CHAPTER II
TEAM PAIR SOLO STRATEGY IN TEACHING READING COMPREHENSION

A. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading and comprehension are two things that cannot be separate. Reading means understanding the text and it is same thing as comprehension. Wolley stated (2011:15) Reading comprehension is a process of making meaning from text. In addition, Harris and Graham (2007:2), Reading comprehension is the process of constructing meaning by reading, knowledge, and fluency. In addition, Wainwright (2007:35), Reading comprehension is very important with comprehension a text that students can get all information and understand what the author mean and the students must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

Based on the statement, it could be concluded that reading comprehension in reading became important because it make the readers have understood what they read. Reading comprehension is very essential in reading because with comprehension the students were able to know the meaning of the text that they read and get all information and understand what the author mean and the students must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

2. Teaching Reading Comprehension

Teaching reading comprehension is important to make the students to be better extent of English language proficiency and contribute in

raising their knowledge. William (Westwood 2008:43) "teaching reading comprehension is not particularly easy. The teacher should use suitable strategy in teaching learning activity. According to Ur (as cited in Sumarsono, 2011:21) there are some suggestions for reading activities as follows:

1. Pre- question. A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.

2. Do-it yourself question. Learners compose and answer their own questions.

3. Provide a little. Learners suggests a little if none was given originally; or an alternative, if there was

4. Summarize. Learners summarize the content in a sentence or two this may also be done in the mother tongue.

5. Continue, the text is a story; learners suggest what might happen next.

6. Preface. The text is story: learners suggest what might before.

7. Grappled text. Towards the end of the text four or five gaps are left that only can be filled in if the text has been understand. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatically and lexical accuracy and actually discourages purposeful, fluent reading.

8. Mistake in the text. The text has, towards the end, occasionally mistakes (wrong words: or intrusive ones: or omissions) learners are told in advance how many mistakes to look after.

9. Comparison. There are two texts on a similar topic; learners note points of similarity or the differences of the content.

10. Responding. The text is a letter or provocative article; learners discuss   how they would respond, or write an answer.

11. Re-presentation of the content. The next text gives information or tells a story; learners re-present its contents through a different

graphic medium, for example: 1. A drawing that illustrates the text, 2. Coloring, 3. Marking a map, 4. List of events or items described in the text, 5. A diagram (such a grid or flow chart) indicating the relationship between the items, characters or events.

From those suggestion, the researcher focused on number 4 that is summarize because it related to the strategy when the students could discuss on their pair or team even in solo activity.

3. Aspects of Reading Comprehension

In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According Duffy (2009: 101), states some aspects those related to reading comprehension:

a. Predicting

As stated by Duffy (2009: 101), Predicting is fundamental to comprehension. Readers of all ages make predictions. Predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on the purpose for reading, topic clues, and the type of text being read. This example focuses on using topic clues to make predictions. That is, readers use their prior knowledge about the topic as the basis for making the prediction.

b. Inferring

In accordance with Duffy (2009: 101), Inferring is the ability to "read between the lines" or to get the meaning an author implies but does not state directly.

c. Main Idea

Main idea refers to the "big idea" or the most important idea. The reader uses text clues, accesses background knowledge triggered by those clues and, based on that

background knowledge, predicts what the author thinks is most important Duffy (2009: 101).

d. Summarizing

According to Duffy (2009: 101), summarizing is an activity by taking the essence of a story or taking something that is important only and has covered the whole and usually as a conclusion. Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. Summarizing can also be interpreted as reducing sentences but still contains important news.

On the other hand, King & Stanley (Juita*et al* 2013) pointed out some aspects of reading comprehension. These aspects are:

a. Finding Factual Information

Finding factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comprehension, etc. In which of the answer can be found in the text.

b. Finding Main Ideas

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content letter. Main idea may be stated explicitly or implicitly, in a paragraph with explicit main idea, there is a topic sentence, either in the beginning. In the middle or at the end of paragraph. On the other hand, a paragraph with implicit main idea does not have a topic sentence.

c. Finding the Meaning of Certain Word

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able form and understanding the meaning.

d. Identifying References

Reference is the relationship of one linguistic expression to another's' characters and abilities, etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying inferences

Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates on information from the text. These will enable students to think critically to find any information and understand the text.

From the explanations aspects of reading comprehension, there are five aspects by King and Stanley in Juita *et al* (2013) and four aspects by Duffy (2009: 101). The researcher focused on the five aspects namely, factual information, main idea, the meaning of certain word, reference and inference because all the text includes

them all and it used by the researcher to make the reading test in measuring the students ability.

B. Concept of Team Pair Solo Strategy

1. Definition of Team Pair Solo Strategy

Team Pair Solo is one of the informal cooperative strategies proposed by Kagan. He defined Team Pair Solo as a cooperative learning strategy that could develop students' character virtues in the context of learning the normal curriculum. In Team Pair Solo, students worked together first as a team and then as pairs before solving similar problems on their own. In the process, they are helping, coaching, sharing information, and practice leadership skills. Students were motivated to learn because they would be held individually accountable in the third step of the structure. For example, students used Team Pair Solo to learn how to solve problems converting inches to centimeters, they were practicing cooperation, helpfulness, leadership, self- motivation, and pride in one's work. Even if not a word about those virtues is spoken, those virtues are being acquired (Kagan: 2000).

Team Pair Solo strategy is designed to motivated students to tackled and succeed at problems which initially were beyond their ability. It is based on a simple option of mediated learning. Students were able to do more things with help (mediation) than they were able to do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help Johnson and Johnson (2001).

From the explanation above, it could be concluded that Team Pair Solo was a strategy in which student should learn and practice together in team then in pairs, and finally on their own.

2. The Procedure of Team Pair Solo Strategy

There was a procedure to applied Team Pair Solo Strategy in the classroom. According Satriyani, L., Moerdibjon, A., &Prayogo (2016). The procedure could be seen in table below:

Table 2.1

The Procedure of Teaching Team Pair Solo Strategy

NO	Stage	Main Activity
1.	Team	a. Students are asked to work in group of four. b. Each group has to comprehend the text by answering some questions given by the teacher related to the text, each member of a group answers different question (leading questions), which means one student answers one questions, after reading the text individually and silently. c. Students in groups discuss the answer one by one and the topic of the text (one student in group leads group discussion, she/he is chosen by the teacher, they are high achievers based on the data from preliminary study).
2.	Pair	a. After getting the topic of the text, students are asked to split into pairs meaning there are two

		groups formed from one group.
		b. Each student rereads the text while they are answer questions based on the text. (They can create any their understanding about the text freely based on the model explained by the teacher in the first meeting).
		c. Then after they have finished their task, they swap what they have made and read their friend's they discuss the answers.
		d. They give feedback (compliment, correction, or additional information) about them.
		e. Each pair does discussion about what their partners write in.
3.	Solo	a. Then students work individually to make their work better based on their friend's feedback.
		b. Last, teacher asks the students.

Taken from Satriyani, L., Moerdibjon, A., & Prayogo (2016)

From those stages, the reasearcher concluded that there are some stages that we could used in teaching reading comprehension. Here, the reasearcher modified and developed the three steps by Satriyani, L., Moerdibjon, A., & Prayogo (2016):

1. Team
   a. The teacher divided students into some groups.
   b. Each group had to comprehend the recount text by answering some questions given by the teacher related to the recount text, each member of a group answers different question (leading questions), which means one student answers one questions, after reading the recount text individually and silently.
   c. Students in groups discuss the answer one by one and the topic of the recount text (one student in group leads group discussion, she/he is chosen by the teacher to present the answers).
2. Pair
   a. After getting the topic of the recount text, students were asked to split into pairs meaning there were two groups formed from one group.
   b. The teacher asked the students to create their understandin about recount text based on the topic that had been explained by the teacher before.
   c. Then after they have finished their task, they swap what they have made and read their friend 's.
   d. Each pair does discussed about what their pairs write in.
   e. They gave feedback (compliment, correction, or additional information) about them.
3. Solo
   a. Then students worked individually to make their work better based on their friend's feedback.
   b. Last, teacher asked the students about their answer that had been corrected.

C. Team Pair Solo Strategy in Reading Comprehension

Team Pair Solo is one of the strategy that are developed by Kagan, S. (2009) in creating cooperative learning. Team pair solo is a strategy of cooperative learning where by students is grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own i.e. individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem.

Slavin (1986) said cooperative learning method as a learning technique in which students work in small groups to help each other academic learning. In the cooperative learning process, the students get turn with each other in sharing the information about what to read, to explore meanings together, as an audience for the sharing activities, and as models for reading behavior. That is why an activity which stresses the cooperative value can be an appropriate way. In order to solve the problems of students in comprehending a reading text, team-pair-solo as one of cooperative learning strategies based on Vygotsky's theory which is developed by Kagan can be implemented.

In team pair solo, students who cannot solve a problem individually can be helped by others. They progress from solving the problems in groups to finally they do it individually. When they do it individually, they are expected to be able to solve the problem more easily because they have got some additional knowledge to solve the problem. By doing team pair solo, it was expected that the students might have better comprehension in reading a text.

D. The Advantages and disadvantages of Team Pair Solo Strategy

1. The Advantages

There were several advanteges of team pair solo strategy. According to Lie (2008: 28) the advantages are as follow:

    a. During team work activities, students are learning how to work together, how to learn from other, how to support a group and how to share responsibilities,

    b. During pair work, students are learning about, pair responsibility, pair support and learning from their partner,

    c. During individual/solo work, students are learning how to produce something alone, how to be proud of themselves, and learning about self-esteem.

2. The Disadvantages

Besides the advatages, there were also some disadvatages. Lie (2008: 30) stated some disadvatages as follow:

a. A few students dominate the process of teaching learning. The teacher should be a good facilitator and an organizer for the students. In conclusion, all of students can dominate and participate in the activities.

b. Some students may not participate, because they just rely on the ability of their friends in team or pair work. The teacher asks the other teacher to monitoring the activity.

c. This technique spends much time. Because, in doing the activities the students work in team, then break into pairs, and finally on their own or individual performance. So, they need much time. The teacher should manage the time carefully. It means that the teacher makes the process of learning easier for the students and helping the students if they find any difficulties in doing the activity.

E.   Previous Studies

There had been a lot of researchers who had conducted research which focused on study by using Team Pair Solo Strategy there was

same strategies. One of them was Endah Woro Hapsari, Sudarsono, Eusabinus Bunau from The Universitas Tanjungpura (UNTAN) of Pontianak, English Language Education Study Program who conducted her research entitled "Team-Pair-Solo Technique to Teach Reading Comprehension of Explanatory Text to Year-X students of SMA Negeri 8 Pontianak" in Academic Year of 2014/2015. The purpose of this research was to investigate the level of the effectiveness of teampair-solo to teach reading comprehension of explanatory text The final computation shows that the effect size of the treatment was 0.904 (> 0.5) and considered very effective. It proves that the use of team-pair-solo was highly-effective to teach reading comprehension of explanatory text to Year-X MIA_1 students. Another research by Sri Sugiharti, Eka Wilany, Yenny Vintaria (2017). Their research entitled "The Effectiveness of Using Team-Pair-Solo to Students' Reading Comprehension of the eleventh grade students of SMA K Yos Sudarso Batam in the academic years of 2016/2017". The objective of the research was to find out whether team-pair-solo is effective to students' reading comprehension. The research design was quantitative research with experimental design. The research conducted in August 2016. The population in this research was the eleventh grade students of SMA K Yos Sudarso Batam in the academic years of 2016/2017. Two classes were selected two from the population as sample in this study they were XI A2 and XI A3. The number of the students used as the sample in this research was 60 students. The sample was selected cluster sampling technique. To identify student competence, the writer gave the test before treatment (pre-test) and after treatment (post-test). The result of data analyzing was shown that in after test the mean of experiment class was higher (77.16) than control class (63.83). In the end of hypothesis testing, the writer found that there was significant effect of team-pair-solo to students' reading comprehension. It

means that team-pair-solo able to encourage the students to comprehend the text well.

The last researcher by Meliza Aprela Yati, Hermawati Syarif, Zul Amri (2018). Their research entitled "The Effect of Team Pair Solo Technique on Students' Reading Comprehension of Narrative Text at Grade IX of SMPN 14 Pekanbaru". This research was quasi experimental research that aims at testing whether Team Pair Solo Technique produces better reading comprehension of narrative text compared to Lecture Technique. The population of this research was grade IX students of SMPN 14 Pekanbaru in 2017/2018 academic year consisting of 7 classes. The sample was selected by using cluster random sampling technique. They were IX.4 as experimental class and IX.2 as control class. Both classes consist of 27 students. The data were obtained from score of reading test. Research data were analyzed by using t-test. The result shows that Team Pair Solo Technique produces better reading comprehension of narrative text compared to Lecture technique at grade IX students of SMPN 14 Pekanbaru.