

## CHAPTER I

### INTRODUCTION

This chapter presents and discusses background of the research, statement of the problem, purpose of the research, scope and limitation of the research, significance of the research and definition of key terms.

#### 1.1 Background

Human in this world need a language as a means of communication since human are social being who cannot live separately from others. Without language, human cannot deliver messages to each other so that communication will not happen.

One means of communication or language that is used internationally is English. It is an international language used in many countries in this world as first, second, or a foreign language. Besides, English is used by many people in many kinds of events including activities done between people from one certain country to another country that nowadays it possibly cannot be avoided for the globalization era. The rapid development of globalization that leads to tighter competition makes non English speaking countries or countries considering English as a foreign language including Indonesia realize its importance. Therefore, English is taught as a foreign language in schools in Indonesia as an effort to produce competitive generations.

One of language skills that is emphasized in Indonesian schools is the reading skill, since it is considered as one of the essential skill, 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 high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills.

Comprehending what one reads is imperative for a child to be successful in school. Children must be able to understand the context of the words in individual sentences and also understand multiple concepts when reading longer passages. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success.

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.

Retrived from 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 (December, 8 2016) Indonesia in the 32 rank of English Language abilty 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 Team-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 notion of mediated learning. Obviously, one alternative to solve the problem of reading text is by applying TPS.

Team Pair Solo technique consist of three steps. First, students work as a team, then as a pair, and finally students work individually. The reason why team pair solo technique is used because it offers many benefits. Such as, makes the students active learners because they must work in small group, increase the students achievement in learning because they help each other in understanding the lesson, increasing students' motivation because they know that everything will be easier if working as a team or as a pair because they can get help from others, makes the students more comfortable in learning process because they may share their ideas and opinion with others, increase the students' self confidence and self esteem because they know that a gain for one is gain for the other and they are not alone in doing the task, develops students social ability, gives students more responsibility in their own and each other's learning. Based on the explanation

above, the researcher would like to write a research titled **“The Effect of Team Pair Solo on reading comprehension”**

### **1.2 Statement of The Problem**

The problems of the study is stated as follows : Is there any significant difference on students’s reading comprehension between the seventh grade students who are taught by using team pair solo and those who are taught using non-team pair solo of SMPN 1 Klakah?.

### **1.3 Purpose of The Research**

Corresponding to the formulation of the problem, the purpose of the research is to find out whether there is a significant difference on students’s reading comprehension between the seventh grade students who are taught using team pair solo and those who are taught using non-team pair solo of SMPN 1 Klakah.

### **1.4 The Definition of Key Terms**

To avoid misunderstanding, it will necessary to give some explanation on several items that will be used in this study.

#### **1.41 Reading comprehension**

Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person read a particular piece of writing.

#### **1.4.2 Team Pair Solo**

Team Pair Solo is a technique which can develop students’ virtues in learning which consist of three steps.

## **1.5 The Significance of the Research**

### **1. For The Teacher**

The research result will be useful for the English teacher as information to select, provide, and use appropriate method. The information can be used as a consideration to improve the teaching quality and creativity in teaching English reading comprehension by using Team Pair Solo.

### **2. For the Students**

This research finding will enrich the students reading comprehension because they are taught by using cooperative learning. They will get a large teaching reading using cooperative learning and the result of the research can be useful input in English teaching learning proces.

### **3. For the Future Researcher**

The results of this research are expected to be used as a reference and source of information to conduct further research in the similar field or other studies on reading comprehension.

## **1.6 Scope and Limitation of The Research**

The scope of the research are limited to the subject and object investigated as follows :

### **1.6.1 Subject of The Research**

The subject of the research is the Seventh Grade of SMPN 1 Klakah in academic years 2016/2017.

### **1.6.2 Object of The Research**

The object of the research is the effect of using team pair solo on students's reading comprehension.