

**THE EFFECTIVENESS OF USING TEAM WORD-WEBBING IN
IMPROVING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
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ABSTRACT

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This research was a Classroom Action Research (CAR) and done in two cycles. The participants were the VIII A students of Swasta Pelita Medan in the academic year of 2017/2018. This research has two purposes; To prove the effectiveness of team word-webbing in teaching narrative texts can improve students' reading comprehension and to describe its improvement. After collecting the data, the result showed the improvements of the students. Students' mean score of reading in the last semester was 66; this score hadn't met the minimum standard score yet (75). The students' mean score in cycle 1 was 72. Therefore, second cycle was conducted. The students' mean score in cycle 2 increased became 81 or 84 % students, who achieved minimum standard score. So, the objectives were reached. Based on the result, it could be concluded that the effectiveness of team word-webbing can improve students' reading comprehension in narrative texts at the VIII A grade of SMP Swasta Pelita Medan in the academic year of 2017/2018.

Keyword: *Team Word-Webbing, Reading Comprehension*

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Patel (2008:113), reading is the most useful and important skill for students. It is often perceived as the most difficult language skill. In fact, the students are not capable to read and comprehend the content of the text correctly. The reason is that they are poor in identifying word meaning, main idea of the text, detail information, implicit information, and reference. By teaching reading comprehension, it to involve the students in learning activities (1) to expands the student's knowledge and art, (2) to motivate the student to be a good personality, (3) to expand the student's social intercourse.

In teaching reading, teacher has to follow some phases. There are three phases in teaching reading. Those phases are before reading, during reading, and after reading. Firstly, before reading means that activate prior knowledge which involves set the purpose for reading, introduce the book, do a picture walk and make connections. Secondly, during reading means that respond while reading which involves ask and answer questions, make inferences and draw conclusion. Thirdly, after reading means that think and discuss which involves retell key events and identify main idea.

Based on the observation during internship program (PPL) at Eighth Grade of SMP Swasta Pelita Medan in the academic year of 2017/2018 , there were some problems in reading comprehension. The problems were; first, the students

were lazy to read. Second, the students had limited vocabulary and then the students were difficult to understand the reading text. Third, the students were getting bore to read a text because reading material was not interesting. According to Smith (1985:233), students may have difficulty with reading comprehension because they do not understand what reading is.

Dealing with these problems, the researcher is trying to use Team Word-Webbing method so that all students prepare themselves to read, and they can participate. In addition, the teachers are needed to assist students' achieve their reading competence in order to make their excellence from conversion.

In this case, the researcher has found solution in teaching reading to improve students' comprehension in reading is Team Word-Webbing technique. Although, there are many researchers who have conducted the research on the same field yet, they have different subject.

According to Starko (2010:187) Webbing, or clustering, is often used to organize such ideas and information on a topic. Johnson (2008:117) states that webbing and outlining can both be used as post reading comprehension skills. This technique can help students relate new information with prior knowledge. Team word-webbing is a kind of reading technique that can help the students' active on what they have already known about the topic given that involves identifying important ideas and specifying their relationship.

According to Cooper (2011:46-47) webbing or semantic mapping is a good technique for students to learn. Some advantages of using webbing are; (1) webbing is a way of organizing your ideas about a particular topic so that the

relationships you see among the various subtopics can be displayed visually. (2) Webbing is useful tools for helping learners construct, organize, and communicate their knowledge.

Based on the descriptions above, the researcher intends to conduct a research entitled “The Effectiveness of Using Team Word-Webbing in Improving Students’ Reading Comprehension in Narrative Text” (*A Classroom Action Research at Eighth Grade of SMP Swasta Pelita Medan in the Academic Year of 2017/2018*).

B. The Identification of The Problem

The problems of this research can be identified as follows:

1. The students had limited vocabulary and then the students faced difficulties to understand the reading text.
2. The students still had low motivation.

C. The Scope and Limitation

Based on the problem above the scope of this study is reading comprehension in Narrative Text by using team word webbing technique. Narrative text has several types: personal experience, fairy tale, fables, legend, myth, etc. This limitation of research only focused on reading comprehension about Fairy tale.

D. The Formulation of the Problem

The problems of this study are formulated as the following:

1. Is team word-webbing technique effective to improve students' reading comprehension?
2. What are the students' difficulties in reading comprehension by team word-webbing technique?

E. The Objective of the Study

The objectives of this research are follows:

1. To prove the effectiveness of using team word-webbing in improving students' reading comprehension in narrative text.
2. To know the students' difficulties in reading comprehension by team word-webbing technique.

F. The Significance of the Study

The results of the study are expected to be used theoretically and practically:

1. Theoretically

The researcher hopes the result of this study is expected to be able to widen the skill of teacher in using team word-webbing in order to improve the students' in reading comprehension.

2. Practically

a. For students

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

b. For Teacher

Teacher can use the result of this study as a reference when they want to improve their ability and get more variation strategies in teaching reading. So, the students will get better achievement. Group Reading makes students reading and thinking-aloud. This strategy can be an effective way for the class to stay focused and keep together.

c. For The Writer

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

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. General Concepts of Reading

a. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards (2001), reading perceives a written text in order to understand its context. However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a life-time.”

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

b. Purposes for Reading

Rivers and Temperly (1978: 187) suggest that there are seven main purposes for reading:

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some task for our work or daily life.
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friend by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspaper, magazine, reports).
7. For enjoyment or excitement.

c. Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills. The definition of each type is defined as follows:

1. Intensive Reading

Brown (2004) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy. Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:

- a. Usually classroom based;
- b. Reader is intensely involved in looking inside the text;
- c. Students focus on linguistic or semantic details of a reading;
- d. Students focus on surface structure details such as grammar and discourse markers;

- e. Students identify key vocabulary;
- f. Students may draw pictures to aid them (such as in problem solving);
- g. Texts are read carefully and thoroughly, again and again;
- h. Aim is to build more language knowledge rather than simply practice the skill of reading.

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

2. Extensive Reading

Brown (2004) explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford (2002) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:

- a. Students read as much as possible.
- b. A variety of materials on a range of topics is available.
- c. Students select what they want to read.

- d. The purposes of reading are usually related to pleasure, information and general understanding.
- e. Reading is its own reward.
- f. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
- g. Reading is individual and silent.
- h. Reading speed is usually faster than slower.
- i. Teachers orient students to the goals of the program.
- j. The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and non-fiction books as well as simplifications of established works of literature. Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with ease and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that extensive reading provides a richer context for practice.

d. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown (2004) states in his book about strategies for reading comprehension. They are stated below:

1. Identify the purpose in reading

2. Use graphemic rules and patterns to aid in bottom-up decoding
3. Use efficient silent reading techniques for relatively rapid comprehension
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you are certain
8. Analyze vocabulary
9. Distinguish between literal and implied meaning
10. Capitalize on discourse markers to process relationship

While in other books, Alice defines reading techniques in different step.

The techniques are stated below:

1. Pre-teaching or preparation stage
2. Skimming or scanning stages
3. Decoding or intensive reading stages
4. Comprehension stage
5. Transferable or integrating skills

We can conclude based on two statements above that reading technique can divide into some points. The main points is skimming and scanning. Skimming is quickly running one's eyes over the text to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Skimming is used when reading some general question in mind. Skimming is used in making decisions on how to approach a text such as when determining if a

Careful reading is deserved. Skimming is also used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.

Scanning has a different definition from skimming. Scanning is quickly searching for some particular piece of information in the text. Skimming is focused on locating specific information. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

e. The Advantages of Reading

When people read a news paper, story, or take part in a conversation directly they improve their knowledge. According to Harmer (2002), a large amount of reading takes place because it will help us to achieve some clear aims, then another kind of reading takes place for pleasure. Learning reading has an 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 some pointers 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 examples of many different ways people speak and write.

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students 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 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 may be 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 facts.

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read “what we read and how we read it”.

f. Reading Comprehension

According to David Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build

meaning. One of the goals 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. Noah Webster defines comprehension is the act of capacity for understanding. So the result of what we read is comprehension. A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:

1. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage.
2. Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring.
3. Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value
4. Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage.

While Balton Smith (1980) defines types of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read. Based on two statements above we can make some points of types of comprehension. They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate

about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

Paragraphs above define the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Reading comprehension is a set of generalized knowledge acquisition skill, which permits people to acquire and exhibit information gained as consequence of reading printed language. Janette K. Klinger defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques 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.

g. Indicators of Reading Comprehension

The indicators of reading skill especially for reading comprehension are:

1. Students are able to predict or guess the meaning of words based on context.
2. Students are able to identify the main idea of the text.
3. Students are able to identify the implicit information of the text.
4. Students are able to identify the explicit information of the text.

h. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension-enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

1. Reading is not passive skill.
2. Students need to be engaged with hat they are reading.
3. Student should to be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is major factor in reading.
5. Match the task to the topic
6. Good teacher exploit reading texts to the full

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

- 1) The reader who is doing the comprehending

- 2) The text that is to be comprehend
- 3) The activity in which comprehension is a part

2. Concept of Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper (Widayati, 2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably. According to Diana (2003), a narrative text usually has description of features and rhetorical steps.

- a. Plot

The plot answers the questions “What is happening in the story?” and “What is the sequence of events?” Some stories have simple and straightforward plots. Others have complex plots that make the reader think and ask questions: Who solves problems? Stories that flow well keep the reader involved and interested. Additionally, Rebecca (2003) says that plot is the sequence of events showing characters in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story. If the writer has chosen well, the plot will produce conflict, tension, and action that will arouse and hold the reader’s interest. Children want what most adults want in literature: action, happenings, questions that need answers, answers that fit questions, glimpses of happy and unhappy outcomes, discovery of how events grow and turn. According to KTSP 2006, plot (rhetorical step) is more than the sequence of actions or conflict. It is also the pattern of those actions. If the plot pattern is oversimplified by diagram, it is visualized as follows.

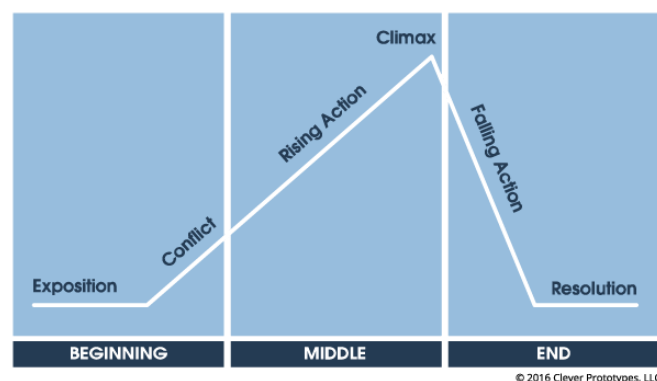


Figure 2.1. The Diagram of Rhetorical Step of Narrative

Narrative order in fiction, the order in which events are related, may follow several patterns, but the most common pattern in young children’s

literature is the chronological arrangement. If a story relates events in the order of their happening, their story is in chronological order, perhaps moving with the characters from one place of action to another and yet chronological. Order is easy for children to follow if within their experience; chronological order is therefore more frequent.

Rising action begins with the situation that must be shown and explained. This explanation for the situation and the characters' condition is called exposition. It is placed in the beginning. In most stories for children, it is woven into early section so that attention is caught immediately and held. Then, this early action grows into a suspense that holds them to read. Early readers like the suspense of "What's going to happen?" The writers for children must decide how much suspense the child can sustain and how much reassurance is needed to balance suspense. The peak and turning point of the conflict, the point at which we know the outcome of the action, is called the climax. In a progressive plot, suspense pulls the reader through the rising action to the central climax, where conflict is resolved in a manner foreshadowed and inevitable; the last questions are usually answered in a denouement, with its closed ending.

b. Characters

Characterization addresses the questions "Who are these people?" and "Are they believable?" Characters need to be authentic for the reader to connect with them. Readers seek characters whose humanity touches theirs. Characters are also easy to relate to and believe in. Characters come to life for the readers through what they say, their actions, and what others say about them.

c. Setting

Setting informs the reader of where the story is taking place. It answers the questions “Where am I?” and “What will I see if I walk around here?” More frequently, the setting falls into the background, and the reader is not particularly aware of it. Readers know immediately, however, when the setting is not well drawn, because they cannot feel the sense of where they are.

Meanwhile, Anderson and Anderson (2003b) explain five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution, and coda.

In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening. In complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. Then, in the next step, sequence of events, the narrator tells how the characters react to the complication. In this step, the feelings of the character and what they do are included. In addition, the events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view. In resolution part, complication is sorted out or the problem is solved. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

To make it brief and easier to understand, essentially the generic structures of a narrative comprise three points: orientation, complication, and resolution. The other two components as proposed by Anderson and Anderson (2003b) are just

variations or can even be considered as optional since the two are not differently essentially.

Narrative can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in this story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person (Anderson & Anderson, 2003b).

In addition, narrative text may take many kinds or forms. They are myths, fairytales, aboriginals, science, fiction, dreaming stories/bedtime stories, and romance novels. Among those forms, fairy tales or fairy story has lots of sub-forms: fairies, goblins, elves, trolls, giants, and talking animals.

Gurney in Carnine (1990) believes that stories have their own structure called story grammar. This structure often resolves around the conflicts or problems faced by the characters in the story and the characters' attempts to resolve the problem. The story grammar components of (1) conflict, (2) goal, (3) resolution of the conflict, (4) plot, and (5) the character's thoughts and feelings are common to many stories. By keying on the presence of these components of a story, the reader is better able to comprehend the story. The structure of a story can be simple (e.g., the components are few and written in a predictable sequence) or complex (e.g., the components are numerous and their sequence unpredictable).

Additionally, Anderson and Anderson (2003a), state that narrative usually include the following grammatical features:

1. Nouns that identify the specific characters and places in the story.

2. Adjectives that provide accurate description of the characters and setting.
3. Time words that connect events to tell when they occur.
4. Verbs that show the actions that occur in the story.

The primary rule for developing a sequence for introducing stories is to progress from simple stories to more complex stories. Factors to consider are (a) the number of characters, plots, goals, and sub-goals, (b) the number of attempts by characters to achieve the goal, (c) the explicitness of the story grammar components (the main characters, goal, and conflict), (d) the length of the story, (e) the readability of the story, and the amount of background knowledge required by students.

The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all work together to develop an identifiable story line that is easy to follow and paraphrase.

3. General Concept of Team Word-Webbing

a. Definition of Team Word-Webbing

Before knowing the definition of team word-webbing clearly we must understand that 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 not new 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 words related to one another. Semantic mapping is an adaptation of concept definition mapping but builds on students' prior knowledge or schema.

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

There is no specific definition about team word webbing. We know it as clustering or semantic mapping. In briefly definition: *Team word webbing (clustering or semantic mapping) is powerful tool in concept development and information ex-change.*

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

1. Topic may be different for each group.
2. Students identify subtopic for each group member.
3. Steering committee may coordinate the work of the class as a whole.
4. Student research the information using resources such as library reference, interviews, visual media.

5. Students synthesize their information for a group presentation: oral and or written each group member plays part in the presentation.
6. Each group present to the whole class.
7. This method places greater emphasis on individualization and students' interest. Each student's assignment is unique.
8. Students need plenty of previous experience with more structured group work for this to be effective.

The concepts of team word webbing is that students write simultaneously on piece of chart paper, drawing 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 into components, understanding multiple relations among ideas, differentiating concepts.

In this strategy, the main topic is written in the center of the paper in a rectangle. The team members' round table add core concepts in ovals around the main topic. Then the team has a free-for-all adding details and making bridges between ideas. This is a quick way to explore background knowledge, summarize main points, or to check if students have the connections between ideas that you are seeking. In groups of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept. Giving each student a different color marker encourages more involvement. The chart paper allows the "big picture" to be taped up on the walls and more connections made, possibly adding more

information throughout the week. In the simple sentences, the general concepts of team word webbing can divide into three steps:

1. Write the topic in the center of the paper.
2. Round Robin to create core concepts around the topic
3. Free-for-all to complete the word web.

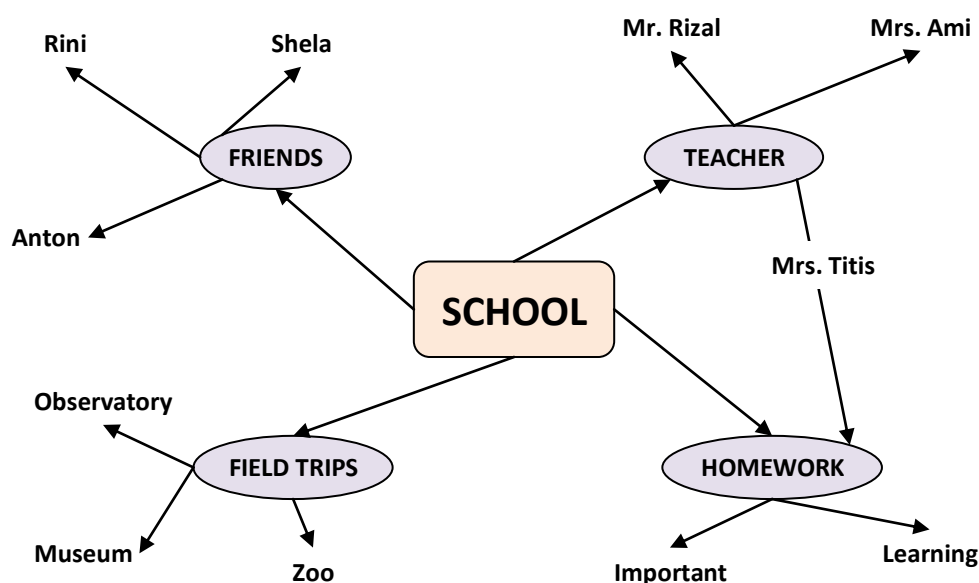


Figure 2.2. Example of Word-Webbing

b. Team Word-Webbing as Technique

According to Jeane M. Stone (2011), Team word webbing is a technique in teaching reading. 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. In other term, technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. This technique can be effective way for the class to stay focused and keep together.

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 in achieving the goal of teaching learning. Factually to achieve the goal of teaching learning, teachers and learners need techniques. So we can join based on the definition of team word webbing and technique.

c. Advantages of Team Word-Webbing for Student

We can categorize team word-webbing as a certain kind of cooperative learning activities. Cooperative learning is an approach to teach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As part of cooperative learning, team word webbing has advantages in teaching learning. The general advantage of team word webbing is to motivate students and to make students interacting with other students because students has to work together doing activities. Team word webbing has several advantages especially for students. Some advantages of using cooperative learning are stated below:

1. Cooperative learning teaches students to be less reliant on the teacher and more reliant on their own ability to think, to seek information to other source and to learn for other students.
2. Cooperative learning encourages students to verbalize their ideas and to compare them with the ideas and feeling of other students.
3. Cooperative learning help students to learn respect for one another's strengths and imitations and to accept these differences.

4. Working in cooperative learning teams help empower students to take greater responsibility for their own learning and for their learning of others.
5. Cooperative learning is an effective strategy for having students achieves a wide range of academic and social outcomes including enhanced achievement, improved self esteem, and positive interpersonal relationship with other students, improved time management skill, and positive attitudes toward school.
6. Cooperative learning have students work together result in much more learning then occurs when students work alone, competitively, or individually.
7. Cooperative learning activity can lead to students to being frustrated less often, getting confused less often, feeling more intellectually challenged, feeling more actively involved in learning and looking forward to class more often.
8. The interaction that occurs during cooperative learning activity help to motivate students and stimulate their thinking, and view education as a life-long process rather than short-term training.

John Murphy and Patricia Byrd (2001), state that group reading make student reading and thinking-aloud, this strategy can be effective way for the class to stay focused and keep together. According to Jeremy Harmer (2002), the basic advantage of group is to interact with other students. Advantages of group:

1. Like pair work, it dramatically increases 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 pairwork
3. It encourages broader skills 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

Based on advantages above we know that team word webbing is a certain kind of cooperative learning activities and we can make conclusion that team word webbing can raise students' achievement, help to build positive relationships among students, give students the experiences they need for healthy social, psychological, cognitive development, and students are expected get motivation and can interact with other students in teaching reading.

B. Relevant Studies

In this research, the writer summarizes the relevant previous researches to prove the originality of the research. The first research has been conducted by Indah Permata (2010), in her thesis, She concludes that the students can improve their vocabulary especially in English Language. She also states that webbing can be the good technique in teaching vocabulary. There is a similarity between her

research and the writer's research. The similarity is that she uses webbing in her techniques. But there are differences between her researches with the writer's research; those are participant, grade of students, teaching skill.

The second is Muhammad Mufti Haris (2011), in his research, He has proved that team word-webbing method was an effective way to improve the subjects' achievement in news item text reading comprehension because the subjects were motivated to study and to read a news item text. It was showed by the increasing of the mean score of the subjects' news items texts at reading comprehension in every test which had been administered during the research.

The third is Irma Agustini and Yunita Agnes Sianipar (2012), the mean of students' score cycle (80) was higher than first cycle (67, 75). Therefore, Word Webbing Technique significantly improves students' achievement in vocabulary in SMPN 4 Takengon, Aceh Tengah. This researcher (Irma Agustini and Yunita Agnes Sianipar) chose an action research because according them, this research appropriated with their method. The result of their method was success because when researchers compared all the results of the scores of each meeting that as a result improve their scores.

C. Conceptual Framework

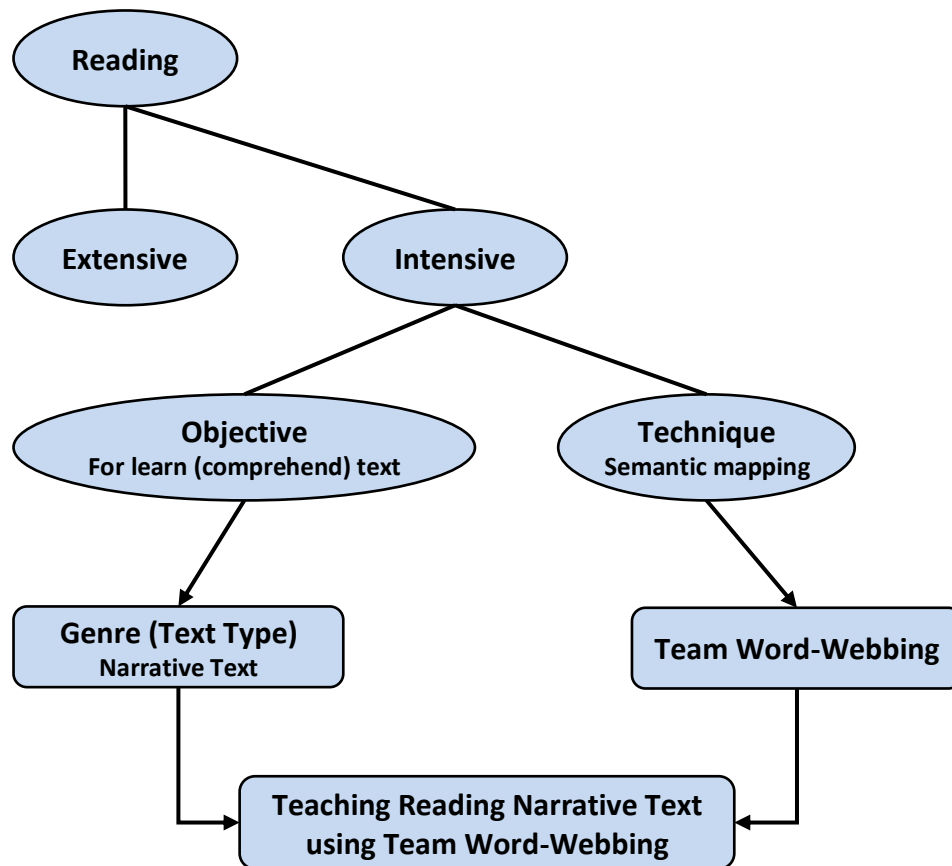


Figure 2.3. Conceptual Framework

Teaching reading in this case, teachers teaches as usual but with a strategy. This strategy make interested student in reading. Students will enjoy reading learning. The main function of team is as cooperative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in classroom. As a team or individually, open-ended or with concepts provided by the teacher, students construct a concept webbing within a specified domain.

Team or group in teaching learning has meaning a learning activity which involves a small group of learner working together. If done in teams, each

member should have a different color of pen. They can cluster or mapping word by word according the topic. And they study into group. They have to cooperate with other students. The students divided by 5 groups. Teacher gives every group narrative texts and chart paper. Then, teacher writes the main topic or keyword of text in the center of chart paper. And students have to write 4-5 words according the main topic based on the text. After that, they can be free-for-all adding the word that coherence with the topic and what they write. They can make a relation among one word to another word using bridges. What they write is all above text. So, they must focus in their text. It does not just improve students' comprehension, but also give students the advantages of reading such as to improve their vocabulary, gain their knowledge.

Using team word webbing as group reading technique in teaching reading can make students reading and thinking-aloud, this strategy can be an effective way for the class to stay focused and keep together. According H. Douglas (2004), semantic mapping or clustering belongs to strategies for reading comprehension. Basically team word webbing is a certain kind of semantic mapping or clustering. As strategy, team word webbing use technique that is intrinsically motivating. Motivation has important role in comprehension. Increasing students' motivation can be a way to achieve teaching reading goals. The goal of teaching reading is comprehension. Based on the curriculum; the basic competence in teaching reading is to understand the meaning and the step rhetoric development in written text.

D. Hypothesis

Based on the research focus, the researcher put forward the hypothesis, namely:

- 1) Null Hypothesis (H_0) : Teaching reading by using Team Word-Webbing cannot increase the students' English reading comprehension.
- 2) Alternative Hypothesis (H_1): Teaching reading by using Team Word-Webbing can increase the students' English reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was Classroom Action Research. John Elliot (2010) says that action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values they espouse; record their work in a form which is readily available and understandable by other teacher; and thus develop a shared theory of teaching by researching practice.

In other word, action research could be defined as a study of social situation with a view to improve the quality of action within in action research is done to make an improvement in the class.

According to Kurt Lewis (1990) in Zainal Aqib (2006), action research concern to four phases namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection. These phases were applied to each cycle. If the result for the first cycle failed, it was continued to the next cycle by renew the previous steps to find out the problem solving. The new cycle should improve the result of teaching. If the new planning increased young learners' reading comprehension, the cycle had to stop. If it would not increase the young learner's reading comprehension, the cycle will be continued on the next cycles until the result determined is reached. The model cycle of Classroom Action Research can be drawn as follows:

The Design of Research's Cycles

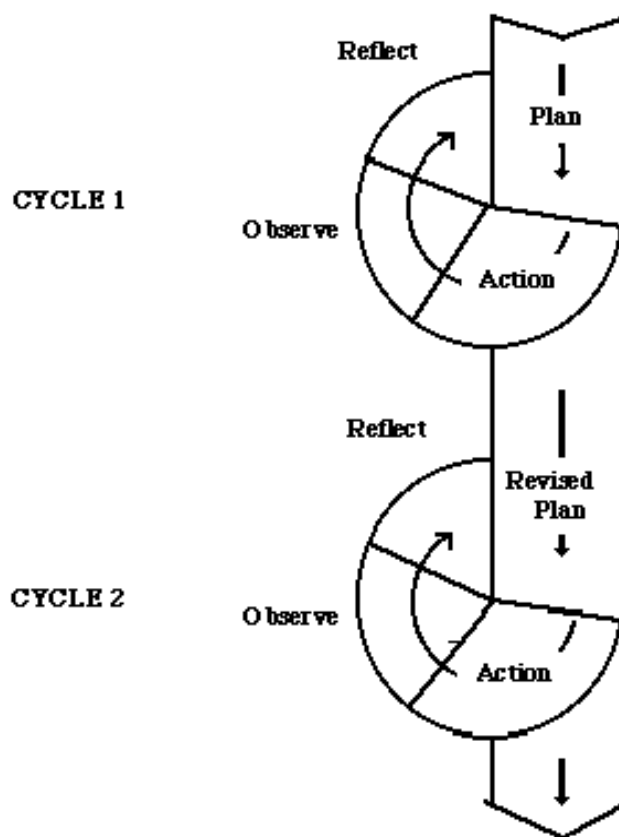


Figure 3.1. Action Research Protocol after Kemmis (cited in Hopkins, 1985)

B. The Location and Subject of Research

This research was conducted at SMP Swasta Pelita on Jl. Suasa Selatan Pasar 3B Medan. It was conducted in the eighth grade students of second semester at 2017/2018 academic years. There are four classes which were VIII-A, VIII-B, VIII-C, and VIII-D. the student from VIII-A were taken totally as the sample which consisted of 49 students. The researcher found the problem in this school that the students still difficulties in reading comprehension and team word webbing technique have not been conducted in this school yet.

C. Instrument of Data Collecting

Some instruments use to obtain the data are:

1. Observation

The researcher conducted the observation directly toward English teaching and learning process in the eighth grade of SMP Swasta Pelita in the academic year of 2017/2018 before and during the action. The researcher observed the students' activities and problems that faced by them in learning reading narrative text.

2. Test

"Test is a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before." This method has been applied by the researcher to measure the students' achievement in reading narrative text after being taught by using team word-webbing.

D. Research Procedure

This classroom action research was conducted in two cycles. Before the researcher did the cycle, the researcher conducted the preliminary research.

1. Preliminary Research

The researcher conducted the preliminary research by doing observation during teaching learning process and interviewed the English teacher about the problem faced when teaching English, from the students side and from the internal teacher's problem itself. In this phase, the researcher also asked the students score of reading comprehension in the last semester as a reference for the researcher to know the students reading ability.

2. The First Cycle

In this cycle the teacher used team word webbing technique in teaching narrative text. The procedure as follow:

a. Planning

The researcher identified the teaching and learning design, such as: arranging lesson plan which used team word webbing technique to teach narrative text. The researcher prepared the teaching material, test, observation checklist, and team word webbing technique.

b. Action

In this phase, the researcher did the teaching and learning activity based on the lesson plan which has been arranged. The researcher also introduced team word webbing in teaching reading comprehension in narrative text. The procedures of teaching and learning process were as follow:

1. Teacher greeted students and guided the students to pray together, then checked the students' attendance.
2. Teacher tells the topic that will be learn and the goal of the lesson.
3. Teacher gave example of narrative text
4. Students read the text that given by the teacher
5. Students identified the social function, generic structure and language features of the text.
6. Teacher introduced a team word webbing and explained how to use it.
7. Students answered the questions based on the text given in a form of team word webbing.

8. Teacher gave feedback to the students' work
9. Teacher explained the whole material of narrative text.
10. Students revised their work.
11. In the second meeting, teacher gave a test to find out the students comprehension in cycle one.

c. Observation

In this phase, the researcher observed students' activities in teaching and learning process by using observation checklist which has been arranged. The researcher observed students' activities, such as students' enthusiasm, participation and teamwork.

d. Reflection

The researcher with the English teacher reflected, evaluated and discussed all the activities that have been done in teaching and learning process. The result from observation was prepared to make a plan for the next cycle.

3. The Second Cycle

After conducted the first cycle, the researcher did the second cycle because based on the final test result of cycle one, the students' reading skill were still low. The aims of cycle two was overcome the weakness in cycle one. The procedures of teaching and learning process as follow:

a. Planning

The researcher found a problem in first cycle and identified to repair it, arranged lesson plan, prepared the media and teaching material, observation checklist and test.

b. Action

Teacher did the teaching and learning process based on lesson plan which has been arranged. The procedures of teaching and learning process were as follow:

1. Teacher greeted students and guided the students to pray together, then checked the students' attendance.
2. Teacher reviewed the material of narrative text.
3. Teacher gave an example of narrative text
4. Students read the text that given by the teacher
5. Teacher divided students into 5 groups.
6. Students identified the social function, generic structure and language features of the text in a group.
7. Students wrote the elements of narrative text based on the text given in a form of team word webbing.
8. Teacher gave feedback to the students' work.
9. Students revised their work.
10. In the second meeting, teacher gave a test to find out the students comprehension in cycle two.

c. Observation

In this phase, the researcher observed students' activeness during the teaching and learning process and students' understanding toward the material given.

d. Reflection

In this phase, the researcher and the collaborator discussed about the teaching and learning process in second cycle and made an evaluation and conclusion from the teaching and learning process in second cycle.

E. Technique of Data Collecting

Collecting the data will be done by test and observation technique. Observation is used to observe the quality of teaching and learning process based on observation instrument and testing is done to know the quality of learning result.

F. Technique of Data Analysis

After collected the data, the researcher will analyze the data. It used to answer the question of research or to examine the hypothesis that has been formulated.

1. Observation

Data from the observation included list of the observation teacher's activities and students' activities in during the research will be analyzed by using this formula:

$$P = \frac{x}{x_i} \times 100\%$$

Explanation:

P = Percentage of Score

x = Total Score

x_i = Score Maximum

After that to know the criteria of observation result, it can be classified into the category as follows:

Table 3.1. The Interpretation of Observation Result

Percentage Of Score	Criterion
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

2. Test

The reading test is in the form of essay test. The tests consist of 10 items and 45 minutes is located to the students to do the test. To obtain the total score, the researcher used the following formula:

$$S = \frac{R}{N} \times 100$$

Explanation:

S = Score

R = Total number of right answer

N = Total number of item

To measure the average or mean of students' reading score in every test, the formula as follow:

$$x = \frac{\sum X}{N}$$

Explanation:

x = the average of students' score

$\sum X$ = the sum of score

N = the number of the students

After that, to get the class percentage which pass the minimum standard scores (KKM), the researcher uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = the class percentage

F = the number of students who passed KKM

N = the number of the students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding and Analysis

This research was used classroom action research. Its purpose is to find solutions to problem and to enable teachers to improve aspect of teaching-learning reading comprehension in narrative text to the students of the Eighth grade of SMP Swasta Pelita by using Team Word Webbing and to know the students' responses after being taught using Team Word Webbing. In these findings, the researcher presents the result of the research and the analysis of the data collected which are conducted through preliminary research, cycle one, and cycle two. Those were explained as follows:

1. The Analysis of Preliminary Research

Preliminary research was conducted on January 16th 2018. It was done by interviewed the English teacher and observed the classroom activity. The researcher began the preliminary research by interviewing the English teacher. Here, the English teacher faced some problems in teaching reading comprehension. He said that the students' interest and ability toward English were low. Moreover, the students' reading comprehension in English was also low. He also said that the students' vocabulary were limited. So it made them difficult to understand a text. This might be caused of some reasons, such as there is no interest and no strategy in teaching reading comprehension.

The researcher also told about her last experience while doing teaching internship at the same school with the different grade. When the teaching internship in class VII, the almost same problems did was faced by the researcher. The students' ability in reading and comprehending a text were low, they also have a limited vocabulary, and their attention and motivation in learning English especially in reading were unstable. Sometimes they looked enthusiastic; sometimes they looked bored and unmotivated.

After interviewed the English teacher, the researcher observed the classroom activity. Observation checklist was used in this activity. From the observation, researcher found some facts that happened in the class during the English class. It could be describe as follow: the English teacher still used the conventional method by giving slide presentations to explain the material, and then asked the students to do the exercises on the students' worksheet (LKS). The teacher did not use an interesting strategy or any kinds of media to deliver the material. When teacher explained the material there were students who made a noise, chatted to their friends and even slept in the class. Only few of them paid attention to the teacher' explanation. The students were not being active during the teaching-learning process like asked question etc.

In this section, the researcher used the students' past score in reading comprehension as a reference to know how far their ability in reading comprehension. The students' score were not satisfying yet. The researcher thought that the students of VIII A still have difficulties in reading

comprehension. Then, the researcher hopes that the use of team word webbing can improve the students' reading comprehension in narrative text.

Table 4.1. Form of Students' Observation in Pre-Research

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26% - 50%)	Half of the Students (51% - 75%)	Most of Students (76% - 100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.		✓				2
	b. Students are enthusiastic in asking question about the material.		✓				2
	c. Students are enthusiastic in giving opinion about the material.			✓			3
2.	Students' participation						
	a. Students are active in doing the assignment			✓			3
	b. Students have responsibility in a team		✓				2
	c. Students care their teammates		✓				2
Total Score							14

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{14}{30} \times 100\% \\
 &= 47\%
 \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was still need to be improved. There were only 47% students that participated active on the teaching-learning process. Therefore, the researcher hopes that team word webbing can attract students' activeness during English lesson especially in reading comprehension.

Table 4.2. Teacher's Performance in Pre-Research

No	Indicators	Percentage					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	Presentation						
	a. Teacher's explanation is easy to be understood, explicit, and logic.				✓		4
	b. Teacher gives students chance to ask some questions about the material				✓		4
	c. Teacher can involve students to make a conclusion.			✓			3
2.	Implementation of Technique						
	a. Teacher can apply the technique appropriate with lesson planning.			✓			3
	b. Teacher can give explicit and easy to be understood instructions.				✓		4
	c. Teacher can use the technique and media effectively.			✓			3
3.	Performance						
	a. Teacher has clear voice during teaching and learning process.				✓		4
	b. Teacher can manage students in the class.			✓			3
	c. Teacher gives fair and respect treatment for students.				✓		4
Total Score							32

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{32}{45} \times 100\% \\
 &= 71\%
 \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was still need to be improved. There was 71% teacher's performance on the teaching-learning process. In this activity, teacher explained the material and gave instruction clearly, but the media that used is textbook and students' worksheet (LKS). Teacher responded students' question, because few students asked questions and always asked to know the students' understanding about the material.

From the observation, the researcher got the data of students' reading skill of the first semester from the English teacher. Here is the score of students' reading comprehension in the last semester.

Table 4.3. Students' Score in Pre-Research

No.	NAMA	GENDER	SCORE
1.	AP	M	60
2.	ASA	M	80*
3.	AH	M	60
4.	AS	F	80*
5.	AP	M	50
6.	AH	M	70
7.	AAP	M	70
8.	ASPR	M	80*
9.	AF	M	70
10.	AD	F	70
11.	ASP	F	60
12.	AA	M	80*
13.	AA	F	70
14.	AT	M	70
15.	AR	M	50
16.	AJV	M	60

17.	AP	M	70
18.	AP	F	80*
19.	AR	F	60
20.	AS	F	70
21.	AD	F	60
22.	AYP	M	70
23.	AYP	M	70
24.	AN	M	60
25.	AF	M	60
26.	AH	M	70
27.	AMS	F	70
28.	APM	F	70
29.	ASH	F	60
30.	AA	F	60
31.	AS	F	70
32.	AL	F	70
33.	BS	F	60
34.	BSP	M	50
35.	CEW	M	60
36.	CE	F	70
37.	DP	M	50
38.	DS	F	70
39.	DK	F	80*
40.	DPS	F	80*
41.	DV	F	60
42.	DA	F	70
43.	DA	F	60
44.	DDN	M	60
45.	DPH	M	60
46.	DA	F	60
47.	DW	F	70
48.	AR	M	60
49.	AS	M	60
TOTAL			3230
STUDENTS' MEAN SCORE			65.9184

**The student who passed the minimum standard score (KKM)*

The average score of the class:

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{N} \\
 &= \frac{3230}{49} = 65.91 = 66
 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension still need to be improved. The result above showed that the

average of the students' score was 66, there were only 14% students who passed the KKM. It means that the students' reading ability was not reached the target yet. From the problem found in preliminary research, the researcher planned to implement the team word webbing in teaching reading comprehension in order to make the students easier to understand the text.

2. The Analysis of The First Cycle

a. Planning

The first cycle conducted on Monday, January 22nd 2018. In this phase, the researcher and the teacher made planning for the action based on the problem faced by students in reading comprehension of a text. From the preliminary research, the result was unsatisfied. Teacher didn't use any strategy or media in teaching reading comprehension, so the students were not giving attention to the teacher. From the learning activity before, the researcher and the teacher decided to use team word-webbing in teaching reading comprehension. In planning, before applying the media, the researcher and the teacher had to prepare everything which needed in learning process, such as lesson plan, teaching material, team word webbing, students' worksheets, and observation checklist.

b. Action

The first cycle was conducted on Monday, January 22nd 2018 and Tuesday, January 23rd 2018. It had been done during one week in one cycle which consisted of two meetings.

1) First Meeting

The first meeting in the cycle one was conducted on Monday, January 22nd 2018. It was followed by 49 students. The teachers began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. After that, the researcher gave the example of a narrative text and the students were asked to read the text randomly. The teacher involved the students to identify the social purpose, generic structure and language feature of the text. The researcher gave a guiding questions to the students related to the text. Then, the researcher showed team word webbing and explained the way to use it in order to help the students comprehend the text.

The teacher divided students into 5 groups consists of 9-10 members each group. Each group got a narrative text and a form of team word-webbing. After that the student are asked to break down the text into an elements of narrative text such as characters, setting, orientation, complication and resolution in a form of team word-webbing given. They have 10 minutes to finish their work. After all group finished their work, the researcher invited one group (for example group "two") to share their work in front of the class. Then, students are asked to revise together. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material. Teacher also explained the planning for the next meeting.

2) Second Meeting

The second meeting was conducted on Tuesday, January 23rd 2018 and followed by 49 students. In this learning activity the researcher reviewed the last

material. After that, the researcher gave a test to the students individually. They were assigned to answer questions: students were asked to answer the questions related to the text. After the students finished the test, the researcher involved the students to make a conclusion about the material.

c. Observation

In this phase, the researcher observed the class during the teaching learning process. The observation was done in order to know the teaching and learning activities, students' enthusiasm, and students' interaction to others and students' activeness during the teaching and learning process. The researcher used the students' observation checklist in observing the class.

Table 4.4. Form of Students' Interaction in Cycle 1

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26% - 50%)	Half of the Students (51% - 75%)	Most of Students (76% - 100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.				✓		4
	b. Students are enthusiastic in asking question about the material.			✓			3
	c. Students are enthusiastic in giving opinion about the material.			✓			3
2.	Students' participation						
	a. Students are active in doing the assignment				✓		4

	b. Students have responsibility in a team			✓			3
	c. Students care their teammates			✓			3
Total Score							20

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{20}{30} \times 100\% \\
 &= 67\%
 \end{aligned}$$

The result of the observation in cycle 1 was average, it was 67 %. There was an improvement of students' enthusiasm and participation. They paid attention to the lesson, although some students still felt difficult in asking and answering the question and also to build up their responsibility in a team.

Table 4.5. Teacher's Performance in Cycle 1

No	Indicators	Percentage					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	Presentation						
	a. Teacher's explanation is easy to be understood, explicit, and logic.				✓		4
	b. Teacher gives students chance to ask some questions about the material				✓		4
	c. Teacher can involve students to make a conclusion.				✓		4
2.	Implementation of Technique						
	a. Teacher can apply the technique appropriate with lesson planning.				✓		4
	b. Teacher can give explicit and easy to be				✓		4

	understood instructions.						
	c. Teacher can use the technique and media effectively.				✓		4
3.	Performance						
	a. Teacher has clear voice during teaching and learning process.				✓		4
	b. Teacher can manage students in the class.			✓			3
	c. Teacher gives fair and respect treatment for students.				✓		4
Total Score							35

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{35}{45} \times 100\% \\
 &= 78\%
 \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was good. There was 78% teacher's performance on the teaching-learning process. In this activity, teacher explained the material and gave instruction clearly. Teacher could apply the technique and the media effectively, but there was still a difficulty to manage the class.

Table 4.6. Students' Score in Cycle 1

NO.	NAME	GENDER	SCORE
1.	AP	M	70
2.	ASA	M	60
3.	AH	M	70
4.	AS	F	70
5.	AP	M	60
6.	AH	M	70
7.	AAP	M	80*
8.	ASPP	M	80*
9.	AF	M	80*
10.	AR	F	80*
11.	ASP	F	70
12.	AA	M	70

13.	AA	F	80*
14.	AT	M	80*
15.	AR	M	70
16.	AJV	M	70
17.	AP	M	60
18.	AP	F	70
19.	AR	F	70
20.	AS	F	60
21.	AD	F	70
22.	AYP	M	80*
23.	AYP	M	80*
24.	AN	M	70
25.	AF	M	70
26.	AH	M	80*
27.	AMS	F	70
28.	APM	F	80*
29.	ASH	F	70
30.	AA	F	70
31.	AS	F	80*
32.	AL	F	70
33.	BS	F	70
34.	BSP	M	60
35.	CEW	M	70
36.	CE	F	70
37.	DP	M	60
38.	DS	F	80*
39.	DK	F	80*
40.	DPS	F	80*
41.	DP	F	70
42.	DA	F	80*
43.	DA	F	70
44.	DDN	M	70
45.	DPH	M	80*
46.	DA	F	70
47.	DW	F	80*
48.	AR	M	70
49.	AS	M	70
TOTAL			3540
STUDENTS' MEAN SCORE			72.2449

* The student who passed the minimum standard score (KKM)

The average score of the class:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{3540}{49} = 72.24 = 72 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension still need to be improved. The result above showed that the average of the students' score was 72, there were only 35% students who passed the KKM. It means that the students' reading ability was improved but still need to be improved, especially the students who didn't passed the KKM.

d. Reflection

The researcher as the teacher reflected about the conclusion of implementing the action. In this cycle, the students' average score was 72. This analysis showed that the result of the first cycle was better than previous one. There was improvement in this cycle although it was step by step. And it showed that were 1 students who passed the KKM. It means there were under 80% students achieved the KKM.

The result of observation showed that the students' activeness was better than the preliminary. Some of the students were still not enthusiastic in listening teacher's explanations even the teacher did use clear enough voice during teaching learning process, and the teacher could not manage the students in the class well. The students also felt difficult in asking and giving their opinion about the material because the teacher did not gave many chances to the students in giving and asking opinion about the material.

Based on the result of cycle 1, the researcher decided to continue the action to next cycle. The researcher decided to conduct the next cycle and intended to give a better explanation.

3. The Analysis of the Second Cycle

This activity was conducted on Monday, January 29th 2018 and Tuesday, January 30th 2018. Knowing the result of cycle 1, the researcher did the next cycle in order to improve students' reading comprehension in narrative text.

a. Revised Planning

The planning phase of the second cycle was implemented into a lesson plan. In this phase the researcher use the previous lesson plan which had related with using team word-webbing in teaching narrative text. The researcher also prepared observation checklist which consist of teacher's and students' activities in teaching and learning process.

b. Action

This phase was accomplished during one week in one cycle which consisted of two meeting. The implementation of this cycle was done as same as in the first cycle, it is about pre-activities, main-activities, and post-activities, here they are the explanation:

1) First Meeting

The first meeting in the second cycle was conducted on Monday, January 29th 2018. It was followed by 49 students. The teachers began the class by

greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson.

After that, the researcher gave the example of a narrative text in a worksheet and the students were asked to read the text randomly. The teacher involved the students to identify the social purpose, generic structure and language feature of the text. Then, teacher explained the material of narrative text in a simpler and deeper explanation.

The researcher divided students into 5 groups consists of 9-10 members each group, the member of the group were different with the group in the cycle one. Each group got a narrative text and a form of team word-webbing. Students are asked to identify the social function, generic structure and language features of the text in a group. Students write down their work on the available team word-webbing worksheet in 10 minutes. After that, the students presented their group work in front of the class one by one. The rest of students with the teacher guidance checked and discussed the group work. Teacher gave a confirmation to the students' work. In the end of the lesson, teacher reviewed the material and explained the next planning for the next meeting.

2) Second Meeting

The second meeting was conducted on Tuesday, January 30th 2018 and followed by 49 students. In this learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The test which was given by the teacher was same of the first cycle. They were assigned to answer some questions related to the text given.

c. Observation

In the cycle 2, generally the students' activeness, participation, and enthusiasm in learning process was better than previous cycle. It can be seen from the students' observation as follow:

Table 4.7. Form of Students' Interaction in Cycle 2

No	Indicators	Percentage					Score
		None (0%)	Few Students (25%)	Many Students (26% - 50%)	Half of the Students (51% - 75%)	Most of Students (76% - 100%)	
		1	2	3	4	5	
1.	Students' enthusiasm						
	a. Students are enthusiastic in listening teacher's explanation of narrative text.					✓	5
	b. Students are enthusiastic in asking question about the material.				✓		4
	c. Students are enthusiastic in giving opinion about the material.					✓	5
2.	Students' participation						
	a. Students are active in doing the assignment				✓		4
	b. Students have responsibility in a team				✓		4
	c. Students care their teammates				✓		4
Total Score							26

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{26}{30} \times 100\% \\
 &= 87\%
 \end{aligned}$$

The result of the observation in cycle 2 was good, it was 87 %. There was an improvement of students' enthusiasm and participation. They paid attention to the lesson, they also enthusiastic in giving opinion about the material, although half of students still felt difficult in asking and answering the question. The students' participation in a team was got better than the previous cycle. They were active in doing the assignment and care to their teammate.

Table 4.8. Teacher's Performance in Cycle 2

No	Indicators	Percentage					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
1.	Presentation						
	a. Teacher's explanation is easy to be understood, explicit, and logic.					✓	5
	b. Teacher gives students chance to ask some questions about the material					✓	5
	c. Teacher can involve students to make a conclusion.					✓	5
2.	Implementation of Technique						
	a. Teacher can apply the technique appropriate with lesson planning.				✓		4
	b. Teacher can give explicit and easy to be understood instructions.				✓		4
	c. Teacher can use the technique and media effectively.				✓		4
3.	Performance						

No	Indicators	Percentage					Score
		Poor	Fair	Average	Good	Excellent	
		1	2	3	4	5	
	a. Teacher has clear voice during teaching and learning process.					✓	5
	b. Teacher can manage students in the class.				✓		4
	c. Teacher gives fair and respect treatment for students.				✓		4
Total Score							40

The score of this observation as below:

$$\begin{aligned}
 \text{Percentage of the score P} &= \frac{x}{xi} \times 100\% \\
 &= \frac{\text{Total Score}}{\text{Score Maximum}} \times 100\% \\
 &= \frac{40}{45} \times 100\% \\
 &= 89\%
 \end{aligned}$$

From the result of the observation above, it can be seen that the activity of teaching-learning process of English lesson was good and satisfied. There was 89% teacher's performance on the teaching-learning process. In this activity, both of the teacher performance in delivered the material also the way the teacher involved the students during teaching and learning process were good. Teacher explained the material and gave instruction clearly. Teacher also can manage the class better.

Based on the observations result of students activeness and teacher performance during teaching and learning process in cycle 2, the researcher and the English teacher have a good perception that the second cycle was better from

the first cycle. It proven by the results that show the students' activeness in this cycle were 87% and the teacher' performance was 89 %.

Table 4.9. Students' Score in Cycle 2

No.	NAME	GENDER	SCORE
1.	AP	M	70
2.	ASA	M	80*
3.	AH	M	70
4.	AS	F	80*
5.	AP	M	70
6.	AH	M	80*
7.	AAP	M	80*
8.	ASPP	M	90*
9.	AF	M	80*
10.	AR	F	80*
11.	ASP	F	70
12.	AA	M	80*
13.	AA	F	80*
14.	AT	M	80*
15.	AR	M	80*
16.	AJV	M	80*
17.	AP	M	80*
18.	AP	F	80*
19.	AR	F	80*
20.	AS	F	90*
21.	AD	F	80*
22.	AYP	M	90*
23.	AYP	M	80*
24.	AN	M	70
25.	AF	M	80*
26.	AH	M	80*
27.	AMS	F	80*
28.	APM	F	90*
29.	ASH	F	80*
30.	AA	F	80*
31.	AS	F	80*
32.	AL	F	90*
33.	BS	F	90*
34.	BSP	M	70
35.	CEW	M	80*
36.	CE	F	80*
37.	DP	M	70
38.	DS	F	90*

39.	DK	F	90*
40.	DPS	F	100*
41.	DP	F	90*
42.	DA	F	80*
43.	DA	F	90*
44.	DDN	M	80*
45.	DPH	M	90*
46.	DINI AQILAH	F	80*
47.	DW	F	100*
48.	AR	M	80*
49.	AS	M	70
TOTAL			3990
STUDENTS' MEAN SCORE			81.4286

* The student who passed the minimum standard score (KKM)

The average score of the class:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{3990}{49} = 81.42 = 81
 \end{aligned}$$

From the result above, it can be concluded that students' reading comprehension was good. The result above showed that the average of the students' mean score was 81, there were only 8 students or 16% who didn't passed the KKM and there were 41 students or 84% students who passed the KKM. It means that the students' reading ability was improved.

d. Reflection

After finishing each phase in cycle 2, the teacher and the researcher discussed the action of cycle 2. The students' reading comprehension in the cycle 2 was better than cycle 1. Based on the students' score in the cycle 2, there was a good achievement that was achieved by the students. The students' mean score was 82, there were only 8 students or 16% who didn't passed the KKM and there were 41 students or 84% students who passed the KKM.

The researcher and the English teacher were satisfied because of the students' score was good. Furthermore, the students could comprehend a text well and they were enthusiastic and active during the teaching and learning process. In addition, the teacher also has used the the media effectively. After knowing the result of cycle 2 and achieving the target research that minimally 80 % who passed the KKM, so that the researcher and the teacher decided to stop this classroom action research (CAR).

B. Discussion

From the research finding and analysis above, the use of team word-webbing can improve the students' reading comprehension in narrative text. So, it can be concluded that this CAR was successful. The score from the observations and students' test on each cycle can be seen on the previous description. The students' improvement of reading comprehension in narrative text after being taught by using team word-webbing can be seen as follow:

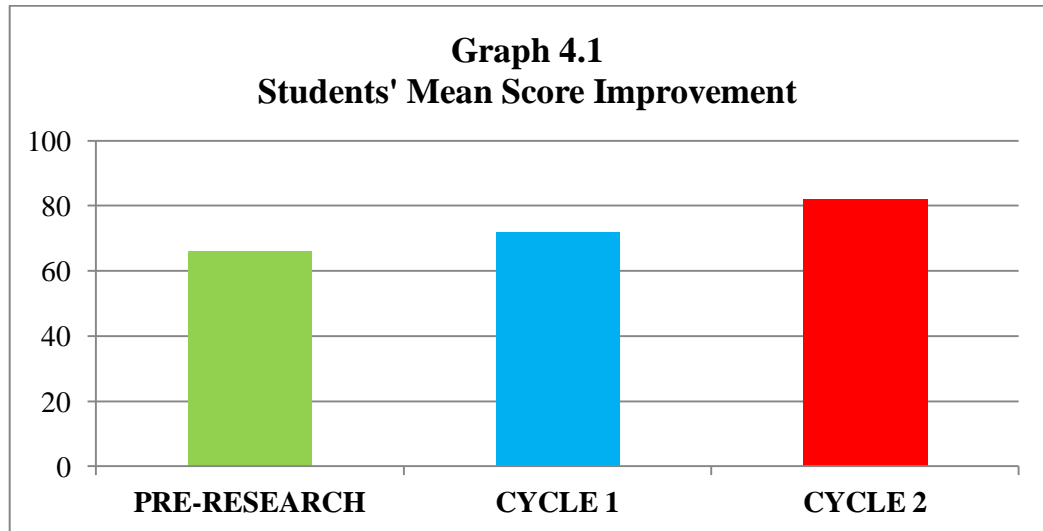
Table 4.10. The Score of Students' Improvement

No.	Name	Gender	Pre-Research	Cycle 1	Cycle 2
1.	AP	M	60	70	70
2.	ASA	M	80	60	80
3.	AH	M	60	70	70
4.	AS	F	80	70	80
5.	AP	M	50	60	70
6.	AH	M	70	70	80
7.	AAP	M	70	80	80
8.	ASPP	M	80	80	90
9.	AF	M	70	80	80
10.	AR	F	70	80	80
11.	ASP	F	60	70	70

12.	AA	M	80	70	80
13.	AA	F	70	80	80
14.	AT	M	70	80	80
15.	AR	M	50	70	80
16.	AJV	M	60	70	80
17.	AP	M	70	60	80
18.	AP	F	80	70	80
19.	AR	F	60	70	80
20.	AS	F	70	60	90
21.	AD	F	60	70	80
22.	AYP	M	70	80	90
23.	AYP	M	70	80	80
24.	AN	M	60	70	70
25.	AF	M	60	70	80
26.	AH	M	70	80	80
27.	AMS	F	70	70	80
28.	APM	F	70	80	90
29.	ASH	F	60	70	80
30.	AA	F	60	70	80
31.	AS	F	70	80	80
32.	AL	F	70	70	90
33.	BS	F	60	70	90
34.	BSP	M	50	60	70
35.	CEW	M	60	70	80
36.	CE	F	70	70	80
37.	DP	M	50	60	70
38.	SW	F	70	80	90
39.	DK	F	80	80	90
40.	DPS	F	80	80	100
41.	DP	F	60	70	90
42.	DA	F	70	80	80
43.	DA	F	60	70	90
44.	DDN	M	60	70	80
45.	DPH	M	60	80	90
46.	DA	F	60	70	80
47.	DW	F	70	80	100
48.	AR	M	60	70	80
49.	AS	M	60	70	70
TOTAL			3230	3540	3990
STUDENTS' MEAN SCORE			65.918	72.2449	81.4286

* The student who passed the minimum standard score (KKM)

The improvement of the students' score from pre-research to cycle 2 can be served as follow:



Note :

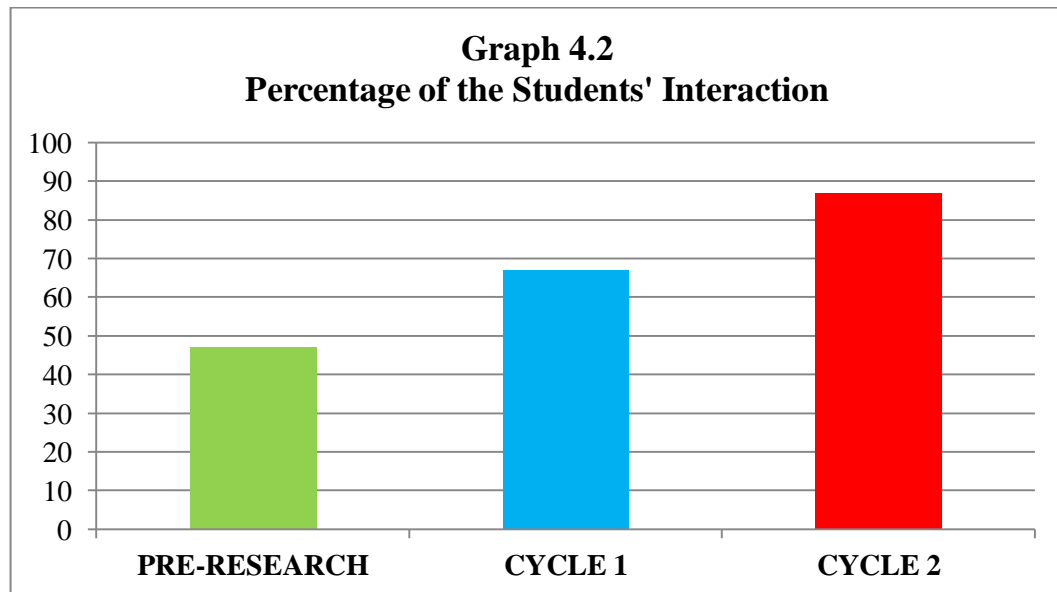
Pre-Research : 66

Cycle 1 : 72

Cycle 2 : 82

From the chart above, it can be seen that all the meetings ran well, there were some significant improvements from cycle 1 to cycle 2. In the pre-research, the students' mean score was 66. In the cycle 1, the students' mean score was 72 and the students' mean score in cycle two was 82. There was a significant improvement from cycle 1 to cycle 2.

The percentage of the students' responses from pre-research to cycle 2 can be served as follow:



Note :

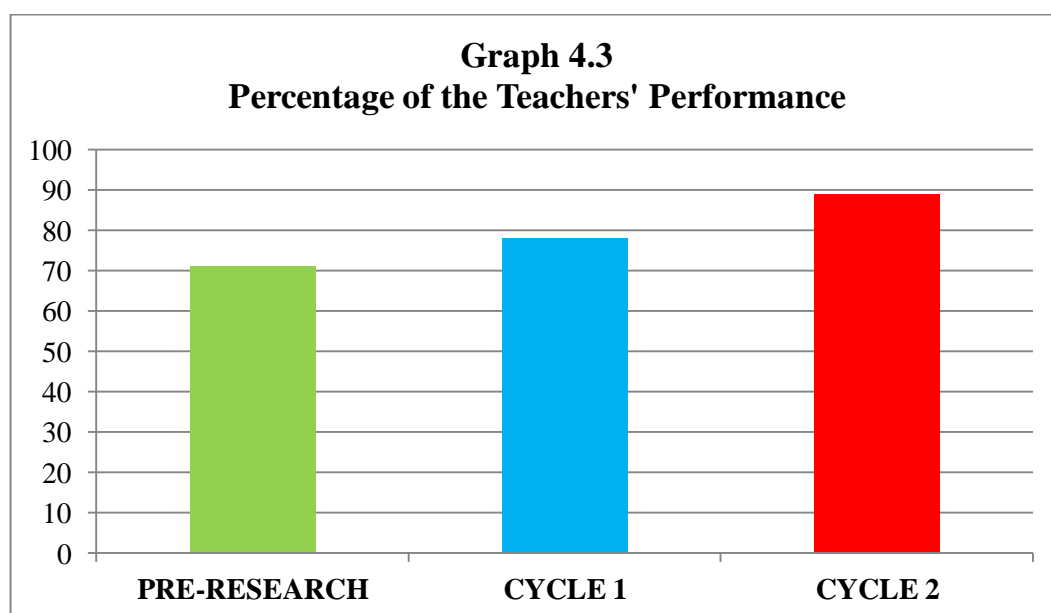
Pre-Research : 47 %

Cycle 1 : 67 %

Cycle 2 : 87 %

From the chart above, it can be seen that all the meetings ran well. From the observations from pre-research to cycle 2 there were some significant improvements of the students' responses such as the students' activeness and participation during the reading class. In the pre-research, the students' activeness was 47%. In the cycle 1, the students' activeness was 67% and the students' activeness in cycle two was 87%.

The percentage of the teachers' performance from pre-research to cycle 2 can be served as follow:



Note :

Pre-Research : 71%

Cycle 1 : 78 %

Cycle 2 : 89 %

From the chart above, it can be seen that all the meetings ran well. From the observations from pre-research to cycle 2 there were some significant improvements of the teacher's performance. In the pre-research, the teacher's performance was 71%. In the cycle 1, the teacher's performance was 78% and the teacher's performance in cycle two was 89%.

From all the data above, it can be concluded that the indicators of achievement was reached. There was an improvement of the students' mean score on reading narrative text. The percentage of the students who achieved the minimum standard score or KKM (75) are equal to or higher than 80% of total

students in the research. There were students' positive responses in learning reading narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results and analysis in the previous chapters, the researcher draws some conclusions of the study as follow:

1. The students' improvement of reading comprehension in narrative texts can be seen from their achievements in tests. The students' mean score in the pre-research was 7 or 14% students achieved the minimum standard score (KKM). The students' mean score in the cycle 1 was 72 or 35% students achieved the minimum standard score (KKM) and the students' mean score in the cycle 2 was 81 or 84% students achieved the minimum standard score (KKM). It showed that team word-webbing could improve students' reading comprehension in narrative texts.
2. Team Word-webbing helped encourage students to verbalize their ideas and to compare them with the ideas and feeling to other students. It obviously seems that there was improvement in students' reading after giving treatment by using Team Word-webbing technique. The case in all groups was the same that there was an improvement in each group's cognitive achievement.

Related to the observation result of the students' interaction and teacher performances showed that there were positive responses and impacts from the students and the teacher during reading class in material of narrative texts using team word-webbing. The positive responses are the students are more enthusiastic

in learning narrative texts and in doing the assignments. The students also can build their responsibility and good cooperation in team. The students can understand the material and comprehend the narrative texts better. Beside it, the teacher can make an innovation and gave variation in their way to deliver the material especially in reading narrative texts.

The research has found out the improvement of students' ability in reading narrative text after being taught by using team word-webbing at the eighth grade of SMP Swasta Pelita in the academic year of 2017/2018.

B. Suggestions

In this study, the writer would like to offer some suggestions to improve the students' reading comprehension in narrative texts in order to get the better result.

1. For English teacher

English teacher should be able to develop their technique and media to teach the students in order to make them interest in learning English especially in reading skill. The use of technique and media in teaching and learning process can attract the students' interest and motivation. The researcher suggests to English teachers to use story map as one of media in language classroom to teach reading skills in narrative text or other genres.

2. For the students

Reading is important subject to be learnt, but most of students have difficulties in comprehending a text. Therefore, students have to be serious and

pay attention to the teacher's explanation in teaching and learning process. To improve reading skill, students have to develop their vocabulary mastery and do many exercises in order to get a better achievement in comprehending a text.

3. For the next researcher

The writer hopes that the next researchers can use this study as a reference to conduct their research on the same field. It is really possible that there will be another research design which use team word-webbing as a media in teaching reading comprehension in narrative text or the other genres.

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