

## ABSTRACT

Qomaria, Nurjannah L, 2017. *The Effect of Team Pair Solo on Student's Reading Comprehension in Seventh Grade of SMPN 1 Klakah in the 2016/2017 academic year* . Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: (1) Dr. Mochamad Hatip, M.Pd. (2) Widya Oktarini, S.S, MA

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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.