



Improving the Eleventh Grade Students' Reading Ability through the Application of Team Pair Solo Technique at State Vocational School 1 of Lais

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ABSTRACT

This research was aimed at improving eleventh grade students' reading ability by using Team-Pair-Solo Technique when it was applied in teaching reading. The research was carried out through action research. The researcher acted with the students and the English teacher as the collaborator. The subjects of the research were 25 students of Eleventh Grade of State Vocational School of 1 Lais, Musi Banyuasin in the academic year of 2019/2020. Data collection included the application of Team Pair Solo Technique in three cycles. Data were analyzed quantitatively and qualitatively. The research findings showed that Team Pair Solo Technique improve students' reading comprehension. The technique enabled students to practice some reading strategies in the form of team, pair and individual and it ease them in comprehending reading. The improvement of reading comprehension can be seen from the result of reading test which has the mean score test 1 is 44%, test 2 is 72% and test 3 is 86% This research also showed that the activities in Team-Pair-Solo Technique enhanced students' ability in comprehending reading. It can be concluded that the application of Team Pair Solo Technique effectively improved the eleventh grade students of State Vocational School 1 of Lais Musi Banyuasin

Keywords : Reading, Comprehension, Team-Pair-Solo, Technique

1. INTRODUCTION

English has become the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of Language to create a competitive generation in all aspects of life. English becomes an obligatory subject and students are supposed to learn English since the early age.

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, p.113), "Reading is an active process which consists of recognition and comprehension skill, an important tool for academic success." This

ability to read is one of the most important things in learning English because by reading be able to improve their knowledge of science and will obtain the latest information that they obtain from the text. This statement is related to what Othman (in Harahap, 2011, p.3) define that "Reading is process interaction between text and reader's imagination." Reading is making prediction and thinking of the text. Interaction is process of the reader comprehension to the text. Reader imagination is process of making sense of the word, sentences, and connecting the text. Therefore, by reading the reader make inferences and understand the author purpose of the text.

Teaching reading at school is aimed to improve the students' capability to comprehend reading text. Some students in

Vol 5, No 2 (2022): ESTEEM

State Vocational School 1 of Lais, Muba. think that reading has difficult to do because they cannot comprehend reading material correctly. Comprehension is one of the important elements to understand reading texts. To become good readers, students should have particular purpose before they interact with the texts. McDonough and Shaw (1982, p.102) notes that “The effective reading is 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 whatever the readers do reading activities, they have to get the information from the texts. So, a strategy a method, or a technique in teaching reading is important to make the teaching learning process effective. Those will help the students remember the information for a long period of time. In reading, teachers are suggested not only to have one strategy, method, or technique but also learn other strategies that enable them to teach various texts.

Therefore, the researcher proposes a technique named TEAM PAIR SOLO (TPS) According to Jane (2007, p.8), “Team Pair Solo is method of cooperative learning in which the students do the problem as a team, then with a partner, and finally on their own.” This technique supports the prior knowledge of students before finishing reading tasks by themselves. This strategy creates individual accountability. Explain by Kagan (2009, p.614) “By acquiring social skill, the students become more polite, cooperative, respectful, responsible and able to resolve conflicts and to be control their impulses. In other words, the students help, teach, and tutor each other.” Based on the explanation above the researcher focused the research on reading skills to the students of Class XI TKJ 1 of State Vocational School 1 of Lais, Muba because their reading skills were still in average score (KKM) that was (75) score.

There were various significant issues identified with the students' perusing aptitudes at State Vocational School 1 of Lais.Muba. These issues must be unraveled so the students perusing aptitudes in class XI TKJ 1 at State Vocational School 1 of Lais, Muba could be improved. There were a few components which caused those problem. Those factors didn't come from the students, yet additionally from different segments of the showing

learning process. The entirety of the components are identified with one another. The research watched the class of XI TKJ 1 at State Vocational School 1 of Lais, Muba to distinguish the issue. This perception gave a few issues which urged the scientist to direct an examination. From the exercises which were found, there were some significant issues to be settled which existed in the study hall which included the learning forms, the understudies, and the educating methods. From the activities which were found, there were some important problems to be solved which existed in the classroom which involved the learning processes, the students, and the teaching techniques.

The students could not learn effectively without the teacher's direction that is the reason the teacher has to used a suitable technique which could defeat those problem. The students ought to be more dynamic and intrigued by the understanding action. In this way, it needs an effective teaching technique to solve those problems identified above.

In this research, the researcher focused on reading ability and the used of teaching technique that was applied in conducting her research. This technique is expected could improve the Eleventh Grade Students reading ability through Team Pair Solo at State Vocational School 1 of Lais, Muba. Teachers can make the students feel comfortable in learning process, guide the students active in giving their idea about the reading text. This in line with English creatively, actively, and effectively, joyfully, and innovatively (Sujana,2012).

Based on the background of the problem and identification of the problem, the problems of this research could thus be formulated as follows: “How does the application of Team Pair Solo technique improve the eleventh grade students' reading ability at State Vocational School 1 of Lais, Muba?”

I. LITERATURE REVIEW

1.1 Concept of Reading

In teaching and learning process, some teachers used texts or books as media to deliver material of a subject. Furthermore, the teacher asked the students to read the texts to grab information in order that they could understand the material. “Reading is a process when readers learn something from what they read and involve it in an academic context as a

Vol 5, No 2 (2022): ESTEEM

part of education.” (Grabe,2009, p.5). In the classroom, a few educators regularly use messages or books as media to convey material of a subject. Besides, the educator requests that the understudies read the writings to get data all together that they could comprehend the material.

According to Osborn, et.al (2003, p.4)” Reading is a complex process of thinking in assigning meaning from printed materials which involve most of the readers’ intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words or line to line to understand what is being read. It means that reading process is to understand the text context and to get information.”

Reading also engages human brain, emotions, and beliefs as Weaver (2009,p.7) stated that “Reading is a process which is very much determined by what the readers brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it.”

1.2 Reading Skill

Reading skill helps students understand what they have read. It also guides students to finish all assignment given by teachers correctly. Perfetti (2001, p.26) defined “ Reading is an individual’s standing on some reading assessment”. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

The reading skill used by the reader to understand reading text, select the key information, organize and summarize information, and match comprehension output to the reader goals. In class, all students have their own way to understand reading text using technique given by the teacher. The technique helps students to comprehend text easily. Having good skills, the students reach the effectiveness and fun reading activity.

In education, reading aims at some things new to learn. It brings to successful in learning when there is a change in mind by knowing something new. Students also have to understand all things in order to apply the knowledge in a real life. To gain this

successful process, the students should have a skill to bring them into a good comprehension in reading a text.

As stated by Brown (2004, p.187-188), “There are two major skills of reading. They are micro-skills and macro-skills”. In micro-skills, the readers must have skills deal with graphemes and orthographic patterns and linguistic signals.

Lists of abilities of reading comprehension (Brown, 2004, p187)

- a. Discriminate some of the exclusive graphemes and orthographic styles of English
 - b. Retain chunks of language of different lengths in quick-term reminiscence
 - c. Process writing at an efficient price of speed to match the cause
 - d. Understand a center of words, and interpret word order styles and their importance.
 - e. Apprehend grammatical word classes (nouns, verbs, and so on.) systems (e.g., stressful, settlement, and pluralization), patterns, regulations, and elliptical bureaucracy.
 - f. Understand that a particular which means may be expressed in different grammatical paperwork
 - g. Recognize cohesive gadgets in written discourse and their role in signaling the connection between and among clauses
- While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills will help the readers to comprehend a text well. As presented by Brown (2004), these are the macro-skills of reading as follows:
- a. Apprehend the rhetorical types of written discourse and their significance for interpretation
 - b. Apprehend the communicative features of written texts, consistent with form and cause
 - c. Infer context that isn't explicit with the aid of using historical past information
 - d. Infer links and connections between occasions, thoughts, and so on., deduce reasons and outcomes, and come across such family members as predominant idea, supporting idea, new records, given information, generalization, and exemplification
 - e. Distinguish between literal and implied meanings

Vol 5, No 2 (2022): ESTEEM

f. Hit upon culturally specific references and interpret them in a context of the best cultural schemata

g. Increase and use a battery of reading strategies consisting of scanning and skimming, detecting discourse makers, guessing the that means of phrases from context, and activating schemata for the translation of textual content.

Having a skill makes the students able to solve any problem in reading a written text. The reading skills can also increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives. However, being a skilled reader is not a simple effort. They have to struggle and do any activity gradually any time to produce a good reader to be a good concept maker from the information gained from the text that they read.

2.3. Reading Technique

The process of teaching reading comprehension can run well if the teacher knows how to apply an effective technique for students to make students more comfortable in the class.

In line with Anthony (in Brown, 2001, p.14) defines "Technique as specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well." The teaching and learning process include doing an assignment to reach the goals. The process helps teacher and student for subjects in the classroom like English. In English lesson, teaching and learning process will improve the four major skills in English such as listening, writing, speaking, and reading.

In reading, the students have to catch the information from a passage. In this situation, the teacher has to realize that understanding a reading text is not a simple activity. To harmonize those things, the students apply a force well in order to learn something from the information they got based on what they have read from text.

In teaching, it is not easy to design an interactive reading. There must be an appropriate technique to help students easy to understand the reading text. Therefore, there are principles for designing an interactive reading techniques.

As stated by Brown (2000, p.313-316). "There are several techniques in teaching reading. Those techniques are in the following:

a. The teacher has to use techniques which are intrinsically motivating

b. Readability and authenticity in choosing texts should be balanced.

c. In an interactive curriculum, the teacher has to gives priority to the importance of specific instruction in reading skills

d. The teacher should encourage the development of reading strategies

e. Both bottom-up and top-down techniques are include in the activity.

f. The teacher should follow "SQ3R" sequence.

g. The teacher subdivides the techniques into pre-reading, during-reading, and after-reading phases.

h. Finally, the teacher should build in some evaluative aspect to the techniques.

Reading technique is an important technique to be applied in classroom activities while reading a text. It the students to comprehend a passage well. The technique of reading should be appropriate with the students' need and capability in order to enjoy every step of learning activities in the classroom. This is in line with the purpose of teaching and learning process.

2.4. Teaching Reading Short Functional text

Short functional text is a short text that has particular meaning and purpose, and can be used in our daily life. It may be in the form of prohibition, invitation, greeting cards, short message, shopping list, notice, announcement, etc. Short functional texts (referred to henceforth as SFT) are type of information texts to help the information receiver or reader grasp the information quickly. SFTs are intended to make the readers understand the texts quickly, they are usually characterized by:

a. The use of clear, simple and concise sentences

b. Picture or symbols

c. The use of particular words or letters

According to Cameron and Myers (2013, p. iii). "Short functional a text is a text which has the purpose to give the reader specific information or to help the reader performs a day – to day task"

Humphries (2005, p.65) adds that "Besides providing information about real-word tasks or

Vol 5, No 2 (2022): ESTEEM

situations. The word functional usable. It implies that functional text is generally a text used text for specific purposes.”

Anderson and Anderson (1997, p.3) state that “Functional text is used for everyday information. It presents information or idea and aims to show, to tell or to persuade the readers. It calls functional because it helps the reader function in their day-to day-life.”

From the explanation above, short functional text can described as a kind of text which has specific information or ideas and helps the reader in specific topics or areas in their life. This kind of the text can be found anywhere in the school, street even around the house.

2.5. Team Pair Solo Technique

Team Pair Solo Technique is a cooperative learning whereby students are grouped into teams. First, they solve problem as a team, then with partner, and finally on their own. Team work problem to completion and split into pairs. Pairs work together in similar problem and then split into solo who individually work the same type of problem (Kagan,1998, p.23) This strategy will make students easier to finish task when studying the text.

Moreover team pair solo appropriate with Vygotsky’s concept that children do something together today, next time they can do alone (Dawoud, 2001, p.29-30). It means in using team pair solo technique in teaching reading can make students be more confident to work alone after they discuss and settle the difficulties in comprehend reading text with their team.

Chalmers and Jackson (2001, p.1) establish that Team Pair Solo is powerful cooperative learning technique for use in the classroom. This technique asks the students to work in a group first, then they split into pair, at they work alone. After get the result, the students will present it in front of the class.

Next, Cook (2001, p.9) writes that Team Pair Solo is designed to motivate students to tackle and succeed at the problems which initially are beyond their ability. It is based on simple notion that students are able to do more things with help than they do alone.

Then, Oerman and Heinrich (2006, p.148) state that Team Pair Solo is designed to help students accomplish challenging learning task that at the first they may not be able to achieve on their own. In short, Team Pair Solo

is appropriate technique because students can solve the problem in comprehending reading text with group, then with their partner and finally on their own.

From the explanation above, Team Pair Solo was one of the techniques which can be applied in teaching learning and can make students active in the class activity, especially in reading lesson because it can stimulate students think and change their thinking.

a. Advantages and Disadvantages of Team Pair Solo Technique

Every model, method, strategy or technique have certain advantages and disadvantages as Erin (2010, p.19) states the positive effect of TPS is as follows:

1. **The advantages of team pair solo**
 - a. Involves all the students in your class
 - b. Build a sense of positive interdependences in order for everyone to succeed, they must work together and help each other out.
 - c. Gives students the confidence to tackle problems they might not otherwise have attempt as they see their peers successes and learn from them, everyone is a accountable.
2. **The disadvantages of team pair solo**
 - a. Working in group can often involves situations where the groups move to fast for a student.
 - b. Another disadvantage can be if one group members does not contribute as much as the other do. This will offer leave the other members frustrated and the students who is not contributing won’t really learning anything.
 - c. When people get into a group, they have a tendency to get of task. This can take away from the amount of material learned. Learning solo may be inhibited if one person assume all the work.

Kagan (2009,p.126) view that the following advantages and disadvantage of Team Pair Solo Technique :

1. The advantages of team pair solo:
 - a) In the process of TPS, students are helping, coaching, sharing information, and practice leadership skills. Students are motivated to learn because they will be held individually accountable in the third step of the structure. They are practicing cooperation, helpfulness, leadership, self-motivation, and pride in one’s work. Even

Vol 5, No 2 (2022): ESTEEM

if not a word about those virtues is spoken, those virtues are being acquired.

- b) Team Pair Solo technique is designed to motivate students to tackle and succeed at problems which initially are beyond their ability.
- c) Team Pair Solo technique works well for problems and concepts that students would either be too intimidated or just incapable of doing on their own. Using Team Pair Solo, students can do and learn more things together and progress to work individually.
- d) This strategy builds confidence when attempting more difficult content material.
- e) It builds in a combination of positive interdependence and individual accountability. Before doing problems alone in Team-Pair-Solo the students first do them as a team and as a pair, receiving plenty of tutoring, encouragement and support. The positive interdependence precedes the individual accountability so the student has received the necessary support prior to the individual performance.

2. The disadvantages of team pair solo

- a.) A few students can dominate
- b.) Some students may not participate
- c.) Spend much time

b. Steps of Applying Team Pair Solo

Character education is an intentional, systematic effort to identify and foster in students positive virtues such as caring, cooperation, respect, responsibility amount of speaking practice. In pair and groups, students tend to participate more active.

c. Solo

The final activity in applying team pair solo is doing work individually. It includes answer question from reading comprehension passage. The step of applying Team Pair Solo in reading text will be verified as follows:

1. Contribute the reading material (Short Functional Text) to all students in the class
2. Arrange the class into group of four, use notebook to identify the text
Discuss the text and make sure that all members understand the teacher explanation about the text.
3. The group split into pairs, with same text, use notebook to find out the rhetorical structure and language features then students identify the text

to know the main idea of whole the text and discuss.

4. Ask the students go to solo work individually, still same text to test comprehending in functional text.

d. Teaching by Using Team Pair Solo Technique

Teaching reading through Team Pair Solo Technique was aimed to teach students to get comprehension by using their contribution and creativity or make students interact actively in the class activity.

Brown (2000, p.7). explained that "Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning"

The students have to gain any knowledge from the reading text by the teacher's guidance. There will be an innovative way to make reading process running well.

Nuttal (1982, p.21) stated "One of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language." In this space, the student would be capable to read in a silent way, appropriate speed, and adequate understanding.

In the process of the teaching reading, the teacher has an important role to provide material, technique, and media to make the students to learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioral changes in human being which are due to the experience of emotional as well as intellectual.

Here are the principles of the teaching reading which are stated by Anderson (in Nunan (2003, p. 68).

- a. Exploit the reader's background knowledge
- b. Build a strong vocabulary base
- c. Work on increasing reading rate
- d. Encourage readers to transform strategies into skills
- e. Build assessment and evaluation into your reading
- f. Strive for continuous improvement as a reading teacher

The quality reading teacher determines the success of foreign language readers, so the

Vol 5, No 2 (2022): ESTEEM

teacher should be passionate in doing their work as facilitators, helping each reader discover what works best. Considering that the main focus of teaching reading is teaching the students what to do, the teacher should enrich their selves with tips and techniques.

METHODOLOGY**3.1 Research Method**

This research applied a classroom action research. This kind of research was chosen because it provides a method that could be done by the researcher and the teacher to improve the practice of education by studying issues of problem they face, especially in reading. The researcher in this study focused on improving students' reading ability by using the TPS Technique. The researcher was conducted at State Vocational School 1 of Lais ,Muba. In conducting the study, the researcher worked together with a collaborator, Nurhayati, S.Pd. she was also one of teacher at State Vocational School 1 of Lais Muba, a civil servant of teacher since 2010s.

There are several concepts of a classroom action research. The researcher chooses one of them which was the one by Kemmis and McTaggart.

3.2 Population and Sample

The research was conducted at State Vocational School 1 of Lais, Musi Banyuasin Regency, Sumatera Selatan Province. The school was located at Jln. Lais-Bonot Desa Lais Kecamatan Lais. The researcher was focused on XI TKJ 1 Class to conduct her study. They were 25 students consisting of 12 males and 13 females. According to Fraenkle, et al (2011, p.100) confirmed that "in Purposive sampling, researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need." In addition, Purposive sampling is used based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample." In this study the Purposive sampling is chosen to access a particular subset of people, as all participants of studies are selected because they fit a particular profile.

FINDINGS AND DISCUSSION**4.1 Findings**

The researcher presented the result of analysis, which were collected from the eleventh grade students' at State Vocational School 1 of Lais Muba The total numbers of the students were 25. The presented data were gained through reading test.

The purpose of this research was to evaluate the Eleventh Grade Students' Reading Ability through the Application of Team Pair Solo Technique.

After analyzing the observation result and the test result in the first and second cycle the researcher and the collaborator did reflection of the teaching and learning reading comprehension. The result of reflection was used to know whether the teaching and learning reading is successful or not.

There were some positive results in the teaching and learning process. There were 18 students who got Average KKM (75) for reading achievement test for cycle 2. And there was an improvement in students' reading achievement from the first cycle to the third cycle. This is in line with the goals of research. The result of the reading comprehension achievement in the cycle 3 are showed in the table 4.1.

Table 4.1 The result of reading comprehension in Cycle 3

NO	NAME	Score	Catego rize
		Cycle 3	
1	S ₁	85	A-
2	S ₂	90	A
3	S ₃	85	A-
4	S ₄	90	A
5	S ₅	90	A
6	S ₆	90	A
7	S ₇	85	A-
8	S ₈	90	A
9	S ₉	85	A-
10	S ₁₀	60	C
11	S ₁₁	90	A
12	S ₁₂	85	A-
13	S ₁₃	85	A-
14	S ₁₄	85	A-
15	S ₁₅	90	A
6	S ₁₆	90	A
17	S ₁₇	85	A-
18	S ₁₈	90	A

Vol 5, No 2 (2022): ESTEEM

19	S ₁₉	85	A-
20	S ₂₀	60	C
21	S ₂₁	90	A
22	S ₂₂	60	C
23	S ₂₃	85	A-
24	S ₂₄	90	A
25	S ₂₅	85	A-
Average Score		86,60	
Score A		22 students	
Score B		0 student	
Score C		3 students	
Score D		0 student	

Table 4.2 The Percentage of Students' Improvement in Reading Comprehension of Short Functional Text

Meeting		Students who got up to 75	Percentage
Cycle 1	3	11	48%
Cycle 2	3	18	72%
Cycle 3	3	22	86%

4.2 Discussion

The research was conducted to find out the improving of the students' reading ability by using Team Pair Solo Technique. Team Pair Solo Technique was one of many learning technique which could be used by the teacher in teaching English especially in reading. This research had proved that Team Pair Solo Technique was effective to be used in teaching reading in short functional text. It can be seen in the table of the students' score improvement from the reading test of cycle 1 until cycle 3, the improvement was because the teacher controlled the class better. Another was because the application of Team Pair Solo Technique made more help stimulate students' thinking in learning reading in short functional text, so easy to determine the main idea of the text. The teacher was also easy to apply Team Pair Solo Technique in teaching reading. Based on the result of the quantitative data, the result showed that the students improved their reading comprehension in short functional text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the reading test was above average KKM (75). It was low because only 11 students who got the score 75 and more. The mean of the students' score in the of

cycle I was 66.24. Then, the percentage of the students who got the score 75 and more in the reading test was eleventh of twenty five students (44%). The percentage of the students' who got the score 75 and more in the reading test of cycle II was eighteen of twenty five students (72%). The improvement of the competent students percentage from the reading test of cycle III was 86% in twenty-two of twenty five students. It indicated that the improvement of the students' reading comprehension in short functional text was significant.

Based on the result of the qualitative data which was taken from the observation sheet report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teachers and the students' activities during the teaching learning process. It indicated that the application of TPS could motivate the students became more enthusiastic in learning reading in short functional text.

From the explanation above, it could be concluded that the result of the research showed that the application of TPS technique could improve the students' reading ability in short functional text. It could be proven by the quantitative data which showed the students' score got better from the reading test cycle I to the reading test of cycle III. it also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in short functional text.

V. CONCLUSION

In line with the findings and discussion as presented in previous chapter, the conclusion is stated as follows: the application of Team Pair Solo Technique effectively improves the Eleventh Grade Student's reading ability at State Vocational School 1 of Lais Muba. This improvement is achieved by way of 3 (three) cycles of action teaching processes. The atmosphere showed the students were enthusiast to followed all activities during reading by using Team Pair Solo Technique.

Vol 5, No 2 (2022): ESTEEM

This research implies that the use of Team pair Solo Technique is needed in teaching reading comprehension. Considering the conclusion drawn above, it implies that the use of Team Pair solo Technique is capable to promote the improvement of students' ability in which it can be seen from the progress of the students' test scores after giving treatment using Team Pair Solo Technique. It is expected that the English teachers are highly recommended to implement Team Pair Solo Technique in teaching reading comprehension. Students are motivated and enjoyed in learning reading comprehension by using Team Pair Solo Technique. Therefore, it implies that Team Pair Solo Technique can make the students interested and help them to comprehend the text in the easier way.

In summary, Team Pair Solo Technique during the research can improve the students' ability in reading comprehension. Therefore, Team Pair Solo Technique needs to be implemented continuously in teaching reading. It is because the Team Pair Solo Technique can be an effective way to help the students to understand and comprehend text easily and create an enthusiastic learning process so that the standard of competence of learning process can be achieved, and also can make the learning process not monotonous.

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