

**THE EFFECT OF APPLYING TEAM PAIR SOLO STRATEGY ON THE  
STUDENTS' ACHIEVEMENT IN READING REPORT TEXT**

**SKRIPSI**

*Submitted In Partial Fullment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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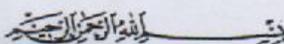
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6/10/18 2/3	Revisi Instruksi	
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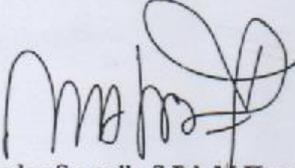
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## ABSTRACT

**Sundari, Cori 1402050220 “The Effect of Applying Team Pair Solo Strategy On The Students’ Achievement in Reading Report Text ”. Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018.**

The objective of this research was to find out the effect of Applying Team Pair Solo strategy on the students’ reading report text achievement. This was an experimental research which conducted at SMA Negeri 11 Medan at Jalan. Pertiwi No.93, Medan, Sumatera Utara. The population of this research was the XI<sup>th</sup> grade students of 2016/2017 academic year which consist of 175 students distributed into 5 (five) classes. By using cluster random sampling technique, 2 classes were chosen as the sample, XI-IPA6 as the experimental group and XI-IPS1 as the control group. The experimental group was taught by using Team Pair Solo and the control group by using Lecturing method. Descriptive quantitative method was applied in this research. In order to the data , multiple choice test consist of 40 items were administrated to the students, the result shoved that the test was higher than t-table ( $11,29 > 2.00$ ), at  $\alpha = 0,05$  and  $df = 58$ . It means that  $H_a$  was accepted. There was a significant effect of applying Team Pair Solo.

***Key Words : Team Pair Solo Strategy, reading, Report Text***

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In writing this study entitled “**The Effect of Applying Team Pair Solo Strategy On The Students’ Achievement in Reading Report Text** ” there were so many troubles, without much help from the following people, it was imposibble for her to complete and finish her skripsi..

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The researcher realized that her study was still far from being perfect. So, the researcher expected suggestion and comments from all of the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, March 2018

The Reseacher

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# CHAPTER 1

## INTRODUCTION

### **A. The background of 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 consist 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. However Some students in Sma Neg 11 Medan 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. Donaugh 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.

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 vocabulary so that they open dictionary to find out difficult word. Of course, that will waste the time and ineffective teaching learning activity. 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 variety text.

Therefore, the research 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 the 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 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 the each member of a team responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement of students and students work through the assignment until all group member successfully understand and complete it.

Based on the explanation above this study motivates the writer to conduct a research to find out the effect of applying team pair solo to make better outcomes of students' achievement in report text.

### **B. The identification of broblem**

Based on the background of the study, the research identifies the following problem of the study are identified as follows :

1. The students find it difficult to understand the text they have read
2. The students are confused to distinguish between report text and descriptive text
3. The students have difficulty in finding the meaning if simple sentence

### **C. The scope and Limitation**

The scope of this research is focused on reading skill and limitation on reading report text.

### **D. The Formulation of the problem**

The problem of the study is formulated as follow : to find out the effect of applying Team Pair Solo Strategy On Students' Achievement in Reading Report Text .

### **E. The objective of the study**

The research of this study aims to determine the effect of applying Team Pair Solo Strategy On The Students' Achievement in Reading Report Text

### **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 report text.
  - 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 information about learning strategies which can be applied to increase the quality of teaching process.
  - b. The students in improving their reading in report text by using Team Pair Solo strategy.
  - c. Others researchers, who are interested in doing related research as the reference of information

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical framework**

In conducting a research, theories are needed to explain some concepts in the research will be concerned. This chapter presents a review of related literature and explanation of the related materials, which is aimed to give some clarification of the team used in this study.

#### **1. Definition of reading**

The definition of reading abounds in the literature, the range from simplistic direct explanations to highly complicated interrelationships of many contributing factors. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the correct pronunciation of the word aloud by reader followed by a comprehension of that word as it is known from spoken vocabulary. Grabe and stoller (2002:9) state reading is the ability to draw meaning from the printed page and interpret this information appropriately. It is about reading to understanding written text, it is also complex activity that involves between perception and thought. Readers typically have to use background knowledge, grammatical knowledge, experience with the next and other strategies to help them understand written text.

Osborn,et.al (2003:4) state that at least two cognitive tasks in reading, namely word recognition and comprehension compete for readers' attention. Word recognition refers to the process of perceiving how written symbols

correspond to one's spoken language. However, comprehension is the process of making sense words, sentences and connected text. 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 word or line to line to understand what is being read. It means that reading is a process to understand the text context and to get information.

However this definition is inadequate to explain the definition true nature of reading. Because in reading, there are number of ways to engage. A reader has several possible purpose of reading, and each purpose emphasize a somewhat different combination of skills and strategies. That definition is inadequate also because it does not emphasize the criteria that define the nature of fluent reading abilities and it does not reveal the many skill to create the overall reading comprehension ability that we commonly think of as reading

## **2. The purpose of reading**

In general, Grabe and Stoller (2002:13-15) states that purpose of reading are classified into four as the following:

### **a. Reading to research for simple information**

Reading to search for simple information is a common reading ability though some researches see it as a relatively independently cognitive process it is used so often in reading tasks that it is probably best seen as a type of reading ability. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination, of strategies for

guessing where important information might be in the using basic reading comprehension skills on those segments of the text until a general idea is formed.

b. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information of a text. Reading to learn is usually carried out at reading rate somewhat slower than general reading comprehension (primarily due to reading and reflection) strategies to help remember information.

c. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text require abilities to compose, select and critique information from the text.

d. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skill in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited constraints.

### **3. Teaching reading Based Genre**

Genre is defined as the text type which functioned as a frame of reference in spite to create an effective text. Effective in purpose, arrangement of text elements, and effective in diction (Pardiyono, 2003:2). As a reader, it is important to understand genre and knowing its purpose. According to Gerrot and Wignell (1994), there are thirteen types of text genres, namely ; descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, anecdote, and review. And the research will be focus on:

#### **a. Report Text**

- a. Report text is used to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment.

This study was focused on the applying Team Pair Solo strategy in students' reading report text.

### **4. Report Text**

The definition of report Text by Gerrot and Wignell (1994:196-197) is a text which function to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. From that explanation, the purpose is to serves information about an event, situation or things generally. In addition, the information is not explain descriptions after writer do investigation (pardiono, 2007:271). In concluding, the report text is a

genre which function describing something generally to enrich the readers knowledge by what writer writes.

Like other genre of writing, there are three part to make understand in reading a report text.

1) Communication purpose

Communicative purpose of the text is the aim of what a text is written for.

The purpose of report text is used to enlarge the reader's knowledge about things in the world.

2) Rhetorical structure

Rhetorical structure or generic structure is known by text elements. Every genre has different kinds of text elements. Text elements in report text are:

1. Title; a topic which will be discuss,
2. General classification; tell what the phenomena under discussion,
3. Description; tell what the phenomena under discussion is like in terms of parts and their functions, qualities and behavior.

3) Language feature

Language features is similar to grammatical patterns, its contain of grammatical rules used in a written text. A report text is specified by the following criteria of grammatical pattern:

1. Focus on generic participants,
2. Use of relational processes and conjunction
3. Dominant use of simple present tense

Table 2.1 example of report text

Title	Platypus
General Statement	Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia.
Description	platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or rivers bank. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrows to say.

## 5. Team Pair Solo

### 5.1 Definition of Team Pair Solo

Team pair solo is a cooperative learning whereby students are grouped into teams. First, they solve problems as a team, then with partner, and finally on

their own. Team works a 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). This strategy will easier student to finish task when study the report text.

More over Team Pair Solo appropriate with Vygotsky's concept that children do something together today, next time they can do alone (Dawoud, 2001:29-30). It means in using team pair solo strategy 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 (2001:1) establish that Team Pair Solo is a powerful cooperative learning strategy for use in the classroom. This strategy asks the students to work in a group first, then they split into pair, at they work alone. After get the results, the students will present it in front of the class.

Next, Cook said that Team Pair Solo is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion that students was able to do more things with help than they do alone.

Then, Oerman and Heinrich (2006:148)state that team pair solo strategy is designed to help students accomplish challenging learning tasks that at first they may not be able to achieve on their own. It means Team Pair Solo is appropriate strategy because students can solve the problem in comprehending reading text with their group, then with their partner and finally on their own.

## **5.2. The advantage and disadvantages of Team Pair Solo**

Every models, methods, strategy, or techniques have certain advantages and disadvantages as Erin N (2010:19) states the positive effect of TPS 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 attempted 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 often leave the other members frustrated and the student 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 assumes all the work.

## **5.3.Steps of applying Team Pair Solo in Report Text**

Character education is an intensional, systematic effort to identify and foster is students positive virtues such caring, cooperation, respect, responsibility,

honestly, integrity-virtues fundamental to the development of good character. Positive character virtues and social skills are a natural consequence of many cooperative instructional strategies. Here are the step by step procedures of applying Team Pair Solo by Beyhan S:

**a. Team**

The team work activities is the first step during which:

- 1) Group are structure
- 2) Tasks is explained and task sheet are given (what to do/how to do )
- 3) A list of topic is provided
- 4) Topic are selected by groups
- 5) Discussion are a carried out, and
- 6) Finally roles and assigned

**b. The team work activities will be followed by pair work activities, at this stage the steps are ;**

- 1) Pairs are structured
- 2) Roles are assigned
- 3) Discussion are carry out
- 4) Controlling ide/s are developed and selecting
- 5) An outline is read

During pair work activities, students work as pair to decide a controlling idea for the topic they selected. This will give students chance for individual practice with the partner and maximaze the

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. Individual work provides students with opportunity to progress at their own speed in their own way.

The step of applying Team Pair Solo in reading report text will be verified as follows:

1. Contribute the reading material (report 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 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 from each paragraph and whole the text, and discuss
4. Ask students go solo to work individually, still same text to test the comprehending in report text.

**5.4. The applications of Team Pair Solo on read Report Text**

Application of cooperative learning model structural approach of solo pair team in report text learning

here is the application of cooperative learning model of structural approach of Team Pair Solo in learning report text in the classroom.

a. Preliminary

1. Teachers prepare learners to learn
2. Teacher deliver learning objectives and motivate learners in learning (phase I)
3. Teachers deliver apperception, ie learners recall material related to the material to be studied.
4. Teacher convey information about the learning steps to be implemented (phase II)
5. Teacher organizes learners into 4 study groups (phase III)
6. Teachers distribute teaching materials in the form of student worksheet.

b. Core activities

1. Each learner working together report text within the time set by the teacher, at this stage learners do task about report text team (team)
2. Learners discuss and give each other opinions and understand the concept and also make conclusion about the material (team ).
3. The teacher guides and directs the learners in discussing material's discussion on the team's part, the teacher as the

facilitator provides assistance if required by the students in doing materials (Team phase IV)

4. Learners with the pair who have been determined discuss the existing tasks in materials pair section. The assignment should be done within the time set by the teacher. (pair)
5. Teachers guide and direct learners in discussing materials pair section, the teacher as a facilitator to provide assistance if required learners in working material. (pair) (phase IV)
6. Once done learners can compare the completion of the task and eliminate any differences of opinion among the couples in the group. (pair)
7. Teacher asks learners to work independently. Learners do the work on material solo part. (solo)
8. Teacher guide and direct learners in discussing materials solo section, teacher as facilitator to provide assistance if required learners in doing materials. (solo) (phase IV)
9. Once completed, learners re-compare the work with the three members of the group. (solo)
10. Teachers call group representatives to present their work. (phase V)
11. Teacher confirms the conformity of learners' answers, at this time it is expected that learners improve and add flaws to materials that has been done.

12. Teachers reward groups according to group performance.

(phase VI)

c. Cover

1. Teachers together learners conclude learning materials.

2. Teachers provide evaluation questions.

3. Teachers give homework to students.

4. The teacher presents the lesson plan for the next meeting.

## **B. Relevant studies**

The topic of this study is not a new topic. There are several studies with same model, but different is accordance with the researcher's background. There are three writer's who applied Team Pair Solo strategy in their study.

### **1. Astuti's Research**

Astuti (2011) conducted his research to find out the improvement of student's achievement in reading narrative text through Team Pair Solo strategy. In this study she described how the Team Pair Solo could improve the student's achievement. This study explained that teacher tends to be passive, while students expected to share actively. In teaching reading with Team Pair Solo strategy, the very important things should be done is stimulate the student's to interact with other students in the class then will discuss the basic questions about the text.

### **2. Rambe's Research**

Rambe (2012) conducted his research to improve students' achievement in reading comprehension. He said that Team Pair Solo is one of the methods which

can be applied in teaching reading. He explained that it is good methods which can make students interact actively in the class activity. Especially in reading lesson because it can stimulate students to think and change their thinking. This method is designed to motivate students to tackle and succeed at problem which initially are beyond their ability.

### 3. Yulianto's research

Yulianto (2012) conducted his research to see increased of students' comprehension ability. There are many improvement of students when using Team Pair Solo Strategy. They were improvement of students in getting main idea, improvement of students in finding vocabulary and improvement of students in finding reference words when doing the classroom action research in teaching reading comprehension. He concluded that this strategy could change the atmosphere of the classroom. Since the students can be more cooperative and improve their own ability because they work not only in group but also in pair and individual work.

From these relevant studies above, the writer tells that this research the strategy on narrative writing, the writer also make some examples and the developed process of Team Pair Solo Strategy.

However, those previous studies give some contributes to this study, it had supported the writer to vary the aspects or problems investigated in order to bring the new one.

### **C. Conceptual framework**

There are four skills that students have to be mastered in learning English, one of them is reading. Through reading, students get some information they need. In order to get the best outcome in the reading process, students should have a good comprehension of the text that they read.

And to increase students' reading achievement, the research can use several strategies. TPS is one of those strategies which is suitable to help the reader comprehend the reading text. This strategy will be very helpful to create a comfortable condition in learning and more interact with others by having discussion. Applying Team Pair Solo will motivate the students more active in the classroom because all students work together by doing interaction and help their friends in their groups. At the last lesson, the teacher can know the students' ability from doing tasks in solo.

### **D. Hypothesis**

The hypothesis of this thesis is formulated as follows:

- Ha : there is significant effect of Applying Team Pair Solo On students' Achievement in Reading Report Text
- Ho : there is no significant effect of Applying Team Pair Solo on students' Achievement in Reading Report Text

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location**

The research will be conducted in SMA Negeri 11 Medan at Jalan. Pertiwi No.93, Medan, Sumatera Utara of the academic year 2018/2019. The reason for choosing this school because based on the research's interview and observation in this school when doing real teaching program, it is found that the students achievement in learning report text was bad. The research is interested in solving the students problem by applying Team Pair Solo Strategy on the students Achievement in Reading Report Text in senior high school.

#### **B. Population and Sample**

##### **1. Population**

The population of this study is grade XI student of the SMA Neg 11 Medan. This school is located on Jl. Pertiwi . There are five parallel classes of grade XI SMA Negeri 11 Medan. And I choose two classes XI-IA6 XI-IS1, every class consisted of 30 students

##### **2. Sample**

By using cluster sampling, 70 students will be take a sample . They will divided into two group: experimental group and control group. Each group consisted of 30 students. The experimental group will treated by applying TPS strategy, and the control group will taught without applying TPS.

**Table 3.1**  
**Population and Sample**

Classes	Population	Sample
XI-IA6	Students	30 students
XI-IS1	students	30 students

### C. Research design

This study will be conducted by using an experimental research design with pre-test and post-test. The design will be applied in order to investigate the effect of using Team Pair Solo on students' reading achievement. This study dealt with two groups, namely experimental group and control group. Experimental group will be taught by using TPS strategy and control group will be taught by using Lecturing method.

The independent variable is manipulated or changed by the experimenter, the variable upon which the effect of the changes is called the dependent variables which is observed but not manipulated by experimenter. Clearly, the research design could be designed as follows:

**Table 3.2**  
**Research design**

Group	Pre-test	Treatment	Post-test
Experimental	√	TPS strategy	√
Control	√	Lecturing method	√

The experimental will be the treatment. In experimental group, the students will be taught by applying TPS strategy. The treatment will expected to give good effect for readin skill. Otherwise. In control group the students will taught without applying TPS. Before the treatment will conduct, pre-test will administrated into two groups to ensure homogeneity. After the treatment, a post-test will administrated.

#### **D. Instruments for the collecting data**

The data of this study will be collected by applying multiple-choice test. In collecting the data, the research will give multiple-choice test which taken from the text modul. It will be administrated as the instrument to obtain the data. The question consist of 40 items. The test for experiment and control class are equals which students are asked to choose the correct answer.

#### **E. Procedure of the research**

There are three procedures that will used by the writer in collecting data for this research. The procedures were pre-test, treatment, and post-test.

##### **1. Pre-test**

Pre-test is the test which will give before treatment process begun.

The test is aim to find out the students' reading skill of both groups.

The procedure in administrating the test as follows:

- a. The test and answer sheets were distributed to the students.

- b. The students were ask to answer the test based on direction in the answer sheet.
- c. The students were asked to development the topic into a text that is report text.

2. Treatment

The treatment will conducted after administrated of the pre-test. The experimental group will taught by applying Team Pair Solo strategy, while the control group will taught without applying Team Pair Solo strategy in teaching reading comprehension for experimental group in general could be described as follows:

**Table 3.3**

**teaching procedure for experimental group**

Teachers' activity	Students' activity
a. Teacher greets students(good morning/good afternoon)	a. Students answer the teachers' greetings
b. Teacher introduces the material of text reading (report text) and explains it.	b. Students pay attention to the teacher's explanation
c. Teacher introduces and demonstrate about TPS (Team Pair Solo) strategy to the students.	c. Student listen carefully to the teacher's explanation
d. In team :teacher asks students to make a group which consist of 7 members, discuss and understand the material. Next, teacher give a	d. Students make a group which consist of 7 members. Work in their

<p>question based on question in students' handbook to group by point one students in a group.</p> <p>e. In pair: teacher asks students split into pair then with same text teacher will ask them to discuss about structure of report text and teacher will assess the teammates comprehending by asking about structure of report text to teammates randomly</p> <p>f. In solo : teacher asks students go solo. Then teacher distribute question which is create by teacher's self about comprehending the material that have just learn in team and solo and ask students to answer</p>	<p>team and make sure that all members have been mastered the material.</p> <p>Next, one of member of every group should answer the question that teacher has given</p> <p>e. Students split into pairs then discudd the structure of report text and prepare for teacher's question.</p> <p>f. Students make solo and finish the teacher's question about the text material by their self</p>
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### 3. Post-test

After use the treatment, both of groups will receive by giving post test. The post-test exactly as same as pre-test. It will intended to find out the mean scores of experimental and control group

## **F. The Technique of Collecting Data**

The data was collected by giving the test to the students. Several steps are use to collect the data:

1. Giving Pre-test to Experimental and Control Group.
2. Submit Pre-test to Experimental and Control Group.
3. Giving treatment to Experimental Group by Applying TPS Strategy.
4. Giving Post-test to Experimental and Control Group.
5. Submit Post-test to Experimental and Control Group.
6. Listing the score of Pre-test and Post-test in table to the Experimental and Control Group.

## **G. The Technique of Analyzing the Data**

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Scoring the students' answer for correct and wrong answers.
2. Listing the scores into two tables; first for the experimental group scores as X variable, the second for the control group scores as Y variable.
3. Calculating the total score of pre-test and post-test in experimental group and control group. Calculating would be conducted by using t-test as shown below, according to Sugiyono (2015):
  - a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{n_x} \quad \text{for the experimental class (Sugiyono,2015)}$$

$$\bar{y} = \frac{\sum y}{n_y} \quad \text{for the control class (Sugiyono,2015)}$$

b. Standard Deviation

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{for the experimental class (Sugiyono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{for the control class (Sugiyono,2015)}$$

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono,2015})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono,2015})$$

e. Finding degree of freedom (df) or t-table as formula :

$$Df = 2N-2$$

Where :

t = t-test

$\bar{X}_1$  = Mean of variable 1 (experimental group)

$\bar{X}_2$  = Mean of variable 2 (control group)

$SD_1$  = Standard deviation of sample 1 (experimental group)

$SD_2$  = Standard deviation of sample 2 (control group)

$S_1^2$  = Standard deviation squared (variants) of sample 1 (experimental group)

$S_2^2$  = Standard deviation squared (variants) of sample 2 (control group)

N = Total of sample

$N_1$  = Number of cases for variable 1 (experimental group)

$N_2$  = Number of cases for variable 2 (control group)

R = Correlation of product moment between X and Y

Df = degree of freedom (df) or t-table

## **H. Statistical hypotheses**

$H_a$  : There was significant effect of Applying Team Pair Solo Strategy (the hypothesis would be accepted)

$H_o$  : There was no a significant effect of Applying Team Pair Solo Strategy (the hypothesis would be rejected)

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

The data to be analyzed was obtained by giving the multiple choice test to the students in order to know their ability in achievement reading text. It was calculated by using the score of pre-test and post-test of reading test in both experimental group and control group. The analysis was intended to get the significant differences between taught by applying Team Pair Solo strategy and taught without applying Team Pair Solo Strategy in achievement the reading text about report text genre. The research was conducted on 12 – 26 february . the treatment was given in three meetings was given in three meetings to the experimental groups after administering the pre-test. Comparing to both of group s during the teaching process, students in experimental group had better in reading achievement rather than those in control group. This was because students in experimental group taught to discuss difficulties in reading material in team, then solve the difficulties with partner, and as final output was the reading material

#### **B. Data Analysis**

The effect of Applying Team Pair Solo Strategy on the Students' Achievement in Reading Report Text . Based on the data from the test the

score were analyzed in other to know differences between pre-test and post-test of experimental group it could be seen on table 4.1 below.

**Table 4.1**  
**Differences between pre-test and post-test of experimental group**

No.	Student's initial	Pre –test ( $x_1$ )	Post-test ( $x_2$ )	$\sum X_1^2$	$\sum X_2^2$
1	AAC	65	80	4225	6400
2	AA	55	80	3025	6400
3	AA	65	85	4225	7225
4	AL	65	75	4225	5625
5	ABQ	65	85	4225	7225
6	AR	55	85	3025	7225
7	DN	60	85	3600	7225
8	DA	55	80	3025	6400
9	DK	60	87	3600	7569
10	DN	55	85	3025	7225
11	DP	60	90	3600	8100
12	EA	50	80	2500	6400
13	FA	67	85	4489	7225
14	FR	60	85	3600	7225
15	FT	55	85	3025	7225
16	FN	60	85	3600	7225
17	KZ	50	80	2500	6400
18	MA	45	70	2025	4900
19	MAS	50	85	2500	7225
20	MAL	65	90	4225	8100
21	MRP	55	85	3025	7225
22	MFA	55	70	3025	4900
23	MFZ	65	82	4225	6724
24	NPS	55	80	3025	6400
25	NL	60	85	3600	7225
26	NC	65	87	4225	7569
27	NI	65	85	4225	7225
28	PS	50	70	2500	4900
29	RI	50	80	2500	6400
30	RP	50	75	2500	5625
<b>Total</b>		$X_1=1732$	$X_2=2461$	$\sum X_1^2=101114$	$\sum X_2^2=202737$

Based on the table 4.1 above it could be seen that there was different between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test was 1732 and the total post-test was 2461. It meant the score for post-test is higher than pre-test. The mean score was calculated as follows ;

a. The average (Mean)

$$\begin{aligned} x &= \frac{\sum x}{n_x} \\ &= \frac{2461}{30} \\ &= 82,03 \end{aligned}$$

b. Standards deviation of X variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \\ &= \sqrt{\frac{30(2999824) - (2461)^2}{30(30-1)}} \\ &= \sqrt{\frac{89994720 - 6056521}{870}} \\ &= \sqrt{\frac{83938}{870}} \\ &= \sqrt{96.5} \\ &= 9.82 \end{aligned}$$

**Table 4.2**  
**Differences between pre-test and post-test of control group**

No	Student's initial	Pre –test ( $y_1$ )	Post-test ( $y_2$ )	$\Sigma y_1^2$	$\Sigma y_2^2$
1	AN	40	60	1600	3600
2	AR	35	65	1225	4225
3	AAS	55	65	3025	4225
4	AF	45	60	2025	3600
5	AH	60	70	3600	4900
6	AP	40	70	1600	4900
7	BN	50	65	2500	4225
8	BE	60	70	3600	4900
9	DPD	40	65	1600	4225
10	EP	45	70	2025	4900
11	EH	55	65	3025	4225
12	EV	50	72	2500	5184
13	FI	60	75	3600	5625
14	FWL	40	60	1600	3600
15	HN	40	65	1600	4225
16	JM	50	70	2500	4900
17	KF	45	65	2025	4225
18	LAB	50	60	2500	3600
19	MA	45	75	2025	5625
20	MH	60	80	3600	6400
21	ML	45	75	2025	5625

22	MAH	40	65	1600	4225
23	MVE	40	55	1600	3025
24	NP	50	60	2500	3600
25	NAP	35	60	1225	3600
26	PH	45	60	2025	3600
27	PJ	45	60	2025	3600
28	RM	55	75	3025	5625
29	RD	50	65	2500	4225
30	WPR	60	70	3600	4900
<b>Total</b>		<b><math>Y_1=1430</math></b>	<b><math>Y_2=1992</math></b>	<b><math>\sum Y_1^2=69900</math></b>	<b><math>\sum Y_2^2=133334</math></b>

a. The average (Mean)

$$\begin{aligned}
 x &= \frac{\sum Y}{n_Y} \\
 &= \frac{1992}{30} \\
 &= 66.4
 \end{aligned}$$

b. Standart deviation of X variable

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \\
 &= \sqrt{\frac{30(133334) - (1992)^2}{30(30-1)}}
 \end{aligned}$$

$$= \sqrt{\frac{400002 - 396806}{870}}$$

$$= \sqrt{\frac{36032}{870}}$$

$$= \sqrt{41.41}$$

$$= 6,43$$

Based on the previous data it was concluded in the following table :

**Table 4.3**

**Calculating Correlation Product Moment between X1 and X2**

No	$x_1$	$x_2$	$\Sigma x_1^2$	$\Sigma x_2^2$	$\Sigma x_1 x_2$
1	65	80	4225	6400	5200
2	55	80	3025	6400	4400
3	65	85	4225	7225	5525
4	65	75	4225	5625	4875
5	65	85	4225	7225	5525
6	55	85	3025	7225	4675
7	60	85	3600	7225	5100
8	55	80	3025	6400	4400
9	60	87	3600	7569	5220
10	55	85	3025	7225	4675
11	60	90	3600	8100	5400
12	50	80	2500	6400	4000
13	67	85	4489	7225	5695
14	60	85	3600	7225	5100
15	55	85	3025	7225	4675
16	60	85	3600	7225	5100
17	50	80	2500	6400	4000
18	45	70	2025	4900	3150
19	50	85	2500	7225	4250
20	65	90	4225	8100	5850
21	55	85	3025	7225	4675
22	55	70	3025	4900	3850
23	65	82	4225	6724	5330

24	55	80	3025	6400	4400
25	60	85	3600	7225	5100
26	65	87	4225	7569	5655
27	65	85	4225	7225	5525
28	50	70	2500	4900	3500
29	50	80	2500	6400	4000
30	50	75	2500	5625	3750
<b>Total</b>	1732	2461	101114	202737	142600

$$\begin{aligned}
 R_{xy} &= \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{30(142600) - (1732)(2461)}{\sqrt{\{30(101114) - (1732)^2\}\{30(202737) - (2461)^2\}}} \\
 &= \frac{4278000 - 4262452}{\sqrt{\{3033420 - 2999824\}\{6082110 - 6056521\}}} \\
 &= \frac{15548}{\sqrt{\{33596\}\{25589\}}} \\
 &= \frac{15548}{\sqrt{\{859688044\}}} \\
 &= \frac{15548}{29,32} \\
 &= 530,2
 \end{aligned}$$

**Determining the value of t-test with formula :**

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \\
 &= \frac{82.03 - 66.4}{\sqrt{\left(\frac{9,643}{30} + \frac{41,34}{30}\right) - 2(530,2)\left(\frac{98,2}{\sqrt{30}}\right)\left(\frac{6,43}{\sqrt{30}}\right)}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{82,03-66,4}{\sqrt{(321+41,34)-2(530,2)\left(\frac{98,2}{5,47}\right)\left(\frac{6,43}{5,47}\right)}} \\
&= \frac{15,63}{\sqrt{(321+41,34)-(1,060)(17,95)(1,175)}} \\
&= \frac{15,63}{\sqrt{362,34-2235}} \\
&= \frac{15,63}{\sqrt{1,872}} \\
&= \frac{15,36}{1,36} \\
&= 11.29
\end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-test value was 11.29 After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

$$\begin{aligned}
Df &= 2N-2 \\
&= 2(30)-2 \\
&= 60-2 \\
&= 58
\end{aligned}$$

### **c. Testing Hypothesis**

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution written test method as basic of counting t-critical degree of freedom(df), the calculation shows that df is  $(2n-2=60-2=58)$  in line 58 that t-table is 2,002 for 0.05. It could be concluded t-test > t-table or  $11,29 > 2,002$ . So,  $H_0$  is rejected and  $H_a$  is accepted or there was the effect of applying team pair solo strategy on the students' Achievement in Reading Report Text .

### **d. Research Findings**

Based on the data analysis above, the findings of this reseach were described that the students who were taught by applying TPS Strategy got higher score than those who were taught by using Lecturing Method. It is also proved from the result of t-test which was 11,29 and t-table which was 2,002 ( t-test > t-table,  $11,29 > 2,002$  ). It means effect on the students' achievement reading report text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there was a significant effect of Applying Team Pair Solo Strategy On The Student Achievement in Reading Report Text , it was prove from the calculation of t- test which was higher than t-table,  $11,29 > 2.00$ , at  $\alpha=0,05$ , and  $df=58$  it means that the alternative hypothesis or  $H_a$  is accepted

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as thefollowing:

1. The English teachers had better applying Team Pair Solo in teaching reading in order to increase their students' achievement in reading because it has been proved that the strategy gave the better outcome to students' achievement.
2. The students should use this strategy in reading text to help them extracting the information of a text. This strategy is able to improve the readers' reading achievement, work together to solve the difficulties in comprehend reading text
3. The readers, especially at UMSU library are encourages to have a lot o finformation about teaching learning experiences for them.

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