THE EFFECTIVENESS OF USING TEAM WORD-WEBBING IN TEACHING LITERAL READING COMPREHENSION AT THE TENTH GRADE OF SMA NEGERI 15 PANGKEP

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ARTICLE INFO	ABSTRACT
	The principle target of this examination was to decide the adequacy of the effectiveness of using the Team Word-webbing in learning reading comprehension which comprises of increasing literal reading comprehension (in the term of main idea and in the term supporting details). The information was gotten by utilized pre-test and post-test plan. The count results show that the utilization of Team Word Webbing can improve reading comprehension skills of students. The students reading comprehension skills utilizing Team Word Webbing indicated preferred learning results over before the usage of Team Word-webbing. The aftereffects of factual examination utilizing the t-test recipe, the specialist acquired a t-value was 4.697 with a recurrence of df = 25-1 = 24, at the 50% essentialness level got t-table was 2.640. So the t test> t table or the invalid theory (H0) was dismissed and the elective speculation (H1) was acknowledged. Utilizing Team Word Webbing was entirely pleasant in the learning cycle and can help understudies increment their reading comprehension skills. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Reading is an activity that people or students as the readers do to get information. According to Artanto in Irawati et. Al (2014:82) reading is an activity to search information through written symbols and inferred meaning from it. Benefits of reading generally are to get information and knowledge whereas special benefit of reading is to increase brain functional power, said Hernowo cited in Irawati et. Al (2014:84). By reading, the reader must get the idea or information and not only reading aloud but also comprehend the text. It is reasonable, since the greatest importance of English for most people is to read English textbooks for

getting information in many kinds of fields. As well as, for students when they learn English. Moreover, in every reading activity student are involved to read the text.

These days, nearly everybody just reads however doesn't think how to get it. Reading requires additionally understanding. To get it, a peruser should have different limits and capacities. This incorporates psychological limits, inspiration, and different sorts of information. One of the approaches to make the instructing perusing compelling is to empower understudies so they appreciate learning and ready to improve their understanding aptitudes. On the off chance that we know procedures or methods in reading can be a pleasant action. Reading doesn't occur in a vacuum. It is done to accomplish an objective. To accomplish reading objectives understudies need procedures in reading. Procedure might an action in reading. Figuring out how to peruse isn't same as figuring out how to compose. Great reading writings additionally give great models to composing. It implies that students should get something that makes them keen on figuring out how to read. To accomplish the normal circumstance, the instructor ought to give more exercises that can stand out for students to effectively take an interest in learning. Reading is something that should be finished by all understudies who are contemplating language. Reading is considered as one of significant expertise, which must be learn on the grounds that it can impact the other language aptitudes. In understanding content, understudies frequently locate some troublesome words that they don't have the foggiest idea about the significance of the writings. To, before we decipher the word, we should know or comprehend through cognizance so they can portray their thoughts or can give end from English reading text through their understanding.

In view of English language educating and adapting particularly for understanding expertise, Students hard to comprehend and low of perception, even the majority of them don't intrigue in reading. Subsequently, on the grounds that they discovered numerous new words, so they likewise don't have the foggiest idea about the components of the story and don't get what the story implies.

To defeat those issues, author needed to try, one of teaching reading strategy or technique is team word-webbing technique, team word-webbing technique giving primary ideas, supporting components and scaffolds speaking to the connection between thoughts in an idea. Cryer in Budiarjo et.al (2012) clarifies that webbing technique some of the time alludes to mind maps, it is a strategy for liberating the brain from the single, obliged and conventional perspective from which it has been seeing an issue or issue. It gives a review, which shows initially all the segments of the issue or issue and the connections between them. It will in general animate new and innovative thoughts. At the end of the day, this strategy urges the peruses to be inventive in introducing their thoughts by utilizing all the parts of the issues and the connections between them. It would be intriguing, both for students and for teacher.

This technique has additionally been utilized by a few specialists including Jaya (2018). He has demonstrated that the group word-webbing technique was a viable method to improve

understanding appreciation. By utilizing the Word Team Webbing system in showing reading, particularly understanding cognizance, it can expand the understudies' reading comprehension at the seventh grade of SMPN 2 Kotagajah. The students are more delighted in light of the fact that the Team Word-Webbing can assist them with fathoming a book. Other than Jaya (2018) this technique has additionally been utilized by Kulsum (2017), she has explored That Using the Word-Webbing to Increase vocabulary Team at Mtsn Binamu Jeneponto as an option in contrast to instructing in the study hall and she has demonstrated that this strategy can improve jargon.

In light of perception from SMA Negeri 15 Pangkep, there were a few issues in understanding appreciation. The issues were; first, the students were lethargic to read. Second, the students had restricted jargon and afterward the students were hard to comprehend the understanding content. Third, the students were getting bore to reading a book since reading material was not intriguing. Managing these issues, the specialist is attempting to utilize Team Word-Webbing technique so all students set themselves up to read, and they can partake.

RESEARCH METHOD

This examination utilized a pre- experimental method. This method includes one gathering that was pre-test, presented to treatment, and post-test. It means to establish out the adequacy of utilizing Team Word Webbing to improved students reading comprehension. Word webbing is a procedure that can be utilized to extend thought or words. As indicated by Cryer in Budiarjo et.al (2012) express that webbing strategy now and then alludes to mind maps, it is a technique for liberating the brain from the single, compelled and conventional perspective from which it has been seeing an issue or issue. It was picked as a reading instructing technique to improve the reading comprehension aptitudes of 10th graders.

The population of this research in the second grade students of SMA Negeri 15 Pangkep in the academic year 2020/2021. There are three classes in this school and of them there are one tenth grade. The numbers of tenth grade students were 25 students. The researcher was applying purposive sampling technique. students selected as a sample are students who are at a low level, because the purpose of this study is to determine the level of success of using the diagrammatic flowchart, the number of sample of the second year students are 25 students in class X of SMA Negeri 15 Pangkep in academic year 2020/2021.

Research instruments are tools for collecting data. In this research, the researcher uses one kind of instrument, namely a reading test to make the students easy to memorize the key word of the text. The research instrument consists of 10 items of multiple-choice questions. Tests are given to students twice, namely pretest and post-test. Pre-test intend to find out the students' prior knowledge of reading comprehension. Post-test intends to find out the improvement of students after attending treatment.

RESULT AND DISCUSSION
Result

After the usage of the activity, the teaching reading technique was not repetitive and the students reading comprehension improved. The students effectively took an interest during the teaching and learning measure. They were offered question writings and they had the option to response addresses identified with the content. They were likewise ready to comprehend the significance of the content. The icrease in students reading comprehension was additionally observed from the pre-test and post-test scores. Both of the scores demonstrate there was an improvement in the mean score of the students reading comprehension. The mean score on the pre-test was 48.8 and in the post-test was 90.4. From this score the expansion in the mean score was 85.24%. Notwithstanding, quantitative information are utilized to help the discoveries of this investigation yet can't be considered as a portrayal of the general depiction of this examination.
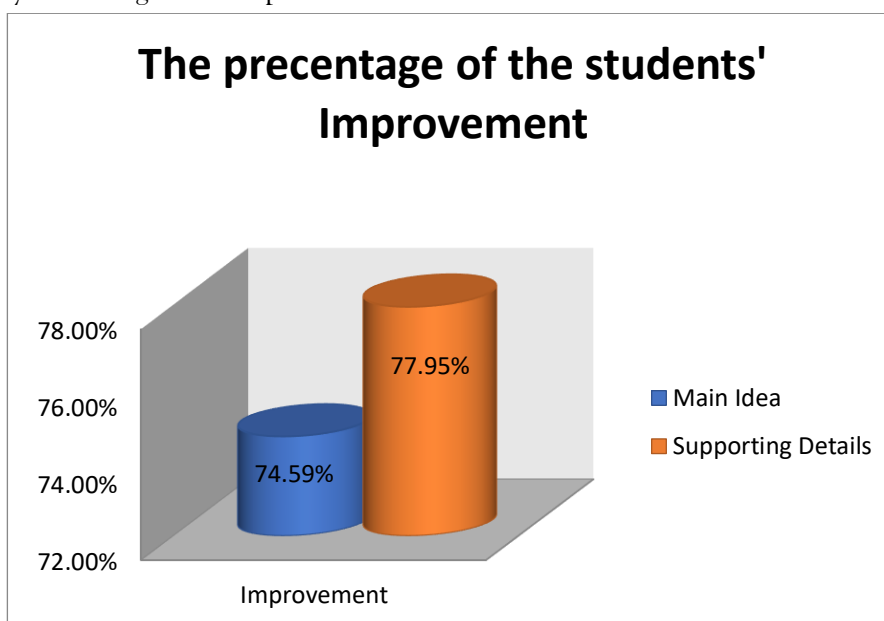

Figure 1.The Percentage of The students' improvement

The figure demonstrated that there was improvement of students accomplishment in literal comprehension in the term of main idea was 74.59% and in the term supporting details was 77.95. It implied that the applying of The Team Word Webbing Technique was a great idea to improve the students reading comprehension in the term of main idea and supporting details.

Discussion

The depiction of the information gathered from the test results as portrayed in the past area demonstrates that students' reading comprehension improved extensively. The students' average pretest and posttest scores uphold this.

Utilizing team word webbing technique had the option to change students' reading comprehension to be better than anyone might have expected. So it tends to be inferred that

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the team word webbing technique was more successful in building up students' of literal reading comprehension.

In view of the consequences of the examination, it demonstrated that the students' scores had expanded after treatment in class utilizing the team word-webbing technique. This implies that the utilization of team word webbing procedures was helpful for improving students' reading comprehension. Something very similar was communicated by specialists who uphold this proposition. Some reader specialists express that the team word webbing technique was a technique that can assist students with understanding reading text all the more without any problem. Word webbing is frequently used to sort out thoughts and data about a point that was an assertion from Starko (2010). Also, Wiranti (2015) clarifies that this technique is a functioning learning technique that guides students' focus toward the material introduced.

CONCLUSION

In literal level of students' comprehension of main idea and supporting details indicated that the students' mean score improves from pretest to posttest. The students' mean score of main idea in pretest was 48.8 and the mean score of supporting details was 50.8 both score delegated poor. Subsequent to, applying treatment the understudies' strict understanding improved. It is demonstrated by students' mean score of main idea in posttest was 85.2 and the mean score of supporting details was 90.4 both score named excellent. Along these lines, the improvement of students' accomplishment in exacting of main idea was 74.59% and improvement of supporting details was 77.95%. Furthermore, the t-test value of main idea was (4.533) and t-test value of supporting details was (4.47) there were higher than the t-table value (2,640) and significant (2-followed) 0,000. Utilizing team word webbing as a gathering reading technique in instructing reading can make students read and verbally process, this technique can be a powerful technique to keep the class centered and remain together.

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