

IMPROVING STUDENTS' READING COMPREHENSION
THROUGH COOPERATIVE LEARNING USING
TEAM-PAIR-SOLO TECHNIQUE

*(A Classroom Action Research in the First Year Students of SMA Negeri 2
Bukit Kab. Bener Meriah in the Academic Year 2011-2012)*

THESIS

Written to Fulfill One of the Requirements for Getting Graduate Degree in
English Education



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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “Improving Students’ Reading Comprehension Through Cooperative Learning Using Team-Pair-Solo Technique” (A Classroom Action Research in the First Year Students of SMA Negeri 2 Bukit Kab. Bener Meriah in the Academic Year 2011-2012). It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on bibliography.

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ABSTRACT

Ayuliamita Abadi. S891002007. 2012. *Improving Students' Reading Comprehension through Cooperative Learning using Team-Pair-Solo Technique* (A Classroom Action Research in the First Year Students of SMA Negeri 2 Bukit Kab.Bener Meriah in the Academic Year 2011-2012). First Consultant: Prof. Dr. H. Joko Nurkamto, M.Pd. Second Consultant: Drs. Gunarso Susilohadi, M.Ed, TESOL. Thesis: English Education Department, Graduate School, Sebelas Maret University, Surakarta, 2012.

The objectives of the research were to identify whether Team-Pair-Solo technique can improve students' reading comprehension or not, to describe the students' motivation in learning reading comprehension through Team-Pair-Solo technique when it is applied in teaching reading.

The research was conducted to the students of Class X-1 SMA Negeri 2 Bukit Kab.Bener Meriah Province of Aceh from September 2011 up to April 2012. It was conducted in two cycles. There were two types of data in this study; quantitative and qualitative data. The quantitative data were taken from the test. It was analyzed by using descriptive statistic technique. The qualitative data were taken from observation, questionnaires, and interview. The data were analyzed by using constant comparative method.

The research findings showed that Team-Pair-Solo Technique improve students' reading comprehension. It enables students to practice some reading strategies in the form of team, pair and individual and it ease them in comprehending reading. The improvement of reading comprehension can be seen from the result of pre-test which has the mean score 42,1, post-test 1 is 55,7, and post test 2 is 67,8. This research also showed that the activities in Team-Pair-Solo Technique enhance students' motivation in comprehending reading. It can be seen from the result of questionnaire which shows that; (1) All of the students (100%) practice to comprehend reading text as hard as they can so they will get better score in the future. (2) Almost all of them (95%) were diligent and active during learning process because their own wish. (3) All of them (100%) interested and felt more enthusiastic in learning reading comprehension using this method. (4) Most of them (80%) said that friends have a big influence in the success of learning reading comprehension. (5) Almost all of the students (95%) were happy learning reading comprehension using this method because they can share and help each other during learning process.

Derived from the research' result it can be concluded that Team-Pair-Solo technique not only can improve the students' reading comprehension but also improve the students' motivation. Therefore, it is recommended for the English teachers to use Team-Pair-Solo technique as an alternative method in their classes.

Key words: Reading, Comprehension, Team-Pair-Solo, Technique.

MOTTO

Teachers should guide without dictating, and
participate without dominating. (C.B Nebllette)

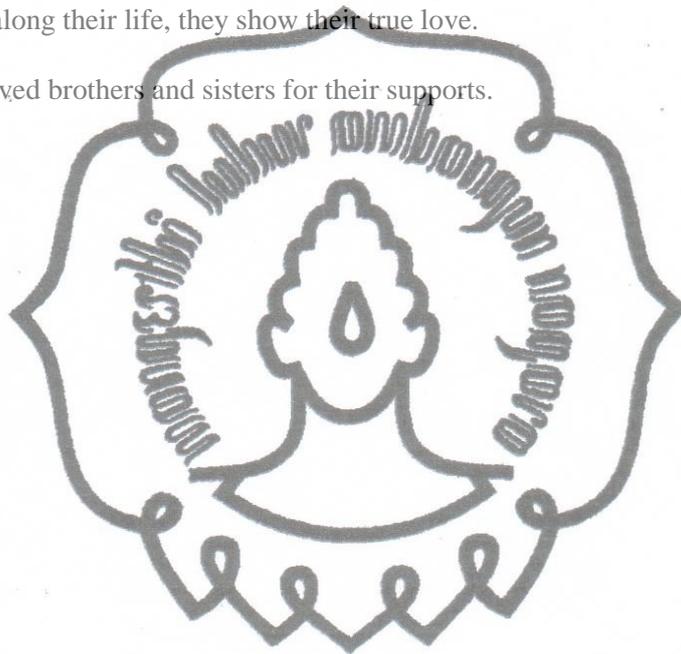


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DEDICATION

This thesis is dedicated to:

- Her father and mother, for their endless love, affection, patience, supports, and prayers along their life, they show their true love.
- Her beloved brothers and sisters for their supports.



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Finally, she expects that her thesis will be beneficial for those who read it.

Surakarta, August 2012

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Ayuliamita Abadi

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CHAPTER I INTRODUCTION

A. Background of the study

Reading has important roles in the context of English teaching as a foreign language in Indonesia. Harmer (2001: 68) says that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. By reading the students can get and become familiar with the new grammar and can widen their vocabularies. Nunan (2003: 69) says that for most of these learners reading is the most important skill to master in order to ensure success not only in learning English but also in learning any subject where reading is required.

It is clear that reading is an important skill to be developed in the teaching and learning process at schools. The aim of reading is to get the meaning or message of a text. Students have to be able to comprehend text, both oral and written. It will be easy to understand a text for those having good competence at reading.

Related to the reading skill as English school subject, Permendiknas (2006) states that the competence standard of reading at the second semester of the first year students in senior high school is as follows:

Competence standards (5): 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item, dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. Basic competence (5.1): Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. Basic competence (5.2): Merespon

makna dan langkah retorika dalam esei sederhana yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, descriptive, dan news item.

According to SKL (Standar Kelulusan) from Permendiknas no.23 (2006), reading for senior high school should cover the ability as follows:

Memahami makna dalam wacana tertulis interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, prosedur, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, dan review, dalam konteks kehidupan sehari-hari.

It can be concluded that senior high school students are expected to have the ability to comprehend the content of written interpersonal and transactional discourse, both formally and informally in the form of *narrative, explanation, discussion, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, and review* in daily life context.

Based on the result of pre-test, the students' reading comprehension in class X-1 in SMAN 2 Bukit was low. Many students had insufficient skill in reading. They got difficulties in finding main idea, finding explicit information, finding implicit information, finding words reference, and finding meaning of certain words. Their reading achievement was poor. It can be seen from the data of their test score which was unsatisfying. Based on the result on pre-test held on February 29th, 2012, the mean score of the reading test of the students in class X-1 was 42,4. The achievement of their reading comprehension were (1) finding main idea was 50, (2) finding explicit information was 48,5, (3) finding implicit information was 30,5, (4) finding words reference was 50,5 and (5) finding

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meaning of certain words was 32,5 These results were under KKM (Kriteria Kelulusan Minimal) that is 70.

Besides that, the students' motivation in learning reading was also low. It can be seen from the data of preliminary questionnaire result. It showed that 85% students felt that reading skill was difficult to study, 85% of them confessed that they had difficulties in comprehending English text, 65% of them said that finding main idea of a text was difficult, 75% of the students confessed that finding explicit information was difficult, 70% of them said that finding implicit information was difficult, 45% of them said that finding reference in a text was difficult, 60% of the students confessed that finding meaning of certain words was difficult, 55% of them felt that reading English text was boring, 70% of them felt bored in reading class, and 65% of them confessed that the method usually used by the teacher in their English class was boring. From these results, the researcher took a conclusion that the students in class X-1 SMAN 2 Bukit had low motivation in learning reading.

There were some causes why the unwanted results of reading class emerge. It can be from: (1) the teacher, (2) the students, and also (3) the materials. First, the teacher still used conventional teaching method to teach reading. In this model, the activities were teacher-centered and the students did not have enough opportunities to share their ideas to others in the class. They just became the followers and depend on the teacher's instruction during the teaching and learning process. Usually, the teacher asked the students to read the text, asked the difficult words, asked the students to translate the text, and then asked the students to

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answer the questions based on the texts. It was known that the teaching method had an important influence to improve the students' ability in learning the material. Therefore the teaching method used by the teacher should motivate the students to be active during teaching learning process.

Second, the causes came from the students' themselves. They felt that reading was a difficult subject to be mastered. They thought that to read and to understand an English text one should master many vocabularies, and to open dictionary while reading a text to search the meaning of the words one by one would take much time and they were unwilling to do that. Besides, many of them did not know several strategies usually used in reading. All of these made the students had low motivation in learning reading.

Third, the reading material itself which was uninteresting to be read and difficult to be comprehends. Some of the students said that the materials used by the teacher sometimes were boring. It was from text book which some texts and worksheets were old materials. Students did not have curiosity what the text about. As the result of their boredom, they did not want to read the text and to pay attention to their teacher.

To solve the problems above, the researcher decided to use one of many cooperative learning techniques to improve their ability in reading comprehension, namely Team Pair Solo technique. According to Kagan (2000), Team-Pair-Solo is a technique which can develop students' virtues in learning. There are several virtues acquired through Team-Pair-Solo technique. They are cooperation, helpfulness, leadership, self-motivation, and pride in one's work. In

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this technique students learn and work together in group before solve similar problem individually. During the process of working in group, students are helping, coaching, and sharing information. Kagan (2000) said that in that process students will be motivated in learning because they will be held individually accountable in the third step of this technique. Using this technique in teaching reading comprehension, students can help, coach, practice, and share information about reading comprehension each other.

This technique consisted of three steps. First, students work as a team, then as a pair, and finally students work individually. In this research, the researcher taught the students some reading strategies that commonly used in reading comprehension such as previewing, predicting, skimming, scanning, and guessing to broaden the students' knowledge, and then the students practiced the reading strategies using Team pair solo technique.

The reason why Team pair solo technique was used because it offers many benefits. Team pair solo technique: (1) makes the students active learners because they must work in small group; (2) increases the students achievement in learning because they help each other in understanding the lesson; (3) increases students' motivation because they know that everything will be easier if working as a team or as a pair because they can ask help from others, so they feel more comfortable in learning activity and motivate them to continue participating during learning process (4) makes the students more comfortable in learning process because they may share their ideas and opinion with others; (5) increases the students' self confidence and self esteem because they know that a gain for one is gain for the

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other and they are not alone in doing the task; (6) develops students social ability because the students must work together and help each other to solve their problems or difficulties; and (7) gives students more responsibility in their own and each other's learning.

B. Problem statement

Based on the explanation in the background of the study, the problems in this research can be formulated as follows:

1. Can Team-Pair-Solo technique improve students' reading comprehension in class X-1 of SMAN 2 Bukit in the academic year 2011/2012? If yes, to what extent is its improvement?
2. What is students' motivation in learning reading comprehension through Team-Pair-Solo technique in class X-1 of SMAN 2 Bukit in the academic year 2011/2012?

C. The Purposes of the study

The purposes of the study are as follows:

1. To identify whether Team-Pair-Solo technique can improve students' reading comprehension in class X-1 of SMAN 2 Bukit in the academic year 2011/2012.
2. To describe the students' motivation in learning reading comprehension through Team-Pair-Solo technique in class X-1 of SMAN 2 Bukit in the academic year 2011/2012.

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D. The Benefits of the study

Hopefully, this research can be useful to the students, the teachers, and the institution.

1. For the students, this research finding will enrich the students' reading comprehension because they are taught using cooperative learning that is theoretically effective for improving students' motivation and students' reading comprehension.
2. For the teachers, they will get a large knowledge about teaching reading using cooperative learning and the result of the research can be useful input in English teaching learning process especially for improving reading comprehension.
3. Finally, for the institution, this research will be useful as a valuable source in conducting a similar research.

CHAPTER II REVIEW OF LITERATURE

In this chapter, the researcher explains the concept dealing with the research. Those are theoretical description, relevant studies, rationale, and action hypothesis.

A. Theoretical Description

1. Reading Comprehension

In this session, the researcher discusses about the definition of reading comprehension, types of reading, skills in reading comprehension, steps in teaching reading comprehension, and assessing reading comprehension.

a. Definition

Snow (2002: 11) defines reading comprehensions as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The emphasis is merely on the words extracting and constructing. Otong (2008: 11) states that understanding written text means tearing apart the information needed in the text as efficient as possible. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to the reader .

Dickman in his journal in English Teaching Forum (2007) states that the meaning of reading comprehension is the reader's effort and mental to understand a text that is read or the process of constructing

meaning from a text. There are some elements of reading process and it must be working together from a text to create a representation of the text in the reader's mind.

In line with some definitions above, Aebersold and Field (1997: 15) also argue that the processes of comprehending, then, involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Furthermore, they state that the process of comprehending of the text is not exact since reading is a personal activity. It means that reading comprehension differs from one reader to another reader.

From the definition above, reading comprehension is an interactive process involving the readers, the text, and the activity or purpose for reading. It is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Moreover, reading comprehension differs from one reader to another reader in understanding the text and creating a representation of the text in the reader mind.

b. Types of Reading

According to Brown (2004: 189) there are 4 types of reading. They are perceptive, selective, interactive, and extensive. The explanation about it is as follows:

- 1) **Perceptive.** Perceptive reading task involve attending to the components of large stretches of discourse: letters, words,

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punctuation, and other grapheme symbols. Bottom up processing is implied.

- 2) **Selective.** This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief references, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.
- 3) **Interactive.** Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic tense, interact with text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, and descriptions, excerpts from longer texts, questionnaires, memos, announcement, directions, recipes, and alike. The focus of interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objectives of retaining the information that is processed. Top-down

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processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

- 4) **Extensive.** Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books that are usually read outside a classroom hour. The purposes of assessment usually are tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

c. Skills in Reading Comprehension

Reading comprehension involves some skills that can indicate the students' competence in having good reading skill. Brown (2004: 187) states that there are 7 microskills, and 7 macroskills in reading comprehension.

1) Microskills

- a) Discriminating among the distinctive graphemes and ethnographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize core of words, and interpret word order patterns and significance.

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- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
 - f) Recognize that a particular meaning may be expressed in different grammatical forms.
 - g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- 2) **Macroskills**
- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - b) Recognize the communicative functions of written texts, according to form and purpose.
 - c) Infer context that is not explicit by using background knowledge.
 - d) Inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - e) Distinguish between literal and implied meanings.
 - f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - g) Develop and use a battery of reading strategies, such as scanning and skimming. Detecting discourse markers, guessing

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the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the explanation above, there are several aspects of reading comprehension in this research: (1) main idea, (2) explicit information, (3) implicit information, (4) word references, and (5) meaning of certain words. The aspects of reading comprehension lead to the indicators that the students or readers are capable of: (1) finding main idea, (2) finding explicit information, (3) finding implicit information, (4) finding word references, and (5) finding meaning of certain words.

d. Steps in teaching Reading Comprehension

There are three steps in teaching reading comprehension. Amanto (1991: 248-254) states that teaching reading comprehension covers pre-reading or before reading, during reading, and post-reading or after reading.

Pre-reading activities have three main purposes: 1) to help the students relate the text to prior knowledge and experience both in L1 and L2; 2) to heighten motivation for reading; 3) to gain cultural knowledge helpful to more fully comprehending what the writer is trying to say. Pre-reading classroom activities include the activities such as previewing the text, predicting from the preview, setting purpose for reading, and choosing an appropriate strategy. In during reading, the classroom activities include checking an understanding,

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integrating the new information with what is already known, monitoring comprehension, and continuing to predict or question. In post reading, the classroom activities should show summarizing and synthesizing what has been read, responding appropriately, reading multiple sources and cross checking information, checking for the fulfillment of the purpose of the reading, and using what is read in some application.

e. Assessing Reading Comprehension

The assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the case of most classrooms assessment that are formative in nature. An inability to comprehend may thus be traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension. For example, an academic technical report may be comprehensible to a student at the sentence level, but if the learner has not exercised certain strategies for noting the discourse conventions of that genre, misunderstanding may occur.

As we consider a number of different types of genres of written texts, the components of reading ability, and specific tasks that are commonly used in the assessment of reading. Like listening, one cannot see the process of reading, nor can one observe a specific product of reading. Other than observing a reader's eye movements

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and page turning, there is no technology that enables us to “see” sequence of graphic symbols travelling from the page of a book into compartments of the brain (in a possible bottom-up process). Even more outlandish is the notion that one might be able to watch information from the brain makes its way down onto the page (in typical top-down strategies). Further, once something is read-information from the written text is stored-no technology allows us to empirically measure exactly what is lodged in the brain. All assessment of reading must be carried out by inference.

Brown (2004: 190-215) writes each type of assessment task based on the types of the task.

- 1) **Perceptive Reading:** reading aloud, written response, multiple-choice, and picture-cued items.
- 2) **Selective Reading:** Multiple-Choice, Matching Tasks, Editing Tasks, Picture-Cued Tasks, Gap-Filling Tasks.
- 3) **Interactive Reading:** Cloze Tasks, Impromptu Reading Plus Comprehension Questions, Short-Answer Tasks, Editing (Longer Texts, Scanning, Ordering Tasks, and Information Transfer (reading charts, maps, graphs, diagrams).
- 4) **Extensive Reading:** Skimming Tasks, Summarizing and Responding, Note-Taking and Outlining.

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2. Cooperative Learning

In this session, the researcher discusses about the definitions of cooperative learning, instructional goals of cooperative learning, characteristics of cooperative learning, the benefits of cooperative learning, and models of cooperative learning.

a. Definition of Cooperative Learning

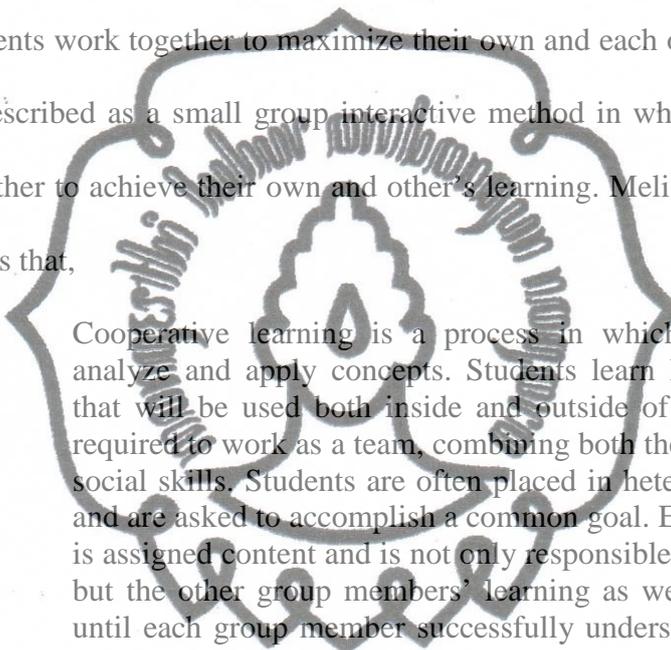
Cooperative learning is different from traditional teaching approaches. It is because students work together rather than compete with each other individually. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.

Leighton (1999: 273) states that cooperative learning is an instructional task design that engages students actively in achieving lesson objectives through their own effort and the efforts of the member of their small learning team. It means that in cooperative learning, students' learning success is not only by their own effort, but also the efforts of the member of their small group also play important role.

Olsen and Kagan (1997: 443) state that cooperative learning is an activity in such a way so that learning is dependent on the society structured exchanged of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase of others. It means that cooperative learning is an *commit to user*

activity in which students are engaged to help each other for the whole group to be successful and each student is accountable for her or his own learning.

Johnson, Johnson, and Holube in Joyce, (2005) state that cooperative learning is the instructional use of small group through which students work together to maximize their own and each other's learning. It is described as a small group interactive method in which students work together to achieve their own and other's learning. Melissa Wilson (2010) states that,



Cooperative learning is a process in which students create, analyze and apply concepts. Students learn life-long concepts that will be used both inside and outside of school. They are required to work as a team, combining both their knowledge and social skills. Students are often placed in heterogeneous groups and are asked to accomplish a common goal. Each team member is assigned content and is not only responsible for their learning, but the other group members' learning as well. Students work until each group member successfully understands all concepts and the assignment is completed.

Based on the definition above, cooperative learning is the learning activity that is involving small group interaction, in which each student is given responsibility for his or her own learning and in which students work together to maximize their own and each other's learning. Students gain their learning objectives through their own effort and the effort of the members of their group.

b. Instructional Goal of Cooperative Learning

The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, acceptable of diversity, and social skill development (Arends, 1997: 111-113).

1) Academic Achievement

Although cooperative learning encompasses a variety of social objectives, it also aims at improving student performance on important academic tasks. Cooperative learning can benefit both low and high achieving students, thus providing special help from someone who shares their youth-oriented interest and language. In the process, higher achievers gain academically because serving as a tutor requires thinking more deeply about the relationship of ideas within a particular subject.

2) Acceptance of Diversity

A second important effect of the cooperative learning model is wider acceptance of people who are different by virtue of their race, culture, social class, ability, or disability. Cooperative learning presents opportunities for students of varying backgrounds and conditions to work interdependently on common tasks, and through the use of cooperative reward structures, learn to appreciate each other.

3) Social Skill Development

A third and important goal of cooperative learning is to teach students skills of cooperation and collaboration. These are important skills to

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have in a society in which much adult is carried out in large, interdependent organizations and in which communities are becoming more culturally diverse. Yet, many youth and adults lack effective social skills. This situation is evidenced by how often minor disagreements between individuals can lead to violent acts or how often people express dissatisfaction when asked to work in cooperative situations.

Arends (197: 113) adds that there are six major phases or steps involved in a cooperative learning lesson. The lesson begins with the teacher's going over the goals of the lesson and getting students motivated to learn. This phase is followed by the presentation of information, often in the form of text rather than verbally. Students are then organized into study terms. This step is followed by one in which students, assisted by the teacher, work together to accomplish interdependent tasks. Final phases of a cooperative learning lesson include presentation of the group's end product or testing what students have learned and recognition of group and individual efforts. The six phases of a cooperative lesson are summarized in table 2.1.

Table 2.1. Syntax of the Cooperative Learning model

Phases	Teacher Behaviors
Phases 1 Present goals and set	<i>Teacher goes over objectives for the lesson and establishes learning set</i>
Phase 2 Present information	Teacher presents information to students with either demonstration or text
Phase 3 Organize students into learning teams	Teacher explains to students how to form learning teams and helps groups make efficient transition.
Phase 4 Assist team work and study	<i>Teacher assists learning teams as they do their work.</i>
Phase 5 Test over materials	Teacher tests over learning materials or groups present results of their works.
Phase 6 Provide recognition	Teacher finds ways to recognize both individual and group efforts and achievement.

Source: (Arends, 1997: 113)

c. Characteristics of Cooperative Learning

There are some characteristics of cooperative learning. Arends (1997: 113) states that the learning environment for cooperative learning is characterized by democratic processes and active roles for students in deciding what should be studied and how. Crandall (in Arnold, 1999: 227) mentions five characteristics of cooperative learning activity. Those are: positive interdependence, group interaction, individual accountability, development of small group social skills, and group processing. The following is the details of the characteristics.

1) Positive interdependence

Positive interdependence is a positive correlation among the students. When there is ~~no positive~~ interdependence in the learning

activity, it means that the learning activity is not cooperative. According to Joyce (2005: 20), positive interdependence can be built into task by having single team product, through team roles, or by randomly selecting one student to answer for the team. It can be said that learning can be cooperative when positive interdependence occurs in the learning activity that it is when students feel that a gain for one is a gain for another.

2) Group interaction

Another characteristic of cooperative learning is the emphasis on small group interaction. In cooperative learning situation, students interact, assist one another with learning task, and promote one another's success. It means that when the students get difficulties in learning they may ask for help from others. The small group setting allows the students to work directly with one another, to share opinions and ideas, to come to common understanding and to work as a team to ensure the member's success and acceptance.

3) Individual accountability

Individual accountability is the individual responsibility for doing his or her share of the work and for learning the material. Accountability is also developed through activities, which ask learners to engage self-evaluation concerning with their participations and their attitudes and actions towards the other members. In other words, in cooperative learning, each student must be held individually responsible for doing his

or her own effort for learning. He or she cannot rely only upon the effort of the members of his or her group.

4) Development of small group social skills

Students need to learn and to work together as a team and how to help each other, assuming responsibility for their own and each other's learning. Cooperative learning activity should encourage students to develop their social skills so that they can work together with one another as well.

5) Group processing

Group processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using necessary collaborative skills. Students need to evaluate how well they are meeting their goals, what actions help their groups, and what actions seem to hurt group interaction. It will help them recognize what actions should or should not be done when they work together as a team. In this way, next time, they can improve the effectiveness of their cooperative learning activity.

d. The benefits of Cooperative Learning

Cooperative learning offers many benefits. Crandall (in Arnold, 1999: 233-234) mentions some benefits of cooperative learning as follows:

a. Reducing anxiety

Cooperative learning is a classroom procedure that can lower anxiety in the language classroom. It is because when students are *commit to user*

involved in cooperative learning, they get opportunity to work with one another and to share their opinion with their group's member. Besides, they also have more time to think so that they feel more comfortable in learning. Time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increasing participation in the learning activities especially in foreign language learning. Students may get feedback from the others. They get more time to think and it will increase the possibility for them to provide correct or acceptable answer. As a result, it will increase their participation in learning activity.

b. Promoting interaction

Cooperative learning encourages students to interact with each other during the learning activity. Besides, students should work together as a team to gain their group success. In cooperative classroom, students learn to rely on each other and also have security of knowing that they will have several opportunities to rehearse contribution before they are asked to share their ideas with larger class. Thus, to make learning and group work effective, students should respect one another's differences, support one another through learning process, and communicate effectively with one another. In other words, students who are involved in cooperative learning must interact with their peers for gaining their learning success.

c. Increasing self confidence and self esteem

Cooperative learning can increase self confidence and self esteem of the students. In cooperative learning, positive interdependence is enhanced. It makes each student hope their partner to come up with good answer because they know that a gain for one is a gain for the other. As a result, sharing, caring, verbal skills, and listening skills are enhanced. Thus, it can increase the student's self confidence and self esteem.

d. Increasing motivation

Cooperative learning activity can increase students' motivation because cooperative learning encourages students to work in small group, so they feel more comfortable in learning activity. They know that everything will be easier because they can ask for help from others. They know that they can get feedback and assistance in making contribution as clearly, relevantly, and appropriately as possible. This situation can motivate students to continue participating at their own level proficiency.

In line with Crandall, Johnson and Johnson in Suzimuhyi (2010) mention some benefits of cooperative learning based on their researches as follows:

- 1) Ease students to adapt in social relationship.
- 2) Develop cheerfulness in learning.
- 3) Enable students to learn about social attitude, skills, information, and different views.

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- 4) Enable to build and to develop social value and commitment in group.
- 5) Improve metacognitive skill.
- 6) Omit students' selfish.
- 7) Improve students' sensitivity and social solidarity.
- 8) Avoid students from feeling lonely and strange in doing task.
- 9) Develop friendship among students.
- 10) Prevent the emergence of psychological problems.
- 11) Prevent teenagers' naughtiness.
- 12) Develop a rational thinking to teenagers.
- 13) Improve students' trust to others.
- 14) Improve students' ability in looking a problem or a situation from different point of view.
- 15) Improve students' confidence about their own idea.
- 16) Improve students' willingness to use others' idea which is considered better.
- 17) Improve intrinsic motivation in learning.
- 18) Improve friendship among students without seeing different ability, gender, social status, religion, and ethnic.
- 19) Develop students' responsibility
- 20) Improve positive behavior and experience in learning.
- 21) Improve skill in work together.
- 22) Improve psychology health.

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- 23) Improve students' tolerance.
- 24) Improve ability in creative thinking and divergent thinking.
- 25) Enable students to change cliché and stereotype view to be dynamic and realistic views.
- 26) Improve students' self esteem and self acceptance.
- 27) Improve positive relationship among students and teacher.
- 28) Improve students' view toward teacher as supporting not only academic success but also self development which is good and integrated.
- 29) Improve students' view toward teacher as not only an instructor but also an educator.

Based on the explanation above, it can be seen that cooperative learning has many benefits and appropriate to use in teaching reading. It is difficult for students to comprehend reading if they feel lonely, shy, not confidence, and anxious. They do not know how to share their ideas and opinion. Group interaction will make students more comfortable, because they may share their ideas and opinion with others. Their self confidence and motivation will increase, and they are able to enjoy their reading activity. It is hope that through cooperative learning students' ability in reading comprehension will improve.

Besides that, the following are the contribution of Cooperative Learning in improving reading comprehension according to several researches.

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1. Caposey and Heider (2003: 41-42) in their research entitled 'Improving Reading Comprehension through Cooperative Learning' stated that Cooperative Learning was a valuable technique used to improve comprehension. Using this cooperative learning intervention proved to be successful and effective way to increase reading comprehension and vocabulary mastery. It is a valuable way for students to learn new material while encouraging peer interaction. The strategies used motivated students to stay on task and accomplish the goal of learning new vocabulary in relation to novel comprehension.
2. Hollingsworth, Sherman, and Zaugra (2007: 87-88) conducted an action research under a title "Increasing Reading Comprehension In First and Second Grades Through Cooperative Learning". They stated that the data that was collected and analyzed about using cooperative learning as a tool to increase reading comprehension showed that when specific strategies are implemented, students' reading comprehension increased and the students were successful. The comprehension checklist that was given in every strategy shows an increase in students' ability. This was a strategy that their students really struggled with before. When reading a narrative text, students increased in their ability to summarize the story in order. The students were also better able to restate the solution to the problem in the story.

They said,

“Due to the format that we used in our action research project, we felt that more students had success at mastering these strategies. We felt that it was important to present one strategy at a time, go over it in depth, model the strategy, and give them a variety of opportunities to practice and apply those strategies with a variety of texts. This was a very beneficial way for our students to improve their reading comprehension skills.”

Based on the student survey that was given at all three sites, it was an increase in students' attitudes about reading, their feelings about the importance of reading, how much they understood what they read, and how much they read at home. In addition to the students' academic success, they saw an increase in enthusiasm and motivation towards reading. Using cooperative learning as a method of teaching turned out to be a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers.

3. Erly Wahyuni (2006: 16) carried out a research entitled “The Effectiveness of Cooperative Learning Technique in Increasing the Students' Comprehension of Literary Texts”. She said that the implementation of cooperative learning in reading literary texts so as to engage the learners in the process of interacting with the text material. Most learners enjoy the activity using this technique because they are actively involved and can discuss the literary texts. Above all, this approach makes the materials meaningful. Working together in groups, the learners came to realize that literature was not fossilized knowledge, but is a rich and vigorous resource that can be explored

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and used in their future teaching. Besides, the result of the data analysis showed that there was significance different between posttest and scores of the experimental and the control groups. This showed the fact that using cooperative learning in discussing literary texts give better result in improving the students' understanding than studying literature with the traditional technique.

4. Ziba Javadi Rahvard (2010: 10) conducted a research under a title "Cooperative learning strategies and reading comprehension". His study quantitatively validates the effect of cooperative learning on the reading comprehension performance in EFL classes of Iranian learners in an English institute at Bandar-Abbas. The result of his experiment supported the effectiveness of cooperative learning when dealing with reading comprehension. Cooperative learning can be used as an instructional strategy whereby students can improve on their reading comprehension. The use of active learning strategies such as cooperative learning is growing. Although researches demonstrated that cooperative learning produces higher achievement than do competitive or individualistic experiences, some of these effects, however, do not automatically appear when students were placed in groups. To be cooperative, a group must have clear positive interdependence; use their skills as a group to work together and each member must hold each other personally and individually accountable to do his or her fair share of the work. In conclusion the result of the

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present study provides good evidence that students' achievement in reading comprehension can be improved by using cooperative learning groups.

e. Models of Cooperative Learning

There are so many cooperative activities that have been developed. A number of books have appeared in the few years which provide hundreds of cooperative activities either designed for the language classroom or easily adapted for language learning. The following are several models of cooperative learning suggested by Kagan:

- 1) Team Pair Solo
- 2) Think Pair Share
- 3) Jigsaw
- 4) Number heads together
- 5) Three step interview
- 6) Round Robin Brainstorming
- 7) Circle the sage
- 8) Etc.

3. Team Pair Solo (TPS)

a. Definition of Team Pair Solo

Team Pair Solo (TPS) is one of the informal cooperative strategies proposed by Kagan. He defines TPS as a cooperative learning strategy that can develop students' character virtues in the context of learning the normal curriculum. In TPS, students work together first as a team and then

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as pairs before solving similar problems on their own. In the process, they are helping, coaching, sharing information, and practice leadership skills. Students are motivated to learn because they will be held individually accountable in the third step of the structure. If, for example, students use Team Pair Solo to learn how to solve problems converting inches to centimeters, they are practicing cooperation, helpfulness, leadership, self-motivation, and pride in one's work. Even if not a word about those virtues is spoken, those virtues are being acquired (Kagan: 2000).

Team Pair Solo technique is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they 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 (Johnson and Johnson: 2001).

From the explanation above, it can be concluded that Team Pair Solo is a strategy in which student should learn and practice together in teams then in pairs, and finally on their own.

b. Steps of Conducting Team Pair Solo

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

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1) Step 1 : Team

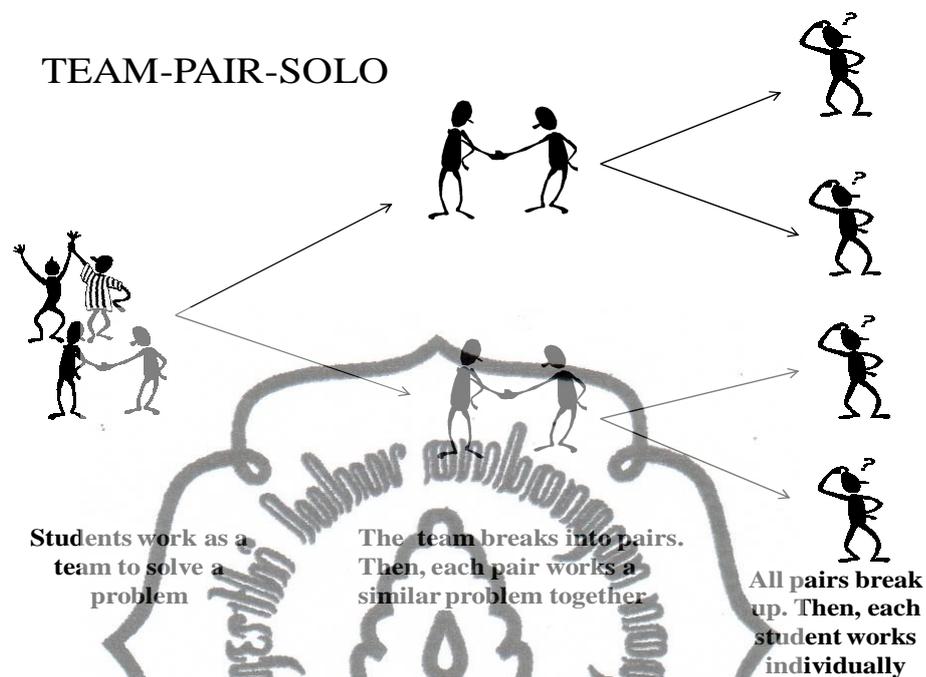
In the first step, the teacher divides the students into groups. One student is taken from the high ability group, two students come out from middle ability, and the last one is taken from the low one. Then the teacher poses a question or issue associated with the lesson and asks students to discuss it in group or team. Students work as a team to solve the problem and share the result to the whole class.

2) Step 2 : Pair

Next, the teacher asks the teams to break into pairs and gives them a similar problem to be solved. Students discuss and share their idea about the problem with pair. Then each pair share what they get to the whole class.

3) Step 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.



Picture 2.1

c. Process of TPS in Reading Classroom

Before getting involved in TPS strategy, there are several things should be done. First, teacher must explain about the Cooperative Learning and TPS strategy to the students and communicate the goals in learning reading. Having clear objectives is vital for success. If the students don't know why they are doing what they are doing, they may feel lost or the learning process will be disorganized. It is important to explain the group structure, group roles, and social skills needed in doing TPS. Second, teacher teaches some strategy and tips in reading skill such as previewing, predicting, skimming, scanning, etc. to the students, thus they have background knowledge about strategy in comprehending reading and can practice it in the TPS strategy. Afterwards, the following *commit to user* steps are to be done:

1) Step 1 : Team

Teacher divides the students into teams. Each team consists of 4 students from homogenous level of ability. One student has high ability, two students have middle ability, and the last one is the low one. The level of students' ability is determined from the students' achievement in pre-test. Then the teacher gives a reading text with several questions, and asks students to discuss it in team. Students work as a team to learn how to comprehend the reading text based on the background knowledge given before. They will discuss, share idea, and teach each other about how to comprehend that reading text and how to answer the questions posed there. After discussing for several moments, they share the result of their discussion to the whole class.

2) Step 2 : Pair

In the next step, the teacher asks the teams to break into pairs. Then she gives them a similar reading text to comprehend and similar questions to be answered. Students work in pair, discuss and share their idea each other to comprehend reading and answer the questions. After discussing for several moments, they share what they get to the whole class.

3) Step 3 : Solo

In this step, the teacher asks the pairs to break up and work individually. A similar reading text is given to the students to be comprehended by using their own experiences working in team and

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pair. The result of the students work in this step can be used to assess their achievement in reading comprehension.

d. Advantages of Team Pair Solo

The following are the advantages of team pair solo technique according to Kagan.

- 1) In the process of TPS, students are helping, coaching, sharing information, and practice leadership skills. Students are motivated to learn because they will be held individually accountable in the third step of the structure. They are practicing cooperation, helpfulness, leadership, self-motivation, and pride in one's work. Even if not a word about those virtues is spoken, those virtues are being acquired.
- 2) Team Pair Solo technique is designed to motivate students to tackle and succeed at problems which initially are beyond their ability.
- 3) Team Pair Solo technique works well for problems and concepts that students would either be too intimidated or just incapable of doing on their own. Using Team Pair Solo, students can do and learn more things together and progress to work individually.
- 4) This strategy builds confidence when attempting more difficult content material.
- 5) It builds in a combination of positive interdependence and individual accountability. Before doing problems alone in Team-Pair-Solo the students first do them as a team and as a pair, receiving plenty of tutoring, encouragement and support. The positive interdependence

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precedes the individual accountability so the student has received the necessary support prior to the individual performance.

4. Theory of Motivation

a. Definition of Motivation

Norris (2001) in TESL Journal defines motivation as the learner's orientation with regard to the goal of learning a second language. According to Moore, (1999: 354) motivation can be defined as something that energizes and directs one's behaviors. Motivation is an abstract, hypothetical concept that people use to explain why people think and behave as they do (Dornyei, 2003:1).

Ur (1996: 274) states that the term of 'motivation' is rather difficult to define. It is easier and more useful to think in terms of 'motivated learner'. She defined motivated learners as the one who is willing or even eager to invest effort in learning activities and to progress. Learners' motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive. Brown (1994: 33-34) defines motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. According to Sardiman (2005: 75) motivation is a series of efforts to provide certain conditions, so someone wants and desires to do something. If he does not like something, he will make an effort to avoid the feeling of dislike.

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Based on these opinions, motivation can be defined as a force that actuates a behavioral pattern, thought process, action or reaction.

b. Kinds of Motivation

Brown (2001: 75) explains that for several decades, research on motivation has been strongly influenced by the work of Robert Gardner and his associates. They define motivation into two types. The first dichotomy is instrumental and integrative motivation. The second one is intrinsic and extrinsic motivation. An instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals of fathering a career, reading technical material, translation, and so on. Meanwhile, integrative motivation refers to the learners' wish to integrate them with the culture of the second language group, to identify themselves with, and become a part of the society. The second kind of motivation is intrinsic and extrinsic motivation. Deci (1975), in Brown (2001: 76) defined intrinsic motivation as follows:

“Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behavior is aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.”

On the contrary, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback like behavior to avoid punishment.

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Hamalik (2006: 162) explained that intrinsic is pure from beyond the students themselves and involves in learning situation and meet the needs or aims of the students such as want or need to get a certain skill, the need to get and understanding the information, curious, interest, and also the need to realize his/her contribution to the group's effort, and to be accepted in social life. While extrinsic motivation is motivation that caused by factors which are coming out from learning situation such as prize, punishment, teaching strategy and many others.

From the type of motivation above arises a question which one is more-powerful? Intrinsic or extrinsic motivation? Brown gives a report that research on motivation strongly favors intrinsic orientation especially for long-term retention. And an interesting number of research studies show that extrinsic reward can indeed have an effect on intrinsic motivation. The effect is that it can increase the positive feedback of the student in the classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self fulfillment. The explanation above leads the researcher to conclude that there is no best type of motivation except mix them to motivate the learners, because the intrinsic motivation is not only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard they try, they may not succeed for a host of reasons. But if the learners in the classroom are given opportunity to “do” language for their own personal reasons of achieving competences and

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autonomy, surely those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

c. The function of Motivation

Motivation is an essential condition of learning. The learning output would be optimum provided there is motivation. In other words, motivation will always influence students' competence. Dealing with this explanation, there are three functions of motivation (Sardiman, 2007: 85).

- 1) Motivation as an impetus. It triggers students to take actions to achieve the goal.
- 2) Motivation as a guide. It shows a direction toward the goal which the students want to achieve.
- 3) Motivation as a filter. It means that motivation influences students in determining what they should do and what they should not do to achieve the goal.

In addition, motivation still has other functions. It can be the stimulus to do something and the stimulus to achieve competence. Students will have attempts because of motivation. If the students have persistence in studying along with motivation, they will reach a good competence.

In accordance with Sardiman, Hamalik (2006: 108) proposes three functions of motivation, namely: motivation as an impetus; motivation as a guide; and motivation as an activator. The crux from these three functions is that motivation plays an important role for students' competence. The higher motivation they possess, the better their competence will be.

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d. Factors affecting students' motivation and Characteristic of Motivated Learners

Motivation arouses, sustains, and directs students' behavior. However, it is not always in a stable condition. The stable condition can affect the students' learning process. Knowing the importance of motivation in learning, the teacher should be aware that there are several factors that affect students' motivation as proposed by Elliot, et al. (2000: 345-352). They are as follows:

1) Anxiety

Anxiety may be defined as an unpleasant sensation that is usually experienced as feelings of apprehension and general irritability accompanied by fatigue, uneasiness and various somatic symptoms. Anxiety can affect students' classroom performance and achievement.

2) Curiosity and Interest

According to Loewenstein (in Elliot, et al. 2000: 348), curiosity is a cognitively based emotion that occurs when a student recognizes a conflict between what he or she believes to be true about the world and what and what turns out actually to be true. Students become curious if their environment stimulates them. Interest is similar and related to curiosity. Interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object.

3) Locus of Control

Locus of control is the cause of behavior. Internal locus of control is the cause that exist within the learner himself, and external locus of control is the cause that comes from outside. For example, if the learner believes that his success is based in is skill not luck, it is an internal one, and if the learner believes that his success is based on his luck not skill, it is an external one.

4) Learned Helplessness

It means the reaction on the part of some individuals to become frustrated and simply stop trying or give up after repeated failure.

5) Self-efficacy

It is an individual's belief in his or her own capabilities to control over aspect of his or her lives. The student who believes in his or her ability and has strong efficacy can focus on his or her work, take an effort on it, minimize difficulty. On the other hand, the student who does not believe in his or her ability, feels inefficient focusing on his or her work. This condition can exaggerate potential difficulty that can influence motivation.

6) Students' Environment

It is the place where students learn. Classroom environment, the multicultural background of students, medium for study, where they learn can influence the students' motivation.

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Motivation is important in language learning. According to Gardner and Lambert (1972) in Ur (1996: 274), various studies have found that motivation is very strongly related to achievement in language learning. This statement shows that knowing the students' condition is very necessary. The condition also includes the students' motivation. Thus, teacher should know the condition of their students whether they are motivated or unmotivated in joining the learning process. The following are the characteristic of motivated students according to Ur (1996: 275):

1) Positive task orientation.

It means that the learners are willing to tackle tasks and challenges, and have confidence in their success.

2) Ego-involvement.

In this point, the learners find it important to succeed in learning in order to maintain and promote their positive self-image.

3) Need for achievement.

The learners have a need to achieve, to overcome difficulties and succeed in what they set out to do.

4) High aspirations.

It means that the students are ambitious; go for demanding challenges, high proficiency, top grades.

5) Goal orientation.

In this point, the learners are very aware of the goals of learning, or of specific learning activities, and direct their efforts towards achieving them.

6) Perseverance.

The learners consistently invest a high level of effort in learning, and are not discouraged by setbacks or apparent lack of progress.

7) Tolerance of ambiguity.

The learners are not disturbed or frustrated by situations involving a temporary lack of understanding or confusion, they can live with these patiently. In the confidence that understanding will come later.

e. The form of Motivation

In teaching learning activities, motivation has a great interference both intrinsic and extrinsic. According to Sardiman (2007: 91), there are many forms of motivation to stimulate students' motivation in learning activities. They are as follows:

1) Mark

It symbolizes students' learning activities. A good mark is usually a strong motivation to the students. The higher mark the students obtain the higher motivation they possess.

2) Reward

It can be very useful to motivate students. It, however, does not work for some students.

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3) Competition

It can trigger students to learn so that it will improve students' competence.

4) Ego-involvement

It makes the students realize how important assignment is. If they can do their assignment well, they will be proud of it. Then, it will make the students motivated to do better.

5) Test

The students will study more when they will face a test.

6) Knowing the result

If the students know the result of their study, they will be motivated to improve their study.

7) Praise

It can be said as positive reinforcement. It is very effective to motivate students and improve their self esteem.

8) Punishment

It can be said as negative reinforcement. It, however, can be used effectively if the teacher understands the principles in giving a punishment.

9) Interest

Motivation emerges because of needs. Learning process will run well if there is an interest as well. There are several things that can be done to evolve interest:

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- a) Triggering needs
- b) Relating interest to the students' prior knowledge
- c) Giving opportunities to obtain a good result
- d) Applying a various teaching techniques

10) Goals

By understanding the goals clearly, the students will be triggered to study continuously to achieve the goals.

They are a lot of forms of motivation. The teacher, therefore, should be able to choose the right ones to stimulate students' motivation. The higher students' motivation, the better they achieve the goals.

Finally, from the explanation above, it can be concluded that motivation is an energy change within the person to do something for the sake of certain goal. This energy can be from inside or outside the students themselves, or called by intrinsic and extrinsic motivation. In this case, motivation means and inducement for students to study hard and practice more to achieve better competence from time to time. Based on this explanation, the writer would like to put the theories into indicators of motivation that students have. The indicators are given as follows:

- 1) Intrinsic Motivation
 - a) Interest in learning English
 - b) Goal in learning English
 - c) Diligence and seriousness in learning English
 - d) Self activeness in learning English

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- 2) Extrinsic Motivation
 - a) Teacher's methodology
 - b) The influence of friends
 - c) The influence of groups
 - d) Students' achievement and cooperation in learning

B. Relevant Studies

Rosita Amalia (2011) conducted a research entitled "*The Use of Team-Pair-Solo in Reading Comprehension (a Pre-Experimental Research in XI Grade Students of SMA Negeri 4 Semarang in the Academic Year of 2010/2011)*". This final project concerned with teaching reading comprehension by doing team-pair-solo as one type of cooperative learning strategy. The purpose of this pre-experimental research was to know the improvement of students' reading comprehension achievement after doing team-pair-solo activity. In doing the research, there were five meetings overall. The subject of the research was the XI grade students of SMA Negeri 4 Semarang in the academic year of 2010/2011. The finding of the research showed that there was a significant increase between pre-test and post-test. It can be inferred that there was an improvement in students' achievement of reading comprehension after the implementation of team-pair-solo activity. Moreover, the result of questionnaires showed that the students were interested in team-pair-solo as one cooperative way to improve their achievement in reading comprehension.

Tracey Caposey and Barbara Heider (2003) conducted an action research entitled *'Improving Reading Comprehension Through Cooperative Learning'*. The subject of this research consisted of elementary and middle school students in growing middle class communities located in northern Illinois. It was conducted for about ten weeks. The aim of the research was to improve the students' reading comprehension related to retention of vocabulary. The result indicated that using this cooperative learning intervention proved to be a successful and effective way to increase vocabulary mastery and students' reading comprehension.

Another study about Cooperative Learning comes from Amanda Hollingsworth, Jennifer Sherman, and Cynthia Zaogra (2007). They carried out an action research entitled *"Increasing Reading Comprehension In First and Second Grades Through Cooperative Learning"*. The purpose of this action research project was to increase reading comprehension by using cooperative learning. The subject of the research was the first and the second grade students. The result of the research showed that cooperative learning is a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. The students achieved academic success by increasing their reading levels and knowledge of comprehension skills, and there was also an increase in enthusiasm and motivation towards reading.

Erly Wahyuni (2006) conducted a research under a title *"The Effectiveness of Cooperative Learning Technique in Increasing the Students' Comprehension of Literary Texts"*. The purposes of the research were to increase the students' comprehension of literary texts by using cooperative learning, and to know the

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students' responses in reading literary texts using cooperative learning. The subject of the research was the third year semester students of English Department of Faculty of Teacher Training and Education in University of Muhammadiyah Malang which consisted of four classes. The finding showed that cooperative learning technique effectively increased the students' comprehension of literary texts. It also showed that the students' responses to the cooperative learning in reading literary texts are enjoyable and interesting. The students are interested in the discussion of literary text in groups. They can share and participate actively on the discussion.

Another study about Cooperative Learning on the reading comprehension skills comes from Fatma Bolukbas, Funda Keskin, and Mustafa Polat (2011). They carried out a research entitled "*The effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language*". The aims of this research were to identify the efficiency and the effects of cooperative learning techniques on the reading skills of the students who learn Turkish as a second language. The subject of the research was students who learn Turkish as a second language at Istanbul University Language Center. The total number of them was 40 students. The result showed that cooperative learning is more effective in improving reading comprehension skills of learners who study Turkish as a foreign language when compared with traditional teaching methods. Moreover, the students expressed that they had fun during experimental studies; they did not get bored since they were active during almost the whole lesson.

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C. Rationale

Reading is very essential and it is a basic skill needed in learning any subjects. Reading is a thinking activity which involves comprehension strategies of the reader to gain knowledge. Particularly the strategy in finding main idea, finding explicit information, finding implicit information, finding words reference, and finding meaning of certain words. When students can read texts effectively, they become a successful reader. By doing so, they can absorb and transfer the desired information into his brain and keep it inside. In other words, when they are able to comprehend the reading text they can obtain any knowledge or information they read. Thus, the successful reader can successfully learn.

The goal of teaching reading is to develop students' awareness of reading as a skill that use reading strategies to maximize their comprehension of text and to develop both the ability and the confidence to handle communication situations they may find beyond the classroom. In this way the teachers give their students the foundation in mastering reading skill.

Students of SMAN 2 Bukit found 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. They got difficulties in finding main idea, explicit information, implicit information, words reference, and meaning of certain words. Their reading achievement was poor. It was shown by the result of the pretest which the students' mean score was 42,4.

Besides, the students' motivation in learning reading was also low. It can be seen from the data of preliminary questionnaire result. It showed that 85%
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students felt that reading skill was difficult to study, 85% of them confess that they had difficulty in comprehending English text, 55% of them felt that reading English text was boring, and 70% of them felt bored in reading class.

There were three causes that caused the unwanted result of reading class. They were: (1) the teacher, (2) the students, and (3) the materials. *First*, the teacher still uses conventional teaching method to teach reading. In this model, the activity was teacher-centered and the students did not have enough opportunities to share their ideas to others in the class. They just became the followers and depend on the teacher's instruction during the teaching and learning process. Usually, the teacher asked the students to read the text, to find the difficult word, to translate the text, and then asked them to answer the questions based on the texts. It was known that the teaching method has an important influence to improve the students' ability in learning the material. Therefore the teaching method used by the teacher should motivate the students to be active during teaching learning process. *Second*, the causes came from the students' themselves. They felt that reading was a difficult subject to be mastered. They thought that to read and to understand an English text one should mastered many vocabularies. To open dictionary while reading a text to search the meaning of the words one by one would take much time and they were unwilling to do that. Besides, many of them did not know several strategies usually used during reading. All of these made the students had low motivation in learning reading. *Third*, the reading material itself which was uninteresting to be read and difficult to be comprehends. Some of the students said that the materials used by the teacher sometimes were

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boring. The material was from text book which some texts and worksheets were old materials. Students did not have curiosity what the text about. As the result of their boredom, they did not want to read the text and to pay attention to their teacher.

Team-Pair-Solo technique is one of the collaborative learning techniques which can change students become more active learners. In Team-Pair-Solo technique students worked in several styles of small group discussion that is Team and Pair, then at the end of the step the students worked individually. The purpose of this technique was to give chances to students to interact with others during learning process. When they got difficulties in learning they may ask for help from the group members. Based on their learning experience working in team and pair, the students had enough experience and background knowledge to solve their problem individually without others' help anymore. This technique was useful to help students to discuss, to share opinion and ideas with group members.

In this research, the researcher taught some reading strategies that commonly used in reading comprehension such as previewing, predicting, skimming, and guessing to broaden the students' knowledge about reading strategies. Then the students practice those strategies through Team-Pair-Solo technique.

The problem in finding mind idea can be solved by using several strategies. Those were previewing, predicting, and skimming. Previewing was done before the students start reading. Previewing a text means that students get an idea of what it is about without actually reading the main body of the text.

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They looked at the picture, the title of the text, or something that interesting to be seen. Then, they did predicting to predict the content of the text. They did it based on what they get in previewing. After that, they did skimming. Skimming is looking quickly through a text to gain a general impression of what is about. This strategy is done at a speed three to four times faster than normal reading. It is used to quickly identify the main ideas of a text.

The problems in finding reference, explicit information, and implicit information can be solved by using strategies scanning and skimming. Scanning is used to quickly find specific pieces of information in the text. After that, they did skimming to comprehend the text more and to take a conclusion.

The problem in finding meaning of certain words can be solved by using strategies scanning, skimming, and guessing. Scanning is used to quickly find the location of a certain word in the text, then skimming is done to try to comprehend the meaning of the word based on the context of the text, and finally, they did guessing. They guess the meaning of the word based on the context of the text.

Students practice all of those strategies with their friends by using Team-Pair-Solo technique. It was consisted of three steps, first was Team, second was Pair, and the third was Solo. In the first step, students felt free to practice the strategies, share ideas, discuss and solve the problems they got during reading. Higher achiever students improve their skill in reading because helping as a tutor in team to teach the other group member who have problem in mastering the reading strategies. Lower achiever will improve their skill in reading because they feel free to ask and discuss to the higher achiever and learn from them if they have

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problem during learning process. In step Pair, students practice those strategies in a smaller group than before; they practice with their pair and help each other. In step Solo, students try to understand the text using those reading strategies individually based on their experience and background knowledge they got from the previous steps. This step makes the students become an autonomous learner.

The problem with students' motivation in learning reading can be solved by using the activities in Team-Pair-Solo technique. The activities encouraged students to work in small group, to work and to share their opinion with their group's members. They had more time to think and can ask for help from others so that they felt more comfortable in learning activity. They knew that everything will be easier because they can ask for help from others. They knew that they can get feedback and assistant in making contribution as clearly, relevantly, and appropriately as possible. This situation can motivate students to continue participating at their own level proficiency. It was difficult for students to comprehend reading if they feel lonely, shy, not confidence, and anxious. They did not know how to share their ideas and opinion. Group interaction made students more comfortable, their self confidence and motivation increased, and they were able to enjoy their reading activity.

From the explanation above, it can be assumed that Team-Pair-Solo technique can improve students' achievement and students' motivation in reading comprehension.

CHAPTER III RESEARCH METHODOLOGY

A. The Setting of the Research

The research was carried out at SMAN 2 Bukit, Kab. Bener Meriah, Aceh province. The school is located at Jln. Teritit - Pondok Baru, Blang Panas, Bener Meriah. SMA Negeri 2 Bukit was classified as a new school. This school was established in the middle of 2005. Among twelve state high schools in Kabupaten Bener Meriah, it counted in 5 best school in this kabupaten. This school was established to realize the government program in giving good education to every citizen of the country and in order that the people in kecamatan bukit have education institution to develop their people.

SMA Negeri 2 Bukit located in Desa Blang Panas Kecamatan Bukit Kabupaten Bener Meriah. The distance of the school from the central city of Bener Meriah is about 6 kilometers toward west. Desa Blang Panas and kecamatan bukit generally is rural area with very large area of coffee fields. SMA Negeri 2 Bukit is surrounding by coffee fields and inhabitants' houses.

Although in the rural area and the school is in the coffee fields area, it doesn't mean that SMA Negeri 2 Bukit is in the isolated area. It is not difficult to reach this school because it is located in a strategic place. The school is near from the main road of the town. The distance of the school is about 50 meters from the main road.

The school had 11 classes. There were four classes of grade X, four classes of grade XI which consisted of two natural science study classes and two social science study classes, and three classes of grade XII which consisted of two

natural science study classes and one social science study class. There were about 25 students for each class.

There were three English teachers in the school; they were ibu Rasidah, ibu Supiyah, and ibu Hudaida. All of them had bachelor degree. The school facilities were very limited. It had language laboratory, library, and mosque. There were no chemical or physic laboratories. The facility of language laboratory was seldom used because there were many broken tools, such as earphone so that it could not be used to hear the lesson material anymore. Although the facilities were very limited, the teacher and the students were enthusiastic to learn.

B. Research Subject

The subject of the study was the students in X-1 Class of SMA Negeri 2 Bukit in 2011/2012 academic year. There were 20 students in this class. It was consisted of 18 girls and 2 boys. They came from low and middle social status. The students in this class were actually active and smart students, but they seemed that they had low motivation in learning English especially in reading skill. Based on the preliminary observation, there were three reasons for choosing this class as research subjects. First, the standard competence in the reading skill is “comprehends the meaning of short functional text and essay in daily context, and to access knowledge in the form of narrative, descriptive, and news item”. Second, they had problems in understanding reading text in the previous semester, and had low motivation in comprehending reading text. It was shown by their attitude during teaching learning process. They looked like bored, sleepy, not pay

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attention to the teacher explanation, and talk to each other during reading activity. Third, they had low achievement in reading comprehension. It could be seen from their score in doing a reading test.

Therefore, the researcher thought cooperative learning is an appropriate method to be used in teaching reading in this class. It could make the students more active, more involved, and more motivated in teaching learning process.

C. Research Method

The method used in this research is action research. According to Mills' point of view (2000: 6), action research is any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholders in teaching/learning environment to gain information about the ways how their particular schools operate, how they teach, and how well their students learn. From this definition, it can be concluded that action research is a systematic study carried out in school to get an improvement of the teaching and learning process.

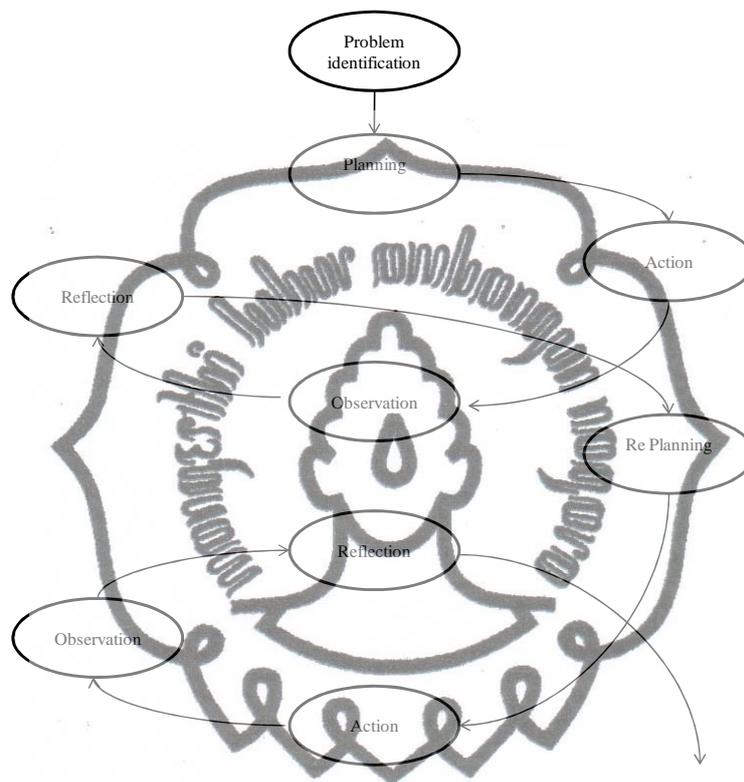
This research was aimed at improving the quality of teaching and learning process. In this case, the researcher wanted to improve the students' reading comprehension in 10th grade students of SMA Negeri 2 Bukit Kab.Bener Meriah by implementing Team-Pair-Solo technique through a classroom action research.

D. Research Procedure

The model of action research in this classroom action research uses the model developed by Kemmis and Taggart (in Wina Sanjaya: 2010: 53). The

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implementation of action research occurs through a process which started from problem identification, planning, action, observation, and reflection. As shown in picture below:



Picture 3.1

To get deeper understanding about the procedure of the action research, the detail explanation is as follows:

1. Identifying the problem

The researcher in this research identifies the problem. The problem refers to the students' reading comprehension that is still low. It can be seen that based on the result of pre-test held on March 8th, 2012 the mean score of class X-1 was 42,4. The achievement of their reading comprehension were (1) finding main idea was 50 (2) finding explicit information was 48,5, (3) implicit information was

30,5, (4) word reference was 50,5, and (5) finding certain words was 32,5. These results were under KKM (Kriteria Kelulusan Minimal) that is 70. It shows that there were some problems arise in students' reading comprehension.

According to the questionnaires, the students admitted that they had some difficulties in finding explicit information, implicit information, main idea, words meaning, and reference. Besides that, 65% students admitted that the teacher's teaching method in teaching reading was boring. As the result the reading lesson becomes boring.

2. Carrying out the real action research

a. Planning

In this step, the researcher did some preparations to implement the team-pair-solo technique. The preparation included: sharing ideas with collaborator, designing lesson plan, preparing the suitable text, preparing observation instrument, forming students' groups and designing posttest.

The reading text used in this research is narrative text and descriptive text because these text types were taught in second semester of 10th grade of senior high school. In this research the researcher used some pictures as a media for teaching-learning process. Time and schedule of this research were confirmed with the situation in the school.

b. Acting

In this step, the researcher implements the activities written in the lesson plan. The researcher conducted two cycles. Each cycle in this research consisted of four meetings; each meeting was 90 minutes. The step of acting

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stage was divided into three sections. Those are opening section, main activity section which covers pre-reading, whilst-reading, and post-reading, and closing section.

c. Observing

In this step, the researcher as the practitioner implements Team-Pair-Solo technique in the teaching and learning process, and the collaborator as the observer observe students' participation, students' activity, and students' comprehension in the teaching-learning process. Observation is one of the techniques which are used to collecting the data. The result of the observation is noted on observation sheets as the data.

d. Reflecting

After carrying out the teaching process using Team-Pair-Solo technique, the researcher recites the results of the activities which occur in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of Team-Pair-Solo technique in the reading class. It is a basic consideration to make plan and to conduct the next meeting. It also used to answer the hypothesis that has been proposed by the researcher before the action is carried out.

3. Doing evaluation

When the whole teaching process has been done, the students are given test. Then, the researcher finds the mean of score. By analyzing the test result, the researcher can find whether there is an improvement of the students' reading comprehension or not.

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E. Technique of Collecting Data

In collecting the data, the researcher used the quantitative and qualitative data to know the students' improvement and motivation in reading comprehension. The qualitative data is taken from the result of observation, interview, and questionnaires done by the teacher while the actions are carried out. Meanwhile, the quantitative data is taken from the tests that carried out before and after the implementation of the teaching technique.

To collect data accurately, some techniques are used by the researcher, they are: (1) Observation, (2) Interview, (3) Questionnaire, and (4) Test.

1) Observation

Observation is the first technique used in this study. It is a technique of collecting the data by closely watching and noticing classroom events or happenings, or interaction. The activities in teaching learning process are observed systematically by the collaborators, and the teacher. They observe: (1) the students' activities in comprehending reading using Team-Pair-Solo technique; and (2) the classroom situation when Team-Pair-Solo technique is applied in teaching and learning reading.

2) Interview

Interview is a useful tool in obtaining the data and information from the participants because many people are more willing to communicate orally than in writing. Through respondents' gestures and tone of voice, one can acquire information that would not be conveyed in written replies. In this research, the researcher interviews the students and the teacher about their personal

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perceptions, experiences, opinions, ideas, and their problems related to the research.

The researcher holds the interview in two phases. The first phase conducted before teaching reading using Team-Pair-Solo technique. The purpose is to know to know the students' and teachers' problems in teaching learning reading. The second phase conducted after teaching reading using Team-Pair-Solo technique. The purpose is to know the students' opinion about the implementation of Team-Pair-Solo technique in the process of teaching and learning reading.

3) Questionnaire

Questionnaire is a way of getting data about students by asking them in a form of writing. It is easier and less time consuming than interview. The type will be closed-form questionnaire. It consists of a prepared list of questions and multiple choice answers. Students are expected to choose one possible answer.

In this study the questionnaire will be used twice. The first time is used before the implementation of Team-Pair-Solo technique, and the second time is used after the implementation of Team-Pair-Solo technique.

4) Test

Test is set up to measure students' achievement in reading comprehension and to know whether the students make progress. The researcher uses the written test to measure the improvement of the students' ability in comprehending reading. She gives pre-test and post-test to know the students' reading comprehension before and after teaching reading comprehension through Team-Pair-Solo technique. The purpose is to know the students' real ability in reading

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comprehension before and after Team-Pair-Solo technique applied in the classroom. There are 50 questions in pre-test and post-test, and all of them are multiple choices.

F. Technique of Analyzing Data

After collecting the data, the researcher classified the data into two groups as follows: (1) quantitative data, and (2) qualitative data.

a. Quantitative data

Quantitative data are described using numbers to get the conclusion. The implementation of analyzing quantitative data in this research is as follows:

1. Analyzing every answer stated in the students' answer-sheets to determine whether it was true or false.
2. Analyzing the test score of the written test.
3. Calculating the percentage of correct answer of each student by using percentage correction.

The percentage is used to measure the students' reading comprehension. To find out the percentage the writer used the percentage correction formula as follows (Arikunto, 2006: 221):

$$S = \frac{R}{N} \times 100$$

In which :

S = the student's mastery in %

R = the student's right answer

N = the maximum score of the whole answer

SM = standard mark (100)

The researcher used the result of the percentage formula to look for the students' level in understanding of the text. In determining the level in understanding text, the researcher used the categories as follows:

Table. 3.2 The System of Score category

Percentage	Interpretation
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

After analyzing the scores of written test, the writer used descriptive statistic to find mean score of the students. Ngadiso (2010: 5) explains about how to find the mean of data, the formula are as follows:

$$X = \frac{\sum X}{N}$$

Where:

X = mean (the score)

$\sum X$ = the total score

N = number of students

This mean formula is applied to know the improvement of the students in comprehending reading. In this way, improvement was recognized from the result of pre-test mean score and post-test one. If mean score of post-test was better than pre-test, it meant that the Team-Pair-Solo technique worked well. On the other hand, if it happened in contrast, it meant that the strategy did not work well.

b. Qualitative data

Qualitative data are described using words and sentences to get the conclusion. They are analyzed by using *The Constant Comparative Method (CCM)* as suggested by Glasser (1980) as quoted by Suparno (2008: 76). CCM is a process in which any newly collected data is compared with previous data that was collected in one or more earlier studies. This is a continuous ongoing procedure, because theories are formed, enhanced, confirmed, or even discounted as a result of any new data that emerges from the study. Glasser (1980: 104) states that constant comparative method is more likely to be applied in the same study to any kind of quantitative information, including observation, interviews, documents, articles, books, and so forth.

It basically consists of four stages: '(1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. The following is a brief description of each step:

1. Comparing incidents applicable to each category

In this step all incidents occurred in the data was coded into as many as categories as possible.

2. Integrating categories and their properties

The researcher began to note the relationship among the concept. For these relationships to emerge, however, it was necessary for the researcher to have noticed all the concepts.

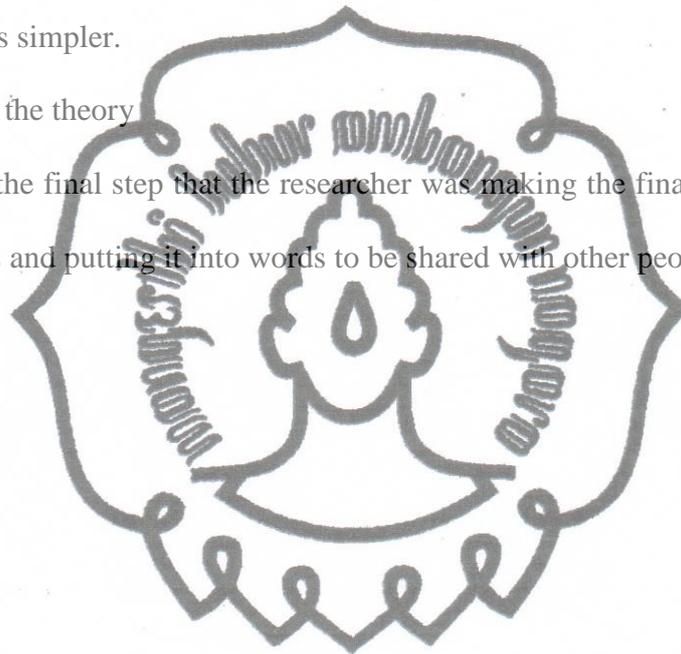
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3. Delimiting the theory

It refers to the theory and category reduction from the result of two previous steps. As the patterns of relationship among concepts became clearer, the researcher ignored some of the concept initially noted but evidently irrelevant to the inquiry. When the numbers of categories are reduced the theory itself becomes simpler.

4. Writing the theory

This is the final step that the researcher was making the final judgment of her findings and putting it into words to be shared with other people.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Introduction

In senior high school, reading skill is very important. By reading the students can get much information that is useful for life. Reading is an important skill to be developed in the teaching and learning process at schools. The aim of reading is to get the meaning or message of the text. Students have to be able to comprehend text, both oral and written.

The reality shows that most of students still find difficulties in comprehending English text. When they read a text, they often miss the main points as well as most of the details of the text. It can be seen from the data of their text score which is unsatisfying. They do not have knowledge enough to find mind idea, explicit information, implicit information, reference, and meaning of certain words. Besides, students' motivation in leaning reading is low. It can be seen from the data preliminary questionnaire result. It shows that most of the students said that reading English text and the method usually used by the teacher is boring.

There are some reasons that caused the unwanted result of reading class. They are (1) the teacher's boring technique in teaching reading. The method is monotonous. The teacher usually asks the students to read the text one by one, asks the difficult word, asks the students to translate the text, and then asks the students to answer the questions based on the texts. (2) Their motivation is low enough in joining the reading class. They feel uninterested in reading texts

because of their poor knowledge about vocabulary to understand the content of the text. (3) The learning material itself which is uninteresting to be read.

Dealing with the causes of problems above and being interested in the reason mentioned by students, there is a teaching method which might help teacher to vary the technique of teaching reading. It is Team-Pair-Solo technique. It can be an alternative technique to reading learning activity. This technique is divided into three steps. First, students work as a team, then as a pair, and finally students work individually. In this research, the researcher taught the students some reading strategies that commonly used in reading comprehension such as previewing, predicting, skimming, scanning, and guessing to broaden the students' knowledge, and then the students practice these reading strategies using team pair solo technique. Hopefully by working in team and in pair the students will feel free to share ideas, discuss, and solve the problems they get in reading. Based on their learning experience working in team and pair, hopefully the students will have enough experience and knowledge to solve their problem individually without other's help anymore.

Team-Pair-Solo technique can motivate students to be more active during learning process. Teacher is expected not only able to change the atmosphere of class from boring to pleasant, but also improve the students' achievement in reading comprehension.

B. The Implementation of Research

The implementation of Team-Pair-Solo technique through classroom action research consisted of two cycles. Each cycle consisted of three meetings for delivering the material and one meeting for post test. Each meeting took 90 minutes. In all cycles, *narrative text* and *descriptive text* were used as teaching material. For the first cycle, the researcher used *narrative text* entitled “Why Bat has no friends”, “Opposum and his tail”, and “The day the cockerel didn’t crow”. For the second cycle, the researcher used *descriptive text* entitled “Palembang; a City by a River”, “Fantastic Komodo Dragons at Komodo Islands”, and “Solo City”. Every cycle consisted of steps consisting of identifying the problem, planning the action, implementing the action, observing or monitoring the action, reflecting and evaluating the result of the observation and revising the plan.

1. Cycle 1

a. Planning

The researcher and the collaborator prepared for the action. The preparation included: sharing ideas with collaborator, designing lesson plan, preparing the suitable materials to implement in teaching reading, preparing observation instrument, forming students’ groups and designing posttest.

The lesson plans were designed for four meetings. It consisted of: (1) Competence standard; (2) Basic competence; (3) Indicator; (4) Instructional material; (5) Learning method; (6) Teaching and learning activities; (7) Learning media; (8) Learning sources; and (9) Assessment. The reading text for the first meeting was “Bat has no friends”, for the second meeting was “Opposum and his

fail”, and for the third meeting was ““The day the cockerel didn’t crow”, and for the fourth meeting was posttest. The text were taken and adopted from internet, www.planetozkids.com which supply many narrative stories.

After that, the researcher and the collaborator prepared observation instruments. Then, they did the next activity that was forming the students’ group. Since there were 20 students, they were divided into 5 teams in which one team consisted of 4 students. The members of team 1 were LD, PM, R, and DM. Team 2 were SS, SY, SF, and AP. Team 3 were N, KM, SW, and RW. Team 4 were SH, S, MSR, and IA. Team 5 were M, DW, FR, and HSP. The members of the teams were mixed between the students who had higher achievement and lower achievement. The purpose was to make the students help each other so that process of teaching and learning process could run as it was hoped.

b. Acting

The action plan was implemented by researcher. In first cycle, researcher gave *narrative* text. Researcher guided the students to analyze text and how to comprehend it. There were three texts that were used in this cycle. Each meeting used one text. The implementation of Team-Pair-Solo technique is described for each meeting as follows.

1) The first meeting (Wednesday, March 7th 2012)

a) Opening

The lesson started at 9.30 am. The researcher and observer came to the class, greeted the students, checked students’ attendance, and beginning the lesson. The class was noisy because researcher introduced collaborator. After *commit to user*

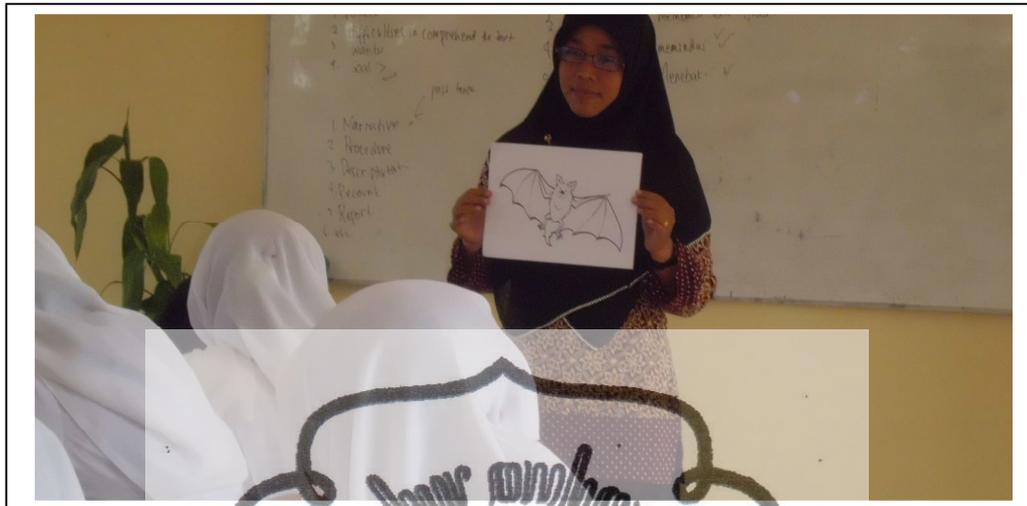
introduction, the researcher asked several questions related to the lesson material to explore the students' background knowledge. Such as "*How many kinds of text do you know? What is narrative text? What is the generic structure of Narrative text?*". Then, the researcher tried to create a good situation by telling the students that the activities that day would read narrative text. She also explained the aim of reading, the method used, the indicator that have to be mastered, the aim and the benefit of doing those activities.

b) Main activity

Before doing the work, the researcher divided the class into five teams. The members of each team were determined by the researcher based on the students' achievement in pre-test. Each team consisted of four members. Every team chose one leader to lead the discussion in the team and chose a secretary to write the result of their discussion. The students seemed enthusiastic with the situation and seemed busy with their new team. It was rather noisy for a moment.

(1) Pre-Reading

The text that would be discussed was *Why Bat has no Friends*. Firstly, the researcher explored the students' background about the topic. The researcher showed the pictures dealing with the theme of the text. There were four pictures and she showed it one by one. She showed the first picture and asked to the student: "What picture is it?".



Picture 4.1. The researcher showed the picture dealing with the theme of the text

Students answered, “kelelawar, miss”, “kalong”, “a bat, miss”. Then the researcher showed the next picture and asked the same question “Look at the picture, what picture is it?”. Students answered, “kelelawar and friends, miss”, “bat and birds”, “birds, miss”. She showed the third picture and the students answered without asking by the researcher, “burung terbang, bu”, “birds fly, miss”, “sekumpulan burung”, “kelelawar jatuh”, “burung-burung mencari kelelawar, bu”, “kelelawar sembunyi”.

The researcher accepted and noted all prediction on the whiteboard. She guided them to write their prediction down on their team worksheets. Then she showed the last picture and asked the students what picture is that. The students answered, “sekelompok hewan-hewan di hutan”, “rapat hewan-hewan”, “musyawarah sekelompok hewan”, “kelelawar mengasut hewan-hewan di hutan”. The researcher wrote the students’ prediction on the whiteboard and asked the students to write their prediction on their team worksheets.

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The researcher asked “What is in your mind about the story when you see the picture?” Students answered, “kelelawar bermain dengan teman-temannya”, “cerita tentang hewan yang mempunyai sayap”, “hewan yang tinggal di darat”, “hewan yang hidup sendiri kemudian hidup berkelompok dan hidup di alam bebas”, “about the carnivore animals”, “kelelawar yang sedang berkumpul dengan populasi unggas dan sedang bersembunyi dari predator”. The researcher told them that the title of the text is “Why bat has no friends”, and again the researcher asked “from the title what do you think the story will be about?”. All of the students gave their predictions, “cerita tentang alasan kenapa kelelawar ga punya teman”. Then she asked “and in your opinion what is the reason?”. Students answered, “karena kelelawar dan hewan lain beda cara hidupnya bu”, “karena kelelawar tidur siang hari dan mencari makan pada malam hari, jadi dia ga punya teman”, “karena kelelawar tinggalnya di dalam goa-goa dan tidak bisa melihat pada siang hari”.

The researcher accepted and recorded all predictions on the whiteboard. Then the researcher guided them to write their predictions down on their team worksheets, while the teacher wrote them on the white board.

(2) Whilst-Reading

The researcher distributed two copies of the reading text selection to each team and gave them time to read silently. The researcher modeled skimming strategies to assist the students. After modeling, she asked the students to skim the text by noting important information and asked them to

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check their predictions whether it is right or not. The researcher saw that there were discussions in some teams.



Picture 4.2. Student were writing the answers to their team worksheets

The researcher saw that in certain groups, group one, three, and group four, all students discussed the task enthusiastically. One of the members of group one and group four asked the meaning of difficult words to the others friends. In group three, the discussion situation was interesting. The leader could explain to the other member about the meaning of some difficult words which were appropriate with the text. But there were no discussion in group five, the leader did the task by himself and the other member only kept quite. The other members felt shy to the leader because he is a boy while the members are girls.

The researcher stopped them after the first section of the passage, and led a class discussion to verify or modify predictions. The researcher helps the students make predictions about the content by asking simple content
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questions to find important information, “What is the story about? What do you think now? What in the passage makes you think that? Can you prove it? What do you think will happen next? Why do you say that?” Some of the students could predict the content of the text but some of them just were silent. Then the students said that the content of the text was about “adanya peperangan antara kelompok burung dan kelompok hewan berkaki, dan kelelawar termasuk kedalam kelompok burung”, “kelompok burung dan kelompok hewan berkaki sudah bermusuhan sejak lama”, “di paragraph pertama disebutkan ‘many years ago’ dan ‘no one knows why’ bu”, “menurut kami setelah peperangan ini mereka akan berdamai dan berteman baik”, “prediksi kami mereka akan menyambung peperangannya karena mereka masih mempunyai rasa dendam terhadap hewan yang lainnya”. Then the researcher guided them to write their predictions down on their worksheet.

The researcher distributed a copy of the reading text selection to paragraph four and five. The researcher asked them to read the text to determine whether it proved or disapproved their prediction by using several reading skills; previewing, skimming, scanning, and guessing. The researcher let students revise their prediction and then asked them, “Now what do you think, what is the story tell you about?” Students stated: “*kelompok burung dan kelompok hewan berkaki akhirnya berperang lagi dan kelelawar hanya berpihak kepada pihak yang menang*”, “*kelelawar memiliki sifat yang egois dan licik serta tidak berpendirian tetap*”, “*kelelawar hanya mementingkan diri sendiri*”. The researcher accepted and wrote all fact founded by students in the

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text on whiteboard. Students wrote the fact of the text on their team worksheets.

The researcher asked, “Now, what do you think will happen next? How will the story end?” Students answered, “*Burung telah mengetahui sifat si kelelawar dan mereka tidak mau lagi kelelawar berteman/bergabung dengan mereka. Dan begitu juga yang terjadi di kelompok hewan lain*”, “*Kelelawar mempunyai sifat yang licik, kelompok burung dan hewan lainnya sudah mengetahui bahwa kelelawar licik sehingga mereka tidak mau berteman dengan kelelawar lagi dan mereka pun menghentikan peperangan*”, “*kelelawar tidak akan mempunyai pendirian yang tetap karena tidak mau berpihak kepada kelompok yang kalah*”

The researcher distributed a copy of the reading text selection to the end of paragraph. And asked the students to discuss their prediction and shared their thinking process. They compared their prediction with the actual content of the text.

(3) Post-reading

The researcher distributed a copy of some questions related with reading comprehension and asked the students to discuss the answers. She asked them to practice the skimming, scanning, and guessing strategy in answering the questions. Some teams discussed the questions and seemed busy and noisy. The researcher moved around the class and checked the students work and their understanding. The researcher said to the class that

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they had to discuss all of the tasks that were the function of team. They had to share and help each other to solve the problems.

After all groups finished the task, the researcher asked each group to present the result of their discussion about the answer and the reason why and how they chose that answer. Each group presented to the whole class and the other group had to comment on the group's result of discussion. There were some comment and some questions from the other, and some of them kept silent.

3) Closing

Before closing the lesson the researcher gave the students chance to ask if there was something they had not understood. There were no questions from the students. The researcher asked, "Have you read other texts related to these topics?" They answered, "No, miss." The researcher asked, "Is it an interesting story?". They answered, "yes, miss", "lumayan, miss". Some were still passive.

The teacher summed up the lesson of that day before the time was over. The researcher said that they would learn in pair in the next meeting and hoped that everything would be better than in this meeting. She motivated the students to practice skimming and scanning in reading everything at home. Because the time was over, the researcher thanked the students and closed the class.

2) The second meeting (Friday, March 9th 2012)

a) Opening

The researcher started the lesson by greeting the students and checking students' attendance. The researcher reviewed the lesson of the previous meeting. The researcher asked about what they did in the previous meeting. Some of the students answered that they practiced several reading strategy together in the form of team.

Then the researcher explained them that in that meeting they would work together in pair to read and comprehend a text. She asked the students to make a pair with a member of their previous team. So each team was divided into two pairs. The researcher said that they had to work together with their pair. They had to share and help each other to understand the text and to finish all tasks. Almost all of the students felt enthusiastic because they would work in pairs.

b) Main Activity

(1) Pre-Reading

Before showing some pictures to the students, the researcher wrote some new and difficult words related to the text on whiteboard. Then she asked the students to find the meaning of those words in dictionary. She gave them 7 minutes to looking for the meaning of those words. Then she asked the meaning of those words to each team and wrote it on whiteboard.

The researcher showed a picture to the students and asking, "What picture is it?" Students said, "Rat, miss", "Squirrel", "a kind of rat or
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squirrel, miss?”. Some of them said that it was not rabbit or squirrel, because it looked like different with those animals. The researcher accepted the students’ answer and wrote it on whiteboard. Then she showed the next picture and asked, *“Look at this picture, what picture is it?”* Students answered, *“the previous animal and jangkrik and rabbit, miss”, “the previous animal with his friends”*. The researcher accepted the students’ answer and wrote it on whiteboard. Then she said, *“The title of the text we’re going to read is “Opposum and his tail”. What do this title and the picture make you think the text about?”*.

The researcher asked them to read the title and asked them to predict what the likely content of the text was. The students said, *“text ini pasti menceritakan tentang kehidupan opossum dengan teman-temannya dan juga cerita tentang ekornya”, “perbedaan antara jangkrik dengan hewan yang memiliki ekor, dan perbedaan masing ekor”, “seekor opossum yang menceritakan tentang ekornya yang tidak berbulu dan ia memakan seekor jangkrik dan akhirnya bersahabat dengan kelinci”, cerita tentang perbedaan ekor antara opossum, kelinci, dan jangkrik”, “sejenis tupai yang mencari tau kenapa ekornya berbeda dengan binatang lain yang tidak mempunyai bulu dan bentuknya berbeda”, “keunikan dari ekor opossum yang tidak berbulu”*. The researcher accepted all predictions on whiteboard and asked students to write their predictions down their pair worksheets.

(2) Whilst-Reading

The researcher distributed a copy of the reading text selection. The researcher gave them time to read silently. She asked them to read the first paragraph quickly using skimming and predicted the content of the text. The researcher asked students to skim the text by noting important information. The researcher stopped them after the first section of the passage, and leads a class discussion to take a general conclusion. The researcher helped the students make a general conclusion about the content by asking simple content questions to find important information, “What is the text about? What do you think now? What in the passage makes you think that? Can you prove it? What do you think will happen next? Why do you say that?” The students said that the text was about an arrogant opossum which has beautiful tail. Another said, *“rabbit and cricket hate opossum because opossum is arrogant because he has beautiful tail”*, *“opossum is always showing off his beautiful tail”*, *“there was an arrogant opossum which has beautiful tail, his friends (a rabbit and a cricket) played a trick to trim opossum’s tail.”* Then the researcher guided them to write their general conclusions down on their pair worksheet.

Next, the researcher asked, “What do you think the next paragraph?” A student said, “about the day of the trick played, miss.” The researcher said, “Any other answer?” Students answered, “about the realization of the trick”. Because of no answer anymore, the researcher distributed a copy of the reading text selection the next paragraph. Then the researcher asked them to practice several reading strategy such as skimming, scanning, and guessing, to

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understand the text and to find the important information or main information of the text.

After several minutes, the researcher helped the students make conclusion about the content by asking simple questions, “*What is the text about?*”, *what do you think now? What in the passage makes you think that? Can you prove it? What is the moral value of the text?*” The students said, “*the text was about the history why opossum has a scaly tail*”, “*all of the paragraphs in the text stated about the opossum’s tail*”, “*the moral value of the story is don’t be an arrogant person otherwise your friends will hate you and hurt you*”

Then the researcher asked them to find the important information or main information of the text through some question i.e. “*what is the main idea of the text? Who has the first idea to cut the opossum’s tail? Why rabbit came to the opossum’s house?*”. The researcher said that they had to discuss the tasks with their pair. The researcher mover around and checked the students’ work. Some pairs had discussed it together with their pair together. It can be said that they have understood their role in the teaching learning process. In pair three, one of the members asked how to find main idea of the text. One of other pair could answer well. She said that they could find main idea by using the answer of WH-question and concluded them into sentence, and another student added that to find main idea they must make a conclusion of each paragraphs and concluded it into a sentence.

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After all pairs finished the task, the researcher asked several pairs to present the result of their discussion about the answer and the reason why and how they chose that answer. Those pairs presented to the whole class and the other group had to comment on the group's result of discussion. There were some comment and some questions from the other, and some of them kept silent.

(3) Post-Reading

After finishing reading the text, the researcher gave some questions to the students to check their comprehension and asked them to do the task with their pair. She asked them to practice the skimming, scanning, and guessing strategy in answering the questions. She shared the questions sheets to each team and she moved around the class to check the students' work. The researcher did not forget to remind them to be active and to give their contribution in doing the task. The class situation was rather quite because they gave comment silently to their pair.

After all of them finished the task, the researcher asked some pairs to present the result of their discussion about the answer and the reason why and how they chose that answer. The pair chosen presented to the whole class and the other pair had to comment on their result of discussion. There were some comment and some questions from the other.

c) Closing

Before closing the lesson the researcher gave the students chance to ask if there was something they had not understood. There were no questions

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from the students. The researcher checked students' understanding by asking some question randomly. When the students who were asked gave wrong answer, they corrected it together.

Before the time was over, the teacher summed up the lesson of that day, reminded the students about narrative text. The researcher said that they would learn individually in the next meeting and hoped that everything would be better than in this meeting. She motivated the students to practice skimming and scanning in reading everything at home. Because the time was over, the researcher thanked the students and closed the class.

3) The third meeting (Wednesday, March 14th 2012)

a) Opening

After greeting the students, the researcher took the present list. The researcher reviewed the lesson of the last meeting. Next, she explained them that on that day they would learn individually. The researcher asked to all of the students to set their seat.

b) Main Activity

(1) Pre-Reading

The researcher wrote some new and difficult words related to the text on whiteboard. Then she asked the students to find the meaning of those words in dictionary. She gave them 10 minutes to looking for the meaning of those words. Then she asked the meaning of those words to each team and wrote it on whiteboard.

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The researcher told the students that title of the text is *“The Day the Cockerel Didn’t Crow”*. Then she showed some pictures related to the text and put it on the whiteboard. She asked students to look at a picture and asked, *“What do you think about the title of the text and these pictures?”* The student said that the picture was about a rooster who usually crow in the morning. Another student said, *“Gambarnya menceritakan tentang kehidupan atau kebiasaan didalam keluarga ayam, yang mana pada pagi hari atau subuh si ayam jantan berkokok dan si betina dikandungnya mengurus anak-anaknya”*. It seemed that students understood about the meaning of the picture. The researcher asked, *“from the title of the text, what is your prediction about the story?”* Students answered, *“ayam jago yang biasanya berkokok tapi pada suatu hari tidak berkokok”*, *“cerita tentang ayam jago yang tidak berkokok karena cacat”*, *“cerita tentang ayam jago yang tidak berkokok, mungkin karena sakit”*. The researcher accepted their prediction and asked students to write their prediction to their individual worksheet.

(2) Whilst-Reading

The researcher distributed a copy of the reading text. The researcher gave them time to read silently. She asked them to practice the reading strategies such as skimming, scanning, and guessing to read and understand the text. The researcher asked them to read the paragraph quickly and predicted the likely content of the text. Some of them could answer well. They said, *“cerita tentang seekor ayam jago yg bernama Colin, yang dimiliki oleh William dan Rachel yang biasanya rajin berkokok tetapi pada suatu hari tidak*
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berkokok karena tiba-tiba menghilang". Some of them can't answer and just keep quiet.

The researcher checked their understanding for each paragraph by asking the conclusion of each paragraph one by one. They said, "*paragraph one is about William and Rachel who have a rooster named Colin*", "*paragraph two is about Colin who was diligent to crow everyday*", "*paragraph three is about William and Rachel's father wanted to sell Colin because he is very noisy*", "*paragraph four is about all of family member were awake late because they didn't hear Colin's crow*", "*paragraph five is about a new alarm bought by father*", "*paragraph six is about all of the member family agree that colin's crow is better than alarm*", and "*paragraph seven is about the return of Colin and all chickens to the coop*".

(3) Post-Reading

Then, the researcher distributed task to every students to check their understanding about main information and important information in the text. She asked them to do the task individually. The researcher moved around and checked the students' work. They do the task individually and do not cheat. After all of them finished the task, she asked several students to present the answer and the reason why and how they chose that answer. One by one presented to the whole class and the other had to comment on his result. There were some comment and some questions from the other, and some of them kept silent.

c) Closing

The researcher gave the students chance to ask if there was something they had not understood. Because of no questions, the researcher summed up the lesson and reminded students about narrative text. The researcher said that they would get test next meeting, and she asked them to practice several reading strategies at home to drill their reading strategies.

4) The fourth meeting (Friday, March 16th 2012)

In the fourth meeting, post-test I was conducted. This test was conducted to know the students' achievement in comprehending text after implementing the action plan.

c. Observing I

The Observation was conducted by the researcher and collaborator. The observation was held during the teaching and learning process. Based on the observation from the first meeting to the fourth meeting, there were the improvement of students' reading achievement and students' motivation in learning reading. The explanation is as follows:

1. Improvement in Reading Comprehension

The students made good progress in comprehending reading text. The improvement can be recognized by comparing the students' average score of post-test of cycle 1. The students' average score of pre-test was 42,4 and the students' average score of post test of cycle -1 was 55,7, so there was an

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improvement in the students' achievement in reading from 42,4 to 55,7. Besides, the mean of each indicator also increased. The improvement of each indicator showed in the table below:

Table 4.1 The average score of each indicator in cycle 1

No	Indicators	Pre-test	Post-test
1	Main idea	50	67
2	Explicit Information	48,5	60
3	Implicit Information	30,5	44
4	Reference	50,5	60
5	Meaning of Certain words	32,5	47,5
Total		42,4	55,7

2. Students motivation in learning reading

The result of the observation showed that the students became more motivated in learning reading. Most of the students became active. They are not only paying attention to the teacher explanation but also in discussing the task with their friends in the team and pair. When the teacher moved around the class during their discussion, she saw the students help each other. Even, some of them seriously explained the material to their friends. The teacher observed that they could share with their friends freely so that it made the teaching and learning situation more alive. The students also actively participated in answering the teacher's questions. Moreover, they were active in choosing the genre of the text used in learning reading. For the first cycle they chose narrative text and for the second cycle they prefer explanation text.

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d. Reflecting

From the observation, the researcher got the result. The observer and the researcher had reflection on several positive results and problems in the first cycle. It was the process of teaching and learning process using Team-Pair-Solo technique generally ran well.

There were some positive results in the teaching and learning process. There was an improvement in the students' reading comprehension. Their achievements improve in finding main idea, explicit information, and reference. However, it had not been optimal yet. Students still had difficulties in finding implicit information and meaning of certain words. One of them said, "*untuk memahami makna yang tersirat dari bacaan itu susah, karena harus dibaca berulang-ulang dulu dan harus tau banyak vocabulary.*" The improvement can be recognized by comparing the students' average score of pre-test and the students' average score of post-test 1. The students' average score of pre-test 1 was 42,4 and the students' average score of post-test 1 was 55,7. The result was regarded as fair. It showed that it was better.

From the observation, it can be seen the influence of the actions in Team-Pair-Solo technique to students. They were: (1) students have been more and more active. Most of the students became active. They paid attention to the teacher's explanation. They were active in discussing the task with their friends in their groups. (2) The students' motivation has been increased. The students who used to feel shy, nervous, inferior, and afraid of giving the idea, they had bravery to ask and share the material with their friends. A student

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(initial name PM) said, *“terkadang itu lebih enak dan nyaman nanya ke teman daripada nanya ke guru. Kalau nanya ke guru kan malu, kelihatan ga bisa nya”*. Moreover, another student (initial name MS) said, *“kalau metode belajarnya seperti ini, mau ga mau kami jadi harus betul-betul belajar dan active selama belajar dengan Team dan berpasangan. Supaya nantinya bisa mengerjakan tugas sendirian di step Solo. Kan malu kalau teman-teman yang lain bisa tapi saya ga bisa.”* (3) The students cooperated with others. The leaders of each groups led the member of the group to finish the tasks. The leaders confirmed with all of the members of the groups about their understanding of the text. The smart students were not individualistic anymore. They shared their knowledge with the other who did not understand the text. They shared and help each other.

However, the researcher and the collaborator found some problems and possible causes in teaching and learning process. They are as follows:

1. Some students were still passive in the teaching and learning process. They prefer to be keep silent than to speak up. There were some of them still doubt to express their mind. Based on reflecting and analyzing the implementation of the first cycle, the possible causes of this problem were: first, the role of the teacher in implementing the action had not been optimal yet. Second, Team-pair-solo technique as the teaching technique was new for the students to do and they needed time to get accustomed to it.

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2. Some students made noise during discussion in groups. There were several students in each group too enthusiastic in discussing the task until they made noisy sound in the class. Based on reflecting and analyzing the implementation of the first cycle, the possible causes of this problem were: first, the students' high enthusiasm in discussing the task. Second, the teacher seldom monitored and restrained the groups which discuss noisily.
3. Some of the students still have difficulties in finding implicit information and meaning of certain words. It can be seen from the result of pre-test and post-test 1. The average result of pre-test in finding implicit information was 30,5 and in finding meaning of certain words was 32,5. The average result of post-test 1 in finding implicit information was 44 and in finding meaning of certain words was 47,5. The achievement in post test was under 60 and the improvement was not too noticeable. These were not the same with the achievement in finding main idea, explicit information, and reference which the scores were more than 60. There was a student said, *“untuk memahami makna yang tersirat dari bacaan itu susah, karena harus dibaca berulang-ulang dulu dan harus tau banyak vocabulary.”* It indicated that students still had difficulties in finding implicit information and meaning of certain words. Based on reflecting and analyzing the implementation of the first cycle, the possible causes of this problem were: first, the text used in teaching reading was too long so the students need more time to understand the implicit information in the text. Second, some

of the students still did not accustomed yet to use reading strategies in finding implicit information and meaning of certain words.

To solve the problems that appeared in cycle 1, the researcher and the collaborator made some recommendation toward the next activity. They were as follows:

1. The researcher would motivate and encourage the students to be active in every steps of Team-Pair-Solo technique. She had to encourage the students to participate during the discussion in team and pair work. She would more explain about the students' role and the teacher's role in cooperative learning. By doing this, the researcher hoped that the students understand their role in team and pair work and did their role during discussion in team and pair work. Thus, the students would be more active during learning process.
2. The teacher had to control all students by moving around the class and reminded 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. She would emphasize more in practicing strategies in comprehending implicit information and meaning of certain words. By doing this, the researcher hoped that the students' comprehension in these two indicators would improve.

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2. Cycle 2

a. Revised Planning

The researcher and the collaborator prepared for the action. The preparation included: sharing ideas with collaborator, designing lesson plan, preparing the suitable materials to implement in teaching reading, preparing observation instrument, forming students' team, and designing posttest.

Based on the result of reflection of cycle 1 and the result of discussion with the collaborator she 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.

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 teacher 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.

b. Acting

In the second cycle, the researcher used descriptive text. It is because at the end of post test-1 the students confessed that they were so bored with narrative text. They suggested others text to the next meeting, except narrative text. The researcher offered descriptive text and news item text to the students because those texts were taught in that semester. But all of the students preferred descriptive text than news item text. The researcher along with the students decided to use descriptive text in cycle 2. The second cycle was conducted in four meetings. Each meeting took 90 minutes.

1) The first meeting (Wednesday, March 21st, 2012)

a) Opening

The researcher and the collaborator came to the classroom at 9.30 a.m. The researcher started the lesson by greeting the students and checking the students' attendance. Before starting the lesson, the researcher and students had a small conversation about what had learnt in learning teaching process. The researcher said that in the previous meetings they had learnt in team, pair, and individually, and she asked them which mode is they like most. Some of them felt happy to learn in team formation, but some of them prefer to learn with pair. They said, *"saya lebih suka kerja berpasangan bu, sebab kalau dalam team, jumlah anggota teamnya banyak, nanti ada yang ga kerja bu, kalau pasangan ya mau ga mau harus aktif kerjain tugas bu"*, while the other said *"saya lebih*

suka belajar dalam team bu, lebih banyak orang kan lebih mudah diskusinya". The researcher accepted all of the students' responds.

She said that actually there were many style in learning something, included learn in team, pair, and individual, we must try all of the learning style to know which style is better for us. If there was an obstacle appears during learning process we must analyze what is the obstacle and try to solve it. If they felt that the obstacle of work in team was the passive members, they should divided the task to all of the team members, and the role of the leader in team must be exchanged so that all of the team member have the same opportunity in giving contribution to their team. Some of them nodded, it seemed that they understand what the researcher said.

Before doing the work, the researcher said that students were still in the same team and asked them to change the leader and the secretary of team in order that the passive ones had an opportunity to report the result of discussion to the whole class. The researcher gave explanation that on that day they would analyze *descriptive* text in team and asked the students to sit with their team members.

b. Main activity

1) Pre-Reading

Before distributing the text to the students, the researcher wrote some new and difficult vocabularies on the whiteboard. Then she asked the students to find the meaning of those words in dictionary. She gave

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them 5 minutes to looking for the meaning of those words. Then she asked the meaning of those words to each team and wrote it on whiteboard.

The researcher showed some pictures to the students and asked them to guess the topic of the text on that day. The researcher said, “Look at these pictures, guess then, what’s the topic of the text for today?” Some students said, “tentang jembatan bu”, “sungai, miss”, “perumahan kumuh”, “men cari ikan”, menenun”, “jualan kain tenunan”, “makanan miss, tapi ga tau nama’a apa”. From the students’ answer, it seemed that the students could guess well. They said that the topic of the text of that day was about many things, such as bridge, river, houses beside the river, weaving clothes, selling weaving clothes, and also food. The researcher accepted and recorded all predictions on the whiteboard and asked them to write their prediction down to their worksheet.

The researcher asked, “From these pictures what might happen in this text?” Some students answered, “It is a description about a place, miss”. Suddenly, a student spoke up, “Aha....! I know miss, it must be a description about Palembang”. The researcher asked, “why do you know it is a description about Palembang?”. He was smiling and said, “Because I see the small word ‘Palembang’ written in the corner of one picture miss, and I recognize the food, it must be Pempek Palembang.” He looked very satisfied with his answer. The researcher gave reward, “Yes, you are right, clever..! this text is a description about Palembang. The title of the text is *Palembang; A city by a river.*”

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(2) Whilst-Reading

The researcher shared the copy of reading text to each team and asked them to read paragraph one. Students gave their conclusion about the important information in paragraph one. Some of them said, *“Isinya tentang lokasi kota Palembang”*. Another student said, *“tentang letak geografis kota Palembang yang terpisahkan oleh sungai mus, sehingga wilayahnya terbagi dua; wilayah hulu dan hilir”*. The researcher asked, *“Is there any other answer?”* The students answered, *“No, miss”*. It seemed that there were no another answer from them. The researcher asked them to cite the sentences which caused them to think so. The students wrote the important information they got in their worksheet.

The researcher asked them to read the second paragraph and to note some important information in it. After for a while, the researcher asked, *“Now, what do you think the text about?”*. Some students responded, *“wilayah hulu dan hilir sekarang dihubungkan oleh jembatan AMPERA, kepanjangan dari Amanat Penderitaan Rakyat”*. Another students said, *“Palembang adalah kota pelabuhan karena berada pada tempat yang sangat strategis yaitu di jalur perdagangan antara india dan china.”* The researcher accepted and asked them to write their conclusion in their worksheet. She also asked them to cite the sentences which caused them to think so.

The researcher asked them to read the third paragraph and to note some important information in it. After for a while, the researcher asked,

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“Now, what do you think the text about?”. Some students responded, “*paragraph tiga mendeskripsikan tentang hal-hal apa saja yang dapat kita temui di Palembang*”. Another student said, “*paragraph tiga mendeskripsikan bahwa kalau mengunjungi Palembang kita dapat mencicipi makanan khas Palembang yaitu pempek, kemudian melihat sisa-sisa kejayaan kerajaan Sriwijaya di museum Sultan Mahmud Badaruddin II, mengunjungi Benteng Kuto Besak, dan Mesjid Agung*”. The researcher accepted and asked them to write their conclusion in their worksheet. She also asked them to cite the sentences which prove their conclusion.

The researcher asked them to read the last paragraph and to note some important information in it. After for a while, the researcher asked, “Now, what is the last paragraph tells you about?”. Some students responded, “*paragraph keempat menceritakan tentang kain songket*”. Another student said, “*menceritakan tentang melihat orang menenun kain songket di sepanjang jalan Ki Gede Ing Suro*”. The researcher accepted and asked them to write their conclusion in their worksheet. She also asked them to cite the sentences which prove their conclusion.

(3) Post-reading

After finishing reading the text, the researcher gave some questions to the students to check their comprehension and asked them to do the task in team. She asked them to practice the skimming, scanning, and guessing strategy in answering the questions. She shared the questions sheets to each team and she moved around the class to check the students' work.

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The researcher did not forget to remind them to be active and to give their contribution in their team. In this meeting, students seemed to be more active than in the previous meetings in the previous cycle. The class situation was rather noisy because they gave comment actively, but it was a good situation because the students were more active than before.

After all teams finished the task, the researcher asked each team to present the result of their discussion about the answer and the reason why and how they chose that answer. Each group presented to the whole class and the other team had to comment on the team's result of discussion. There were some comment and some questions from the other.

c) Closing

After all teams reported the result of their discussion, the researcher checked the students' understanding by giving evaluation. Some reading comprehension questions related to the passage. After checking students' understanding, the researcher summed up the lesson and asked the students' difficulties. The students said that they liked the text on that day because there were many pictures and new information they got in the passage. When the time was over, the researcher closed the lesson and said good bye.

2) The second meeting (Friday, March 23rd, 2012)

a) Opening

The researcher started the lesson by greeting and checking students' attendance. Before explaining the material of lesson on that day,

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the researcher reviewed the previous lesson of the last meeting. She asked the student about *descriptive* text and they could answer well. They said that the descriptive text is text which describe about something, such as place, people, things, plant, animal, etc.

Then, the researcher explained that in that meeting they would work together in pair to read and comprehend a text. She asked the students to make a pair with a member of their previous team. So each team was divided into two pairs. The leader of this pair must be different with the leader in the previous meeting, or in the previous pair. The researcher said that they had to work together with their pair. They had to share and help each other to understand the text and to finish all tasks.

b) Main Activity

(a) Pre Reading

The researcher began the lesson by writing some new and difficult words related to the text on whiteboard. Then she asked the students to find the meaning of those words in dictionary. She gave them 7 minutes to looking for the meaning of those words. Then she asked the meaning of those words to each team and wrote it on whiteboard.

Then, the researcher showed some pictures to the students and asked, “*What pictures are these?*”. All of them answered, “*Komodo, miss*”. Then the researcher asked, “*In your opinion, what is the text about?*” They said, “*Pasti teks deskripsi mengenai komodo, miss.*” She asked, “*Is any other answer?*”. Students answered, “*No, miss, pasti udah*
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bener itu miss". It seemed that they were very sure with their prediction. The researcher told them that the title of the text was "*Fantastic Komodo Dragons at Komodo Island*", and she asked them to predict the content of the text based on the title. Students wrote their all of their prediction in their pair worksheet.

(b) Whilst Reading

The researcher distributed the copy of the reading text and gave them time to read silently. The researcher asked them to read the first paragraph quickly and predicted the likely content of the text. The researcher asked students to skim the text by noting important information. The researcher stopped them after read the first paragraph to check their comprehension. The researcher helped them to comprehend the text by asking simple questions to find important information, "*What is the text about? What is paragraph 1 tell you about? Can you prove it?*". The students said that the text is a description about komodo in komodo island in Indonesia. "*Paragraph satu menceritakan tentang habitat, bobot tubuh, dan makanan komodo*". "*Penjelasannya ada di kalimat pertama, mengenai habitat komodo. Di kalimat kedua mengenai tempat tinggal komodo, dan dikalimat-kalimat berikutnya dijelaskan mengenai makanan-makanan komodo*". The answer was better than before. Then the researcher guided them to write it on their pair worksheet.

The researcher asked them to read the next paragraph and to note important information in the text. After a while, she asked them some

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questions to check their comprehension about the second paragraph. *What is paragraph 2 tell you about? Can you prove it?*. The students answered, “*paragraph kedua menceritakan tentang penemuan pertama komodo dan komodo termasuk hewan yang berbahaya*”, “*penjelasannya ada di kalimat pertama dan kalimat ketiga, miss*”. The researcher accepted the students answered and guided them to write it on their worksheet.

She asked them to read the last paragraph and note some important information in the text. After for a while, the researcher asked, “*Now, what is the last paragraph tells you about?*”. Some students responded, “*paragraph terakhir menceritakan tentang komodo yang masuk kedalam jenis kadal terbesar di dunia*”. Another student said, “*menceritakan tentang komodo yang cuma hidup di indonesia*”. The researcher accepted and asked them to write their conclusion in their worksheet. She also asked them to cite the sentences which prove their conclusion.

(c) Post Reading

After finishing reading the text, the researcher gave some questions to the students to check their comprehension and asked them to do the task with their pair. She asked them to practice the skimming, scanning, and guessing strategy in answering the questions. She shared the questions sheets to each team and she moved around the class to check the students' work. The researcher did not forget to remind them to be active and to give their contribution in doing the task. The class situation was rather quite because they gave comment silently to their pair.

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After all of them finished the task, the researcher asked some pairs to present the result of their discussion about the answer and the reason why and how they chose that answer. The pair chosen presented to the whole class and the other pair had to comment on their result of discussion. There were some comment and some questions from the other.

c) Closing

Before closing the lesson, the researcher gave the students chance to ask if there was something they had not understood. Because of no questions, the researcher summed up the lesson. She said that she was happy because the student did the task well and played their role in the teaching learning process. The researcher reminded them to practice several reading strategies at home to drill their reading strategies. Because the time was over, the researcher closed the class and said goodbye.

3) The third meeting (Wednesday, March 28th, 2012)

a) Opening

The researcher and collaborative teacher entered the class at 9.30 am. The class situation was calm and quiet. After greeting the students, the researcher took the present list and checked the students' attendance. The researcher reviewed the lesson of the last meeting. Then, she explained them that on that day they would learn individually. The researcher asked to all of the students to set their seat to sit individually.

b) Main Activity

(1) Pre Reading

Before distributing the text to the students, the researcher wrote some new and difficult vocabularies on the whiteboard. Then she asked the students to find the meaning of those words in dictionary. She gave them 10 minutes to looking for the meaning of those words. Then she asked the meaning of those words and wrote it on whiteboard.

The researcher showed some pictures to the students and asked them to guess the topic of the text on that day. The researcher said, "Look at these pictures, guess then, what's the topic of the text for today?" Some students said, "Solo the spirit of java", "delicious food", "javanese people", "a traditional house", "keraton". Then a student said, "*It must be a description about a place named Solo, it describes about the house, people, and also the food*". From the students' answer, it seemed that the students could guess well. They said that the topic of the text of that day was about a place named Solo, and the text described many things in that place. The researcher accepted and recorded all predictions on the whiteboard and asked them to write their prediction down to their worksheet.

(2) Whilst Reading

The researcher distributed a copy of the reading text. She gave them time to read silently. She asked them to practice the reading strategies such as skimming, scanning, and guessing to read and

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comprehend the text. She reminded them to note several important information they got during reading. The researcher asked them to read the first paragraph quickly and predicted the likely content of the text. After a while, the researcher stopped them and leads a class discussion. She helps them to make a conclusion about the content by asking simple questions to find important information: *“What is the first paragraph tell you about? What in the passage makes you think that? Can you prove it?”* Almost all of the students said that the text was about the location of solo city and it proved in the first and the third sentences. She accepted the students’ answered and she asked them to continue reading the text.

After a while, the researcher checked their understanding for each paragraph by asking the conclusion of each paragraph one by one. They said, *“paragraph two is about keraton solo”, “paragraph three is about sub-district and government of solo”, “paragraph four is about local dishes and Javanese language”, “paragraph five is about solo as a favorite tourist destination of the country”*. The researcher accepted and asked them to write their conclusion in their worksheet. She also asked them to cite the sentences which prove their conclusion.

(3) Post Reading

Then, the researcher distributed task to every students to check their understanding about main information and important information in the text. She asked them to do the task individually. The researcher moved around and checked the students’ work. They do the task individually

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seriously. After all of them finished the task, she asked several students to present the answer and the reason why and how they chose that answer. One by one presented to the whole class and the others had to comment on his or her result.

c) Closing

Before the time was over, the researcher asked the students to collect the result of their discussion. Then the researcher summed the lesson of that day. The researcher said that they would get test next meeting, and she asked them to practice several reading strategies at home to drill their reading strategies. Because the time was over, the researcher closed the class and said goodbye.

4) The fourth meeting (Wednesday, April 4th, 2012)

In the fourth meeting, post-test II was conducted. This test was conducted to know the students' achievement in comprehending text after the action of cycle I was revised.

c. Observing

The observation was conducted by the researcher and collaborator. The observation was held during the teaching and learning process. Based on the observation from the first meeting to the fourth meeting, it could be known that (1) the improvement in reading comprehension. (2) The improvement in students' motivation. The more explanation was as follows.

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1. Improvement in Reading Comprehension

The students made good progress in comprehending reading text. The improvement can be recognized by comparing the students' average score of post-test of cycle 1 and the students' average score of post-test of cycle 2. The students' average score of post-test 1 was 55,7 and the students' average score of post-test 2 was 67,8 , so there was an improvement in the students' achievement in reading from 55,7 to 67,8. Besides, the average score of each indicator also increased. The improvement of each indicator showed in the table below:

Table 4.2 The average score of each indicator in cycle 2

No	Indicators	Post-test 1	Post-test 2
1	Main idea	67	78,5
2	Explicit Information	60	72
3	Implicit Information	44	58,5
4	Reference	60	74.5
5	Meaning of Certain words	47,5	55,5
Total		55,7	67,8

2. Students motivation in learning reading

The result of the observation showed that the students became more motivated in learning reading. Most of the students became active. They are not only paying attention to the teacher explanation but also in discussing the task with their friends in the team and pair session. When the teacher moved around the class during their discussion, she saw the students help each other. Even, some of them seriously explained the

material to their friends. The teacher observed that they could share with their friends freely so that it made the teaching and learning situation more alive. The students also actively participated in answering the teacher's questions.

d. Reflecting

Having implemented the research in cycle 2, the researcher and the collaborator did reflection of the teaching and learning reading comprehension. The result of reflection was used to know whether the teaching and learning reading is successful or not.

There were some positive results in the teaching and learning process. There was an improvement in the students' reading comprehension. Their achievements improve in finding main idea, explicit information, implicit information, reference, and meaning of certain words. From the table 4.2 it could be seen that the average score of main idea was 78,5, explicit information was 72, implicit information was 58,5, reference was 74,5, and meaning of certain words was 55,5. There was better improvement from post-test 1 to post-test 2. The average score of post-test 2 was 67,8 while the average score of post-test 1 was 55,7. It showed that there was an improvement in students' achievement and it was better than before.

From the observation, it can be seen the influence of the actions in Team-Pair-Solo technique to the students. They were: (1) students have been more and more active. Most of the students became active. They paid *commit to user*

attention to the teacher's explanation. They were active in discussing the task with their friends in their groups. (2) The students' motivation had been increased. The students who used to feel shy, nervous, inferior, and afraid of giving the idea, they had bravery to ask and share the material with their friends. According to the questionnaire, all of them said that they were more motivated in learning reading using team-pair-solo technique. They said that by using team-pair-solo technique they can enjoy the learning process and the classroom situation was enjoyable. (3) The students cooperated with others. The leaders of each groups led the member of the group to finish the tasks. The leaders confirmed with all of the members of the groups about their understanding of the text. The smart students were not individualistic anymore. They shared their knowledge with the other who did not understand the text. They shared and help each other.

Based on the observation from meeting 1 to meeting 4 in cycle 2, the problem in this cycle 2 was the teacher got difficulty to monitor all students. It was because the students discussed together in the same time and it made the condition was rather noisy.

From the result of reflection, the result of the post-test showed improvement and the students' motivation increased, the researcher and the collaborator determined not to continue to the next class. So, the process of classroom action research ended on the second cycle.

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C. Research Findings and Discussion

Analyzing the data of this study, the researcher found several findings to answer the problems of the research: (1) Can Team-Pair-Solo technique improve students' reading comprehension? (2) How is the students' motivation when Team-Pair-Solo technique is implemented in reading class? The findings and discussion of the research are presented in the following section.

1. Findings

a. Improvement of the students' reading comprehension

Before the study, the researcher found that the students in class X-1 had low score in reading. Then the researcher tried to improve the students' ability in reading by using Team-Pair-Solo technique. The result of teaching and learning reading text using Team-Pair-Solo technique showed that the students' comprehension in reading improved. The improvement could be observed by comparing: (1) the score of pre-test and post-test of cycle 1; (2) the score of post-test of cycle 1 and post-test of cycle 2; (3) the score of pre-test; post-test of cycle 1; and post-test of cycle 2.

1) The score of pre-test and post-test of cycle 1

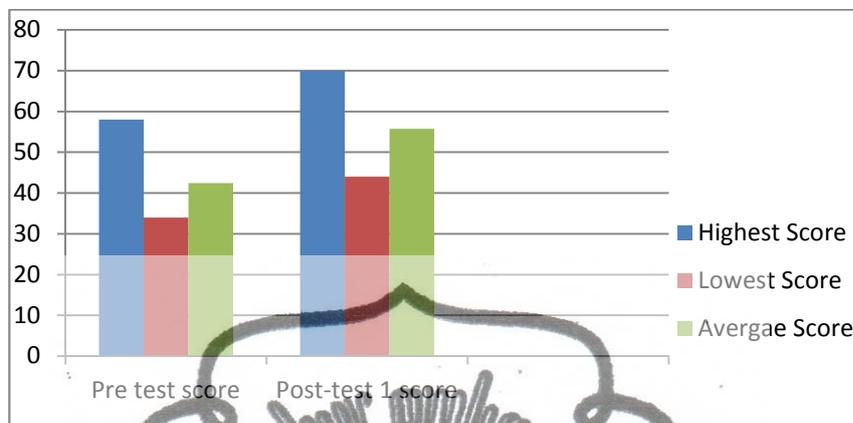
The improvement of the students' reading comprehension can be showed in following table and graph:

Table 4.3 The Score of Pre-test and Post-test of cycle 1

No	Explanation	Pre-test Score	Post-test Score of cycle 1
1	Highest Score	58	70
2	Lowest Score	34	44
3	Average Score	42.4	55.7

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Graph. 4.1. The Score of Pre-test and Post-test 1



The table 4.3 shows that the improvement of the students' comprehension in reading was reached by the students. The highest score increased from 58 in pre-test, to 70 in post test of cycle 1. The lowest score increased from 34 in pre-test, to 44 in post test of cycle 1. The average score increased from 42.4 in pre-test, to 55,7 in post test of cycle 1. It is clear that Team-Pair-Solo technique can improve the students' comprehension in reading text.

2) The score of post-test in cycle 1 and 2

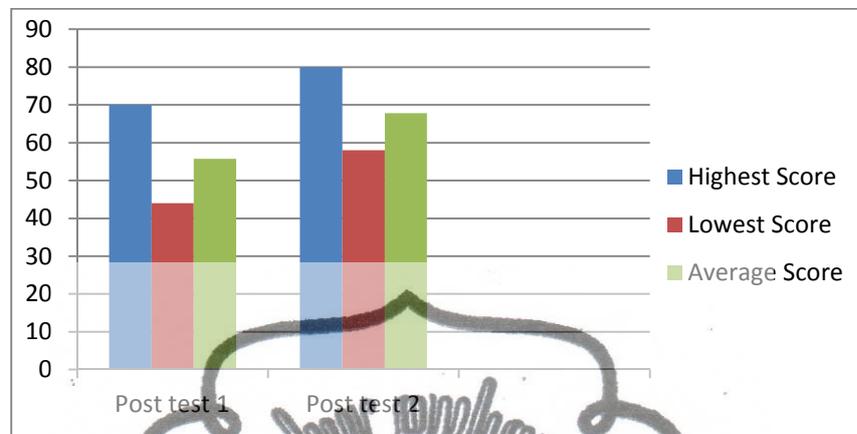
The improvement of the students' comprehension in reading can be showed in following table and graph:

Table 4.4 The Score of Post-test of cycle 1 and Cycle 2

No	Explanation	Post-test Score of cycle 1	Post-test Score of cycle 2
1	Highest Score	70	80
2	Lowest Score	44	58
3	Average Score	55.7	67.8

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Graph. 4.2. The Score of Post-test 1 and Post-test 2



The table 4.4 shows that the improvement of the students' comprehension in reading was reached by the students. The highest score increased from 70 in post test of cycle 1, to 80 in post test of cycle 2. The lowest score increased from 44 in post test of cycle 1, to 58 in post test of cycle 2. The average score increased from 55,7 in post test of cycle 1, to 67,8 in post test of cycle 2. It is clear that Team-Pair-Solo technique can improve the students' comprehension in reading text.

3) The score of pre-test; post-test in cycle 1; and post-test in cycle 2

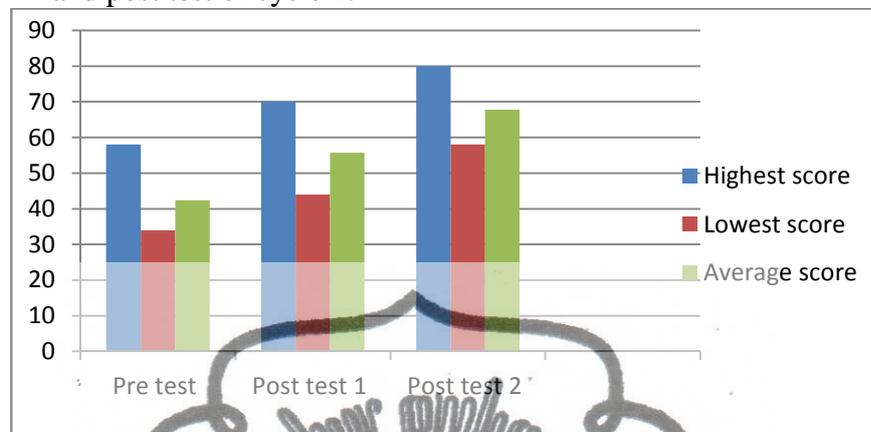
The improvement of the students' comprehension in reading can be showed in following table and graph:

Table 4.5 The comparison among students' score in pre-test, post-test of cycle 1, and post test of cycle 2

No	Explanation	Pre-test Score	Post-test Score of cycle 1	Post-test Score of cycle 2
1	Highest Score	58	70	80
2	Lowest Score	34	44	58
3	Average Score	42.4	55.7	67.8

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Graph. 4.3. The comparison among students' score in pre-test, post-test of cycle 1, and post test of cycle 2.



The table 4.5 shows that the improvement of the students' comprehension in reading was reached by the students. The highest score increased from 58 in pre-test, 70 in post test of cycle 1, 80 in post test of cycle 2. The lowest score increased from 34 in pre-test, 44 in post test of cycle 1, 58 in post test of cycle 2. The average score increased from 42.4 in pre-test, 55.7 in post test of cycle 1, 67.8 in post test of cycle 2.

The researcher and the collaborator compared the students' average scores viewed from the indicators of reading between pre-test, post-test 1, and post-test 2. There were 5 indicators; mind idea, explicit information, implicit information, reference, and words meaning.

Table 4.6 The average score viewed from the students' reading skills of pre-test, post-test 1, and post-test 2

NO	Skills	Average score of pre-test	Average score of post-test 1	Average score of post-test 2
1	Mind Idea	50	67	78,5
2	Explicit Information	48,5	60	72
3	Implicit Information	30,5	44	58,5
4	Word Reference	50,5	60	74,5
5	Words Meaning	32,5	47,5	55,5
	Total of average score	42,4	55,7	67,8

The data shows that the students average score in all indicators increased. The average score of mind idea increased from 50 in pre-test to 67 in post-test 1, and 78,5 in post-test 2. The average score of explicit information increased from 48,5 in pre-test, to 60 in post-test 1, and 72 in post-test 2. The improvement also happened to the rest indicators; implicit information, words reference, and words meaning. It is clear that the students' reading comprehension in these five indicators increased after the implementation of Team-Pair-Solo technique.

b. Students' motivation during teaching and learning reading using TPST

After implementing Team-Pair-Solo technique, the researcher gave questionnaire to the students. The questionnaire consisted of 50 statements. The statements relate to the students' motivation when Team-Pair-Solo technique is applied in teaching reading. Based on theory in chapter two, there are two forms of motivation namely intrinsic motivation and extrinsic motivation. In this study each form has four indicators. In intrinsic motivation, they were (1) Interest in learning English, (2) Goal in learning English, (3) Diligence and seriousness in learning English, (4) Self activeness in learning English. In extrinsic motivation, they were (1) Teacher's methodology, (2) The influence of friends, (3) The influence of groups, (4) Students' achievement and cooperation in learning. The results of the questionnaire are as follows:

1) Intrinsic Motivation

(a) Interest in learning English

Table 4.7 Students' interest in learning English

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly Disagree
1	English is an interesting lesson for me	6	14	-	-
2	English is a challenging lesson to be mastered	7	12	1	-
3	Even if my condition is not good, I will attend the English class	2	13	5	-
4	I do not like learning English		2	12	6
5	English lesson is difficult		10	10	-
6	I always get bad score from several English tests I took, I become lazy to learn English lesson because I'm not sure I will get a good score in English	2	1	12	5
7	I feel that I have difficulties in comprehending English text	2	9	9	-

The table 4.7 shows that 6 students (30%) strongly agree, and 14 (60%) agree with the statement “English is an interesting lesson for me”. It means that all of the students are interested in learning English. 7 students (35%) strongly agree and 12 students (60%) agree with the statement “English is a challenging lesson to be mastered”. It means that almost all of them consider English is a challenging lesson. There are 2 students (10%) strongly agree and 13 students (65%) agree with the statement “even if my condition is not good, I will attend the English class”. It shows that 75% of them will attend the English class even they are not in a good condition. From the table above it can be concluded that almost all of the students are interested in learning English.

(b) Goal in learning English

Table 4.8 Students' goal in learning English

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly Disagree
1	I will try to comprehend reading text as hard as I can, so that in the future I will get a good score in reading.	14	6	-	-
2	I study English because I want to master foreign language	12	7	1	-
3	I study English just because English is a lesson that must be learn in school.	-	1	18	1
4	I study English because I want to get a good score	1	-	18	1

From the table 4.8, it shows that 14 of the students (70%) strongly agree, and 6 students (30%) agree with the statement “I will try to comprehend reading text as hard as I can, so that in the future I will get a good score in reading”. It means that all of the students want to get a good score in reading comprehension so they will try their best. It can be seen from the table above that 12 students (60%) strongly agree, 7 students (35%) agree, and 1 student (5%) disagree with the statement “I study English because I want to master foreign language”. It means that almost all of the students learn English because they want to master English as a foreign language, not because it is just a subject which must be learnt in school.

(c) Diligence and seriousness in learning English

Table 4.9 Students' diligence and seriousness in learning English

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly disagree
1	I often learn and practice to comprehend English reading text at home.	4	13	3	-
2	If I have difficulties in comprehending reading text I will try to ask some friends or ask to the teacher.	5	14	1	-
3	I just learn to comprehend reading text when I will get an examination.	-	2	15	3
4	I take an English course.	3	9	8	-

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In line with table 4.9, it can be stated that most of the students (85%) said that they are often learn and practice to comprehend English reading text at home. It means that they are not only practice reading at school but also practice reading at home. The table shows that almost all of the students (95%) will try to ask some help to their friends or teacher when they have difficulties in comprehending reading text. It means that they are serious and diligent in learning reading, even they get difficulties during learning they try to find the solution. Almost all of them (90%) disagree with the statement “I just learn to comprehend reading text when I will get an examination”. It means that they learn reading comprehension not only when they get an examination but also when they have a leisure time.

(d) Self activeness in learning English

Table 4.10 Students' activeness in learning English

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly Disagree
1	I am diligent and active in answering teacher's question during learning to comprehend reading text just because I want to be an active student.	1	18	1	-
2	I often make a note of some important information that I get during teaching learning process because of my wish, not because of the teacher asked.	7	11	2	-
3	I am active in the class because I am afraid of teacher.	-	2	16	2
4	I answered the teacher's questions just because I'm afraid she will give me a punishment if I do not answered the question.	1	3	14	2

Regarding to table 4.10, it could be seen clearly that almost all of the students (95%) said that they are diligent and active in answering teacher's question during learning to comprehend reading text because they want to be an active students. Almost all of them (95%) said that they often make a note of

some important information that they get during teaching learning process because their own wish. Most of them (90%) disagree with the statement “I am active in the class because I am afraid of the teacher. From this table it can be concluded that almost all of the students are active during teaching and learning process because their own wish.

2) Extrinsic Motivation

(a) Teacher’s methodology

Table 4.11 Teacher’s methodology

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly disagree
1	I’m happy if the teacher applies new method in teaching reading my class.	11	9	-	-
2	I’m interested in learning reading comprehension using Team-Pair-Solo technique	13	7	-	-
3	Learning using team pair solo technique can improve my ability in comprehending reading.	13	7	-	-
4	I’m happy learning reading comprehension using team pair solo technique because when I fell stagnant and have no idea there are some friends that can be asked to discuss, share and give opinion.	13	6	1	-
5	I become more active during teaching learning process by using team pair solo technique.	8	12	-	-
6	The class situation becomes more interesting when learning reading using this method.	10	10	-	-
7	This method gives me chance to be brave in giving idea, opinion, and suggestion during teaching learning process.	10	10	-	-
8	I fell more enthusiastic in learning reading comprehension by using team pair solo method.	10	10	-	-
9	This method can make me enjoy the process of learning reading comprehension.	7	13	-	-
10	I am disappointed learning reading comprehension using this method because the method is not interesting	1	1	10	8
11	I am not interested in learning reading comprehension using this method because it makes the class situation crowded.	-	1	11	8

Regarding to table 4.11, it can be seen clearly that all of the students (100%) said that they are happy if the teacher applies new method in teaching

reading in their class. All of them (100%) said that they are interested in learning reading comprehension using Team-Pair-Solo technique. The students (100%) not only said that learning using Team-Pair-Solo technique can improve their ability in comprehending reading but they also said that learning reading using Team-Pair-Solo technique can make the class situation more interesting. They confess that they feel more enthusiastic in learning reading comprehension by using Team-Pair-Solo technique.

(b) The influence of friends

Table 4.12 The influence of friends

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly disagree
1	For me, a friend gives a big influence in the success of the process learning reading comprehension.	2	14	2	2
2	I'm happy if my friend helps me when I get difficulties in the process of learning reading comprehension.	6	14	-	-
3	In the process of learning reading comprehension, I feel more comfortable to ask to a friend then ask the teacher.	1	9	8	2
4	It is more effective to learn reading comprehension with friends than to learn alone.	5	14	1	-
5	I feel more comfortable if I do my task alone than do it with friends.	-	6	12	2

Based on table 4.12, most of the students (80%) said that a friend gives a big influence in the success of the process of learning reading comprehension. All of them (100%) said that they are happy if their friends help them when they get difficulties in the process of learning. The above table shows that half of them are more comfortable asking to a friend during the process of learning reading comprehension than asking to the teacher. From the table, it can be concluded that friends have a big influence in the success of a student's learning process.

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(c) The influence of groups

Table 4.13 The influence of groups

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly Disagree
1	Team work can give motivation to be more diligent in learning reading comprehend.	11	7	2	-
2	Learning in team using team pair solo technique ease me in comprehending reading text.	11	8	1	-
3	I'm happy learning reading comprehension using this method because we can help and share each other if there is a difficulty during learning process.	9	10	1	-
4	A benefit of learning in group is we can practice to do the reading examination, easier and faster.	9	9	2	-
5	I am happier and more comfortable to learning reading comprehension in groups than individually	5	12	3	-
6	Learning in group can make the lesson time more effective.	5	13	2	-
7	I prefer to learn individually than learn in groups.	-	4	16	-

Table 4.13 is the students' answer to the questions about the influence of groups. It shows that most of them (90%) said that team work can give motivation to be more diligent in learning reading comprehension. Almost all of them (95%) said that they are happy to learn reading comprehension using Team-Pair-Solo technique because they can help and share each other if there are some difficulties during learning process. Most of them (85%) said that they are happier and more comfortable to learn reading comprehension in groups than individual. From this table, it can be concluded that group work has a big influence toward the success of a student's learning process.

(d) Students' achievement and cooperation in learning

Table 4.14 Students' achievement and cooperation in learning

No	Aspect asked	Strongly agree	Agree	Disagree	Strongly Disagree
1	I prefer to cheat and ask a friend for the answer of the task.	1	-	6	13
2	I charged all of the task to the other friends in group.	1	1	6	12
3	I'm proud if our groups have a good score.	13	5	1	1
4	I'm happy if I can do reading comprehension task correctly and in time.	14	5	1	-
5	I'm satisfied if at the end of the learning process I can do the task individually without other's help.	15	5	-	-
6	I like to teach and to help friends if they get difficulties in process learning reading comprehension.	12	7	1	-
7	There is a satisfied feeling when I see a friend that I helped finally can comprehend reading well.	11	8	1	-
8	I'm satisfied if all of the group member can work well together in learning reading comprehension.	14	6	-	-

Table 4.14 shows that most of the students (90%) said that they are proud if their groups have a good score. Almost all of them (95%) confess that they are happy if they can do the task correctly. It also shows that all of the students (100%) said that they are satisfied if at the end of the learning process they can do the task individually without other's help. From the table, it can be concluded that there are a satisfaction in their self when they get something they wanted.

1. Discussion

Based on the result of the research, it can be proposed a theory which says team-pair-solo technique can improve students' reading comprehension and students' motivation in learning reading. The implementation of team-pair-solo technique can improve students' reading comprehension in finding main idea,

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finding explicit information, finding implicit information, finding reference, finding meaning of certain words.

a. Team-Pair-Solo technique can improve students' reading comprehension

Before conducting the action research, the research found that the students had low reading comprehension. The improvement of students' reading comprehension could be seen from the improvement of students' reading achievement in each cycle. The improvement of students' reading achievement is showed on table 4.15. The table showed that the reading comprehension was increased. The mean score in pre-test was 42.4, the mean score in post test cycle 1 was 55.7, and the mean score in post test cycle 2 was 67.8.

Table 4.15 Reading Score

Indicator	Pre-test	Post-test I (Cycle I)	Post-test II (Cycle II)
a. Finding main idea	50	67	78.5
b. Finding explicit information	48.5	60	72
c. Finding implicit information	30.5	44	58.5
d. Finding reference	50.5	60	74.5
e. Finding meaning of certain words	32.5	47.5	55.5
Percentage	42.4	55.7	67.8

Besides showing to the reading achievement, the improvement of students' comprehension could be identified from the ability of answering questions in turn. Before conducting research the students get difficulties to find main idea. They cannot understand the content of the text. It was because they do not know reading strategies in reading a text. After the implementation of Team-Pair-Solo technique the students were able to use *some reading* strategies and it eases them in

comprehending reading. Through this technique they can help and teach each other in comprehending the text.

It is in line with Crandall (in Arnold, 1997: 227). He said:

“In cooperative learning situation, students interact, assist one another with learning task, and promote one another’s success. It means that when the students get difficulties in learning they may ask for help from others. The small group setting allows the students to work directly with one another, to share opinions and ideas, to come to common understanding and to work as a team to ensure the member’s success and acceptance.”

b. Team-Pair-Solo technique can improve students’ motivation

Based on the research findings reported in this chapter IV, the implementation of Team-Pair-Solo technique gives positive impact to the students’ motivation in learning reading comprehension. The students who studied alone would be easier to feel tired. There was no friend who gave suggestion or motivation. It was very different if the students discussed in team or pair. The member of team or pair would support and gave motivation each other. The students in small group discussion had high motivation in doing the task. The students would support or motivated the students to be success.

A student (initial name is SL) gives her opinion about Team-Pair-Solo technique, “*saya lebih senang belajar berkelompok atau berpasangan bu, karena dengan belajar bersama teman jadi lebih mudah belajarnya, ada teman buat bertukar pikiran, ada teman buat mendiskusikan benar atau salahnya apa yang saya pikirkan*”. Another student (initial name is LD) added, “*model belajar ini lain dari model belajar kelompok lainnya, karena dalam metode ini kita harus bekerja dalam team yang jumlahnya 4 orang, terus jumlah kelompoknya mengkerucut jadi 2 orang, terus pada akhirnya kerja sendirian. Ada*

tantangannya bu. Mau ga mau harus manfaatin waktu belajar dan nanya-nanya bersama teman, karena nanti bakalan dilepas ngerjain tugas sendirian. Malu kalo nanti ternyata ga bisa waktu ngerjain tugas sendirian”. The illustration above indicates that students’ motivation in learning reading increase.

It is clear that the students had high motivation to learn reading comprehension after the implementation of Team-Pair-Solo technique. It is in line with Crandall (in Arnold 1999: 233) that said:

Cooperative learning activity can increase students’ motivation because cooperative learning encourages students to work in small group, so they fell more comfortable in learning activity. They know that everything will be easier because they can ask for help from others. They know that they can get feedback and assistant in making contribution as clearly, relevantly, and appropriately as possible. This situation can motivate students to continue participating at their own level proficiency.

Kagan said that in the process of team-pair-solo technique the students are helping, coaching, sharing information, and practice leadership skills. Students are motivated to learn because they will be held individually accountable in the third step of the structure.

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusion

There were several findings which revealed during the research. Based on the data analyzing, it was concluded that Team-Pair-Solo technique can improve both students' reading comprehension and students' motivation in reading comprehension activity.

There were changes happening after team-pair-solo technique used. They were as follows:

a. The improvement of students' reading comprehension

Regarding to the fact happening to the students, it can be concluded that students' reading comprehension was increased. Students can apply several reading strategies in reading class. They were also successful in improving their achievement. The comparison of students' result pre test and post test cycle 1 and cycle 2 were significant. After conducting the first cycle of the research, students' mean score increased from 42.1 to 55.7. Therefore, the second cycle was done. And after finished the second cycle, the post test was done. The students' mean score increased from 55.7 to 67.8. Those test scores showed that the students reading comprehension improve. It can be concluded that the use of Team-Pair-Solo technique in teaching reading can improve students' reading comprehension.

b. The improvement of students' motivation in reading comprehension activity.

Based on the findings in chapter IV, it can be concluded that students' motivation in learning reading comprehension using team pair solo technique

increase. Before the implementation of this technique, the students were passive and they have low motivation to study. But after they have been given a treatment using team-pair-solo technique, it showed the significant improvement of the students' motivation. They were more active and they had higher motivation to study.

B. Implication

The research findings of this study imply that Team-Pair-Solo technique is one effective technique which can be used in reading class. The implications of the actions are as follows:

1. Team-Pair-Solo technique is an appropriate technique which activates students' background knowledge related to the topic presented in a reading text. With this technique students learn better because they are actively involved in the learning experience.
2. Team-Pair-Solo technique can enhance students' motivation and confidence in reading comprehension activity. They can share their opinion, do discussion with their friends, and learn from friends how to comprehend reading, so they will be critical. They are totally involved in learning process. When the students are enjoy and active in the learning process, they will get good understanding in what they are learnt.

C. Suggestion

Based on the conclusion above the researcher gives some suggestion and hopes that at least the research become an input in determining the appropriate teaching technique which can improve students' reading competence as follows:

1. For the English teachers

The teacher should know how to improve their ability in teaching and to develop a good atmosphere in class so that the students learn comfortably in their class. Before conducting this team pair solo technique in the teaching and learning process, the teacher should teach several reading strategies to improve their understanding for the text, so that they can practice the strategies with friends during the implementation of team pair solo technique. The teacher must be creative to use it in order that students are interested and are not bored in the teaching and learning process. She/he must give special attention to the students who get difficulties in learning process and it is important to encourage and give praise to them.

2. For the students

The students must realize that they have potentials to be better. Therefore, they must study hard and seriously. They must be brave and active in applying Team-Pair-Solo technique. Never give up to improve their ability in comprehending reading.

In general, they should encourage themselves to learn more, ask what they do not know and learn as much as possible. Making mistake is a part of learning process. They should try and try again. It must be successful.

3. For other researchers

The other researcher can get a valuable experience which can be used for doing a better action research in the future. The researcher found that some

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students still have difficulties in finding certain word meaning and implicit information. Therefore, the researcher hopes the other researcher can revise it for the future research.

The future researchers are hoped to implement Team-Pair-Solo technique with better preparation so the result of the research will be better. The most important thing to prepare in reading research is materials, media, and evaluation instruments.

4. For the institution of education.

An institution of education is a formal place to disseminate knowledge and education. It should be provided with the facilities that support the teaching and learning process in order that it can run well.

