CHAPTER II

REVIEW OF RELATED LITERATURE THE EFFECTIVENESS OF USING TEAM WORD-WEBBING TO INCREASE STUDENTS' READING COMPREHENSION IN NEWS ITEM TEXT

A. Theoretical Review

1. 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.[1]

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:

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[1]http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/graphicorg/sm.htm.18 -03-2011

Team word webbing (clustering or semantic mapping) is powerful tool in concept development and information ex-change.[2]

Team word-webbing belongs to cooperative learning and it has several characteristic, which are as follows:[3]

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.[4] This is a quick way to explore

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[2] Jeanne M Stone, *Cooperative Learning Reading Activities* (Australia: Hawker Brownlow Education, 2007), page 166

[3] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (USA: Cambridge University Press, 2001), 2nd Ed., p. 198

[4] Jeanne M Stone, *Cooperative Learning Reading Activities*, p.166

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

Picture II. 1
Example of word-webbing
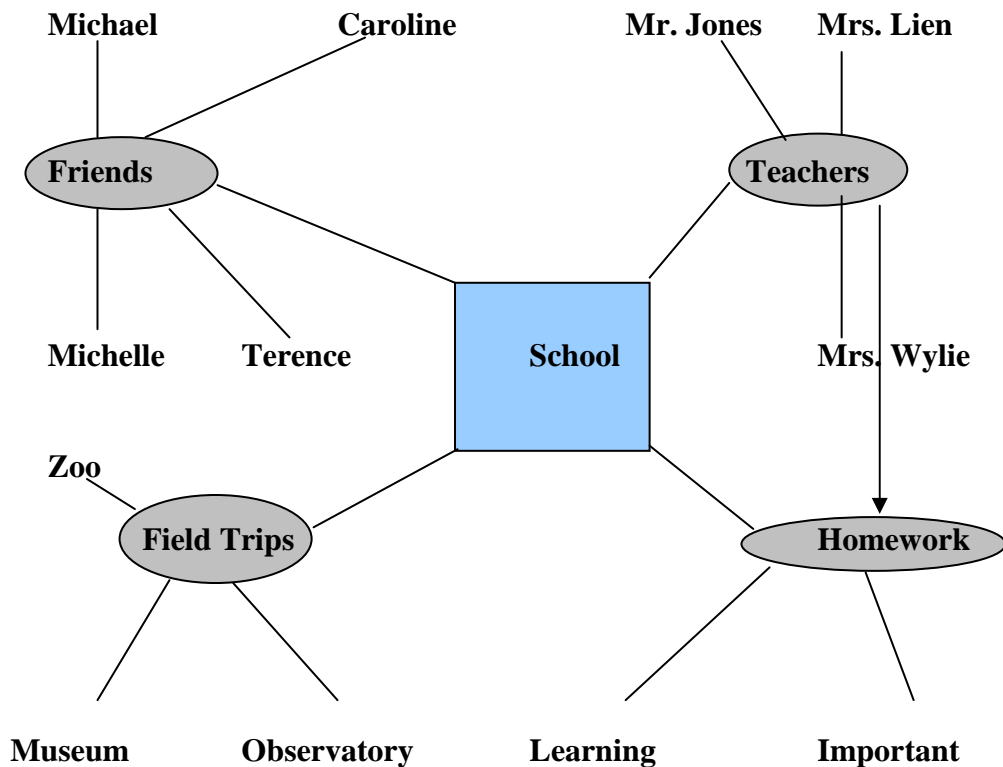
b. Team Word-Webbing as Technique

According to Jeane M. Stone, 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 ere in harmony with an approach as well.[5] 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.[6] 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

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[5] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Pearson Education), 2nd Ed., p. 14

[6] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (USA: Cambridge University Press, 2001), 2nd Ed., p. 192

especially for students. Some advantages of using cooperative learning are stated below:[7]

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 achieve a wide range of academic and social outcomes including enhanced achievement, improved self esteem, 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 state that group reading make student reading and thinking-aloud, this strategy can be effective way for

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[7] Roy Killen, Effective Teaching Strategies, Lesson from Research and Practice, (Australia: Social Science Press, 1998), 2nd Ed., p. 86-87

the class to stay focused and keep together.[8] According to Jeremy Harmer, the basic advantage of group is to interact with other students. Advantages of group:

1) Like pairwork, it dramatically increases the amount of talking for individual students

2) Unlike pairwork, 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 pairwork, 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[9]

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.

2. Concept of News Item Text

There are some texts (genres) at 10th grade of Senior High School. 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

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[8] John Murphy and Patricia Byrd, *Understanding The Courses We Teach, Local Perspectives on English Language Teaching*,(USA: The University of Michigan Press, 2001), p. 376

[9] Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher* (London: Longman Ninth Impression, 2002)P. 117

reader, and on the activities in which the reader is engaged.[10] The definition of genre is a type of discourse that occurs in particular and norms of organization and structure, and that have particular and distinctive communicative function.

According to Hartono genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in term of it social purpose, also the level of context dialing with social purpose.[11] Genres are divided into two parts. They are story and factual genres. Story genres are narrative, news story, anecdote, recount, and spoof. While factual genres are procedure, explanation, report, exposition, discussion, description, review and news tem. According to School Based Curriculum (KTSP : 2006), teaching Reading comprehension for senior high school learners is emphasized on comprehending twelve kinds of English texts; description, narration, procedure, report, recount, spoof, analytical exposition, hortatory exposition, review, discussion, news items, and explanation

General definition of news item text is a type of written text that has the main function or communicative purpose is to inform readers or listeners about event of the day that are considered newsworthy or important.[12] A news item text tries to answer the **5Ws** and **1H** questions; **W**hat, **W**ho, **W**hen, **W**here, **W**hy, and **H**ow relating to the newsworthy. News item text gives the reader information related the news or tragedy that happen in a day

There are some elements in news item text. Every element has different meaning and function. We can call it as rhetoric structure or

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[10] Elizabeth Pang, Angaluki Muaka, *Teaching Reading*, (Belgium: The International Academy of Education (IAE), 003), p. 18

[11] Rudi Hartono, S.S.,M.Pd, *Genres of Texts*, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005), p. 5

[12] http://understandingtexttype.com/newsitemtext.htm 18-03-2011

general characteristic. The rhetoric structure of news item text is stated below: [13]

Table II. 1

Rhetoric Structure of News Item Text

Text element	Function
Headline or Title	Point of report or news that is written in one sentence shortly or incomplete sentence (reduce clause), and eye-catching.
Summary of event or Main Event/ Newsworthy Events	Tells the event in a summary form. It is expressed in past sentence form: past tense, past perfect tense, past continuous tense.
Elaboration or background of events	Elaborates what happened, explains what caused the incident. In a text, it can consist of some background events.
Source	Comments by participants, witnesses, authorities, and experts involved in the event.

Every text has different characteristic. News item also has several language features, which are as follows:

a. Short, telegraphic information about story captured in headline

b. Use of material process to retell the event (in the text below, many material processess are nominalised)

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[13] Pardiyono, M.Pd, *Pasti Bisa! Teaching Genre Based writing*, (Yogyakarta: Andi, 2007)p. 252-253

c. Use projecting verbal processess in sources stage

d. Focus on circumtances (in the text below, mostly with Qualifiers)[14].

Based on those explanation above, I choose news item to be discussed because we always find it everyday. It can be from news, magazine, or television. In daily-life we always find news. We often find it in a newspaper because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know about it. News item is easy to find and it gives students information of actual event.

Examples and structures of the text:

headline

Town Contaminated

Newsworthy events:

A Russians journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed sailors and contaminated the entire town.

Background Events:

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tones of contaminated material were sworn to secrecy.

SOURCE

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.[15]

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[14] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p. 201

3. 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 reading perceives a written text in order to understand its context.[16]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) sates:

> "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." [17]

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. Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of

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[15] http://apri76.wordpress.com/2010/05/04/genres-based-reading-comprehension/

[16] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127

[17] National Council of Teachers of English Commission on Reading (April 2004) on Reading, Learning to Read, and effective reading instructions: *An overview what we know and how we know it*. http:// www.ntce.org//about/over/poition/category/read/118620.htm

them make reading as activities that are different with other skills. The definition of each type is defined as follows:

1) Intensive Reading

Brown 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.[18] 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:[19]

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

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[18] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. p.* 312

[19] http://nflrc.hawaii.edu/rfl/October2002/day/day.html.18-03-2011

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.[20] 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 explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.)[21] 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 (1980) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:[22]

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.

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[20] Jeremy Harmer, *The Practice of English Language Teaching*,. p, 166

[21] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*. p, 313

[22] Day, R.R. & Bamford, J.(2002) "Top Ten Principles for Teaching Extensive Reading", *Reading in a Foreign Language* ,Vol.14, No. 2 http://nflrc.hawaii.edu/rfl/October2002/day/day.html 18-03-2011

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 case 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.

c.   The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W, he defines the objectives of reading into several points, they are as follows[23]:

1)   Reading to search information

2)   Reading to skim quickly

3)   Reading to learn (from text)

4)   Reading to write (or search information needed for writing)

5)   Reading to analyze the text

6)   Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why

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[23] Grabe W. Stoller, *Teaching and Researching Reading*, (London: Longman Press,), p. 13

getting students to read. In Senior High School, English text is an important part of teacher's job.[24] Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

d. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown states in his book about strategies for reading comprehension. They are stated below:[25]

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:[26]

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[24] Jeremy Harmer, *How to Teach English*,(England: Pearson Education, 1998)., p. 68

[25] H. brown Douglass, *Teaching by Principles An Interactive Approach to Language Pedagogy*., p. 306

[26] Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Henlei & Henlei Publisher, 1989), p. 153

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.[27] 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 different definition from skimming. Scanning is quickly searching for some particular piece of information in the text.[28] 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 a large amount of reading takes places because it will help us to achieve

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[27] Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*. p. 151

[28] H. Brown Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. p, 308

some clear aims, then another kind of reading takes places for pleasure.[29]Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are 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[30]

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[31]

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".

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[29] J. Hammer, *How to Teach English.*, p. 200

[30] Mikulecky SB and Jeffries L, Power *Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster,*(New York: Pearson Group, 1990), 2nd Ed., p. 06

[31] Mikulecky SB and Jeffries L, Power *Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster,*p. 01

f. Reading Comprehension

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.[32]Noah Webster defines comprehension is the act of or capacity for understanding.[33] 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:[34]

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 defines types of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read.[35] 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

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[32] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics.*, p 54
[33] Noah Webster, *Webster's 20th Century Dictionary of the English Language*, (US: William Collins Publisher, 1980), p. 374
[34] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics.*, p. 238
[35] Balton Smith, Nila and Robinson , *Reading for a Instruction for today's children edition*, (New York: Eaglewood Cliffs Prentice Hall Inc, 1980), p. 12

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.[36]. 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.[37]

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. 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

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[36] AJ Harris, *How to Increase Reading Ability* (New York: Longman Inc, !980) page 21

[37] Janette K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p. 2

learning and reading recovery.[38] 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[39]

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

h. Teaching Reading Using Team Word-Webbing

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.[40] As a team or individually, open-ended or with

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[38] Jack C. Richards , *Approaches and Methods in Language Teaching* ,207

[39] Jeremy Harmer, *How to Teach English*, (England: Longman, 2007),p. 122

[40] Jack C. Richards & Theodore S. Rodger*, Approaches and Methods in Language Teaching*, (United States of America: Cambridge University Press. 2001), p. 192

concepts provided by the teacher, students construct a concept map 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[41]. They can cluster or mapping word by word according the topic. And they study into group. They have to cooperate with other students. Every group consists of 4 persons. Teacher gives every group news item 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 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 semantic mapping or clustering belongs to strategies for reading comprehension.[42] 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.

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[41] file:///E:/collaborative-group-techniques.htm18-03-2011

[42] H. Douglas Brown, *by Principles An Interactive Approach to Language Pedagogy.*, p. 308

Picture II. 2

Schema of teaching reading using team word webbing

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                        ┌─────────────┐
                        │   Reading   │
                        └─────────────┘
                         /            \
                        /              \
            ┌─────────────┐        ┌─────────────┐
            │  Extensive  │        │  Intensive  │
            └─────────────┘        └─────────────┘
                                    /          \
                                   /            \
                ┌────────────────────┐   ┌────────────────────┐
                │     Objective      │   │     Technique      │
                │ For learn          │   │ semantic mapping   │
                │ (comprehend) text  │   │                    │
                └────────────────────┘   └────────────────────┘
                         │                        │
                         ▼                        ▼
                ┌────────────────┐       ┌────────────────────┐
                │ Genre (text    │       │ Team Word-Webbing  │
                │ type)          │       │                    │
                │ News Item Text │       │                    │
                └────────────────┘       └────────────────────┘
                      │                            │
                      │                            │
                      ▼                            ▼
        ┌───────────────────────────────────────────────────────┐
        │ Teaching Reading News Item using Team Word-Webbing     │
        └───────────────────────────────────────────────────────┘
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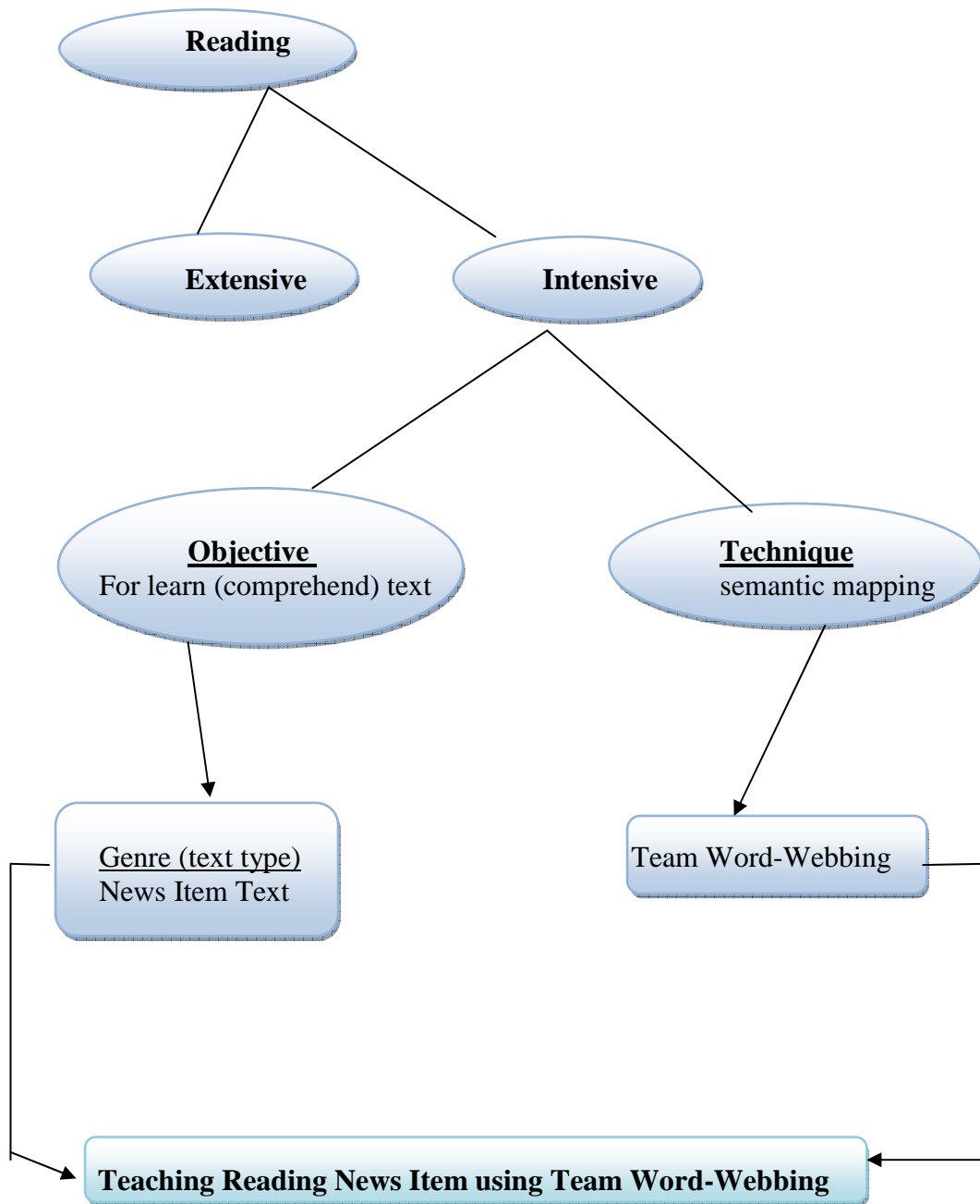
B. Previous Research

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: "The Use of Webbing Technique for Teaching Vocabulary" (a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010)[43]. 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 Anteng Ria. A (2007) "The Teaching of Reading Comprehension by Using a Small Group Discussion at 1st Year Students of SMP 1 Wanadadi in The Academic Year of 2006/2007".[44] In her research, she gets result that A Small Group Discussion was effective in Teaching Reading Comprehension. She concludes that the student's reading comprehension is developing and maintains their skill in teaching learning process of reading. The similarity between her researches with the writer's research is in Reading skill. But there are differences those are participant, technique in Teaching Reading.

The third thesis is "Using Small Group Discussion in teaching Writing (New Item Text) to the Senior High School Students (a case of the year ten students of SMA PGRI Purwodadi in the Academic Year of

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[43] Indah Permata. (01615233), *The Use of Webbing Technique for Teaching Vocabulary"* (*a case study of 5th Grade students of SDN Karang Rejo Kesesi academic Year 2009/2010)* (Semarang: English Department and Education Faculty IKIP, 2010), Unpublished thesis.

[44] Anteng Ria A.(2201403631), *The Teaching of Reading Comprehension by Using a small Group Discussion at 1st Year Students of SMP 1 Wanadadi in The Academic Year of 2006/2007 (*Semarang: English Department and education Faculty UNNES, 2007), Unpublished Thesis

2009/2010)" by Puji Listiowati.[45] She has same material in her research that is News Item and grade of students. The difference between the writer and her research is the skill and technique. She uses Small Group Discussion to teach writing. She concludes that using Small Group Discussion is more effective to teach written News Item Text than without Small Group Discussion.

The fourth research is "The effectiveness of Using Make-a Match Method in Teaching Reading Comprehension to the First Grade Student of SMP 2 Sulang Rembang in the Academic Year of 2009/2010" by Sri Wahyuni.[46] The similarity between the writer's researches is Teaching Reading Comprehension and the difference is participant, and technique. She concludes that Using Make-a Match Method is effective. It indicates Make-a Match Method could be an alternative method in teaching reading comprehension.

The fifth research is "The Effectiveness of News Anchor Video and Picture to Improve the Students' Ability in Writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The Academic Year of 2009/2010)" by Umi Hikmawati. The similarity between her research and the writer's research are News item and the participants. The differences are skill ability and technique. She gets result that News Anchor Video and Picture is more effective than pictures.[47] Thus that hypothesis that news anchor video is more effective than pictures to improve the ability.

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[45] Puji Listiowati (2210405655*), Using Small Group Discussion in teaching Writing (New Item Text) to the senior High school students (a case of the year ten students of SMA PGRI Purwodadi in the academic year of 2009/2010)*,(Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

[46] by Sri Wahyuni (2201406567), *The effectiveness of Using Make-a Match Method in Teaching Reading Comprehension to the first grade student of SMP 2 Sulang Rembang in the academic year of 2009/2010,* (Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

[47] Umi Hikmawati (2201406079), *The Effectiveness of News Anchor Video and Picture to improve the students' ability in writing News Item (an experimental study of the tenth grade students of MA Al Mukmin Sukoharjo in The academic year of 2009/2010)*, (Semarang: English Department and Education Faculty UNNES, 2010) , Unpublished Thesis

Based on the researches above, it makes the writer interest to compose a research by formula title "The Effectiveness of Using Team Word-Webbing to Increase Students' Reading Comprehension in News Item Text"(an experimental research at the Tenth Grade of MA Darul Amanah Sukorejo Kendal in The Academic Year of 2010/2011). This research is different from thesis above. Team Word-Webbing is kind of the techniques that interested to be heard, and doing.

C. Hypothesis

"Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." [48]Hypothesis is a temporary answer of problems in research until proved from the data which collected.[49] So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: Team Word-Webbing is effective to increase students' reading comprehension in news item text.

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[48]Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

[49]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1998), p. 64.