

**THE INFLUENCE OF USING TEAM WORD-WEBBING  
TECHNIQUE TOWARDS STUDENTS' READING  
COMPREHENSION IN RECOUNT TEXT AT THE  
SECOND SEMESTER OF TENTH GRADE OF SMA  
NEGERI 1 KRUI IN THE ACADEMIC  
YEAR OF 2020/2021**



**A Thesis**

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LAMPUNG  
2021**

## ABSTRACT

The research aimed to know whether there was an influence of using Team Word-Webbing Technique towards students' reading comprehension at the second semester of the tenth grade SMAN 1 Krui in the academic year 2020/2021. Based on the preliminary research that subject were many students considered reading comprehension was difficult. It showed the students' reading comprehension was still low. In the other side, the students had lack of motivation to learn reading comprehension. It can be seen from the students' reading comprehension score which showed that there were 54.60% of the students got a score under criteria of minimum mastery.

In this research, used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The samples were taken from two classes, X 3 and X 5 which consists of 70 students. The treatments were held in 3 meetings, 2 x 45 minutes for each. The population of the research was the tenth grade students at SMA Negeri 1 Krui. In collecting the data, the researcher used instrument in the form of multiple choice questions which were try out. After administering pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

From the data analysis by using SPSS, it was obtained that sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) was 0.009. It was lower than  $\alpha = 0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted. Based on the result of data analysis, the concluded that there was a significance influence of using Team Word-Webbing technique Towards Students' Reading Comprehension in Recount Text at the Second Semester of Tenth Grade of SMA Negeri 1 Krui In the Academic Year of 2020/ 2021.

**Key words :** Team Word-Webbing technique, Reading Comprehension, Recount Text, Quantitative Research.

## DECLARATION

Hereby, I state this thesis entitled The Influence of Using Team Word-Webbing Technique towards Students' Reading Comprehension in Recount Text at the second semester of tenth grade of SMAN 1 Krui in the academic year 2020/2021 is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, Maret 2021

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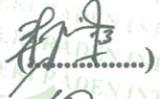
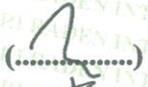
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## MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read! In the name of the Lord and Cherisher, who created (1), Created man, out of a clot of congealed blood (2), Read! And thy Lord is Most Bountiful (3), He who taught [the use of] the pen (4). Taught man that which he knew not (5).”

[QS. Al-Alaq (96): 1-5]<sup>1</sup>



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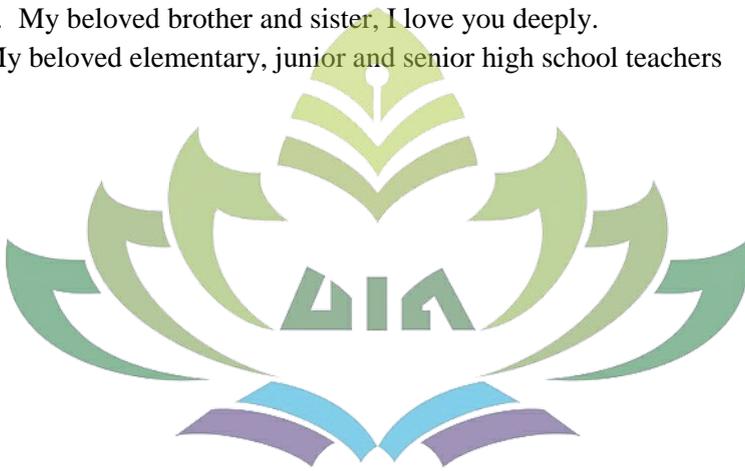
<sup>1</sup>Abdullah Yusuf ‘ Ali, *The Meaning of the Holy Qur’an*, 10<sup>th</sup> edition, (Maryland: Amana Publication 2004), p.240

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. The greatest inspiration in my life, who is my beloved parents. My father (Budi Setiawan) and my mother (Asma Dewi) who always pray and give me support and guidance to be successful in my study and my life.
2. My beloved Husband (Heri Setiawan, S.IP) who always prays and gives me support.
3. My beloved father and mother-in-law, who always give me spirit.
4. My beloved brother and sister, I love you deeply.

My beloved elementary, junior and senior high school teachers

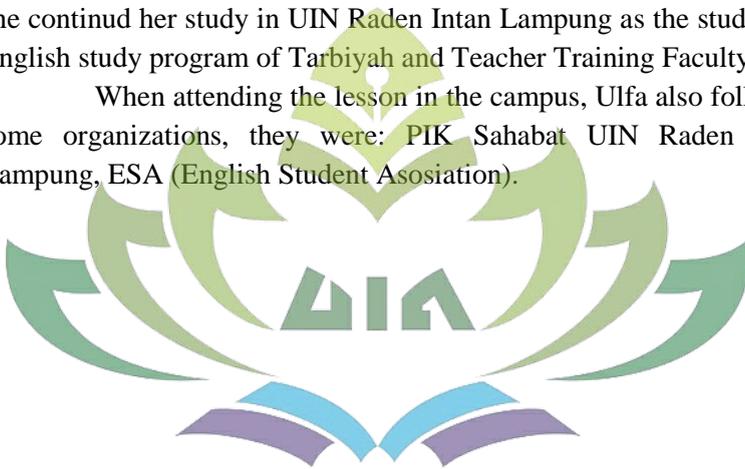


## CURRICULUM VITAE

Natalia Ulfa Ardila was born in Gunung Kemala on 25 December 1997. Ulfa is the second child of three children of Budi Setiawan and Asma Dewi. She has one elder sister named Detia Carolina, S.Pd and one younger brother named Arpen Kaisar Aditya. Ulfa also has a husband named Heri Setiawan, S.IP.

Ulfa began her elementary school in SDN 1 La'ay in 2004 and she graduated in 2010. In the same year, she continued her study to SMPN 2 Krui and graduated in 2013. After that she continued her study to SMAN 1 Krui and graduated in 2016 and in the same year she continued her study in UIN Raden Intan Lampung as the student of English study program of Tarbiyah and Teacher Training Faculty.

When attending the lesson in the campus, Ulfa also followed some organizations, they were: PIK Sahabat UIN Raden Intan Lampung, ESA (English Student Asosiation).



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Praise to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Team Word Webbing Technique towards Students’ Reading Comprehension in Recount Text at the second semester of tenth grade of SMAN 1 Krui in the Academic Year of 2020/2021” is submitted as a compulsory fulfilment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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11. To any other person who cannot be mentioned one by one for their any contribution to the researcher during finishing this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher sincerely welcome criticismd and suggestion from the readers to enhance the quality of this thesis.



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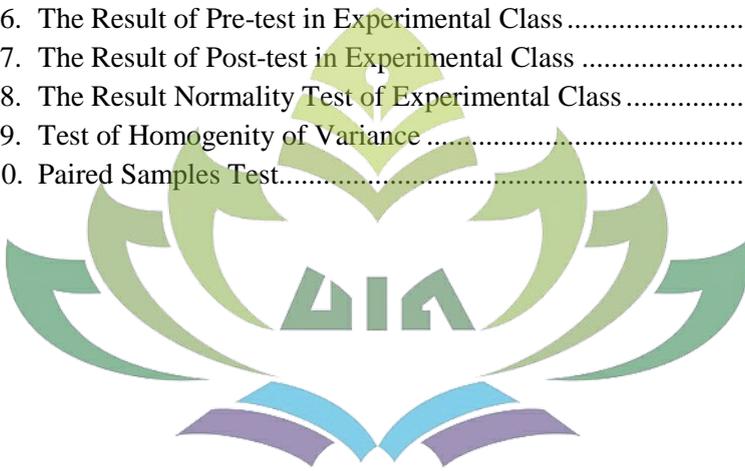
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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

In learning English, there are four skills that must be studied, namely listening, reading, speaking and writing. These skills are closely related one to another. Reading is an activity where people read material. Reading is considered as one of important skill which has to be learned because it can influent the other language skills. Silberstein stated that reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language.<sup>1</sup> Reading is very important for students, because there are many advantages from learning reading. It means that by reading, the students will be able to increase their knowledge. The readers have to choose materials to read and increase knowledge for other readers. The readers have to choose the material for them to read, for examples are newspaper, book, novel, course book, etc.

Reading comprehension is an important skill needed for all areas of school. Subject, other than reading or literature, where comprehension skills are significantly important include science, social studies and math. In the area of science, there are many students are lack of prior knowledge and reading strategies generate inferences, thus, the student comprehend science text poorly.<sup>2</sup> It means that many arts, educations, science books are written in English and those books can be understood if the students understand English. Book as a source of information is useful if it is read and comprehended. The students must read it in order to they get information and

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<sup>1</sup>Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press, 1994), 9.

<sup>2</sup>Rebecca J. Baier, *Reading comprehension and Reading strategies*, (South Yarra: Macmillan Education Australian: 2005), 1.

knowledge. Reading is not only translating word by word but also complex one. Reading is the process of interaction between reader and the text.

Learning English is difficult for the students, because some students are confused about English lesson especially reading comprehension. They find many problems and also some students are not interested in learning English especially in reading comprehension. Reading is needed by the students to get information and knowledge. Sometimes the students need more time to comprehend text slowly. In the other side, the students had a lack of motivation to learn reading comprehension. It also were found at tenth grade of SMA Negeri 1 Krui.

Based on the preliminary research the students at tenth grade of SMA Negeri 1 Krui, the researcher found that the students have difficulty in English lesson especially reading comprehension ability. Ms. Bety Heryanti, S.Pd as English teacher said that students' score in reading comprehension ability did not pass KKM. The students had less motivation to learn English especially in reading comprehension ability. The students had lack of vocabulary, the students needed more time comprehend the text to get the information, and also the students did not understand the meaning from the text, because sometimes students read the text in silent and then the students reading a loud, but the other people did not give attention<sup>3</sup>.

After preliminary research, the researcher got the score of the students of SMA Negeri 1 Krui. It can be seen from table 1. Thus standard competence of English lesson at tenth grade of SMA Negeri 1 Krui is 75. In fact, besides doing interview the teacher, the researcher also gave a questionnaire to the students. The students had difficulty in reading comprehension. They were also difficult to do exercise and found the information from the text.

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<sup>3</sup>Bety Heryanti, *The English Teacher of SMA Negeri 1 Krui* (an interview, on 16<sup>th</sup> July 2019). Unpublished.

Based on the preliminary study at SMA Negeri 1 Krui on 16<sup>th</sup> July 2019, it was found that reading achievement of tenth grader is under average.<sup>4</sup> It was found that only 45.40% of students in this school who get the higher score than the standard score, while 54.60% other students got under the standard score which was 75. The students' reading comprehension in recount text score can be seen in the table below:

**Table 1.1**  
**Students' score of Reading Comprehension in Recount Text of Tenth Grade at the Second Semester of SMA Negeri 1 Krui in the Academic Year of 2020/2021**

No.	Students' score	The Number of Student	Percentage
1	>75	163	45.40%
2	<75	196	54.60%
		359	100%

*Source: The data from English teacher of SMA Negeri 1 Krui*

Based on the data in table 1, it can be seen that the students got the score under minimum of reading comprehension in recount text. In this case, the students' score of KKM in SMA Negeri 1 Krui was 75 and there were 196 students got the score under KKM. It means that the students who get difficulty in reading comprehension were 54.60%.

Seeing the fact above, almost every student had difficulty in learning reading. Therefore, impact on students' achievement was under average. Based on the result of preliminary research, the researcher concluded that the students were interested in learning English by providing them with appropriate technique which able to improve their score in learning English. In the teaching and learning process there were many kinds of good

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<sup>4</sup>*Ibid.*

technique that can be applied by the teacher to improve the students' reading comprehension, one of which Team Word-Webbing Technique.

According to Zarei, team word-webbing is a technique of graphic organizer that provides a visual of how ideas connect to the topic.<sup>5</sup> Starko conveyed that team word webbing is often used to organize such as idea and information on a topic.<sup>6</sup> Using team word-webbing in teaching reading actually can help students to organize how ideas connect with other and recognize how information is obtained.<sup>7</sup> Johnson stated that team word-webbing can 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.<sup>8</sup>

There are some researches by using team word-webbing technique. The first research was conducted by Hermita, entitled "The Influence of Using Team Word-Webbing Technique towards students' reading Narrative text at the Seventh Grade of SMP Baitul Jannah Semarang in the Academic Year of 2010/2011". This research has showed the significant different mean scores between pre-test and post-test of the experimental class. Before the treatment given, the mean score of students in the experimental class was 60. It was lower than the minimum score target 75. However, after the research conducted treatment to the experimental class, the mean score of the students become 78 (higher than the minimum score target). That means there was significant influence of the

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<sup>5</sup> Abbas Ali Zarei, *Learning through Cooperative Techniques*, (New York: International Journal of Language Learning, vol. 4.1, 2013).

<sup>6</sup> Alane J. Starko. *Creativity in Classroom 4<sup>th</sup> ed.* (New York: Rouledge, 2010), 187.

<sup>7</sup> Karen Tankersley, *Threads of Reading: Strategy of Literacy Development*, (USA: Library of Congress Cataloging in Publication Data 2003), 145.

<sup>8</sup> Andrew P. Jhonson, *Teaching Reading and Writing: A Guidebook for Tutoring Remediating Students*, (United Kingdom: 2008). 62.

students' writing in recount text.<sup>9</sup>

The second research was conducted by Faliyanti entitled improving reading comprehension in recount text by using Team Word-Webbing technique in Tenth Grade of SMA PGRI Tulung Agung Malang in the Academic Year of 2015/2016.<sup>10</sup> It also showed the significant different of a mean scores between pre-test and posttest of the experimental class. Before the treatment given, the mean score of students in the experimental class was 63. It was lower than the minimum score target 70. However, after the research conducted treatment to the experimental class, the mean score of the students become 80 (higher than the minimum score target). It means the result activities of students has increased from cycle I to cycle II, and also increase from cycle II to cycle III.

Based on previous above, there were several similarities and differences with this research. The similarities were the researcher used team word-webbing technique. However, the differences were previous research above on text, and objective of the research. From the previous research above, team word-webbing technique can improve the students' reading score.

Thus from explanation above, the title that was conducted in this research is: *Influence of Using Team Word-Webbing Technique towards Students' Reading Comprehension in Recount Text at the second semester of Tenth Grade of SMA Negeri 1 Krui in the Academic Year of 2020/2021?*

## **B. Identification of the Problem**

Based on the background of the problems above, the formulation of the problems as follows:

1. The students' reading comprehension in recount text was

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<sup>9</sup>Hermita, *The Influence of Using Webbing Technique in Writing Recount text on The Second Grade in SMP Baitul Jannah Semarang in academic year 2010/2011*, (Malang: Muhammadiyah Universitas of Malang, 2011), 19.

<sup>10</sup>Eva Faliyanti, *Improving Reading Comprehension of Using Team Word-Webbing towards Students' Reading Comprehension at the Second semester of the Seventh grade of SMP PGRI Tulung Agung Malang in Academic Year 2015/2016*.

still low.

2. The students found difficulties in comprehending reading text.
3. The Students needed more time to comprehend the text to get the information.
4. The Students were lack of vocabulary.

### **C. Limitation of the Problem**

From the identification of the problem, this research focused on the influence of Team Word-Webbing Technique towards students' reading comprehension in recount text. It focused on finding of main idea and finding specific information. This research has been conducted at tenth grade of SMA Negeri 1 Krui.

### **D. Formulation of the Problem**

Based on the identification and the limitation of the problem above, the problem was formulated as follows:

Is there any influence of using Team Word-Webbing Technique towards students' reading comprehension in recount text at the second semester of tenth grade of SMA Negeri 1 Krui in the academic year of 2020/2021?

### **E. Objective of the Research**

The objective of conducting this research was:

To know whether there is any influence of using Team Word-Webbing Technique in the students' reading recount text at the second semester of tenth grade of SMA N 1 Krui in the academic year of 2020/2021.

## **F. Uses of the Research**

In line with the objectives, the results of the research were expected to have the following uses:

1. To give the information about the influence of using Team Word-Webbing Technique towards the students' reading comprehension in recount text.
2. To give the information about the students' reading comprehension by using Team Word-Webbing Technique.
3. To motivate the students' in learning English especially in learning English reading.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students of tenth grade of SMA Negeri 1 Krui.

### **2. Object of the Research**

The object of the research was the influence of Team Word-Webbing Technique towards the students' reading comprehension in recount text.

### **3. Time of the Research**

The research has been conducted at the second semester of tenth grade of SMA Negeri 1 Krui in the academic year of 2020/2021.

### **4. Place of the Research**

The place of the research has been conducted at SMA Negeri 1 Krui.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Teaching English as Foreign Language

English is prime language in the world as international language. It is used in many countries as native language, second language and foreign language. Language is a set of rules used by human as a tool of their communication. It means that language is very important for human life as a tool of communication.

Patel and Jain showed that language is the institution where by human communicates and interacts with one another by mean so habitually used oral auditory arbitrary symbols.<sup>11</sup> It means that people use language to communicate to one another in their daily life. It is also used to express someone's opinions or ideas that have been transferred an arranged into message by using language.

Brown stated that teaching is helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know and understand. Teaching is facilitating learning, enabling the learner to learn, setting the condition of learning.<sup>12</sup> It means that in teaching, the teacher helps the students and guides them to learn material easily. The teacher can make the students get knowledge and understand about the materials. In teaching English as a foreign language, the teacher should know what they do in order to make the students interested in English. So, the teacher should really prepare the materials, instruction and technique well.

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<sup>11</sup>M. F Patel and Praveen M. Jain .*English Language Teaching*, (Jaipur: Sunrise Publisher and Distributors, 2008), 29.

<sup>12</sup>H. Douglas Brown, *Principles in Language Learning and Teaching*, (New Jersey: Prentice Hall 1980), 77.

## B. Concept of Reading

### 1. Definition of Reading

Reading is an activity of communication between the readers with the author, but not face to face. The writer shows their idea through written form and the reader gets it by reading. Jennifer conveyed that reading is thinking, understanding and getting the meaning from the text.<sup>13</sup> It means that reading is a process through which the reader to get meaning from the text. It is supported by Harris and Graham statement that reading is an activity that has a purpose.<sup>14</sup> It means that reading is a process to get understanding meaning from a text. The reader can understand information by interpreting source information from a text. Namara claimed that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.<sup>15</sup> It will be assumed that reading is an extraordinary achievement because in reading consists many components in the word of text such as: vocabulary, grammar, punctuation, etc, that must be mastered by the reader and without reading the reader cannot develop the other skills. Based on the statements above, it will be concluded that reading is process receiving and interpreting information from writing text and the way how the reader must to understand the writing text or to understand what the reader has read.

## C. Reading Comprehension

### 1. Definition of Reading Comprehension

Comprehension as a process that the reader gets new information and understand what they have not understood

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<sup>13</sup>Jennifer Seravallo, *Teaching Reading in Small Group*, (Porsmouth: Heinemann, 2010), 43.

<sup>14</sup>Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeny, *Early Intervention for Reading Difficulty*, (London: The Guilford Press, 2010), 9.

<sup>15</sup>Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 2001), 70.

yet. Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interaction between reader and text.<sup>16</sup> Moreover, Brown claimed that comprehension is primarily a matter of developing appropriate efficient comprehension strategies.<sup>17</sup> It means that comprehension is ability to understand and getting information. It can be concluded that reading comprehension is background of knowledge that a reader brings to the reading text and process to build sense of the reader through interaction and complicity with writing language or the material to be read.

The definitions about reading and reading comprehension, there are three points based on the explanation above:

1. The reader who is doing the comprehending.
2. The text to be comprehended.
3. The activity in which comprehension is apart.

It means that, the teachers should know how the way to teach reading and what are the principles of teaching reading. The teachers have to know how to assess reading especially for reading comprehension. Knowing how to assess reading comprehension can be asked by giving the students some multiple choice questions based on their material or topic. In teaching reading, teacher must know components of assessment of reading comprehension. Brown give an testament components of assessment reading comprehension as follow:

1. Main idea(topic)
2. Inference (Implied detail)
3. Grammatical features

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<sup>16</sup>Judy Willis, *Teaching the Brain to Read*, (Virginia: ASCD Publications, 2008), 138.

<sup>17</sup>H. Douglas Brown, *Op.Cit.*, 291.

4. Detail (Scanning for specially stated detail)
5. Excluding fact not written (unstated detail)
6. Supporting idea
7. Vocabulary in context.
8. Expression /idiom/phrases in context.<sup>18</sup>

Based on explanation above, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from a text. The readers read the text to get information about main idea (topic), Inference (Implied detail), Grammatical features, Detail (Scanning for specially stated detail), excluding fact not written (unstated detail), Supporting idea, Vocabulary in context, Expression /idiom/phrases in context.

#### **D. Concept Teaching Reading**

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Teaching reading is not only teach to read, but also more than it. One of the reading's goals is comprehend the text. The teacher has to pay attention to students when teaching reading. Students have to enjoy the reading process. We must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text. The principle can be standard to limit teachers when they teach reading.

The principles of teaching reading were stated below:

1. Reading is not passive skill.
2. Students need to be engaged with what they are reading.

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<sup>18</sup>H. Douglas Brown, *Language Assessment Principle of Classroom Practice*, (San Francisco: Longman, 2007), 206.

3. Students should be encouraged to respond to the content of a reading text, not only to the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.<sup>19</sup>

It can be concluded that in teaching reading, six principles can be as a guideline in teaching reading. Based on six principles above, it means that teaching reading is not passive learning. Student must enjoy during the reading process. as we know the advantages of reading are to give the students knowing that the never know before, teaching reading needs more than only reading the text, we must pay attention how to teach reading text to our students.

Furthermore, Alyousef stated that in teaching reading, contemporary reading task, unlike the traditional materials, involves three phase: pre- reading, while-reading and post-reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example, the teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercise, close exercises, cut-up sentence and comprehension of question.<sup>20</sup>

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in

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<sup>19</sup>Jeremy Harmer, *How To Teach English*, (New York: Longman 7<sup>th</sup> impression, 2001), 70.

<sup>20</sup>H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc. 2005), 149.

teaching reading process, the students will also be more directional in their learning are ore- reading, while-reading and post-reading stages.

## E. Concept of Text

Siahaan and Shinoda conveyed that a text is a meaningful linguistic unit in a context, it is both a spoken text and written text.<sup>21</sup> It means that a text is meaningful linguistic refers to any meaningful spoken and written.

Gerot and Wignel classify the genre into thirteen types. They are:

### 1. Spoof

Spoof is a text to retell an even with a humorous twist.

### 2. Recount

Recount is a text to retell event for the purpose of informing or entertaining.

### 3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

### 4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

### 5. News Item

New item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

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<sup>21</sup>Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008,

## 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

## 7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

## 8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

## 9. Description

Description text is a text to describe a particular person, place or thing.

## 10. Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not to be the case.

## 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

## 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

## 13. Reviews

Review a text to critique an art work or event for a public audience.<sup>22</sup>

Based on the explanation above, it will be conclude that, there are many kinds of text, each of them have different characteristics and purpose.

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<sup>22</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stables, 1994), 192.

## F. Concept of Recount Text

There are many kinds of text in English. Every text has different social function, language features and generic structure. In this research will be focus on recount text.

### 1. Definition of Recount Text

Derewianka conveyed that recount text is a development of a sequence of event and recount writers reconstruct past experience.<sup>23</sup> Additional from Knapp's genre model stated that recount text is personal and historical recount are products of the process of sequencing people and events in time and space.<sup>24</sup> The purpose of a recount text is to give the audience a description of what occurred and when it occurred.<sup>25</sup> It means that recount text is a piece of text that retold the story in the past events.

### 2. Purpose of Recount Text

The purpose of recount text is to give the audience a description of what happened and when it happened. A recount has social function. Recount "tell what happened". The purpose of social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what accursed and when it occurred. The purpose of the literary story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.<sup>26</sup>

### 3. Generic Structure of a Recount Text

Recount text consists of orientation which introduces the participants, place and time, events, which describe some events that happened in the past, and re-orientation which states

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<sup>23</sup>Cakrawati, Laxi Mustika, *Recount Text in SFL Perspective: Pedagogical Implication Based on Students' Writing Analysis*, Vol. 11.2 (2018), 212.

<sup>24</sup>*Ibid.*

<sup>25</sup>Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra, Macmillan 1997), 48.

<sup>26</sup>*Ibid.* 50.

personal comment of the writer. According to Gerot and Wignell the generic structures of recount consist of orientation, events, and Re-orientation.

a. Orientation

Recount begins by telling the reader what was involved, what happened. Orientation gives reader background information needed to understand the text, and the reader will organize about scene setting and context of the text.

b. Sequence of Events

Event is the main activities that accurate in the story of the text. In recount text, events are ordered in a chronological sequence to give some information for reader.

c. Re-orientation

Re-orientation is a closing statement that may include elaboration.<sup>27</sup>

#### 4. Language features of Recount Text

- a. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- b. Frequent use is made of words which link events in time  
Focus on specific participant.
- c. Using the conjunction.
- d. Using an action verb.
- e. The passive voice may be used.

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<sup>27</sup>Linda Gerot and Peter Wignell. *Op.Cit*, 194.

**Figure 2.1**  
**Example of Recount Text**

<b>Orientation</b>	<p style="text-align: center;"><b>A Trip to Borobudur Temple</b></p> <p>Last week, I spent my holiday in Yogyakarta. I went to Borobudur temple. My family and I went there early morning.</p>
<b>Events</b>	<p>We went to Borobudur temple by private car. I had prepared everything before we went to Yogyakarta. While we were driving, we could see some beautiful views of mountains, forests and waterfalls. My family and I arrived at Borobudur temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourists.</p>
<b>Re-orientation</b>	<p>We went back at 04.30 in the evening. It was a very interesting vacation.</p>

<https://englishadmin.com/2013/01/recount-text-contoh-pendek-dan-generic-structure.html>

### G. Reading Comprehension in Recount Text

Saragih gave a statement that recount text is a text that functions as for telling an incident in the past.<sup>28</sup> Anderson showed that recount text is a text that retells past event, usually in the order

<sup>28</sup>Natanael Saragih, et.al, “*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar*”, IOSR Journal Humanities And Social Science (IOSR-JHSS), Vol. 19.1 Ver. XII Of Humanities And Social Science (IOSR-JHSS), Vol.19,1 Ver. XII (Feb 2014), 57.

in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.<sup>29</sup> It means that recount text is a type of text that retelling the experiences in the past and gives the information for the readers about the past events.

Brown gave a statement that in reading, some criteria are commonly used in measuring students' reading comprehension, they are; Main idea (topic), Expression / idioms phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specially stated detail), Excluding facts not written (unstated details), Supporting idea, Vocabulary in context.<sup>30</sup> Based on those explanations, the writer can conclude that reading comprehension in recount text is a process of getting message from the story that retell about experiences in the past events.

## **H. Concept of Team Word-Webbing Technique**

### **1. Definition of Team Word Webbing Technique**

There are many techniques in teaching English as foreign language. According Jacob and Hannah, Team Word Webbing is one of techniques cooperative learning for reading aloud by teacher.<sup>31</sup> Kagan stated that cooperative learning is principles and technique for helping the students work together more effectively.<sup>32</sup> It means that Team Word Webbing is one of techniques of cooperative learning it is used to learn and work together in the classroom and with other students.

Teacher must help students learn to interact positively with people who different themselves and who may not think the same as they do.

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<sup>29</sup>Mark Anderson and Kathy Anderson, *Text Types in English3*, (South Yarra: Mac millan Education Australia: PTYLTD, 1998), 24.

<sup>30</sup>H. Douglas Brown, *Language Assessment Principle of Classroom Practice*, *Loc.Cit.*

<sup>31</sup>George Jacobs and Hannah, *Combining Cooperative Learning with Reading Aloud by Teachers*, 2004. IJES, Vol. 4.1. 108.

<sup>32</sup>Spencer Kagan, *Cooperative Learning*, (Virginia: Kagan Cooperative Learning,1994), 22.

Stone stated that Team Word Webbing is powerful tool in concept development to arrange the sentences into paragraph. Team word webbing will motivate students to learn by changing ideas, background knowledge, summarizing main points and connecting several ideas that they are searching with the other member in the team.<sup>33</sup> It means that this technique encourages the readers to be creative in presenting their ideas and it would be interesting, both for students and for teacher.

Zarei and Gilani conveyed that Team Word Webbing is technique of graphic organizer that provides a visual of how ideas connect to the topic. This technique helps the students to understand how ideas connect with each other and recognize how information is obtained.<sup>34</sup> It means that team word webbing is the technique as way for helps students for reading comprehension. The student can understand easily to find idea from the text. Teacher needs to guides students to group ideas into meaningful clusters. Making such as graphic or diagram can be done individually or in group.

Danton stated that team word webbing is a simple graphic that can help to see the main ideas in the book, chapter or article and represent it in some short or visual displays such as tree diagram, circles, line, connecting, etc.<sup>35</sup> It means that team word webbing is a simple way to help the students to see graphically the relationship between points of the topic, whether they have included some relevant ideas or omitted some irrelevant ideas.

Furthermore, Yudianto *et al.*, in journal of scientific research and studies defines team word-webbing is technique helps students analyze a complex concept by breaking it down into component parts and clarifying the relationships. He gave

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<sup>33</sup>Stone, J. M. *Cooperative Learning Reading Activities*, (Australia: Hawker Brownlow Education). 76.

<sup>34</sup>Abbas Ali Zarei and Maham Saham Gilani. *Op.Cit.* 38.

<sup>35</sup>Danton,C. Bryan,D. Wexler,J. Reed, & Vughn, *Effective Interaction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook*. (Texas:Texas Education Agency. 2007), 117.

addition that team word-webbing as diagram for help students to see how words are related to one another.<sup>36</sup> It means that team word webbing technique is an activity that helps bring into consciousness relationship among word in a text and help deepen understanding by creating associative network for words, and also team word-webbing is a simple map to see information related to the reading about what they will read.

From the theories above, Team Word-Webbing Technique is a simple graphic that can help to see the main ideas. Team Word-Webbing as diagram helps students to see how words are related to one another. The students in a group must arrange the sentences into paragraph to get the information from the text.

## 2. Procedure of Team Word-Webbing Technique

Holt stated that procedure using team word-webbing technique are follows:

- a. Students can begin to understand webbing by showing word webbing in the square or circle.
- b. Teacher stimulates student thinking by some question to stimulate the students' imagination.
- c. Students are divided into group or team, each team consist four until five students.
- d. The teacher gives a piece of paper which contains of sentence with different color.
- e. The students arrange a sentence in diagram to be paragraph
- f. The students present the result of their own group first and to other groups.<sup>37</sup>

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<sup>36</sup>Fajar Yudianto, *Teaching Reading Analytical Exposition Text by Using Team word webbing Technique*. (A Classroom Action Research) on the Eighth Grade of SMPN Sungai Ambawang Pontianak 2016, 2.

<sup>37</sup>Daniel D. Holt, *Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice*, (Washington: CAL

Stone conveyed that procedures of Team Word-Webbing Technique were follows:

1. Teacher divides the students into small group consists four until five students.
2. The teacher gives one sheet of paper with a determined topic in each group.
3. The students read and understand the short text within ten minutes.
4. The teacher gives one blank of diagram sheet with determined.
5. The teacher gives a piece of paper containing sentences with determined topic
6. The students arrange the sentences on the diagram without looking back at the text that has been read.<sup>38</sup>

It means that, using team word-webbing teacher as a motivator to guide and stimulate student's thinking while the other students in each group will be combines the words which appropriate with the main topic.

From the procedures above, the researcher modified the procedure of team word-webbing for this research as follows:

- a. Teacher divides the students into small group, each group consist of four until five students.
- b. Teacher shows example of word webbing.
- c. Teacher gives different topic for each group
- d. Teacher stimulates student thinking by some question to stimulate the students' imagination.
- e. Teacher gives one blank of diagram sheet with determined.
- f. The teacher gives one sheet of paper with a determined topic

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Center, 1993), 148.

<sup>38</sup>Op. Cit. Stone, J. M. 83.

in each group.

- g. The students read and understand the short text within ten minutes.
- h. The teacher gives a piece of paper containing sentences with determined topic.
- i. The students arrange the sentences on the diagram without looking back at the text that has been read.

### **3. Teaching Reading Comprehension on Recount Text by Using Team Word Webbing Technique.**

The procedures of teaching reading by using team word-webbing technique are as follows:

1. The teacher explains to the students about the material that will be given.
2. Teacher divides the students into small group, each group consist of four until five students.
3. Teacher shows example of word webbing.
4. Teacher gives different topic for each group
5. Teacher stimulates student thinking by some question to stimulate the students' imagination.
6. Teacher gives one blank of diagram sheet with determined.
7. The teacher gives one sheet of paper with a determined topic in each group.
8. The students read and understand the short text within ten minutes.
9. The teacher gives a piece of paper containing sentences with the same topic what students' read before.
10. The students arrange the sentences on the diagram without looking back at the text that has been read.

From those steps above, there are many steps that can be applied in teaching reading comprehension using team word-webbing technique in experimental class. This procedure is a guide for the teacher in teaching reading. The students can be easier to catch their main idea in reading with team word-webbing procedure.

#### **4. Advantages of Team Word-Webbing**

According to Gerson, team word-webbing is one kind of techniques in cooperative learning. Team word-webbing as part cooperative learning has advantages and disadvantages.

The general advantages of team word-webbing as follows:

- a. Motivate students and to make students interacting with other students because the students have to work together in doing activities.
- b. Working together on a task more pleasurable than working alone.
- c. Problems can be solved more efficiently when people cooperate.
- d. Allows readers to see graphically the relationship between sub-points and components of an idea.<sup>39</sup>

#### **5. Disadvantages of Team Word-Webbing**

The general disadvantages of Team Word-Webbing as follows:

- a. For beginner students, it is not easy to apply because it requires extensive training.
- b. It is difficult to find out the relation between the ideas.<sup>40</sup>

To overcome those problem in disadvantages of Team Word-Webbing

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<sup>39</sup>Gerson, K. *An institutional Perspective on Generative Fathering (Creating Social Supports for Parenting Equality: 1997)*, 184.

<sup>40</sup>Ibid, 185.

are:

- a. Before the teacher using team-word webbing in the learning process, the teacher should measure the ability of the students, the students capable or not if they learning reading using team-word webbing.
- b. The teacher should be more to guide the students when the process of teaching reading by using team-word webbing.
- c. The teacher should support the students in learning of vocabulary, because in learning reading, the ability of vocabulary is needed.

Based on the explanation above, it can be conclude that team-word webbing is a technique which has both advantages and disadvantages in teaching learning process. Often times, the learners can take the advantages through this technique meanwhile the disadvantages cannot be separated from it use. But, it depends on the user to maximize the advantages of using team-word webbing.

## **I. Small Group Discussion Technique**

### **1. Definition of Small Group Discussion**

According to Ernest Brewer, Small Group Discussion is a technique to collect the students in one community and could stimulate students to be active. Small group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon.<sup>41</sup> It means that small group discussion is a technique that can build students' motivation and stimulate the students in teaching learning process.

Dobson explained that there are three stages in small group discussion. Its three stages represent starting from introduction,

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<sup>41</sup>Ernest W. Brewer, *Proven Ways to Get Your Message Across*, (California: 1997), 22.

directing the discussion and summarizing.<sup>42</sup> It can be said that there are three stages in technique. First, the teacher opened the learning class, explain about the material of the students have some background knowledge. Second, the teacher divided the students in group to do discussion with each other. The students report their own discussion on the piece of paper that is provided by the teacher and present the result in front of the class. Third, a final summary essential at the end of the discussion, conclusion should be recorded on the chalkboard so all can see them.<sup>43</sup> It can be concluded that Small Group Discussion is technique for teaching reading that helps student comprehend material.

## 2. Procedure of Small Group Discussion

There are procedures of small group discussion technique in teaching reading comprehension:

- a. The teacher divided students into group and consists of four until six members.
- b. The teacher gives an instruction to the students before discussion begins.
- c. The teacher gives the same topic for discussed to the students in small group discussion.
- d. The students discuss about the topic.
- e. The students of each group make the conclusion and read it in front of the class.

From the explanation above, it can be concluded that there are some procedures to small group discussion technique. This procedure will make the teacher be easy to give the material for students in reading comprehension.

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<sup>42</sup>Nur Indah, *Using Small Group Discussion Technique in Teaching Reading Comprehension at SMAN 1 Darul Makmur Banda Aceh*.

<sup>43</sup>Ernest W. Brewer, *Op. Cit.* 27.

### 3. Advantages of Small Group Discussion Technique in Teaching Reading Comprehension

Ernest W. Brewer stated that there are some advantages of Small Group Discussion are:

- a. All participants in the small group can participate.
- b. It is a good way to get participants interested in a topic.
- c. The presenter can identify participants who need assistance.
- d. The presenter can identify individual opinion about the topic.
- e. It helps the participant see relationships among ideas or concept related to the topic.<sup>44</sup>

It means that by using Small Group Discussion to teach students in reading activity it can increase their comprehension and make them enjoy and interested in the classroom. The students get information from the relationship among ideas related to the topic.

### 4. Disadvantages of Small Group Discussion Technique in Teaching Reading Comprehension

Ernest W. Brewer stated that there are some disadvantages of Small Group Discussion are:

- a. It is time-consuming.
- b. Some participants in the group may do all the taking.
- c. The discussion must be carefully planned, not impulsive, to be effective.<sup>45</sup>

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<sup>44</sup>*Ibid*, 27.

<sup>45</sup>*Ibid*.

## J. Frame of Thinking

Based on the theories above, it will be concluded that team word webbing technique will increase students' motivation to learn, help the students to understand the information from the text, and the students will bring into interest situation and enjoy situation. To comprehend the reading text is not easy, moreover reading comprehension of English text. many students difficulties to catch main idea when they read the text, they are also getting tired and bored when they read the long text, so they spend long time to comprehend the text especially in reading section. By using team word webbing, the students be more active when they add some ideas, creative when they write the sub topic or main topic and enjoyable have a chance to add their ideas in learning reading. They can find out the main idea and details of each paragraph. The most important of using team word-webbing are the students know what they have read, they know the purpose of reading, main idea, and details of the text.

Concerning with the previous explanation, the researcher assumed that team word-webbing technique can help the teacher in teaching learning process. It can be alternative technique for teaching reading since it was expected to make the students interested and enjoyable in learning English particularly in reading.

## K. Hypothesis

Based on the problem, theories and frame of thinking which were discussed above, the hypothesis of the research as follows:

- H<sub>a</sub>: There is significant influence of Team Word-Webbing Technique towards students' reading comprehension in recount text at the second semester of tenth grade of SMA Negeri 1 Krui in the academic year of 2020/2021.
- H<sub>0</sub>: There is no significant influence of Team Word-Webbing Technique towards students' reading comprehension in recount text at the second semester of tenth grade of SMA Negeri 1 Krui in the academic year of 2020/2021.

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