**THE EFFECTIVENESS OF USING TEAM WORD-WEBBING TECHNIQUE TO IMPROVE STUDENTS’ READING SKILL OF DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF STATE JUNIOR HIGH SCHOOL 4 KEBUMEN**

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**Abstract**

 This final project is an experimental research. The purpose of the study was to improve the students’ reading skill on the seventh grade students of State Junior High School 4 Kebumen in the academic year of 2012/2013. The researcher used Team Word-Webbing technique to improve students’ reading skill. The researcher took two classes as the subject of the research. The first class is VII D as the control group and the second class VII C of experimental group. Both of classes consist of 62 students. The researcher used purposive sampling. In collecting the data, the researcher used a test Descriptive text as the instrument. The data consist of 20 items. The researcher gives treatment with pretest and posttest of experimental group and control group. This research is a quantitative research, so it needs a data analysis. The result of this study showed that teaching reading skill by using Team Word-Webbing technique could improve students’ reading skill. Based on the result of pre-test and post-test, the mean score of the pre-test was 65.48 and the mean of post-test was 70.32. The result of the computation of t-value (t-test) is 4.48. The computation shows that t-value is higher than t-table that is 4.48 > 2.00. So, the hypothesis is accepted.

**(Keywords: Effectiveness, Team Word-webbing, Reading skill, Descriptive text)**

**A.Introduction**

According to Harmer (2002:199) states that reading is called receptive skill and receptive skills are the ways in which people extract meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation. We employ our previous knowledge as we approach the process of comprehension, and we employ a range of receptive skills, which one we use will be determined by our reading or listening purpose. The researcher used Team Word-webbing as a technique to improve students’ reading skill. The reason why the researcher used Team Word-webbing is that it can be a very useful to learning technique for the effective and joyful learning.

According to Stone (2007) from book of “*Cooperative Learning Reading Activities*” Team Word-webbing is a technique for active elaboration of material that you read, say in a textbook. The general concepts of Team Word-webbing can divide into three steps: Write the topic in the center of paper, Round robin to create core concepts around the topic, Free-for-all to complete the word web.

**B. Research Method**

 The design of the researcher is using a quantitative experimental. The research was conducted in State High Scholl 4 Kebumen which is located at Jl. Kejayan No. 34 Tamanwinangun Kebumen. This research was carried on 29th April until 17th May, 2013. The population of this study is all 288 students of the seventh grade students of State Junior High School 4 Kebumen in the academic year of 2012/2013. The researcher determined the sample by using purposive sampling. The instrument for collecting the data, the researcher used pre-test and post-test. The techniques of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation) and inferential analysis (test normality, test of homogeneity, and test of hypothesis). In the practice, the steps in the research using of test as an instrument, giving pretest to experimental group and the control group, and giving treatment by using Team Word-webbing technique to experimental group and without Team Word-webbing to control group, and giving posttest to experimental group and control group to find out the students achievement after treatment. This research used a quantitative research.

**C. Research Finding and Discussion**

 The table below is the summarized score of reading skill of the control group and experimental group.

 Table 1.1 The reading skill results of control group and experimental group

|  |  |  |
| --- | --- | --- |
|  | Experimental | Control |
| Pre-test | Post-test | Pre-test | Post-test |
| Mean | 65.48 | 70.32 | 62.58 | 68.54 |
| Median | 70 | 70 | 65 | 70 |
| Mode | 70 | 70 | 65 | 70 |
| Standard Deviation | 11.13 | 9.12 | 13.72 | 7.97 |
| Variance | 123.92 | 80.54 | 188.12 | 61.60 |
| Lowest Score | 45 | 50 | 30 | 55 |
| Highest Score | 85 | 90 | 85 | 85 |
| Range | 40 | 40 | 55 | 30 |

The highest score of the students of experimental group at the eighth grade students of State Junior High School 4 Kebumen was 90 and the lowest was 50. The mean was 70.32, the median was 70, the modus was 70, the range was 54, the standard deviation was 9.12, and the variance was 80.54. It means that the students of experimental group of the seventh grade students of State Junior High School 4 Kebumen had good results on their reading skill.

 The higher score of the control group on the seventh grade students of State Junior High School 4 Kebumen was 85 and the lowest was 55. The mean was 68.54, the median was 70, the modus was 70, the range was 30, the standard deviation was 7.97, and the variance was 61.60. The mean exits in the interval 66 to 79. It means that the students of control group on the seventh grade students of State Junior High School 4 Kebumen had good result on their reading skill.

 From the previous analysis, it shows that with the number of sample (N1 = 31 and N2 = 31) and the level of significance is 5%, the result of the computation of t-value is t-table is 2.00. The computation shows that t-value is higher than t-table that is 4.48 > 2.00.

 After computing t-test separated variance, and after knowing that the hypothesis is accepted, the theory meets the fact in this case. The researcher concludes that the use of Team Word-webbing as a technique is effective to improve students’ reading skill on the seventh grade students of State Junior High School 4 Kebumen in the academic years of 2012/2013.

**D. Conclusion and Suggestion**

 The result of the comparison of control group and experimental group is quite significant. In this case the control group, there is no change, while the experimental group who received treatment, there is no change for the better. We can see from the comparison between the post-test of control group and experimental group. It shows that the mean of post-test in the control group (68.54) was lower than the mean of post test in experimental group (70.32). The result of the computation of t-value (t-test) is 4.48. The computation shows that t-value is higher than t-table that is 4.48 > 2.00. So, the hypothesis is accepted. It means that the using of Team Word-webbing as a technique is effective to improve students’ reading skill on the seventh grade students of State Junior High School 4 Kebumen. In this final section, the researcher would like to present some suggestion for other researcher. It is hoped that other researchers will complete it in order to contribute better improvement of the study and English teaching learning also learning English by Team Word-webbing technique in reading skill.

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