

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In studying English, there are four skills that will be learned that are speaking, listening, writing and reading. The four elements are mutually supportive and have a relationship each other. The ability to read is one of the most important thing in learning English because by reading we will be able to improve science, will obtain the latest information from the kit discourse punctuation and it can develop our memory, comprehension, and more knowledge for example when the people study textbook, article, short story, and even a novel. This statement is related to Ellen (2008) state that Reading is very important part of our lives. Reading is an activity with a purpose. Someone may read for many reasons, for instance to gain information and exiting knowledge, or in order to critique a writer's ideas or writing style.

Reading is a process of recognition or interpretation of written materials and it ideals with the language form. Sheng (2001) stated that reading is a process of communication from the writer to the reader. It involves letters, words, phrases, and clauses. Through reading, people can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatical rules, and get many knowledge. And according to Patel and Jain (2008:113), reading is an active process which consist of recognition and

comprehension skill, an important skill activity in life with which one can update his/her knowledge, and important tool for academic success.

One of the pillars of the act of reading is reading comprehension. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage (Simanjuntak 1998).

It is true since, based on the researcher's observation most of the students in SMP Negeri 3 Binjai were not able to read and comprehend the text, although the English teacher had already taught material to students. In addition, the researcher also looked at the English teacher teaching by lecture, and then asked the students to read text individually and answer the questions, although the students do not know what they have read. These activities do not give any opportunities to improve students' knowledge. It also cannot give more contribution to students in understanding reading comprehension. In this case, most students still find difficulties to comprehend a reading text. As consequences, learning reading comprehension make them bored.

According to the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), there are many kinds of text that should be learned by the students of Junior High School such as, narrative, report, recount, procedure, explanation, and so forth. Based on the KTSP, narrative text is one of the genres that should be achieved by the students in grade eighth. Narrative text

is a suitable genre to tell the activity in the past which has functions to amuse the reader and frequently gives moral lesson (Pardiono, 2007:94).

In fact, based on the writer observation in the eighth grade of SMP Negeri 3 Binjai, the writer found the data of reading comprehension in narrative test from the first semester in academic year 2013/2014 from the English teacher. She said that many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) applied in the school, which is 73 in English subject. The data can be seen as follows:

Table 1.1 Students score in reading comprehension in narrative test

Class	Score	Students
VIII-1	<73	8
	≥73	35
VIII-2	<73	23
	≥73	20

From the data of these 13 classes, it can be seen that 428 of 631 students have score under the minimal completeness criterion. It can be concluded that the students' achievement in reading comprehension in narrative test is still low.

In addition, based on the writer experience in Integrated Teaching Practice Program (PPL) in 2013 in SMP Negeri 1 Selesai, the writer faced the same condition. The writer found that there are many factors that make students have problem in learning reading comprehension skill. The students are lack of ideas, vocabulary, and grammar.

Based on that problem, in teaching learning process we see that most of the teachers just use conventional teaching in the class, so I think to solve the

problems above, the teachers must have a method or technique to help the students to improve their reading comprehension. In this study, the writer used Team Pair Solo strategy as a teaching method. This method has used in the other school, such as; in MTs Al-jihad by Iqbal, Faisal Rambe and in SMP N 3 Taman by Wenny WidiAstuti, and its strategy is succeed; this method could improve students' reading comprehension. Therefore, the writer interests to conduct a research about "The Effect of Team Pair Solo Strategy on Students Achievement in Reading Narrative Text". The writer hopes this study will be useful for teacher as guidance in using strategy which gives an effect on students reading narrative text in SMP Negeri 3 Binjai. And also it will be useful as a contribution for many people, and students to enrich their knowledge.

Team Pair Solo strategy is one strategy that can be used by the teacher in teaching reading comprehension. Kagan (1989) states that Team Pair Solo strategy is a cooperative method, for mixed ability grouping involving with team, then pairs and finally individually. Students work together in a group to solve a problem. Next they work with a partner to solve a problem, and finally they work by themselves to solve a problem. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. In this strategy students help each other because what may be one students' weakness is another students' strength. It is good methods which can make students interact actively in the class, especially in reading lesson because it can stimulate students to think and changed their thinking. Based on the background above, the writer hopes that this strategy can help the students to improve students' reading comprehension.

**B. The Problem of the Study**

In conducting research, the problem must be clearly stated in order that the objective of the study and the method used can be meaningfully determined. As related do the background of the study the problems of this study is formulated as follows: “Is there any significant effect of using team pair solo strategy on students’ achievement in reading narrative text in SMP Negeri 3 Binjai?”

**C. The Scope of the Study**

Team Pair Solo is strategies of reading comprehension that can be applied to increase English teaching process. To minimize the wide area, this study only focuses the application of Team Pair Solo Strategy on students’ achievement in literal and inferential level o reading comprehension in narrative text grade eighth.

**D. The Objective of the Study**

In line with the research problems formulated on the previous section, this study intends to find out the significant effect of team pair solo strategy on students’ achievement in reading comprehension. It means that using team pair solo strategy will increase the students’ achievement in reading comprehension.

### **E. The Significance of the Study**

The results of this study are expected to be useful for:

1. English teacher, in theoretically to know how well the ability of students is in reading comprehension by using team pair solo strategy. Practically, to give inspiration for teachers to apply Team Pair Solo in their teaching especially in teaching reading narrative.
2. Student, this result will give input to improve their ability in mastering reading and expected to be success in increasing their narrative reading achievement.
3. Education institution, as an improvement of science related to the teaching learning especially teaching reading.