

**THE EFFECT OF TEAM PAIR SOLO ON STUDENTS' READING  
COMPREHENSION IN SEVENTH GRADE OF SMPN 1 KLAKAH  
IN THE 2016/2017 ACADEMIC YEAR**

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**ABSTRACT**

This research is aimed to find out the effect of using team pair solo on the students' reading comprehension at SMPN 1 Klakah. It tries to reveal whether there is a significant difference in the students's reading comprehension of the seventh grade students who are taught using team pair solo and those who are not, in the academic year of 2016/2017.

This research is classified as a quasi-experimental study. The subjects of this study were 30 students of seventh grade at SMPN 1 Klakah where 15 students of VII A and 15 students of VII B. Class VII A was chosen as the Experimental Group which was taught using team pair solo as the treatment while Class VII B was chosen as the Control Group which was not taught using team pair solo. In this case, the control group was taught using non-team pair solo. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students's reading comprehension in the form of a test consisting of 25 questions.

After 2 weeks of treatment, they were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their reading comprehension after the treatment or not. The data of the pre-test and post-test of both groups were analyzed using descriptive and inferential statistics. After the data were tested and found to be homogeneous variance but the distribution of the data is normal, the hypothesis was tested using T-test. The computation of the data statistics used the computer program SPSS v.23.

The result of this research shows that there is a significant difference in the students's reading comprehension of the students who are taught using team pair solo and those who are not at the 0,028 level of significance. It means that the use of team pair solo has significant effect on the students's reading comprehension.

**Keywords:** Team-Pair-Solo, Students's Reading Comprehension

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode team pair solo terhadap reading comprehension siswa pada SMPN 1 Klakah. Hal ini untuk mengungkap apakah ada perbedaan signifikan pada reading comprehension siswa di kelas tujuh yang diajarkan menggunakan team pair solo dan yang tidak pada tahun ajaran 2016/2017.

Penelitian ini menggunakan quasi-experimental. Subjek penelitian terdiri dari 30 siswa kelas 7 di SMP 1 Klakah, dimana 15 siswa kelas VIIA dan 15 siswa kelas VIIB. Kelas VIIA sebagai Experimental grup yang diajarkan menggunakan team pair solo, sedangkan kelas VIIB sebagai Control grup yang tidak diajarkan menggunakan team pair solo. Di awal penelitian, experimental dan control grup diberikan pre-test untuk melihat reading comprehension siswa dalam bentuk test yang terdiri 25 soal.

Setelah 2 minggu melakukan tindakan, mereka diberikan post-test dengan soal yang sama pada pre-test untuk menemukan perbedaan signifikan pada reading comprehension mereka setelah tindakan. Data pre-test dan post test dari kedua grup dianalisis menggunakan deskriptif dan inferensial statistik. Setelah mengolah data dan didapatkan hasil homogen variance akan tetapi berdistribusi normal, kemudian diuji menggunakan t-test. Dalam perhitungan ini menggunakan SPSS v.23.

Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan signifikan pada reading comprehension siswa yang diajarkan menggunakan team pair solo dan yang tidak, dengan hasil angka signifikan 0,028. Yang artinya terdapat perbedaan signifikan pada penggunaan team pair solo pada reading comprehension siswa.

Keywords: Team-Pair-Solo, Students's Reading Comprehension

## INTRODUCTION

Reading is an essential skill for learners of English as second language which is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension. Besides, as stated here, more knowledge is needed by the students to comprehend the meaning of a text. Thus, a strategy such as discussing and sharing knowledge among students is considered as a prospective way to achieve it. It is clear that reading is an important skill to be developed in the teaching and learning process at schools. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects.

The aim of reading is to get the meaning or message of a text. Students have to be able to comprehend text, both oral and written. It will be easy to understand a text for those having good competence at reading. But, many students had insufficient skill in reading comprehension. They got difficulty in finding main idea, words reference, and meaning of certain words.

There are some causes why the unwanted results of reading class emerge. The causes come from the students' themselves. They feel that is a difficult subject. They thought that to read and to understand an English text should master many vocabularies, and to open dictionary while reading a text to search the meaning of words one by one would take much time and they were unwilling to do that.

The reading material itself which was uninteresting to be read and difficult to be comprehend. Some of the students said that the materials used by the teacher were bring. Students did not have curiosity what the text about. Therefore, they did not want to read the text and pay attention to their teacher.

Retrieved from [replubika.co.id](http://replubika.co.id) (June, 01 2012) that 38 students of junior high school in academic year 2011/2012 in Pacitan, East Java, did not past the national examination. It because of english language subject. Students get difficulty to answer correctly because they get difficulty in comprehending the instruction, question and text.

Retrieved from [antaranews.com](http://antaranews.com) (December, 8 2016) Indonesia in the 32 rank of English Language ability from 72 countries, based on data survey from English Proficiency Index (EP EPI). The total score of Indonesia is 52,91 in measurement the ability of English language. Indonesia score's is the lowest between Singapore, Malaysia, Philiphine and Vietnam. The test included structure, vocabulary, reading and listening.

Team pair solo is implemented to solve the student's problem in reading comprehension in English teaching and learning activities in this research. According to Kagan (2001), Team-Pair-Solo is a technique which can develop students' virtues in learning. Team Pair Solo (TPS) is a method of cooperative learning in which the students do problem first as a team, then with a partner, and finally on their own. There are several virtues acquired through Teamp-Pair-Solo technique. They are cooperative, helpfulness, leadership, self-motvation, and pride in one's work. It is designed to motivate the students to tackle and succeed at problem which initially were beyond their ability. And then all students take individual quizzes on the material, at that time they must not help each other. It

was based on the simple nation of mediated learning. Obviously, one alternative to solve the problem of reading text is by applying TPS.

Based on the discussion above, the researcher is interested in carrying out a study on “The Effect of Team Pair Solo on reading comprehension in seventh grade of SMPN 1 Klakah in 2016/2017 Academic Year”

## **RESEARCH METHOD**

The design of quasy experimental research is used in this experimental research. The independent variable of this research is using Team Pair Solo, while the dependent variable is students’s reading comprehension. The principle is that two identical groups are selected: one is as the experimental group that is given a special treatment that is Team Pair Solo and the other as the control group that is not given the special treatment. Both of the groups were given different treatments after the pre-test. Then, the comparison of any differences between the two groups at the end of the experimental period may attribute to the difference in treatment. In the type of this research, both of the groups are not formed randomly. The rsearch sbject are VIIA as experimental group and VIIB as control group ar SMPN 1 Klakah in the 2016/2017 academic year. After doing all of the procedure, the data alysed by statistic descriptive and inferential statistic.

## **DISCUSSION AND RESULT**

Based on the research at SMPN 1 Klakah in Classes of VII A and VII B, it found that there is a significant difference in students’s reading comprehension between the seventh grade of SMPN 1 Klakah students who are taught using teamp pair solo and those who are taught using non-team pair solo. The students’s reading comprehension of the students who are taught using team pair solo and those who are taught using non-team pair solo before the treatment are same. It is based on the result of the mean score and t-test in the pre-test for both of the experimental and control groups. From the pre-test, it found that the mean score of the experimental group (VII A) is 55,73 and the mean score of the control group (VII B) is 55,20. The result of independent t-test of significant different is 0,789. It’s mean that the significant more than ( $>$ ) 0,05. Then the null hypothesis is accepted means there is no significant difference of means between experimental and control groups.

The result of the normality test shows that both of the experiment and control groups on pre-test and post-test have normal distribution because the significant both experiment and control group on the pre-test and post-test more than ( $>$ ) 0,05. Moreover, based on the homogeneity of variance test, the result shows that the variance of the experimental and control group on pre-test are homogenous. Besides, the variance of the experimental and control group on post-test are also homogenous because the significant more than ( $>$ ) 0,05.

The students’s reading comprehension of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis “There is a significant difference between the students who are taught using team pair solo and those who are not” is accepted. The significance is 0,028 is lower than the significance level of 0.05 which means that the null hypothesis ( $H_0$ ) is rejected while the alternative hypothesis ( $H_a$ ) is

accepted. It can be concluded that the students' reading comprehension of the students both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is have a better achievement of mean score than the control group. The mean score of experimental group is 78,67 while the mean score of control group is 73,60.

Based on the results of the research, it can be concluded that the use of team pair solo in the experimental group can improve the students's reading comprehension more than the control group. Therefore, it can be stated that the use of team pair solo in teaching reading comprehension can be an alternative solution to overcome the students' difficulties in reading comprehension.

In the implementation, team pair solo make the students are easy to comprehend the text. There are several virtues acquired through Teamp-Pair-Solo technique. They are cooperative, helpfulness, leadership, self-motivation, and pride in one's work. It is designed to motivate the students to tackle and succeed at problem which initially were beyond their ability. And then all students take individual quizzes on the material, at that time they must not help each other. It was based on the simple nation of mediated learning.

By reviewing the background of the research that many students got difficulties in comprehend the text. The students are lack of vocabulary so they spend many time to search the meaning of the words in dictionary. They need more time to answer the questions. So this research is relevant in solving the problem of the background of the research.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

This research found there is significance different between experimental and control group based on the result on post-test. The mean score of experimental group which given the treatment (team pair solo) is 78,67 while the mean score of control group is 73,60. It indicate the experimental group have better achievement than the control group, because there is no significance different to both classes on pre-test. It can be said the ability of both classes are same on pre-test.

### **SUGGESTION**

Hopefully it will be useful for the English teacher as information to select, provide, and use appropriate team pair solo as main sources on learning English in classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by using team pair solo. The lesson plan used in this research can be an reference in teaching learning proces because it is appropriate with the steps of team pair solo in teaching reading comprehension.

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