THE EFFECT OF USING TEAM-PAIR-SOLO STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
(A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018)

THESIS

This thesis is submitted in partial fulfillment of the requirement for

"Sarjana" degree in English Language Education

By:
HEPI SRININGRUM
1416232917

STUDY PROGRAM OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TADRIS

THE STATE INSTITUTE FOR ISLAMIC STADIES (IAIN)

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INSTITUT ISLAM AGAMA NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat :Jln. Raden Patah Pagar Dewa, Telp. (0736) 51276,5117 Fax. (0736) 51171 Bengkulu

RATIFICATION

This is to certify the Sarjana thesis entitled "**The Effect of Using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text** (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018)," by Hepi Sriningrum has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in State Institute For Islamic Studies (IAIN) Bengkulu.

Chairman

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NIDN. 2003028901

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Riswanto, Ph. D ....
NIP. 197204101999032002

Examiner II

Endang Haryanto, M. Pd ....
NIDN. 2004058601

Bengkulu, 19 February 2019
Approved by The Dean of Tarbiyah and Tadris Faculty
IAIN Bengkulu

Dr. Zubaedi, M. Ag, M. Pd
NIP. 196903081996031001

ii

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah PagarDewaTlp. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu

ADVISORS SHEET

Subject   : Thesis of Hepi Sriningrum
SRN   : 1416232917

To: The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Hepi Sriningrum

SRN   : 1416232917

Title :**The Effect of Using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text** (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018)

Has already fulfilled the requirements to be presented before The Board of Examiners *(munaqasyah)* to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalmu'alaikum Wr.Wb

Bengkulu, January 2019

First Advisor,   **Second Advisor,**

Dr. Syamsul Rizal, M.Pd.   **Feny Martina, M. Pd**
NIP. 196901291999031001   NIP. 198703242015032002

DEDICATION

Bissmillahirohmanirrohiim

In the name of allah, the most gracious and merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam to our prophet Muhammad SAW, his family and friends. This thesis was dedicated to :

➢ My beloved parents, my father (Dasrul) and my mother (Risnah Hartati) who always pray and could reach the successful, I do love you.

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MOTTOS

"Verily, after the difficulty there is a facility, then when you are finished, do the other (things). And only to Allah SWT shall you hope"

(Q.S. Al-Insyirah : 6-8)

"Do the best and Pray. Allah SWT will take care of the rest"

(Writer)

PRONOUNCEMENT

Name   : Hepi Sriningrum
NIM   : 1416232917
Study Program : English Study Program
Faculty   : Tarbiyah and Tadris Faculty

I hereby sincerely state that the thesis entitled **The Effect of Using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018)**is my real masterpeace. The things out of my masterpiece in this thesis are signed by citation and referred in the references. If later proves that my thesis has discrepancies, I am willing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu,   2019
Stated by

nepi Sriningrum
NIM.1416232917

SURAT PERNYATAAN

Saya Yang Bertanda Tangan Dibawah Ini:

Nama : Hepi Sriningrum

Tempat tanggal lahir : Padang Jawi, 17 Juli 1996

Fakultas : Tarbiyah dan Tadris

Program Study : Tadris Bahasa Inggris

NIM : 1416232917

Dengan ini saya menyatakan:

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HEPI SRININGRUM
NIM. 1416232917

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ABSTRAK

Hepi Sriningrum, 2019. Pengaruh Penggunaan Strategy Team-Pair-Solo Dalam Pemahaman Membaca Teks Naratif Pada Siswah (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018). Advisor : 1. Dr. Syamsul Rizal, M. Pd   2. Feny Martina, M. Pd

Masalah dalam penelitian ini adalah: (1) Kemampuan siswa dalam bahasa Inggris secara umum masih rendah. (2) Siswa tidak dapat menemukan inferensi, referensi, kosa kata, dan detail informasi dari teks. Penelitian ini adalah penelitian eksperimental semu dan dilakukan di SMPN 10 Bengkulu Selatan yang bertujuan untuk menentukan apakah strategy Team-Pair-Solo dalam pembelajaran membaca dapat meningkatkan pemahaman membaca siswa tentang teks naratif. Penelitian dilakukan pada subjek pemahaman bacaan yang diberikan kepada siswa kelas delapan di tahun ajaran 2017/2018. Penelitian ini dilakukan pada siswa dari dua kelas. Kelompok pertama kelas eksperimen dan kelompok kedua merupakan kelas kontrol. Diberikan tes sebanyak dua kali yaitu pre-test dan post-test. Instrumen yang digunakan dalam penelitian ini adalah 20 pilihan ganda tentang teks naratif yang telah dinyatakan valid, Hasil penelitian dan pengujian hipotesis disimpulkan bahwa terdapat perbedaan yang signifikan dalam dalam kemampuan membaca yang diajarkan siswa melalui Strategi Team-Pair-Solo dengan siswa yang diajarkan secara konvensional. Setelah mendapatkan data dari Pre-test dan Post-test, peneliti menganalisis data tersebut menggunakan program SPSS 16.0 untuk menguji hipotesis yang telah ditetapkan berdasarkan hasil analisis, ditemukan bahwa nilai t-nilai (25.534) lebih tinggi dari t-tabel (3,52). Hasil penelitian ini menunjukan bahwa ttest lebih tinggi dari pada ttable. Hasil dari Pengujian Hipotesis menentukan bahwa Hipotesis Alternatif (Ha) yang menyatakan bahwa ada pengaruh yang signifikan oleh Team-Pair-Solo strategy dalam nilai pemahaman membaca teks naratif telah diterima dan Hipotesis Nihil (Ho) yang menyatakan bahwa tidak ada pegaruh yang signifikan oleh Team-Pair-Solo strategy dalam nilai pemahaman membaca teks naratif telah ditolak. Ini artinya, bahwa ada pengaruh yang signifikan oleh Team-Pair-Solo strategy dalam nilai pemahaman membaca teks naratif pada kelas delapan SMPN 10.

Keywords: Team-Pair-Solo Strategy, Reading Comprehension Narrative Text

ABSTRACT

Hepi Sriningrum, 2019. The Effect of Using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018). Advisor : 1. Dr. Syamsul Rizal, M. Pd   2. Feny Martina, M. Pd

The problem of the research were : (1) The students' ability in English in general is still low. (2) The students could not identify the inference, reference, vocabulary and information details from the text. This research is a quasi-experimental study and conducted at SMPN 10 South Bengkulu which aims to determine whether Team-Pair-Solo in reading learning can improve students' reading comprehension of narrative text. The study was conducted on the subject of reading comprehension is given to eighth graders in the school year 2017/2018. The study was conducted on students from two classes. The first group experimental class and the second group is control class. Test is given twice the pre-test and post-test. The instrument used in this study is 20 multiple choice about narrative text that has been declared valid. Results of research and hypothesis testing concluded that there are significant differences in reading ability students taught through Team-Pair-Solo Strategy with students taught conventionally. After getting the data were from pre-test and post-test, the researcher analyzed the data using SPSS 16.0 program to test the hypothesis stated based on the result of analysis, it was found that the value of t-value (25,534) was higher than t-table (3,52). The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of Team-Pair-Solo strategy on reading comprehension of narrative text was accepted and the Null Hypothesis (Ho) stating that there was no significant effect of using Team-Pair-Solo strategy reading comprehension of narrative text score was rejected. It meant that there was significant effect of Team-Pair-Solo strategy on reading comprehension of narrative text of the eighth graders of SMP 10 South Bengkulu.

Keywords: Team-Pair-Solo Strategy, Reading Comprehension Narrative Text

LIST OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II RIVIEW OF LITERATURE

LIST OF FIGURE

Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of Study

Reading skill is important because it can help the students to find information about the general knowledge or the subject of school. Through reading the students or the people can improve their own knowledge, experience and develop new concept and broaden their horizon of thinking which are needed to ensure the continuation personal growth and adapt the changes in the world. That is why reading is crucial to be mustered by language learners.

However, reading skill are still problematic to many students in Junior High School level. Based on observation, the researcher found that the students' ability in English in general is still low.[1] The students could not identify the inference, reference, vocabulary and information details from the text.[2] Most of the students only read the text word by word and translated that was new for them and tried to identify or making inference by themselves. Unfortunately, when the students encountered some problems in comprehending the text and could not solve the problems alone, the students might stop comprehending it. Then, many times it led them into a frustrated feeling because the students got nothing except meaningless text and failure

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[1] English Teacher in SMPN 10 South Bengkulu. Interview on Monday, March 28th 2018. (See Appendices 2).

[2] Student of Eighth in SMPN 10 South Bengkulu. Interview on Monday, March 28th 2018. (See Appendices 1).

in comprehending texts whenever the students were asked to read text. The last, most of their activities in English class are reading texts and answer questions that made English class monotonous and made them not interested in English..

To overcome the problems, the researcher was use a cooperative learning strategy. The strategy such as discussing and sharing knowledge among students is considered as a prospective way to achieve it. The process of discussing and sharing knowledge can be held through a cooperative learning strategy that is a technique in which the students are divided into pairs or groups.

The Team-Pair-Solo strategy is one of the cooperative learning strategies, developed by Kagan. In this study this method is believed as a prospective way to achieve reading comprehension. There was a tendency that it would be better when they did it in small groups because they like working in groups. Referring to the facts above, it was assumed that eighth graders had not been able yet in implementing the skills needed in reading an English text. Although the teachers had taught them some of those skills and teachers usually took more times to teach reading than teaching the other skills. Perhaps, this also meant that the students had not learnt how to read a text, though their teachers had taught them many times.

From the explanation above, it is clear that reading comprehension skill is very necessary for basic skill in the process of mastering English, and this skill still needs much improvement in English teaching and learning

process at schools. The use of appropriate strategy and material for teaching also becomes determined factor of education. Good combination of instructor, strategy and material are helpful for getting the success. Learning strategies is a way for students to try to understand and remember new information.[3] Based on detail reasons above, the researcher is very interested in conducting research entitled *"The Effect of Using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text (A Quasi-Experimental Study at The Eighth Grade Students of SMPN 10 South Bengkulu in Academic Year 2017/2018)"*.

B. Identification of The Problem

Base on the background above, there are many problems that face by student of The Eighth Grade Students of SMPN 10 South Bengkulu in learning ability.

1. The students' ability in English in general is still low.

2. The students' could not identify the inference, reference, vocabulary and information details from the text.

3. Most of the students had only read the text word by word and translated that was new for them and tried to identify or making inference by themselves, it make the students had into a frustrated feeling because they got nothing except meaningless text and failure in comprehending texts whenever they were asked to read text.

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[3] R. R. Jordan. *English Academic Purposes " A Guide and Resource Book for Teachers*. The United Kingdom : Cambridge University. 2000. P : 95

4. Activities in English class are monotonous and make them not interested in English.

C. Limitation of The Problem

The limitation of this research focus on the effect of using Team-Pair-Solo Strategy on students' reading comprehension of narrative text at the eighth grade students. This investigation has conducted at the eighth grade students of SMPN 10 South Bengkulu in Academic Year 2017/2018.

D. Research Question

The problem of this research formulated in the question : is there any significant effect on students reading comprehension skill in narrative text between those who are taught using Team-Pair-Solo Strategy and those who where not?

E. Research Objective

The research aimed to find out there was a significant effect students reading comprehension skill in narrative text between those who are taught using Team-Pair-Solo Strategy and those who were not at SMPN 10 South Bengkulu in academic year 2018/2019.

F. Signification Research

1. The Researcher

The researcher hopes that the result of this study is expected to give feedback to motivate the student's themselves to get a good result especially in reading comprehension. Beside that, the finding of this

research can provide more knowledge and experience for the writer or the researcher about the technique that use in reading comprehension.

2. The Headmaster

 a. As feedback, to give suggestion and motivation to the teacher and students in English teaching learning English well.

 b. As the top manage at school, he can provide any facility that can support the teaching learning process

3. The Teachers

 The result of this study is expected to give contribution for the teacher as feedback to improve their technique and system in teaching English especially in reading comprehension.

4. The Students

 The result of this study for students are as the effort to increase the students' reading comprehension masters.

G. Definition of Key Term

 To avoid miss understanding, the key terms of the research are defined as follows:

1. The effect of using Team-Pair-Solo strategy on students' reading comprehension of narrative is one of the cooperative learning strategy, where the students solving the problems or making a contribution to project and sit in Team-Pair-Solo strategy.

2. Students' reading comprehension Skill is a skill of someone to explore their ideas in reader form.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is important not only understanding the text, but for broader learning, success in education and work.[4] It means that we must reading to know information. Reading is one of the important ways to improve language skills in English because students need to understand and handle all aspects and difficulties of reading.[5] It means that they should ignore the detail that they don't need. Reading comprehension is the skill that teachers expect students to learn.[6] It means that with reading teacher teachers give knowledge to students'. Reading comprehension is a sources of learning and enjoyment. It means that the readers relate their prior knowledge to the information of the text and through reading the reader can also get enjoyment and knowledge from the text that they have read. Reading comprehension is one of the important skills students must master so that they can obtain

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[4] Jane Oakhill, Kate Cain & Carsten Elbro. Understand and Teaching Reading Comprehension A Handbook.. *Journal Routledge.* P : 2

[5] Tutik Wijayanti & Hasan Basri. The Advantages Of Numbers Of English Text Books In Student's Reading Comprehension At The Third Semester Of Tbi Stain Pamekasan. Journal of English Education, 1 (1), December 2017.

[6] H. Douglas Brown. *Language Assessment Principle and Classroom Practice.* Longman : San Francisco state university. 2004. P : 185

information from the text.[7] It means that with reading we can get information. Reading comprehension is the process of recognition, interpretation and perception of written or printed material.[8] It means that our brain needs to recognize, interpret, and make perception by our self about the content of reading material should be understood. Based on statement above reading comprehension is very important know about the world based on their culture values, native language, and discourse process. Furthermore, the readers relate their prior knowledge to the information of the text and through reading the reader can also get enjoyment and knowledge from the text that they have read.

2. **The Purpose of Reading Comprehension**

When anyone read paragraph or text surely have purpose its. William and Harmer state as reader begin to read, they have to decide the purpose of the reading itself, it is important to make successful of reading comprehension. There are some purpose of reading. In line, William Grabe and Fredricka L. Stoller divide some of reading purpose are; (a) Reading to search for simple information, (b) Reading to learn from text, (c) Reading to integrate information, write and critique text, (d) Reading for comprehension general. In edition, Harmer said, the purpose of reading are; (a) Reading to confirm expectations, (b) reading

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[7] Dwi Fitriyaningsih, Cucu Sutarsyah, Editha Gloria S., Patuan Raja. Increasing Students' Narrative Text Reading Comprehension Ability Through Serial Pictures At Tenth Grade. Journal Institution :University of Lampung. P : 2

[8] Endah Woro Hapsari, Sudarsono, Eusabinus Bunau. Team-Pair-Solo Technique To Teach Reading Comprehension Of Explanatory Text. *Journal English Language Education Study Program Of Fkip Untan, Pontianak*

to extract specific information, (c) Reading for communication tasks, (d) Reading for general understanding, (e) Reading for detail comprehension (information), (f) Reading for detail comprehension (function and discourse).

Based on explanation above, we can conclude that there were more purpose of reading. Actually, the purpose of reading depend on what they want from the text, they want to get information or only for pleasure.

3. **Element of Reading Comprehension**

Reading comprehension as one of English skills is not easy to master. Reading skill sometime depends on the ability of the reader to sentence or passage. There are many aspects that the students should learn in order to comprehend a certain text. Vaughs and Linan Thompson stated that there are five essential components students must master to become proficient readers are phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components must be well understood to reach comprehension level.

Phonomic Awarness supports for the success of reading comprehension. Phonemes are the smallest units of sound that make up spoken words and Phonomic Awareness is defined as the ability to focus on and manipulate phonemes in spoken words that impacts meaningful reading, and thus it is critical for students to develop this skill. When a person hears and can understand the three sounds that the

word 'cat' has, they've demonstrated their understanding. Some skills involved in phonomic awareness include: Identifying specific sounds at the beginning, middle, and end of words. For example, what is the first sound in the word "Table.", Blending sounds. For example joining /s/ and /it/ to form sit; Making a new word by adding a phonome to a word. For example, deriving what work is created when adding /s/ to the word "and."

Phonic is as the important component of reading comprehension. Phonics are a set of rules that specify the relationship between letters and sounds. The English language has such rules that help predict the sounds in new words. However, it is not always consistent. Learning about phonics will help students read and spell easily and accurately. It involves recognizing letter-sound relationships and then using those relationships to read connected text. An example of Phonics is learning about the various letter combinations that can be used for the sound /k/.

Another component of reading comprehension that support comprehension level is *fluency*. Fluency is the accurate and rapid recognition of words in a text and using phrasing and emphasis in a way that makes what is read sound like spoken language. Fluency is important for reading comprehension, because it frees up working memory in the brain providing an opportunity for students to comprehend what they are reading.

Vocabulary needs to help readers in reading comprehension. Vocabulary refers to the words that we use in reading, writing, listening and speaking. A good vocabulary helps ease word recognition, and thus makes reading easier.

Comprehension becomes the most important components of reading. Comprehension refers to the ability to understand the meaning of text, and is the end goal of all reading instruction. Students with strong comprehension skills are use a variety of comprehension strategies as they read to help them make sense of what they are reading. They choose these strategies logically and use these strategies intentionally. This automaticity is developed by purposeful teacher instruction and extensive student practice. Reading comprehension worksheets are a critical element in providing students with the practice they need. They can be used before, during, or after reading to help students better comprehend what they are reading. Reading comprehension worksheets can be carefully selected to provide students a chance to practice the specific comprehension strategies they are learning about in the classroom or as a review of previously learned material.

4. Aspect Reading

The aspect of reading are important, it might never be bought together to be a coherent and comprehensive account that we do when we read.[9] There are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

1. Identifying Main idea

When reading it is important to find main idea.[10] In reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader, because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

2. Identifying Information details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

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[9] J. Charles Alderson. *Assessing Reading*. The Pitt Building Trumpington Street : Cambridge University Press. 2000. P : 5

[10] Syamsul *Rizal. English For Specific Purposes "Islamic Education Studies for The students of Tarbiyah Faculty On Islamic University*. Yogyakarta : Pustaka Belajar. 2017. P: 21

3. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

a. Think about the type of information the teacher is giving.

b. Think about how the topic of the text relates to own life or the experiences of students have had.

4. Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a

sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text.

5. **Student' Difficulties in Reading Comprehension**

      Each skill in English has different challenge to master it. The importance of teaching reading is to build the ability and knowledge of students. In reading comprehension, students do not only read aloud the text but they also construct the meaning in order to reach the understanding of the information. The process teaching reading, there is a set of learning goals that must be achieved by students; the ability to read various texts in English, the ability to adjust the reading style according to the purpose of reading skimming and scanning.[11] In English class, students find different difficulties in reading comprehension, especially constructing meaning of the texts.

a. *Global Processing Difficulties*

      Readers often face a dilemma with respect to the plausibility of the message or the information presented in the text, when perceived from their point of view. In this problem, it can be said that there is a mismatch between the readers' view of the

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[11] Zuhra. Senior High School Students' Difficulties In Reading Comprehension. *Journal Almuslim University, Bireuen, English Education Journal (Eej), 6(3), 424-441, July 2015*

world and the view that seems to be presented in the text. In conclusion, when there is no mismatch, the interaction between plausibility and context works well in advancing the interpretation of the text.

b. *Grammatical Features that Cause Reading Difficulties*

Every language has some linguistic features at the sentence level that can be perceived as difficulties. In English, nominalization is a grammatical process that enables the writer to impact a great deal of information into one noun phrase. This destiny of information and complexity of the resulting structure greatly affect the processing of the written text. The complexity of any given English noun phrase may be due to multiple modifiers such one finds in complex compounds relative clauses with deleted relative pronouns and various other compound modifiers in pronominal position. These types of structures are extremely common in English exposition in general and in scientific writing in particular which cause difficulties for the students in comprehension process.

c. *Discourse Features That Might Cause Problems*

Reference needs to be maintained throughout a written message of any sort in order to ensure both cohesion and coherence. The reader relies on grammatical features that provide

indications of reference such as the pronoun system, or demonstrative one. However, English often creates ambiguity in terms of such referential ties since redundant such case and gender are not always available or if available, still allow for simple antecedents. For example: "Bob talked to Hans and then drove his car to Berlin". What does "his" refer to- Bob or Hans?. In short, discourse features can also become difficulties for the students in comprehending a text.

d. *Lexical Accessibility*

Some experts suggested that readers guess the meaning of unfamiliar words by using clues from the text thus minimizing the use of dictionary. This strategy is useful and general very effective and provide readers with important sort cuts and increase decoding speed. Based on Haynes' research in (1993) showed that ESL readers can be good guessers only when the context provides them immediate clues for guessing, while insufficient context and low proficiency level on the part of the learner may lead to mismatches in word analysis and recognition that can cause confusion and misinterpretation of the target text.

6. Reading Activities in The Classroom

Reading comprehension is an activity which is not merely read the text, but the purpose of reading activity is how the readers comprehend the text. To reach the purpose of reading activities, it is

important for the students to understand some skills in reading comprehension in order that they know the nature of reading and improve their ability in reading comprehension. In light of insights about the process of reading and about how successful readers interact with text, a series of general learning objectives for the components of reading English language courses can include to able to read a range of text in English, to adapt reading style, to build knowledge of language, to build schematic knowledge in order interpret text meaningfully, to develop awareness, a critical a stance to the content of text.[12] All reading skills above play a great role in reading comprehension. They are used as basic skill in comprehending texts. In the process of learning reading comprehension, it is suggested for the students to understand the skills above to help them in comprehending texts which they are reading. The students' competence in reading comprehension determines by their understanding of those skills.

Reading activity is a process of comprehending the text, not read a text in literal meaning. In reading activity the students should understand what they should do in comprehending the texts. In this case, Ur (1996: 138) gives some assumptions about the nature of reading. He explained that (1) *students need to perceive and decode letters in order to read words*. It means that when beginning to read a text, or where is little no helpful context, the students depend on

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[12] Tricia Hedge. *Teaching and Learning in Classroom*. Greet Clarendon Street : Oxford University Press. 2000. P : 205

decoding letters to understand words; but as soon as there is a meaningful context which tend to bring interpretation to the word according to its general shape and the sense of the text rather than according to it exact component letters; (2) *Students need to understand all the words in order to understand the meaning of a text*. It means that it is important to understand the words but not all. The students often skip or misread words in order to make sense of the whole more quickly or conveniently. The implication of this for teaching is probably that the teachers should not insist too strongly on our learners understanding every word, but rather encourage them to go for the overall meaning of a text; (3) *The more symbols (letters or words) there are in the text, the longer it will take to read it*. It means that it is very roughly, the more sense units there is in a text, the longer it will take to read it. If smaller sense units are combined into bigger, coherent ones (sentences, paragraphs), the whole is much faster to read than if they are separate or in coherent. Learners therefore will probably read more successfully if given whole meaningful units of texts to read rather than disconnected; (*4) We gather meaning from what we read, and 5) students' understanding of a text come from understanding the words of which it is composed.* The two important statements above mean that the word 'gather' implies that somehow the meaning of a text is there in the words and all we need to do is pick it up. However, students' understanding is based on far more than simple reception of the words

themselves, and the process of reading would be better define as constructing meaning from a written text. In summary, reading is a process of comprehending a text, not merely read the text literally.

B. Reading Comprehension Of Narrative Text

In reading activities, there are many kinds of genres which used by the teachers to check students' comprehension in reading. The texts can be descriptive, procedure, report, recount, and narrative. One of interesting genre is narrative. This genre is often used by teachers to teach reading because it gives pleasure during reading process by proposing interesting story to the readers.

According to Tim MGMP Bahasa Inggris SMP DKI Jakarta (2006:16) Narrative is a type of spoken or written text that tells a story of one character or more who face certain situation. Furthermore, Pardiyono (2007: 94) Narrative is a kind of text which tells about past events by emphasizing problematic experience and resolution in order to amuse the readers and frequently to give moral value to the readers. It can be concluded that narrative is a spoken or written text that tells a story of one character or more which emphasizing problematic experience and resolution in order to entertain or amuse the readers and deal with actual or imaginative experiences in different ways. Narrative is popular because they present a plot and anxious with the ends of the stories. According to Djuharie (2009:168) the generic structure of narrative usually has four components:

1. *Orientation*: sets the scene and introduces the participants (characters) of the story, the time and place the story happened (who, what, when and where).

2. *Complication*: a crisis arises. A series of events in which the main character attempts to solve the problem.

3. *Resolution*: the crises are resolved, for better or worse.

4. *Re-orientation*: it is optional. The ending of the story. It sometimes contains the – solution.

Then, narrative has specific features in its language, they are: (1) focuses on specific participant; (2) there are many action verbs; (3) direct and indirect speeches are often used; (4) it usually uses past tense; (5) linking words are used, related with time; (6) there are sometimes some dialogue and the tense can change; (7) descriptive language is used to create listener's or reader's imagination; (8) temporal conjunctions are also used.

There are several kinds of narratives such as fairy stories, mysteries, science fictions, romance, horror, etc. this type of text can be found in short story book, science fictions, romance, novels, movies, etc. However, in this research, it discusses about the kinds of narrative texts which are learned in Junior high schools based on curriculum. Based on *Badan Standard Nasional Pendidikan (BSNP) and Direktorat Pembinaan SMP Ditjen Mendiknasdem Depdiknas* (2006: 49-53), there are three kinds of narrative texts which are discussed in Junior high school levels, they are: legend, fairy tales, and fable. For more explanation of the three kinds of narratives above are below:

1. *Legend*

Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale verisimilitude (Fatimah 2012: 2). A legend is a true story primarily about human heroes in the recent past may feature some religious references. The examples of legend in narrative text are: The Legend of lake Toba, Sangkuriang, Tangkuban Perahu, The legend of Malin Kundang and many others. For more understanding about the legend, see the following example:

MALIN KUNDANG

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other places. Ever since Malin Kundang's leaving, his mother went to the sore every day, waiting for Malin Kundang to return.

After years, her waiting come to an end when a luxurious ship docked at the shore. A young couple in extravagant dress stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as her mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane. Malin Kundang was hurled to the shore and turned to be a rock

(Grace, Sudarwati, and Muryati, 2008: 65).

2. *Fairy Tale*

A fairy tale is a type of short story that typically features folkloric characters, such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments (Fatimah, 2012: 2). The examples of fairy tale in narrative text are: Cinderella, Beauty and the Beast, Rapunzel, Pinocchio, Alice in Wonderland, Snow White and The Seven Dwarfs, Sleeping Beauty, and many others. For more understanding, see the following example:

THE MAGIC CANDLE

Once upon a time, there was a young wanderer who got lost in the woods. The young wanderer walked slowly around the woods without a clear direction night and day. One day, he saw a light from an old hut and found an old woman crying.

"What happened to you, old woman? Why are you crying?" asked the young wanderer.

"My…oh, my… I had a magic candle that could grant anything I asked. But, the devil stole it from me and took it to the castle. Now, I do not have anything left. I will be starving to death. My…oh, my!!" said the old woman.

"Don't worry old woman" said the young wanderer, "I'll go to the castle, take the candle and give it back to you real soon. I promise."

Then the young wanderer went to the castle where he found the devil. The devil looked mean but he was old and weak. The young wanderer quietly stepped into the room and quietly grabbed the magic candle from the devil's table. Then, he ran away as fast as he could

(Zaida, 2009: 36).

3. *Fable*

Fable is a succinct fictional story, in prose or verse, that features animals, mythical creatures, plants, inanimate objects or forces of nature which are anthropomorphized (given human qualities), and that illustrates a moral lesson, which may at the end be expressed explicitly in a pithy maxim. The examples of fable in Narrative text are: The three little pigs, The Ugly Duckling, The crocodiles and The Mouse Deer, The Ants and Grasshopper, The Lion and The Mouse, and many others. For more understanding about the fable, see the following example:

THE MONKEY AND THE CROCODILE

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat a heart of monkey, and then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey," I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jump off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing."

(Zaida, 2009: 32)

C. Team-Pair-Solo Strategy

1. Definition of Team-Pair-Solo Strategy

Kangan in Ogunleye, B. O said team-pair-solo is a cooperative learning strategy in which students are grouped into teams to complete tasks or problems. First, they solve problems as a team, then with a friend, and finally independently. The team resolved the problem until it was finished and then separated. The couple works to solve the problem together and only then is the mission divided into individual ways to work on the same type of problems. [13] This strategy builds confidence when attempting more difficult content material. It has also been recently advocated that when teaching students a skill, they should try it first as a team, again in pairs and finally on their own. Kangan in Istiadah said the steps in Team-Pair-Solo strategy[14]: (1) Team, in the first step, the teacher divides the students into groups. One student is taken from the high ability group, two students come out from middle ability, and the last one is taken from the low one. Students work as a team to solve the problem. (2) Pair, in second step, the teacher asks the teams to break into pairs. Students discuss and share their idea about the problem in pair. Then each pair shares what they get to the whole class. (3) Solo, in the final step, the

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[13] *Ogunleye, B. O. (*2011). Team pair solo cooperative learning and personality type as determinants of students' achievement an attitude to chemistry. department of teacher education, university of Ibadan, Nigeria. *An International Multidisciplinary Journal, Ethiopia 5(6) November 2011. P : 263.*
[14] Istiadah. (2016). Boosting Students' Reading comprehension Through Team Pair Solo. SMAN 1 Paciran. *Abjadia (E-Jounal), Vol. 1 No. 1 © 2016, Page 48 Of 55*

teacher asks the pairs to break up and gives the students a new related problem to be solved individually. Based on their experience before in session Team and Pair, now students try to solve the problem alone.

In addition to the possible effects of the cooperative learning strategies on the academic performance and attitudes of students in Chemistry, the study also considered one learner characteristic, personality type, which has been identified to be of great influence on students' learning outcomes. The trait of extroversion-introversion is a central dimension of human personality. Introversion and extroversion refer to the direction of psychic energy. If a person's psychic energy usually flows outwards then he or she is an extrovert while if the energy usually flows inwards, the person is an introvert. Both introversion and extroversion are directions of cognitive activity in individuals.

Extroverts tend to be enthusiastic, talkative, assertive and gregarious in social situations. They take pleasure in activities that involve large social gatherings such as: parties, community activities, public demonstrations, business and political groups. Introversion is the focus on the internal representative of experiences. An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though they may better enjoy interactions with a small group of close friends.

2. The Advantages of Team Pair Solo Strategy

Beside the advantages of each step in team-pair-solo. There are several virtues fostered by implementing team pair-solo as the whole package. They are as stated below:

a. Cooperation

The basic activity of cooperative learning is that when people work together cooperatively to reach certain goal. They need to cooperate to each other to reach the goal. Thus, cooperation is developed here.

b. Helpfulness

When people work together, their task is not only to solve the given problem but also to help other members to solve the given problem together as the goal of this activity. In other words, members who have better ability will help those who have lower ability to accomplish the goal together.

c. Leadership

Working together can develop the leadership virtue of the members because each member has a task to lead himself to work as well as possible with others. They also need to lead themselves to organize their work during the activity.

b. Self-Motivation

When people know that other members in their groups have better ability, they may be motivated to improve their ability to be as good as others' ability. Besides, with the task given to each member of the

groups, they can be more motivated to cultivate their own ability to reach that goal.

c. Pride in Work

A pride is not a trivial thing to get when people do something. In cooperative learning, especially team-pair-solo, every member of the team has a task to help each other. When they succeed in helping other members in their team, they can feel the pride.

3. The Procedure Of Team-Pair-Solo

Team–Pair-Solo is simple. Student do problems first as a team, then with a partner, and finally on their own. Team–Pair-Solo is designed to motivate student to tackle and succeed at the problems which initially are beyond their ability. It is based on simple nation : mediated learning, student can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, firs 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.

a. Team

According to Heath field in human resources.about.com

"*a team is any group of people organized to work together interdependently and cooperatively…by accomplishing a purpose and goal*".

It means that a team is a group of people that work together and help each other to accomplish a purpose. A team can be considered as a group of many people or few people. The discussion in the small group may be made more meaningful for the individuals in that group than would be possible in a large group discussion. An inference that can be drawn from this statement is that a team as the part of cooperative learning structure should be considered as a small group. Therefore, a team in this structure involves a small group of people in which they work in groups of four. The consideration of putting four members in a team is that in order to make it easier to divide them in pairs as the next step of team-pair-solo.

b. Pair

Pair, in second step, the teacher asks the teams to break into pairs. Students discuss and share their idea about the problem in pair. Then each pair shares what they get to the whole class.

c. Solo

Solo in the final step, the teacher asks the pairs to break up and gives the students a new related problem to be solved individually.

According Satriyani, L., Moerdibjon, A., & Prayogo The procedure of

teaching Team-Pair-Solo strategy[15] :

Table 2.1
The Procedure of Teaching Team-Pair-Solo Strategy

No	Stage	Main Activity
1.	Team	• Students are asked to work in group off our. • Each group has to comprehend the text by answering some Questions given by the teacher related to the text, each member of a group answers different question (leading questions), which means one student answers one questions, after reading the text Individually and silently. • Students in groups discuss the answer one by one and the topic of the text (one student in group leads group discussion, she/he is chosen by the teacher, they are high achievers based on the data from preliminary study).
2.	Pair	• After getting the topic of the text, students are asked to split into pairs meaning there are two groups formed from one group. • Each student rereads the text while they are answer

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[15] Satriyani, L., Moerdibjon, A., & Prayogo. 2016. *Employing Graphic Organizers through Team-Pair-Solo Strategy to Improve Reading Comprehension of Eighth Graders at SMPN 9 Kubung*. Al- TaLim Journal, 23 (1)

		questions based on the text. (They can create any their understanding about the text freely based on the model explained by the teacher in the first meeting)
		• Then after they have finished their task, they swap what they have made and read their friend's they discuss the answers.
		• They give feedback (compliment, correction, or additional information) about them.
		• Each pair does discussion about what their partners write in.
3.	Solo	• Then students work individually to make their work better based on their friend's feedback.
		• Last, teacher asks the student.

D. Team-Pair-Solo Strategy in Reading Comprehension

Research in the field of reading comprehension and *Team-Pair-Solo Strategy* has been conducted by many researchers in the world. Based on the students' condition in teaching learning process, it is expected that using Team Pair Solo is adequate way of teaching reading comprehension to help the students promote critical thinking about what they read by solving problem first in team, then in pair and finally in their own. This strategy is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. Team Pair Solo (TPS) is one of cooperative

learning method in which the students do problem first as a team, then with a partner, and finally on their own. Cooperative learning is a successful teaching strategy where small teams, each with students of different ability levels, use the ability of learning activities to enhance their understanding of subjects.[16] It is designed to motivate the students to tackle and succeed at problem which initially were beyond their ability. Slavin in Singh said cooperative learning method as a learning technique in which students work in small groups to help each other academic learning.[17] In the cooperative learning process, the students get turn with each other in sharing the information about what to read, to explore meanings together, as an audience for the sharing activities, and as models for reading behavior. That is why an activity which stresses the cooperative value can be an appropriate way. In order to solve the problems of students in comprehending a reading text, team-pair-solo as one of cooperative learning strategies based on Vygotsky's theory which is developed by Kagan can be implemented.

According in Vygotsky's theory, he emphasized ZPD as part of cooperative learning. The zone of proximal development (ZPD) has been defined as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or

[16] Gemini Yulianto, Eosabius Bunau, Dwi Riyanti. Improving Student Reading Comprehension Of Short Functional Text By Using TPS Technique. *Jurnal Teaching And Training And Education Faculty Language And Art Department Tanjungpura University*

[17] Rachael Jesika Singh. 2013. Co-operative Learning — an alternative Approach to Large Group Lectures with Postgraduate Students: a Case Study. *Journal of Co-operative Studies, 46:2, Autumn 2013: 46-52 ISSN 0961 5784*

in collaboration with more capable peers". Vygotsky believed that when a student is in the ZPD for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. The ZPD has become synonymous in the literature with the term scaffolding.

Scaffolding, those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence. It is important to note that the terms cooperative learning, scaffolding and guided learning all have the same meaning within the literature. A contemporary application of Vygotsky's theories is "reciprocal teaching," used to improve students' ability to learn from text. In this method, teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time. Vygotsky's theories also feed into current interest in collaborative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their zone of proximal development.

Vygotsky theory, students' development also includes the development inside the students as individual. Thus, in this last step, the students work alone to solve certain problems of reading comprehension related to the activities they have done previously. It is a step in which the students finally work alone as an individual after getting more knowledge and internalization with partners. In team-pair-solo, students who, at first, cannot

solve a problem individually can be helped by others. They progress from solving the problems in groups to finally they do it individually. When they do it individually, they are expected to be able to solve the problem more easily because they have got some additional knowledge to solve the problem. By doing team-pair-solo, it is expected that the students may have better comprehension in reading a text.

E. **Some Related Previous Studies**

There have been a lot of researchers who have conducted research which focused on study by using *Team-Pair-Solo Strategy* there is same strategies. One of them is Ulfa Asma Palupi from The State Islamic Institute Of Palangka Raya The Faculty Of Tarbiyah And Teachers Training who conducted her research entitled *"The Effectiveness Of Team Pair Solo (Tps) Technique On Speaking Performance Score Of The Eighth Graders Of Smp Negeri 1 Palangka Raya.* The research aimed to measure the effectiveness of Team Pair Solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya. She was found that the value of ttest = 2.831 with ttable= 1.999 at 5% level of significance and ttable = 2.657 at 1% level of significance with degrees of freedom = 62. It showed that significant effect of Team Pair Solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya. This research recommended on speaking performance score for the students, teachers, and also for the next researchers.

Another research by *Machdalena Ilyasya, Susda Heleni Heleni, Sehatta Saragih Saragih, in Journal online mahasiswa Fakultas Keguruan dan Ilmu Pendidikan* Vol 2, No 1 (2015). Their research entitled "*Penerapan Model Pembelajaran Kooperatif pendekatan Struktural Team Pair Solo Untuk Meningkatkan Hasil Belajar Matematika Peserta Didik Kelas VIII 3 SMP Negeri 6 Pekanbaru. This research is a class room action research with two cycles. Each cycle has four stages, the stages are planning, action, observation and reflection. The result of study in the first cycle found that the percentage of students who achieve KKM is 75,00% and the second cycle is 82,14%, an increase from before the measures the percentage is only 28,57%. Results of this research indicate that the implementing of cooperative learning model for Team Pair Solo structural approach can improve mathematics learning process and increase outcomes of students grade VIII3 SMP Negeri 6 Pekanbaru in the second semester academic year 2013/2014.*

The last researcher by Sapto Prio Utomo ., Dr.Sudirman, M.L.S ., Putu Eka Dambayana S., S.Pd., in Journal ELT Forum: Journal of English Language Teaching Vol 3, No 3 (2016). Their research entitled "*The Effect Of Team Pair Solo (Tps) Technique On The Descriptive Writing Achievement Of The Seventh Grade Students Of Smp Negeri 4 Singaraja".* This study aimed to investigate whether there was a significant effect on students' writing descriptive text achievement of the seventh grade of SMP Negeri 4 Singaraja. The result of the data analysis showed that students in

experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 82.66 while the mean score of the control group was 79.75. The result of the t-test also showed that the value of the tobs was higher than the tcv. The value of the tobs was 3.214 while the value of the tcv was 1.6697. It means that there was a significant difference on students' writing descriptive text achievement who were taught by using Team Pair Solo Technique and those who were taught by using conventional teaching technique.

From the some research above, there are some similarities and differences of this thesis them. The similarities is this research tries to improve students' by using Team-Pair-Solo strategy. The differences from my research is they research to improve speaking, mathematics, and writing students' ability.

F. Hypothesis

According to Irianto, the hypothesis is a temporary answer to the problems raised in the study and the truth is uncertain. Whether or not a hypothesis depends on the results of testing from empirical data. [18]

The hypothesis of the research can be seen as the following :

H_a : There is effect of Team-Pair-Solo strategy toward students' reading ability in narrative text.

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[18] Prof. Dr. H Agus Irianto. *Statistik Konsep Dasar, Aplikasi dan Pengembangannya* . Jakarta : Prenadamedia Group. 2004. P : 97

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was applied A Quasi-Experimental method. A Quasi-Experimental research is a research in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships[19]. It means that in an experimental study, researchers look at the effects of at least one independent variable on one or more dependent variables. The independent variable in experimental research is also frequently referred to as the experimental, or treatment, variable. The dependent variable , also known as the criterion, or outcome, variable , refers to the results or outcomes of the study.

A Quasi-Experimental research is used to examine *Team-Pair-Solo* strategy to improve student ability in reading comprehension of narrative texts at the Eight Grade Student of SMPN 10 South Bengkulu in Academic Year 2017 / 2018. The success of treatment was determined by comparing pre-test and post test scores which was also used to know whether there is significant effect of *Team-Pair-Solo* strategy. The design of the research can be seen as the following:

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[19] Muri Yusuf.. *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*. Jakarta : Kencana. (2014). P : 76

Table 3.1
Treatment designed

X	T$_1$	O	T$_2$
Y	T$_1$	-	T$_2$

Where:

X   :   Experiment class

Y   :   Control class

T$_1$:   Pre-test for the experimental class and control class

T$_2$:   Post-test for the experimental class and control class

O   :   Treatment for experiment class

-          :   Non treatment control class

B. Population and Sample

1. Population

The first step in sampling is to define the population to which results was generalizable. Population can be defined as any size and may cover almost any geographical area; and the entire group of interest to the researcher is rarely available. In addition, Sugiyono says that Population is the generalization range that consists of object or subject that has quality or specific characteristic which is determined by the researcher to be learned and withdrawn the conclusion.[20].

From the definition above, the population in this research was involve fifth classes that the research was apply *Team-Pair-Solo Strategy* in reading comprehension of narrative texts at the eight grade students of SMPN 10 South Bengkulu in academic year 2017/2018. The population in this study can be as in the table below:

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[20] Sugiyono. *Metode Penelitian Pendidkan*. Bandung: Alfabete. 2011, P. 117.

Table 3.2
The Number of Population

NO	CLASS	M	F	TOTAL
1	VIII A	10	12	22
2	VIII B	2	19	21
3	VIII C	10	10	20
4	VIII D	8	12	20
5	VIII E	9	12	20
SUM OF POPULATION				104

2. Sample

Sample is a small part of the number and characteristics of the population; and in quantitative research, a good sample is one that represents the population from which it was chosen, and choosing a representative sample is not a haphazard process. In this research, the researcher was take two classes among the fifth. The reason why the researcher choose to classes were, because look at purposive sampling average score was not significant different and the same teacher taught these classes.

Table 3.3
The Sample of Research

Number	Group	Students	Classes
1	Experimental	20	VIII D
2	Control	20	VIII E

C. Technique of Data Collecting

The technique of collecting data used by the researcher in doing this study only realies on the test.

1. Reading Comprehension Test

The Test used to obtain quantitative data in the form of values that describe the achievement of competency targets.[21] Where, the characteristics of sample are based on the needs of study. In this study, the data was collected by organizing the test into pre-test and post-test.

a. Pre-Test

The researcher was give the pre-test to both groups (experimental and control group). Pre-test was be given to know how far the students' standard abilities in reading comprehension of narrative texts. This was actually a way to receive the first data of this study. This pre-test was given to sample members before the treatment (*Team-Pair-Solo Strategy)* was implemented in the experimental group and the conventional teaching technique was implemented in the control group.

The form of pre-test was organized into the reading test format which included the material fields as: narrative text because based on the syllabus, one of the materials for eighth grade at first semester students was referred to narrative text.

In giving the pre-test, the researcher was use one meeting being out of time period for cultivating study treatment. The length of time in giving pre-test to both groups was allocated as long as 90 minutes. The researcher also controlled students more cautiously in order that they were not cooperative while doing the pre-test. In this study, pre-test had been provided to students in both groups.

b. Treatment

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[21] Rosma Hartiny Sam's. Metode Penelitian Tindakan kelas TEKNIK bermain kostruktif untuk Peningkatan hasil Belajar Matematika. Yogyakarta : Teras. 2010. P : 92

As stated above, the strategy of teaching reading implied in this research as the treatment given to experimental group in the form of *Team-Pair-Solo Strategy* as the whole activity in teaching reading process, meanwhile for control group was in the form of ordinary way.

In addition, the treatment was implemented to the subject for 8 meetings and at the first both group was given pre-test and at the end will be given post-test. It means that the study was take all the allocated time for teaching the narrative text which was given by the school based on the semester program. Based on the semester program of the Eight Grade Student of SMPN 10 South Bengkulu in Academic year 2017/2018 narrative text was take 8 meetings included test and remedial on first semester. In experimental group, the researcher was take 7 narrative texts. Meanwhile for the control group, the researcher use conventional of teaching reading.

At the beginning of the experimental group, the researcher was explain the procedures and what should they do in *Team-Pair-Solo strategy* in term of training. The training was conducted at the date of research in experimental group. The activities in training section such as:

a. The researcher was explain about *Team-Pair-Solo strategy* (definition, procedure, and purpose).

b. The researcher was explain about the role of the teacher in the class

c. The researcher and the students was simulate the implementation of *Team-Pair-Solo strategy* with some narrative texts which have been taught at the eighth grade.

c. Post-Test

Post-test was be given by the researcher to the students after the implementation of *Team-Pair-Solo strategy* at the end or after the treatment had really finished to be given in the experimental group and also if the conventional teaching strategy had been implemented in the control group. It indicate that post-test was given to both control and experimental groups and the result obtained by both groups become the contrast value between them. Giving post-test manifested in the last action of this study collecting data. The post-test was also be constructed in reading in which the materials tested was the same as those in the pre-test which is narrative text.

In giving Post-test, the researcher was also use one meeting being out of time period for cultivating study treatment. The length of time in giving post-test to both groups was also allocate as long as 90 minutes. The researcher was also control students more cautiously in order not to be cooperative among them in doing the post-test. In this study, post-test was provided to students in both groups.

After finishing pre-test and post-test to either experimental or control group, the researcher eventually was know the scores of both groups, and found the differences between those group. Therefore, the

researcher then was get the conclusion whether *Team-Pair-Solo strategy* will have effect toward students' reading ability or not.

D. Research Instrument Analysis

1. Try Out Test

In try-out test, the researcher did the try-out at SMPN 5 Bengkulu City which has similar character with the sample. The researcher gave student reading narrative test. It was 20 multiple choice about reading narrative text test.

2. Validity

According to Hughes" a test is valid if it measures what is intended to be measures". Validity is one of kind the test used to measure achievement and effect of treatment or program. To measure achievement, the test must be created based on appropriate material easy to be comprehended or suitable with students' level. The test of the research was appropriate to student' knowledge and was familiar material to the students' daily life. Validity is most important consideration in developing and evaluating measure instrument. According to Ary, validity as the extent to which an instrument measured what it claimed to measure. Content validity is a procedure in which the items of the reading comprehension test are representative both to the content of the curriculum and behavioral objectives.

3. Reliability

Reliability refers to the consistency of a measure. A test is considered reliable if it provides the same result repeatedly. For example,

if a test is designed to measure a thing then each time the test is administered to a subject, the results should be approximately the same. To know reliability of the passed items, the researcher used the formula KR-21 is per formed as follow :

$$R \; total = \frac{(K) \, (SD^2) - X \, (K - X)}{(SD^2) \, (K - 1)}$$

Notes :

K   : the number of items In the instrument
SD   : the standard deviation of the score
X   : the mean of the score

The data of try out instrument is obtained from the research was analyzed by using SPSS 16.0 for window evaluation in scale-reliability formula in order to find out the reliability of instrument that which used in this research.

E. Research Instrument

Instrument is the tool used to collect the data, and to obtain quantitative data. In this research, the researcher was use reading comprehension test for collecting the data. The test was in form of multiple choices that consists of 20 items that was taken from Erlangga E-Press UN SMP/MTs 2017 Bahasa Inggris.

F. Data Analysis Technique

1. Homogenity Test

Homogeneity test is selecting participants who are very similar in experience, perspective or outlook: this produces narrow, homogenous sample, making data collection and analyzing sampler. The mean of

analysis sampler is the researcher determines the effect of experiment both separately and in combination. The researcher used the formula such below:

a. If significance value> 0,05 can be concluded that variance is equal significantly (homogeneous)

b. If significance value <0,05 can be concluded that variant differ significantly (not homogeneous)

2. Normality Test

In this study the researcher was use standard deviation to know the range or quarrel between highest score and lowest score. In gaining the standard deviation of scores in conducting the study at control group, the researcher was apply the formula below:

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

Where :

SD_y = Standard deviation of control group

Y = Score of control group

$\overline{Y}$ = Mean score of control group

N = the amount of students at control group

3. Regression Test

a. T-Test

All of the data get from test are computed by Statistical Package For The Social Science (SPSS) version 16.0. The experiment and the control class are given reading comprehension test. Beside

that to analyze the data the researcher was use t-test (independent sample test) in order to calculate the pre-test and post-test result.

b. **F Test**

F-test is a statistical test that is used to determine whether two populations having normal distribution have the same variances or standard deviation. This is an important part of Analysis of Variance (ANOVA). Generally the comparison of variance is done by comparing the ratio of two variances and in case they are equal the ratio of variances are equal. In order to carry out the F test we need to first determine the level of significance and then find out the degrees of freedom of numerator and denominator in order to determine the critical values. The null hypothesis in this case is , $\mathbf{H_0:}$ and an appropriate alternate hypothesis is to be used. The F value is calculated as $\mathbf{F = .}$ Also the degrees of freedom are n-1 and m-1. This is then compared to the table value of F Statistic for the required confidence interval and degrees of freedom.

G. **The research Procedures**

1. **The Stage for The Experimental Class**

The researcher taught reading comprehension using Team-Pair-Solo Strategy where it was conducted in eight meeting and each of the meeting took time 1 x 45 minutes at school regular time. The stage were as followed :

➢ **Pre- Teaching Activity**

a. Greeting

b. Taking attendant list

c. Brainstorming

➤ **Whilst- Teaching Activity**

a. The teacher explains the learning strategies that will be used in the classroom (Team-Pair-Solo Strategy).

b. Students are asked to work in group off our.

c. Each group has to comprehend the text by answering some Questions given by the teacher related to the text, each member of a group answers different question (leading questions), which means one student answers one questions, after reading the text Individually and silently.

d. Students in groups discuss the answer one by one and the topic of the text (one student in group leads group discussion, she/he is chosen by the teacher, they are high achievers based on the data from preliminary study).

e. After getting the topic of the text, students are asked to split into pairs meaning there are two groups formed from one group.

f. Each student rereads the text while they are answer questions based on the text. (They can create any their understanding about the text freely based on the model explained by the teacher in the first meeting)

g. Then after they have finished their task, they swap what they have made and read their friend's they discuss the answers.

h. They give feedback (compliment, correction, or additional information) about them.

i. Each pair does discussion about what their partners write in.

> **Post- Teaching Activity**

a. The teacher checking the student understanding about the lesson

b. The teacher make conclusion about the materials

c. The teacher closes the meeting.

2. **The Stage for The Control Class**

In control class, Team-Pair-solo strategy was not applied in this group, because this group is just as control group that didn't get treatment as the researcher done in experiment group. The researcher use conventional of teaching reading. The stage were as followed :

> **Pre- Teaching Activity**

a. Greeting

b. Taking attendant list

c. Brainstorming

> **Whilst- Teaching Activity**

a. The teacher gave explains the material

b. the student have understood the material

c. The Students answer the assignments

> **Post- Teaching Activity**

a. The teacher gave some conclusion about material

b. The teacher closes the meeting.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discusses the result of the research conducted in the Eight grade students of SMPN 10 South Bengkulu. This chapter provides some findings and discussion about the use team-Pair-Solo Strategy in teaching English, reading comprehension of narrative text. TPS (Team-Pair-Solo) is a strategy of cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem.[22]

That is, when they check each other's work in groups, and this chapter consists of the description of the data, data analysis by using regression. The data was taken from pre-test and post-test that were given to experimental class and control class.

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[22] Kagan S. (1994). *Cooperative Learning*. Sam Clemente, California: Kagan publishing. Http://www.kaganonline.

1. The Description of Pretest and Posttest Scores

a. The Students' Pretest and Posttest Score in Experimental Group

Table 4.1
Students' Reading Ability Score in Experiment Class

No.	Pre- test	Post- test
1.	40	70
2.	70	85
3.	70	80
4.	65	75
5.	55	70
6.	70	75
7.	60	70
8.	55	55
9.	60	80
10.	40	55
11.	60	75
12.	75	80
13.	70	75
14.	40	70
15.	75	85
16.	50	60
17.	40	65
18.	55	70
19.	65	75
20.	75	80
Total	**60,25**	**73,15**

From the table 4.1 previously the post-test score was higher than the pre-test score. Main score the pre-test in experimental group is 60,25 and main score the posttest is 73,15. It means Team-Pair-Solo Strategy had significant effect to students' reading ability. Although the post-test score not increase too much but the Team-Pair-Solo Strategy was gave the effect for the Eight Grade SMPN 10 South Bengkulu.

b. The Distribution Scores in the Experimental Group

Table 4.2
The Score Distribution in Experimental Group

Score Interval	Category	Pre-test		Post-test	
		Frequency (students')	Percentage	Frequency (students')	Percentage
91—100	Excellent	0	0%	0	0%
81—90	Very good	0	0%	2	10%
71—80	Good	3	15%	9	45%
61—70	Average	6	30%	6	30%
51—60	Poor	6	30%	3	15%
50	Very poor	5	25%	0	0%

Based on the table above, the score distribution in experimental score can be seen. In the pretest of the experimental group, there was 0 (0%) students in that were Excellent category, 0 (0%) students that were in Very Good category, 3 (15%) students that were in Good category, 6 (30%) students that were in Average category, 6 (30%) students that were in Poor category, 5 (25%) students that were in Very Poor category. While in the post-test, there was 0 (0%) students that were in Excellent category, 2 (10%) students that were in Very Good category, 9 (45%) students that were in Good category, 6 (30%) students that were in Average category, 3 (15%) students that were in Poor category, and 0 (0%) students that were in Very Poor category.

c. The Students' Pretest and Posttest Score in Control Group

Table 4.3
Students' Reading Ability Score in Control Class

NO	Pretest	Postest
1.	45	55
2.	50	60
s3.	65	70
4.	70	75
5.	55	60
6.	65	70
7.	70	75
8.	40	60
9.	65	70
10.	65	70
11.	75	80
12.	55	70
13.	40	60
14.	65	65
15.	65	70
16.	75	75
17.	40	55
18.	50	65
19.	55	70
20.	70	70
Total	**59.00**	**67.25**

In the table 4.3 the students value are increase between pretest and post-test, although not high enough. But, if we compare the experiment and control classes, you can see the significant different, experiment class with 73.15 score and control class just 65, 45 score.

Table 4.4
The Score Distribution in Control Group

Score Interval	Category	Pretest		Posttest	
		Frequency (students')	Percentage	Frequency (students')	Percentage
91—100	Excellent	0	0%	0	0%
81—90	Very good	0	0%	0	0%
71—80	Good	2	10%	4	20%
61—70	Average	9	45%	10	50%
51—60	Poor	3	15%	6	30%
50	Very poor	6	30%	0	0%

From the figure above, it can be concluded that the pre-test post-test score of control class were not effectively improved. Although the post test in control class was improved, but there were still some students in control class that were in poor category which was only 51-60 and the students mostly were in the average category which was the scores were only between 61-70.

2. **The Result of Normality Test**

a. **The Normality Test of Pre-test Scores in the Experimental Group**

Table 4.5
The Normality Test of Pre-test Scores in the Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experiment
N		20
Normal Parameters[a]	Mean	60.2500
	Std. Deviation	11.77363
Most Extreme Differences	Absolute	.121
	Positive	.102
	Negative	-.121
Kolmogorov-Smirnov Z		.543
Asymp. Sig. (2-tailed)		.930

a. Test distribution is Normal

Figure 4.1
The Normality Test of Pre-test Scores in the Experimental Group

Histogram
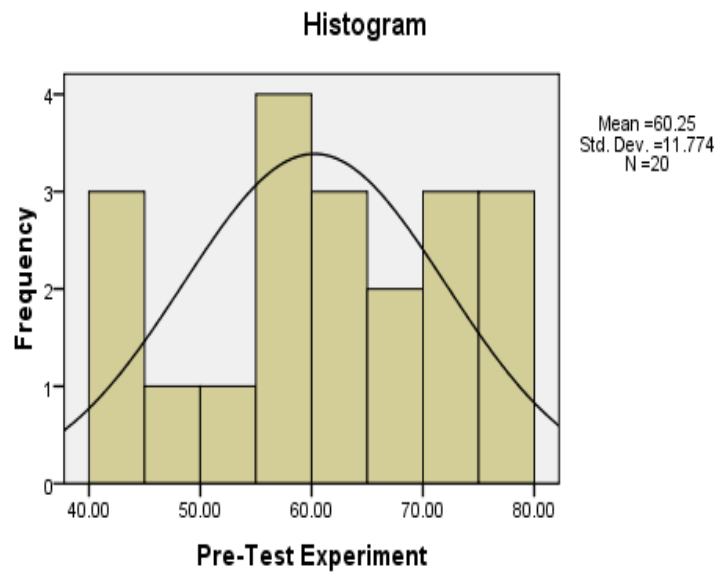
The Kolmogorov- Smirnov test of the pre-test in experimental group showed that significance was 0,930. Since the significance value (0,930) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

b. The Normality Test of Pre-test Scores in the Control Group

Table 4.6
The Normality Test of Pre-Test Scores in the Control Group

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Control
N		20
Normal Parameters[a]	Mean	60.7000
	Std. Deviation	10.77570
Most Extreme Differences	Absolute	.205
	Positive	.140
	Negative	-.205
Kolmogorov-Smirnov Z		.917
Asymp. Sig. (2-tailed)		.370

a. Test distribution is Normal

Figure 4.2
The Normality Test of Pre-test Scores in the Control Group

The Kolmogorov- Smirnov test showed that significance was 0,370. Since the significance value (0,370) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The

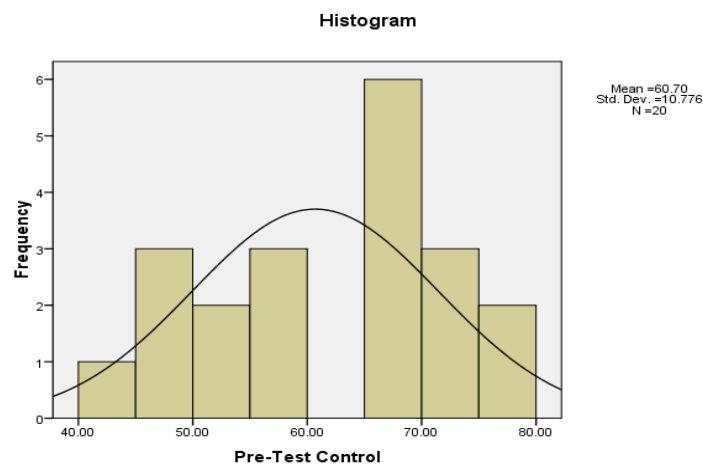result of the homogeneity test of the data will be described on the next
pages.

c. The Normality Test of Post-test Scores in the Experimental Group

Table 4.7
The Normality Test of Post-test Scores in the Experiment Group

One-Sample Kolmogorov-Smirnov Test

		Post-Test Experiment
N		20
Normal Parameters[a]	Mean	73.1500
	Std. Deviation	8.97526
Most Extreme Differences	Absolute	.216
	Positive	.123
	Negative	-.216
Kolmogorov-Smirnov Z		.966
Asymp. Sig. (2-tailed)		.308

Test a. Test distribution is Normal

Figure 4.3
The Normality Test of Post Scores in the Experimental Group

The kolmogorov-Smirnov test of the posttest in the
experimental group showed that significance was 0,308. Since the

significance value (0,308) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.
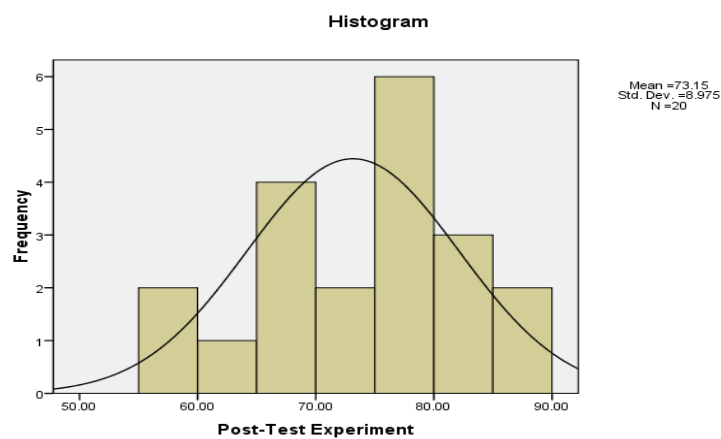
d. The Normality Test of Post-test Scores in the Control Group

Table 4.8
The Normality Test of Posttest Scores in the Control Group

One-Sample Kolmogorov-Smirnov Test

		Post-Test Control
N		20
Normal Parameters[a]	Mean	65.4500
	Std. Deviation	7.24369
Most Extreme Differences	Absolute	.135
	Positive	.104
	Negative	-.135
Kolmogorov-Smirnov Z		.602
Asymp. Sig. (2-tailed)		.861

   a. Test distribution is Normal

Figure 4.4
The Normality Test of Post-test Scores in the Control Group

Histogram
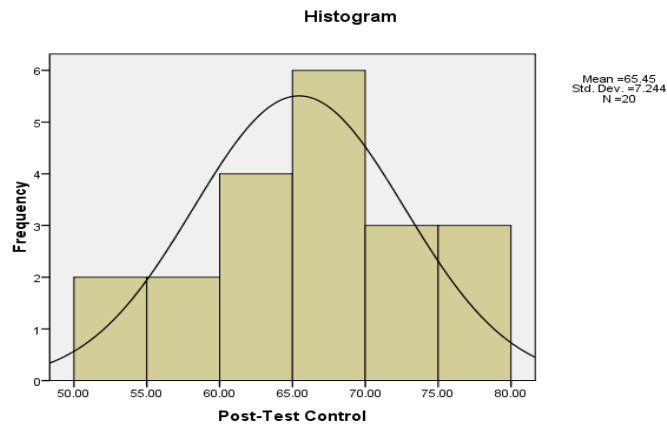
The table above showed that significance was 0,861. Since the significance value (0,861) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

3. **The Homogenity Test**

Table 4.9
Homogenity

Test of Homogeneity of Variances

Reading Ability

Levene Statistic	df1	df2	Sig.
1.282	1	38	.265

57

The homogenity test of variances showed that the significance was 0,268 Since the significance was higher than alpha level of 0.05, it means that the variance of every treatment was homogenous.

4. Regression Test

Regression is a statistical technique to determine the linear relationship between two or more variables. Regression is primarily usedfor prediction and causal inference. Regression also shows the relationship between one independent variable (X) and a dependent variable (Y).

Before analyzing the data of both Experimental and Control groups, the researcher did Normality and Homogenity test. Those test were done in both experimental and control group. The result of the normality and homogenity test can be seen on the previous pages. After doing the normality test of both experimental and control group' posttest, the researcher did the regression analysis.

Table 4.10

Descriptive Statistics

	Mean	Std. Deviation	N
Reading	65.4500	7.24369	20
TPS	73.1500	8.97526	20

From the table above, it is show how big the mean score and standard deviation of students' reading ability in Narrative text for both control and experiment class. The mean score of experiment class was

73.1500 and standard deviation was 8.97526. While, mean score of control

class was 65.4500 and standard deviation was 7.24369. The standard is a

number that indicates the extent to which a set of number lie part. The

lower the standard deviation, the closer to the average. Moreover the

standard deviation is a big difference from the sample value and the

average. Indirectly, this standard deviation also state the amount of simple

diversity got. The higher the standard deviation value got, the greater the

diversity of the sample.

Table 4.11
Pearson Correlation
Correlations

		Reading	TPS
Pearson Correlation	Reading	1.000	.034
	TPS	.034	1.000
Sig. (1-tailed)	Reading	.	.000
	TPS	.000	.
N	Reading	20	20
	TPS	20	20

Based on the table above, the correlation between Team-Pair-Solo

Strategy and Reading Ability in Narrative Text was 0,170 with significant

number lower than 0,01 (0,00 < 0,01. It means that there was positive

relationship or significant relationship both of them.

Table 4.12
Variable
Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	TPS[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: Reading

The table above showed the variables this research. There were two variables of this research, which were dependent and independent variable. From the table above, dependent variable was Reading Ability and the independent variable was title TPS (Team-Pair-Solo Strategy)

Table 4.13
The effect of Using Team-Pair-Solo Strategy on Student Reading Comprehension of Narrative Text
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.170[a]	.209	-.025	7.33422	.209	.534	1	18	.000

a. Predictors: (Constant), TPS

Based on the table above a symbol "R" which is the abbreviation of correlation coefficient. Based on the table above coefficient correlation "R" was 0,170. It means the correlation between Team-Pair-Solo Strategy and Students' Reading Comprehension of Narrative Text is enough. While the coefficient determination (R square) show how far the effect both of them. It means the effect of Team-Pair-Solo Strategy and Students' Reading Comprehension of Narrative Text was 20,9 % (0,209).

Table 4.14
Significance of Using Team-Pair-Solo Strategy on Student Reading
Comprehension of Narrative Text
(F test)
ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.717	1	28.717	25.534	.000[a]
	Residual	968.233	18	53.791		
	Total	996.950	19			

a. Predictors: (Constant), TPS

b. Dependent Variable: Reading

The table showed that there was any significant effect of using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text. The out put showed than F score was 25,534 and significant level was 0,000[a]. When F score was > then F table (25,534 > 3,52) and significant level was < than 0,05 (0,000 < 0,05). This mean there was any significant effect of using Team-Pair-Solo Strategy on Student Reading Comprehension of Narrative Text.

Based on explanation, it can be conclude that alternative hypothesis (Ha) was accept and null hypothesis (Ho) was rejected. It means that there was any significant effect of using Team-Pair-Solo Strategy on Students' Reading Comprehension of Narrative Text at Eight Grade SMPN 10 South Bengkulu.

Table 4.15
Significance of Using Team-Pair-Solo Strategy on Student Reading
Comprehension of Narrative Text
(t Test)
Paired Samples Test

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Control - Experiment	-7.70000	10.53366	2.35540	-12.62990	-2.77010	-3.269	19	.000

To proof this technique was success and gave the significant effect, the researcher use t-Test for compared control class and experiment class and the table above showed that significance was 3,269. Since the significance value (3,269) was higher than 0.05.

B. Dicussion

From the description of the research result above, there were some discussions that the researcher gave in this research. Some of them are about how Team-Pair-Solo Strategy on Students' Reading Comprehension Ability, what the reasons why Team-Pair-Solo Strategy on Students' Reading Comprehension Abilit, and what things that would lead the researcher to the final conclusion of this research.

There are two groups of experimental research, they are experimental class and control class. In this research, source of data that become as experimental class was VIII D class, while VIII E class as

control class of this research. The data can be discussed as follow: The data were obtained from the students' pre-test and post test score in experimental class which taught by using Team-Pair-Solo Strategy. The data of pre-test shows that the mean score is 65 up to 73. It means that the lowest score in experimental group is 40, while the highest score is 86. Based on the table above, the score distribution in experimental score can be seen. In the pretest of the experimental group, there was 0 (0%) students in that were Excellent category, 0 (0%) students that were in Very Good category, 3 (15%) students that were in Good category, 6 (30%) students that were in Average category, 6 (30%) students that were in Poor category, 5 (25%) students that were in Very Poor category. While in the post-test, there was 0 (0%) students that were in Excellent category, 2 (10%) students that were in Very Good category, 9 (45%) students that were in Good category, 6 (30%) students that were in Average category, 3 (15%) students that were in Poor category, and 0 (0%) students that were in Very Poor category. For the control class, it can be concluded that the pretest posttest score of control class were not effectively improved. Although the post test in control class was improved, but there were still some students in control class that were in poor category which was only 51-60 and the students mostly were in the average category which was the scores were only between 61-70. From the data above, it can be concluded that the students' score in post-test is higher that the students' score in pre-test. It can be proved from the mean score of post-test (73.1500) is higher than the mean score of pre-test (65.4500). It shows that Ha is accepted and Ho is rejected.

It means that there is significant increase in vocabulary mastery for students who taught by using Team-Pair-Solo strategy.

The experiment shows that Team-Pair-Solo strategy is more effective than conventional of teaching reading of Narrative Text, especially for eight grade students in SMPN 10 South Bengkulu. It is known from the students score. The students' score from the experimental class are different from those who are in the control class. The mean score of the experimental class is (73.1500) while in the control class is (65.4500). The scores show that using Team-Pair-Solo strategy is more effective for teaching English reading Narrative Text for eight grade students. It is known from the result of T-test score. It means that there is significant difference in reading of Narrative Text for the students taught by using Team-Pair-Solo strategy than the students taught by self. T-test score also shows that Ha is accepted and Ho is rejected. Based on computation above, it can be seen that Team-Pair-Solo strategy is more effective to teaching English reading Narrative Text for eight grade students of SMPN 10 South Bengkulu in academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusions are arisen. After doing the research, collecting the data, and then analyzing them, the researcher found that the result of this study showed a statistically significant effect of Team-Pair-Solo Strategy on students' Reading Comprehension ability. The students' better achievement toward Reading Ability can be seen based on the scores of the posttest which were higher than the scores of the pretest. The mean score of the post-test in experimental class was 73.1500 which was higher than the mean score of the pos-test in control class which was 65.4500. It showed that Team-Pair-Solo Strategy gave significant effect on students' Reading Ability. There were some reasons why Team-Pair-Solo Strategy gave significant effect on students' ability reading of narrative text in experimental class. First, Team-Pair-Solo as one of cooperative learning helped the students to improve their reading comprehension. Students, especially those who had lower level of competence in reading comprehension, were helped by their partners when doing discussing and sharing problems through team-pair-solo. It helped the students in solving problems that they usually faced when they tried to comprehend texts. The second, with team-pair-solo they could get more knowledge and solution for their problems in reading comprehension. From the result of the research, there was a significant difference between pretest and post-test

scores. The mean of scores increased significantly. It could be concluded that there was an improvement in the students' reading comprehension. Moreover, most of them thought that team-pair-solo could help them in comprehending texts. From those results, it showed that the students' achievement in post-test was better than the students' achievement in pre-test. Therefore, it could be said that team-pair-solo is one effective way to improve students' ability in comprehending text for the Eight grade of junior high school students. Thus, alternative hypothesis (Ha) was accepted, and Null Hypothesis (Ho) was rejected.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that Team-Pair-Solo Strategy can be applied for teaching reading, especially Narrative Text. This Strategy is specifically for intermediate to advanced learners as the experimental and control classes that were the object of this research were the Eight grade of Junior high school.

The researcher expects that there would be similar studies by using this strategy that includes other theme of reading. The researcher also expects that the Reading ability of English learners would be better and improved, specifically in education field of what curriculum demands.

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