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BOOSTING STUDENTS' READINGCOMPREHENSION THROUGH TEAM PAIR SOLO

Abstract

This research attempts to enhance the students' achievement in reading comprehension through Team Pair Solo strategy. By employing classroom action research, this research was conducted in two cycles in which cycle I comprised four meetings and cycle II consisted of two meetings. 28 students of class X3 SMAN I Paciran were purposively selected to be the research subject. Their reading achievement was measured in the form of reading comprehension test (quantitative data). This research also employed diary notes, observation sheet and questionnaire showing that the Team Pair Solo strategy in the classroom was well-implemented. The results of the reading comprehension tests conducted in all cycles obtained better improvements. The students were active, interested and enthusiastic in reading. The research result delineated that Team Pair Solo strategy significantly improved students' reading comprehension achievements.

Reading Comprehension, Team Pair Solo

مستخلص

وتهدف هذه الدراسة إلى تحسين إنجاز الطلاب في فهم المقروء من خلال استراتيجية فريق الزوج منفردا (Team Pair Solo). تستخدم هذه الدراسة تصميم بحث الطبقة الذي يقام في دورتين، تتكون المرحلة الأولى من أربع جلسات وتتكون المرحلة الثانية من جلستين. عينة الدراسة تكونت من 28 طالبا في الفصل X-3 بالمدرسة الثانوية الحكومية باجيران (SMAN Paciran). وتنقسم آلات جميع البيانات إلى اثنتين؛ فالبيانات الكمية باختبار فهم المقروء، والبيانات الكيفية المذكرات اليوميات، وأرواق الملاحظة، والاستبيان. ودل اختبار فهم المقروء على أن نتائج الطلاب تزداد في كل اختبار. بالإضافة إلى ذلك، أظهرت المذكرات، وأوراق الملاحظة، والاستبيان أن عملية التعلم يسير على ما يرام. والطلاب كانوا في النشطة، والاهتمام والحماس عند القراءة. واستخلص هذه الدراسة على أن استراتيجية فريق الزوج منفردا تحسن إلى حد كبير في تحقيق إنجاز القراءة لدى الطلاب.

فهم المقروء، فريق الزوج منفردا

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Abstrak

Penelitian ini bertujuan untuk meningkatkan prestasi siswa dalam pemahaman bacaan melalui strategi Team Pair Solo. Dengan menggunakan penelitian tindakan kelas (PTK), penelitian ini dilakukan dalam dua siklus di mana siklus I terdiri dari empat pertemuan dan siklus II terdiri dari dua pertemuan. 28 siswa kelas X3 SMAN I Paciran dipilih menjadi subjek penelitian. Prestasi membaca mereka diukur dalam bentuk tes pemahaman bacaan (data kuantitatif). Selain itu, PTK yang menggunakan catatan harian, lembar observasi dan kuesioner ini menunjukkan bahwa strategi Team Pair Solo di kelas diaplikasikan dengan baik. Hasil tes pemahaman bacaan yang dilakukan di semua siklus menunjukkan kemajuan siswa. Para siswa menjadi aktif, tertarik dan antusias dalam aktivitas membaca. Hasil penelitian menggambarkan bahwa strategi Team Pair Solo meningkatkan prestasi pemahaman bacaan siswa secara signifikan.

Pemahaman Bacaan, Tim Pasangan Solo

INTRODUCTION

Reading ability is one of the most essential receptive skills in learning English to improve students' knowledge, obtain the latest information from variety of discourse and open up a life time of learning. Reading, according to Patel and Jain (2008) is an active process which consists of recognition and comprehension skill, an important skill activity in life within which one can update his/her knowledge, and important tool for academic success.

In reality, not all students are able to comprehend to reading text easily. Based on the researcher's observation at the time of learning and teaching process, many students tended to get difficulty in catching the text meaning, although the English teacher had already taught the learning materials to the students. In another case, the researcher found that there was a lack of reading skill by the students in which they could not catch the implied meanings in the written text when the English teacher asked the students to read text individually. Through that observation, the lack of students' comprehension was influenced by the kind of teacher's teaching method that reduced the interest and motivation of the students in the learning process so that students felt bored and did not want to continue learning as they should.

On the teaching process of reading comprehension, the teacher conventionally taught students by asking them to read text and answer the questions only. These activities did not give any opportunities to improve students' knowledge. It also could not give more contributions to students in understanding reading comprehension. In this case, most students still found difficulties to comprehend a reading text.

In fact, the process of teaching reading comprehension could not run well because most students were not interested to learn reading comprehension in the class. They only read and answered the questions without raising some questions to get some information from reading text. As a consequence, learning reading comprehension made them bored.

Relating to that problem, teacher must know the suitable strategy for students to make the students more comfortable in the class especially in enhancing reading skill. Students' reading skill actually can be improved by using Team Pair Solo. Many methods can be used in order to help improving the students' comprehension but this research is focused on the method of Team Pair Solo. It is one of the cooperative learning methods which can be applied in teaching reading to make students interact actively in the classroom activity, especially in reading lesson because it can stimulate students to think and change their thinking.

The purpose of this research was to improve the students' reading comprehension at the class X-3 of SMAN I Paciran by using cooperative learning through Team Pair Solo technique. Thus, the researcher really focus on improving the students'score by applying Team Pair Solo technique in teaching learning process.

To solve the problems faced the student in understanding reading text, the researcher decided to use one of many cooperative learning techniques to improve their ability in reading comprehension, namely Team Pair Solo (TPS) technique. It is a method of cooperative learning in which the students do problem first as a team, then with a partner, and finally on their own (Cook, 2007). It is designed to motivate the students to tackle and succeed at problem which initially were beyond their ability. Then, all students take individual quizzes on the material, at that time they must not help each other. It was based on the simple nation of mediated learning. Obviously, one alternative to solve the problem of reading text is by applying TPS. Students can actualize themselves with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

According to Kagan (1998), there are three steps in Team Pair Solo technique. They are as follows:

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 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.

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 method is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. In other words, by using Team Pair Solo in teaching reading comprehension, the students reading skill can be boosted. Smith and Barrett (1988) divide comprehension into four levels of reading comprehension that must be achieved in reading comprehension. Those comprehensions include literal, inferential, critical and creative.

Literal comprehension

Literal comprehension refers to the ability to understand what stated by the writer or taking the idea and facts that are directly stated on the printed page. The basic of literal comprehension is recognizing stated main idea, detailed, cause effect, and sequence. Mastering the basic of literal comprehension, can be done through understanding of vocabulary, sentence meaning, and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what they actually said. In this level, the readers know the words meaning, able to paraphrase or recall of details directly in own words.

Inferential Comprehension

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. In this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgment and personal reacting about the ideas of information that writers offers in a passage. It requires a higher degree of skill development and perception. In critical reading, readers evaluate written material; compare the ideas found in the material with his/her previous knowledge and draw conclusion appropriately. In other words, the reader compares his previous experience to the element of the new material of the passage.

Creative Comprehension

Creative comprehension refers to the ability of reader to use his/her imagination when reading the passage. Skills for creative reading comprehension include the understanding cause-effect relationship on a story solving problem and producing the creations. In this level, the reader able to product a new idea, develop his new insight through the reading materials. This study is concerned with the improvement of reading comprehension narrative text through the application of Team Pair Solo Method. It is concerned about the students ability in comprehend narrative text.

RESEARCH METHOD

Classroom Action Research (CAR), systematic inquiry conducted by teacher, administrators, counselors or other with vested interest in the teaching learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach and how their students learn was used in this research. Stringer (2007) maintains that action research is systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday life. Action research focuses on specific situations and localized solutions. Action research provides the means by which people in schools, business and community organizations; teachers; and health and human services may increase the effectiveness of the work in which they are engaged.

In this research, the researcher and the collaborator had different roles. The researcher acted as the teacher who taught the reading narrative text with the proposed media. Meanwhile her collaborator acted as the observer observing the process of teaching and learning activities.

The subject of this research was students in class X-3 of SMA Negeri I Paciran, jalan Raya Kandangsemangkon Nomor 587 Paciran Lamongan. In collecting the data, the following instruments used are reading comprehension essay test, observation sheet, diary notes, and questionnaire sheet. Observation sheet has function to identify all the condition that happened during the teaching and learning process. Diary notes are personal records usually done by researcher itself that will be written up daily. Questionnaire sheet is used to know whether the students felt enthusiastic and have interest in learning reading comprehension using group competition strategy.

Before doing the research, the researcher made the reading test as the preliminary study at the tenth grade students of SMAN Paciran, especially X-3 class. The research found that students get some difficulties in comprehending English texts. When they read a text, they often missed the main point as well as most of the details of the text. The result of the test is very poor in reading comprehension.

From the preliminary study result showed that the students' ability in reading comprehension narrative text were very low. The average score was 57.88, it was under the KKM used in SMAN I Paciran 75. Only 5 students of 28 who passed. The researcher also did an observation. It was found that the students' reading comprehension skill was still low. They have low motivation in comprehending reading text. It was shown by their attitude during teaching learning process. They looked like bored, sleepy, not pay attention to the teacher explanation, and talk to each other during reading activity. They felt that reading skill was difficult to study. To solve that problem, the researcher did CAR. The researcher would be as the teacher and the English teacher would be the collaborator who observed the teaching learning process by using Team Pair Solo technique.

This research was conducted into two cycles; where in each cycle applied four steps: (1) planning, (2) action, (3) observation, and (4) reflecting that are elaborated as follows:

Cycle I

Planning

This planning was as the first step concerning with teaching preparation that was designed by the researcher. In this way the researcher conducted the following works:

1. Preparing Strategy.
   The researcher determined Team Pair Solo as the suitable strategy to improve the students' reading ability

2. Preparing lesson plan which involved the scenario of teaching.
   It designed to make easy the teacher in teaching learning activities, the researcher prepared three lesson plans for one cycle. In each lesson plan contained competence standard, base competence, materials of instruction for writing class, instructional indicators, learning activities, evaluation, and source of material.

3. Setting up the Criteria of Success
   In doing research, the researcher had indicator to measure success of research, especially, in classroom action research that conducted at the Tenth year students of SMAN I Paciran Lamongan. The research would be stopped if the average score of all students is equal or above the minimum passing criterion, which is 75. (75 is the standard minimum score used in SMAN I Paciran Lamongan)

Implementing Action

In this session, there were three meetings. There were many activities done by researcher. It was started by explaining the definition and the level of reading comprehension. After that, students were given essay test of reading comprehension. Then, in the second meeting, Team Pair Solo was introduced to the students. The

researcher explained the procedure of Team Pair Solo. After that, the students were divided into a small group to apply Team Pair Solo in doing essay test of reading comprehension.

Observing

During the teaching and learning process, the researcher observed implementing of the actions. The researcher acted as the English teacher who implemented the actions and she was accompanied by a collaborator as the observer. The observation would be recorded on observation checklist and taking notes. The observation was done to monitor whether the teacher did each step of the action well or not. Beside, the observation was to monitor the students responses of the action given by the teacher during the teaching learning process. In this session, the researcher observed and wrote students' activity during teaching and learning process. The researcher used observation sheet and diary notes to get the result. Some of students did not seriously to follow the study because the teacher explained too fast. Some of them were inactive and the other disturbing their friends by making any noisy because they did not like reading. And the result of the observation and taking notes could be input for the teacher in the next meeting.

Reflecting

The reflecting stage is the activity of analyzing the students' score in reading test which is conducted in the end of each cycle of this research. In this stage, the researcher discussed and analyzed about how is the students' skill in reading comprehension narrative text after the strategy developed in this research implemented in the class and also discussed about the factors that might be causes of the unsuccessful score got. In this phase, researcher took the feedback from the teaching and learning process from the result of the observation and the students' test. The score data was compared to the indicators of the criteria of success. The result of the analyzing showed that the average score of the students was 64.42, it was still under the KKM. In cycle 1 only 10 students had succeed in getting the target of the KKM. It means that the strategy implemented in cycle 1 need to be revised and the revised strategy implemented in cycle 2 to solve the problem of the research.

Cycle II

Planning

Based on the result of reflection of cycle 1 and the result of discussion with the collaborator. The researcher thought it was very important to continue the action for cycle 2. The researcher and collaborator then arranged the action plan for the second cycle. This action plan was the revision result to reduce the weaknesses and the lack in the first cycle which was regarded not to be succeeded yet to solve all students' problems.

In cycle 1 only 10 students had succeed in getting the target of the KKM. It means that the strategy implemented in cycle 1 need to be revised. It happened because the students still got difficulties and the interaction between the teacher and the students was not effective enough. At this time, the students would be taught by more interesting strategy than taught in the cycle I to solve the problem of research.

The solution which the researcher and the collaborator offered as follows: (1) The researcher would motivate and encourage the students to be active in every steps of Team Pair Solo technique. (2) The researcher had to control all students by moving around the class and remind them not to be noisy during learning process, so that the students who made noise decreased. (3) The researcher would more guide the students in understanding implicit information and meaning of certain words.

Implementing Action

In this session, before giving essay test, the teacher explained more detail about reading comprehension. Then, they were taught how to arrange and answer WH and Yes/No questions and they were asked to discuss the text. This technique is divided into three steps. First, students work as a team, then as a pair, and finally students work individually. Hopefully by working in team and in pair, the students will feel free to share ideas, discuss, and solve the problems that they get in reading. After that, they were given essay test.

Observing

In this session, the teacher observed the process of studying and learning using observation sheet, diary notes, and questionnaire. The result showed that the students became more active and serious during the lesson. The situation of the class during teaching learning process was more dynamic than in the first cycle. Not only did they respond every question asked by the teacher well, but also they were not shy to ask some questions about unclear points anymore.

Reflecting

Based on the reading test scores and the observation result in cycle 2, students' reading scores were improved. It was found that most of the students obtained satisfying achievements. From the observation results in every meeting, it could be concluded that the teaching-learning process in which Team Pair Solo was well-implemented. The situation during teaching-learning process was conducive, lively, and active. The interaction between teacher and students was better than that in the first cycle.

The cycle of this research could be stopped because the students' achievements in reading comprehension had been improved significantly. The result of the analyzing showed that the average score of the students was 76.06, it had reached the KKM. The

total students who sucees were 28 students and only 3 students who failed. It meant that the research was successful so the research stopped.

FINDINGS

After the implementation of the action in cycle 1 and 2 ended, the researcher and the collaborator analyzed the datof the implementation process as well as the implementation result. It aimed at finding out whether the implementation of the action was successful or not.

Both quantitative and qualitative data were organized from the whole meetings. The first cycle was begun by giving test I in order to discover the ability of the students in reading text before the use of Team Pair Solo. From the result of the test I, it was found that students' achievement in reading comprehension was still low. They were still confused in comprehending the text. Then, they were taught by using Team Pair Solo. After conducting test II in cycle 1, students' reading scores was better than test I, The result of the analyzing showed that the average score of the students was 64.42, it was still under the KKM. In cycle 1 only 10 students had succeed in getting the target of the KKM. It means that the strategy implemented in cycle 1 need to be revised and the revised strategy implemented in cycle 2 to solve the problem of the research.

After that, the cycle 2 was conducted and they were given more explanation about how to comprehend the text by using Team Pair Solo in detail. The result of test III showed that students' reading scores significantly improved. Most students had already achieved the standard score.

Based on qualitative data gathered from observation sheet, questionnaire sheet and diary note during cycle 1 and 2, it was found that students also made improvement while teaching-learning process. Observation and diary notes result showed that the students were more active during the teaching learning process. In the beginning, not all the students were interested in studying. There were found some students chatted during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points. But in the next meetings, the students showed their enthusiasm either in asking or answering questions. The questionnaire showed that students strongly agreed that the use of Team Pair Solo had helped them in comprehending the text. These all qualitative data supported the research findings which were based on the quantitative data. Based on the results of quantitative and qualitative data, it was found that the use of Team Pair Solo had been successfully improved students' achievement in reading comprehension.

The obtained data from observation checklist, field note and the results of the students' reading test were all analyzed then followed by a conclusion based on the analysis.

Analysis of the Finding on the Students' Reading Comprehension in Cycle I

The data of the students' skill in reading comprehension in 3 meetings of cycle was obtained from the students' score of reading test. The result of the analyzing showed that the average score of the students was 64.42, it was still under the minimum standard of competence score (KKM). In cycle 1 only 10 students had succeeded in getting the target of the KKM. It means that the strategy implemented in cycle 1 needs revising and the revised strategy implemented in cycle 2 to solve the problem of the research.

Analysis of the Finding on the Students' Reading Comprehension in Cycle 2

The data of the students' skill in reading narrative text in 3 meetings of cycle was obtained from the students' score of writing test. The result of the analyzing showed that the average score of the students was 76.06, it had reached the KKM. The total students who sucees were 25 students and only 3 students who failed. It meant that the research was successful so the research stopped.

DISCUSSIONS

In this research, there were two cycles and on every cycle consisted three meetings. From the preliminary study result showed that the students' ability in reading comprehension were very low. The average score was 57.88, it was under the KKM used in SMAN I Paciran, 75. Only 5 students of 26 who passed. After the Team Pair Solo technique applied, there were 10 students who were sucees in getting the minimal score required in the writing test with the average score 64.42. After modifying the strategy applied, the improvement reached the target in which 23 students succeed with the average score 76.06. (table 1 and 2).

Table 1 Student's skill in reading comprehension

The Students' Skill in Reading Comprehension without Using Team Pair Solo Technique	The Students' Skill in Reading Comprehension by Using Team Pair Solo Technique		
Preliminary Study	Cycle 1	Cycle 2	Criteria of Success
Average score 57.88 (failed)	Average score 64.42 (failed))	Average Score 76.06 (succees)	The average score of all students equal or above the KKM, which is 75.

Table 2 Research finding in two cycle

Research Finding	Cycle		Improvement	Criteria of Succees
	1	2		
Students' skill in reading comprehension	64.42	76.06	11.64	The average score of all students equal or above the KKM which is 75

Based on the table above, it showed yhat teaching reading of narrative text using Team Pair Solo technique can improve the students' reading comprehension. The test result of the first cycle was still unsatisfactory. The average score was 64.42. It was a little above the average score of the preliminary test (57.88), only 6 students of 28 who passed. After making some revisons based on the failure in the first cycle, the result of the second cycle increased with the average score was 76.06. It was above the KKM, so the research was stopped. And it can be concluded that using technique in teaching reading is important and useful to improve the students' ability.

CONCLUSION

After analyzing the data, it was found that the use of Team Pair Solo could help students in comprehending text. It also made teaching-learning process enjoyable and decreased students' boredom in studying English. As the result, students' score in reading comprehension increased. Therefore the suggestions are as follows: (a) The English teacher are suggested to use Team Pair Solo as teaching strategy to stimulate the students' learning reading spirit in the teaching reading process; (b) The students should make questions related to a text and use Team Pair Solo to comprehend the text, because it can stimulate the students' critical thinking in reading comprehension. Other researcher could improve the research dealing with the use of Team Pair Solo on reading comprehension.

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