

CHAPTER I

INTRODUCTION

A. Background of the Study

There are many skills in English language, such as listening, speaking, reading and writing. Reading receives a special focus. There are number of reasons for this. Learning English language text, it means the study of meaning of word and sentences (Crabtree and Power, 1991: 211). Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure (Ricards and Renandya, 2001: 204). In other word, students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.

Today, almost all people only read but they do not think how to comprehend. Reading needs more comprehension. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

In Indonesia, some English teachers still use traditional or conventional method in teaching reading. One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their reading skill. Reading can be fun activity when we

know strategy or technique in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. Learning to read is not same as learning to write. Good reading texts also provide good models for writing. It means students should get something which makes them interested in studying reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively.

Teacher 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 notion of the topic (Celce-Murcia, 2001:154). They need teaching method, teaching methods are the mean by which the teachers attempt to bring about the desired learning. Basically, method in teaching concerns the way teachers organize and use technique or strategy of teaching, subject matter, teaching tools, teaching material and teaching procedure, that will achieve these objective, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure.

Reading is skill which highly valued by students and teacher alike. Students almost get texts in their study. The text can be difficult or easy, depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in

which the reader is engaged (Elizabeth, 2003: 12). The text in reading material can be articles, advertisement, folktales, myth, legend, hero tales, or short stories that we can find easily in newspaper or magazine. Those can be a reading media for students to read. News item is one of the kinds of texts.

News item is a text that students learn in their school. Reading news item text can be a boring activity when we do not know the strategy in reading. Mostly, the teacher only explains what the generic structure, characteristic and how to read the text, not comprehend the text. So, it is not enough to get the idea of news item.

Based on the reasons above, the researcher wants to conduct pre-experimental in reading comprehension in news item entitled: The Effectiveness of Using Team Word-Webbing toward Students' Reading Comprehension in News Item Text (Pre-Experimental Research at the tenth Grade of Terpadu Al-Anwar Trenggalek in the Academic Year of 2017/2018).

B . Research Question

Based on the background of the research above, the formulated research problem is:

1. How is the student's reading comprehension in news item text before being taught by using team word-webbing?
2. How is the student's reading comprehension in news item text after being taught by using team word-webbing?

3. Is there any differences between the student's comprehension in news item text before and after being taught by using team word-webbing?

C . Objective of the Study

The objective of the study can be stated briefly as follows:

1. To know the student's reading comprehension in news item text before being taught by using team word-webbing.
2. To know the student's reading comprehension in news item text after being taught by using team word-webbing.
3. To know whether there is a significant differences the student's comprehension in news item text between before and after being taught by using team word-webbing.

D. Significance of the Study

The research is expected to give useful contributions as follows:

1. For students

By using Team Word-webbing in learning reading comprehension, the students will be able to comprehending the text better, easily, more confidence, enjoy and feel fun in the class.

2. For Teachers

Teacher can use the result of this study as a reference when they want to improve their ability and get more variation strategies in teaching reading. So, the students will get better achievement. Group Reading makes students reading and thinking-aloud. This

strategy can be an effective way for the class to stay focused and keep together (Murphy and Byrd, 2001: 376).

E. Scope and Limitation of the Study

This research is focused on Team word-webbing and proving the technique of Team word-webbing toward Pre experiment with one group Pre-test and Post-test design. The writer tries to find out the effectiveness using Team word-webbing as a technique in teaching reading toward students' reading comprehension in news item text. This research is only conducted inat the tenth Grade of Terpadu Al-Anwar Trenggalek in the Academic Year of 2017/2018.

F. Definition of the Key Term

To make the term around the topic of this research consistent, the writer will try to give the key term. They are:

1. Team Word-Webbing

Team word-webbing (clustering or semantic mapping) is powerful tool in concept development and information ex-change (M Stone, 2007: 166). It is a certain kind of group that consists of four or five students. 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.

2. Reading Comprehension

According to Goodman, reading is a receptive language process in which the reader extracts meaning from the text (Goodman, 1990: 12). Comprehension is the act of or capacity for understanding (Webster, 1980: 374). Reading with comprehension means that the reader is able to extract from the selection its essential facts and understanding visualized details and senses the readiness of facts (Jaromilek, 1985: 243)

3. News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item text, it can be from newspaper. Newspaper is the best reading material.

