CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significances of the study, formulating hypothesis and thesis organization.

1.1 Background of the Study

Nowadays, English is global language that is used as communication device in many countries where it gives contribution in this life. It could be implemented in several aspects for example science, business, technology, and education. Indonesian governments had decided that English is foreign language Indonesian. Indonesian students should learn English because it is one of important subject at the school. In 2013 curriculum, students should be more creative, innovative, and more dominant learning in class. This relates to the existing development in learning.

In learning English, there are four components of language skill. They are listening, speaking, reading and writing. The students must also learn the language components so that they can learn the skills more easily. Among those skills, reading is one of the most important skills in language learning and it needs comprehending. According to Harmer (1998:68), reading is useful for other purpose too any exposure to English (provided students understand it more or less) is a good think for language students. Another definition reading is a good skill for language students and at the very least, some of the language understanding in their minds as part of the process of

language acquisition. The important thing, reading brings the reader to get a lot of knowledge and information by comprehending what their read.

In relation to the importance of learning reading, there are some rules of reading. Harmer (1998:68) stated that reading text also provides opportunity to study languages; vocabulary, grammar, punctuation, and the way to construct sentences paragraph and text. The role of reading have given the students benefit in learning English for example the students could be improve vocabulary, knowledge, and comprehending more of English text.

In learning to read of English subject, students have a many problems. Firstly, the students are difficulties to comprehend English text, especially narrative text. Comprehension is part of life, every waking minute, reader are making sense of their world (Mikulecky & Jeffries, 1996:14). They believe that the same process happens when people are reading. As a person reads, the brain tells his eyes what to look for to make connections. Secondly, the students are not interesting how the teachers' teaching English text, especially narrative text. According to Gerot & Wignell (1994:204), narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is also useful for the students to refresh the stories in the past to be knowledge which is a positive effect on learning English. Thirdly, a many readers feel bored and feel sleepy when their reading English text. They are less motivation to following study in reading.

Based on the problems above, the teacher must apply an appropriate technique that is effective to solve the students' problems. By applying technique to teaching, the students get motivation and make easy in learning reading especially narrative text in order to the students could improve their reading comprehension. The technique to solve the problem is a Team-Pair-Solo technique. The Team-Pair-Solo technique is one of cooperative learning techniques. Barkley, Cross, & Major (2005:5) stated that cooperative learning technique as the name implies, requires students to work together on a common task, sharing information, and supporting one together.

Team-Pair-Solo is a cooperative learning technique where students are grouped into teams to complete a task or problem. First, they solve a problem as a team, then they break into pair, and finally they solve the task individually. Team-Pair-Solo technique is intended to help students to learn problem-solving skills. In this technique, students learn to work in group and also individually.

In this study, the researcher chooses five previous studies. The first study was conducted by Edi Santoso (2000). The findings that the use interactive read-aloud could be improving the students' reading comprehension. The second study was conducted by Widyanti (2012). The result of the data analysis showed that the students' reading comprehension on narrative text improved through Reciprocal Teaching technique in 3 cycles. The third study by Veti Mardianti, Jos E Ohoiwutun, and Wahyudin (2014). The result of this research the used of Schema Activation Strategy can

significantly improve the students' reading comprehension. The next study was conducted by Lina Satriani (2016). These results indicated that the strategy was effective in improving students' reading comprehension ability. The last study was conducted by Purwanti (2017). The result of this research the used of team pair solo strategy in teaching writing descriptive text for the second-grade students in SMPN2 Peterongan was proven effective.

Based on the background above, the researcher conducts a research entitled "The Effectiveness of Team Pair Solo to Improve Reading comprehension of Narrative Text (An experimental Research of the Eighth Grade Students at MTs Sabilul Ulum Mayong in the Academic Year 2018/2019)"

1.2 Statement of the Problem

Based on the background presented above, the problem of this research can be formulated: How effective is the use of Team-Pair-Solo in improving reading comprehension of narrative text for the eighth grade students of MTs Sabilul Ulum Mayong in the academic year of 2018/2019?

1.3 Objective of the Problem

Related to the statement of the problem, the objective of this study is to examine the effectiveness of Team-Pair-Solo technique in teaching reading comprehension of narrative text for the eighth grade students of MTs Sabilul Ulum Mayong in the academic year of 2018/2019.

1.4 Significance of the Study

The result of this study is expected to be useful for:

a. Students

   The writer hopes that this study can help the students become interested in learning reading and to solve the students' problem in narrative text reading comprehension.

b. Teachers

   The writer hopes that this study will be beneficial for English teacher to develop and improve learners' reading comprehension especially narrative text by using of team pair solo method. This strategy can be used as a reference to enrich teacher's knowledge in teaching process.

c. School

   This research provides an overview to school for improving students' achievements in learning English. On the other hand, it can improve the quality of school like the teachers and students.

1.5 Formulating Hypothesis

The hypothesis of the research presented as follows:

a. Ha (Alternative hypothesis)

   There is a significant difference between students who are taught by using Team Pair Solo in reading comprehension of narrative text than students who are not taught by using team pair solo.

b. Ho (Null hypothesis)

There is no a significant difference between students who are taught by using Team Pair Solo in reading comprehension of narrative text than students who are not taught by using team pair solo.

1.6 Thesis Organization

This research consists of five chapters which can conclude can be divided as follow:

Chapter I talks about introduction of the research. They are background of the study, statement of the problem, objective of the study, significances of the study, formulating hypothesis and thesis organization.

Chapter II talks about the review of related literature which contains of two main subject. There are previous study and theoretical framework. In the theoretical framework discuss about three parts, there are reading, team pair solo, and narrative text.

Chapter III deals with the research method which discusses of setting of the research, population and sample, research design, trying out instrument, technique of data collection, technique of data analysis and statistical hypothesis.

Chapter IV describes about result and discussion about research.

Chapter V presents the conclusion and suggestions of the research finding.