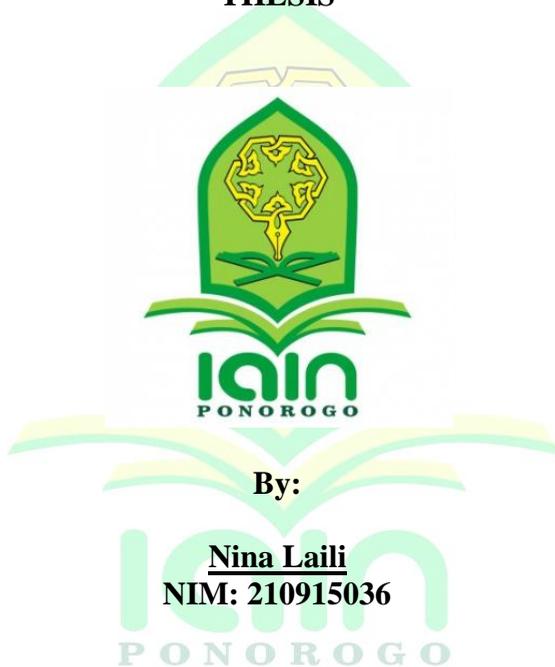


**THE EFFECTIVENESS OF TEAM WORD WEBBING  
TECHNIQUE IN TEACHING READING  
COMPREHENSION AT SMPN 1 SIMAN PONOROGO**

**THESIS**



**By:**

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## ABSTRACT

**Laili, Nina. 2019.** *The Effectiveness of Team Word Webbing Technique in Teaching Reading Comprehension at SMPN 1 Siman Ponorogo.* **Thesis,** Tarbiyah and Teachers Training Faculty, English Education Department, The State Institute of Islamic Studies of Ponorogo, Advisor Pryla Rochmahwati, M.Pd.

**Key Words: Team Word Webbing Technique, Reading Comprehension**

Reading is one of the language skills that should be mastered well by the students. Because reading is an essential factor that influences one's activity in communication. Reading will be effective when the reader combine their background knowledge with the information from the text. The teacher should apply technique. one of technique is team word webbing. Team word webbing technique is a model of cooperative learning that can encourage students in improving their reading comprehension and can help the students to find sub topic, topic, or to organize in information. This technique is used to make the students will not bored, enjoyable, feel happy and excited in class.

The statement of the problem this research is “is there any significant difference between the students who are taught by Team word webbing technique than those who are not?” The objective of the research is to reveal whether there is significant difference between students who are taught by team word webbing technique and those who are not taught by team word webbing technique in reading

comprehension to the eight grade at SMPN 1 Siman Ponorogo.

The researcher applied quantitative approach for used the quasi-experimental design. The research used two classes as experimental class and control class. The experimental class was taught by team word webbing technique and control class was taught by lecturing technique. The population was 121 students that were taken from the eighth grade students of SMPN 1 Siman Ponorogo while the sample was 25 students of 8A as experimental class and 25 students of 8C as control class. The researcher used cluster random sampling as sampling technique. The technique of data collection were test: pre-test, post-test and documentation. The researcher applied the “t-test” formula as procedure of data analysis by using SPSS.

The result of the research showed that team word webbing technique was effective in teaching reading comprehension. The result of t-test calculation that shows t-value > t-table (t-value = 4.043 t-table = 2.01) in 5% significant level. Therefore, there is a significant difference between students who are taught by team word webbing technique.

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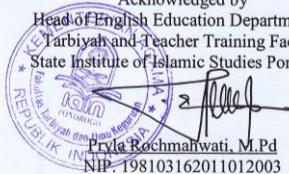
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of some international languages which is used by most people around the world. The people are expected to master English so that they can communicate with other people who live in other countries. In other words, English has an important role in people's communication. In Indonesia, English is taught in school as a foreign language. This subject is tested in the national exam which shows the importance of this subject. 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 system, which should be understood by the students or

the learners, such as pronunciation, spelling and cultural background of the language. As foreign language, it makes English difficult in learning.

In teaching and learning process of English, there are four skills taught namely: listening, speaking, writing and reading. In foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education context.<sup>1</sup> No wonder, the students can learn many thing through reading. Many foreign language students often have reading as one of their most goals. They want to be able to read information and pleasure.<sup>2</sup> In other word, students have to read English material for their subject.

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<sup>1</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Longman, 2004), 185.

<sup>2</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching (an Anthology of Current Practiced)* (Cambridge University Press, 2002), 281.

Reading is an essential factor that influences one's activity in communication. Reading is not only learning to read but also to understand the meaning of every sentence contained in the reading text. Reading is regarded as a decoding skill that is interpreting codes into idea. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. According Jack Richards reading is perceived a written text in order to understand its context.<sup>3</sup>

The act of reading cannot be separated from comprehension. Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process.

It starts from the moving of words on the page to

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<sup>3</sup> Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Language Teaching Applied Linguistics* (UK: Longman Group, 1990), 443.

meaning in the minds, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units.<sup>4</sup> The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by the teachers.

Many students feel bored when reading even though reading can be fun activity when we know strategy or technique in teaching. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Students need technique in reading to achieve reading goals. Technique can be activity in reading. It means students should get something which makes them interested in studying reading. To achieve the expected

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<sup>4</sup> JoAnne Scholdt Caldwell, *Comprehension Assessment-A Classroom Guide*, (New York: The Guildford Press, 2008), 5.

situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

Teachers should make students to be a good reader. Fluent readers recognize and get meaning from word they see in print and use their knowledge of the structure of the language to begin forming a mental nation of the topic.<sup>5</sup> They need teaching method. Teaching method which the teachers attempt to bring about the desired learning. Basically, method in teaching concerns the way teachers organize and use technique of teaching, subject matter, teaching tool, teaching material and teaching procedure, that will achieve these object, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure.

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<sup>5</sup> Marlenne Celce-Murcia, *Teaching English as a Second or Foreign Language 3<sup>rd</sup>* (UA: Heinle & Heinle, 2001), 154.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Jeremy Harmer stated that students are better to be impulse in responding the context and gaining their feeling about it than only focusing them on the next construction.<sup>6</sup> The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process. In conclusion, students are stated having no problems in learning reading comprehension.

Based on observation in SMPN 1 Siman Ponorogo by interview the English teacher Mrs. Purwaningsih, S.Pd. there are some problems that faced

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<sup>6</sup> Jeremy Harmer, *The Practice English Language Teaching 4<sup>th</sup> Edition* (Oxford: Pearson Longman, 2007), 101.

by the students. The problems were; Firstly, the student difficult to identify the information in the generic structure of reading text. Secondly, the difficulty was the students did not really understand about language features on reading text. The third difficulty was lack of vocabularies. To conform used team word webbing technique to teach reading. The researcher thought that team word webbing technique to help the students to improve their reading comprehension. Team word webbing purpose to make the students more happy, fun and they will not bored while reading comprehending class. They will make group discussion because the technique is one of the cooperative learning.

According to Jeanne M Stone in Ummi Kalsum, Team Word-Webbing (clustering or semantic mapping) is powerful tool in concept development and information

ex-change.<sup>7</sup> Using the Team Word-Webbing method can help to increase the reading comprehension of the students'. This method is always used by four or five students to write simultaneously on a large piece of paper or on the board, providing main concepts, and bridges representing the relationship between ideas in a concept.<sup>8</sup>

Based on the reason above, the researcher wants to conduct is quasi-experimental in reading comprehension skill entitled: The Effectiveness of Team Word Webbing Technique in Teaching Reading Comprehension Skill at SMPN 1 Siman Ponorogo.

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<sup>7</sup> Ummi Kalsum, *Using Team Word Webbing to Increase the First Grade Students' Vocabulary at MTsN Binamu jeneponto* (Makassar: English Education Department Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University, 2017)

<sup>8</sup> Katherine D. Wiesendanger and Lois Bader, *Reading Horizons* (Michigan: Western Michigan University, 1992), 406.

## **B. Limitations of the Study**

To avoid a deviation of the discussion, this study focused on some concern identified as follow:

1. The subject of the study is the eighth grade grades students of SMPN 1 Siman Ponorogo in academic 2018/2019.
2. The object of the study is the effect of using team word webbing technique in teaching reading comprehension at SMPN 1 Siman Ponorogo in academic 2018/2019.
3. The researcher would like to limit only on the ability in recount text.

## **C. Statement of the Problem**

Based on the background of the study above, the statement of the problem statement is formulated into:

Is there any significant difference score in reading for the students who are taught by team word webbing

technique and who are not taught by team word webbing technique on reading comprehension to the eighth grade at SMPN 1 Siman Ponorogo.

#### **D. Objective of the Study**

The objective of this research can be formulated as follow:

To define the effectiveness of team word webbing technique on reading comprehension to the eighth grade students at SMPN 1 Siman Ponorogo.

#### **E. Significances of the Study**

The general research results are expected to be beneficial both theoretical and practically as follows:

##### **1. Theoretically**

The research is expected to be a valuable information and contribution for teaching and learning English. Team word webbing is one of a

good method to use in teaching reading in classroom.

## 2. Practically

### a. For students

By using team word webbing, it will help students' to increase their reading comprehension in text using different techniques. Cooperative with other student can make their interest and more enthusiastic in learning reading. Basically team word webbing use technique that is intrinsically. Important has important responsibility in comprehension.<sup>9</sup>

### b. 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

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<sup>9</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2<sup>nd</sup> Edition* (San Fransisco: San Francisco State University, 1991), 308.

teaching reading, so, the students will get better achievement. Group reading makes students reading and thinking aloud.

c. For Researcher

The researcher can use this strategy to improve the students skill in comprehension the text. The research can be evaluation for the writer who frequently used monotonous technique in teaching in the classrooms.

## **F. Organization of Thesis**

The researcher wrote the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organization of the thesis are:

Chapter I is explain description and took a role as basic of mindset of the thesis. The first chapter consists of background of the study, limitation of the

study, statement of the problem, objective of the study, significant of the study.

Chapter II is covers previous research finding, theoretical background about definition of team word webbing, advantages of team word webbing, definition of reading, types of reading, the advantages of the reading, the purpose the reading, definition reading comprehension, definition recount text, of purpose of recount text, generic structure of recount text, and the example of recount text.

Chapter III is tells the research methodology. In the research methodology includes of research design, population and sample. Instrument of data collection, and techniques of data collection and analysis.

Chapter IV is explains about the result of the study which is contains of research location, description

and analysis of the data and the discussion of the result of the study.

Chapter V is closing. It consists of conclusion of the research and recommendation for the next researcher.



## **CHAPTER II**

### **PREVIOUS RESEARCH FINDING, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS**

#### **A. Previous Research Findings**

There are some previous findings of some researchers that have relation to this research as follows:

1. Ummi Kalsum, in her thesis: “Using Team Word Webbing to Increase the First Grade Students’ Vocabulary at MTsN Binamu Jeneponto academic years 2017”. This research used experimental research design method, especially quasi-experimental design with the non-equivalent control group design. She concluded that there was a significant differences between students pre-test and post-test. It obviously seems that there was increase

in students' vocabulary after giving treatment by using team word webbing method.<sup>10</sup>

There is a similarity between her research and the writer's research. The similarity is that she used webbing technique. For the research there are difference between her researcher with the writer's research those are participant, grade of students and teaching skill.

2. Irma Agustini and Yunita Agnes Sianipar, in her thesis: "Improving Students' Vocabulary Achievement Through Word Webbing Technique". This research was conducted by applying Classroom Action Research. This research finally brought a finding that the score of the students were increased from the first cycle to the second cycle. There were

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<sup>10</sup> Ummi Kalsum, *Using Team Word Webbing to Increase the First Grade Students' Vocabulary at MTsN Binamu jeneponto* (Makassar: English Education Department Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University, 2017)

six meetings, in this research that consist of two meeting. This consisted of three tests whose score of each treatment kept improving continuously. It can be seen from the improvement of the students' mean score for orientation test (55.25); second test (67.75); and third test (80).<sup>11</sup>

There is a similarity between her research and the writer's research. The similarity is that she used webbing technique. For the research there are difference between her researcher with the writer's research those are research method, participants, grade of students and teaching skill.

3. Aivin Fitriana, in her thesis: "The effectiveness of Using Team Word Webbing in Teaching Vocabulary at the Eleventh Grade Students of SMKN 1 Kebumen in the academic year of

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<sup>11</sup> Irma Agustini and Yunita Agnes Sianipar, *"Improving Students' Vocabulary Achievement Through Word Webbing Technique"*

2016/2017". This research can be categorized as experimental research because the researcher did experiment by giving treatment to the students. She found that the mean score of experimental group is higher than the mean score of control group the mean score of (76.91>64.91), for the experimental class based on result of mean is good category (76.91), whereas the control class is sufficient category (64.91). In addition, the result of t-value (7.20>2.00). Based on the critical value on the t-table using the 5% (0,05=2.00). It shows that the t-value is higher than t-table.<sup>12</sup>

The similarity between her research and the writer's research that using team webbing technique. For the research there are differences between her

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<sup>12</sup> Aivin Fitriana, *"The effectiveness of using team word webbing in teaching vocabulary at the eleventh grade students of SMKN 1 kebumen in the academic year of 2016/2017"* (University Muhammadiyah Purworejo, 2017).

researcher with the writer's research. Those are participants, grade of students and teaching skill.

## **B. Theoretical Background**

### **1. Team Word Webbing**

#### **a. Definition of Team Word Webbing**

According to Jeane M. Stone, team word webbing (clustering or semantic mapping) is a technique in teaching reading. Clustering is a visual way to discover ideas and relationships. It is also a power tool for some writers.<sup>13</sup>

Technique is the specific activities manifested in the classroom that were consistent with a method and therefore are in harmony with an approach as well.<sup>14</sup> In other term, technique is any of wide variety of exercise, activities, activities or tasks

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<sup>13</sup> Kathleen T. McWhorter, *Successful College Writing* (New York: Boston, 2011), 111.

<sup>14</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2<sup>nd</sup> edition* (San Francisco: San Francisco State University Longman, 1991), 14.

used in the language classroom. This technique can be effective way for the class to stay focused and keep together.

Team word webbing is a certain kind of techniques in cooperative learning. There are some strategies in teaching reading. One of it is team word webbing. It is know strategy and teachers often use it in teaching but they do not know that it can be an interesting activity in teaching reading. Teachers know it as clustering or semantic mapping. Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories word related to one another.

Team word webbing as technique means the way to help teachers and learners in teaching learning. Technique can be strategies and tactics

used by teachers and learners when the method is being used. The best technique in teaching learning can support the students in achieving the goal of teaching learning.

Teaching reading in this case teachers teach as usual but a strategy. This strategy makes interested students reading. Students well enjoy reading learning. Team word webbing is a model of cooperative learning. Cooperative learning is an approach to teaching that make maximum use of cooperative activities involving pairs and small group of learners in classroom.

The framework of semantic mapping includes: the concept word, two category examples, and other examples. This is a very interactive process and should be modeled by the teacher. The steps involved in semantic mapping

are: write the concept word on the board, explain the step involve and have students think of as many words as they can for the concept word, write the list on the board or overhead and students copy it, and finally in groups have students put the words into categories.

Team word webbing belongs to cooperative learning and it has several characteristic, which are as follows:

- 1) Topic maybe different for each group.
- 2) Students identify subtopic for each group member.
- 3) Students research the information using resources such as library reference, interviews, visuals media.
- 4) Each group presents to the whole class.

- 5) Students need plenty of previous experience with more structured group work for this to be affective.<sup>15</sup>

The concepts of team word webbing is that the students write simultaneously on piece of chart paper, drawings main concepts, supporting elements, and bridges representing in the relation of ideas in a concept. The use of team word webbing teaching learning is to analysis of concepts onto components, understanding multiple relations among ideas, differentiating concepts.

#### **b. The Advantages of Team Word Webbing**

Team word webbing as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes

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<sup>15</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language teaching 2<sup>nd</sup> Edition* (USA: Cambridge University Press, 2001), 198.

maximum use of cooperative activities involving pairs and small groups of learners the classrooms.<sup>16</sup>

Team word webbing can be effective way for the class to stay focused and keep together. According to Jeremy Harmer, the basic advantages of group is to interact with other students. Advantages of groupwork:

- 1) Like pair work, it dramatically increase the amount of talking for individual students.
- 2) Unlike pair work, because there are more than two people in the group, personal relationships are usually less problematic there is also a greater chance of different opinions and varied contributions than in pair work.

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<sup>16</sup> *Ibid.*, 192

- 3) It encourages broader skill of cooperation and negotiation than pair work and yet is more private than work in front of whole class
- 4) It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher
- 5) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole class or pair work situation.<sup>17</sup>

Based on advantages above we know that team word webbing is a certain kind of cooperative learning activities and we can make

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<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Oxford: Pearson Longman, 2002), 117

conclusion that team word webbing can raise the students' achievement.

## **2. Reading**

### **a. Definition of Reading**

Reading is one of the language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is regarded as a decoding skill that is interpreting codes into idea. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. According to Jack Richards

reading is perceives a written text in order to understand its context.<sup>18</sup>

Jeremy harmer states reading is useful for language acquisition. Provided that students more or less understand what they read, the more the students read, the better they get at it. In addition, reading also has positive effect on students vocabulary knowledge on their spelling and on their writing.<sup>19</sup> Reading is a skill that is taken for granted. Reading is likewise a skill that teachers simply expect learners to acquire.<sup>20</sup> Jo Mc Donough and Christopher Shaw supports by stating reading is clearly one of the most

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<sup>18</sup> Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics* (UK: Longman Group, 1990), 443.

<sup>19</sup> Jeremy Harmer, *The Practice of Language Teaching 4<sup>th</sup> Edition* (Oxford: Pearson Longman, 2007), 99

<sup>20</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (US: Longman, 2004), 185.

important.<sup>21</sup> William Grabe states that reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>22</sup>

In summary, reading is the way to get some ideas and information from written text through continuously process in which the reader can make a decision to conform, reject, or refine the ideas itself. William Grabe statement before, the researcher do agree that reading is a kind of activity that people need to interpret the printed page through drawing the meaning of the page.

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<sup>21</sup> Jo Mc. Donough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide 2<sup>nd</sup> Edition* (Malden: Blackwell Publishing, 2003), 110

<sup>22</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (Oxford: Pearson Education, 2002), 3

## b. Types of Reading

### 1) Extensive Reading

H. Douglas Brown explains that extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, article, or essays, etc.).<sup>23</sup> Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure, use extensive reading is to improve general knowledge.<sup>24</sup> It is reading activity that in teacher encourages students to choose for themselves what they like to read and to

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<sup>23</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach Language Pedagogy 2<sup>nd</sup> Edition* (San Francisco: San Francisco State University Longman, 1991), 313.

<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Ltd, 2007), 210.

do so far pleasure and general language improvement.

## 2) Intensive Reading

H. Douglas Brown explains that intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse marker, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships and the like.<sup>25</sup> For the reading activity the teacher chooses and directed what the students read and it is

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<sup>25</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach Language Pedagogy*, 312.

designed to develop specific receptive skill.<sup>26</sup>

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining very expression that it contains.

### **c. The Advantages of Reading**

When people read a story, newspaper, or take part in a conversation directly they improve their knowledge. Learning reading has effect on language ability. So, many advantages we will get by reading. It is why reading is one of the important skills in learning English. There are

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<sup>26</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 213.

some points for pleasure reading that help people to:

- 1) Improve their vocabulary
- 2) Increase their reading speed
- 3) Improve their comprehension
- 4) Improve their writing
- 5) Gain more knowledge
- 6) Find the example of many different ways people speak and write.<sup>27</sup>

Based on advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students to improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about

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<sup>27</sup> Mikulecky SB and Jeffries L, *More Reading Power: Reading faster, Thinking Skills, Reading for Pleasure, Comprehension Skills* (Logman, 1996), 3

English more. It is very important for them. The advantages for students stated below:

- 1) Reading helps you to learn how to think in English.
- 2) Reading can enlarge your English vocabulary.
- 3) Reading can help you to improve your writing.
- 4) Through reading maybe it is good way to practice your English although you live in non-English spoken country.
- 5) Reading is good way to find out about new ideas and fact.<sup>28</sup>

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can

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<sup>28</sup> *Ibid.*, 1

helps us in teaching reading. Student feel boring because they do not know their aims when they read.

#### **d. The Purposes of Reading**

When people decide to read, it means that they have a purpose, even when they read novel for pleasure, at least they want to get information about the story.

There are many experts define about the purpose of reading. Generally, their definition states that reading has two main purposes: reading for pleasure and reading getting information. Reading for information usually used in reading task, it is probably seen as a type of reading ability. Readers read because they have to read. It included the materials which are classified as nonfiction. sciences, social

studies, articles, newspapers, etc. Weather reading for pleasure, the reader may read either quickly or slowly based on the way the students like, associated largely with novel, short stories, and poems. Here are some reasons bellow. Rivers and Temperley list the reason for reading as below:

- 1) To obtain information for some purpose or because curious about some topic.
- 2) To obtain instructions on how to perform some task for work or daily life.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available.

- 5) To know what is happening or has happened  
(as reported in magazine, newspaper)
- 6) For enjoyment or excitement.<sup>29</sup>

William Grabe on his books concludes the purpose of reading into some point, they are:

- 1) Reading to search for simple information and to skim quickly.
- 2) Reading to learn from texts.
- 3) Reading to integrate information, write and critique texts.
- 4) Reading for general comprehension.<sup>30</sup>

From the explanation above stated by the experts about some purposes in reading. The researcher concludes every reader has different

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<sup>29</sup> Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide 2<sup>nd</sup> Edition* (Malden: Blackwell Publishing, 2003), 114.

<sup>30</sup> William Grabe and Fredricka L Stoller, *Teaching and Researching Reading* (Oxford: Pearson Education, 2002), 6

own purposes based on their goal to achieve something.

**e. Definition of Reading Comprehension**

Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the minds, the recognizing of individual words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning, and finally connects these words into idea units.<sup>31</sup> Janette K. Klinger defines reading comprehension is the process constructing meaning by coordinating a number of complex

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<sup>31</sup> JoAnne Schudt Caldwell, *Comprehension Assessment-A Classroom Guide* (New York: The Guildford Press, 2008), 5.

process that include word reading, word and world knowledge and fluency.<sup>32</sup>

One of the goal reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.<sup>33</sup> Noah Webster defines comprehensions is the act of or capacity for understanding. So the result of what we read is comprehension. A good reader will get comprehension when they read.

It means reading with comprehension has meaning that the reader is able to extract from

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<sup>32</sup> Janette K. Klinger, Sharon Vaughn and Alison Boardman, *teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press 2001), 2.

<sup>33</sup> Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Language Teaching Applied Linguistics* (UK: Longman Group, 1990), 99.

the selection its essential fact and understanding, visualized details and sense the readiness of facts. Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique or strategies good readers recognize and get meaning from word they see in print and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

### **3. Recount Text**

#### **a. Definition of Recount Text**

According to Peter Knapp and Megan Watkins, recount is basically written out to make a report about an experience of series related event. A recount is written out to inform an event or to entertain people. Recount text is text

function as for telling incident in the past.<sup>34</sup>

While Anderson and Anderson stated that recount is a piece of text that retell past events, usually in the order in which they occurred.

### **b. The Purpose of Recount Text**

Recount text is a text telling the reader about story, an action or an activity. Its goal is to entertain or inform the reader. To tell an event in the past time chronologically.<sup>35</sup>

### **c. Generic Structure and Language Feature of Recount Text**

Generic structure of recount text consists of:

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<sup>34</sup> Peter Knapp and Megan Watkins, *Genre, Text and Grammar: Technologies for teaching and Assessing Writing* (Australia: University of New York South Wales: 2005), 224.

<sup>35</sup> Dolar Yuwono, *Writing from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 23.

- 1) Orientation : telling who was involved, what happened, where the events took place, and when it happened.
- 2) Event : telling what happened and its sequence the story was told.
- 3) Reorientation : consisting of optimal-closer of event/ending.

**Table 2.1;  
Generic Structure and Language Features of Recount  
Text.<sup>36</sup>**

	<b>Structure of Essay</b>	<b>Generic structure</b>	<b>Language feature</b>
1	Introductory	Orientation	Dominant Language Features: 1. Using Past tenses 2. Using Action Verb 3. Using Adjectives
2	Body/Content	Events	
3	Conclusion	Reorientation	

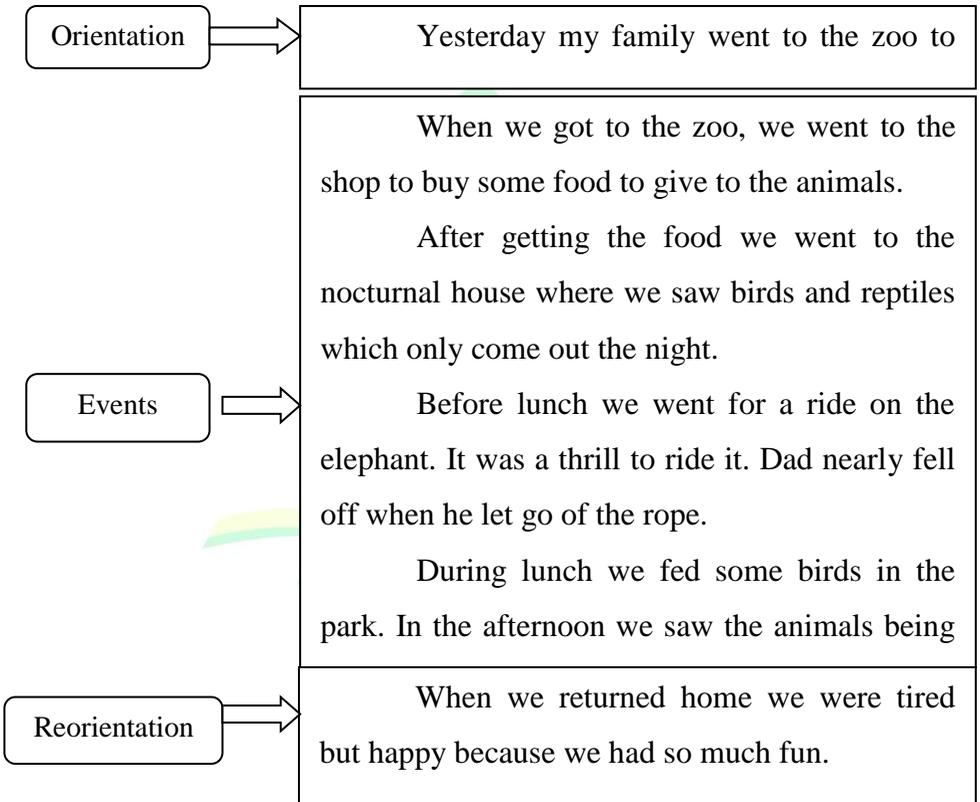
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<sup>36</sup> Ibid, 23.

#### d. Example of Recount Text

The following is example of recount text:

##### **A Trip to the Zoo**



**Figure 2.1;**

**Example of Recount Text**

From figure 1, we can see that the first paragraph of recount is orientation. The second paragraph is events, after that, the last paragraph is reorientation.

### **C. Theoretical Framework**

Reading comprehension is one of important English aspect which should be mastered by students. The fact states, especially in Indonesia, students can answer the questions correctly when they can comprehend the text in national exam. Some students are still getting difficult to comprehend the text, so do in SMPN 1 Siman Ponorogo. They have low achievements in facing text question, like getting main idea, supporting details and even deciding the schematic structure of the text Recount. Jeremy Harmer states that students need to be engaged with what they are reading,

in other word, the students should be involved in joyful reading.<sup>37</sup>

Using team word webbing as a technique will help students comprehend what they read joyfully. As stated before, reading comprehension is important to be learned to increase Students comprehension especially in the target language text form. By arising students interest in comprehending the text through team word webbing, students can explore their knowledge and vocabulary in the target language materials.

Helping students in comprehending what they read, especially Recount text is good as long as the technique used be able to increase Students achievement in reading comprehension materials. In line with this, team word webbing becomes an alternative way in

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<sup>37</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Oxford: Pearson Longman, 2002), 210.

reading comprehension. This technique is chosen because it can stimulate the students' pleasure in teaching and learning process of reading comprehension, they are free to write and draw what they comprehend about the materials.

#### **D. Hypothesis**

The hypothesis of the research as formulation as follows:

$H_a$  : There are significant differences in reading comprehension of the students who are taught by team word webbing.

$H_o$  : There are no significant differences in reading comprehension of the students who are taught by team word webbing.

## **BAB III**

### **RESEARCH METHODS**

#### **A. Research Design**

The research used quasi-experimental design. Quasi-experimental design are similar to randomized experimental design that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment group.<sup>38</sup> McMilan and Schumacher stated that quasi-experimental is a good design of the research because although it is not true-experiments, it provides reasonable controlled over most sources of invalidity and it is usually stronger than the pre-experimental design.<sup>39</sup> Quasi-experimental in which two group of students involved. They are experimental group and control group. The pretest administered

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<sup>38</sup> Donal Ary, Lucy Cheser Jacobs, *Introduction to Research in Education, 8<sup>th</sup> edition* (Canada: Wadsworth, Cengage Learning, 2010), 316.

<sup>39</sup> James H. McMilan and Sally Schumaker, *Research and Education 6<sup>th</sup> edition* (Boston: Pearson education, 2006), 273.

before the treatment and the post test was doing after the treatment to measure the treatment effect. Therefore the control group were do pre-test and post-test only with convention method in the class.<sup>40</sup> Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether or not team word webbing is effective than expository technique in improving students reading comprehension achievement. In this research design, there are two kinds of classes used. There are the experimental class which used team word webbing technique and the controlled class by lecturing technique.

UIN  
P O N O R O G O

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<sup>40</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta 2011), 14.

**Table 3.1;  
The Procedure of Implementation**

<b>Experimental Class</b>	<b>Control Class</b>
<ul style="list-style-type: none"> <li>a. Divining students into group</li> <li>b. Students work in group</li> <li>c. Conducting roundtable around students during activity</li> <li>d. Using team word webbing technique</li> </ul>	<ul style="list-style-type: none"> <li>a. Giving text to the students</li> <li>b. All of the students read the text</li> <li>c. Students identifying purpose of the text</li> <li>d. Students identifying generic structure of recount text (orientation, events and reorientation).</li> </ul>

## **B. Population and Sample**

### **1. Population**

Population is a group of individuals who have the same characteristic.<sup>41</sup> Population is the most significant factor in conducting a research. Population is all cases, situations or individuals who share one or more characteristic. Population is

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<sup>41</sup> John W. Creswell, *Education Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 2002), 142.

overall subject of research.<sup>42</sup> Population is a region consisting of generalization object or subject who have certain qualities and characteristic the set by the researcher to learn and then draw conclusion.<sup>43</sup> The population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized.

The population of this research were students of 8<sup>th</sup> grade of SMPN 1 Siman Ponorogo. Consists of 121 students.

## 2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing

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<sup>42</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), 130.

<sup>43</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, 117.

about the target population.<sup>44</sup> Sample is part of population which is supposed to represent the characteristics of the population. Therefore, sample is taken from part population, but not whole. The part of population which is observed is called a sample.

The sampling technique applied in the research was cluster random sampling. Cluster random sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population.<sup>45</sup> The researcher choose this sampling technique because cluster random sampling was easier in the implementation and manageable than the others technique.

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<sup>44</sup> John W. Creswell, *Education Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson, 2002), 143

<sup>45</sup> John W. Creswell, *Research Design Qualitative, Quantitative, Mixed Method and Approaches 3<sup>rd</sup> Edition* (United Kingdom: Sage Publication, 2009), 148.

Based on the explanation, the researcher took two classes as experimental and control class of VIII class in SMPN 1 Siman Ponorogo. The number of respondents chosen as the sample was about 50 students, from VIII A : 25 Students as experimental class and VIII C : 25 students as control class.

### **C. Instrument of Data Collection**

In quantitative research, the quality of research instrument is concern with the validity and reliability of instrument and collection qualities with respect to the precision of the techniques or the means used to collect data. The following is the format instrument in quantitative research.<sup>46</sup>

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<sup>46</sup> C.R Khotari, *Research Methodology: Methods and Technology* (New Delhi: New Age International Published, 1990), 113

**Table 3.2;  
Instrument of Data Collection Can Be Shown as  
Table**

Research	Variable	Indicators	Subject	Technique	Question
THE EFFECTIVENESS OF TEAM WORD WEBBING TECHNIQUE IN TEACHING READING COMPREHENSION AT SMPN 1 SIMAN PONOROGO	X – 1 Team Word Webbing	a. Divining students into group b. Students work in group c. Conducting roundtable around students during activity. d. Using team word webbing technique	VIII grade students	Test	
	Y = Reco unt Text	a. Identifying the purpose of the text	VIII grade students	Test	4,9,14, 18
		b. Identify main			1,7,11, 16

Research	Variable	Indicators	Subject	Technique	Question
		idea of a paragraph			
		c. Identifying generic structure of recount text (orientation, events and reorientation).			2,8,15,17
		d. Vocabulary and synonymy			5,10,13,20

## D. Technique of Data Collection

### 1. Documentation

The documentation method was to look for the data concerning matters. Or the variable that look

the form of the note, transcript, book, newspaper, magazine, inscription, agenda, etc.<sup>47</sup> it refers to the archival data that helps the researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect the data from the result of students' test. It is also to get the data of the students' name list that include in population and sample of research documentation of teaching and learning process in English subject.

## 2. Test

Test is a set question used to measure the achievement or capability of individual class.<sup>48</sup> Test is a method of measuring a person's ability,

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<sup>47</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta 2011), 237.

<sup>48</sup> Suharsimi arikunto, *Dasar- dasar Evaluasi Pendidikan 3<sup>rd</sup> Edisi*(Jakarta: Bumi Aksara, 2002),157

knowledge, or performance in a given domain.<sup>49</sup> That test is multiple choices. The purpose of a test are several, for example to diagnosis a students' strengths, weakness, and difficulties. Test were used to measure students' reading comprehension skill and were administrated twice, namely the pre-test and post-test.

a. Pre-test

The researcher gave pre-test for the students in the first meeting in order to know the capacity of the students' competence between the experimental class and control class. In the pre-test, the researcher gave the student 20 question in the form multiple choice.

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<sup>49</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004),3

## b. Post-test

Post-test will be given to the experimental class and the control class. The text will be given in order to know the increase of student reading comprehension skill in the last meeting. The experimental class taught in teaching reading using team word webbing. In collecting the required data in the test the researcher gave 20 question in the form multiple choices. There are two methods to measure in the test:

### 1) Test of Reliability

Reliability means dependability or consistency.<sup>50</sup> Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.

Reliability refers to the consistency of test

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<sup>50</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Logman, 2004), 20

score. Besides having high validity, a good test should have high reliability too.

The technique to analyze of reliability of this instrument was Cronbach Alpha coefficient.<sup>51</sup> To counting the reliability the researcher uses program of SPSS 23 for windows. Finally of the result of the calculation reliability is as follow.

**Table 3.6;  
The Result of Reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.391	20

Based on calculation research of reliability was the value of the students reliability instrument is 0,391. Then the value of reliability is consulted with “r” table of the

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<sup>51</sup> James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment International*, (New York : Mc Graw Hill, 2005), 179.

significance level of 5%. The value of “r” table is 0.381. Because of the value of “r” index of reliability  $0,391 > 0.381$ , so the test is reliable.

## 2) Test of Validity

Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured.<sup>52</sup> According to H Douglas Brown, validity is the degree to which the test actually measures what it is

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<sup>52</sup> James Dean Brown, *Testing in Language Programs* (New Jersey: Practice Halls, 1996), 231.

intended to measures.<sup>53</sup> Validity is the most important consideration in developing and measuring instrument.<sup>54</sup>

**Table 3.7;  
The Result of Validity Calculation**

No Item	$r_{xy}$	$r_{tabel}$	Criteria
1	0,144	0.381	Invalid
2	0,460	0.381	Valid
3	0,566	0.381	Valid
4	0,426	0.381	Valid
5	0,485	0.381	Valid
6	0,390	0.381	Valid
7	0,461	0.381	Valid
8	0,486	0.381	Valid
9	0,320	0.381	Invalid
10	0,540	0.381	Valid
11	0,443	0.381	Valid
12	0,433	0.381	Valid
13	0,398	0.381	Valid
14	0,256	0.381	Invalid
15	0,341	0.381	Invalid
16	0,460	0.381	Valid
17	0,441	0.381	Valid
18	0,534	0.381	Valid

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<sup>53</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2<sup>nd</sup> edition* (San Fransisco: San Fransisco State University, 1991), 387.

<sup>54</sup> Donal Ary, et.al, *Introduction to Research in Education 8<sup>th</sup> edition* (Canada: Sadsworth Cengage Learning, 2010), 225.

19	0,528	0.381	Valid
20	0,273	0.381	Invalid

With df 25 in 5% significance the price of r table is 0,381. When the price of  $r_{xy}$  is under r table it could be concluded that the grains were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation  $r_{xy}$  of magnitude more than 0,381. Among 20 questions, there were 15 were valid and 5 question were invalid.

### **E. Data Analysis**

After the researcher getting students score of reading pre-test and post-test between experimental and cotrol classes. The researcher analyzes the data by using requirmen tets before. It consist of normality and homogeneity.

## 1. Assumption Test

### a. Normality Test

Normality test is used to know whether a data is well modeled by a normal distribution or not, or to find out whether both groups have normal distribution or not. That calculate by using SPSS.

### b. Homogeneity test

Homogeneity means the similarity variance of each class, so the researcher will faced with class that have same condition from the beginning.<sup>55</sup> This test is needed to compare some class of data. It is also needed to test the homogeneity of variance in comparing two or more class. In quasi-experimental research, homogeneity is used to know whether

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<sup>55</sup> Retno Widyaningrum, *Statistik* (Yogyakarta: Pustaka Felicha, 2015), 212.

experiment and control class that are taken from population have same variant or not. Calculate data by using SPSS.

## 2. Hypothesis

### a. T-test

After testing of normality and homogeneity, the research continue to analyze the data by using T-test. T-test is used to determine whether the mean of two class are statistically different from one another.<sup>56</sup> In T-test, the researcher analyze the data by comparing the score between experimental and control class in pre-test and post-test. The researcher uses SPSS to calculate the data.

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<sup>56</sup> *Ibid.*, 151.

## CHAPTER IV

### RESEARCH RESULT

#### **A. Research Location**

##### 1. Place of The Research

The research took place at SMPN 1 Siman Ponorogo. It is located at Demangan, Siman, Ponorogo. The reason for selecting the school because the researcher conducted the teaching practice for one month at the school of SMPN 1 Siman Ponorogo. So, the researcher has known the condition of the students at SMPN 1 Siman Ponorogo.

##### 2. The History of SMPN 1 Siman

SMPN 1 Siman on 1983/1984 by the Indonesia ministry of education and culture decree number 0472/0/1983. 07 November 1983. It is located at Demangan, Siman Ponorogo. It the

beginning, there are three classes with 120 students. The number of teacher are 12 and also there are 2 staffs of administration. The first headmaster of SMPN 1 Siman is has Drs. Trisoeka.

Before building of SMPN 1 Siman Ponorogo had finished, the teaching and learning activities at the first year was done in kepuhrubuh elementary school, Siman, Ponorogo. It is about 1 kilometer from the building SMPN 1 Siman Ponorogo.

Then, at 19<sup>th</sup> December 1984, the building SMPN 1 Siman finished and had legitimized by Wahono as the governor of east java. The yard is 11,100 m<sup>2</sup> with some rooms like below.

- a. 6 (six) classrooms
- b. 1 (one) students toilet
- c. 1 (one) teachers' room
- d. 1 (one) teachers' toilet

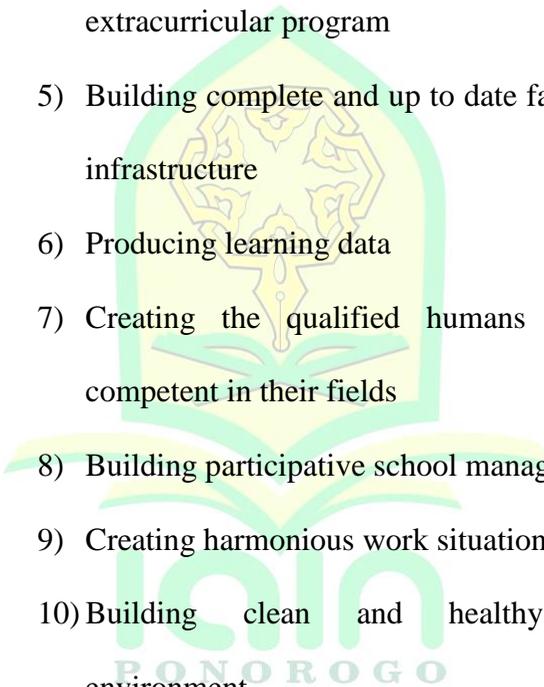
- e. 2 (two) headmaster's room
- f. 1 (one) administration room
- g. 1 (one) healthy room
- h. 1 (one) kitchen

### 3. Geographic Location

SMPN 1 Siman is located at Siman street, Demangan, Siman, Ponorogo, East Java. SMPN 1 Siman located in the strategic area because it is near to the highway and between sub districts. Beside that it supported by transportation because the street is as transportation lane. So, everyone is easy to go there.

### 4. The Vision, Mission, and the Goal of the SMPN 1 Siman

- a. Vision : Having high achievement based on faith and belief
- b. Mission :
  - 1) Realize the full curriculum

- 
- 2) Building active, create, effective, and enjoyfull learning activities (PAKEM)
  - 3) Creating competitive graduation
  - 4) Making good achievement in the extracurricular program
  - 5) Building complete and up to date facility and infrastructure
  - 6) Producing learning data
  - 7) Creating the qualified humans who are competent in their fields
  - 8) Building participative school management
  - 9) Creating harmonious work situation
  - 10) Building clean and healthy school environment
  - 11) Conducting society participation in school

c. Goal

- 1) Implementing the content standard

- 2) Applying the learning process
- 3) Achieving the graduation standard
- 4) Attaining extracurricular activities
- 5) Attaining facility and infrastructure standard
- 6) Achieving for teacher and staff standard
- 7) Creating school management standard
- 8) Attaining harmonious job relation between school society based on the regulation.

5. The Facilities and Infrastructure of SMPN 1 Siman

SMPN 1 Siman was built in 11.100 m<sup>2</sup> area.

SMPN 1 Siman also have other facilities and some rooms to support learning process.

**Table 4.1;  
The Facilities and Infrastructure of SMPN 1 Siman  
Ponorogo**

No	Type	Total	Width (m)
1	Basketball	1	36 x 16,5
2	Ceremony field	1	29 x 29
3	Classroom	19	7 x 9

4	Science laboratory	1	10 x 14
5	Computer laboratory	1	7 x 6
6	Multimedia room	1	8 x 12
7	Library	1	12 x 7
8	Auditorium	1	18 x 9
9	Health room	1	4 x 6
10	Cafeteria	1	5 x 7
11	Counseling room	1	9 x 4
12	Headmaster room	1	8 x 3
13	Teacher room	1	8 x 6
14	Administration	1	6 x 6
15	Students' organization room (OSIS)	1	5 x 6
16	Teachers' toilet	2	3 x 3
17	Students' toilet	3	3 x 3
18	Warehouse	1	7 x 5
19	Mosque	1	9 x 12

6. The Teachers and the Students of SMPN 1 Siman Ponorogo

The total of teachers in SMPN 1 Siman ponorogo are 42 teachers. They are consist of 22

permanent teachers and 2 non-permanent teachers. Almost all teachers teach based on their qualification of education. The description of the teachers' condition of SMPN 1 Siman Ponorogo are describe as follow:

**Table 4.2;  
The Teachers Condition of SMPN 1 Siman  
Ponorogo**

<b>Status</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Permanent</b>	<b>4</b>	<b>18</b>	<b>22</b>
<b>Non-Permanent</b>	<b>-</b>	<b>2</b>	<b>2</b>
<b>Total</b>	<b>4</b>	<b>20</b>	<b>24</b>

There are 386 students of SMPN 1 Siman in academic year 2018/2019. It divide into three grades; the seventh grade, the eighth grade, and the ninth grade. The total number of seventh grade is 101 students. The total number of eighth grade is 121 students and ninth grade is 164 students.

**Table 4.3;  
The Students Condition of SMPN 1 Siman  
Ponorogo**

<b>Class</b>	<b>Total</b>
<b>VII</b>	<b>101</b>
<b>VIII</b>	<b>121</b>
<b>IX</b>	<b>164</b>

7. The Organization Structure of SMPN 1 Siman

Organization structure in an situation is very important because it describes position everyone in that institution. Besides, the institution will be easier in conducting the program planned, work mechanism, and the duty or responsibility.

The organization structure of SMPN 1 Siman Ponorogo was shown clearly in appendix 6

**B. Data Description**

The population that was used in this research was the eighth grade students of SMPN 1 Siman Ponorogo in academic 2018/2019. The researcher took 50 students as

a sample. The researcher divide them into groups. Each group consisted of 25 students. The first group as experimental group was taught using team word webbing technique and the second group as class control was not being taught team word webbing technique.

### **1. Procedure of Experimental Class**

This research used experiment research which made one class as the sample; there was VIII A as experimental class. The number of experiment class was 25 students.

In experiment class, the researcher used team word webbing technique in teaching learning process. There are some procedure used in this class; pre-test, two treatment, and post-test. The researcher only uses genre text recount in teaching reading.

The researcher gave multiple choice tests to know reading comprehension of the students before and after being taught by using team word webbing.

On March 12<sup>th</sup> 2019, the researcher gave the pre-test on recount text and taught English reading without treatment. The researcher gave the pre-test for the students to answer the 20 multiple choice. The students were given pre-test to make them in some condition homogeneity before beginning the research.

On March 14<sup>th</sup> 2019, the researcher gave first treatment for the students with team word webbing. The material was recount text. The researcher explains definition, functions, generic structure and language features of recount text. After that the students made a group to identify the generic structure of the text recount.

On March 19<sup>th</sup> 2019, the researcher gave second treatment the material was recount text too, but in the case, explains steps of team word webbing. The students must apply the team word webbing technique to comprehend of the text. Start from choose one of the topic and write it in a larger circle in the central of a piece paper. After the Students steps of team word webbing, they made a group then should make a team word webbing chart with their based on the text. After that, one group representative comes to the front of the class to retell story through team word webbing.

On March 21<sup>st</sup> 2019, the researcher gave post-test to the students with multiple choice questions to base on team word webbing in from recount text. It used to measure whether the team word webbing was success or not in teaching reading comprehension.

The pre-test and post-test took recount text, but different topic and items. It used know the true result whether and method was effective or not.

**Table 4.4;  
The Result Research Time**

<b>Date</b>	<b>Activities</b>
March, 12 <sup>th</sup> 2019	Pre-test
March, 14 <sup>th</sup> 2019	First treatment with Team Word-Webbing
March, 19 <sup>th</sup> 2019	Second treatment with Team Word-Webbing
March 21 <sup>st</sup> 2019	Post-test.

## **2. Procedure of Control Class**

This research used experiment research which made one class as the sample; there was VIII C as control class. The number of experiment class was 25 students.

In experiment class, the researcher used lecturing technique in teaching learning process. There are some procedure used in this class; pre-test,

two treatment, and post-test. The researcher only uses genre text descriptive in teaching reading.

The researcher gave multiple choice tests to know reading comprehension of the students before and after being taught by using lecturing technique.

On March 15<sup>th</sup> 2019, the researcher gave the pre-test on recount text and taught English reading without treatment. The researcher gave the pre-test for the students to answer the 20 multiple choice.

On March 16<sup>th</sup> 2019, the researcher gave first treatment for the students with lecturing technique. The material was recount text. The researcher explains definition, functions, generic structure and language features of recount text.

On March 22<sup>nd</sup> 2019, the researcher gave first treatment the material was recount text too. The teacher review it material. Then, the teacher gave

some text to identify the generic structure of the text recount. And then, the teacher points to several students to come to the front of class and retell the story in their own language.

On March 23<sup>rd</sup> 2019, that was post-test. The form test of post-test was multiple choice in recount text.

**Table 4.5;  
The Result Research Time**

<b>Date</b>	<b>Activities</b>
March, 15 <sup>th</sup> 2019	Pre-test
March, 16 <sup>th</sup> 2019	First treatment with scientific approach
March, 22 <sup>th</sup> 2019	Second treatment with scientific approach
March 23 <sup>st</sup> 2019	Post-test.

### **C. Data Analysis**

The population which is used in this research was the eighth grade students of SMPN 1 Siman Ponorogo. The researcher took students of VIII A as

experimental class consist 25 students and students of VIII B as control class which consist 25 students.

### 1. The Score of Experiment Class

The data were collected from the result of the students' score of pre-test and post-test in experimental class. The following are the description of the students' score in the experimental class.

**Table 4.6;**  
**The Students Score of Experimental Class**

No	Nama Siswa	Pre-test	Post-test
1	Alvino Syivanda Nauval	60	80
2	Amanda Elvira Damayanti	75	80
3	Anandisa Bias Rana Shinta	90	95
4	Boy Victor Loreno	60	75
5	Brylian Agfitsa Jasmine	65	75
6	Devina Fitriani	55	75
7	Eka Apriliyani Nurhayati	75	80
8	Eva Ainun Habibah	85	90
9	Fitriana Eka Astitin	80	75
10	Giyah Rahel Mabilia	90	90
11	Ikie Simar Wiro Mukti	55	75
12	Javiera Ahsani	80	80

No	Nama Siswa	Pre-test	Post-test
13	Jesy Putri Anggraini	70	90
14	Liana	70	80
15	Mayta Kusuma Tri Ayuningtyas	90	95
16	Mellynda Setya Ningrum	75	75
17	Meylissa Luis Dwiyanti	50	75
18	Nabila Rulanda Saidatul Nissa	70	80
19	Nadia Septiani	80	95
20	Nadya Citra Olivia	75	90
21	Rahma Putri Shalehah	75	90
22	Ratna Cahyani	90	95
23	Rendika Neris Apriliano	60	85
24	Serli Yuliyah Magareta	75	90
25	Wisnu Wicaksono	60	85
Total		1810	2095
	Mean	72.4	83.8

It can be seen in the table 4.4 that the experimental class higher pre-test score is 90 while lowest pre-test score is 50. Meanwhile, the highest post-test score is 95 and the lowest score is 75. The mean score of pre-test was 72.4 and mean score in post-test was 83.8. Total of experimental class score

for the pre-test is 1810 and the total score for post-test is 2095. The result of students test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in experimental class.

**Table 4.7;**  
**Frequency Distribution of Pre-test in**  
**Experimental Class**

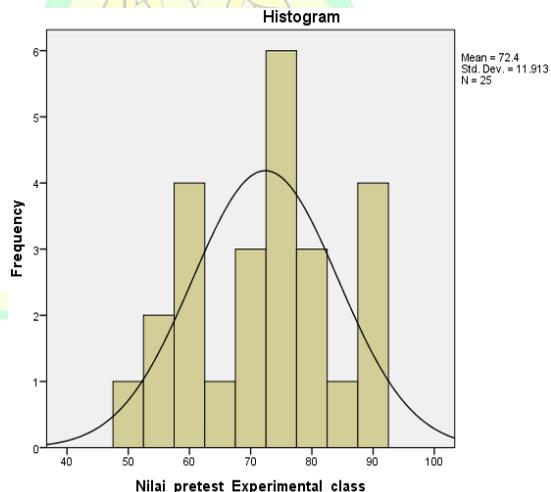
Score\_pretest\_Experimental\_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	4.0	4.0	4.0
55	2	8.0	8.0	12.0
60	4	16.0	16.0	28.0
65	1	4.0	4.0	32.0
70	3	12.0	12.0	44.0
75	6	24.0	24.0	68.0
80	3	12.0	12.0	80.0
85	1	4.0	4.0	84.0
90	4	16.0	16.0	100.0
Total	25	100.0	100.0	

From the table above, it could be score of students reading comprehension was various. There was 4.0% students or 1 students get score 50, 8.0% or 2 got score 55, 16.0% or 4 students got score 60.

4.0% or 1 student got score 65, 12.0% or 3 students got score 70, 24.0% or 6 student got score 75, 12.0% or 3 got score 80, 4.0% or 1 student got score 85 and 16.0% or 4 students got score 90.

Based on the table above, the histogram can be seen in as follows.



**Figure 4.1;**

### **Histogram Pre-test in experimental Class**

From the histogram above, it is stated  $M=72,4$  and  $SD= 11.913$ . To determine the category of the students reading comprehension was good,

medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $72.4+6.312= 70.36$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $72.4-6.312= 55.88$ ) is categorized into low

Thus it can be seen that the scores which are more than 70.36 is considered into good, the score between 55-70 is categorized into medium, while the scores which are less than 55.88 is categorized into low.

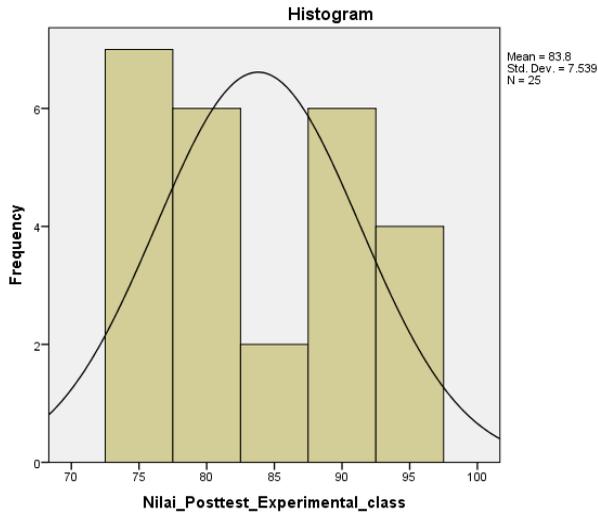
**Table 4.8;**  
**Frequency Distribution of Post-test in**  
**Experimental Class**

Score Posttest Experimental class

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	75	7	28.0	28.0	28.0
	80	6	24.0	24.0	52.0
	85	2	8.0	8.0	60.0
	90	6	24.0	24.0	84.0
	95	4	16.0	16.0	100.0
	<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>100.0</b>	

From the table above, it could be score of students reading comprehension was various. There was 28.0% students or 7 students get score 75, 24.0% or 6 got score 80, 8.0% or 2 students got score 85, 24.0% or 6 students got score 90, and 16.0% or 4 students got score 95

Based on the table above, the histogram can be seen in as follows.



**Figure 4.2**  
**Histogram Post-test in experimental Class**

From the histogram above, it is stated  $M=83,8$  and  $SD=7.539$ . To determine the category of the students reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $83.8 + 7.539 = 76.22$ ) is categorized into good

2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium

3. Less than  $M - 1.SD$  ( $83.8 - 7.539 = 67.01$  ) is categorized into low

Thus it can be seen that the scores which are more than 76.22 is considered into good, the score between 70-75 is categorized into medium, while the scores which are less than 67.01 is categorized into low.

## **2. The Score of Control Class**

The data were collected from the result of the students' score of pre-test and post-test in control class. The following are the description of the students' score in the control class.

**Table 4.9;  
The Students Score of Control Class**

No	Nama Siswa	Pre-test	Post-test
1	Alfian Fandy Riski	60	80
2	Alifa Oktaviana Putri	80	85
3	Anisa Rhismayanti	75	85
4	Deo Rangga Ferzanda	65	75
5	Dhani Rizky Kananda Herlian	60	65
6	Dwi Nur Ardianto	70	80
7	Galang Masalen	50	65
8	Galih Wargasiwi	50	75
9	Habib Aditya Febriansyah	70	75
10	Hanifah Sakiatul Yalin Nabila	65	75
11	Jefri Saiful Maulana	55	70
12	Kevino Vanif Pradamai	60	80
13	Muhamat Fereal Ferdi	65	65
14	Muhammad Harda Basromfaiz	55	65
15	Muhammad Wisnu Bagus Putra	50	75
16	Putri Indah Eka Febrianti	75	80
17	Raditya Setyo Nugroho	65	70
18	Rangga Ferdynand Andreansyah	70	70
19	Rendra Aditya Saputra	65	70
20	Risma Norsa Eka Ramadhani	70	75
21	Septi Dwi Ayu Kinasih	50	70
22	Sindarto	70	70
23	Soffi Adi Lestari Heri	75	80
24	Yovan Mada Nurazis	50	75
25	Zoni Wahyu Dharmawinata	50	70
Total		1570	1845
Mean		62.8	73.8

It can be seen in the table 4.5 that the experimental class higher pre-test score is 80 while lowest pre-test score

is 50. Meanwhile, the highest post-test score is 85 and the lowest score is 65. The mean score of pre-test was 62.8 and mean score in post-test was 73.8. Total of control class score for the pre-test is 1570 and the total score for post-test is 1845. The result of students test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in control class

**Table 4.10;  
Frequency Distribution of Pre-test in Control Class**

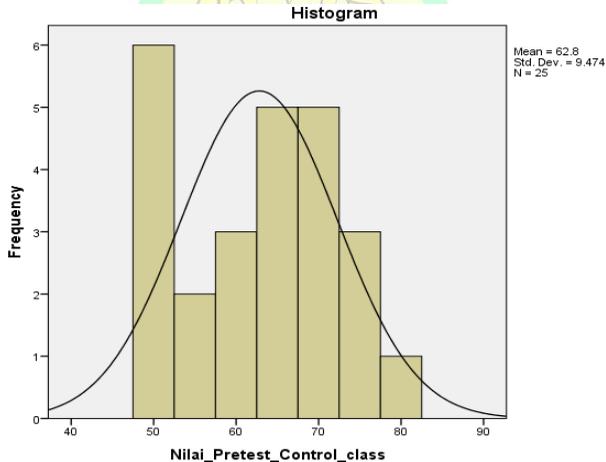
Score\_Prestest\_Control\_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	6	24.0	24.0	24.0
55	2	8.0	8.0	32.0
60	3	12.0	12.0	44.0
65	5	20.0	20.0	64.0
70	5	20.0	20.0	84.0
75	3	12.0	12.0	96.0
80	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table above, it could be score of students reading comprehension was various. There was 24.0% students or 6 students get score 50, 8.0%

or 2 got score 55, 12.0% or 3 students got score 60. 20.0% or 5 students got score 65 and 70. 12.0% or 3 students got score 75, and 4.0% or 1 student got score 80.

Based on the table above, the histogram can be seen in as follows.



**Figure 4.3;**  
**Histogram Pre-test Control Class**

From the histogram above, it is stated  $M=62.8$  and  $SD=9.474$ . To determine the category of the students reading comprehension was good,

medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $62.8 + 9.474 = 90.36$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $62.8 - 9.474 = 80.56$ ) is categorized into low

Thus it can be seen that the scores which are more than 90.36 is considered into good, the score between 80-85 is categorized into medium, while the scores which are less than 80.56 is categorized into low.

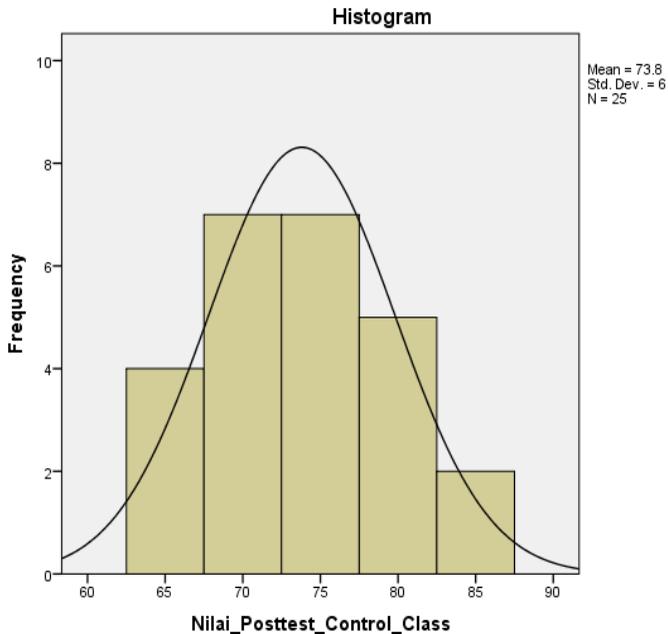
**Table 4.11;**  
**Frequency Distribution of Post-test in Control Class**

**Score\_Posttest\_Control\_Class**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>65</b>	4	16.0	16.0	16.0
	<b>70</b>	7	28.0	28.0	44.0
	<b>75</b>	7	28.0	28.0	72.0
	<b>80</b>	5	20.0	20.0	92.0
	<b>85</b>	2	8.0	8.0	100.0
	<b>Total</b>	25	100.0	100.0	

From the table above, it could be score of students reading comprehension was various. There was 16.0% students or 4 students get score 65, 28.0% or 7 got score 70 and 75, 20.0% or 5 students got score 80, and 8.0% or 2 students got score 85.

Based on the table above, the histogram can be seen in as follows.



**Figure 4.4;**  
**Histogram Post-test Control Class**

From the histogram above, it is stated  $M=73.8$  and  $SD=6$ . To determine the category of the students reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

1. More than  $M + 1.SD$  ( $73.6 + 6 = 79.6$ ) is categorized into good
2. Between  $M - 1.SD$  to  $1.SDx$  is categorized into medium
3. Less than  $M - 1.SD$  ( $73.6 - 6 = 67,6$ ) is categorized into low

Thus it can be seen that the scores which are more than 79.6 is considered into good, the score between 70-75 is categorized into medium, while the scores which are less than 67,6 is categorized into low.

## **D. Assumption Test**

### **1. Normality Test**

Normality test is used to find out whether the data are normally distribution or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to

Kolmogorov-Smirnov table. If the highest value statistic is lower than the Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistics is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution. The value Kolmogorov-Smirnov table for  $N= 25$  at 5% level significance is between  $N= 25$  and  $N= 25$ . In this research, the researcher decided to categorized into  $N= 25$ . So the value of Kolmogorov-Smirnov table 0.27.

In this research used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 as following.

a. Normality Test of Experimental Class

**Table 4.12;**  
**Experimental Class Normality Testing**  
**One-Sample Kolmogorov-Smirnov Test**

		Experimental_ Class
N		25
Normal Parameters <sup>a,b</sup>	Mean	.000000
	Std. Deviation	8.70212781
Most Extreme Differences	Absolute	.137
	Positive	.121
	Negative	-.137
Test Statistic		.137
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

B

ased on calculation of SPSS version 23 above, it can be seen than the test used one-sample Kolmogorov-Smirnov test. The data of experiment group is normality distribution. It can be seen from the value of sig. (2tailed) that is higher than  $0,200 > 0,27$ .

b. Normality Test of control Class

**Table 4.13;**

**Control Class Normality testing  
One-Sample Kolmogorov-Smirnov Test**

		Control_class
N		25
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	8.09370457
	Most Extreme Differences	
	Absolute	.160
	Positive	.115
	Negative	-.160
Test Statistic		.160
Asymp. Sig. (2-tailed)		.100 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on calculation of SPSS version 23 above, it can be seen than the test used one-sample Kolmogorov-Serminov test. The data of experiment group is normality distribution. It can be seen from the value of sig. (2tailed) that is higher than  $0,100 > 0,27$ .

## 2. Homogeneity

Homogeneity test were used to decide whether a test was homogeneity or not. It was important because the similarity of both class would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t-test. The calculation by using SPSS 23 as following:

**Table 4.14;**  
**The Homogeneity Variances**

Test of Homogeneity of Variances

Hasil			
Levene Statistic	df1	df2	Sig.
4.110	1	48	.048

## 3. T-Test

The researcher calculated t-test by using SPSS program to found out if there was a significance difference or not. Before calculating t-test, the data should have normal distribution and

homogeneity. Post-test of experimental class and control class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

**Table 4.15;**  
**The Mean Score of Experimental and Control Class**

**Group Statistics**

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Class A	25	83.80	11.913	2.383
	Class C	25	72.40	7.539	1.508

Based on the data in table above, the result of data analyzed showed that the mean score of students reading comprehension who are taught by Team Word-Webbing (Class A = Experimental Class) was 83.80 and mean score of students reading comprehension who are taught by scientific approach (Class C = Control Class) was 72.40.

**Table 4.16;**  
**The calculation of T-Test Independent Sample T-test**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	4.132	.048	4.043	48	.000	11.400	2.820	17.069	5.731
	Equal variances not assumed			4.043	40.566	.000	11.400	2.820	17.096	5.704

From the table above, it could be seen that the value of t-test is 4.043 and the degree of freedom was 48. The value of significance 5% of t-table of db=48 is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follow:

$H_\alpha$  : There are significance different in reading comprehension of the students who taught by team word webbing.

$H_o$  : There not are significance different in reading comprehension of the students who taught by team word webbing.

### **E. Discussion**

From the computation above, it was shown that the difference coefficient of students taught using team word webbing and student not being taught using team word webbing method is 4.043. That result was used to find out whether the differences coefficient or nor, and future more it could be used a basic generate the population.

Hypothesis test ( $t_o$ ) at is 4.043 from the computation above would be compered to the “t” index ( $t_t$ ) at is 48 with the condition below: if the

$t_o \geq t_t$ ,  $H_\alpha$  was accepted, it mean that the mean different of both variables was significant different.

The researcher could know than 5% significant level  $t_o = 4,043$  and  $t_t = 2.01$ . From the calculation, it can be seen that the students who are taught by using team word webbing method got better score than those who are not.

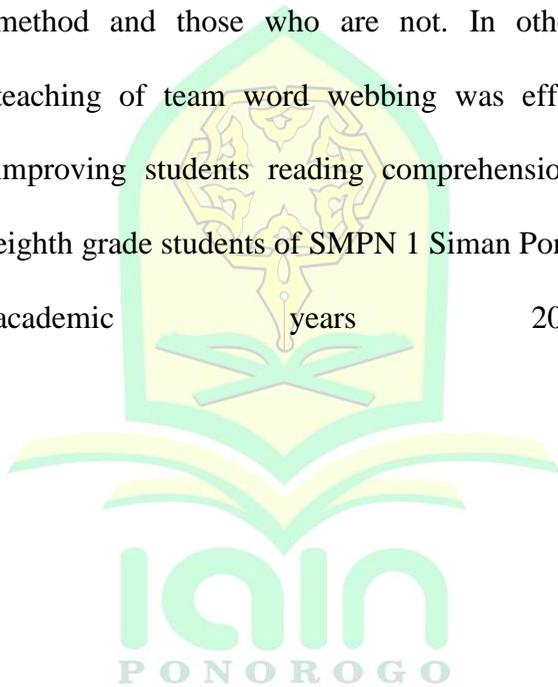
According Kathleen McWhorter team word webbing or clustering is a visual way to discover ideas and relationship.<sup>57</sup> And Jeane M Stone team word webbing is powerful tool in concept development and information ex-change.<sup>58</sup> Team word webbing successfully to improving ability the reading comprehension of the students.

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<sup>57</sup> Kathleen T. McWhoter, *Succesfull College Writing* (New York: Boston, 2011), 111

<sup>58</sup> Ummi Kalsum, *Using Team Word Webbing to increase the first Grade Students' Vocabulary at MTSN Binamu Jeneponto* (Makassar: English Education Departmement Tarbiyah and Teaching Science Faculty, Alauddin State Islamic University, 2017).

From the data above, the researcher concluded that there was a significant difference to the students reading comprehension between students who are taught by using team word webbing method and those who are not. In other word, teaching of team word webbing was effective in improving students reading comprehension at the eighth grade students of SMPN 1 Siman Ponorogo in academic years 2018/2019.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data described previously, the researcher could conclude that there was significant different of using team word webbing technique in teaching reading comprehension at eighth grade of SMPN 1 Siman Ponorogo in academic year 2018/2019. The result of this research is the students who are taught team word webbing technique have a better score than those who are not taught team word webbing technique. It can be provided by the result of the mean score of the post-test from experimental class is higher (83.80) than mean score of post-test control class (73.40). It has been found that the comparison value ( $t_o$ ) between students reading comprehension who are taught using Team Word-

Webbing technique and who are not is 4.043. This score is higher than ( $t_t$ ), which is 2.01 at the level significant 5% with  $db=48$ . Therefore,  $H_a$  is accepted. In other word, Team Word-Webbing technique is effective for teaching reading comprehension in the eighth grade at SMPN 1 Siman Ponorogo in academic year 2018/2019.

## **B. Recommendations**

### 1. For Teachers

Teacher should try interesting method in teaching English. Team word webbing can be used as an alternative to teach reading for the students. English teaching learning process will be motive students if the teacher can be more creative in teaching in classroom.

## 2. For Students

Reading is a way to get knowledge. By reading students will enrich their knowledge. To understand the materials, good students have to increase their reading comprehension. And all of students are important to know the learning strategy that they used to increase it, it involves for deaf students. They have to aware their learning strategy that they used for increase their reading comprehension.

## 3. For Readers

Can do the experiment in the different technique in English subject besides reading text that was presented in this research.

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