

## CHAPTER I

### INTRODUCTION

In this chapter the researcher present background of study, research problem, research objective, the significance of study, scope and limitation, the assumption of the study, hypothesis, definition of key terms, and previous study.

#### **A. Background of Study**

Teaching and learning process is a process the opportunity given an experienced from teacher to the students. The concept of teaching is to incorporate the teachers as a source of knowledge and students as learners. Teaching is an activity that is conducted by the teacher to give explanation and materials also in learning process to the students and make them understand get it approximately the materials moreover. Several teaching activities that have been sketched out based on the curriculum/educational program and the system of the school. The concept of learning could be a handle whereby a person secures information and aptitudes. According to Gagne learning is a change in behavior or skill someone who can be protected it, excluding changes resulting growth process.<sup>1</sup> The measure of success of teaching and learning process could not be detached from the strategy, method, approach, technique, or even model which applied and implemented by the teacher themselves.

The primary purpose of teaching and learning is centered on accomplishing skill. The skill accomplishment of purpose is the accomplishment of learning such English learning. There four skills that must

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<sup>1</sup> Robert Gagne, *The Condition of Learnig* (New York: Holt, Rinchart, and Winston, 1970), 339

be mastered of English language learning: reading, speaking, listening, and writing skill. All the skills before would be supported for English language learning, and the elements such as grammar, pronunciation, and vocabulary. One of the four language skills above that is reading.

Reading skill is one of the four skills of language learning. Harrison states that the importance of reading is not only related to the development of knowledge or information, but also to people capability.<sup>2</sup> This capability would be improving such as the emotional, verbal intelligence and moral. But for the students both are development capability and knowledge are very important. The most important thing of teaching and learning reading process of foreign language, especially English, that is focus on the student's comprehension. But based on the nowadays reality of teaching and learning reading text of foreign language, not all students have a good reading skill that is targeted in curriculum.

Reading is an activity where is the readers read a source such as book, journal, newspaper, and another source to get the information or verify knowledge. This statement supported with William Grabbe and Fredericcka L. Stoller, they argue on their book, *Teaching and Researching Research* that is reading is an ability to draw meaning from a printed page and interpret this information appropriately.<sup>3</sup> It is not uncommon to see, there are many readers sometimes reads the passage, but they do not understand what is the meaning

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<sup>2</sup> Harrison Collin, *Understanding Reading Development* (London: Sage Publication, 2004), 3

<sup>3</sup> William Grabbe and Frederick L. Stoller, *Teaching and Researching Research: Second Edition* (London: Applied Linguistics in Action, 2002), 3

itself. The primary purpose of reading certainly to understanding the filling of the reading or passage which the readers read.

In reality, decide that not all of the students can accomplish these primary purposes. Many students can read the text of reading material but cannot get the meaning of the contents or filling, so the students sometimes also cannot get information or knowledge. From these facts, can conclude that the student's skill in reading comprehension is low. Low skills of the students in reading comprehension caused by some factors. There are factors, the teachers used models, method, strategy, and technique are conventional in learning and teaching. And the students feel bored and not interested when join the subject especially in reading comprehension.

Reading comprehension is the process of making understanding meaning to the readers from the text or passage. This is possible because of the interaction and involvement with written language. That statement supported with Kintsh argue in *Journal of Studies in Education: How Can Students Improve Their Reading Comprehension Skill*, reading comprehension as the process of creating meaning from the text.<sup>4</sup> It means reading comprehension is the process of reading to understand and interpretation of the text. The readers must be read the text to get the understanding content of the text.

Usually, the teacher just asked the students to read the text by themselves without the guidance of a teacher after given the material. The students just are read the material and text from the teacher and sometimes the

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<sup>4</sup> Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill? on the *Journal of Studies in Education*", Iran: Macrothink Institute ISSN 2162-6952 Vol. 6, No.2 (March 23, 2016), 230

teacher asked them to answering questions related to the content of reading text. Because sometimes even the teacher does not follow reading, this can cause those students are less the motivated to read the material. Then the students do not understand the content of the text.

From that case above, the researcher found the same problems. Where the students feel bored because do not understanding the content of the text. The researcher conducted interviews with some students of the tenth grade at Senior High School 1 Galis, but the researcher takes the most problem that usually the students of the tenth graders of Senior High School 1 Galis get in the class, namely there are some problems that the researcher takes based on the interview with some students there, problems were; first the students feel bored in reading comprehension.<sup>5</sup> Secondly, the students are lazy to read the text.<sup>6</sup> And the third, the students had limited vocabulary so the students hard to understand the meaning of the passage.<sup>7</sup> So, the teacher needs to use the technique that makes the learning process especially in reading comprehension are more effective and the students will be enthusiastic.

Related with problems that faced by the teacher in using the technique in teaching reading comprehension to make the students feel enthusiastic, the teacher needs the technique that can solve the problem of the students to comprehend the text by constructing data. The technique that can be used by the teacher is Team Word Webbing, so all they can be participated. Then the

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<sup>5</sup> Rani, The students of the tenth grade at Senior High School 1 Galis, *Interview by WhatsApp* (2 April 2021).

<sup>6</sup> Sofi, The students of the tenth grade at Senior High School 1 Galis, *Interview by WhatsApp* (2 April 2021).

<sup>7</sup> Fela, The students of the tenth grade at Senior High School 1 Galis, *Interview by WhatsApp* (2 April 2021).

teacher also needed to help the students to achieve the goals in reading comprehension.

Team word webbing is the technique used to make the students actively participate in group or team. Word webbing is usual used to organize like an idea and information on the topic.<sup>8</sup> Team word webbing in reading comprehension is given an opportunity to the students to make a group consists of two or more students to working together to get understanding and meaning of reading the text. It is related with the problems above, with this technique the students can be participated on team work to solve problems in reading comprehension.

A previous study on *Using Team Word Webbing to Increase Students' Reading Comprehension* is the thesis program UIN Alauddin Makassar by Hermita This research aims to can increase students reading comprehension using Team Word Webbing technique. In this research, used the quasi-experimental design in which two groups of students involved. The implementation of using Team Word Webbing to the Senior High School students can increase the student's mastery and motivated to learn in reading comprehension. It can be seemed from that the research if that the students can achieve the goals to increase in reading comprehension of using Team Word Webbing. Classroom Action Research conducted at the First Grade of SMA Negeri 14 Makassar.

Based on the problems above that is been presented, the researcher will conduct research of using Team Word Webbing as a technique in teaching and

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<sup>8</sup> Alane Jordan Starko, *Creativity in the Classroom, fourth edition*, (New York: Routledge, 2009), 187

learning process in reading comprehension. Perhaps this technique would be solving the problems. So, the researcher would conduct research about “The Effectiveness of Using Team Word Webbing to The Students’ Reading Comprehension of The Tenth Grade at Senior High School 1 Galis”.

## **B. Research Problem**

According to Creswell, research problem is the educational issues, controversies, or concerns that guide the need for conducting a study.<sup>9</sup> Latief statement and the researcher translate to English: research problems refer to questions raised in a research project which clearly reflects what kind of answers are expected to be discovered through the process of research.<sup>10</sup>

From that definition, the researcher interpret that research problem is a question raised in research. And the problem of study must be related with the background of study also. And the researcher chosen the educational research.

Based on the background of study above, so the researcher conclude the problem of the research is: Do the students taught by using Team Word Webbing the better their reading comprehension of The Tenth Grade at Senior High School 1 Galis?

## **C. Research Objective**

The research objective is the statement that is used in quantitative research that specifies research questions goals that the investigator plans to

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<sup>9</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson Education, 2011), 59

<sup>10</sup> Muhammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: UM Press, 2010), 17.

achieve in a study.<sup>11</sup> From that definition the researcher defines that research objectives is the aim of the research that the researcher wants to reach in the process of conducting research. And the purpose is to answer the question problems from the study above, the researcher had determined the objective study as followed to know whether the students taught by using Team Word Webbing get the better their reading comprehension of The Tenth Grade at Senior High School 1 Galis.

#### **D. The Significance of Study**

The significance of study is the importance of the research for the scientific benefit or social benefit.<sup>12</sup> On this research, the researcher focus on the following aspect:

##### **1. Practical Significance**

The result of this research was expected to be useful for many people, such as:

- a. For the researcher. The researcher would get several advantages from this research, it would be improving the researcher knowledge and information about the effectiveness of using Team Word Webbing to the students Reading Comprehension.
- b. For the readers. This research would help the readers to know how about the effectiveness of using Team Word Webbing to the students Reading Comprehension.

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<sup>11</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Pearson Education, 2011), 111

<sup>12</sup> Tim Revisi, *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN Madura, 2015), 11

- c. For the teachers. The researcher hope it can be consideration on teaching and learning process, especially in reading comprehension, so the teachers use this Team Word Webbing to make easier the students in English subject especially for Reading Comprehension.

For the students. It is most important for the students, because by the using Team Word Webbing in learning to read comprehension, they be able to more comprehend the English text than before, and they can enjoy of the subject

### **E. Scope and Limitation**

In the scope and limitation, the researcher will explain of both. Creswell states that scope s the areas that the researcher will observe. It can be a specific purpose. And the limitation is the potential weakness or problem with the study identified by the researcher.<sup>13</sup>

From the definition above from Creswell argue, the researcher defines that scope and limitation is the limit to the researcher in doing the research.

So in conducting this research the scope of this research only focuses on the students of the tenth grade at Senior High School 1 Galis. Meanwhile, for the limitation of this research is limited on the effectiveness of using Team Word Webbing in reading comprehension.

### **F. The Assumption of the Study**

According to Suharsimi it can be said that the basic assumption should be based on truth that has been believed by the researcher.<sup>14</sup> It means that assumption is what the researcher believes on the truth. The researcher assumes

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<sup>13</sup> Creswell, *Educational Research*, 199

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), 63.



that the students taught by Team Word Webbing get the better their reading comprehension of The Tenth Grade at Senior High School 1 Galis.

### **G. Hypothesis**

Hypothesis advance a prediction about what the researcher expects to find.<sup>15</sup> In this research, the researcher stated that the hypothesis about what researcher things before the result come out but related with the topic of problems. There are two kinds of hypothesis in this study such as alternative hypothesis (Ha) and null hypothesis (Ho).

#### 1. Alternative Hypothesis

The students taught by using team word webbing will be better their Reading Comprehension of The Tenth Grade at Senior High School 1 Galis.

#### 2. Null Hypothesis

The students taught by using team word webbing will not better their Reading Comprehension of The Tenth Grade at Senior High School 1 Galis

### **H. Definition of Key Terms**

Some words on this research which is used by researcher as the key of this research perhaps any difficulty meaning of those words. So, the researcher tries to restrain of misunderstanding to the readers on this research. Creswell suggests we are better to begin our research by narrowing our topic to a few key terms using one or two word or short phrases.<sup>16</sup>

The researcher would like to explain the used in this research, there are:

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<sup>15</sup> Creswell, *Educational Research*, 125

<sup>16</sup> Creswell, *Educational Research*, 82.

- a. Team Word Webbing is the one of technique in teaching and learning process in reading.
- b. Reading Comprehension is the process of the readers understanding the meaning of the content text.

## **I. Previous Study**

The one of important things of the research is previous study. Previous study is important for the researcher and readers. Previous study is a useful for the researcher to guide researcher to seek the different and similarity of the research and it can be used to develop the new research. And this research not the first research has been done. There are a researcher had done on the same or similar of this research. It is relevant with research that is conducted by Hermita who's the title thesis is: "*Using Team Word Webbing To Increase Students' Reading Comprehension At First Grade Of SMA Negeri 14 Makassar*".<sup>17</sup> The main objective in Hermita's thesis is to find out the increase of students ability in reading comprehension that is taught by using team word webbing technique. And the result of her research is she found that students got improvement after giving treatment "team word webbing". Because the students on pro-test got mean score 77 (fair), but after treatment the students got mean score 89.73 (very good). The result of data analysis indicated there was a significant improvement. Meanwhile, the researcher here interested to study about "The Effectiveness of Using Team Word Webbing to The

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<sup>17</sup> Hermita, "*Using Team Word Webbing To Increase Students' Reading Comprehension At First Grade Of SMA Negeri 14 Makassar*" A Thesis, (Makassar: Alauddin State Islamic University of Makassar, 2017)

Students' Reading Comprehension of Tenth Grade at Senior High School 1 Galis”.

The similarity between both research is focuses on reading comprehension in English lesson. And another similarity is the population chosen is the same as first or tenth grade. Even though, both of research have similarity but both have differences also. The differences of this research are the first researcher want to find out the increase of students' ability in reading comprehension that is taught by using team word webbing, but in this research the researcher had determined to know whether the students taught by Team Word Webbing get the better their reading comprehension of The Tenth Grade at Senior High School 1 Galis. Then, next differences in are the subject, on the first research the researcher conducted at SMA Negeri 14 Makassar but in this researcher, the researcher conducted at Senior High School 1 Galis.

The first researcher used the quasi-experimental method was applied with two group pre-test and post-test design. The researcher was chosen two classes; the one chosen as control class that is taught by using conventional method, and the one chosen as experimental class that is taught by using team word webbing. The instrument used to collect data was reading test. While in this research, the researcher uses the pre-experimental design. There are three types of pre-experimental research design, that is; one shot case study, one group pretest-posttest design, and static group comparison.<sup>18</sup> In this research, the researcher will use the one of these three types that is one group pretest-posttest design, where is the experimental group is measured (given pre-test),

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<sup>18</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendidikan Peraktik*, 123

after that given treatment and action, then the researcher will measure again with (given post-test) without control group.