CHAPTER I

INTRODUCTION

A. Background

Reading as one of the four aspects of language is an important skill should be mastered by someone on regard to their life activities. Reading is the activity of looking at and understanding written words[1]. In every language learning, Reading has role and important function that become base for someone to get knowledge and new information.

It said that reading is one from many ways to know the state of the world, is a motivation that explains how important reading for the community. In simple language, through activities of reading, could shapes someone becomes aware of information or knowledge. By reading activities, it's not only to increase knowledge, but also gain strength imagination and have amazing spiritual experience from what been read. By reading activities make someone from know nothing become know something.

Reading activity can make someone anything, it implies consequences that someone has to understand what lies behind the book have been read. Therefore, it can be concluded that what inside reading activity is not only looking at a collection of letters, words, sentences and paragraph, as

---

[1] Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 1991), 343

1

well as the images that exist in a reading materials, but deeply, he must try to dig, digest, and understand the hidden intention of reading read[2].

Djiwandono points out that to understand all types of information an array of the texts requires not only the reading activity but also skill to understand the content[3]. In addition, he states that without the ability to understand the content of the text, so this cannot be able to absorb or understand a lot of information quickly, accurately, and easily. Therefore that kind of reading is called comprehending on reading, which made the reading activity becomes valuable time wasting for readers.

According to McNamara state that the importance of reading strategies is becoming increasingly recognized[4]. On those assumptions it also can be rephrased that before starting to read, by reading someone should be had an aim by reading activity he was doing, it means to increase knowledge and to strength imagination or to get experience the amazing spiritual experience more of what they read.

Toward understanding the meaning of some reading that has been read, it need fundamental grammatical aspect as prerequisites that should be had by the person. There are: vocabularies, quality of translate and good interpretation ability to gain the goals aim of reading[5].

---

[2] Dr. Farida Rawim, M.Ed, *Pengajaran Membaca*, (Jakarta, Bumi Aksara, 2011), 2
[3] M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran,* (ITB, Bandung, 1996), 63
[4] Danielle S. McNamara, *The Importance of Teaching Reading Strategies*, (Article: The International Dyslexia Association, 2009), 34
[5] Marianne C-M, *Teaching English as a Foreign Language*, (Boston, TP, 1991), 47

Helena shown that Indonesia is one of the countries who has poor reading qualities.[6] That poor reading quality is indirectly impact on an effort to comprehend and try to shape the conclusion from reading materials, and continued by taking wrong impression and interpretation. The poor reading quality is more caused by low reading habit on their life. Even in Indonesian education institution, the reading habit is not become part of the important activity yet. On the other side, by reading as a lifestyle, could understand the vocabulary, the translation quality, and the ability to interpret the meaning of the reading materials that increasing.

The reading comprehension problem even more complex when faced to a comprehending effort on foreign language studies, English language studies. The obstacle is increasing not by the word recognizing problem only, but deeper to grammatical aspect problem of the English language studies. So, it points to one basic conclusion shown how important put reading as a life style.

Apart from the low reading habit condition, the researcher tries to describe what is the right way to gain comprehension skill on reading, although it is undeniable hard to reach.

In reading comprehension, the message to be imposed in the written form is the most important element that someone must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for someone

---

[66] Helena Ceranic, *Panduan Bagi Guru Bahasa Inggris,* (Jakarta: Erlangga, 2014), 27

to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

As ones of the four skills, reading consists of functional text and simple, short essay in the form of recount and narrative by saying, stress and intonation are acceptable with regard to the surrounding environment. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Understanding the meaning of simple, short essay in the form of recount and narrative to interact with their surroundings, responding to the meaning of simple short functional written text accurately, fluently and thankful with regard to the surrounding environment. The achievement indicators are students can understand texts has been read, students can identify rhetorical moves of a text in the narrative and descriptive, students can identify main ideas, supporting ideas, and detailed information of the text, and students can identify and use the tense.

Adams and Allington state that webbing is a visual and a graphic representation or organizer of information that shows both small units of information and the relationship between these units.[7] Zaid defines that "students who use webbing manifest considerable improvement in reading comprehension, written expression, and vocabulary development".[8] Marinak, Moore, and Henk acknowledge that webbing strategy can be used to activate

---

[7] Arlene Adams, Ph. D and Richard L Allington Ph. D, *Handbook for Literacy Tutors: A Practical Approach to Effective Informal Instruction in Reading and Writing*, (Spring Field: Illinois, USA, 1999). 63

[8] Mohammed Abdullah Zaid, "Semantic Mapping In Communicative Language Teaching", *Open Educational Web*, (http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol33/no3/p6.htm, accessed on September 12, 2015)

and create background knowledge, to help students see relationships among vocabulary terms, to connect new information to prior knowledge, and to assist students in organizing information.[9]

By using webbing strategy constitutes one of ways to gain the achievement indicators. Webbing strategy is also known as concept mapping, mind mapping, semantic mapping, and text mapping that mean to a simple process used for exploring topics that are complex – to make one, draw a circle, and add spokes radiating from it.

These are further considerations from the benefits of webbing strategy in the learning of reading comprehension. The webbing strategy helps the students to comprehend the texts in reading activities.[10] In *the pre-reading*, the strategy helps the students to activate their background knowledge and vocabularies about the topic through questions.

In *the whilst-reading*, the strategy assists the students to understand relationships among vocabulary terms, to connect new information to prior knowledge, and to assist students in organizing information to find explicitly and implicitly stated information in a text through the webbing and then identify the center idea among the detailed information as the main idea of a paragraph. Webbing strategy can be used to activate and create background knowledge, to help students see relationships among vocabulary terms, to

---

[9]Marinak, B. A., Moore, J. C., Henk, W. A., & Keepers, M. (1997), A Word About Vocabulary, Open Web, (http://education.wm.edu/centers/ttac/documents/packets/awordaboutvocabulary.pdf, accessed on September 12, 2015)

[10] D.J. Cooper, *Literacy Helping Children Construct Meaning*, (The Fourth Edition. Boston: Houghton Mifflin Company, 2001), 128

connect new information to prior knowledge, and to assist students in organizing information".

In *the post-reading*, the strategy helps students increase their vocabulary and make a summary of a text they have read[11]. The students see relationship among key words and the topics or the important detailed information and the center of idea or main idea of each paragraph that have written in the webbing. Webbing is an approach to summarizing that has been found to be effective. A web is different for a hierarchical summary in that is composed of important key words instead of main idea and important detail sentences.

According to Eli on her research that webbing strategy is right technique to get reading comprehension. More detail, in two classes that are control class and experiment class, the experiment class shown that through this strategy make them easily to gather information and organize the ideas[12].

MTs. Al-Raudlah is one of the Islamic junior high school in Mojosari region were introduced English as a foreign language that has to be learned and make it as an ability used in the school since 2003. Based on the English teacher's information, many students of this school feel lazy and have less of reading, especially reading English in the class. Moreover, there are several students who regarded as troubles maker in the class. This problem can lead to impaired learning process and can affect the other students for getting lazy

---

[11] Danielle S. McNamara, "The Importance of Teaching Reading Strategies", *The International Dyslexia Association*, 2009, 34

[12] Eli Wahyuningtyas, Bachelor Thesis, "*The Effect of Webbing Strategy Technique on The Eight Grade Students' Reading Comprehension Achievement*", (Jember: University of Jember, 2013), 58

learning because unsupported and uncomfortable atmosphere in the class. This troubled student and also become the reason why parents feel reluctant to send their children to this school. They worried that their children will be affected and less motivated to learn.

Many parents who distrust of the school's quality are less able to educate their students become one of the causes of the declining number of students. Thus, many parents or children are less interested in school at this place. As a consequent, many parents who prefer other schools for their children. Besides, the existence there are many of another school in the same region is also one of the causes of the declining number of students in MTs. Al-Raudlah. Many parents more interest to move their children to study in other school because the school program is more interesting and creative. Students more interested and motivated to study in school because there are many school programs that can join by their students, especially for the end of the school program. Besides, the teacher of the other school is younger and more of the teacher, more attractive and creative than MTs. Al-Raudlah who almost woman and more little. No wonder many parents or children prefer to choose studying in other school and MTs. Al-Raudlah lost many students from year to year. From the phenomenon above, the writer tries to find out what the factors that can make students demotivated to learn in the class, especially learn reading English comprehension.

For that reason, the researcher tries to find out the factors that make students demotivated in reading comprehension, especially in the eighth

grade of MTs. Al-Raudlah. The researcher is not try to give the solution for the problem, but the researcher only gives the teacher information about why their students feel lazy and less motivated when reading English in the class. So, the researcher carries out this research to help the teacher of MTs. Al-Raudlah to overcome their school problems, especially to improve students' reading comprehension.

Based on all reason above, the researcher wants to do research by the tittle "The Use of Webbing Strategy to Improve Students' Reading Comprehension Ability at MTs. Al–Raudlah" on eight grade because students in MTs. Al–Raudlah has a problem such above, that is about skill lack of reading comprehension students.

B. Research Question

Based on the background of the study above, the research question of this study as

"Is webbing strategy more effective than conventional method used in MTs. Al–Raudlah?"

C. Hypothesis

Hypothesis is the bases believe of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that

should be tested and proved.[13]

In this research, the hypothesis can be stated as followed:

Ha : The webbing strategy can improve students' reading comprehension at eight grade of MTs. Al-Raudlah.

Ho : The webbing strategy can't improve students' reading comprehension at eight grade of MTs. Al-Raudlah.

D. Objective and Significance of the Study

a. Objective of The Study

The objective of the study is based on the statement of the research question above is to know the effective of using webbing strategy to improve students' reading comprehension ability than students' reading ability by using non webbing strategy of eight grade at MTs. Al–Raudlah.

b. Significance of the Study

1) Practically, for teachers, the use of the strategy provides clear description of how students' reading comprehension ability can be improved through webbing strategy.

2) For institution, webbing strategy can be used as a new strategy that can improve the students' reading comprehension skill of eight grades students at MTs. Al–Raudlah.

E. Scope and Limitation

---

[13] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), 116

1. Scope

        The aim of the study is to measure the effect of webbing strategy in teaching reading comprehension ability to eighth grade of MTs. Al-Raudlah Mojosari.

2. Limit of the Study

        This study is focused on the eighth grade of MTs. Al-Raudlah in academic year 2015/2016. This study only focuses on use of webbing strategy in teaching reading.

F. Definition of Key Terms

        To help the reader easily understand the key terms used in this thesis, the researcher gives some of difficult words as follows:

a. Webbing Strategy is a strategy of visually representing relationship among ideas, concepts or events. In this research webbing strategies is a strategy that uses a visual and a graphic representation or organizer of information that shows both small units of information and the relationship between these units to improve students' ability in understanding the meanings contextually, in recognizing important detailed information, main ideas, and topic of recount texts.

b. Effective is a change produced by an action or cause a result or outcomes.[14] A result can be caused by something or an action. The improvement students' reading comprehension score as a result that

---

[14] AS Hornby, Oxford Advance Learner's Dictionary, (New York: Oxford University Press, 1987), 369

caused by the implementation webbing strategy to teach reading comprehension ability. The effect of this research was the degree of improvement in students' reading comprehension ability as a result of using webbing strategy and measured statistically by T-test. Effective is defined as the capability of producing a desired result.[15] When something is effective, it means it has an expected outcome or deep produce. In this research, effective was indicated by improvement of reading comprehension ability that measured by comparing the mean score of post-test both of experimental and control group, the technique is effective if score of experimental group is better than result of control group.

c. Reading Comprehension is the process to understand a text in terms of finding the meanings of vocabulary, identifying the main and supporting ideas, identifying the explicit and implicit information from the text, and grasp the organization of the text[16].

G. Thesis Organization

In writing a good thesis needs systematically organized. This thesis consists of five chapters. Every chapter has different significant content but it related one another.

Chapter I   : Introduction

This introduction is consisting of background of the research, research

---

[15] Ibid.

[16] Janette K. Klingner – Sharon Vaughn – Alison Boardman, *Teaching Reading Comprehension To Students With Learning Difficulties* (New York :The Guilford Press, 2007), 2

question, objectives of the research, hypothesis, significance of the research, scope of limitation of the research, definition of key terms and thesis organization.

Chapter II   : Review of Related Literature

This chapter presents related literature in conducting this research involve overview of teaching English in Islamic Junior High School, definition of reading, kinds of reading, reading process, definition of reading comprehension, theoretical Bases of Reading Comprehension Instructions, teaching reading comprehension, definition of webbing strategy, advantages and disadvantages of webbing strategy.

Chapter III   : Research Method

The next chapter discusses the methodology used is conducting on research. It presents research design, population and sample, data collection technique, research instrument, and data analysis technique.

Chapter IV   : Finding and Discussions

This chapter focuses to answer the research problems. The subchapters include description of data, result of the quantitative data, normality test, hypothesis testing and discussion.

Chapter V   : Conclusions and Suggestions

This last chapter is tied up with the research finding on chapter IV as the answer of research problems while the suggestion is in accordance with research significances.