

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is a process to understand the meaning of passages. It is supported by various definitions. First, reading is used to bring the meaning to and getting meaning from printed or written materials (Finochiaro & Bonomo, 1973:120 as cited in Tarigan, 2008: 9). Second, reading cannot occur unless the pupil can identify and recognize the printed symbol and generally the pupil must also give the configuration a name (Dechant, 1982:166 as cited in Leu & Kinzer, 1987: 9). Third, reading is the process of understanding written language. It begins with the flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message (Rumelhart, 1986:722 as cited in Leu & Kinzer, 1987: 9). In conclusion, reading is an activity to gain the writers' intended messages by identifying and recognizing the printed symbol or written language.

Reading is one of the most important skill in language learning, without reading learning is meaningless. It is also essential academic tasks encountered by students. Students who have reading skill well, they will also have good reading comprehension, get more knowledge, information, and many new vocabulary, boost their understanding, and develop their reading speed.

There are eight reasons why reading is so important for students. First, reading can explore students to new thing. Second, reading can build students' self-improvement. Reading also increases students' understanding about new general knowledge. Third, reading can make preparation before students take an action. Reading helps the students to do something when they do not know what to do with something they never knew before. After that, reading also can add to students' experience from other people. The students can obtain what the writers feel and mean in the passage. Next, reading is as students' tools of communicating. Students can share what they have read to their friends. Then, reading can connect students' brain. And the last is reading can boost students' imagination and creativity. After knowing something, the students can boost their imagination about what they have read and may make a new creation in reading.

In Indonesia, reading is one of skill that should be mastered by students. In School Based Curriculum (KTSP), the students are expected to have 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 and 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 reference (Depdiknas, as cited in Afan et al, Vol 1: 2013: 2). Besides that, teaching reading is said successful when students became a center in the class. Students are active and take a part in reading class. However, it does not mean teacher will be hand up. Teacher

also has a main role as a facilitator and motivator. They should be creative when they are teaching.

Based on pre-observation on Saturday, 6th February 2014 in one of Madrasah Aliyah Negeri in Purwokerto, it was found that the teaching learning process is lack of teaching various teaching technique. During reading class, only lecturing that is used to teach material. It is kind of teaching learning process that is not effective for students. It needs variation of teachers' teaching English mastery.

Moreover, there are some ways to help the teacher in modifying technique for teaching reading. It is team pair solo technique to examine effective in order to variety in teaching technique. Team Pair Solo technique is a cooperative discussion strategy that provides structure in the classroom. Students do problems as a team, then 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. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they do alone (Afan, 2011:3).

There are three kinds of the text that will be studied by second grade students in Madrasah Aliyah Negeri in the second semester. The text are narrative text, spoof text, and hortatory exposition text. This research will be manage well in teaching hortatory exposition text. There is a reason why hortatory exposition text is used. Based on eleventh class syllabus, students have to comprehend three text those are spoof, narrative and hortatory

exposition text. It also follows the teacher's teaching schedule at school. Students have learned narrative text and spoof text in reading class. Hortatory exposition text is defined as a text which describes the issues in a comprehensive manner with the aim of encouraging others to do or not to do something. The text serves to invite and induce the readers about something with the reasons, something should happen or not. It has a thesis statement, arguments and recommendation part.

Based on previous research, Team Pair Solo technique gave much positive effects for the students. Students integrated what they have learned from the teacher into what they have learned from fellow group members. Mostly students work together, first in group then as a pair, and provide each other with support, encouragement, and assistance each other in completing assignment, held each other accountable in their efforts to learn, they learn each other, and ensure all member members making good academic progress. They shared ideas, enhance their skills, and improve their social skill (Afan, 2011: 2). Again, this technique is rarely used in the language class research. This technique is used in the chemistry class. TPS strategy is effective for the maximum benefit of all students irrespective of their personality type to chemistry (Ogunleye, B. O., 2011: 259).

There are some advantages of Team Pair Solo technique 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 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 technique also have some disadvantages. First, a few students can dominate. Second, some students may not participate. Students work as a team to solve a problem or accomplish a task. Next, the teams break into pairs and students work on either the same problem, or a related one. Finally, the pairs break up and the students work individually to complete the same or a related task. The last, this technique spends much time (Afan, 2011: 3).

Finally, it is hoped that this research has contributions in terms of curriculum and pedagogy. In terms of curriculum, the English teacher can use and modify team pair solo technique in their class. In terms of pedagogy, the effectiveness of team pair solo technique is effective to help students' reading comprehension. Besides that, this research can be contributed to teach reading comprehension.

B. Reason for Choosing the Topic

There are several for choosing the topic. The reasons are first, reading skill is one of the important language skills for the language learners, especially for the students in one of Madrasah Aliyah Negeri in Purwokerto. By having good reading comprehension they can understand and get information from the written text in English. Second, team pair solo is

scarcely used by teacher for teaching reading because teacher rarely use various teaching technique. It is also can be an effective in teaching reading comprehension because is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they do alone.

C. Problem of the Research

In line with the background of the research, the problem of the research is as follows:

“Is team pair solo technique effective for teaching reading comprehension?”

D. The Aim of the Research

The aim of the research is to examine whether or not teaching reading comprehension by using team pair solo technique is effective.