CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of widely-used languages and it is an important means of communication in the global community.As a matter of fact, it stands to reason that many people would like to learn English. One of languages in the world is English which has necessary role for communication with other people so that it is used of the international language. Basically English is used in language of study, economy, business, technology, entertainment,tourism and others. In Indonesia, English is one of the subjects in schools. It has become one of subject in curriculum. Every school can develop it, from elementary up to university.

In the globalization era, English becomes more crucial to master because it is used as international communication. It function, as the connection between nations in the world whose language and culture are different. For every country, English is used to introduce and to widespread their culture likewise Indonesia. In Indonesia, English is considered as a foreign language. English is also one of the subjects in education system in Indonesian, which must be learnt from elementary school up to university level because English is important. It is hoped that all students, especially in Indonesia are able to communicate their ideas in English.

In English, there are four basic skills such as: listening, speaking, reading and writing.Reading is a language process that requires students to understand the written language in order to get information from the text. Reading process

alsorequires students to interact with the text. Nunan (2003: 68) suggests reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read in the first time.The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. The reader brings to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge, coupled with theability to make linguistic predictions, determines the expectations the reader will develop as their understanding of the text. Skill in reading depends on the efficientinteraction between linguistic knowledge and the knowledge of the world.

Snow in Cahyono (2010: 55) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Further definition is proposed by William in Cahyono and Widiati (2011: 49). The states that reading comprehension is an activity aimed to understand the messages of a particular text.

Reading is one of the important skills in English and it gives many benefits for the people. Reading is the window of the world. By reading, the students can get more knowledge and information from books, magazines, newspapers, and others. Reading skill helps students to read a very efficient way. Using them, students will get maximum benefit from their reading with the minimum effort. Through reading skill, students are able to understand the

meaning of functional reading text and the simple short essay to interact nearest environment. Students can also respond the meaning of the functional reading text.

There are various ways to organize the sentence in a piece of reading. One of them is narrative text. Anderson and Anderson in Cahyono (2011: 2) state that a narrative is a text that tells a story and, in doing so, entertains or informs the readers or listeners. Narratives can be presented in a written or spoken form, either in a foreign or local story.

Teaching students to read is important in today's classroom. That is why the teacher has to employ a good method to provide inspiration for the students. It will motivate them to express themselves creatively through reading. The teacher should give the students many activities to do in order to make the students be creative. In this case, teacher should employ good technique and haves good preparation in teaching students.

Based on the pre-observation at Mts Muhammadiyah 3 Yanggong Jenangan Ponorogo, the researcher concluded that the problem was caused by some factors. They were, the students lack in mastering vocabulary, the lack of the student's ability in reading comprehension, the boring atmosphere when the teacher wasteaching reading by using her or his power and forcing the students to do teaching-learning process without paying attention to the student's need. The teacher taught the subject by explaining the material and giving task to the student without reflection. Teacher never asked the students to think what they have read;

moreover the teachers never guided the students to have a discussion with their friends to share what they have read and what they did not yet. Teacher did not use an innovative learning model and the activities are not centered on student learning. Students tended to be passive in the learning that results in low students activities outcomes. In the end, student's achievement in evaluation process is not satisfying or it can be said as failure with grade under average that is 60. It means that the result of study doesn't reach minimum mastery criteria or KKM of 70.These facts have become as a serious problem and need more attention in order to avoid a worse significance in the students learning, especially in English reading skill.

To solve the problems above the writer offered a suitable solution to over come the problems. The writer tried to use team word webbing in narrative text as a media to solve the problem. According to Stone in Rosidah (2011: 21) team word-webbing is a powerful tool in concept development. It is hoped that the method can improve the students' ability in reading, especially narrative text. Hopefully, this method will help students to remind story and to create their own story.Team word webbing method is applied to subjects and at all levels of grade starting from elementary through high school. From that problem, the researcher is interested in improving students reading skill using team word-webbing at the eight grade of Mts Muhammadiyah 3 YanggongJenangan Ponorogo inthe academic yearof 2014/2015.

1.2 Statement of Problem

Based on the background of study above, the statement of problem is "How can team word webbing improve students' reading skill at the eight grade of Mts Muhammadiyah 3 Yanggong Jenangan Ponorogo in the academic year of 2014/2015?"

1.3 Purpose of the Study

Based on the statement of the problem above, the purpose of study is to find out how team word webbing can improve students' reading skill at the eight grade of Mts Muhammadiyah 3 Yanggong Jenangan Ponorogo in the academic year of 2014/2015.

1.4 Significance of study

This study is expected to have contributions as follows:

1) For Researcher

This researcher is hoped give experience and knowledge on how to teach reading by using Team Word Webbing.

2) The English Teacher

This technique can help the teacher to understand the way to handle the students in teaching reading using Team Word Webbingand it will give contribution to successful teaching learning English.

3) For Institution

It can be used as model to improving thestudents ability in reading and it may guide, help andencourage the students to express their ideas, opinion and thought.

4) For Students

It will be helpful for the students to understand how to improving reading skill,

it can motivate students in their reading interest.

1.5 Scope and Limitation

Scope : There are some methods in teaching reading in cooperative learning such as numbered heads together, think pair share, make a match, cooperative script, three step interview, team word-webbing, ect.

Limitation :In this research, the researcher limits the problems only on teaching reading by using team word webbing in teaching reading. The researcher choose this method because in the researcher opinion, this technique can help students read more actively.

1.6 Definition of Key Terms

Some important terms needed to be defined in order to avoid misunderstanding. The definitions of key terms which are used in this study are presented as the following:

Team word webbing :is a powerful tool in concept development an enchange (Rachmajanti, 2003:14).

Cooperative learning : is the instructional use of small groups which encourage students to work together to maximize

their own and each other's learning (Johnson in Rachmajanti (2003: 12).

Reading skill : Reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text (Nunan 1991: 70).