

***THE EFFECT OF TEAM WORD WEBBING STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 1 TUNAS BANGSA PULAU BURUNG IN COMPREHENDING DESCRIPTIVE TEXT***

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**Abstract:** *The research was aimed to determine the effect of Team Word Webbing strategy on the ability of the first year students of SMAN 1 Tunas Bangsa Pulau Burung in comprehending descriptive text. This pre-experimental research used the design of one group pretest-posttest and was carried out at SMAN 1 Tunas Bangsa in Pulau Burung. A total of 32 students from class X MIPA 1 were selected as samples, they were selected by using the cluster random sampling. The Sample class was treated using the Team Word Webbing strategy. The instrument used was a multiple choices that consisted of 40 questions. Then, the data obtained from the pre-test and post-test were analyzed by SPSS version 22.0. The results show that the value of the pre-test is 38 and increased in the post-test to 60. Then the T-test was tested and obtained  $T\text{-test} > T\text{-table}$  ( $12,351 > 2,04$ ) with a significant level of 5% which means there is a significant effect of the Team Word Webbing strategy on the ability of the first year students of SMAN 1 Tunas Bangsa Pulau Burung in comprehending descriptive text.*

**Key Words:** *Reading, Reading Comprehension, Descriptive Text, Team Word Webbing Strategy*

# **PENGARUH STRATEGI TEAM WORD WEBBING TERHADAP KEMAMPUAN SISWA TAHUN PERTAMA SMAN 1 TUNAS BANGSA PULAU BURUNG DALAM MEMAHAMI TEKS DESKRIPTIF**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui efek dari penggunaan Team Word Webbing strategi pada kemampuan siswa tahun pertama SMAN 1 Tunas Bangsa Pulau Burung dalam memahami teks deskriptif. Penelitian pre-eksperimental ini menggunakan desain satu kelompok pretest-posttest dan dilakukan di SMAN 1 Tunas Bangsa Pulau Burung. Sebanyak 32 siswa dari kelas X MIPA 1 di pilih sebagai sampel di pilih menggunakan metode klaster. Kelas sampel nya diberikan strategi Team Word Webbing. Instrumen yang digunakan adalah pilihan ganda dengan 40 pertanyaan. Data yang di dapatkan dari hasil pre-test dan post-test dianalisa menggunakan SPSS 22.0. Berdasarkan hasil dari kalkulasi, nilai rata-rata dari pre-test adalah 38 dan meningkat di post-test 60. Kemudian, nilai dari T-test > T-tabel (12,351 > 2,04). Alternatif hipotesis dalam penelitian ini di terima sedangkan null hipotesis ditolak karena t-test lebih besar dari pada t-tabel. Hal ini dapat di artikan bahwa terdapat pengaruh yang signifikan dari strategi Team Word Webbing terhadap kemampuan siswa tahun pertama SMAN 1 Tunas Bangsa Pulau Burung dalam memahami teks deskriptif.

**Kata Kunci:** Membaca, Pemahaman Membaca, Strategi Team Word Webbing, Teks Deskriptif

## INTRODUCTION

In English, there are four language skills and it is divided into two types: productive skills and receptive skills. The productive skills are writing and speaking, while the receptive skills are reading and listening. Reading is a skill that needs to be developed to get various written information and knowledge.

In Indonesia, almost all of the students are learning English, but the results are still considered unsatisfactory especially in reading comprehension. The students still get low scores in reading comprehension because of the difficulty they face while reading the text. As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. However, comprehending a text message is not easy for students. Reading is not a simple subject in learning English.

According to one English teacher at SMAN 1 Tunas Bangsa Said, the students' reading comprehension in descriptive text is not good. It can be seen from more than 50% students get marks in the reading comprehension test of descriptive text below the minimum score, that is stated by the school, 70. It means that the students have problems in comprehending reading text. They are still confused in deciding the main idea and finding detailed information. They also have a lack of vocabulary words so it is very difficult for them to understand the information implied from the text.

The expectations of the 2013 curriculum are that the students not only read the texts or books but also comprehend what they read. It can be shown by answering the correct questions in the text provided such as knowing the five components of reading proposed by King and Stanley (1989): main idea, detail information, meaning of vocabulary in context, reference, and inference.

Team Word-Webbing which belongs to Collaborative Learning Technique (CLT) is one of the techniques that can be used to solve the problems above. CLT activities are based on pair or group work. Zarei and Gilani (2013) points out that CLT is a learner-centered approach, so it is collaborative learning in nature and wants students to learn together in pairs or in groups.

According to Starko (2010) Webbing, or clustering, is often used to organize such ideas and information on a topic. Monica (2016) states that webbing and outlining can both 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.

## METHODOLOGY

This research took place at SMAN 1 Tunas Bangsa Pulau Burung which is located on Jalan Provinsi, Pulau Burung, Indragiri Hilir, Riau. The data were collected from January 2019 up to October 2020. There were six meetings needed for applying this technique. The time allocation for each meeting was 2 x 45 minutes. This study used experimental method because this method establishes cause and effect relationship. Sugiyono (2014) stated that experimental research is a research method that is used to find out the effect of particular treatment over another in a runaway condition. The

research design of this study was pre-experimental design with one group pretest-posttest design without controlling class.

The population of the research was the first year students of SMAN 1 Tunas Bangsa Pulau Burung. There were 4 classes which consisted of twenty five up to thirty two students. The number of population was 115 students. The writer used cluster random sampling technique to choose the sample. The sample was chosen by using lottery. Since there were four classes, four piece of paper were made. Only one paper was written the word “the sample” while the others were blank. Each class took one. As the result, class X MIPA 1 was chosen as the sample which total number of the students was 32.

The data of this research were quantitative data. The instrument that was used to collect the data was a reading comprehension test in the form of descriptive text. There were pre-test and post-test. Before conducting the research, the writer tested the instrument’s validity and reliability. According to Kirk and Miller (1986), validity is defined as the extent to which the instrument measures what it purported to measure. Research instrument will be accepted if it passes the validity and reliability test. According to Heaton (1975) in Monica (2016), the item test is rejected if the index of difficulty (FV) is below 0,30 (difficult) or over 0,70 (easy). The test is accepted if the degree of difficulty (FV) is between 0,30-0,70.

The formula is presented below.

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value

R = the number of the correct answer

N = the number of the students

The validity test was for *tryout* group of respondents which were class X MIPA 2. The result of the try out showed that there were 6 invalid questions out of 40 students. The writer decided to edit the invalid questions instead of wasting them away. According to Kirk and Miller (1986) Reliability was defined as the extent to which a questionnaire, test, observation or any measurement procedure produce the same results on repeated trials.

To find out the reliability of the test, the writer will use the following formula:

$$R_{ii} = \frac{N}{(N-1)} \left( 1 - \frac{M(N-M)}{(N(SD)^2)} \right)$$

Where:

$R_{ii}$  = the reliability

N = the number of the items in the test

M = the mean score on the test for all the tests

$SD^2$  = the standard deviation of all the test score

## RESEARCH FINDINGS

The data were collected by giving pre-test and post-test to the students. The students were required to finish the test which consisted of 40 questions in the form of multiple choices of five descriptive texts. These questions contained 5 reading components. King and Stanley (1989) stated that the components of reading comprehension consist of main ideas, factual information, finding the meaning of vocabulary in context, reference, and inference. However, the researcher also added the components of descriptive text to questions such as language features, generic structure, and lexical grammar. In this research, the researcher gave to test to the students. The first was the pre-test that was given at the beginning of the research to find out the students' reading comprehension before the treatment was applied. The second was the post-test that was given after the treatment was applied. The data of the students' achievement on each aspect of reading is shown in table 1:

Table 1. Percentage of Students in Each Aspect of Reading in Pre-test and Post Test and Descriptive Text

No	Aspect of Reading and Descriptive text	Percentage % (Pre-test)	Percentage % (Post-test)
1	Finding Main Idea	33,1%	38,7%
2	Finding Factual Information	30%	57,5%
3	Finding the Meaning of Vocabulary in Context	21,8%	71,8%
4	Identifying References	52,5%	40%
5	Making Inferences	30%	57,5%
6	Lexical Grammar	55,6%	84,3%
7	Generic Structure	37,5%	59,3%
8	Language Features	42,5%	71,2%

Table 1 shows that the highest score of the reading aspect in pre-test is 'lexical grammar' and the lowest is 'finding the meaning of vocabulary in context'. In the post test the highest score is 'lexical grammar'. The 'identifying references' is decreased in the post test. The 'finding the meaning of vocabulary in context' is significantly increased and becomes the highest gained from the other aspect. It can be concluded that the students' score in this class increased after treatment using Team Word Webbing Strategy in the teaching process.

Table 2 Students' Ability Level of Reading in the Pre-test

Test Score	Ability Level	Frequency	Percentages
81-100	Excellent	0	0%
61-80	Good	2	6,25%
41-60	Mediocre	8	25%
21-40	Poor	22	68,75%
0-20	Very Poor	0	0%
Total		32	100%

Based on the result of the pre-test above, the researcher found that 22 students (68,75%) are in poor level followed by 8 students (25%) in mediocre level. There are 2 students (6,25%) are in good level and there is no students in excellent and very poor level.

Table 3. Students' Ability Level of Reading in the Post-test

Test Score	Ability Level	Frequency	Percentages
81-100	Excellent	1	3,13%
61-80	Good	14	43,75%
41-60	Mediocre	17	53,12%
21-40	Poor	0	0%
0-20	Very Poor	0	0%
<b>Total</b>		32	100%

Based on the result of post-test above, the researcher points out that more than 50 percent of total students are in mediocre level with the percentage 53,12% followed by 14 students (43,75%) in good level and only one students in an excellent level (3,13%). There is no students in poor and very poor level which means that the lowest score is between 0 to 40.

In this research, t-test formula was used to compare the pre-test and post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' reading comprehension or not. In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed. The mean of the pre-test score achieved by the students was 38,28. The improvement could be seen in their mean score as shown in the post-test result was 60,23. In order that the hypothesis could be accepted, the result of t-test formula was also required. The mean score and the t-test can be seen below:

$$\begin{aligned}
 t\text{-table} &= n-1 (\alpha 5\%) \\
 &= 32-1 (\alpha 5\%) \\
 &= 33 (\alpha 5\%) \\
 &= 2,04
 \end{aligned}$$

Table 4. Paired Sample Statistics  
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	60,2344	32	8,50425	1,50335
pretest	38,2813	32	11,95485	2,11334

Table 4 shows that the mean score of pre-test is 38,2813 and the mean score of post-test is 60,2344. The difference between the mean score of the pre-test and the post-test is 21,9531. Besides, the standard deviation for pre-test and post-test are 11,95 and

8,50. The difference of mean score shows the effect of Team Word Webbing Strategy on students' reading comprehension test after treatment.

**Table 5 T-test Table  
Paired Samples Test**

	Paired Differences					t	d f	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – pretest	21,95313	10,05498	1,77749	18,32792	25,57833	12,351	31	,000

Table 5 shows that the value of T-test is 12,351 higher than T-table is 2,04 at significance level 5%. According to Sudjiono (2009), if the result of  $t_0$  is higher than t table, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant difference between students' achievement using Team Word Webbing Strategy. If the calculation of  $t_0$  is lower than t table, the null hypothesis ( $H_0$ ) is accepted. It means that there is no significant difference between students' achievement after applied Team Word Webbing Strategy. So, it can be concluded that there is a significant effect of Team Word Webbing strategy on the ability of the first year students of SMAN 1 Tunas Bangsa Pulau Burung in comprehending descriptive text.

## DISCUSSION

The research focused on finding the effect of Team Word Webbing Strategy on students' reading comprehension. In conducting this research, the writer found strengths and difficulties. At the first meeting, the writer did not face any difficulties in managing the class. It did not take much time to explain how this technique was applied. The students were really excited and very active. They worked in teams and everyone involved. It also was not hard to manage the 90 minutes because the students were always on time in each step.

The writer started facing difficulties at the second and the next meetings because the students seemed quite bored since the activities were the same although the writer provided different texts. The students were not really on time in doing the activities of each step since they did not really serious in the classroom. The writer then decided to take five up to seven minutes to give a fun activity to refresh their mind.

Looking back to the results of the pre-test and the post test, the lowest score of the aspects of reading in pre-test was finding the meaning of vocabulary in context (21,8%). It was quite hard for the students to find the word which was not familiar by relating the close meaning to unfamiliar words the topic. Meanwhile, the highest score in pre-test and post-test was lexical grammar (55,6% and 84,5%). They seemed really familiar with this aspect so they did not find many difficulties in deciding the right grammar. After given treatments, the lowest score was finding main idea but the improvement can be seen in their post test result.

According to Pierson, *et al* (2006) Team Word Webbing is suitable for developing and reviewing vocabulary. It can be proved by the percentage of students' result in the aspect of finding the meaning of vocabulary in context which increases from 21,8% to 71,8%. According to Holt (1993), this technique is a quick way to explore background knowledge, summarize main points, or to check if students have connections between ideas that they are seeking which those are really close to the five components of reading stated by King and Stanley (1989). The percentage of each aspect always increased but identifying reference after the treatments were given.

In brief, the findings indicated that the applying Team Word Webbing Strategy helped the students in reading comprehension, especially descriptive text. It means that there is a significant effect of Team Word Webbing Strategy on the ability of the first year students of SMAN 1 Tunas Bangsa Pulau Bangsa in comprehending descriptive text.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research findings, it can be concluded that there is a significant effect of Team Word Webbing Strategy on comprehending descriptive text of SMAN 1 Tunas Bangsa Pulau Burung.

This has been revealed by the obtained score of the t-test 12,351 is higher than t-table 2,04 at the significance 5%. Therefore, there was significant effect on the students' reading comprehension after taught by using Team Word Webbing Strategy. It also meant that the alternative hypothesis was accepted and the null hypothesis was rejected.

It can be inferred that the Team Word Webbing Strategy gives a significant effect on the ability of the first year students of SMAN 1 Tunas Bangsa Pulau Burung in comprehending descriptive text.

### **Suggestion**

In this research, the researcher would like to offer some suggestion for the teachers and the next researcher. Based on the conclusions above, it is suggested that English teachers use this technique in teaching reading descriptive text and the other texts. This technique can be applied not only in senior high school but also in junior high school level. This technique will be more efficient for maximum 25 students in a classroom since there are quite lots of activities should be done in a meeting. The total of the students below 20 is better so that there will be more students to present the final result orally (not only the representative of each group).

The activities in this technique are really enjoyable and fun. Students will be very active and sometimes forget about the time of each step. It is teacher's responsibility to remind the time left to them so that they will work faster and finish the activities on time. At the next meeting, some students may feel bored so teachers are suggested to find a way to make them enjoyable to continue the activities. Teachers can give them a time for break or give a fun activity to refresh their mind. The following



researcher can conduct another research in the same field by using other research design to get more accurate result.

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