USING TEAM-PAIR-SOLO (TPS) TO IMPROVE READING COMPREHENSION

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ABSTRACT

This study was aimed at finding out whether using TPS could improve the subjects' reading comprehension. The subjects were the eleventh-grade students of SMA Pariwisata Saraswati Klungkung in academic year 2021/2022, especially the students of XI MIPA 1 class which consisted of 33 students. Based on the result of pre-test, it was found that many students had problems in identifying general information, specific information, textual meaning and textual reference. Therefore, the TPS technique was carried out and divided into two cycles. The data were obtained by administering post-test 1 and post-test 2 at the end of each cycle. The mean scores of pre-test, posttest 1, and post-test 2 were respectively 58.30, 67.57, and 74.21. The result of the post-tests showed that there were significant improvements toward subjects reading comprehension. Moreover, the result of the questionnaire showed that the subjects gave positive responses toward the use of TPS technique. In conclusion, this study proved that reading comprehension of the eleventh-grade students of SMA Pariwisata Saraswati Klungkung in the academic year 2021/2022 could be improved through the TPS technique.
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Keywords: Team Pair Solo, Reading Comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah strategi TPS dapat meningkatkan kemampuan membaca siswa. Subjek dalam penilitian ini adalah siswa kelas XI SMA Pariwisata Saraswati Klungkung pada tahun akademik 2021/2022, khususnya kelas XI MIPA1, yang terdiri dari 33 siswa. Berdasarkan hasil test awal ditemukan bahwa masih banyak siswa yang memiliki masalah dalam menentukan informasi umum, informasi khusus, makna kata dalam konteks serta makna kata acuan. Untuk itu, tehnik TPS dipilih dan dijalankan dalam 2 siklus. Data dipereoleh dengan mendistribusikan post-test 1 dan post-test 2 pada akhir siklus. Nilai rerata yang diperoleh saat pre-test, post-test 2 dan post-test 2, secara berturut-turut adalah 58.30, 67.57, dan 74.21. Hasil ini menunjukkan bahwa terdapat peningkatan yang signifikan terhadap kemampuan membaca siswa. Selanjutnya hasil dari kuisioner menunjukkan respon positif dari siswa terhadap penggunaan tehnik TPS. Dapat disimpulkan bahwa penelitian ini membuktikan bahwa kemampuan membaca siswa kelas XI SMA Pariwisata Klungkung pada tahun akademik 2021/2022 dapat ditingkatkan memalui penggunaan tehnik TPS.

Kata kunci: Team Pair Solo*, Kemampuan membaca*

PENDAHULUAN

In learning English, the students are expected to learn all skills namely: reading skill, listening skill, speaking skill, and writing skill. But researcher focus on using reading skill because reading can exposure the vocabulary and language structures that students get through the text. Reading can help students such as they can receive more information after reading, the students can share the information that they have received from reading with others, and information to read can increase their knowledge. The

students have to comprehend the text to know the meaning of the text to read. By understanding the text, they can add knowledge of the text they read. If the students have a good reading comprehension they can determine the writer' meaning of various texts. It is inline with what Arsani et. al. (2021) state that the primary objective of reading skills is comprehension.

English is one of the languages that is important for us to learn because English is an international language, and helpful to communicate with other countries. English language teaching had some problems in classroom one of them like the teaching of reading as follows: the first problem is the method used by the teachers because inappropriate teaching methods may result in a bad or negative effect on students' learning. For instance, many students find it hard to understand the idea or meaning of the text. Another problem was the lack of the student's participation in the classroom, such as the teacher dominates the activity in the teacher's classroom, and the students may feel like they do not have enough chance to participate actively. The lack of participation may result in a lack of motivation, and a lack of motivation may influence students' reading comprehension.

Cooperative learning is one of the learning strategies applied to consideration and usefully to increase students' reading comprehension and encourage students' active during the learning process. Kagan (2009:126) states that team-pair-solo has some advantages. Using this technique can improve the students' knowledge or skill, and the students become more polite, cooperative, respectful, responsible, and able to resolve conflicts and control their impulses. So that this technique is suitable for improving the students' reading comprehension about the text or the material to get from eBooks, novels, and essays.

Cooperative learning strategies can make students able to understand the text. Richards (2001,192) states that comparative learning is an approach to teaching that makes maximum used of cooperative activities involving pairs and small groups of learners in the classroom. The teacher in schools still used the old teaching strategy so that makes the students difficult to understand, while when using TPS technique the students will understand better because TPS technique had three aspects, the first Team is where the subject can doing the task together and train cooperation, the second Pair, helps the subject to focus doing the task with two subject and the third Solo trains everyone's understanding even just to doing themselves according to Kagan (2009:129). So that, the technique of TPS can help students with comprehension of the text such as report text. This technique is successful for help students in learning English material for students because, this technique uses three aspects.

TPS can help for the problems and concepts that students would either be to imitated or just incapable of doing on their own, and assignments are an essential to 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). Students can say that each member of a team responsible not only for learning what is taunting but also for helping teammates learn, thus creating an atmosphere of achievement for students, and students can work through the assignment until all group members successfully understand and finished the task by the teacher.

In this study, TPS technique needs to help students improve their reading comprehension and complete the problems such as: finding general information, specific information, textual meaning, and reference texts. The researcher expected by the TPS technique can

motivate students to be more confident to share what they already know, more curious about what they want to learn and encourage students to share what they have learned.

FINDINGS AND DISCUSSION
Findings

There were two instruments used in this study to collect data, they are test and questionnaire. The tests were pre-test and post-test. The pre-test was administered in pre-cycle before the TPS technique was applied. The post-test was administered at the end of a cycle after the TPS technique had been applied to find out the students' improvement in reading comprehension. Then, the researcher gave the questionnaires to the subjects to find out their responses toward the implementation of the TPS technique. Furthermore, the data of pre-test, post-test 1, and post-test 2 were tabulated as follows in table 4.1 p25-38.

Pre-Cycle

Pre-cycle was conducted to obtain the students' prior ability in reading comprehension before the TPS technique was implemented. The researcher conducted a preliminary observation of the eleventh-grade students of XI MIPA 1 class. The researcher interviewed the teacher who taught English in XI MIPA 1 class via WhatsApp group. Besides, the researcher was allowed to observe the learning and teaching process by joining the WhatsApp group which consisted of students of XI MIPA 1 class in English subject. To obtain the data, the researcher administered a pre-test to the subjects under the study.

The researcher administered a pre-test to the subject under the study by sharing the pre-test to their WhatsApp group to find out the problem faced by the subjects in reading comprehension. It was aimed to find out the subjects' pre-existing ability in reading comprehension. The subject was 33 students of XI MIPA 1 class. The subjects were asked to answer the question in the form of short answer tasks which consisted of 10 items. In administering the pre-test, the researcher explained to the subjects that the test should be worked individually and also wrote it in their paper. Then, the subjects took a picture of their tasks with their phone camera and sent it to the teacher. The topics used in the report text were about natural phenomena. The total score of the pre-test was 1924 (see table 4.1). It means that the subjects' reading comprehension was low and needed to be improved. Moreover, the mean score of the pre-test was calculated as follows.

Mean score of pre-test = $M = \Sigma X/N =$ 1924/33 = 58.30

The mean score of the pre-test was 58.30. It indicated that the subjects' ability in reading comprehension was low. Furthermore, only 4 subjects could pass the minimum passing grade which was standardized at 70. The result of pre-test indicated that the subjects had difficulties in reading comprehension, especially in identifying general information, specific information, textual meaning, and textual reference of report text. Based on the problem found above, the researcher tried to improve their reading comprehension through TPS technique in the cyclical process. Therefore, the researcher conducted cycle 1 to solve their problem in reading comprehension.

Cycle I

Cycle I was carried out based on the result of pre-test in pre-cycle. It showed that most subjects of XI MIPA 1 class had low reading comprehension. In this cycle, the researcher conducted these four interconnected activities, namely, planning, action, observation, and reflection. In this cycle, the researcher carried out the learning and teaching process through TPS technique.

Action was the step where the researcher began to apply what had been prepared in planning. In action, the researcher acted as an English teacher of XI MIPA 1 class. The researcher implemented the TPS technique and followed the learning and teaching activities based on the lesson plan that had been made. Those activities were divided into three parts, namely pre-activity, whilst-activity, and post-activity. In session 1, the researcher firstly explained the definition of report text, how to identify the generic structure, identifying general information and specific information, finding the textual meaning and textual reference with application Zoom. Then, the researcher explained the TPS technique and how to use the technique. Next, the researcher makes a group consisting of 4 persons in one group. After that the researcher gives a short text about "Volcano Eruption" and uses the Team. The subjects were invited to discuss the topic given and then answer 10 questions about the topic given to measure whether they could comprehend the text given. After finishing the task given, both the researcher and the subjects discussed it together and summarized the material. In session 2, the activity was focused on reviewing the generic structure of report text and finding the textual meaning and textual reference with WhatsApp group, after that the researcher gave time for asking and giving the material that's not understood with Pair. At the end of session 2 in cycle I, the researcher administered a post-test consisting of 10 questions to the WhatsApp group which should be finished in 40 minutes with Solo.

During the learning and teaching process, the researcher conducted an observation to find out the subjects' responses toward the implementation of TPS technique. In cycle I, the subjects seemed active enough during the learning process in WhatsApp group although there were some subjects that did not pay attention in the class. In addition, some subjects were still confused with the material and felt difficult to answer the worksheet. Most subjects were still confused in finding textual meaning and textual reference.

Furthermore, to find out the subjects' improvement after implementing TPS technique, the researcher administered a post-test I. Post-test I was administered at the end of session 2 in cycle 1. The post-test I consisted of 10 questions which should be finished in 40 minutes. Post-test I was followed by 33 subjects. Based on the data presented in table 4.1, the total scores obtained in cycle 1 was 2230. The mean scores of post-test I could be calculated as follows:

Mean score of post-test I = $M = \Sigma X / N = 2230/33 = 67.57$

The mean scores of post-test I was 67.57. It indicated that there was an improvement of subjects' reading comprehension after implementing TPS technique in cycle 1. There were 12 subjects could pass the minimum passing grade. However, the study was not successful because the success indicator was not achieved yet in cycle 1 where at least 26 subjects of 33 subjects should pass the minimum passing grade. Therefore, the researcher decided to continue the study to the cycle II to get further improvement of subjects' reading comprehension.

Cycle II

Cycle 2 was carried out based on the result of cycle 1. Cycle 2 was conducted to get a better improvement of subjects' reading comprehension by implementing the TPS technique. Cycle 2 was focused on improving the subjects' reading comprehension in order to get a better result than cycle 1. Cycle 2 also consisted of two sessions which in each session consisted of four interconnected activities namely revised planning, action, observation, and reflection.

In action, the researcher conducted all of the preparations which had been planned. The learning and teaching process in cycle 2 was the same as in cycle 1 where the researcher used the TPS technique. There were two sessions in cycle 2, namely session 1 and session 2 while the time allotment was 80 minutes. In session 1, the researcher focused on identifying general information and specific information and also finding the textual meaning and textual reference since the subjects had difficulty in this part. The researcher shared a report text about "Jasmine". TPS technique was implemented to help the subjects comprehend the text. The researcher guided the subjects to share about the TPS technique and how to use the technique. After that, the researcher asked the students to do the worksheet related to the passage which consisted of 10 questions, and discussed it together as the subjects had finished the worksheet with Team. In session 2, the researcher administered a worksheet to the subjects and discussed it together to give a further understanding to the subject about identifying general and specific information, and also finding the textual meaning and textual reference with WhatsApp group, after that the researcher gives time for asking and giving them about the material that's not understood with Pair. At the end of session 2, the post-test 2 was administered which consisted of 10 questions and it should be finished in 40 minutes with Solo.

During the learning and teaching process, the researcher also conducted an observation. The researcher found that the subjects were more active in cycle 2 than in cycle 1. The subjects were enthusiasts while discussing the material in the WhatsApp group. More subjects were improved in reading comprehension especially in identifying general and specific information and finding the textual meaning and textual reference of the text. It was indicated by the number of correct answers from the subjects when they did the worksheet given by the researcher.

Moreover, to find out the subjects' improvement after implementing the TPS technique, the researcher administered the post-test 2. Post-test 2 was administered at the end of session 2 in cycle 2. The post-test 2 consisted of 10 questions which should be finished in 40 minutes. Post-test 2 was followed by 33 subjects. Based on the data presented in table 4.1, the total scores obtained in cycle 2 was 2449. The mean scores of post-test 2 could be calculated as follows:

Mean score of post-test 2 = $M = \Sigma X/N = 2449/33 = 74.21$

The mean score of post-test 2 was 74.21. It indicated that there was an improvement in subjects' reading comprehension after implementing the TPS technique in cycle 2. 29 subjects surpassed the minimum passing grade. It indicated that there was a significant improvement in the subjects' reading comprehension after the TPS technique was implemented. In addition, the subjects' reading comprehension was improved especially in identifying general and specific information and also finding the textual meaning and textual reference. Moreover, this study could be indicated as successful because the number of subjects who passed the minimum passing grade had fulfilled the conditions where at least 80 % of subjects or 26 of 33 subjects should pass the minimum passing grade as mentioned in chapter III.

Questioner

To get the supporting data, the researcher administered a questionnaire to the subjects at the end of cycle 2. The researcher administered the questionnaire to find out the subjects' responses toward the implementation of the TPS technique. The questionnaire consisted of 10 statements which were written in Bahasa

Indonesia so the subjects could fill the questionnaire easily. Each statement had 5 options which used a Likert rating scale, ranged from 5 – 1. The result of the questionnaire as tabulated in table 4.2 shows that the subject responses of Strongly Agree/*Sangat Setuju* (SS) were 290, responses of Agree/*Setuju* (S) was 952, responses of hesitating/*Ragu-Ragu* (RR) was 87, responses of Disagree/*Tidak Setuju* (TS) was 10, and responses of Strongly Disagree/*Sangat Tidak Setuju* (STS) was 0. The accumulation score of the questionnaire was 1339. The percentage scores for each response were calculated as follows:

Responses percentage of Strongly Agree = 290/1339 x 100% = 21.65 %

Responses percentage of Agree = 952/1339 x 100% = 70.09 %

Responses percentage of Hesitate = 87/1339 x 100% = 6.49 %

Responses percentage of Disagree = 10/1339 x 100% = 0.74%

Responses percentage of Strongly Disagree = 0/1339 x 100% = 0%

The result of the questionnaire showed that there were 21.65 % responses strongly agree, 70.09 % responses agree, 6.49 % responses hesitate, 0.74 % responses disagree, and 0 % responses disagree toward the implementation of the TPS technique. Based on the result of the questionnaire, it showed that most of the subjects gave positive responses toward the implementation of the TPS technique. The researcher could say that the implementation of the TPS technique combined was helpful to improve subjects' reading comprehension.

Discussion

The research design used in this study was classroom action research. The study used TPS technique to improve the reading comprehension of students for eleventh-grade. The subject was 33 students of XI MIPA 1 class. This study consisted of several cycles namely pre-cycle, cycle 1, and cycle 2.

In pre-cycle, the researcher interviewed the English teacher to find out the problems faced by the subjects under the study. According to the result of the interview with the English teacher, it was found that most subjects were having a problem with reading comprehension. The researcher conducted a pre-test for the students which consisted of 10 questions and the mean scores obtained were 58.30 while there were only 4 subjects who could pass the minimum passing grade which was determined at 70. It was found that most of the subjects had problems in reading comprehension especially in identifying general information and specific information and also finding the textual meaning and textual reference. Therefore, the researcher decided to conduct cycle 1 to improve subjects' reading comprehension.

In cycle 1, the researcher implemented the TPS technique in learning and teaching sessions. The subjects showed some improvements in their reading comprehension especially in identifying general information and specific information and also finding the textual meaning and textual reference. The subjects were active in discussing the material. At the end of the cycle I, post-test 1 was administered to the subjects. As a result, the mean score was 67.57 while 12 subjects passed the minimum passing grade. It indicated that there was a significant improvement of subjects' reading comprehension after implementing the TPS technique. However, the study was not successful since the result of post-test 1 did not meet the success indicator. Some subjects still had a problem in finding the textual meaning and textual reference. Therefore, the researcher conducted cycle 2 to improve subjects' reading comprehension further.

In cycle 2, the study was conducted to get a better improvement of subjects' reading comprehension through the TPS technique. The researcher revised the planning to give a better result to the subjects. The learning and teaching process was the same as in cycle 1, but the researcher emphasized finding the textual meaning and textual reference, and the researcher also invited the students to practice through the worksheet given in each session. The subjects adapted quickly to the technique used by the researcher so that the class became more active than in cycle 1. Then, the researcher administered the post-test 2 consisting of 10 questions at the end of cycle 2. As a result, the mean score was 74.21 and 29 of 33 subjects passed the minimum passing grade. It indicated that the subjects' reading comprehension improved significantly. Therefore, the study could be stopped since the success indicator had been achieved.

In addition, the researcher administered a questionnaire to the subjects to find out the subjects' responses toward the implementation of the TPS technique. The result showed that 21.65 % of subjects strongly agree, 70.09 % of subjects agree, 6.49 % of subjects hesitate, 0.74 % of subjects disagree, and 0 % of subjects strongly disagree. It indicated that most subjects gave positive responses and agreed with the implementation of the TPS technique in learning reading comprehension. Therefore, the researcher could state that the TPS technique was helpful to help subjects' reading comprehension.

CLOSURE
Conclusion

This study was conducted to find whether TPS technique can improve reading comprehension of eleventh grade students. The subject was 33 students of XI MIPA 1 class. Based on the preliminary observation, it was found that most subjects had a problem in reading comprehension. Therefore, this study was started by conducting a pre-cycle where the pre-test was administered, and the learning and teaching process was in cycle 1 and cycle 2 where the TPS technique was used and post-test was administered.

The mean score of pre-test was 58.30 while only 4 of 33 subjects could pass the minimum passing grade. In post-test 1, the mean score was increased to 67.57 while there were 12 of 33 subjects who could pass the minimum passing grade. In post-test 2, the mean score was increased to 74.21 while the number of subjects passing the minimum passing grade increased to 29 of 33 subjects. Therefore, it indicated that using TPS technique could improve reading comprehension of the eleventh-grade students.

In addition, the result of the questionnaire also showed that the subjects gave positive responses toward the use of TPS technique. From the 33 subjects, 30 subjects strongly agree, 33 subjects agree, 18 subjects hesitate, 4 subjects disagree, and none of the subjects strongly disagree. More than half subjects gave positive responses which means this technique was accepted by the subjects.

Based on the explanation above, it could be concluded that the TPS technique can improve reading comprehension of the eleventh-grade students.

Suggestion

Considering the significant improvement of the mean score in Reading comprehension posttest, it is encouraged for other teacher teaching reading comprehension skill to implement Team Pair and Solo technique. This technique does not only nurture collaborative work but also independent thinking skill.

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