

CHAPTER I INTRODUCTION

A. The Background of the Study

Reading is one of skills that should be mastered by students because reading will add their knowledge which is informed by the text. According to Patel and Jain (2008:113), Reading is an active process which consists of recognition and comprehension skill, an important skill activity in life can update his/her knowledge, and important tool for academic success. This statement explains that by reading, students will improve their knowledge to help them success in academic level.

Teaching reading at school is aimed to improve the students' capability to comprehend reading text. Some students think that reading is difficult to do because they cannot comprehend reading material correctly. Comprehension is one of the important elements to understand reading text. To become a good reader, students should have particular purpose before they interact with the text. Donough and Shaw (1982:102) states that the effective reading always purposeful that much of current thinking of reading tends to focus primarily on the purpose of activities even if reading is done for pleasure. It means that whatever the readers do reading activity, they have to get the information from the reading text.

Unfortunately, Indonesian students still have low reading ability. This phenomena is showed by Vincent Grenay Study (2009) that students' reading ability 51.7 % in Indonesia, the final sequence after Philippines 52.6 %, Thailand 65.1 %, Singapore 74.0 % , and Hongkong 75.5 % . It means even Indonesia is not the last sequence, it should be shame for us when knowing the reality. The phenomena had to change with do some new experiments like attempt new teaching strategies, or discover new teaching strategies.

When the writer was teaching at school for the teaching practice program, she found that comprehending reading text was still a serious problem for the students especially in reading report text. They still confuse when differentiate between report text, descriptive text, or explanation text and also most of them had difficulties in searching the meaning of a simple sentence. As a result they could not grasp the main idea and answer their teacher's question relates to the text. The students were not able achieve the standard score of Minimum Standard Competence (KKM) of reading comprehension test. Based on writer's preliminary observation of XI Grade of SMA SWASTA KESUMA BANGSA, it found that there were 7 students who did not pass the Minimum Standard Competence (KKM) and the amount were increase in the second semester into 12 students from 28 students. The following table shows the recapitulation of students score during the final examination in recent year.

Table 1.1 students' reading comprehension score

Semester (Year)	Score	Number of students	Percentage
1st semester (2013/2014)	< 75	7 students	25%
	≥ 75	21 students	75 %
2nd semester (2013/2014)	< 75	12 students	43%
	≥ 75	16 students	57 %

Furthermore, Harmer (2003:208) states that students sometimes have low expectation of reading. This statement interpreted by students are difficult in comprehending reading text and become feel bore. It is because they do not know much vocabulary so that they open dictionary to find out difficult words. Ofcourse, that will waste the time and ineffective teaching learning activity. So, a strategy, a method, or a technique in teaching reading comprehension is important to make the teaching learning processes effective. Those will help the students remember the information for a long period of time. In reading comprehension, teachers are suggested not only to have one strategy, method, or technique but also learn other strategies that enable them to teach variety text.

Therefore, the writer proposes a strategy named Team Pair Solo (TPS). According to Kagan (1998) Team Pair Solo provides the students to work in a small cooperative learning group as a team first, then with a partner to solve the problems together with their classmate, and finally they worked on their own. This strategy support the prior knowledge of students before finish reading comprehension tasks by their self. Additionally, Team Pair Solo works

well for the problems and concepts that students would either be too imitated or just incapable of doing in their own, and assignments are an essential part of our students' studies and they not only demand a great deal of effort from students, but also require that instructors work hard throughout the entire process (Johnson, 1998). It can said that each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement and students work through the assignment until all group members successfully understand and complete it.

Based on the explanation above this study motivates the writer to conduct a research to find out the effectt of applying Team Pair Solo to make better outcomes of students' achievement in comprehending report text.

B. The Problem of the Study

In related to the background of the study, the problem of the study will be formulated as follows: *does Applying Team Pair Solo significantly affect on students' reading comprehension achievement in report text?*

C. The Scope of the Study

There are so many strategies in cooperative learning method but in this study writer chooses Team Pair Solo technique to limit the discussion and to not abroad the discussion, writer chooses report text as her study. Finally, the scope of the study is formed in Team Pair Solo strategy on the students' reading comprehension achievement in report text.

D. The Objective of the Study

The objective of the study is to find out the effect of applying Team Pair Solo toward the students' reading comprehension achievement in report text

E. The Significance of the Study

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F. The Significance of the Study

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

1. Theoretical benefits

a. The result of the research give information on how to solve the existing problems in teaching and learning english and to find out the effect of TPS strategy on the students' reading comprehension.

b. The result of this research also increase the knowledge of basic education, particularly the English subject.

2. Practical benefits

a. The teachers as the reference to improve their informations about learning strategies which can be applied to increase the quality of teaching process.

- b. The students in improving their reading comprehension in report text by using Team Pair Solo strategy.
- c. Other researchers, who are interested in doing related research as the reference of information.



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