

CHAPTER I

INTRODUCTION

A. Background of The Research

Reading is one of the skills that is essential to be learned by English students. Reading can support the development of knowledge and it provides the proficiency to get information. This statement related to Harmer (2007:1) states that reading is useful to get information, knowledge and values. Again, according to (Tarigan , 2008: 7) states that Reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer through words or written material. It can be concluded that reading is an activity to get information, knowledge and values in written material.

There are many reasons why reading is important for the students (Harmer, 1998: 68). First, many of them want to be able to read English texts in English either for their study or simply for pleasure. Secondly, reading English texts also provides good models for English writing. Thirdly, reading English text also provides opportunities to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraph, and texts. Lastly, good reading text can also introduce interesting topics, stimulate discussion and excite imaginative response. In conclusion, reading is very important in many aspects of life due to some reasons. Firstly, it can be a support for people's study. Then, reading also gives an idea for students to boost their imagination about what they have read and may make a new creation in reading.

Based on the syllabus of junior high school, reading is one skill that should be mastered by the students. In Curriculum 2013, the students are expected to achieve the basic competency reading achievement as follows; 1) the ability to obtain general and specific information in the written texts, 2) the ability to obtain the main ideas of the written texts, 3) the ability to guess the meaning of words, phrases or sentences based on the context, and 4) the ability to guess the meaning of references (Depdiknas as cited in Afan et al, Vol 1: 2013: 2). To deal with these basic competency of reading, teacher should be creative and modifying teaching technique when they are teaching. Consequently, it is necessary to find a strategy that can make the students easier to understand the material. One of the strategies that can be used is Team Pair Solo.

Team Pair Solo is one of cooperative learning strategy in which the students do problem first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability (Kagan 2001:1 as cited in Aprela, Y, M., Syarif, H & Amri, Z, 2018: 191). It is based on a simple notion of mediated learning. Students can do more things with help than they 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 (Afan, 2011:3 as cited Sangadah, 2014:14). In short, team pair solo is a technique that consists of team work, pair work and solo work to tackle and succeed at problems that beyond their knowledge.

According to (Kagan 2011: 3 as cited in Sangadah, 2014: 15) There are some advantages of Team Pair Solo techniques, those are : first, during team work activities, students learn how to work together, how to learn from other, how to support a group and how to share responsibilities. Second, during pair work, students learn about pair accountability, pair responsibility, pair support and learn from their partner. The last is during individual or solo work, students learn how to produce something alone, how to be proud of themselves and learn about self-esteem. Beside the advantages, Team Pair Solo also have some disadvantages. First, a few students can dominate. Second, some students may not participate. Students work as a team only to accomplish a task. The last, Team Pair Solo technique spends much time (Kagan: 2011: 3 as cited in Sangadah, 2014:15).

In line with the topic discussed above, the writer is interested to examine whether or not teaching reading comprehension by using team pair solo is effective in a research entitled “The Effectiveness of Team Pair Solo in Teaching Reading Comprehension” (An Experimental Research on the Eight Grade Students at SMP Negeri 4 Bantarbolang in the Academic Year 2018/2019).

B. Reasons for Choosing the Topic

The reasons why the writer choose the topic “The Effectiveness of Team Pair Solo in Teaching Reading Comprehension” which becomes my concern in choosing the topic are:

1. Reading skill is one of the most important language skills for the language learners by having good reading comprehension that they can understand and get information from the written text in English.
2. Team Pair Solo is a technique that can be used by teacher for teaching reading because the teacher used various teaching technique in teaching reading. This technique is dealing with teaching reading comprehension because it is designed to tackle and succeed at problems which initially are beyond the students ability.

C. Research Problem

The problem of this study is “Is team pair solo technique effective for teaching reading comprehension?”

D. Aim of the Research

The main purpose of this study is to examine whether or not teaching reading comprehension by using team pair solo is effective.

E. Contribution of the Research

This research will give some benefits for educational practices namely :

1. the Teacher

The teacher will know whether or not Team Pair Solo is effective in teaching Reading, so it can be as a procedure for English Teacher for choosing the right strategy for student to improve students reading comprehension.

2. the Student

- a) During team work activities, students learn how to work together, how to learn from other, how to support a group and how to share responsibilities.
- b) During work in pairs, students learn about pair accountability, pair responsibility, pair support and learn from their partner.
- c) During individual work, students learn how to produce something alone, how to be proud of themselves and learn about self-esteem.

3. the Other Researcher

The researcher hoped that this research inspired to the future researchers to conduct the research that was related to apply Team Pair Solo in learning English in the school. In addition, it can also be used as a motivation for other researchers to develop another better research.

F. Clarification of the Key Terms

The title of this research is “The Effectiveness of Team Pair Solo in Teaching Reading Comprehension at the Eight Grade Students at SMP Negeri 4 Bantarbolang in the Academic Year 2018/2019”. To make clear, the writer wants to clarify the terms are as follows :

1. Effectiveness

Effectiveness is the comparison between degrees of goal of attainment with previous arranged planning, or the comparison of the real result with planned of result (Mulyasa, 2010: 173)

2. Team Pair Solo

Team Pair Solo is a method of cooperative learning strategy in which the students do problem first as a team, then with a partner, and finally on their own (Kagan 2001:1 as cited in Aprela, Y, M., Syarif, H & Amri, Z, 2018: 191). It is designed to motivate students to solve the problems which initially are beyond their ability that they can do more things with help than they do alone (Afan, 2011: 3).

3. Teaching

Teaching is the process of attending to people’s needs, experiences and feelings, and making specific interventions to help them learn particular things.

4. Reading Comprehension

Reading comes from word “read” which means to look and understand the meaning of written or printed material (Hornby, 1995: 967). Comprehension is the power of understanding (Hornby, 1995: 235). In conclusion, reading comprehension is a capacity of the mind to understand the meaning of written words or symbols.