THE EFFECT OF USING WEBBING STRATEGY ON THE STUDENTS'

ACHIEVMENT IN READING COMPREHENSION AT SMA N 1

TANJUNG BALAI ASAHAN YEAR 2018/2019

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of

Sarjana Pendidikan

By :

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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UIN-SU

a.n Risca Tamara   Di

Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan member saran-saran perbaikan seperlunya terhadap skripsi mahasiswa **a.n Risca Tamara** yang berjudul "The Effect of Using Webbing Strategy on the Students' Avhievement In Reading Comprehension At SMA N 1 Tanjung Balai Asahan,

Maka kami berpendapat bahwa skripsi ini sudah dapa diterima dan dimunaqosyahkan pada siding Munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Judul skripsi : **THE EFFECT OF USING WEBBING STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMA N 1 TANJUNG BALAI ASAHAN**

    Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh Univeritas batal saya terima.

Medan, 18th July 2019
Yang membuat pernyataan

<u>Risca Tamara</u>
NIM. 34.15.3.061

ABSTRACT

RISCA TAMARA. NIM.34.15.3.06. THE EFFECT OF USING WEBBING SSTRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMA N 1 TANJUNG BALAI ASAHAN.

Key word: Webbing Strategy, Reading Comprehension

The study is aimed at responding the following question: Is the student achievement in reading comprehension better taught by webbing strategy than conventional method. The subject of this study were 30 students at XI IPA 1 of SMA N 1 Tanjung Balai Asahan. The finding research shows that: Webbing prove that using it can make good score in conducting test, especially in reading comprehension. It looks from student score. The assessment of the test result was focused students' reading comprehension in text. The analysis of requirement test used normality and homogeneity test, and analyzing data used t-test formula.

After analyzing the data, the writer go; (1) the students' achievement in reading comprehension by using webbing strategy go the meant 76.667 and stabdard deviation is 13.283. (2) the students' achievement in reading comprehension who who were taught conventionally got the mean 62.333 and standard deviation is 11.651, the value of "t" test is 140.653 and "t" table 1.671. so, the "t" test is higher that "t" table. So that, the alternative hypothesis (Ha) proposed is accepted and null (Ho) is rejected. It means there is better of using webbing strategy on the students' achievement in reading comprehension based on the result of this research, the writer suggest that webbing may be used as alternative media in teaching reading.

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This undergraduate thesis entitle "The Effect of Using Webbing Strategy on The students' Achievement in Reading Comprehension at SMA N 1 Tanjung Balai Asahan" is submitted as final requirement in according undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enchance the quality of the thesis.

Medan, 18 July 2019
The researcher

Risca Tamara
Nim:34.15.3.061

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CHAPTER I

INTRODUCTION

G. The Background of the Problem

The objective of teaching English subject for Senior High School level is that the students are expected to be able to express their idea, feeling and information. There are many skills in English language, such as listening, speaking, writing, and reading. Reading receives a special focus. Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.[1] 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.[2]

In every language learning, reading has plays an important role that becomes a manner for someone to get the knowledge and new information. Reading is also one of the language skills which helps students the process of learning English. In teaching and learning English usually find students' difficulties in reading English text, because they not only read the text but also require to understand the contents of reading materials a such as: finding out the topic, theme, main idea, and answering the question that relates with the text, they are required to have adequate knowledge of language which has different system, including vocabulary and structure.

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[1] Lems Kristin, Leah D. Miller and M. Soro Tenena, teaching Reading to English Language Learners (New York: The Gullford Press. 2010, p. 33

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

Helena showed that Indonesia is one of the countries who has poor reading qualities, almost all only read but they do not think how to comprehend. Reading needs more comprehension. To comprehend, reader must have a wide range of the capacity and ability. In simple language, through activities of reading comprehension, could shape someone becomes aware of information or knowledge. By reading activities, it not only increase knowledge, but also gain strong imagination and have amazing spiritual experience from what have been read. By reading activities it makes someone who does not know nothing becomes know something.

Teacher should make students to be a good reader. Reading activity has plays an important role in language learning, in that sense of teaching reading, the teacher should consider among others like: facilities, student must have good understanding on vocabulary in the target language, as learning a language does not mean merely learning word. Vocabulary proficiently will enable the student to acquire the skills of listening, speaking, reading, and writing.

In reality, the objective as mentioned above is not achieved yet. This can be proven from the fact that the students' is the reading comprehension is low. Based on the first observation in SMA N 1 Tanjung Balai Asahan, most of the students of SMA N 1 Tanjung Balai Asahan had some problems in reading comprehension. First, the students could not understand the main idea of the text. Second, the students were difficult in answering the questions from reading text.

There are many factors that can cause the low achievement in reading. The factors come from internal and external. In internal factors such as: IQ (Intelligence Quotient), motivation, talent etc. In external factors are environment,

such as: teachers, parents, friends, facility, media, including strategy. Strategy plays an important role to achieve the teaching learning goals In using strategy, it make teaching-learning in reading more effective to improve the students' knowledge.

This condition happened because the students still do not understand to comprehend the text, besides that teacher is seldom used different strategy. Strategy is way that teacher used in presenting the lesson. There are many kinds of strategy that can be used Webbing Strategy, Zaid defines that "students who use webbing manifest considerable improvement in reading comprehension, written expression, and vocabulary development".[3] Webbing strategy can be used to activate 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".

Therefore, from the explanation the researcher tries to find the solution of these problems, and to do research by using webbing strategy. So, the researcher carries out this research to help the teacher of SMA N 1 Tanjung Balai Asahan to improve the students' reading comprehension.

Based on the description above , the researcher chooses webbing strategy to teach reading because this strategy make the students become more confident , active and independent in reading class. Those were the reason why the researcher use webbing strategy to be implemented in reading class of senior high school to be more enthusiastic in learning reading . From the explanation above the writer is

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[3] Mohammed Abdullah Zaid, "*Semantic Mapping In Communicative Language Teaching*", *Open Educational Web*, (http://dosfan.lib.uic.edu/usia/EUSIA/ forum/ vols/ vol33/no3/p6.htm, accessed on February, 12, 2019)

interested in conducting a research under title "**The Effect of Using Webbing Strategy on The Students' Achievement in Reading Comprension in SMA N 1 Tanjung Balai Asahan**".

H. The Identification of the Problem

In an attempt to improve the reading comprehension that has not yet reached the target with the purpose, many problems can be examined among other problem relating to students, teachers , and method.

The problem related to students , among others: do the motivation of students affect the students' reading skill? Are students' interest capable of affecting the ability of the student?

The problems that related to teachers are : Is the method of study that be chosen by teacher able to improve the students' reading skill?

From the explanation above, many problem, can be identified related to the students' reading achievement. Therefore, it needs to do the limitation of problem in other to the researcher can do the research well.

I. The Limitation of the Problem

This study is focused on the eleven grade of SMA N 1 Tanjung Balai Asahan academic year 2018/2019. This study only focuses the use of webbing strategy in teaching reading comprehension.

J. The Research Problem

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

Is the student achievement in reading comprehension better taught by webbing strategy than conventional method?

K. The Objective of the Study

The objective of the study is based on the statement of the research question above is to know the effectivness of using webbing strategy on the students' achievment in reading comprehension than students' reading ability by using conventional method of eleven at SMA N 1 Tanjung Balai Asahan.

L. Significance of the Study

The result of this research expected to be useful for :

1. The students as an input to improve the reading comprehension. The research is used in teaching reading comprehension and other research.

2. The teacher as an input to teach reading comprehend. Use of the strategy provides clear description of how students' reading comprehension ability can be improved through webbing strategy.

3. Stakeholder as an input to increase the quality of teaching reading. To English department of UIN SU, it can encourage and motive candidate to be teachers to increase their on the students reading achievement.

CHAPTER II

LIERATURE REVIEW

E. Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms which are applied in the research. Some terms in this study and they need to be explained theoretically. Thus, the following explanation the researcher aimed toward the clear explanation.

1. Achievment in Reading Comprehension

1.1 Achievement

Achievement is result of what an individual has learned from some educational experiences.[4] So, achievement is the result that someone obtained based on experience in education.

Achievement is defined by student ability in computations and solving problems, which can normally be measured by written test. conceptions deal more with deeper understanding[5]. Ability is the capability of being able to perform a quality that permit or facilities achievement or accomplishment.

Student's achievements is the ability of an individual to successfully apply learned skills in authentic situation , become a life-long learner, independent thinker and productive member of the society. it is concerned with how a student

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[4]Greenwald, L V Hedges and Laine. 2009. *The Effect of the School Resources on the Student Achievement*. Journal of English Language.Vol 3. p. 96

[5]Jack .C http:// repository.unej. ac. id/bitstream/handle/ 123456789/63001/Akmad %20 Budiarjo.pdf?sequence=1.07-04-2019

has done in relation to a particular course or program that usually come at the end of the program and deliberately based on the content covered in it. Achievement test indicade how well teaching has succeeded, and where improvements need to be made [6]

There are three aspect of Bloom's taxonomy that influences the students' perception of the material taught, i.e. cognitive, affective and psychomotor. cognitive consist of knowledge, comprehension application, synthesis, analysis and evaluation. Affective includes felling and emotional aspects. Psychomotor that concerns with students' skill to do something.this study focuses on psychomotor. cognitive consists of knowledge, comprehension , application , synthesis , analysis and evaluation. Affective includes felling and emotional aspect. Psychomotor that concert with students' skill in procedure text. Students must achieve the accomplishment score in procedure writing in other to get progress. It may be concluded that students' achievement in procedure writing is the result of what students have learned while teaching learning process or their progress in writing procedure text in their educational learning.

Based on explanation above, it can be concluded that achievement is the result, the successfulness, the exent or ability, the progress in learning education experiences that individual indicates relation with his/her educational learning.

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[6].Jhon. 2001. *College Writing Skill with Reading.* (New York: Mc Grow Hill.) p. 208

1.2 Reading Comprehension

What does reading comprehension mean? To answer the question, the writer intentionally presents opinions of some authors or writers as follows.

Reading comprehension is an active process in extracting knowledge and information from the text[7]. Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

In addition, by reading, the student open their mind and refresh their knowledge every time, and also not only the parents of teachers at school who asked the student to read Allah also tell us to read and says in Al- Qur'an surah Al-Alaq verse 1-5 as follows:

<div dir="rtl">
اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ
اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ عَلَّمَ الْاِنْسَانَ
مَا لَمْ يَعْلَمْۗ
</div>

The Meaning : Proclaim ! in the name of thy Lord and Cherisher, Who created. Created man , out ofa leech like clot. Proclaim! And thy Lord is most Bountiful. He who taught (the use of) the pen. Taught men what he did not know.

---

[7] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (TA: United State America, 2007), p, 10

The verse above means that if we want to know something we must read. If we went to get some information or knowledge, we have to read. By reading much, it can enlarge our knowledge and we change our condition by ourselves. It is important to know that reading does not only mean reading text books but also reading situation and condition in this world.

One of goals reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understans the meaning of written or spoken language.[8] According to Blanton et al in Peter Westwood[9], reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to form a deeper understanding of concepts and information presented in text . Reading is one of the most important skills that we have learn in order to mastering English. Comprehension has some types, they are;[10] 1) Literal comprehension: reading in order understand, remember, or recall the information explicitly contained in passage. 2) Inferential comprehension: reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring. 3) Critical/evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and value. 4) Appreciative comprehension: reading in order o gain an emotional or the kind of valued response from passage.

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[8] Jack Richard, et, al, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group, 1990), p, 54

[9] Peter Westwood, *Reading comprehension,* (Great Britain: Harper Collins Publishers, 2007), p, 56.

[10] Jack Richard, Jhon Platt and Heidi Weber, *Language Dictionary of Applied Linguistic*, p, 238

Smith defines types of comprehension in some points, they are; literal comprension, interpretation comprehension, critical comprehension and application what we read.[11] Based on two statements above we can make some points of types of comprehension. They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text, the last is appreciative and application which has the goals to get feeling after readers read.

Paragraphs above define the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Jennetten K. Klinger defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge and fluency.[12]

In the Qur'an there are many verses which state that a person must have understanding. Understanding is one of our tasks as a living being who is given the privilege of reason. The command to understand is found in Al-Ghashiyah verses 17-20:

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ. وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ.

وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ. وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ.

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[11] Baston Smith, er, al, *Reading f or a Instruction for today's children*, (New York: Eaglewood Clifft Prentice Hall Inc, 1980), p, 12

[12] Jennetle K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p, 2

Artinya: *"So did they not pay attention to how the camel was created? And heavens, how it is raised?. And how are mountains erected? And how is the earth spread? "(Q. Al-Ghashiyah: 17-20)*

In Surah al-Ghashiyah verses 17-20 above, Allah instructs people who have reason to pay attention, think and understand all of His creations. In the hadits also said the Prophet about our obligation as humans to think and understand the meaning of these readings. As the hadits below:

<div dir="rtl">تفكر في خلق الله و لا تتفكر في ذات الله</div>

Artinya: "*Think about God's crea*

Allah." (HR. Al-Iraqi)

Allah said while instructing His servants to look at His creatures that showed His power and majesty: "So did they not pay attention to the camel how it was created?". In fact, it is a very amazing creation and its body structure is very surprising, where the camel has a very powerful power. However, it is very flexible to be used as a means of carrying heavy loads and delivering a weak coachman, the meat can be eaten and the skin can be beneficial, and the milk can be drunk. Shuraih al-Qadhi said: "Come out with us so that we can see the camel, how it was created, also see the sky how it is lifted up". That is, God elevates the heavens from the earth. And so it is a very great rapture. "And how the mountains are lifted up". That is, making it firmly rooted so that it is truly sturdy and resilient so that the earth and its inhabitants do not shake. And in it are given various benefits and also mining goods. "And the earth, how it is spread". That is to say, how the earth is stretched, stretched and extended. Thus God reminded the Bedouin Arabs to make evidence of what they witnessed, namely the camel he climbed, the sky above his head, the mountains that were before them, and the earth beneath it, all of which showed the power of the Creator of all that, and that He is the Supreme Lord, Creator, King, and Controller.

The connection of verses and hadits with learning English is that every student must read and think in understanding, analyzing English questions given by the teacher and students should not despair in understanding. Because if there

is so much power of God that must be understood by human reason, therefore, understanding ability is very influential in learning English.

In conclusion, achievement in reading comprehension is result of what an individual has learned to understand the meaning of the text in extracting knowledge and information from the text.

2. Webbing Strategy

2.1 Definition

Before knowing the definition of webbing clearly we must understand that webbing is a certain kind of techniques is cooperative learning. There are some strategies in teaching reading. One of it is team word webbing. It is not new strategy and teachers often use it in teaching but they do not know that it can be an interesting activity in reading. Teachers know it as clustering or semantic mapping. Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Semantic mapping is an adaption of concept definition mapping but builds on students' prior knowledge or schema.[13] Hudelson also describes webbing strategy is one of pre reading techniques which involves putting a key word in the centre of the blackboard.[14] Students are asked to brainstorm other words which that key word brings to mind. As the teacher writes these words down on the broad he/she organizes them into catagories. Similarly, clustering, also known as diagramming or mapping, as another strategy that can be used to generate material for a paper.

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[13] Cooper http:// www. longwoo. edu/staff/jonesed/ projects/edu30/ aboxley/ graphicorg/ sm.htm.05-02-2016

[14] Hudelson, S, English *as a Second Language Teacher Resource Hanbook: A Practical Guide for* K-12 ESL Program (California: Corwin Press, Inc, 1995), p, 267

This method is helpful for people who like to do their thinking in a visual way. In clustering, we use lines, boxes, arroes and cicles to show the relationships among the ideas and details.[15] There is no specific definition about webbing strategy. We know it as clustering or semantic mapping. In briefly definition:

Webbing (clustering or semantic mapping) is powerful tool in concept devepment and information ex-change.[16]

Webbing belongs to cooperative learning and it has several characteristic, which are as follows.[17] 1) Topic may be different for each group. 2) Students identify subtopic for each group member 3) Steering committee may coordinate the work of the class as a whole. 4) Students research the information using resources such as library reference, interviews, visual media. 5) Students synthesize their information for a group presentation: oral and or written each group member plays part in the presentation. 6) Each group present to the whole class. 7) This method places greater emphasis on individualization and students interst. Each students assignment is unique. 8) Students need plenty of previous experience with more structured group work for this to be effective.

The concept weebing is that student write simultaneously on piece of chart paper, drawing main concepts, supporting elements, ad bridges representing in relation of ideas in a concept. The use of team word webbing teaching learning is

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[15] Langan, J, *College Writing Skil with Reading Fifth Edition* (New York: Harper Collins Publisher, 2001), p, 29

[16] Jeanne M, Stone, *Cooperative Learning Activis* (Australia: Hawker Brownlow Education, 2007), p 116

[17] Jack C. Richards and Thedore S. Rodgers, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 2001), 2nd Ed, p, 198

to analysisis of concepts into components, understanding multiple relations among ideas, differentiating concept.

In this strategy, the main topic is written in the center of the paper in a rectangle. The team members Round Table add core concepts in ovals around the main topic. Then the team has a free-for-all adding deails and making bridges between ideas.[18] This is a quick way to explore to background knowledge, summarize main points, or to check if students have the connection between ideas that you are seeking. In group of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements and bridges representing the relation of ideas in a concept. Giving each student a different color marker encourages more involment. The chart paper allows the "big picture" to be taped up on the walls and more connections made, possibly adding more information throughout the week. In the simple sentences, the general concepts of webbing can divide into three step: 1) Write the topic in the center of the paper. 2) Round Robin to create core concepts around the topic. 3) Free-for-all to complete the word web.

---

[18] Jeanne M. Stone, *Cooperative Learning Reading Activities* (Australian: Hawker Brownlow Education, 2007), p, 166

Figure I

Example of Webbing
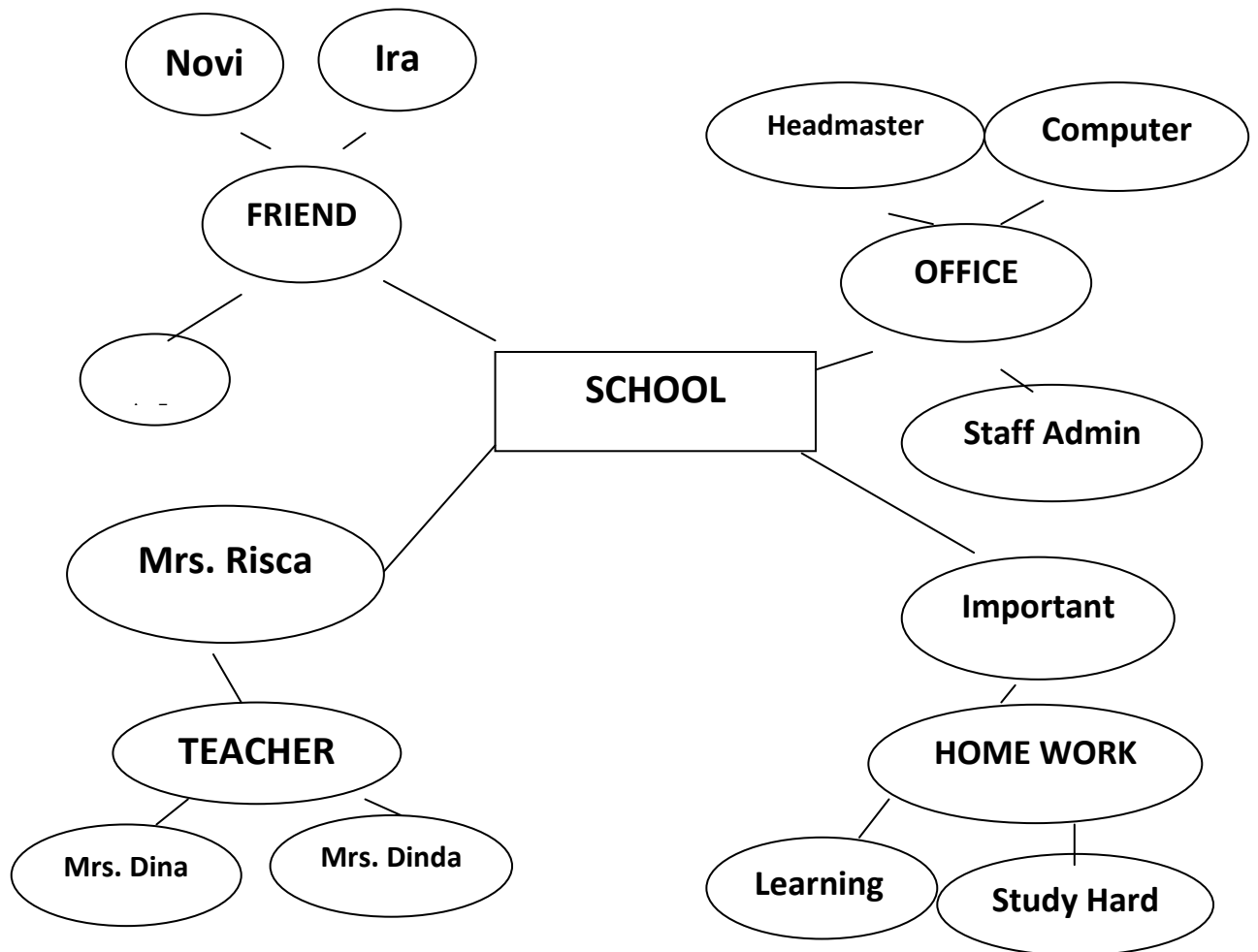
In this research study, the researcher chooses a webbing strategy as a kind of reading comprehension strategy to help the students to comprehend a text effectively. These are some further considerations from reading experts on the value of teaching reading comprehension through webbing strategy. Cooper states

that webbing strategy can be used when the students are earlier learning to construct meaning in comprehending the text.[19]

Webbing strategy is also known as concept mapping, mind mapping, semantic mapping, and text mapping that mean a process used for exploring topics that are explicitly or implicitly stated in the text. To make one, draw a circle, and add spokes radiating from it.

Semantic webbing is a strategy that students are able to know about the identification of ideas. Semantic webbing also enables students to understand different ideas and their relevance to important matters. Students and teachers develop diagrams that represent different concepts or topics. With the help of semantic webbing, students ' thinking power is increased. This web is a complex of several strands of ideas that students bring forward about a main topic. All the ideas are related to each other.

2.2 The Principle of Webbing Strategy

In Webbing Strategy, The role of teacher are as facilitator – preparing students how to conduct Webbing Strategy –monitor and feedback provider . moreover , it is allowed for students to use their mother tongue for oral discussion and use bilingual dictionaries for translation .who has successfully implemented this method to increase his students' proficiency and confident in reading.[20]

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[19] Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA: TP, 2004), p, 128

[20] Adelino Teo. *Opcit.* p.25

2.3 The Design

The design of webbing strategy using classroom research because focus on the group discussion. Research hope in using webbing strategy can success in class. Using strategy as classroom action research make students close each other and can know how they reading comprehension.

2.4 The Procedure

The describes in procedures that teachers of English language learners can use to implement Webbing Strategy in their classroom. (1) The researcher make a group one grup four people (2) The researcher as the leaders of the group to crite in the midle (3) The researcher ordered its student one by one to write one word. (4) And students have to write 4 main idea according the main topic based od the text. (5) After that, they can be free for all adding the word that conherence with the topic and what they write. (6) They can make a relation among one word to another word using bridges. What they write is all above text. So, they must focus in their text.

Some reading expert states that webbing strategy is one of reading comprehension strategies that can help students comprehend the text by constructing meaning. Cooper states that webbing strategy should be used when students are just beginning to learn to construct meaning and can formulate their own purposes or pre questions or when the text is extremely difficult.[21] Usually

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[21] Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA, TP, 2004), p, 128

the teacher should combine pre questions and purpose statement with other strategies, such as discussion or brain storming, to activate prior knowledge.

2.5 Advantages and Disadvantages of Webbing Strategy

Webbing strategy is one of the strategies that can be applied by the teachers in teaching and learning process, especially in teaching reading comprehension. Variation of semantic webbing is semantic mapping. In line with teaching reading comprehension, webbing strategy has some advantages and disadvantages. Those advantages are: (a) webbing strategy can be used to help the students to visualize the relationship among ideas. It means that students or learners with limited prior knowledge may respond best when the webbing strategy is used in before reading activity; (b) webbing strategy can be used to activate the students' background knowledge or students' prior know ledge; (d) students can use the webbing strategy to generate ideas or concept and /or words to a given topic and then talk about how those ideas/words are related – webbing shows the relationships of those ideas. So, webbing strategy is not only used for students who begin constructing meanings of vocabulary, but also it can be used to visualize the relationships among ideas, to activate the students prior or background knowledge, and to generate the ideas or words are related to get information from a text.

Besides those advantages stated above, webbing strategy also has some disadvantages when teaching reading comprehension skills. Those disadvantages are listed as follows: (a) webbing strategy is not appropriate for passive learners when learning reading; (b) it is hard for students to use webbing strategy when

they have problem with a topic of a text. So, they got difficulty in finding a topic of a text and then it is hard for them to active their prior or background knowledge; (c) webbing strategy is that somewhat limits the amount of information that student can record simply because the circles or ovals themselves can hold only so much verbiage.

In sum, webbing strategy can have positive and negative benefits when used in teaching reading comprehension skills.

F.   Relavant Study

Some numbers of studies of semantic mapping technique in the efforts of improving reading comprehension in both first and foreign language settings have been conducted. All dealt with Indonesian as a first language (L1) or English as a foreign language (EFL). These studies were done in a variety of settings with diverse population, from the basic level (Elementary School) to the middle level (Junior High School). Then, it showed that semantic mapping technique had beneficial results as had been done by some researchers reviewed in the following.

Suhartono conducted an investigation on the use of semantic mapping technique in improving students' reading comprehension in Indonesian texts as a first language (L1) at first quarter of Grade IV in SDN I Purworejo.[22] This investigation, which was designed as classroom action research, was carried out to improve students' reading comprehension and ability in summarizing expository texts by finding out the main idea and supporting ideas, finding the relationships

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[22] Suhartono, Thesis Magister: "*Application of Mapping The Structure of The Content of Reading Strategies as Improving The Reading Ability of Summarizing Exposition in Teaching Reading Comprehension in The Fourth Grade Elementary School I Purworejo",* (Malang, Universitas Malang, 2000)

among paragraphs in a text, and constructing semantic mappings which describe the content of the text. The investigation resulted in (1) improvement in comprehending and summarizing expository texts; (2) the time allotment used to read, comprehend, and summarize were more efficient; and (3) the students were more able to make a summary of an expository text whose content matched with the text.

Widyatie[23] also conducted a study on the use of semantic mapping technique in improving students' reading comprehension. It aimed at finding out how the semantic mapping technique could be used to improve students' reading comprehension[41]. This study employed a collaborative action research design in which the researcher and collaborative teacher worked together in designing the lesson plan, implementing the action, analyzing the data and doing reflections. The subjects of this research were 29 second-year students of the first semester in SLTP Yayasan Pupuk East Kalimantan Timur of the 2003-2004 academic years. Then, the finding showed that the semantic mapping technique was effective to improve the teaching-learning reading comprehension, mainly: (1) gearing the students to the topic by asking questions and by using media; (2) brainstorming; (3) classifying information; (4) finding Indonesian equivalence of unfamiliar words; (5) discussing the text; (6) identifying the main and supporting ideas; and (7) making a semantic map of the students' own version.

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[23] Widyatie, Magister Thesis: "*A Study on The Use of Semantic Mapping Technique in Improving Students' Reading Comprehension*", (Malang: Universitas Negeri Malang, English Educational Department, 2004)

Aprilianto conducted a study using semantic mapping technique to improve the reading comprehension of the IX Grade students of MTs Ma'arif Sukorejo[24]. The study was focused on the students' ability to comprehend report texts. The study was designed into collaborative classroom action research. The study was conducted in two cycles and three meetings for each cycle. The material taught was taken from some report texts based on the syllabus of the content standard curriculum for Junior High School /Islamic Junior High School. The findings of the study indicated that the semantic mapping technique was successful in improving both students' ability in comprehending English texts (report texts) and the students' involvement in reading activities. Those improvements could be seen from preliminary study to Cycle 2. The students' mean score had improved greatly from 35.00 to 68.33. Besides, the students' individual score percentage had achieved to a great extent from 0% to 44.44% equal or greater than 70.

G. Conceptual Framework

Based on the teoretical framework, it can be stated that there are four basic skills to be mastered in English Language such as: Speaking ,Listening , Reading and Writing. Webbing (clustering or semantic mapping) is powerful tool in concept development and information ex-change. It is a quick way to explore background knowledge, summarize main points, or to check if stuents have the connections between ideas that you are seeking. In group of four, students write simultaneously on a piece of paper or chart paper, drawing main ideas, supporting elements, and bridges representing the relation of ideas in a concept.

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[24] Aprilianto, Magister Dissertation: *"A Study Using Semantic Mapping Technique to Improve The Reading Comprehension"*, (Surakarta: Universitas Sebelas Maret, 2009). 37

According to Goodman, reading is a receptive language process in which the reader extracts meaning from the text.[25] Comprehension is the act of or capacity for understanding. Reading with comprehension means that the reader is able to extract from the selection its essential facts and understanding visualized details and senses the readiness of facts. Good readers monitor their attention concentration and effectiveness. The quickly recognize if they have missed an idea and backup to reread it.

There are many ways in effect students achievement in reading comprehension. One of the ways is applying Webbing Srategy. This strategy help the stuents enjoy the reading. It is applied by asking the students to make their own web first. Then, they have to organize the word web into paragraph.

Using Webbing	→	Students' achievement in reading comprehension
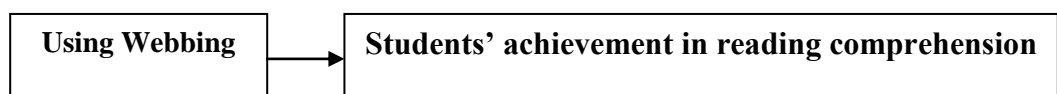
H. Reseacrh Hyphothesis

Based on the conceptual framework above, the researcher propped the hypotheses as follows:

The hypothesis of this study as follow:

The hypothesis of this study as follow:

Ha : Webbing strategy is better than conventional method in teaching reading comprehension of elevent grade students of SMA N 1 Tanjung Balai Asahan in academic year 2018/2019.

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[25] Kenneth Goodman, *The Reading Process, In Patricia L. Carrel,(eds)*, Ineractive Approach to School Language Reading, p, 12

Ho   : Webbing strategy is not better than conventional method in teaching reading comprehension of elevent grade students of SMA N 1 Tanjung Balai Asahan in academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

H. Time and Place of The Study

This research will be conducted at SMA Negeri 1 Tanjung Balai Asahan on Jl. Syech H. Ismail Abdul Wahab Desa Bagan Asahan, Kb. Asahan North Sumatera. The reason for choosing this school as follow: 1) The teacher is never uses webbing strategy as strategy in teaching English. 2) The school welcome that aimed to improve the teaching learning quality. Hence, this research will be conducted at SMA Negeri 1 Tanjung Balai Asahan in the second semester year 2018/2019.

I. Population and Sample

1. Population

Population is any group of individual that have one or more characteristics in common that is interest to the research.[26] Its mean that population is a group of individuals of share one or more characteristicsfrom which data can be gathered and analyzed.

In this research the population was eleven grade of SMA N1 Tanjung Balai Asahan 2018/2019 year academic which is located on Jl. H. Ismail Abdul Wahab Kb. Asahan North Sumatera. The number of population can be seen as follows.

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[26] Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R&D), Alfabeta,* p.117

Table 3.1 Number of Population

No.	Classes	Number of students
1.	XI IPA.1	30
2.	XI IPA.2	30
3.	XI IPA.3	30
	Total	**90**

Source of Data : Headmaster of SMA N 1 Tanjung Balai Asahan Academic Year 2018/2019

2. Sample

Sample is any part of a population of individuals on whom information is obtain. It may, for a variety of reason, be different from the sample originally selected[27]. The sample of this research was XI IPA 1 and XI IPA 2 at the second semester students of the eleven grade at SMA N 1 Tanjung Balai Asahan by using cluster random.

J. Research Method

The design of this research was an experimental research design approach with post test only desain. According to Aryet at all an experimental design is the general plan for carrying out a study with an active independent variable.[28] Experimental design may also be classified according to how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting aside

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[27] Jack C Fraenkel and Norman E Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw, 2009), p. 105

[28] Donald Ary. 2010. *Introduction to Research in Education*. (USA : Wadsworth). p. 301

other factors that influence. Quasy-experimental research design looks the same as true experimental research design, but it lacks the key ingredient random assignment.[29] It is the design which does not provide full control. As stated by Ary that full experimental research is not always possible to conduct a random selection of subjects in education research especially learning. This is because the subjects that have been formed are naturally in groups. Those are group of students in one class.

In addition, it seems to be impossible for the researcher to manage all the students based on her desire. There were two groups in this research; experimental and control group. Kothari stated that control group is the group which is exposed to usual condition while experimental group is a group which is exposed to special condition.[30]In this design, the subject could not be randomly assigned to either the experimental or the control group.

Table 3.2 Research Method

Name of class	Step I Treatment	Step II
XI IPA 1	Experiment Class	Test
XI IPA 2	Control Class	Test

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[29] William M. K. Trochim. 2003. *The Research Methods Base, 2ⁿᵈ Edition.* (Ithaca : N.Y. Cornell Custom Publishing). p. 215

[30] C.R.Kothari. 2004. *Research Methodology: Methods and Techniques, 2nd rev ed*, New Delhi : New Age International, p.30

K. The Procedure of Study

The procedure to get data described as follows:

1. The Experimental Class

Treatment

The students' got treatment by webbing strategy. The treatment was held within four meetings. Before giving treatment, the researcher explained what the students need to do. The treatment was began on May 23th, 2019 and finished on June 29th, 2019. The treatment was given in four meetings. Each meeting lasted for 45 minutes. The researcher used "Webbing Strategy" in teaching reading text to the students.

The steps in teaching reading by using webbing strategy described as follows; (1) The researcher introduced and explained about Webbing Strategy. (2) The researcher gave the students a reading material and asking them to answer the question which prepareby the researcher. (3) The researcher decided the students to work in group and asked them to share their thinking each other about the question and answer the question. (4) The researcher asked the students to write. The students can be free-for-all adding the word that coherence with the topic and what they write. The students can make a relation among one word to another word using bridges. they must focus in their text. (5) The researcher corrected the students' answers and gave score. The winner was the group that reached the highest score.

The treatment processes using webbing strategy in teaching reading are adapted from Denton. These stages are: (1) Pre-reading includes activities as showing the webbing strategy to students and discuss students' prior knowledge, using the

webbing strategy as a tool to preview the chapter or text, and asking students to make predictions about the text based on the graphic organizer or ovals. Therefore, in the pre-reading, the activities are focused on the students' vocabulary and background or prior knowledge through questioning and some ovals or webbing; (2) During-reading includes activities as having students fill in important information as they read the text, and conforming and/or modify students' predictions about the text. In this stage, the activities are focused on grasping and extracting the topics, explicit and implicit information; (3) Post-reading includes activities as having students write a summary of the chapter or text using the webbing strategy as a guide, having students use the webbing strategy to present the content orally to a peer, tutor, or mentor, and having students write guide or test questions based on the team word webbing method.[31]

Post-test

Post-test gave after treatment to the experimental class which aims to measure whether the use of webbing strategy test. The post test conducted on second semester.

2. The controlled class

Treatment

The students' got treatment by Conventional method. The treatment was held within four meetings. Before giving treatment, the researcher explained what the students need to do.

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[31] Denton, *Effective Instruction for middle school students with reading difficulties* (Dallas: the university of texas,2007), p.115

The treatment was began on second semester. The treatment was given in four meetings. Each meeting lasted for 45 minutes. The researcher used "Conventional method" in teaching reading text to the students.

The steps in teaching reading by Conventional method described as follows;

(4) The researcher gave the students a reading material and asking them to answer the question which prepare by the researcher. (5) The researcher asked the student to work in individual and think with themselves (6) The researcher corrected the students' answers and gave score. The winner was the group that reached the highest score.

Post-test

Post-test gave after treatment to control class which aims to measure whether the use discourse method.

L. Research Instrument

Instrument is a tool to gain the data in the research, in this research the researcher used test as instrument to collect the data, there are two kinds of the test that the research applied to collect the data:

1. Conceptual Definition

Reading Comprehension is a process to develop understanding comes from the interaction between the text and the reader's response to obtain meaning from the text make the student feel to be entertained their self when they read the text within understanding the text meaning. Five aspect of reading comprehension: (a).

Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Making inference.

2. Operational Definition

Reading comprehension is total score that students have after followed th reading test by used the scale with aspect of reading comprehension: to determined main idea, supporting details, inference meaning, vocabulary, and references.

3. Specification

Reading test by using aspect of reading comprehension divide into five aspect: (a). Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Making inference.

Table 3.3

Table Test for Test

NO	Reading Skills	Total	Number
1	Determining Main Idea	9	6,7,13,14,15,19,26,32,44
2	Determining Main Idea	32	1,2,4,8,10,17,22,24,27,28,31,33,34, 35,36,39,40,43,45,46,47,48,50,51,5 2,53,54,55,56,57,58,59
3	Finding Inference Meaning	3	3 5,21,38
4	Finding Reference	16	3,9,11,12,16,18,20,23,25,29,30,37,41,42,49,60
	Total	**60**	

4. Calibration

Before the instrument is administrated to the students, the researcher did a try out to check the validity and reliability of the reading test. The first, arrangement the question, sixty question. Type of this test is answering the question, reading multiple choice. The second, to check content validity, the teachers helped me to analyze the answer. The third, result of data test validity and reliability.

The results of the instrument validity test, there are some instruments that are declared valid and invalid. The validity of instruments are number 1,3,4,5,6,8,10,12,13,15,17,19,20,21,23,25,26,29,30,32,34,35,36,39,40,42,43,45,46,48 ,50,52,53,56,57 and the calculation of the reliabity test is 0,99. Based on the criteria of reliability coefficient, the test can be regarded as reliable 0,99 placed between 0,800-1,000. Therefore, the reliability of the test was high.

M. Technique of Collecting the Data

In data collection, the researcher uses some techniques:

1. Test

Test is set question used to measure the achievement or capability of individual class. The purpose of a test are several, for example to diagnose a students' strengths, weakness and difficulties, to measure achievement, to measure aptitude and potensial, to identify readiness for a program. In this research, test is given to control class and

experiment class. Tests were used to measure students' reading comprehension skill and were administered twice; namely, the post-test.

2. Document Study

Document is an official or formal paper from, book, etc. Giving information about something, evidence or proof of something. The document of SMA N 1 Tanjung Balai Asahan is used for collecting data about names of all students.

N. Technique of Analyzing Data

To analyze the data, the researcher uses t-test. Before t-test is applied, the normality and the homogeneity and tested. The normality is tested by using Lilliefors whit the homogeneity is tested by using Barlet test.

1. Normality Testing

Before the data is analyzed, the normality of the data is first tested as a quantitative requirement. To test the normality of the test scores in each group, the normality test was used. The Lilifors normality test steps are as follows:

1. H_o and H_a

   H_o : f(x) = normal

   H_a : f(x) ≠ normal

2. Calculate the average and standard deviation

3. Change $x_i \rightarrow z_i = \frac{x_i - \bar{x}}{S}$ $(z_i = defalute\ number)$

4. For each data the opportunity is calculated by using the standard normal distribution list, calculated $F(Z_i) = P(Z \leq Z_i; P = \text{Proportion}$

5. Calculate proportions $F(Z_i)$, that is:

$$S(Z_i) = \frac{\text{The amount } Z_1, Z_2, \ldots, \ldots, Z_n}{n}$$

6. Calculate the difference $[F(Z_i) - S(Z_i)]$

7. Compare L_o (the biggest price between prices - the absolute price of the difference) with L table.

Test criteria if $L_o \leq L_{\text{tabel}}$, H_o and H_a reject. In other words $L_o \leq L_{\text{tabel}}$ then the data is normally distributed.

2. Homogeneity Testing

Homogeneity test samples originated from populations that were normally distributed. The homogeneity test of variance in this study was carried out using the Barlett Test. The statistical hypothesis tested is stated as follows:

$H_o : \sigma_1^2 = \sigma_2^2 = \sigma_3^2 = \sigma_4^2 = \sigma_5^2$

H_1: at least one hand is the same as not valid

The formula used for the Barlett test:

$$x^2 = (\ln 10)\{B - \sum(db).\log si^2$$

$$B = \left(\sum db\right) \log s^2$$

$Keterangan$:

db = n − 1

n = The number of subjects for each group

si^2 = Variance of each group

s^2 = Combined variance

The condition:

- Reject H_o if $x^2{}_{\text{hitung}} > x^2{}_{\text{tabel}}$ (Not Homogeneus)

- Accept H_o if $x^2{}_{\text{hitung}} < x^2{}_{\text{tabel}}$ (Homogeneus)

  $x^2{}_{\text{tabel}}$ is a distribution list of chi - squares with db = k - 1 (k = many groups)

  and $\alpha = 0,05$

3. T-test

Independent Sample T Test is used to test the significance of the difference in the average of the two groups. This test is also used to test the effect of independent variables on the dependent variable. As for the Independent formula t-test as follows:

with:

$$t - test\ \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{(\frac{SD_1^2}{N_1 - 1} + (\frac{SD_2^2}{N_2 - 1}}}\ with\ SD^2{}_{1=} \left[\frac{\sum X_1^2}{N_1} - (X_1)^2\right]$$

Description: $\bar{X}_1$ = Average in sample distribution 1

$\bar{X}_2$ = Average in sample distribution 2

SD_1^2 = Variant value in sample distribution 1

SD_2^2 = Variant value in sample distribution 2

N_1 = Number of individuals in sample 1

N_2 = Number of individuals in sample 2

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. Description of the Data

The research had been conducted since May 23th of 2019 to June 29th of 2019. The researcher did an analysis of quantitative data. The data is obtained by giving test to experimental class and control class after giving a different treatment both classes. The subjects of this research were divided into two classes. They are experimental class (XI IPA 1) and control class (XI IPA 2).

Data of the students' achievement in reading comprehension was taken from the test result which has given to 60 stuedents of SMA N1 Tanjung Balai Asahan : 30

students from XI-IPA 1 as experiment class and students from XI-IPA 2 as control class. Here the score that showed the result test for experiment class (XI-IPA 1) which taught by using Webbing Strategy and control clas (XI-IPA 2) taught by using conventional method.

Table 4.1
Research Result Data

Statistic Source	Group of Learning	
	Experimental Class (Webbing Strategy)	**ControlGroup (Conventional Method)**
N	30	30
$\bar{X}$	79.500	70.833
S	8.842	6.576

a. The Students' Achievement in Reading Comprehension Taught by Using Webbing Strategy

After analyzing the data through statistic description, the result showed that the students were taught by webbing strategy got the score range was 70 to 100, the mean of pos test was 79.500, the standard deviation of post test was 8.842, the lowest score of post test was 70 and highest score was 95 (see Appendix V).

Table 4.2

The Frequency Distribution of the Experimental Class

Kelas	Interval Kelas	F	Fr
1	70-76	14	47%

2	76-82	3	10%
3	82-88	6	20%
4	88-94	5	17%
5	94-100	2	6%
Jumlah		30	100

The histogram of the students' reading comprehension that were taught by using webbing strategy can be showed in the following figure:

Figure 2
The Histogram of the Experimental Class
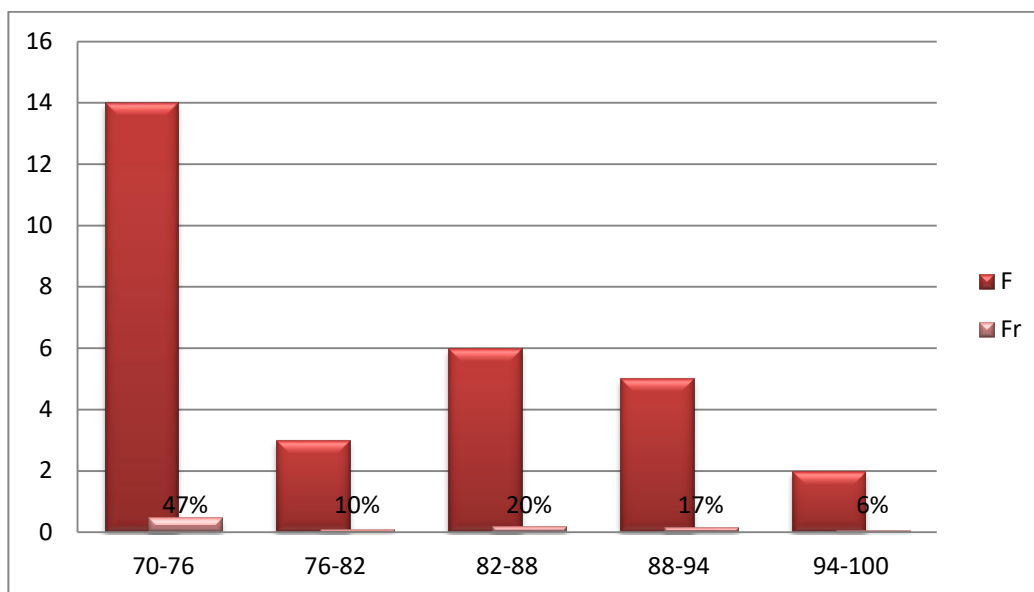
b. The Students' Achievement in Reading Comprehension Taught by Using Conventional Method

After analyzing the data through statistic description, the result showed that the students were taught by webbing strategy got the score range was 70 to 100, the mean of pos test was 70.833, the standard deviation of post test was 6.576, the lowest score of post test was 60 and highest score was 85 (see Appendix VI).

Table 4.3

The Frequency Distribution of the Control Class

Kelas	Interval	F	Fr
1	60-66	9	30%
2	66-72	10	33%
3	72-78	7	23%
4	78-84	2	7%
5	84-90	2	7%

Jumlah	30	100

The histogram of the students' achievement in reading comprehension that were taught conventional method can be showed in the following figure :

Figure 3

The Histogram of the Control Class
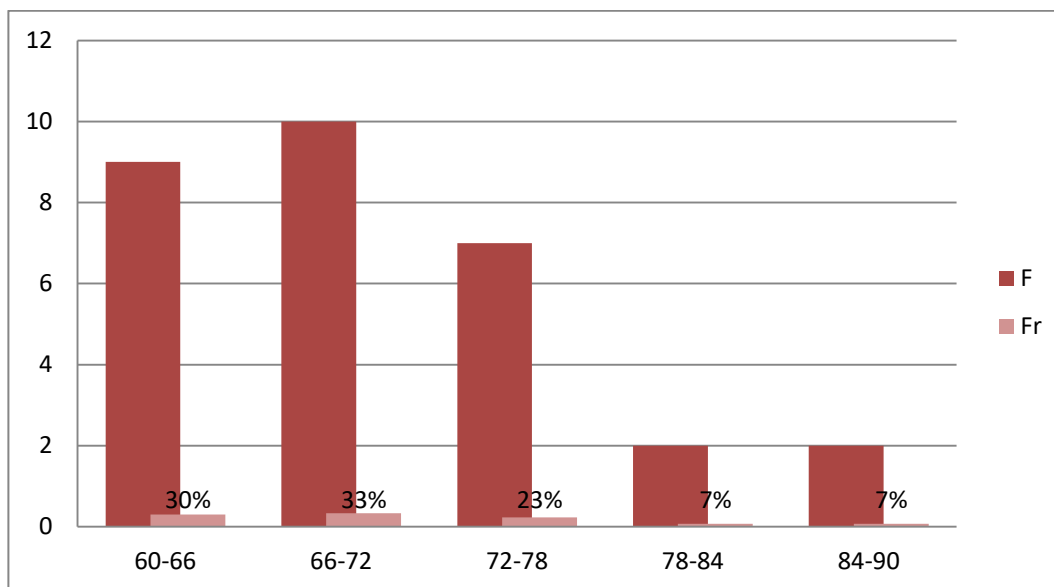
2. Analysis Requirement Testing

In this activity, the researcher explained about narrative text. The researcher asked the students to read a narrative text, so they could comprehend a text. The purpose of this activity was to measure the students' reading comprehension.

After implementing the test, the researcher assessed the result of the students' reading. From the result she could calculate mean, variant, standart deviation, standard error mean of the score of the students' reading result used the following:

a. Normality Testing

Normality testing was used to determine whether was normal or no, the result of the normality testing is described below. (See Appendix VIII and IX)

Table 4.4

Normality Testing

No	Data	N	A	L_{obs}	L_{table}	Conclusion
1	Experimental Class	30	0.05	0.225	0.1618	Normal
2	Control Class	30	0.05	0.184	0.1618	Normal

From the table above, I can be seen L_o = **0.225** significant and $L_{t\ =}$ **0.1618**. it can be concluded that the data distribution was normal. So, it can be concluded that the data of the students' achievement reading comprehension is **normal**.

b. Homogenity Testing

Table 4.5
Homogenity Testing

Data	F_{obs}	F_{table}	Conclusion
Experimental	1.80	1.679	Homogenous
Control			

From data above F_{obs} = 1.80 is compared with F_{table} is determined at real α = 0,05 and the same numerator dk = N-1 = 30-1 that was exist dk numerator 29, the denominator df = n-1 (30-1= 29). Then F_{table} can be calculated F(0.05=1.679).

So F_{obs} < F_{table} or (1.80<1.679) so it can be concluded that the variant is homogenous.

3. Hypothesis Testing

Data	T_{obs}	T_{table}	Conclusion
Experimental Class			There is significant effect of using webbing strategy on the students' reading comprehension
	137.79	1.671	
Control Class			

The result of hypothesis of this study can be shown from the table below:

From the computation above, it can be seen that t_{obs} = 137.79 and t_{table} = 1.671, t_{obs} > t_{table}. This mean hat the hypothesis is accepted on the level of significant 0,05. The meaning of this result is that the students' who where taught by using webbing strategy is better that conventional method in teaching reading comprehension. After the scores were calculated, I was found that in his study the t_{obs} is higher that t_{table}. It can be seen as follow:

$t_{obs} > t_{table}$ ($\alpha = 0,05$) with df 60

137.79 > 1.671

From the result above, it showed that the alternative hypothesis (H_O) was rejected. (See Appendix XI)

B. Discussion

The result of this research shows that the using webbing strategy is better than conventional method could be train students to work with their partner, to develop students' creativity because students will visualize their understanding on the text using their own gesture, it is made the students' can comprehend a text. This also had been proved by the result of post test. It showed that students' reading comprehension got effect webbing strategy applied in experimental class. Beside, this result was supported by the research conducted the research before "*The Use of Webbing Strategy to Improve Students' Reading Comprehension Ability at MTs. Al–Raudlah"* *on eight grade because students in MTs. Al–Raudlah",* Khoirunnisa found that the results of the research show that there are some research findings that can be drawn. First, webbing srategy is more effective than Conventional Method for teaching reading. Second, students having high locus of control have better reading skill than the students having low locus of control. Third, there is an interaction between the methods used and students locus of control in teaching reading: (1) Webbing stratgey is more effective than Conventional Method in teaching reading for students having

high locus of control; (2) Conventonal Method is more effective than Webbing Strategy in teaching Reading for students having low locus of control.

From the explanation above, the research can be concluded that the effect of using webbing srategy on students' achievement reading comprehension is better than taught by conventional method. The students' score improved and the students were more exited to comprehend a text. The students' motivation changed after the researcher used webbing strategy. Webbing strategy showed a simple concept of making students can comprehend a text and connecting their own knowledge with a text.

The students were more interested in webbing srategy and the students also were active to asked and to gave their opinion. Most of students were able to improve their score. As the result above, webbing strategy can effect the students' reading comprehension. In control class the researcher found the problem when the researcher doing the same material but the without the game, the students was bored to read a text and it's made them can not comprehend a text, the did not know what they have read. But there were a little problem doing the game in experimental class, it is about the time. The time is not enough, the researcher and the students forget about the time when done webbing srategy.

Finally, the students that taught by using webbing strategy get higher achievement that the students' that are taught by using conventional method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After researcher did the experimental by the result of the students' post-test in the eleven grade of SMA N 1 Tanjung Balai Asahan, the researcher found that the students who were taught by using webbing strategy got higher result than the students who were taught conventional method. It can be proven that in the gained score from experimental class was higher that gained score from the control class. The result of post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is webbing strategy is better than conventional method in teaching reading comprehension different between the experimental class and control class. The researcher was found the significant

effect by $t_{observed}$ and t_{table} to know whether using webbing strategy is effective to students" reading comprehension. As the conclusion of the whole chapters, it could be interpreted that students' reading comprehension was better taught by webbing strategy than conventional method, especially for the eleven grade students of SMA N 1 Tanjung Balai Asahan.

B. Suggestion

On the occasion, researcher would like to give some suggestion to the people who get benefit from this research. Researcher suggest to.

1. The principal of SMA N1 Tanjung Balai Asahan give the teacher support to teach better, especially English teacher and complete facility of eaching learning process and giving direction to the English teachers about there are some English teaching method that suitable for students.

2. The English teacher of SMA N1 Tanjung Balai Asahan to teach and give students' more motivation to study hard, and use effective strategy in teaching and learning process English.

3. Other researcher, the findings of this research are subject matters which can

    be developed largely and deeply by adding other variables or to enlarge the

    sample.

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Appendix I

LESSON PLAN

School   : SMA N 1 Tanjung Balai Asahan

Class/Semester   : XI-IPA

Subject   : English

Skill   : Reading

Topic   : Narrative Text

Time Aplication   : 4x45 minutes

I.   Standard Competence

Understanding meaning in a short functional text, narrative and descriptive simple essay in daily life context to access knowledge.

II.   Basic Competence

Responding meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative and descriptive text.

III.   Indicators

By the end of the study, students will have been able to:

1. Identify a topic of the text that has been read.

Identify certain information.

IV.   Teaching Objectives

1. Students are able to identify topics of the text that has been read correctly.
2. Students are able to identify certain information of the text of short function text.

V.   Strategy of Teaching

Webbing Strategy

3. Teaching Learning Process

First Meeting

1. Opening Activities

    a. Greeting (teacher greets students and checks students' attendance).

    b. Giving motivation.

    c. Teacher explains the objectives, advantages, and learning procedure.

2. Main Activities

    1. Exploration (15 minutes)

        a. The gives the text to students.

        b. Giving students a narrative text and asking them to identify it.

        c. Giving explanation about of narrative text.

    2. Elaboration (50 minutes)

        a. Students to read of the text.

        b. Dividing students into groups.

        c. Giving another recount text to each group.

        d. Asking students to identify the text in the group and make webbing related information in the text.

        e. Choosing some groups to write their work in the blackboard.

    3. Confirmation (15 minutes)

        a. Provide positive feedback and reinforcement in the form of oral, written, sign, and present to the success of the students.

        b. Teacher provide facility in cooperative and collaborative learning.

3. Closing Activities

    a. Teacher reviews the material.

    b. Teacher gives suggestion to students to study hard and also memorize new material.

    c. Teacher loses the learning.

Second Meeting

1. Opening Activities

    a. Greeting (teacher greets students and checks students' attendance).

    b. Giving motivation.

c. Teacher explains the objectives, advantages, and learning procedure.

2. Main Activities

1. Exploration (15 minutes)

   a. The gives the text to students.

   b. Giving students a narrative text and asking them to identify it.

   c. Giving explanation about of narrative text.

   d. Teacher giving example about recount text

2. Elaboration (50 minutes)

   a. Students to read of the text.

   b. Dividing students into groups.

   c. Giving another recount text to each group.

   d. Asking students to identify the text in the group and make webbing related information in the text.

   e. Choosing some groups to write their work in the blackboard.

   f. Confirmation (15 minutes)

   c. Provide positive feedback and reinforcement in the form of oral, written, sign, and present to the success of the students.

   d. Teacher provide facility in cooperative and collaborative learning.

3. Closing Activities

a. Teacher reviews the material.

b. Teacher gives suggestion to students to study hard and also memorize new material.

c. Teacher loses the learning.

4. Source

Source : text from the internet

Media : copies of reading test items, whiteboard, boardmarker

5. Assessment

- Assessment Technique : Individual task

- Assessment Instument : Multiple Choice

  Multiple choice. For correct answers have score five (5) 20 x 5 = 100 Maximum score = 100

$$\text{The value of students} = \frac{answers\ correct}{all\ of\ questions}\ x\ 100$$

Medan, June 2019

The Researcher,

Risca Tamara
NIM: 34.15.3.061

Approved by

Head Master   English Teacher

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Appendix II

LESSON PLAN

School   : SMA N 1 Tanjung Balai Asahan

Class/Semester   : XI-IPA

Subject   : English

Skill   : Reading

Topic   : Narrative Text

Time Aplication   : 4x45 minutes

I.   Standard Competence

Responding meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative and descriptive text.

II.   Basic Competence

Responding meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative and descriptive text.

III.   Indicators

By the end of the study, students will have been able to:

1. Identify a topic of the text that has been read.
2. Identify certain information.

IV.   Teaching Objectives

1. Students are able to identify topics of the text that has been read correctly.
2. Students are able to identify certain information of the text of short function text.

V. Strategy of Teaching

Webbing Strategy

VI. Teaching Learning Process

Third Meeting

1. Opening Activities

a. Greeting (teacher greets students and checks students' attendance).

b. Giving motivation.

c. Teacher explains the objectives, advantages, and learning procedure.

2. Main Activities

1. Exploration (15 minutes)

   a. The gives the text to students.

   b. Giving students a narrative text and asking them to identify it.

   c. Giving explanation about of narrative text.

2. Elaboration (50 minutes)

   a. Students to read of the text.

   b. Dividing students into groups.

   c. Giving another recount text to each group.

   d. Asking students to identify the text in the group and make webbing related information in the text.

   e. Choosing some groups to write their work in the blackboard.

3. Confirmation (15 minutes)

   a. Provide positive feedback and reinforcement in the form of oral, written, sign, and present to the success of the students.

   b. Teacher provide facility in cooperative and collaborative learning.

3. Closing Activities

a. Teacher reviews the material.

b. Teacher gives suggestion to students to study hard and also memorize new material.

c. Teacher loses the learning.

Fourth Meeting

1. **Opening Activities**
   a. Greeting (teacher greets students and checks students' attendance).
   b. Giving motivation.
   c. Teacher explains the objectives, advantages, and learning procedure.

2. **Main Activities**
   1. Exploration (15 minutes)
      a. The gives the text to students.
      b. Giving students a recount text and asking them to identify it.
      c. Giving explanation about of recount text.
      d. Teacher giving example about recount text
   2. Elaboration (50 minutes)
      a. Students to read of the text.
      b. Dividing students into groups.
      c. Giving another recount text to each group.
      d. Asking students to identify the text in the group and make webbing related information in the text.
      e. Choosing some groups to write their work in the blackboard.
   3. Confirmation (15 minutes)
      a. Provide positive feedback and reinforcement in the form of oral, written, sign, and present to the success of the students.
      b. Teacher provide facility in cooperative and collaborative learning.

3. **Closing Activities**
   a. Teacher reviews the material.
   b. Teacher gives suggestion to students to study hard and also memorize new material.
   c. Teacher loses the learning.

VII. **Source**

Source : text from the internet

Media : copies of reading test items, whiteboard, boardmarker

VIII. **Assessment**

- Assessment Technique : Individual task
- Assessment Instument : Multiple Choice

  Multiple choice. For correct answers have score five (5) 20 x 5 = 100 Maximum score = 100

$$\text{The value of students} = \frac{answers\ correct}{all\ of\ questions}\ x\ 100$$

Medan, June 2019

The Researcher,

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Appendix III

POST TEST

Name : …………………………………..

Clas : …………………………………..

Date : …………………………………..

Reading Text

Multiple choice questions

Choose the best answer by writing A, B, C, or D on your answers sheet. Keep the question sheets clean.

Test 1 questions number 1 to 5

Snow White and Seven Dwarfs

Once upon a time ….. in earlier times there lived woman who named Snow White. She lived with her aunt and uncle because her parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to Amerika and they did not have enough money to take Snow White with them. Princess Snow White did no want her uncle and aunt to do this. So he decided to escape.

The next day she ran away from home when her aunt were having breakfast, she fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell sleepy then sleep, suddenly seventh dwarfs came home from his work. They enter into. There, they found Snow White woke up from his sleep. She saw the dwarf. The dwarf said: "What is your name?" Snow White said: "My name is Snow White." One dwarf said, "If you want, you can stay here with us." Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

Taken from: http://kadokita.blogspot.co.id

Multiple Choice

1. Why Snow White lived with her aunt and her uncle?

    a. Because her mother was die

    b. Because her father entrust her to her aunt and uncle

    c. Because her parents died

    d. Because her father was die

2. Why dwarf ask the name of Snow White?

    a. Because Snow White is beautiful

    b. Because it is the first meeting of them

    c. Snow White knocked the door

    d. Snow White is sleep their house

3. Who the importance characterization of story above?

    a. Snow White and dwarf

    b. Snow White and her parents

    c. Snow White and her uncle and aunt

    d. Her uncle and her aunt

4. What the ending of the story?

    a. Sad ending

    b. Happy ending

    c. Sadness ending

    d. Happiness ending

5. Why Snow White run away from her uncle and her aunt house?

    a. Her uncle and her aunt want leaving Snow White in the castle

    b. Because they wanted to go to Amerika

    c. A and b is correct

    d. No one true

Reading text : Text 2 questions number 6 to 10

The Legend of Malin Kundang

An old woman and her son live in a while a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to town and work there. At first his mother did not allow him but finally she let him go with tears. Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother.

Some years later he sailed to a harbor near his village. When his mother heard about this news ahe came to meet him. Malin Kundang prentented not to know her. He said, "You are not my mother. Go away!" His mother become very sad and before she went she said, "Oh Malin Kundang, you are a wicked son. You will never be safe now. You and your money will turn to stone."

Some days later his ship left the harbor. The sea was calm but when he reached the open sea there was a great storm. The ship was drowned. Malin Kundang and his money change into a stone.

Now people call I Batu si Malin Kundang. We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

Taken from: http://folktalesnusantara.blogspot.co.id

6. The folktale of "Malin Kundang" come from?
   a. North Sumatera
   b. **West Sumatera**
   c. South Sumatera
   d. Air Manis

7. Why Malin Kundang acknowledge his mother?
   a. **He is shy had mother poor and old woman**
   b. He do not know his mother
   c. He do not believe his mother
   d. a, b, and c, are correct

8. What the main topic from story "Malin Kundang"?
   a. The lazy son

b. **The rebellious son**

c. The naughty son

d. The handsome son

9. The ship of Malin Kundang was drowened it is causing by?

a. Tumbling

b. Windstrom

c. Great

d. The ship is the big ship

10. The story Malin Kundang is included?

a. Short story

b. Love story

c. Fairy story

d. Family story

Reading Text : Text 3 questions number 11 to 10

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tired to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry thet the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was

very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Taken from:http//englishahkom.blogspot.co.id

11. Where does the story take place?

    a. London

    b. Puerto Rico

    c. Jakarta

    d. Buenos

12. What is the word that the parrot cannot say?

    a. Catano

    b. Tanaco

    c. Canato

    d. Nacato

13. How often did the owner teach the bird how to say the word?

    a. Always

    b. Everyday

    c. Many times

    d. Every second

14. Which statement is true according to the text?

    a. The parrot could say Catano

    b. At last the parrot could say Catano

    c. Catano was the name at the parrot

    d. The man never got angry at the parrot

15. What does the man do to the bird because the bird cannot say the name of a place.

    a. The man ate the bird

    b. The sold the bird

    c. The man killed the bird

    d. The man taught the bird

16. It most likely that….

    a. The bird killed the three chickens

b. The three chickens killed the bird

c. The bird played with the chicken

d. The bird killed one of three chicken

17. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot ans the owner

d. A parrot, the owner, and chicken

18. "It was very, very smart"

The underlined word refers to …

a. The man

b. The bird

c. The chicken

d. Puerto Rico

19. "The parrot was very, very smart"

The word "smart" means ….

a. Stupid

b. Clever

c. Stubborn

d. Beautiful

20. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

a. Smiling

b. Crying

c. Shouting

d. Laugh

Appendix IV

The List of Post-Test Scores of Experiment Class

NO	The Initial of Students	Post Test
1	AR	70
2	AGMS	75
3	AK	70
4	AVH	85
5	AZH	70
6	AI	75
7	APR	75
8	BS	85
9	DN	85
10	DM	90
11	EB	90
12	FA	70
13	FWD	70
14	IP	70
15	IA	70
16	IAS	95
17	JC	80
18	KM	85
19	KR	70
20	LNG	70
21	MAFE	95
22	MA	70
23	MAFA	85
24	MARB	80
25	MARS	90
26	MHP	85
27	MW	80
28	MAN	70
29	MR	90
30	MZ	90

Appendix V

The List of Post-Test Scores of Control Class

NO	The Initial of Students	Post Test
1	AAL	65
2	AR	75
3	AS	75
4	CP	75
5	DZ	85
6	F	65
7	FAN	75
8	HL	70
9	HM	70
10	JY	85
11	MI	65
12	M	70
13	MS	65
14	N	70
15	RHH	70
16	RN	80
17	RN	70
18	RP	70
19	RM	65
20	RA	65
21	RY	75
22	RF	70
23	S	70
24	QSK	80
25	SH	70
26	SBT	75
27	WP	75
28	WW	60
29	WI	60
30	YHL	60

Appendix VI

The Calculation of Mean and Standard Deviation (Experimental Class)

NO	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	70	11	770	4900	53900
2	75	3	225	5625	16875
3	80	3	240	6400	19200
4	85	6	510	7225	43350
5	90	5	450	8100	40500
6	95	2	190	9025	18050
	Total	**30**	**2385**	**41275**	**191875**

Based on the data above, the result of FiXi^2 is 191875 and FiXi is 2385

Then the following is the calculation of mean, variant and standart deviation.

a. **Mean ($\bar{x}$)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{2385}{30}$$

$$= 79.500$$

b. **Variant (S^2)**

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$= \frac{30 x 191875 - (2385)^2}{30(30-1)}$$

$$= \frac{5756250 - 5688225}{870}$$

$$= \frac{68025}{970}$$

$$= 78.190$$

c. **Deviation Standard**

Deviation standard was found by drawing root of variants that was

$$\sqrt{78.190} = 8.842$$

Appendix VII

The Calculation of Mean and Standard Deviation (Control Class)

NO	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	60	3	180	3600	10800
2	65	6	390	4225	25350
3	70	10	700	4900	49000
4	75	7	525	5625	39375
5	80	2	160	6400	12800
6	85	2	170	7225	14450
Total		**30**	**2125**	**31975**	**151775**

Based on the data above, the result of FiXi^2 is 151775 and FiXi is 2125

Then the following is the calculation of mean, variant and standart deviation.

a. **Mean ($\bar{x}$)**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$
$$= \frac{2125}{30}$$
$$= 70.833$$

b. **Variant (S^2)**

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$
$$= \frac{30 x 151775 - (2125)^2}{30(30-1)}$$
$$= \frac{4553250 - 4515625}{870}$$
$$= \frac{37625}{970}$$
$$= 43.247$$

c. **Deviation Standard**

Deviation standard was found by drawing root of variants that was
43.247 = 6.576

Appendix VIII

Table Normality Data Pos Test of the Experiment Class

No	A2B1	A1B2^2	F	Zi	Fzi	Szi	| Fzi-Szi
1	70	4900	11	-1.074	0.141	0.367	0.225
2	70	4900		-1.074	0.141	0.367	0.225
3	70	4900		-1.074	0.141	0.367	0.225
4	70	4900		-1.074	0.141	0.367	0.225
5	70	4900		-1.074	0.141	0.367	0.225
6	70	4900		-1.074	0.141	0.367	0.225
7	70	4900		-1.074	0.141	0.367	0.225
8	70	4900		-1.074	0.141	0.367	0.225
9	70	4900		-1.074	0.141	0.367	0.225
10	70	4900		-1.074	0.141	0.367	0.225
11	70	4900		-1.074	0.141	0.367	0.225
12	75	5625	3	-0.509	0.305	0.467	0.161
13	75	5625		-0.509	0.305	0.467	0.161
14	75	5625		-0.509	0.305	0.467	0.161
15	80	6400	3	0.057	0.523	0.567	0.044
16	80	6400		0.057	0.523	0.567	0.044
17	80	6400		0.057	0.523	0.567	0.044
18	85	7225	6	0.622	0.733	0.767	0.034
19	85	7225		0.622	0.733	0.767	0.034
20	85	7225		0.622	0.733	0.767	0.034
21	85	7225		0.622	0.733	0.767	0.034
22	85	7225		0.622	0.733	0.767	0.034
23	85	7225		0.622	0.733	0.767	0.034
24	90	8100	5	1.187	0.882	0.933	0.051
25	90	8100		1.187	0.882	0.933	0.051
26	90	8100		1.187	0.882	0.933	0.051
27	90	8100		1.187	0.882	0.933	0.051
28	90	8100		1.187	0.882	0.933	0.051
29	95	9025	2	1.753	0.960	1.000	0.040
30	95	9025		1.753	0.960	1.000	0.040
Mean	79.500	191875	30			L_O	0.225
SD	8.842					Ltabel	0.1618

From the data above, it can be seen that the Liliefors Observation or L_o = 0.225 with n = 29 and a real level α = 0,05 from the list critical value of Lilieforstable, L_t = 0.1618, it can be concluded that the data distribution was normal, because L_o (0.225) < L_t (0.1618).

Appendix IX

Table Normality Data Post Test of the Control Class

No	A1B1	A1B1^2	F	Zi	Fzi	Szi	Fzi-Szi
1	60	3600	3	-1.647	0.050	0.100	0.050
2	60	3600		-1.647	0.050	0.100	0.050
3	60	3600		-1.647	0.050	0.100	0.050
4	65	4225	6	-0.887	0.188	0.300	0.112
5	65	4225		-0.887	0.188	0.300	0.112
6	65	4225		-0.887	0.188	0.300	0.112
7	65	4225		-0.887	0.188	0.300	0.112
8	65	4225		-0.887	0.188	0.300	0.112
9	65	4225		-0.887	0.188	0.300	0.112
10	70	4900	10	-0.127	0.450	0.633	0.184
11	70	4900		-0.127	0.450	0.633	0.184
12	70	4900		-0.127	0.450	0.633	0.184
13	70	4900		-0.127	0.450	0.633	0.184
14	70	4900		-0.127	0.450	0.633	0.184
15	70	4900		-0.127	0.450	0.633	0.184
16	70	4900		-0.127	0.450	0.633	0.184
17	70	4900		-0.127	0.450	0.633	0.184
18	70	4900		-0.127	0.450	0.633	0.184
19	70	4900		-0.127	0.450	0.633	0.184
20	75	5625	7	0.634	0.737	0.867	0.130
21	75	5625		0.634	0.737	0.867	0.130
22	75	5625		0.634	0.737	0.867	0.130
23	75	5625		0.634	0.737	0.867	0.130
24	75	5625		0.634	0.737	0.867	0.130
25	75	5625		0.634	0.737	0.867	0.130
26	75	5625		0.634	0.737	0.867	0.130
27	80	6400	2	1.394	0.918	0.933	0.015
28	80	6400		1.394	0.918	0.933	0.015
29	85	7225	2	2.154	0.984	1.000	0.016
30	85	7225		2.154	0.984	1.000	0.016
Mean	70.833	151775	30			Lo	0.184
SD	6.576					Ttabel	0.1618

From the data above, it can be seen that the Liliefors Observation or L_o = 0.184 with n = 29 and a real level α = 0,05 from the list critical value of Lilieforstable, L_t = 0.1618, it can be concluded that the data distribution was normal, because L_o (0.184) < L_t (0.1618).

Appendix X

The Calculation of Homogenity Testing

$$F_{obs} = \frac{S1^2}{S2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samplest of post test found that:

$S^2_{ex} = 78.190$ N=30

$S^2_{co} = 43.247$ N=30

So:

$$F_{obs} = \frac{78.190}{43.247} = 1.80$$

From data above $F_{obs} = 1.80$ is compared with F_{table} is determined at real $\alpha = 0,05$ and the same numerator dk = N-1 = 30-1 that was exist dk numerator 29, the denominator df = n-1 (30-1= 29). Then F_{table} can be calculated F(0.05=1.679).

So $F_{obs} < F_{table}$ or (1.80<1.679) so it can be concluded that the variant is homogenous.

Appendix XI

Hypothesis Testing

$\overline{X_1}$ = average value of sample group owning highest

$\overline{X_2}$ = average value of sample group owning lowest score

S = Merger deviation

$$S^2 = \frac{(n_2-1)S_1^2+(n_2-1)S_{2^2}}{n_1+n_{2-2}}$$

$n_1 = 30$

$n_2 = 30$

$\overline{x_1} = 79.500$

$\overline{x_2} = 70.833$

$(S_{1^2}) = 78.190$

$(S_{1^2}) = 43.247$

$$s^2 = \frac{(30-1)78.190+(30-1)43.247}{30+30-2}$$

$$s^2 = \frac{(29)(78.190)+(29)(43.247)}{30+28}$$

$$s^2 = \frac{2.267.51+1.254.163}{58}$$

$$s^2 = \frac{3.521.673}{58} = 0.060$$

$$S = \sqrt{0.060} = 0.244$$

$$t\,\frac{\overline{X_1}-\overline{X_2}}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} =$$

$$t\,\frac{\overline{79.500}-\overline{70.833}}{S\sqrt{\frac{1}{30}+\frac{1}{30}}}$$

$$t\,\frac{8.667}{0.244\sqrt{0.066}}$$

$$t\frac{8.667}{0.244(0.256)} = 139.79$$

The result of hypothesis of this study can be shown from the table below:

From the computation above, it can be seen that $t_{obs} = 137.79$ and $t_{table} = 1.671$, $t_{obs} > t_{table}$. This mean hat the hypothesis is accepted on the level of significant 0,05. The meaning of this result is that the students' who where taught by using webbing strategy is better that conventional method in teaching reading comprehension. After the scores were calculated, I was found that in his study the t_{obs} is higher that $t_{table.}$ It can be seen as follow:

$t_{obs} > t_{table}$ ($\alpha = 0,05$) with df 60

$137.79 > 1.671$

From the result above, it showed that the alternative hypothesis (H_o) was rejected.

Appendix XII

Research Documentation

BIOGRAPHY

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