

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of receptive skill where the reader should be able to get any information from the written text, the reader should have an adequate skill to read comprehensively. Reading comprehension is not only reading a loud but reading comprehension also establishes to understand the meaning of word, sentence, paragraph and ideas. According to Wainwright (2007:35), Reading comprehension is very important with comprehension a text that students can get information already acquired to filter, interpret, organize, reflect upon and establishes relationships with the new incoming information on the page. In addition, Wolley (2011:15) states that reading comprehension is a process of making meaning from the text. The goal is to gain an overall understanding of what describes in the text understanding the information on the page.

The ability to perform good reading skill cannot be separated from comprehension. Comprehension is the process of contracting and extracting the meaning of words to get some information and knowledge from written text and through understanding the material. (Harmer, 2007:99), many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. In fact, the teacher said students find some problems in reading comprehension aspects such as identifying the main idea, identifying the factual information, understanding the meaning vocabulary, making inference and identifying the reference in the text properly. It means if students want to get information easily, they should have a good stable concentration in reading, so they comprehending in English text can be better.

There are actually various techniques to teach reading comprehension. One of the potential techniques to teach students reading skill is Team pair solo. This technique was introduced by Kagan (2009). Team pair solo strategy is one of the cooperative learning strategy, Kagan (2009: 2). Richards (2001: 192) define cooperative learning as an approach to teaching that makes

maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

Kagan cited in Virginia (2012: 23) claims that team pair solo can be applied to teach reading activities. There are steps to teach reading comprehension. Firstly, students engage in reading activities or recognize the use of literary device in team. Secondly, the students make interpretation, inference or drawing conclusion in pair. Thirdly, the students construct a personal response to text individually (solo). There are several steps that explain the general concept of team pair solo Kagan (2009: 48). The first step of team pair solo strategy is forming team. The teams can be heterogeneous, homogeneous, randomized and students-selected teams Kagan (2009: 74).

In this research, researcher used the heterogeneous teams which consist of four students each groups to support teaching reading process on team pair solo. Each teams are given a problem that is beyond the ability of lower achieving students. The team member makes sure everyone in their team knows how to solve the question that given. In reading activities, the students can work in their team to accomplish the given task. The task is to construct the help for students to recognize the use of literary devices Kagan cited in Virginia (2012: 23).

The second step is that the students break into two pairs and in turn each partner do a problem like the one that was solved as a team. There are two people working together to discuss the given problem. In team pair solo, after working as a team, the team is divided into pairs. In reading activity, the students must be able to understand the reading text. According to Kagan cited in Virginia (2012: 23) the tasks have to guide the students to interpret, inferred or conclude the given text with their partner. Therefore, the teacher has to prepare a task to lead the students to get a deeper understanding about the reading text shared with their partner.

After the students work in a team, they work in a pair. They go on to the last step solo, in which one works individually. The basic principle of this last step under Vygotsky's theory (1978) can be inferred that every person's

development includes the development inside the person as an individual. Because when people work on their own, they can use their own knowledge and understanding that they have already got as the result of the earlier discussions as groups of four and pairs. In this step, the students can solve similar questions alone, applying what they learned first as a team and then during the pair work.

Based on the explanation above, the researcher applied Team Pair Solo Strategy in Reading Comprehension using pre-experimental design in order to help teachers in teaching reading process even more easy and effective and also gave moderate effect on students' in teaching reading text by using Team Pair Solo Strategy.

B. Research Problems

Based on the explanation in the background of the research about teaching and reading comprehension, the reaserch problems can be formulated as bellow:

1. Is the use of team pair solo strategy effective in teaching student reading comprehension to the Eighth Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021?
2. How is the effectiveness of team pair solo strategy in teaching student reading comprehension to the Eighth Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021?

C. Research Purposes

Based on the research problems above, the research purposes in this research are :

1. To find out whether the use of team pair solo strategy is effective or not in teaching student reading comprehension to the Eighth Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021.

2. To find out the effectiveness of team pair solo strategy in teaching student reading comprehension to the Eight Grade Students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021.

D. Significances of Research

The findings of this research were expected to give useful information and give positive contribution.

1. To the Teacher

To give some information to the teacher about the effect of using Team Pair Solo strategy in students' reading comprehension.

2. To the Students

To give some contribution to the students in order to improve their reading comprehension.

3. To the other Researcher

The researcher hoped this research could be a useful resource and help the other researcher to enrich the theories by information from this research, and attract the other researcher to implement the same title in the future to find out the same problems in different areas in the world so it would be useful too for the teacher and students in that area.

E. Scope of Research

In order to focus on the research systematically, the researcher specified the scope of research in the restriction. There were two focuses on the scope of research as follows:

1. Research Variable

Variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied, Creswell (2012: 52). There were two variables :

- a. Independent Variable

Based on Tuckman and Harper (2012: 67), independent variable is a stimulus variable or input which is measured, manipulated, or selected. In this research, the independent variable is the use of team pair solo strategy.

b. Dependent Variable

Dependent variable is a response variable or output which is observed and measured to determine the effect of independent variable Tuckman and Harper (2012: 67). The dependent variable in this research was students' reading comprehension score.

2. Research Terminology

To avoid any misconception or misinterpretation of terms in this research, some terms would be explained below:

a. Reading comprehension

Reading comprehension was the students' ability to determine the reading aspects, main idea, factual information, understanding the meaning of vocabulary, making inference, and identifying the reference.

b. Team Pair Solo Strategy

Team Pair Solo was a strategy in which student should learn and practice together in teams then in pairs, and finally on their own.

c. SMP Negeri 1 Kuala Mandor B

SMP Negeri 1 Kuala Mandor B was one of the junior high school in kuala mandor B that located at Jl. Parit Cahaya. There were 3 classes of eighth grade and one of them selected as sample in this research.

F. Research Hypotheses

In every experimental research there are two hypotheses that act as the possible outcomes or described by Creswell (2012:111) as "... a prediction..." furthermore hypothesis as defined by Cohen and Manion (2007:14), "as a conjectural statement of the relations between two or more variables, or 'an educated guess', though it is unlike an educated guess in that it is often the result of considerable research, reflective thinking and observation". In other words, a hypothesis is the estimation or the possible outcome that revealed itself at the end of the research. The null hypothesis is generally symbolized as H_0 and the alternative hypothesis as H_a . The hypothesis of this research can be stated as follow:

1. Alternative Hypothesis (H_a)

Alternative hypothesis is the hypothesis that may be true if the null is rejected it suggests a change, a relationship, or a difference (Creswell 2012:126). Alternative hypothesis in this research is "Team Pair Solo Strategy is effective to students' reading comprehension to the eighth grade students of SMP Negeri 1 Kuala Mandor B in the academic year of 2020/2021".

2. Null Hypothesis (H_0)

Null hypothesis as follows "make predictions that there would be no statistically significant difference between the independent variable and the dependent variable", Creswell (2012:624). In other words, the possible finding of the research is nothing or no such changes, effect or anything that found between the independent variable and dependent variable. Null hypothesis in this research is "Team Pair Solo Strategy is not effective to students' reading comprehension to the eighth grade students of SMP Negeri 1 Kuala Mandor B in the academic year 2020/2021".