**ABSTRACT**

**Noviasari, Riska**. 2013. *Improving students’ Reading skill using Team word webbing at the ninth grade of SMP Muhammadiyah 1 Ponorogo in the Academic Year 2013/2014*. Thesis. English Department. Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo. Advisors: (1) Bambang Harmanto, M.Pd. (2) Ana Maghfiroh, M.Pd.

**Key Words**: ***Team word webbing, Reading Skill***

In learning English student must master some skills namely reading, speaking, listening and writing. Indonesian students commonly start to learn English at the elementary school, junior high school and senior high school. The teacher must be creative and should do many ways to teach. For example, by using tehnique in teaching learning.

Reading is one of the important skills in English and it gives many benefits for us. To master reading, students need to have reading desire and must try to read something intensively and continually. In teaching reading, we can use technique to improve students’ reading ability. The technique is Team word webbing.Team word webbing is a powerful tool in concept development an enchange. This technique could make students enjoyable in class. The statement of problem of this research more “does team word webbing improve students’ reading skill at the ninth grade of SMP Muhammadiyah 1 Ponorogo in the academic year of 2013/2014?”. The purpose of this research was to improve students’ reading skill by using team word webbing at ninth grade of SMP Muhammadiyah 1 Ponorogo in academic year of 2013/2014.

The research was done in SMP 1 Muhammadiyah Ponorogo started on 18th July 2013 until 26 July 2013. The subject of this research was class X.A consisted of 24 students.

By using classroom action research, the researcher applied the technique for student of class X.A The research was done in two cycles. The researcher used three research instruments. There were observation, questionnaire and test.

The result of observation and questionnaire in cycle 1 could be concluded that the students were confused and not interesting. But, in cycle 2 the students were in good response. They looked so enthusiast, enjoying and interested when teaching learning process used the technique. Besides, on test of first cycle, the students obtained an average score 74.60. The mean was lower than the target learning mastery. But, after the researcher made improvements in the second cycle, the score is increasing to average value of 78.13. It could be concluded, that the teaching writing by using Think, Pair and Share technique could improve students’ writing skill especially in Narrative text.

Therefore, teacher should use variation teaching method, strategy, and technique in order to improve students’ English skill and the students will become interest in English lesson.