

ABSTRACT

Hidayanti, Fitriana. 2012. *The Use of Team Pair Solo in Improving Students' Reading Comprehension (An Action Research of the Eleventh Grade Students of SMAIT IHSANUL FIKRI, Magelang in the Academic Year 2011/2012)* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Rini Susanti Wulandari, S.S, M.Si, Second Advisor: Drs. Ahmad Sofwan, Ph.D.

Key words: Reading Comprehension. Team Pair Solo

This final project is based on a study which attempted to describe the effectiveness of using Team Pair Solo in improving students' reading comprehension for eleventh grade students of Senior High School. The objectives of the study are: (1) to find out how is Team Pair Solo implemented to teach reading comprehension of grade XI of SMAIT IHSANUL FIKRI, Magelang in the academic year of 2011/2012, (2) to describe the use of Team Pair Solo in improving the reading comprehension of grade XI students of SMAIT IHSANUL FIKRI, Magelang in the academic year of 2011/2012, and (3) to describe the responses of the grade XI students of SMAIT IHSANUL FIKRI, Magelang in the academic year of 2011/2012 who are taught by using Team Pair Solo.

In achieving the objectives of the study, an action research method was used as the research methodology. I conducted an interview and pre action research questionnaire first. Then, I applied Team Pair Solo as one of a technique of Cooperative Learning structures of Kagan in the classroom (the eleventh grade students of SMAIT IHSANUL FIKRI, Magelang) which was conducted for two cycles. To find out the students' reading comprehension and the students' response, I administered a quiz to the eleventh grade students of SMAIT IHSANUL FIKRI, Magelang and conducted post action research questionnaire to them. I also used observation sheet to find out the condition of the class during the treatment.

The result of the study showed that Team Pair Solo technique applied in reading comprehension class of eleventh grade of SMAIT IHSANUL FIKRI, Magelang actually gave contribution in the students' reading comprehension. This technique could be an effective method. It is proper since there was an improvement in the average of students' quiz score in the second cycle when the study conducted. The result showed that the average of students' reading comprehension increased from cycle 1 to cycle 2. The mean of the quiz increased from 75.57 in cycle 1 to 76.90 in cycle 2. Not to mention, the result of the questionnaires and observation showed that the students enjoyed the technique. Besides, by using this technique, the class situation was very enjoyable, the students freely communicated to each other to share their ideas.

I hope this study can be used by English teachers as one way to enrich the references in improving the students' reading comprehension in the eleventh grade of Senior High School students, and also as a consideration for the teacher to choose the technique in motivating the students' reading comprehension.