



USING TEAM WORD WEBBING TO TEACH READING COMPREHENSION ON NEWS ITEM TEXT FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

This paper is conducted based on phenomena faced by the writer in her teaching practice. As demanded by K-13 the objective of teaching reading is to develop students reading skill, so they can read and comprehend the text appropriately. At senior high school, one of texts that should be mastered by students is News Items. Based on the writer' observations there are so many students who have difficulty in reading comprehension the text. It is caused of several factor influences the students' reading comprehensions such as monotone reading activity, learning environment and strategy or technique used by the teacher is not interesting by the students. Therefore it is needed a new reading strategy applied to solve this problem for the students to comprehend the text through Team Word Webbing. Team Word Webbing is a kind of semantic mapping or clustering strategy used to make the students actively participate in team or group. This paper is aimed at discussing how to use Team Word Webbing in teaching reading comprehension on news item text for Senior High School Student. By applying this strategy, the writer hopes that this paper will help the students to be motivated and interested in reading process.

Key words: Team Word Webbing, Reading Comprehension, News Item Text.

A. INTRODUCTION

Reading is one of the most crucial skills to be mastered for students because it is a way used to understand and to learn English Language before applying the language. By reading people can get much information widely without going anywhere. The Western's dictionary defines reading as getting meaning of something written by using the eyes to interpret its characters. According to Harmer (2002:199) stated that reading is receptive skill which the students extract meaning from discourse they see or read.

Reading cannot be separated from comprehension. According to Harvey and Goudvis (2007: 14) constructing meaning is the goal of comprehension. True comprehension goes beyond literal understanding and involves the reader's

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interaction with the text. In other words, readers should be able to comprehend what they are learning in addition to thinking about what they are reading. In addition Klinger, Vaughn and Boardman (2007:15) states that reading comprehension is the process of constructing meaning from word reading. By understanding what they are reading can make them motivated and interested in learning.

Teaching reading comprehension is crucial thing to be taught in Reading process. According to K-13 the objective of teaching reading is to develop students reading skill, so that they can read and comprehend the text appropriately. So, a good teacher has to insert teaching reading comprehension strategy during teaching reading process. At Senior High School, students are provided with learning materials divided from many kinds of genre such as recount text, exposition text, news item text etc. So they should read all of them to follow the school lesson. One of the texts that should be mastered by students is News Items Text.

News Items Text is one of text that is useful to expand the students' knowledge about factual and latest information. It can be easily found in text books, newspapers and everywhere. Based on the writer' observations during her teaching practice, there are so many students who have difficulty in reading comprehension the text. It is caused of several factor influences the students' reading comprehensions such as monotone reading activity, learning environment and strategy or technique used by the teacher is not interesting by the students. Therefore it is needed a new strategy which is applied by the students to comprehend the text. One of them that can be used to solve this problem is Team Word Webbing which is belonging to Cooperative Learning Method.

Team Word Webbing is a kind of semantic mapping or clustering strategy used to make the students actively participate in team or group that consist of two until four persons in group. According to Stone (2007: 166) stated that team word webbing will motivate student to learn by changing ideas, background knowledge, summarizing main points, and connecting several idea that they are searching with the others member in the team. Based on the statement above, the writer will use the Team Word Webbing to Teach Reading Comprehension on News Item Text for Senior High School Students as title for her paper.

B. DISCUSSION

A. Teacher's Preparation

The successful of reading result is not separated from the successful of reading process. As we know before, the successful of learning result depend on the learning process. Learning process consists of three parts. They are preparation for learning, during learning and after learning. In process of teaching reading, preparation takes the most important part to determine the successful of reading process. The first step that a teacher should be done in teaching is preparing for the learning. It aims to make the reading result as good as expected. In making preparation, there are several things that should be prepared before coming into classroom. They are as following:

1. Preparing for material

It is one of teacher's jobs to prepare material for students. In teaching reading, the material is text. Therefore, Teachers should choose or selects the appropriate text to be taught to their students. In selecting text, teachers should chose text based on several aspects. First is the level of text. The text cannot be too easy or too difficult for students. So, it must be determined by the student's grade or age level. Second is the content of text. The content of the text is based on students' interest. If the students read the text which is interest by them, they will be motivated and interested to read the text. However, if it is not they will be bored. Third is syllabus demand. The topic of the text should be based on syllabus demand. It is already stated in K-13 what is competence, basic competence, learning material that should be taught to the students. The teacher job is only to follow what is stated it. The last is variant material sources. In teaching reading, the sources of the text are not only depending on textbook alone but also from the other sources like from article, journal and internet sources. In addition, teacher is not allowed to use only one text. Teacher should use at least two texts. One is for modelling and second is for practicing. All of these activities are used to make the students motivate and interest in reading process.

2. Preparing for media

Media is one of the most important tools to convey information in teaching. It is used to help the teacher during teaching reading process. In using media, a teacher must be creative. He or she has to be able to create various types of media to stimulate students in learning especially in reading process. It can be formed power point, printed book, picture, video, diorama, visuals/realia etc. It aims to make the best classroom environment for students in reading process. For teacher by creating various types of media it will help her/him in unpredictable situation in teaching reading. For example, several teachers choose to use power point only in classroom, she/he has already prepared it well. Unfortunately, the projector is broken. So the teacher cannot use the media that is already prepared. Most of the teacher will feel trouble because of this condition because they do not what to do and what is the solution. In the other hand, a good teacher who use several media will not disturb by it since she/ he is already created the others media. She/he can change a planed media with the other one. So it can be concluding that by creating various media is not only giving benefits to the students but also to the teacher.

In this paper, teacher will use team word webbing. The most important media here are a big chart paper and a pen with four difference color. It is the teacher job to prepare all of the media before the class begun.

3. Preparing for Lesson Plan

Lesson plan is the most important thing that teachers should be focused on. It describes how the teaching learning process will be going on

in classroom. Because it is teacher's planning before teaching in classroom. As we know, a lesson plan consist of several things such as school and subject identity, core competence, basic competence, indicators, objectives, learning material, learning method, learning approach, media, teaching and learning activity and evaluation. In making lesson plan, the teacher should write the followings:

1. School and Subject Identity

School and subject identity is the first part that should be stated in lesson plan before core competent, basic competence, indicator etc are written. It aims to help the teacher well-organized the lesson plan. It consists of five parts. They are school, subject, semester, material and time allocation of teaching.

2. Core Competence

Core competence can be defined as a harmonized combination of multiple aspect of cognitive, affective and skill should be achieved by students at the end of class. It is foundation of organizing constituent of teaching. It is something that is already written in K-13' syllabus, so teacher can copy it from syllabus.

3. Basic competence

Basic competence is the elaboration of core competencies. Teacher does not need to make it since it is also stated in syllabus. Teacher can copy it too.

4. Indicator

Indicator is the elaboration of basic competence which is made by teacher because it is not written in syllabus. It shows the learning result expected that the students should be mastered.

5. Objective

Objective is the purpose of leaning. It shows what the learner are expected to get at the end of class. In writing objective, teacher should write the type of activities used to reach the goal. The type of activity must be activities that can be measure by teacher. For example, the teacher cannot write that the students are able to understand the generic structure of news item text in the objective of learning but he/ she must write that students are able to differentiate the generic structure of news item text. So, it can be measured at the end of class.

6. Learning Material

In teaching reading, the material is text. It is already explained in previous part about how to select the text which is appropriate and interesting for students.

7. Learning Method

Learning method will be used by teacher to arrange the teaching reading process. It is really useful to run the teaching reading process successfully. It means that teacher should be able to choose the best method to be taught depend on the appropriate condition. In this part, the writer use problem based learning. It is a suitable method to be applied in teaching reading according to K-13.

8. Learning Approach

In teaching reading in K-13, it uses scientific approach. It consists of five steps. They are observing, questioning, experimenting or collecting information, associating and networking. It will be explain more in teaching and learning activities.

9. Learning Media

Media is most important tools to convey information in teaching. It is also already explained in previous part.

10. Learning Sources

Learning sources are sources of materials which are teacher taken in teaching reading. It can be from internet, textbooks, journals, articles etc. In teaching reading, texts should be taken from various sources in order to make variant of material presented. It is useful to explore the students' knowledge. Teacher should take texts from difference sources so students can learn to analyze and compare the content of texts that are going to be learned for getting deeper understanding of the concept of texts.

11. Teaching and Learning Activity

Teaching and learning activity is the picture of sequence activities of the teaching and learning process that will be held in classroom. There are three stages that the teacher should follow during teaching and learning process. The first one is pre-teaching activity. The second one is while-teaching activity and the third one is post teaching activity. It will be explained more in the implementation part in this paper.

12. Evaluation

Evaluation is the way teacher used to measure the students understanding about the topic. It is usually in rubric form that uses number to score of the students' achievements at the end of classroom. All the part of lesson plan is stated fully in appendix.

In conclusion, there are so many things that a teacher should be prepared before coming to the classroom. There are preparing for material, preparing for media and preparing for lesson plan. So, a good teacher should make well-organized lesson plan to reach the real purpose of teaching reading.

B. Implementing Team Word Webbing in Teaching Reading Comprehension on News Item Text at Senior High School

In teaching reading, teaching reading comprehension strategy is not applied in whole teaching reading process since it is only a part of teaching reading. So, teaching reading comprehension strategy should be inserted during teaching reading process. In teaching reading, it should follow several steps during teaching learning process. They are as following:

1. Pre-Teaching Activity

Pre-teaching activity is an activity which is done in the beginning of class to raise the students' motivation and to focus the students' attention in participating actively on learning process. There are some activities that should be done by teacher in this stage. First, teacher greets the students, checks attendance and takes pray. Second, the teachers prepare students' psychology and physically to participate in the learning process. This activity is used to strengthen relationship between teacher and students. Third, the teacher asks questions about previous lesson and linking prior knowledge of the material to be learned. Forth, the teacher explains the learning outcome, the purpose of learning, or basic competencies to be achieved according to the syllabus.

2. While-teaching activity

While-teaching activity is a key of teaching reading process. It is core of teaching reading. There are several activities that should be done by teacher in this stage. According to K-13, they are several steps that should be followed by teacher in while-teaching activity based on scientific approach to teach reading successfully. They are as following:

a. Observing

In this step, teacher provides the students with pre-reading activity. It is activity done by preparing the students' mental before the real or fluent reading. Teacher asks the students to pay attention to the media which is presenting the context though picture, video, audio, visual material, illustration, showing. realia, etc. At this time, the teacher shows the students a picture and video about News Item text about Kerosene in order to make students ready to learn and to activate the students' background knowledge about the topic toward observing it.

b. Questioning

The activity in this part is asking question from the students to the teacher about information that is not understood from what is observed. It can be about unfamiliar words, generic structure, or language feature of the text which is found during observing. In this stage, teacher has job to make the media as interest as possible to attract the students' attention for asking question by giving highlighting, underlining etc to motivate students in reading. The

teacher also can ask questions to the students first before the students asking.

c. Collecting information or Experimenting

In this step, teacher facilitates the students with deeper understanding about text. Teacher asks the students to read aloud the text in classroom. Before of that, teacher read it first as modeling for students. Or it can be done by the teacher asks the students to read silence the text given. After that, students are asked to find out information about news item text from books, internet, and the other sources which can help students to understand about the topic. Now, teacher provides the students with PPT which guides the students to collect and analyze the information about the definition, social functions, structure or elements of the language. At the end of this stage, teacher teaches a strategy explicitly to the students. In this time, teacher teaches about team word webbing to the students by modelling it.

In this stage, teacher explains the rule of team word webbing strategy explicitly. Teacher shows the media that will use by the students. Next, the teacher writes the topic in board based on the example text given. The topic is made in the centre of the web. After that, teacher writes web of concept word of a variety of related ideas or events in text. It consists of several subtopics that the students should understand about new item text. They are 5W+1H (what, where, who, when, why and how).

d. Associating

In this step, the teacher asks students to implement the strategy that has been taught by the teacher. After that, teacher divides students into heterogeneous team. It is already arranged by teacher before the class started. Next, teachers writes the number in piece of paper and ask the leader in team to take one pieces of paper to determine the topic of his or her group because each team is given different topic from the other group. Forth, teacher gives the students a pen with four different colours and a piece of chart paper. They do it in team by making word webbing that way it is called team word webbing. Each student is used different colour in making it. It aims to see the contribution of each of students in team. Five, The teacher give the time limit to the students in making it. It is only 15 minutes. After that, the teacher asks the member of each group randomly to tell the result of their discussion by using the paper in front of classroom. They discuss it in their group before presenting it.

e. Communicating

It is the last activity in whist-reading by presenting the result of group discussion in front of classroom. In this stage, first, teacher asks students to report the information that is gotten in experimenting or

collecting information. Second, teacher give feedback about the results of student' discussion that are found something mistakes about the real things in oral, written, gesture, or prizes for succesful students. After teacher gives correction, he/she can give brief explanation about the mistake by giving mini lecture.

3. Post- Reading activity

Post-Reading activity is activity at the end of class. There are some activities in post-reading activity that are undertaken by teacher. First, teacher asks students to conclude the material that has been learned together. Also teacher re-explains about the lesson in short language. Here, the teacher asks the students to make homework and close the class.

C. Advantages of Team Word Webbing

Team word webbing has general advantages that are to motivate students and to make students interacting with other students. Team word webbing has several advantages, some advantages are stated below:

According to Harmer (2002:117) Advantages of group or team:

1. Like pairwork, it dramatically increase the amount of talking for Individual students
2. Unlike pairwok, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than pair work.
3. It encourages broader skills of cooperation and negotiation than pair work, yet is more private than work in front of whole class.
4. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
5. Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pair work situation.

D. CONCLUSION AND SUGGESTIONS

Based on K13, the objective of reading in senior high school, students are expected to learn and comprehend various types of text. One is news items. However, it found that there so many students that are still difficult to comprehend the text. This problem caused by several factor such as monotones reading activity, learning environment and the technique used by teacher is not interesting for students. So teacher should be able to teach the students with some technique explicitly to help them increase their understanding of the text. One of the ways is by using Team Word Webbing.

Team Word Webbing is one of graphic organizer which is looked like a spider web that is used to help students organize a variety related idea about topic which is done in team. It is implemented in while reading activities. It is started with modelling by the teacher. Next, the teacher divides students into several group or team. Then, the teacher gives each of team by a piece of paper and a pen with four differences colour. After that, the students are asked to apply the

strategy in group or team for only 15 minutes. The last, the teacher will ask randomly one of the students in group to present the result of their discussion in front of classroom.

Based on discussion in previous chapter, by implementing Team Word Webbing, it can motivate and interest students to learn and comprehend the news item text better. It is powerful tool in concept development and information exchange because they can learn with their friends in group. At the result, it can be concluding that Team Word Webbing is useful way to teach reading comprehension on News Item text for Senior High School.

Writer hopes that this strategy can be expand by applying it in different scope for example in the other skills (listening, speaking or writing) and the other difference genres of text (narrative, descriptive, discussion, exposition, report, recount, procedure etc).

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