

# The Effect of Team Pair Solo Technique on Students' Reading Comprehension of Narrative Text at Grade IX of SMPN 14 Pekanbaru

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## Abstract

Technique in teaching is one of the factors to develop students' reading achievement. Therefore, teachers have to find the appropriate technique to encourage students become interested on reading activity and achieve the teaching learning reading's goal. Team Pair Solo is one of the teaching techniques. This technique helps the students to comprehend the text through interactive way and discussing. Each step of this technique invites the students to participate and more active during learning activities. This research was quasi experimental research that aims at testing whether Team Pair Solo Technique produces better reading comprehension of narrative text compared to Lecture Technique. The population of this research was grade IX students of SMPN 14 Pekanbaru in 2017/2018 academic year consisting of 7 classes. The sample was selected by using cluster random sampling technique. They were IX.4 as experimental class and IX.2 as control class. Both classes consist of 27 students. The data were obtained from score of reading test. Research data were analyzed by using t-test. The result shows that Team Pair Solo Technique produces better reading comprehension of narrative text compared to Lecture technique at grade IX students of SMPN 14 Pekanbaru.

*Keywords-* reading comprehension, team pair solo

## A. INTRODUCTION

Reading becomes an important part in our life. By reading, people can get information widely without going anywhere, for example in getting information or knowledge by reading books and journal or in finding a job by reading newspaper. People consider reading as an important activity. Especially for students, they practice this skill every day and every time, in school activities or out of school.

Reading comprehension means understanding what has been read, involving understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgment, and evaluating. Coon and Mitres (2010:21) state that, the more students elaborate

while reading and study, the more they understand the text. From the opinions above, it can be concluded that reading becomes source of knowledge, through reading students can comprehend the content of the texts and develop their knowledge.

Based on preliminary observation conducted at SMPN 14 Pekanbaru on January, 2017 and interviewed the teacher and students in the school, it was found that, the students had difficulty in understanding and exploring the text because of the lack of vocabulary. Some students might know the meaning of vocabularies but they could not get the message of the text. They just had ability to pronounce and recognize individual words without conveying the message from the author. As a result, the students could not construct the meaning and connecting idea from the text that they read.

English teachers in SMPN 14 Pekanbaru tend to use Lecture technique as their technique in teaching. During teaching and learning activity, the teacher explained material almost all of the time, it made students were seldom to participate in the class. The teacher explained while writing on the board and the students listened while writing the explanation of the teacher in their notes. Then the teacher gave them some minutes to do exercises. These activities just make the students lazy and get bored. Moreover, most of students did not pay attention to the teachers's explanation. They had no interest to continue reading activity and doing other activities, even they did not do the exercises. As the result, they could not understand and comprehend the material. Because of the problems above, the teachers need to train their students to comprehend the texts by using an appropriate technique.

The lecture, one of the oldest teaching techniques is still the most widely used on educational institutions. In classroom, what teachers do have impact on how well students are to learn. Petty (2004: 155) says that lecture is the process of transmit information from the notes of the teacher into the notes of the students. Howe (1980) gives same definition as lecture occurs whenever a teacher is talking and students are listening. It is believed that, if the students are present in the lesson and listen to the teacher's explanation and examples, the students will be able to use the knowledge.

Lecture often focuses on memorization rather than the comprehension and use of information. In this technique, students are silently and passively receive information (Hejazi:2006). Theoretically, in lecture there is little or no active participation of the students involved. It means that, learning procedure is based on the teacher's experience and something which is considered true generally.

Typically, the only person involved in lecture situation is the lecturer. Zenger and Zenger (1990:31) defines lecture as an oral presentation given to a class by the teacher. Teachers are comfortable with the lecture technique because

they remain in control of content and time (Havice:1999). In short, lecture technique can be said as teacher centered technique where the orientation of teaching and learning process depends on the teacher.

Technique in teaching is one of the factors to develop students' achievement. Harmer (2004:71) suggests that the teacher should do anything to make reading activities easy for the students. Therefore, teachers have to find the appropriate technique to encourage the students become interested on reading activity. One of the techniques that can be used in teaching reading is Team Pair Solo technique.

Team Pair Solo (TPS) is one of cooperative learning techniques that proposed by Spencer Kagan. According to Kagan (2001), Team Pair Solo is simple. At the beginning, students solve the problems with a team, then with a partner and finally on their own. It means that, in this technique, the students have to do three phases to solve the problem.

Kagan (2001) adds that, TPS is designed to motivate students to tackle and succeed at problems which are initially beyond their ability. It is based on a simple notion: mediated learning. Students can do more things with help (mediation) than doing alone. By allowing them to work with a team and with pairs to solve the problems that they could not do alone, later, they will be able to solve the problems alone without helping. It means that, this technique can make students interact actively in the class activity, especially in reading lesson because it can stimulate students to think.

Spring (2007:61) states TPS technique builds confidence when attempting more difficult content material. It means that Team Pair Solo Technique can make students to be confident in learning because they have tried to solve the problem in team and pairs before finally on their own.

Other researchers have proved the effectiveness of using Team Pair Solo Technique in educational field. Rambe (2012) and Faiz (2016) in their researcher have shown that Team Pair Solo (TPS) technique can be a good technique in teaching reading. Rambe (2012) states Team Pair Solo improved students' achievement in reading comprehension and make the students active, interest, and enthusiast in reading. Meanwhile Faiz (2016) also reveal the improvement of students' reading comprehension through Team Pair Solo. He also adds that TPS made teaching learning process enjoyable and decreased students' boredom in studying English.

## **B. Research Method**

This research was quasi experimental research that aims at testing whether Team Pair Solo Technique produces better reading comprehension of narrative text compared to Lecture Technique. The population of this research was grade IX

students of SMPN 14 Pekanbaru in 2017/2018 academic year consisting of 191 students divided into 7 classes. The sample was selected by using cluster random sampling technique. They were IX.4 as experimental class which was taught by using Team Pair Solo Technique and IX.2 as control class which was taught by Lecture Technique. Both classes consist of 27 students.

The data were obtained from score of reading test. The data were analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hypothesis testing was used t-test formula.

**C. Result and Discussion**

The data were taken from the result of the students’ reading comprehension test which was given to both classes. The test is in form of multiple choices. The test was given at the end of the meeting, after giving treatment. Both classes were given different treatments. The experimental class was taught by using Team Pair Solo Technique while the control class was taught by using Lecture Technique. The summary of both classes is shown in the table below:

**Table 1. Summary of Students’ Reading Comprehension of Experimental and Control Class**

Class	N	Sum	Mean	Max	Min	SD	Var
Experimental	27	1890	70	87	57	8.14	66.30
Control	27	1750	64.81	80	53	7.49	56.08

The table above shows that the maximum score of students’ reading comprehension in experimental class is 87 and the minimum score is 57. The mean score is 70, the standard deviation is 8.14 and the variance is 66.30. While the maximum score of students’ reading comprehension in control class is 80 and the minimum score is 53. The mean score is 64.81, the standard deviation is 7.49 and the variance is 56.08. The statistical analysis by using t-test in both of experimental class and control class can be seen in the table below.

**Table 2. Summary of t-test Analysis of Students’ Reading Comprehension**

Technique	t <sub>observed</sub>	T <sub>table</sub>	Note
TPS	2.51	1.67	t <sub>observed</sub> > t <sub>table</sub> H <sub>0</sub> : rejected
Lecture			

The table above shows that the value of t<sub>observed</sub> was 2.51, while the value of t<sub>table</sub> with level of significance 0.05 was 1.67. Since the value of the t<sub>observed</sub> was bigger than the value of t<sub>table</sub>, it meant that Null Hypothesis (H<sub>0</sub>) was rejected and Alternative Hypothesis (H<sub>1</sub>) was accepted. It could be concluded that teaching

reading comprehension by using Team Pair Solo Technique gave better result than teaching reading comprehension by Lecture Technique.

Based on the finding, it is clear that students learning outcomes in experimental class is higher than students in control class. In other words, it can be said that TPS technique produces better reading comprehension compared to Lecture Technique.

Students in experimental class were taught by Team Pair Solo Technique got more opportunity to comprehend the texts by sharing knowledge each other with their friend. In line with this, (Kagan:2001) states that, by using TPS students learn and work together in group before solving problem individually. During working in a team and with a pair, the students are helping, coaching and sharing information. These processes will motivate students in learning because they will prepare themselves to work alone.

The first step of TPS Technique is team. Here, the students solved problems together with their teammates. The students shared their knowledge related to their understanding about the text. By doing this, the students could get more information about the text; it also could help another student indirectly. When a student had wrong comprehension about the text, the other students could share their idea while teaching how to comprehend that reading text and how to take important points of the text. In other words, the students helped, taught, and tutor each other. As a result, they had opportunities to share ideas and got more information from other members in their team.

The second step is pair. In pair, the students solved problems together with his/her pair. Work in pair gave them chance to contribute more and internalize knowledge that they have got when working in a team. When they worked in team seriously, the information that they got in team would guide them to find out specific aspects, interpret, inferred or conclude the given text with their partner. Indirectly, these 2 phases are the steps for each student to prepare his or herself to face solo work (individual work) in the next step.

The last steps is working solo (individual). The teacher gave reading test to each student. The students used information and knowledge that they got in team and pair to answer the reading test individually (solo). In this phase the students showed their own ability. There was no help and discussion anymore. Consequently, the students had to use everything that they got when they were in team and in pair.

The basic principle of this step uses Vygotsky's theory which can be inferred that every person's development includes the development inside the person as an individual. Because when people work on their own, they can use

their own knowledge and understanding that they have already got as the result of the earlier discussions as a team and pairs.

Based on the steps of this technique, every step of Team Pair Solo has its own advantages. Each step plays important roles to support the other steps in Team Pair Solo technique. It is in line with the previous research findings conducted by Faiz (2016) entitled: *Boosting Students' Reading Comprehension Through Team Pair Solo*. The results of her study showed that TPS improved the students' ability in comprehending reading text. She added that, this technique also make teaching learning process enjoyable and decreased students' boredom in studying English.

Meanwhile, the students in control class were taught by Lecture Technique got less opportunity to share their idea because there was not sharing between them. They also did not chance to develop their understanding of the material since the activities were guided by the teacher, which made the students learned passively. The teacher transferred the knowledge and the students received with little participation. It made a lot of students to be passive, being lazy even slept when teaching and learning process.

#### **D. Conclusion**

Team Pair Solo Technique produces better reading comprehension than Lecture Technique in teaching reading narrative text. It can be seen from the mean score of reading comprehension test in experimental class is higher than the mean score of reading test in the control class. Using Team Pair Solo Technique guides students to be active and more participate in learning reading activity.

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