power, said Hernowo cited in Irawati et. al (2014:84). By reading, the reader must get the idea or information and not only reading aloud but also comprehend the text. It is reasonable, since the greatest importance of English for most people is to read English textbooks for getting information in many kinds of fields. As well as, for students when they learn English. Moreover, in every reading activity students are involved to read the text.

According to Weaver (2009:10), reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge or information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it. In sum, reading is both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more).

Even word identification itself can be affected by these factors, because reading is as much or more a brain to text process as a text to brain process. Reading is not an easy skill to master. Nunan (2014:33) also stated that reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on the reading passage since they do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class. In reading the reader must understand what they have read and the meaning of the text, according to the Research And Development (RAND) Reading Study Group (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement of written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. According to Seidenberg in Ranjbar (2015:3), reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. It is proven that reading cannot be separated from comprehension, therefore a lot of problems dealing with reading comprehension, as many problems that writer find, when writer did the teacher training for three months in 2015, writer found many students have difficulty in understand English text even stuck in reading textbook.

Whereas, by reading, we can get much information and entertaining. According to Harris cited in Sari (2013:18), reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The form

of written text which reads by the reader can be a communication way to deliver the ideas of the writer about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader. Therefore, reading is very important for academic purposes, careers, or simply for pleasure, reading also as one of communication form through the text includes knowledge, news and story.

To overcome those problems, writer wanted to put into practice, one of teaching reading strategies or techniques is team word- webbing technique, team word-webbing technique providing main concepts, supporting elements and bridges representing the relationship between ideas in a concept (Rodriguez, 2007:5). According to Stone (2007:166) team word-webbing (clustering or semantic mapping) is powerful tool in concept development and information exchange. Cryer in Budiarjo et.al (2012) explains that webbing technique sometimes refers to mind maps, it is a technique for freeing the mind from the single, constrained and traditional viewpoint from which it has been seeing a problem or issue. It provides an overview, which shows at a glance all the components of the problem or issue and the links between them. It tends to stimulate new and creative ideas. In other words, this technique encourages the readers to be creative in presenting their ideas by using all the components of the problems and the links between them. It would be interesting, both for students and for teacher.

Problem Statement

Related to the background of the study above, writer formulated problem statement was “can team word-webbing technique improve students’ reading comprehension on expository text at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017”?

METHODS

In answering the problem statement of the study, this study was conducted under the quantitative method by having an approach of the design was pre-experimental design which was focused to obtain the result. This study was held in SMP Usdatara Kota Sorong.

Population and Sample

The population of this study was the tenth grade of SMA Usdatara Kota Sorong, consist of one class; X (tenth grade), because the school only has one class for each grade, and the sample of this study were 19 (nineteen) students of class X (tenth grade) of SMA Usdatara Kota Sorong, in other word in this study, the writer took all population into sample.

Data Analysis

To draw conclusions from the data obtained and to know if there is any significance difference on the students' reading comprehension after being taught by using team word-webbing technique, writer used paired-sample t-test in software SPSS version 16 for Windows, by comparing the result of students test in pretest and posttest (or in the other word, the data in this study, analyzed by software SPSS version 16 for Windows).

FINDING AND DISCUSSION

Table 4.3 Frequencies Table of Pre-Test and Post-Test

		Statistics	
		PRETEST	POSTTEST
N	Valid	19	19
	Missing	0	0
Mean		67.11	80.53
Median		65.00	75.00
Mode		60	75
Sum		1275	1530

Based on table 4.3, it can be showed that there were 19 students as the subject of the study. The mean score of pre-test was 67.11 meaning that the average score of the student's pre-test was 67.11 (fair). The median score was 65.00, the mode score was 60 and the total score of pre-test was 1275. While, the mean score of post-test was 80.53 meaning that the average score of the student's post-test was 80.53 (good). The median score was 75.00, the mode score was 75 and the total score of post-test was 1530. From the data above which was in the form of frequency, the data showed that the score of

post-test was higher than the score of pre- test, the student's score were increased. The result of paired samples statistic can be seen in table 4.4:

Table 4.4 Paired Samples Statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETE ST	67.11	19	13.876	3.183
	POSTT EST	80.53	19	6.645	1.524

Based on table 4.4, it showed that the mean score of pre-test was 67.11 (fair) and the mean score of post-test was 80.53 (good). The number of sample both pre-test and post-test was 19. The standard deviation of pre-test was 13.876 and the standard deviation of post-test was 6.645. The standard error mean of pre-test was 3.183 and the standard error mean of post-test was 1.524. It can be concluded that the mean or average score of the students in pre-test and post-test was different, the mean score of pre-test was less than the mean of post-test ($67.11 < 80.53$) or the mean score of post- test was higher than pre-test ($80.53 > 67.11$). Thus, there was improved score from pre-test to post-test means that team word-webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017. The result of paired samples correlations can be seen in table 4.5:

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reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017. The result of paired samples correlations can be seen in table 4.5:

Table 4.5 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	19	.876	.000

Based on table 4.5, the output of paired samples correlations showed the numbers of sample was 19. The correlation was 0.876. The level of significance was 0.000. According to Widhiarso (2012) correlation is the relationship between two pairs, if the correlation is counted by quadrate means the giving treatment has significance role towards different score. In this study, the two pairs were pre-test and post-test. The correlation was $(0.876)^2 = 0.77$ (77%). It means that 77% increasing score of post-test was caused by giving treatment and the 23% was caused by the other factor. According to Widhiarso (2012) sig. is level of significance, and the roles are:

- If $\text{sig} > 0.05$ there is no influence of giving treatment toward pre-test and post-test score.
- If $\text{sig} < 0.05$ there is an influence of giving treatment toward pre-test and post-test score.

In this study, the level of significance was 0.000. It means that the level of significance was less than 0.05 ($0.000 < 0.05$), it can be concluded that there was an influence of giving treatment toward pre-test and post-test score, the total score of post-test was higher than pre-test ($1,530 > 1,275$) means that the improved score was caused by giving treatment. The treatment was given significant difference to the students were taught by using team word-webbing technique in students' learning reading comprehension on expository text in description text structure to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017 or in other word team word-webbing technique can improve students' reading comprehension on expository text in description text structures, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017. The result of paired samples test can be seen in table 4.6:

Table 4.6 Paired Samples Test

	Paired Differences				t	df	Sig. (2-Tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 pretest- posttest	13.42	8.669	1.989	9.243	17.599	6.749	18	.000
	1							

Based on table 4.6, the output of paired samples test as inferential statistic showed that the mean score of pre-test and post-test were (13.421), standard deviation was (8.669), standard error mean was (1.989), the lower difference was (9.243) and the upper difference was (17.599). The result of t-count was (6.749), the result of df was (18), and the significance was (0.000). The interpretation of data can be done by two methods, there were based on the result of t- count and the result of level significance. The interpretation as follows:

- a. Comparing the result of t-count and t- table; the score of t-count is 6.749 and to know the result of t-table can be seen from t- table. The df is 18, the score of t-table on t table for standard significant 5% is 2.101. It be concluded that t-count was higher than t- table ($6.749 > 2.101$). If $t\text{-count} > t\text{-table}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that team word-webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.
- b. The result of level of significance. The assumptions are; a) If $\text{sig} > 0.05$ the null hypothesis was accepted, or b) If $\text{sig} < 0.05$ the null hypothesis was rejected.
- c. The score of sig. is 0.000, it means that the level of significance was less than 0.05 ($0.000 < 0.05$). Thus, it can be concluded that the null hypothesis was rejected means that team word-webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.

Therefore, the hypothesis testing of this study is as follow:

1. If the score of $t\text{-count} > t\text{-table}$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that team word- webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.
2. If the score of $t\text{-count} < t\text{-table}$, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected It means that team word-webbing technique cannot improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.

Based on the statistical analysis by using paired sample t-test on SPSS 16.00, the output of statistical computation showed that the score of t-count was 6.749 with the df 18. The score of t-table for standard significant 5% (0.05) and df 18 was 2.101. Thus, the score of t-count was higher than t-table ($6.749 > 2.101$), it can be clearly concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that that team word- webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.

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CONCLUSION

Based on the data described before in finding of the study, from the statistical analysis by using paired sample t-test on SPSS 16.00, the output of statistical computation showed that the score of t-count was higher than t-table ($6.749 > 2.101$), it can be clearly concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that team word-webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017. Besides the proof gotten from statistical computation, during study the writer could also see some advantages of using team word-webbing technique for the students learning reading comprehension, the students looked focus, interest, and enthusiast to the material, by using team word-webbing technique, the students were interested and enjoyed to join the teaching learning process in the classroom. The score of the students after being taught by using team word- webbing technique was improved than before being taught by using team word- webbing technique. In conclusion, team word-webbing technique can improve students' reading comprehension on expository text in description text structure, particularly to the students at the tenth grade of SMA Usdatara Kota Sorong in academic year 2016/2017.

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