

**AN ANALYSIS ON TEACHER'S TEAM PAIR SOLO  
STRATEGY IN TEACHING READING COMPREHENSION IN  
POST PANDEMIC AT SMP N 3 POLOKARTO**

**THESIS**

Submitted as a Partial Requirement  
for the Degree of Undergraduate in English Language Education



**By:**

**ISTIQOMAH**

**SRN 17.32.2.1.157**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

**2022**

## ADVISOR'S SHEET

Subject : Thesis of Istiqomah

SRN : 17.32.2.1.157

To :

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Istiqomah

SRN : 17.32.2.1.157

Title : An Analysis On Teacher's Strategy in Teaching Reading Comprehension  
In Post Pandemic at SMP N 3 Polokarto

Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to again Degree of Undergraduate in English Language Education.

Thank you for attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 16 September 2022

Advisor,



Prof. Dr. H. Sujito, S.H, M.Pd

NIP. 19720914 200212 1 001



## RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “**An Analysis on Teacher’s Strategy in Teaching Reading Comprehension In Post Pandemic at SMP N 3 Polokarto**” by Istiqomah has been approved by the Board of Thesis Examiners as the requirement for Undergraduate Degree in Englis Language Education.

**Chairman**            **Sabariyanto, M.Pd**  
NIK. 19750325 201701 1 164



(.....)

**Secretary**            **Prof. Dr. H. Sujito, M.Pd.**  
NIP. 19720914 200212 1 001



(.....)

**Main Examiner**    **Dr. Imroatus Solikhah, M.Pd.**  
NIP. 19770316 20091 2 2002



(.....)

Sukoharjo, 16 September 2022

Approved by

**The Dean of Cultures and Languages  
Faculty**



**Prof. Dr. Foto Suharto, S.Ag., M.Ag.**

NIP. 19710403 199803 1 005



## DEDICATION

**Alhamdulillahirabbil'alamin.** Praise thanks to Allah SWT who has given all blessing. I would dedicate this thesis to the people who i love the most.

This thesis is dedicated for :

1. *My heaven, (My mother Mrs. Mulyani and my father Mr. Sukino) who always give me spirit, support, and little pressure*
2. *All of my big family*
3. *My beloved Almamater UIN Raden Mas Said Surakarta*
4. *My friends who give me support in finishing my thesis*
5. *Dr. Imroatus Solikhah, M.Pd., as the Main Examiner, who has corrections to revise the mistakes in this thesis.*
6. *All lecturers of English Language Education who gives guidance, support, share experience, knowledge, and dedication for the researcher.*
7. *Suwandi, M.Pd., as the Headmaster of SMP N 3 Polokarto for allowing the researcher do this research.*
8. *Vayye Langendyan, S.Pd., as English teacher of SMP N 3 Polokarto, who gives the information and knowledge about this research.*
9. *The researcher's family, thanks for support, attention, and everything have given to researcher.*
10. *All the researcher's lovely friends especially Dinnar, Rina, Ayu, and Affifah.*
11. *All the Ganesa Library's members.*
12. *All the MIM Lemahbang's family, especially Sedulurku Kabeh members.*  
*For all researcher's friends and everyone who help the researcher which can't mention one by one.*

## MOTTO

*“Apapun yang menjadi takdirmu, akan mencari jalannya menemukanmu.”*

(Ali bin Abi Thalib)

*“If people are doubting how far you can go, go so far that you can't hear them anymore”*

(Michele Ruiz)

*“Mohon, mangesthi, mangustuti, marem”*

(Keselarasan antara permohonan, ucapan, dan tindakan)

## PRONOUNCEMENT

Name : Istiqomah  
SRN : 17.32.2.1.157  
Study Program : English Language Education  
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled “AN ANALYSIS ON TEACHER’S STRATEGY IN TEACHING READING COMPREHENSION IN POST PANDEMIC AT SMP N 3 POLOKARTO” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repeating my thesis and academic degree.

Sukoharjo, 16 September 2022

Stated by,

**Istiqomah**

**SRN. 17.32.2.1.157**

## ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so researcher was able to able to finish this thesis entitle “**An Analysis on Teacher’s Strategy in Teaching Reading Comprehension In Post Pandemic at SMP N 3 Polokarto**”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without help, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of the Raden Mas Said State Islamic University Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty of Raden Mas Said State Islamic University Surakarta.
3. Wildan Mahir Muttaqin, M.A. TESL, as the Head of English Language Education of Cultures and Languages Faculty of Raden Mas Said State Islamic University Surakarta.
4. Prof. Dr. KRT. H. Sujito, SAP, S.H, S.Pd., M.Pd., as the advisor, who has given guidance, deeply attention, advice, and correction to revise the mistake during the entire process of writing this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all these hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me all time.

Sukoharjo, 17<sup>th</sup> September 2022

The researcher

Istiqomah



## TABLE OF CONTENTS

COVER .....	i
ADVISOR’S SHEET .....	ii
RATIFICATION .....	iii
DEDICATION.....	iv
MOTTO.....	v
PRONOUNCEMENT.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES .....	xi
LIST OF APPENDICES .....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION .....	1
A. Background of The Study .....	1
B. Identification of The Problem .....	5
C. The Limitation of The Problem .....	5
D. Problem Statement.....	6
E. The Objective of The Study .....	6
F. The Benefit Of The Study.....	6
G. The Definition of The Key Terms .....	8
CHAPTER II REVIEW OF RELATED LITERATURE .....	10
A. Theoretical Frame Work.....	10
1. The Nature of Reading .....	10
2. Models of reading process .....	12

3. The Purpose of Reading .....	20
4. Reading Comprehension .....	22
5. Teaching Strategies .....	31
6. Cooperative Learning .....	33
B. Previous Related Study .....	48
CHAPTER III RESEARCH METHODOLOGY .....	53
A. Research Design.....	53
B. Time and Place of Research .....	54
C. Subject of the Research.....	55
D. Data Sources .....	55
E. Techniques of Collecting the Data .....	57
F. Data Analysis .....	59
G. Trustworthiness of the Data.....	60
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	62
A. Research Finding .....	62
1. Data Description.....	62
2. Data Analysis.....	84
B. Discussion .....	92
1. Strategy that Teacher’s Used in Teaching Reading Comprehension	92
2. The Implementation of the Strategy in Teaching Reading Comprehension.....	97
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	107
A. Conclusion .....	107
B. Suggestions .....	109
REFERENCES .....	111
APENDICES.....	118

## LIST OF TABLES

Table 2. 1 The similarities and Dissimilarities Previous Studies.....	50
Table 3. 1 Teachers' background.....	56
Table 4. 1 Observation Checklist.....	86

## LIST OF APPENDICES

Appendix 1 Question Of Teacher Interview .....	119
Appendix 2 Teacher Interview Transcript .....	122
Appendix 3 Observation Checklist .....	127
Appendix 4 Note Of Observation .....	130
Appendix 5 Documentation .....	138

## ABSTRACT

Istiqomah. 2022. *An Analysis on Teacher's Strategy in Teaching Reading Comprehension at SMP N 3 Polokarto*. Thesis. English Language Education. Cultures and Languages Faculty.

Advisor : Prof. Dr. KRT. H. Sujito, SAP, S.H, S.Pd., M.Pd.

This research was conducted to describe about teacher's strategy in teaching reading comprehension during post Covid-19 at SMP N 3 Polokarto and the implementation of the strategy in reading descriptive text using Team Pair Solo technique. This research reveal the difficulties that faced by the English teacher in teaching reading descriptive text using Team Pair Solo technique, and explain how the English teacher solved those difficulties. The objective of this research are (1) To find the strategy that is used by English teacher in teaching reading comprehension at SMP N 3 Polokarto, (2) To explain the implementation of the strategy in teaching reading comprehension during post Covid-19 at SMP N 3 Polokarto.

In this study, the researcher use descriptive qualitative method. The researcher collected the data by interview, observation, and documentation. The data of of interview was obtained from one English teacher in SMP N 3 Polokarto. The researcher used technique of analyzing the data Miles and Huberman Data Analysis which have three phase; (1) Data Condensation or Data Reduction, (2) Data Display (3) Drawing and verifying conclusion. For the trustworthiness of the data, the researcher used Methodological Triangulation.

The result of this research are (1) The teacher used cooperative learning as strategy to teaching reading comprehension. Cooperative learning that teacher used was Team-Pair-Solo technique. The technique required the students to make a group of discussion, a pair discussion, and solo or individual. (2) The implementation of the strategy in teaching reading comprehension. The teacher faced several problems in his implementation. The problems were the teacher's difficulty in conducting a group discussion for the students, the students' lack of vocabulary, and students' difficulty in interpreting the main idea discussed in reading materials. In conclusion, Team Pair Solo technique was an interesting and helpful technique that helped English teacher in the teaching and learning process and it was easy to be implemented. The technique also helped students to be actively engaged in the classroom activity.

**Keywords** : *Teacher strategy, teaching reading comprehension, cooperative learning.*

# CHAPTER I

## INTRODUCTION

This chapter describes rationale for conducting a study on teacher's strategy in Teaching Reading Comprehension, that is Cooperative Learning Strategy. The description covers the Background of The Study, Identification , The Limitation of the Problem, Research Question, The Objective of the Study, The Benefits of the Study, and The Definition of the Key Terms.

### **A. Background of The Study**

Reading is one of skill that have to be learned by English students. By reading, many ideas and informations they will get. It can improve our language and knowledge. Reading is the second most emphasized skill in English as a foreign language (EFL) teaching and the main skill of teaching English as a a second language (ESL) in many countries (Susser and Rob (1999), Brown (2001). So, students' ability to read effectively is very important in order to get oppurtunities in their education and their future real life situation. Reading not only from a book, but also from online media such as e-book, article, and journal. Students knowledge will increase with reading continuously, for example new vocabularies, idioms, phrases, and many more when they started to read books or online books and others. The more they read, the more information they will get. Reading makes someone smarter and creative as stated by Laddo (2007).

In Indonesian educational system, reading plays significant roles. Despite the fact that Indonesia is late in applying literature in teaching and



learning and makes Indonesia has low interest in reading. The government lately has been trying to implement literature in the educational system. This can be seen from the policies that require students to read books for fifteen minutes everyday before the teaching and learning begins.

Students are expected to have abilities to understand some short functional texts such as procedure, descriptive, recount, narrative, and report. So that, in teaching and learning process, the students should have good reading skill understanding in order to comprehend their reading materials. The suitable reading strategy is important for English students in order to get deep information from the texts. Reading implicates higher order thinking skill and to be much complicated subject that have to understand by English students since English becomes the subject matter in every school examination. Most of the reading questions in examination are dominated with reading comprehension. To get good score, the students have to be able to answer the comprehension questions. So, in Indonesia, english teaching and learning process is more focused on reading, especially on reading comprehension.

Talking about reading comprehension is one of the pillars of act of reading and reading comprehension also the most complex cognitive activities such as knowing each symbol and analyzing from words into a meaning. In reading comprehension, active thinking process in mind is very necessary in order to understand and comprehend what has been read. To increase reading comprehension, teachers need to give the students early and sustained instruction in knowledge, such as phonemic awareness, vocabulary development, and comprehension monitoring.

Teacher's strategy in teaching reading comprehension absolutely impact for students' reading comprehension development. The main goal is to comprehend what has been read, and if the reader could not, so reading just would be a meaningless activity. To help students understanding in reading comprehension, the teacher should have the appropriate strategy to provide the students understanding in reading. Additionally, teacher's strategy is important to build students motivation in reading and learning reading itself.

In point of fact, one of appropriate strategies for students' reading comprehension is Cooperative Learning Strategy. As stated Wichadee (2004 : 9), Cooperative learning can be an effective way to deal with the problem in EFL classes. It creates a comfortable non-stressful environment for learning and practicing English. It helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another.

As a consequence, cooperative learning can be a appropriate one for students' reading comprehension. Cooperative learning help students work together in learning reading comprehension.

In the pre-pandemic, learning activity was carried out face-to-face. Direct interaction can be built between teacher and students. In the pre-pandemic, learning activity also focused on students' character building. Meanwhile in the during pandemic, teaching and learning process held in online learning. They used some learning media such as whatsapp, google classroom, and google meet. The English teacher share the materials, worksheet, and students attendance. In the end of pandemic era or post

pandemic, the learning process held face-to-face again. Beside that the material that used in post-pandemic was pushed the students in numerical and literation.

The teacher starts learning by greeting in the class, then the teacher give review about the previous materials. After that the teacher gave explanation about what activities that will be held and what strategy that would be use in the teaching and learning process. It was cooperative learning with Team Pair Solo technique. Teacher gave instruction and shared assignment that the students have to do. The teacher instruct to work in group first, after that they had to discuss in pair, and finally they would do the assignment individually. If there were some students that did not understand yet from the teacher's instruction, they could ask and the teacher will answer it. The students started to do group discussion that choosen by the teacher. After all of the students collect the assignment, the students corrected together with move forward and present in front of the class and at the end, the teacher gave feedback and score from their work.

The teacher had difficulty in conducting a group discussion for the students, the students had difficulty in reading comprehension because of students lack of vocabulary, and the students had difficulty in interpreting the main idea discussed in reading materials. Collaboration between teacher and students is needed in order to create an exciting class atmosphere, that is by using cooperative learning strategy with Team Pair Solo technique. The researcher's finding that reading is the major problem at SMP N 3 Polokarto. Based of interviews with English teacher of SMP N 3 Polokarto, the researcher

found the teacher's strategy and how the teacher implement the strategy in teaching reading comprehension.

Based on the problem stated above, the researcher is interested in observing and finding what strategy that used by the teacher in reading comprehension. According to this assumption, the researcher interested in analyzing research titled **“An Analysis on Teacher's Strategies in Teaching Reading Comprehension in Post-Pandemic at SMP N 3 Polokarto”**

## **B. Identification of The Problem**

Based on the problem stated in the background above, it can be identified as follows:

1. The teacher had difficulty in conducting a group discussion for the students
2. The students had difficulty in reading comprehension because the students lack of vocabulary
3. The students had difficulty in interpreting the main idea discussed in reading materials.

## **C. The Limitation of The Problem**

In connection with the background of the study and identification of the problem stated above, the focus of this research is the strategy that used by the English teacher of 8th grade at SMP N 3 Polokarto. There are some strategies in teaching and learning in English. The strategies are materials, method, and technique. In this research, the researcher will use the one of strategies that is cooperative learning with Team Pair Solo technique. Cooperative Learning is

as seen as an appropriate one of method that use in this current situation and condition.

Cooperative learning also can be an effective method in students' reading comprehension. Furthermore, the English teacher can be hold a discussions with groups of students that have been created in the class, so that interaction between teacher and students can be intertwined through this method.

#### **D. Problem Statement**

1. What the strategy that is used by English teacher in teaching reading comprehension at SMP N 3 Polokarto?
2. How does the English teacher implement that strategy in teaching reading comprehension at SMP N 3 Polokarto?

#### **E. The Objective of The Study**

1. To find out the strategy that used by English teacher in teaching reading comprehension at SMP N 3 Polokarto.
2. To explain the implementation of the strategy in teaching reading comprehension at SMP N 3 Polokarto

#### **F. The Benefit Of The Study**

The benefits of the study are:

##### **1. Theoretical benefit**

This research will give informations that useful for English teacher, students, the next researchers, and the readers. Hopefully, this study can be a useful reference for other researcher to conduct a research about strategies in teaching reading comprehension, especially by using

Cooperative learning strategy. This reaserch also can be a reference in teaching reading for the reader in giving additional information on teaching strategies to the students.

## 2. Practical benefit

For the teacher, the result of this study will be useful contribution that can help the teacher to choose appropriate strategy in reading comprehension. Beside, the teacher can also enhance the students' characteristics to the chosen strategy. The teacher can take one of the strategies in teaching reading for comprehend to their students. Based on the statement above, the teacher has to have a strategy to make the students ready to comprehend the text. By applying the correct strategy in teaching and learning process.

For the students, the tecnique that used by the English teacher can be a reference for them to improve their ability in reading comprehension. The finding of the research can be useful as a new reference to learn English, especially in reading. They can know the kinds of teaching strategies and also the can choose one of the strategies that used by the teacher to comprehend in reading.

For the next researcher, the result of this study can be a contribution and information that useful for next researcher that counduct a research about strategies in reading comprehension. The result of the research is expected to give some contribution for students, teachers, and future researcher.



## **G. The Definition of The Key Terms**

### **1. Reading Comprehension**

Reinkin Kustaryo stated the reading is an active cognitive process of interacting with print and monitoring to establish meaning. Reading is instantaneous recognition of various written symbol with existing knowledge, and comprehension of the information and idea communicated. It means that when a reader interact with print his prior knowledge combined with the visual information results in his comprehended of the message. From the statement, reading is an equal interaction between the student existing knowledge and the text.

Tranksley (2003: 90) has stated that reading comprehension depends on three factors. The first factor is the reader having command of the linguistic structure of the text. The second factor is the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading material. The third and the most important criteria influencing comprehension is that the reader has background in the content and vocabulary being presented.

### **2. Teaching Strategies**

In teaching reading, there are many different strategies that used by the English teacher. It was intended for finding out the appropriate technique for students. As long as the teacher understand the effective techniques on which they are based, there is no shortage for activities that may be classified as pertaining to instruction. Brown (2004) has noted that

the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is create learning environment that are more interactive to apply technology where applicable into the learning experience, and to use appropriate collaborative learning strategies.

### 3. Teaching Method

Teaching method is a systematic way in which a teacher uses to transfer or receive or share information. Geoffrey defines teaching method as the process of imparting knowledge and skills which is used by a teacher in the classroom. It implies the use of principles and theories of instructions. It can include class participation, demonstration, recitation. Basically there are two types of teaching method. The only key giving classification of these two methods is the way teacher and student interact. The two types of teaching method are teachers centered method and students centered method.

### 4. Cooperative Learning

In teaching and learning process especially in reading, cooperation between each students is needed. Where students who more understand with the materials can help the others that do not understand yet. According to Brown (2001: 47) Cooperative learning is one strategy that involves students to work together in pairs or groups and they share informations.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Based on the previous chapter, it was mentioned that there are some concepts and discussion that are related to this research. The purpose of this study is help teacher and students in reading and learning strategies. Some related theories on reading comprehension, Cooperative learning strategies, and several related studies will be on the following explanation.

#### **A. Theoretical Frame Work**

##### **1. The Nature of Reading**

The definition of reading appears in various perspectives, Harmer (1988: 68) states that reading is useful for other purposes to any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the languages stick in their minds as a part of the process of language acquisition and if the reading text is especially interesting and engaging acquisition is likely be even more successful.

Another definition is from Bernhardt (2000:6) states that reading is about how to understand a written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Reading is not only about pronouncing written text correctly, but also comprehending the text. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated

words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text

In addition, Grabe (2009:5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. It is believed as an important skill to support the students in understanding and decoding the learning materials. Furthermore, reading is also important in social context where the activity of reading takes place. It makes people around the world will be able to communicate with the other. The main point here reading is an activity that is not only pronouncing correctly but also comprehending the text and reading can help student get information from reading gradually and they would be able to communicate with others.

According to Harmer (2001:200), reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do. Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with the others.

It means that reading perceived as a complex act of communication in which a number of textual, conceptual, and reader-based variables interact to produce comprehension (Roe, Smith, & Burns, 2005). Specifically, reading has been formed that word recognition, vocabulary, sentence difficulty, and text structure awareness are all important determinants of comprehension. So, reader's schemata, sensory and perceptual abilities, thinking abilities, motivation to read, and influenced reading comprehension, also the effective aspect that is reading strategies.

From some of the definition of the experts above, the researcher concluded that reading is important activity for all people, especially for students. For English students, reading comprehension would be a fundamental of education. From reading we can get not only informations from all of the world, but also we can get knowledge and also ways to understand others opinion delivered by the writer.

## **2. Kind of Reading Text**

There are some kinds of reading text : Procedure, recount, Narrative, and Descriptive

### **a. Procedure**

Procedure, according to Anderson and Anderson (1997 :50) means "a piece of text that gives us instructions for doing something".

The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual, and itineraries.

Anderson and Anderson (1997 : 52-55) state that the generic structure of a procedure text contains :

1. An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph
2. A list of the materials that will be needed to complete procedure. This may be a list or a paragraph. This step may be left out in some procedures
3. A sequences of steps in the order they need to be done. Number can be used to show first, second, third, and so on. The order is usually important such as *now, next, and after* this can be used. Usually the steps begin with a command such as *add, stir, or push*

While the linguistic features of a procedure text are :

- a) The use of technical language
  - b) Sentence that begin with verbs and
  - c) The use of time words or numbers that tell the order for doing the procedure
  - d) The use of adverbs to tell how the action should be done
- b. Recount

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place, and when it happened (Pardiyono, 2007 : 63). The purpose of the recount to retells past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages : a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either



informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next after, when, then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add details are often chosen to add interest or humor to the recount).

The recount has a title, which usually summaries the text specific participants. The basic of recount consist of three parts (Derewianka (2004 : 18) :

- a) The setting or orientation. Background information answering who, when, and why
  - b) Events are identified and described in chronological order
  - c) Concluding comments express a personal opinion regarding the events described
- c. Narrative

Narrative text is a text that tells about sequence of events in the past. According to Barbara as cited in Khusnul (2017), the purposes of narrative text to entertain, to express the feelings, to infor and to persuade the readers. It also has another function that is about to deal with actual or various experiences in different ways. On the other hand, Mark and Anderson (in Sari, 2015)) state that the narrative text is constructed to appeal to our emoticon and imagination that can make us lagh or cry think about our life or consider our benefit.

Types of Narrative text :Narrative text must be familir for the students, because they have been told many times about stories related to

legend, fairy tale, folktale, or fable. According to Nuning as cited in cited in Khusnul (2017) state that there are several different types of narrative text as follow :

a) Legend

Legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jonggrang, and Sangkuriang.

b) Fabel

A fable is a short allegorical narrative that has animal as character who speak like act human beings. For examples, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

c) Fairy tale

A fairy tale typically features like folkloric characteristics as fairies, goblins, elves, trolls, dwarves, and giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

d) Scient fiction

Fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke

d. Descriptive

According to Anderson and Anderson (2003 :26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

In addition, according to Pardiyono (2007 : 33), descriptive text gives description from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not.

The generic structure of descriptive text :

According to Bamati and Oktaviani (2011 : 50) the generic structure of descriptive text is divided into two parts, there are :

1. Identification

It is generic structure or paragraph which introduces or identifies the character

2. Description

It is part of paragraph which describes the character.

**3. Models of reading process**

There are three models of reading process : Bottom-up model, top-down model, and interactive model

a. Bottom-up model

This model is emphasized in written text, it can be say that reading is an process that result meaning and that reading proceeds from part to whole. To detailed, Gough (1972) proposes a phonics-based or

bottom-up model of the reading process which portrays processing in reading as proceeding in serial fashion, from letter to sound, to words, to meaning, in the progression suggested in the accompanying figure.

Carrell (1989 as cited in Ahmadi & Pourhosein Gilakjani 2012) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. In this model, the readers may have to memorize every word to know the meaning from word to another word, in other word the readers have to understand the connection between words.

b. Top-down Model

Top-down model is opposite of Bottom-up model. If in the Bottom-up the readers' understanding from part to whole, in the Top-down model emphasizes what the reader brings to the text, the readers' background knowledge is needed in order to get the meaning of text that are from whole to the part or detail. So that this model also called as the concept of driven model.

To these theorists (e.g. Goodman, 1967; Smith, 1971), efficient reading doesn't result from the precise perception and identification of all the elements in a word, but from skills in selecting the fewest, most

productive cues necessary. They contend that readers have a prior sense of what could be meaningful in the text, based upon their previous experiences and their knowledge about language. Readers are not in their view, confined only to one source of information—the letters before their eyes, but have at their disposal two other important kinds of information which are available at the same time: semantic cues (meaning), and syntactic cues (grammatical or sentence sense). Thus, what readers bring to the text separately in terms of both their prior knowledge of the topic and their knowledge about the language assists them in predicting what the upcoming words will be. Readers sample the print, assign a tentative hypothesis about the identity of the upcoming word and use meaning to confirm their prediction. If meaning is constructed, readers resample the text and form a new hypothesis. Thus readers need to only briefly sample the marks on the page in order to confirm word identity.

c. Interactive Model

This model is combination from Bottom-up model and Top-down model. According to Rumelhart (1977) this model, which is a combination of both top-down and bottom-up strategies, is now widely considered a comprehensive explanation of how we derive the meaning of a written text. Rumelhart (1977) developed this model based on the fact that meaning does not reside in the text alone, but is a coconstruction of the writer's text and the reader's interpretation. So, reading requires an interaction between the reader's mind and the

writer's text. This allows the information contained in higher stages to interact with and influence the information in lower stages. In addition, the interactive model can reduce the problem in both models there are bottom-up model and top-down model. As stated by Nunan (2003:70), the best second language readers are those who can efficiently integrate both bottom-up and top-down processes.

From the explanation above, it can be concluded that there are three kinds of reading process such as bottom-up, top-down, and interactive reading. In bottom-up process, the reader have to differentiate the language particulars like letters, phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. They also have to use their linguistic data processing mechanism to impose some part of order on these particulars or units. In the top-down process, the reader's experiences and background knowledge is needed. In understanding the text, the reader can't read from the small unit, but they have to rearrange their ability in knowing the content of the text from the meaning and already have prediction to the upcoming word. The reader decided what to retain, what not to retain, and what to move on. It can be concluded that in the top-down model process, the reader should use the intelligence and experience in interpreting the text. Meanwhile, the interactive model is the combination between bottom-up model and top-down model. In interactive model, there are interaction between the reader's interpretation and the writer's text. The reader have to shifting from one focus to another. The reader also should be able to predict probable meaning and checking about the writer's intention. It can be

conclude that this reading model involves reader's ability and skill in reading to understand the reading materials, so it will be continued until the reader's fulfill the expectation.

#### **4. The Purpose of Reading**

Students must have a purpose in reading. If they know what their purpose is in reading, they will easily understand what they are reading in depth, they can also positively comprehend the text. According to Grabe and Stoller (2002:13-15) the purposes of reading divided into six categories, there are :

##### a. Reading to Search for Simple Information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

##### b. Reading to Skim

Reading to skim is a common part of many reading task and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until general idea is formed.

##### c. 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 from a text. Reading to learn usually requires abilities to

remember the information of the text, such as main ideas, recognize and build rhetorical frames, and link the text to the reader base. In reading to learn, the reading rate kind of slower than general reading comprehension, especially due to re-reading and reflection in order to help remember the informations.

d. Reading to Integrate Information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accomodate information from multiple sources. Critical evaluation in this skill is needed by the reader in order to decide which information that would be integrate according to the reader's goal.

e. Reading to write and reading to critique text

Reading to write and reading to critique text may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for General Comprehension

Reading for general comprehension is the basic purpose in general, beside it is also supporting the other purposes for reading. Reading for general comprehension actually most complex than commonly known. When it accomplished by skill fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.



As a skill, reading is one of the most important skills that must be developed by students remembering that the good reading skill is very needed by them to get or to look for new information from written text. Jo McDonough and Christopher Shaw (2003). As we all know that students are expected to be able to read various English text strategically. So that all informations can be obtained without obstruction with the development of language skill.

From the explanation from the expert above, the researcher concluded that there are some purposes of reading. Reading to Search for Simple Information, Reading to skim, reading to learn from text, reading to integrate information, reading to write and reading to critique text, reading for general comprehension. As a skill, the students have to be able to obtained information from written text in order to develop their understanding in reading.

## **5. Reading Comprehension**

### **a. The Definition of Reading Comprehension**

Reading comprehension is different with reading in general. Reading comprehension has a deeper meaning to elaborate. Many definitions of reading comprehension from some writers. According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and word knowledge, and fluency. It means that reading comprehension is an ability in interpreting words,

understanding words meaning, and relationship between ideas carried out in the text.

In addition, Snow (2002:11) states that reading comprehension as a meaning getting process so that it needs an understanding. The readers use the words extracted and constructed to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. From that point, interaction and involvement with the written language can make the readers get information through the text.

According to Mc Neil (1992) stated that comprehension is making sense of the text. From an interaction perspective, reading comprehension required information from context and combining disparate elements into a new whole. Cahyono (2011) stated that reading means transferring information between the reader and the writer. Understanding a written text in reading comprehension means extracting the required information from the written text as efficiently as possible. Reading with comprehension means that the reader surely understand what has been read. Reading comprehension include the active thinking, because when reading process, the reader not only focus in comprehension, but also they have to combining with the reader's experience and prior knowledge. Comprehension cope understanding the vocabulary with seeing the correlation among word and concept, organizing the ideas, recognizing the author's purpose, making judgement, and evaluating. Hillerich (1983 : 126) classifies reading comprehension into three levels : Literal comprehension, inferential

comprehension, critical comprehension. In literal comprehension level requires the reader to recall facts that stated in the text. For example : it is to recall names, things, and areas. Then, inferential comprehension level allow the reader to suggest relevant additional information based on their knowledge or experience. It means that the reader is understanding the author's meant and what was said, inferring main idea, sequencing, making judgement, predicting outcomes, and developing general conclusion, etc. The last, critical comprehension level is balancing the judgement about the author's style and some aspects of the text. There are some areas in making judgement of the text : central issues, support for the issue, language style, and logical conclusion.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

#### **b. Types of Reading Comprehension**

The important thing when the reader want to comprehend the text is activating the background knowledge. It is because when the reader activating the background knowledge in comprehending the text, they can be easier to process relating and integrating the information of the text.

Bos and Vaugh (2009 : 314) mention three types of reading comprehension based on how the readers activate their background knowledge in order to construct meaning. The first type belongs to what is textually explicit. In this type, the text required the clearly meaning that mentioned in the text. They can just easily read the text without breaking their background knowledge too deep. The second type belongs to what textual implicit. Different with the textual explicit, the textual implicit requires the reader to use their background knowledge to find the information of the text, because the information that mentioned in the text is not enough to the reader to comprehend the text and knowing the detail information.

The last type belongs to scriptually implicit. In this type the reader should have good background knowledge, because in this type that thing is needed. They have to open their background knowledge in comprehending the text. Beside, what textually explicit also needed. The combination between the text derived explicitly and large background knowledge can help the readr to find the information deeply.

In addition, Brown (2001 : 312) mentioned there are two types of reading comprehension based on the reading performance. The first category included silent reading and oral reading. Readers read silently when they read in silent reading, whereas when the readers read aloud they in oral reading. The second category are intensive reading and extensive reading. In intensive reading, the readers focus on linguistic

detail that obtained on the text, meanwhile in extensive reading, the reader only reading the text just for pleasure.

So, from the definition above the students are often practiced all of those types in order to comprehend the text that they has been read. The teacher should give the direction and and guide the students in practicing these each types of reading comprehension, because every students have their own way to read text. In this case, the teacher should give the theory to the students how to pactice these type that suitable with each students way to read text.

**c. Level of Reading Comprehension**

Burn, Roe, and Ross (1990:177) stated that level of comprehension devided into four levels that must be achieved in reading comprehension. The four levels of reading comprehension are identified as follows :

1) Literal Comprehension

The basis of literal comprehension is to recognize the main ideas, details, causes and effects, and sequences. This is important because it is an prerequisite for higher level understanding. It means that literal comprehension question the reader's ability to think within the text and consider what has been literally and explicitly stated. There is no hidden meaning, so the reader can take what is presented at the faced level.

## 2) Interpretive Comprehension

Interpretive comprehension consist of (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause and effect relationships when they are not directly stated; (3) inferring reference of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; (6) drawing conclusion. This means that interpretive meaning is often hidden throughout the text and requires the use of inference and understanding of the relationship between the events and the characters or cause and effect.

## 3) Critical Reading

Critical reading is an activity that students have to be able to provide evaluation or take conclusion from a text accurately and can compare the ideas. A critical reader have to be an active reader, which are they have to be active in asking, looks at the fact throughout the text and understanding the meaning of the text by themselves

## 4) Creative Reading

Creative reading involves the material presented by the author. It requires the reader to think what they read. It also can help students creatively explore their reading skills in which the teacher should be able to be a model in teaching and learning process.

From the explanation above, the researcher concluded that in reading comprehension, there are four levels that have to achieved by

the students. The levels are literal comprehension, interpretive comprehension, critical reading, and creative reading. If the students understand about the level of comprehension, so they can be easily understand in getting information in reading comprehension.

**d. Teaching Reading**

Teaching is an activity that very complex. There are many processes in teaching. Beside transferring information from the teacher to the students, in teaching there are many activities that have to be done by the teacher in teaching and learning process. According to Jeremy Harmer, teaching is necessary activity and not it is not easy, furthermore it can be very rewarding when the teacher see their students progress and help them to make it happen. Some students may have difficulties and stressful at the time, but worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 2008). From that explanations about teaching, the research concludes that teaching is an activity that manage the environment in a good condition to make and give opportunity the students in learning process in order to get the purpose. In teaching reading usually have at least to aspects. The first one, teaching learners who are learning to read for the first time, and the second one is teaching learners who already have reading skill in their first language.

In teaching reading, the teacher should concern in teaching reading comprehension to achieve the goals of teaching and learning process. The teacher is expected to give opportunity for students to read

the text comprehensively. Beside, every students also have different characters, it means that the learning situation is important in order to make the students read the text silently and can discuss the text together. The students also expected to be able to interact well with the text.

So, it can be concluded that teaching reading is not a simple matter but the teacher can create a lot of activities which can raise students' motivation in reading. The teacher must organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive impact on students' reading comprehension. By applying the suitable and right strategy in reading class, it is believed that students will have high enthusiasm and more interesting in joining the lesson.

**e. Teaching Reading Comprehension**

Teaching reading comprehension is significant to the students, because reading is the most important thing to the English students or language class. Reading can make students get many information and also reading can make the students' background knowlege about language are expanding. There are some stages of teaching reading comprehension according to Brown (2001) and Vaugh (2009) can be summarized as follows :

1) Before Reading

In this stage, the teacher have to give introducing the topic to the students, it is intended to activate the student's background knowledge. Beside that, the teacher should also explain the



strategies that will use. For example of the strategies are skimming, scanning, predicting, activating scemata, and other strategies.

## 2) Whilst Reading

In this stage, the teacher have to supervises the students to be encouraged to do self-question. The teacher also should raises skepticm as much as possible from each student, so that in the process of reading, students' mind are always motivated to find out new things or new informations in reading, and reading especially reading comprehension will be an enjoyable activity.

## 3) After Reading

In this stage, after students finish their reading, the teacher provides follow-up actions such as retelling the text, discussing what has been read, looking for the meaning of the vocabulary in the text, answering comprehension questions, and asking the students if there are still difficulties in understanding the reading text thas has been read.

From the explanation above, it can be conclude that teaching reading comprehension is significant to the students, because reading is the most important thing to the English students or language class. Reading can make students get many information and also reading can make the students' background knowlege about language are expanding.

## 6. Teaching Strategies

David (1991:80) stated that teaching strategies is a method, or series of activities designed to achieve a particular educational goals. Based on the explanation above, it can be concluded that teaching strategies is method that contains a series of teacher and students activities to achieve specific educational goals.

According to Brown (2007:119) strategies are special methods of approaching problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used by the implementation of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process.

Davidson and Dowson (2003:124) stated that there are three strategies for teaching reading, that are : individual class, group class, and whole class. The explanation of these three strategies as follow :

### a. Individual Class

Individual Class push the students to prepare for the examination. The text can make it seems a luxury to allow students managing the time to read with their own chosen books in english lesson, especially to allow students suffecient time for real engangement with the text. Private reading is important in order to know the different needs of every students through access to appropriate reading material and task toilered to the individual.

b. Group Class

This reading strategy is suitable for small group of students reading a core text, author or genre, and working on a task, either as a group or individually. Students show that they have taken account of the responses and views of others in their reading of the text. Group reading is demanding in terms of class organization and sufficient resources. It is however a critical bridge between individual reading and class set text, between students exercising their own purely personal criteria for responding to a text, and learning about the prevailing literary discourses of examination, and how to be critical readers. It allows for guided choice, for the teacher to ensure range while supporting the autonomy and reader. It is a way of keeping a personal dialogue going and maintaining an individual reading position, while students move towards examination which increasingly prescribe what to read and how to respond. Group reading is important way of directing difference, and requires both the class and the teacher to give guidance and allocate proper targets for reading.

c. Whole Class

Many students are reading aloud in the class. There are some with enthusiasm but not balanced with their competence. The circle of the text is quickly lost just by a few minutes of inexperienced, hesitant reading, which always frustrates readers more often. When a task is shared in the whole class.

From the explanation above, the researcher conclude that, based on the definition of teaching strategies according to experts who state that teaching strategies are methods used by teachers in learning that are tailored to the ability or absorption of each students. Basically the implementation of the strategy must also pay attention to the ability of students. therefore teaching strategies are devided into several types which the teacher can choose or adapt to his students, that are individual class, group class, and whole class.

## **7. Cooperative Learning**

### **a. The Definition of Cooperative Learning**

Cooperative learning in common used in the classroom. According to Brown (2001 : 47) stated that cooperative learning is one of strategy that involves students to work together, which is in pair or groups, and they share information to each other. Moreover, Johnson, Johnson, & Smith (1991) stated that cooperative learning is instructional of small group of students that work together to optimize their own and each other's learning. They are like a team that have a goal to be achieved with work together in learning. Involvement between members has a positive dependency impact, there is they are required to cooperate in which they must complete their responsibilities. Doing task either individually or in groups in order to provide the final result in accordance with the main goals.

According to Richard and Rogers (2001 : 192), cooperative learning is a form of approach that emphasizes teamwork. It can be in

a pair or a discussion group. Active activity is require on each group member. In this case students' abilities are different, so that good cooperation from each members will give a positive effect on the acceptance of learning materials. In addition, Richard and Rogers (2001 : 192) define that cooperative learning as group of learners that doing discussion together. Each member must discuss together and exchange information eventhough in this case they have their own responsibility for their own part of task they get. The purpose is to make each member motivated to improve their abilities in learning.

From explanation above, it can be conclude that cooperative learning is a learning strategy which include both important aspects, individual and group learning in varied team. In the process of learning activities students' are designed to improve students' cooperation and independence in comprehending materials. Furthermore, students are cultivated to learn because they should compromise in the learning process, in wich individually or in group. However, in learning process, this strategiy emphasizes the individual participant role to ascertain the group achievement.

**b. The Elements of Cooperative Learning**

Olsen and Kagan in Richard and Rogers (2001 : 196) put to five elements of learning in cooperative learning. The following are the five elements of cooperative learning :

- 1) Positive Interdependence

The first requirement for an effective structured cooperative learning environment is that students believe that they “sink” or swim together (Johnson, Johnson and Stanne, 2002). Cooperative occurs only when students perceive the success of one depends on the success of others. whatever the task are given to them, each group member have to feel that his or her contribution is necessary for group success. The all group members have responsibility for everything happens in the group. It can be created by structuring cooperative learning task and building the positive spirit from each member in the group.

## 2) Face-To-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other learning and success (Johnson 2000 in Saovapa 2003) suggest that it is necessary to maximize the oppurtinities for them to help, support, encourage, and praise each other. Such interaction help to promote the following :

- a) Orally explaining how to solve the problem
- b) Teaching one’s knowledge to other
- c) Checking for understanding
- d) Discussing concepts being learned and
- e) Connecting present with past learning

### 3) Individual and Group Accountability

In the cooperative learning, there is a purpose that is to make each member being a stronger individual. Individual accountability can be seeing when each individual give performance then assested by the teacher and the result are given back to the group. There is a connection between both individual performance and group. Each member group has their own responsibility to finishing the project in what examination they got. The other examination are called students randomly to share to the whole class with group members or with another group.

### 4) Social Skill

The teacher have to teach the social skill and encourage them to use social skill in order to do a teamwork decision-making, trust-building, communication, and conflict management skill. The way students interact with each other are determined their social skill. With a good social skill, they can build the teamwork and structuring the structure. The meaning of structuring the structure is the way of students organize the interaction during the learning activity. In creating effective group learning in cooperative learning, those elements should be well organized. In cooperative learning, the teacher plays important roles in designing learning activities which cover up all of those elements .

## 5) Group Processing

There are some factors in setting up the group include deciding the size of the group and assigning students to group. The task, the age of the learner, and the time limits for lesson. There are some factors that determine the size of the group. The group members can be selected by the teacher, randomly-selected, or student-selected.

The keys of successing the process are allowing prosperous time for take place, giving positive feedback, monitoring students development, etc.

Group members must promote each other's learning and success face-to-face, hold personally and individually accountable to do fair share of the work, interpersonal and small group skill are needed for the successful of cooperative learning.

From the explanation above, it can be concluded that the elements of cooperative learning basically emphasize on the social skills of each students. Students are expected to be able to develop these social skills in the form of discussions, group formation, or collaboration with their group mates. So, they can work together in understanding or finding important information from the text, they can also answer the questions easily, because they can share their argument to their friends and discuss together.



**c. The Example of Cooperative Learning Method**

## 1) Stump the Partner

- a) Students take a minute to create a challenging question based on the teacher content up to that point
- b) Students pose the question to the person sitting next to them
- c) To take this activity a step further, the teacher asks students to write down their question and hand them in. These question can be used to create tests or exams. They can also be reviewed to gauge student understanding.

## 2) Think-Pair-Share/Write-Pair-Share

- a) The teacher poses a question that demands analysis, evaluation, or synthesis
- b) Students turn to a partner (or small groups) and share their responses. The teacher take this step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind
- c) Students responses are shared within larger teams or with the entire class during a follow-up discussion

## 3) Catch-Up

- a) Stop at a transition point in the teacher
- b) Let students turn to a partner or work in small groups to compare notes and ask clarifying questions
- c) After a few minutes, the teacher opens the floor to a few questions.

- 4) Fishbowl Debate
  - a) The teacher asks students to sit in groups of three
  - b) As in roles. For example, the person on left takes one position on a topic for debate, the person on right takes opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.
  - c) Debrief by calling on a few groups to summarize their discussions
- 5) Team-Pair-Solo

e. **Definiton of Team-Pair-Solo**

According to Kagan (as cited in Palupi, 2016), “Team Pair Solo is one of the cooperative learning techniques in which students are grouped into teams. First, they solve problems as a team, then with a partner, and finally they solve the problem individually. It is stated that this technique is designed to motivate students to tackle and succeed at problems that initially are beyond their abilities. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems, they could not do alano, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

Team-Pair-Solo according to Khasanah (2013), the implementation of Team-Pair-Solo combined with picture was able to improve students's reading skills of descriptive text. Moreover, Widyanita (2017) stated that Team-Pair-Solo technique in teaching reading comprehension can attract the students' interest to read. Therefore teaching and learning process of reading comprehension in descriptive text become more interesting. In addition, Team-Pair-Solo technique can have positive effects on students achievements in reading.

In addition, it is said that the students usually feel under pressure when the reading material comes, so that it needs an innovation related to the technique and the media used in teaching reading. The technique and media used should be the technique and media that allow the students to have discussions with their friends so that they will feel happy and enjoy the teaching and learning process. The steps in Team Pair Solo have the criteria of allowing the students to enjoy and feel happy during the teaching and learning process by giving them the chance to discuss with their friends about the materials being taught.

**f. Steps of Conducting Team-Pair-Solo**

According to Kagan (2000), there are three steps in Team-Pair-Solo technique. They are as follows:

- a) Let the students work in group of four or five, the in pairs, and finally individually to work through and analyze their material, such as reading or assignment.
- b) Provide 10-15 minutes (or adequate time) to work through the group and pairs
- c) Teacher walk around and address any questions
- d) Call on groups randomly and ask the students explain their works.

### **Steps of Conducting Team-Pair-Solo**

#### 1) Step 1 : Team

In the first step, the teacher divides the students into groups. One student is taken from the high ability group, two students come out from middle ability, and the last one is taken from low one. Then the teacher poses a question or issue associated with the lesson and asks students to discuss it in group or team. Each group has to comprehend the text by answering some questions given by the teacher related to the text, each member of a group answers different question (leading questions), which means one student answers one question, after reading the text individually and silently. Students in group discuss the answer one by one and the topic of the text (one student in group leads group discussion, she / he is chosen by the teacher. Students work as a team to solve the problem and share the result to the whole class.

## 2) Step 2 : Pair

Next, the teacher asks the teams to break down into pairs and gives them a similar problem to be solved. Students discuss and share their idea about the problem with pair. After getting the topic of the text, students are asked to break into pairs. Each students re-reads the text while they are answer questions based on the text. They can create any their understanding about the text freely based on the model explained by the teacher in the beginning. Then after they have finished their task, they swap what they have made and read their friends. They discuss the answer, they give feedback (compliment, correction, or additional information) about them. Each pair does discussion about what their read in. Then each pair share what they get to the whole class

## 3) Step 3 : Solo

In the final step, the teacher asks the pairs to break up and gives the students a new related problem to be solved individually. Based on their experience before in session Team and Pair, now students try to solve the problem alone.

From those steps, the researcher concluded that there are some steps that the teacher could used in teaching reading comprehension. Here, the researcher modified and developed the three steps by Satriyani, L., Moerdibjon, A., & Prayogo (2016)

g. **Team-Pair-Solo in Reading Comprehension**

Team-Pair-Solo is one of the strategy that are developed by Kagan,S. (2009) in creating cooperative learning. Team-Pair-Solo is a strategy of cooperative learning where by students is grouped into teams. First, they solve problems as a team, then with a partner, and finally on their own or individually. Team works a problem to completion and then splits into pairs. Pairs work a similar problem together and then split into solo students who individually work the same type of problem.

Slavin (1986) said cooperative learning technique as a learning technique in which students work in small group to help each other academic learning. In the cooperative learning process, the students get turn with each other in sharing activities, and as models for reading behavior. That is an activity which stresses the cooperative value can be an appropriate way. in order to solve the problems of students in comprehending a reading text, Team-Pair-Solo as one of cooperative learning strategies based on Vygotsky's theory which is developed by Kagan can be implemented.

In Team-Pair-Solo, students who cannot solve a problem individually can be helped by others. They progress from solving the problems in groups to finally they do it individually. When they do it individually, they are expected to be able to solve the problem more easily because they have got some additional

knowledge to solve the problem. By doing Team-Pair-Solo, it was expected that the students might have better comprehension in reading a text.

#### **h. The Advantages and Disadvantages of Team-Pair-Solo**

##### **1. The Advantages**

There were several advantages of Team-Pair-Solo technique. According to Lie (2008 : 28) the advantages are as follow :

- a. During team work activities, students are learning how to work together, how to learn from other, how to support a group and how to learn from other, how to support a group and how to share responsibilities
- b. During pair work, students are learning from their partner
- c. During individual/solo work, students are learning how to produce something alone, how to be proud of themselves, and learning about self-esteem

##### **6) Team-Based Learning**

- a) Start a course unit by giving students some tasks to complete, such as reading or assignments. Consider assigning these to be completed before class
- b) Check students' comprehension of the material with a quick multiple choice quiz. Let students submit their answers.

- c) Assign students to groups and have them review their answers with group members to reach consensus. Have each group submit one answered quiz.
  - d) Record both the individual student assessment scores and the final group assessment score (both of which are used toward each student's grade)
  - e) Deliver the teacher that specially targets any misconceptions or gaps in knowledge the assessment reveal
  - f) Give groups a challenging assignment, such as solving a problem or applying a theory to a real-world situation
- 7) Group Problem-Solving
- a) Presenting students with a problem
  - b) Providing some structure or guidance toward solving the problem. Note however that they are all student-centered activities in which the teacher may have a very minimal role
  - c) Reaching a final outcome or solution

From the explanation above, the researcher concluded that in cooperative learning method, a teamwork is needed, because each students can work together with their partner or another group members in order to share their response of the problem and also they can discuss together whether from one's opinion or argument is different with others, so they can have many ideas and knowledge from others.



### 3. The Principle and Advantages of Cooperative Learning

There are some principle in cooperative learning. The following below are some principles that proposed by different experts :

- A. Heterogeneous grouping. This principle means that group which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence (Jacobs, 2002)
- B. Collaborative skills. Collaborative skills, such as giving reasons, are those needed to work with other. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skill (Jacobs, 2002)
- C. Group autonomy. This principles encourage students to look to themselves for resources rather than relying solely on the teacher. When student group are having difficulty, it is very tempting for teacher to intervene either in a particular group or with the entire class (Jacobs, 2002)
- D. Simultaneous interaction. In classroom with which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time, usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking. In class of 20 devided into groups of four, ten students are speaking simultaneously. 40 students devided into four

students per group, ten students (one per group) speaking at the same time (Kagan, 1994)

Language experts and researches do not only explore the principles of cooperative learning, but also find the advantages of cooperative learning. A good deal of research has revealed a number of advantages in cooperative learning such as increasing the students reading comprehension, more varied talk, more relaxed atmosphere greater motivationm more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998 ; Kagan, 1992). Other advantages of cooperative learning are described as follows :

- 1) Promoting student learning and academic achievement
- 2) Increasing student relation
- 3) Enhancing student satisfaction with their learning experience
- 4) Helping student self-esteem
- 5) Providing a shared cognitive set information between students
- 6) Motivating sudents to learn the material
- 7) Providing formative feedback
- 8) Developing social and group skills necessary for success outside the classroom
- 9) Promoting positive interaction between member of different cultural and socio-economic groups (Slavin, 1995; Kagan, 1994)

From the explanation above, it can be said that the principles of cooperative learning are the same as adjusting the ability and interest of

children in learning. Each student has a different character, some are able to do something verbally creative, some are verbally lacking but cognitively he is able to finish. These things are mentioned in the principles in the cooperative learning . In addition to principles, there are several benefits of cooperative in teaching and learning activities.

#### **E. Previous Related Study**

Review of the previous study consists of some researchers which were conducted in this area. They can be used as references in this study.

Hidayah (2016) conducted a research entitled “An Analysis of Teachers Strategies in Teaching Reading Comprehension at Dian Nusantara Junior High School Banten in the Academic Year of 2015/2016”. Based on the findings of the analysis, she found that there are some problems that faced by the students when they read the short text. They always ask the teacher about the difficult vocabulary even there are also students are quiet, but they were not understand what they have read. The researcher found the similarity and difference from this research. Both of the researchers analyzed teacher strategies in teaching reading comprehension, but Hidayah’s research focused on students’ problem in reading a short text and understanding the meaning, and this research focuses on teacher’s strategies in teaching reading comprehension.

In addition, Nuri Susilowati (2013) did a research entitled Teacher’s Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in Academic Year 2012/2013. From the conclusion, there are two main points were found. The first one is the

teacher strategies in managing a large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in academic year 2012/2013. The second one is the problems and the solutions that faced by the teachers and the students in implementing the teaching strategies for the large class in teaching English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in academic year 2012/2013. From the strategies that used by the teacher in teaching English at SMA Muhammadiyah 1 Karanganyar, the researcher used a large class with 37 students in XI IPS 3. The researcher focuses on the English teacher strategies in the large class, teaching technique, seating arrangement, teacher's feedback, and teacher's evaluation. The researcher found the similarity and difference from this research. Both of researchers analyzed teacher strategies in teaching reading comprehension, but Nuri's research focused on managing a large class, teaching technique, seating arrangement, teacher's feedback, and teacher evaluation.

Seetape (2003) studied the effects of cooperative learning on English reading achievement and the students' behavior towards this learning method used in the English classroom. The samples were 29 Mathayomsuksa 3 students in Kanchanaphisekwittayalai Uthaitani School selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The instruments were English reading achievement test, cooperative learning behavioral observation sheet, and lesson plans using cooperative learning technique. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the

samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed. Some elements of poor behavior had decreased by up to 14.29 percent.

According to those findings, there are some conclusions that can be drawn. First, the application of cooperative learning strategies can enhance the learners' reading comprehension. Second, there is a significant difference of the result of the reading comprehension performance between the students who are taught by using some implementations of cooperative learning strategies and those who are not. Third, the implementation can raise the students' understanding and awareness towards the reading text and make students able in planning and controlling their own reading performance.

Based on the conclusion of the researches above, the researcher believes that cooperative learning strategy is effective to be applied in the teaching of reading. It inspires the researcher to conduct a similar research concerning the use of this strategy in order to improve the students' reading comprehension.

**Table 2. 1**

**The similarities and Dissimilarities Previous Studies**

<b>No</b>	<b>Previous Study</b>	<b>Similarities</b>	<b>Dissimilarities</b>
1.	<i>"An Analysis of Teachers Strategies in Teaching Reading Comprehension at Dian</i>	The both research analyzed teacher strategies in teaching reading comprehension	The focus of the research is different. In the research, the focus is on students'

	<i>Nusantara Junior High School Banten in the Academic Year of 2015/2016</i>		problem in reading a short text and understanding the meaning, meanwhile in this research the focus is on teacher's strategy in teaching reading comprehension
2.	<i>"Teacher's Strategies in Managing a Large Class in Teaching English at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in Academic Year 2012/2013"</i>	The both research analyzed teacher strategies in teaching reading comprehension	The research focus is different. the research focus on the English teacher strategies in the large class, teaching technique, seating arrangement, teacher's feedback, and teacher's evaluation. In this research focus on teacher's strategy in teaching reading comprehension, it is

			the method tha teacher used.
3.	<i>“The effects of cooperative learning on English reading achievement and the students’ behavior towards this learning method used in the English classroom”</i>	The both research used cooperative learning.	The strategy that used is different. in this research using Team Pair Solo, meanwhile in Seetape research, in reading comprehension performance between the students who are taught by using some implementations of cooperative learning strategies.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will elaborate on the research methodology that underlies this research. Thus, it includes research design, time and place of research, subject of the research, sources of data, techniques of collecting the data, data analysis, and trustworthiness of the data.

#### **A. Research Design**

Qualitative approaches are concerned with developing explanations of social phenomena (Hancock, Ockleford, & Windridge, 2001). It means, in qualitative research, researchers examine a phenomenon that occurs in the world. The aim is to help people understand how they live and why things are the way they are. In line, Creswell (2007) claimed that qualitative research belongs in their standard sets, trying to make intelligence of or understand phenomena in terms of the implications people take. Besides, Qualitative data also focus on the inductive data rather than deductive. It takes by the researchers by build the categories first, then patterns and themes from the ground up (inductive) or from separate data into a complete conclusion (Creswell, 2007).

The present study will use a descriptive with qualitative approach. Qualitative research begins with collecting the data, analyzing them, and drawing conclusions by interpretative the data. Moreover, Moleong (2010) proposed the procedure from descriptive data in written and spoken from the people and their behavior which is being observed, then collecting the data in



the form of words rather than numbers. In line, Hancock, Ockleford, and Windridge (2009) asserted that the finding would be “focused on reports of experience or on data which cannot be adequately expressed numerically.” It means the result of this research will be interpretative in the form of a description. Thus, the descriptive-qualitative design will suit this research well because the researcher intended to explore the teachers’ strategy of using cooperative learning method to teach reading skills in the classroom.

## **B. Time and Place of Research**

### **1. Research Place**

This research will conduct at SMP N 3 Polokarto. The place is located on Jl Tepisari, Sukoharjo Regency, Central Java. SMP N 3 Polokarto is well located strategically in the central of Sukoharjo that made people familiar with this school. Moreover, SMP N 3 Polokarto also has many achievements that have been achieved. SMP N 3 Polokarto has complete facilities such as a library, UKS, science laboratory, computer laboratory, etc. They also have a spot of internet free access to make students easy to surf the internet at the school's designated time.

### **2. Research Time**

For the time, the research will take around September until December. This research will be conducted face-to-face interaction in the interview with the participant because the Indonesian school, especially in Sukoharjo, had begun offline learning. Thus, the schedule will be elucidated below.

### **C. Subject of the Research**

In determining the research subjects, the researchers chose subjects based on their teaching experience and knowledge of the subjects capable of answering questions. It is considered vital due to it is supposed to provide critical information for research results (Lodico, Spaulding, & Voegtle, 2006).

The subject of this research was one of the teachers at SMP N 3 Polokarto. He is Mr. V. In this research, the researcher uses purposive sampling technique. According to Cresswell (2012:206), in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The teacher from SMP N 3 Polokarto who has been a teacher approximately for nine years. The subject were taught 8th grade in the school. Therefore, the researcher chooses 8C class because it considered capable to be collected the data.

### **D. Data Sources**

This research will use multiple data from primary and qualitative data. Data based on its source is divided into primary and secondary, while based on the characteristics is divided into quantitative and qualitative data. Data source is a source from obtained data like human, event, behavior, document, files, and other things. In line, Corplay (2021) also argued that qualitative data can be based on other forms of communication such as diaries, literary or journalistic works, audio or video tapes, or artworks, or can even result from close and systematic observation of people going about their lives in their usual manner (i.e., observation of behaviour) (p. 11)

Therefore, it categorized as primary because data will be obtained by the researcher herself and qualitative because the data in the form of written of field note observation and transcript of interview. Moreover, the source of data will be elaborated below:

#### 1. Informant

Research informants refers to the people that can provide information the researcher needed (Pramaisheila, 2021). The informants in this research is one of English teachers in SMPN 3 Polokarto. Research informants refers to the people that can provide information the researcher needs (Pramaisheila, 2021). The informants in this research is one English teacher in SMPN 3 Polokarto. The researcher chose Mr. V because the teacher was teaching about 9 years and he teaches in 8C class. The teacher also has pedagogical competence because he often participate in activities to improve his competence, such as attending teaching seminars and other meetings related to teachers competence. There are three English teachers, but only one that being the informant in this research. He is Mr. V. He has been teaching at SMP N 3 Polokarto for nine years. The researcher will interview to collect his opinions while and after the teaching and learning process. The teacher background is presented as below:

**Table 3. 1**

#### **Teachers' background**

Participants	Gender	Age	Teaching Experience	Educational Background

Mr. V	Male	35	9 Years	Undergraduate
-------	------	----	---------	---------------

## 2. Observation

Observation is used in the social sciences to collect data about people, processes, and cultures. It is also a tool used regularly to collect data by teacher researchers in their classrooms, social workers in community settings, and psychologists recording human behavior (Kawulich, 2012). The observation was used to find out what happened in the classroom when the action was implemented. Before observing the classroom, the researcher gets permission from the related parties to participate in the classroom as the observe.

## E. Techniques of Collecting the Data

According to Yin (2016), collecting data in qualitative research can be an interview, observation, collecting and examining; and feeling. Thus, the research will observe the learning process and interview the participants. Therefore, the techniques will be elaborated below:

### 1. Interview

Interview is one of the qualitative techniques to collect the data done by dialogue between interviewer and interviewed. This research will use certain techniques proposed by Creswell; conduct unstructured, open-ended interview, and take interview notes (2003: 160 Firstly, the researcher will contact the participants to get their permission to gather the data.

Secondly, the researcher will conduct an open-ended interview with the participants face to face after the learning process. The interview will be planned but unstructured. It means that the questions were prepared, but the teacher might answer the questions related to his opinions and suggestions about the teaching and learning process of reading by using cooperative learning. The researcher also will and take note the interview process to get precise data.

## 2. Observation

The term of participating-observing was first coined by Eduard Linderman. It refers to the researchers as the main tool of the instrument whether they become (active) or passive (observer) in the field. Thus, the role of researchers can be (1) participant only, (2) participant who also observes, (3) observer who also participates, and (4) observer only (Yin, 2016). In this research, the role of the researcher in the classroom is categorized as the observer only because the researcher will explore the teacher's strategy and how he implemented cooperative learning in teaching reading skills. As stated by Creswell (2013: 167) become complete observer it means

“The researcher is neither seen nor noticed by the people under study”. This research will use systemic observational that the field note observation will be prepared before by the researcher. First, the researcher attends the classroom and stands at the back of the students. Before the learning process begins, the researcher will prepare while the learning

process. Secondly, the researcher observed the learning while filling in the observation field notes.

## **F. Data Analysis**

According to Creswell (2013), data analysis in qualitative is a process of preparing and organizing raw data (transcript or image) for analysis, then reducing the data into categories through the process of coding and condensing the codes, and lastly representing the data in the form of a table, chart, or discussion.

This research will use the Analysis Interactive model suggested by Miles, Huberman, and Saldana (2014). It means the researcher allows data analysis when the researcher is in the field or after returning from a new field in the analysis. In this research, data analysis has been done simultaneously with the data collection process. The steps are 1) data collection, 2) data display, 3) drawing and verifying conclusion. The four activities are described in the following points:

### **1. Data collection**

Data obtained from interviews, observations, and documentation are recorded in field notes consisting of two parts, namely the descriptive and reflective sections. In this study, the researcher will obtain the data in the form of descriptive of a transcript from interviews and observation field notes.

## 2. Data Display

Furthermore, after data has been collected, data reduction, to determine the relevant data and has, then, focus the data leading to problem-solving, invention, meaning or to answer research questions. It further simplifies and systematically summarizes and explains the essential points about the findings and their meanings. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that has been reduced into sentence form. Therefore, in this research, the data display will be in the form of narratives. As stated by Miles and Huberman (2014) in qualitative research, the most frequent form of display data is narrative text.

## 3. Drawing and verifying conclusions

For the last process, the characteristic of a conclusion is temporary. The researcher will conclude by giving the descriptive regarding the teacher's strategy used in teaching reading and how teacher implement the strategy in the classroom. The conclusion can change if the researcher does not discover strong evidence to support the following collecting data. Hence, the steps will be re-checking to know there may be a classification error.

## **G. Trustworthiness of the Data**

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Polit & Beck, 2014). This research will use triangulation to keep the result credible. However,

triangulation refers to using multiple referents to overcome the bias that comes from a single method, single observer, or single theory studies (Polit & Beck, 2014). Cohen (: 251) also asserted that ...

“If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.” There are triangulate data and method that was proposed by Polit and Back (2014), and Paton (in Sutopo, 2002); (1) triangulation data that include; time, space, and person, and (2) triangulation method is using multiple methods in same phenomena such as using observation, interviews, or documents in one case, (3) investigator triangulation is triangulate using more than one researcher in collecting and analyzing data, and (3) theoretical triangulation refers to compress the data finding with perspectives theory that relevant .Hence. This research intends to use multiple methods, including observation during the learning process and interview one teacher after the learning process.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter discusses two sections, they are findings and discussions. The findings of the research deal with the result of the data analysis about the teacher's technique in teaching reading comprehension skill. Meanwhile, the discussion covers interpretation of the findings and further information was given.

#### **A. Research Finding**

This part, the researcher presents the data that have been collected during the research. The researcher used observation and interview conducted with English teacher about teacher strategy. Here the researcher answers the reasearch focus that stated previously, it is what is the teacher's strategy in teaching reading comprehension at SMP N 3 Polokarto?

##### **1. Data Description**

###### **a. The Teacher Strategy in Teaching Reading Comprehension at SMP N 3 Polokarto**

The researcher found that there was a strategy that used by the teacher, it was Cooperative learning with Team-Pair-Solo technique. The teacher used that strategy because the tecnique was interest for the students. They can work together and discuss the reading text with grouping, pair, and individually. The students can more understand with the reading text that shared by the teacher.

Kagan stated that Team-pair-solo is a technique which can develop students' virtue learning. There are several virtues acquired

through Team-pair-solo such as cooperation, helpfulness, leadership, self-motivation, and pride in one's work. In this technique students learn and work together in group before solving similar problems individually. During the group working process, students can help, coach, and share information. In that process, students will be motivated in learning because they will be held individually accountable in the third step of the technique (Kagan, 2000). Team-pair-solo is a cooperative learning strategy where students are grouped into teams to complete a same task or related task. First, they solve a problem as a team, then they break into pair, and finally they solve the task individually.

The teacher decided the team members because if the team members were chosen by the students themselves, it would take a long time. Also, it was to make sure that the team was heterogeneous with some students who had higher abilities than other so that the students who had higher abilities could help those who had lower abilities.

*“Untuk kelompoknya saya pilihkan anggotanya, soalnya kalau mereka milih sendiri nanti biasanya lama ya mbak, kemudian juga biasanya kalau milih kelompok sendiri mereka cenderung gerombol yang pintar sama pintar akhirnya, kesian sama yang kemampuannya kurang kan, dan takutnya nanti malah kelompoknya gak jalan. Jadi saya pilihkan supaya kelompoknya heterogen, ini dimaksudkan disetiap kelompok itu ada yang kemampuannya tinggi jadi bisa ngajarin yang kurang bisa dan*

*diskusi bisa berjalan dengan lancar” (Mr. Vayye, 1st interview, Friday, 26<sup>th</sup> November 2021 )*

*“For the group activity, I choose the group members because if students choose by themselves, it will take a long time. Also, if students choose the team members by themselves, the smart students will choose those who are smart well, so it’s not good for those who have lower abilities. And i’m afraid that the discussion will not work well. Hence, i decided to choose the team members to make sure that the team is heterogeneous. Each team has members with higher abilities so that they can do peer tutoring and discussion works” (Mr. Vayye, 1st interview, Friday, 26<sup>th</sup> November 2021 )*

Team-Pair-Solo technique was the strategy that used by the teacher. Students work in small group in this technique, so the students can share their knowledge related to their understanding toward the text. The students also can add more information about the text. The teacher explain that he would use Team-pair-solo technique. He directly asked the students to make a group of four as a team. After the students made the team, then each team was given a worksheet. He then explained what the students needed to do, that they were required to do the team work. The students seemed to understand the teacher’s instructions well because the teacher made the instruction clear.

The next activity was pair work. In this activity, the students were asked to make a group of two. In pairs the students had to discuss some questions given by the teacher. By working in pairs, the students can internalize their understanding and gave more chance to share what have already know. Then each pair was given a worksheet. He then explained what the students needed to do, that they were required to do the pair work. The teacher's instructions was well, so the students could understand easily. In work in pair the both students sometimes made a little debate about their difference thinking and understanding. Fortunately, the teacher went to them soon and gave solution.

After they did pair work, the next activity was the students conducted solo activity. The students work individually to express their knowledge that the students have and get from the discussion that the students have done previously. In solo activity, the students completed the work individually, they did on their own. Yet, there were some students that seemed to have difficulty in solving the descriptive text. Some of them cooperate with their partner in previous. When the teacher knew this, he went to those students and helped them to solve their problems.

*“Waktu berkelompok berempat anak-anak bagus ya, mereka saling berdiskusi, bertukar pikiran. Saat mengerjakan berpasangan juga menarik. Tapi saat mengerjakan secara individu atau solo activity ada beberapa siswa yang masih kesulitan, jadi saya datang mereka dan saya tanya apa masalahnya, bagian*

*mana yang belum paham, terus saya bantu kesulitan mereka” (Mr. Vayye 2nd interview, Monday, 29<sup>th</sup> November 2021)*

*“When in the group of four students as a team they do it well, right?. They discuss together and exchange ideas each other. Working in pairs is also interesting. However, when doing individually or solo activities, there are some students who are still have difficulties, so i went to them and asked what the problem, which part that they did not understand. So i help them with their difficulties” (Mr. Vayye 2nd interview, Monday, 29<sup>th</sup> November 2021)*

Team-pair-solo able to helps students who were incapable of solving the problems, solved the problem as an individual. Students did problem first as a team, then with a partner, and finally on their own. Team-pair-solo was designed to motivate students to tackle and succeed at problems which initially are beyond their ability.

From the explanation above, it could be stated that students like to work in group. Students like to share and discuss their idea with their partners. Based on the interview with the teacher, he used Team-pair-solo technique because the students could do the task together with their friends. They could help each other, shared, and discussed their ideas with their partner before they complete the task individually. The Team-pair-solo helped the students so much. The steps them work together as

a team first, receiving plenty of tutoring and support from friends so that they became more confident to do the task individually.

From the result of the interview and observation with the teacher above, the researcher can conclude there are several important points that are strategy used by the teacher and how the Team-pair-solo can be implemented in reading comprehension. From the result of the research, the researcher concluded that the data from observations and interviews were related.

## **b. The Implementation of the Strategy in Teaching Reading Comprehension**

### **1) Data Observation 1**

**Date : (Friday, 26<sup>th</sup> November 2021)**

#### **a) Opening**

The lesson started at 09.30 am. When the teaching and learning began, the English teacher started with greeting asking the students' condition. The teacher checked the students' attendance, after that the teacher took a few minutes to remember the previous material. After the entire opening lesson was done, the teacher ask the students to continued to the next material, before they began the material the teacher asked to students to pray together. After praying, the teacher asked several questions related to the lesson material to explore students' background knowledge. Such as "*How many kinds of the text do you know? What is descriptive text? What is the*

*generic structure of Descriptive text?*. Then the teacher tried to create a good situation by telling the students that the activities that day would be descriptive text. He also explained the aim of reading, the indicator that have to be mastered, and the benefits of doing those activities.

**b) Main activity**

Before doing the work, the teacher divided the class into four groups. The member of each group were determined by the teacher. Each group consisted of four members. Then the teacher poses a question or issue associated with the lesson and asks students to discuss it in group or team. Each group has to comprehend the text by answering some questions given by the teacher related to the text, each member of a group answers different question (leading questions), which means one student answers one question, after reading the text individually and silently. Students in group discuss the answer one by one and the topic of the text (one student in group leads group discussion, she / he is chosen by the teacher. Every group chose one leader to lead the discussion in the group and chose a secretary to write the result of their discussion. The students seemed enthusiastic with the situation and seemed busy with their new group. It was quite noisy for a moment.

**(1) Pre-Reading**

The text that will be discussed was the description about animal, it was "*Elephant*". Firstly, the teacher explored the students' background about the topic. The teacher showed the picture dealing with the theme of the text. There were three pictures and he showed it one by one. He showed the first picture and asked to the students : "What picture is it?".

The students answered, "Gajah, Pak" , "An elephant, Sir". Then the teacher showed the next picture and asked the same question "Look at the picture, what picture is it?". Students answered, "Gajah and friends, Sir", "Elephant and ant, Pak". He showed the third picture and the students answered without asking by the teacher, "Sekumpulan hewan, Pak", "Gajah yang sedang bermain dengan teman-temannya", "Gajah yang berbadan paling besar diantara hewan lain, Pak". The teacher wrote the students' answers on the whiteboard and asked the students to write their answers on their group worksheet.

The teacher asked "What do you think about the elephant appearance when you see the picture?" Students answered, "Gajah mempunyai tubuh yang besar, Pak", "Telinga gajah sangat lebar", "Gajah juga mempunyai belalai, Pak", "About herbivore animal", "Dibanding dengan hewan lainnya, elephant is the biggest one". The



teacher told that the title of the text is “Elephant”, and again the teacher asked “From the title what do you think the text will be about?”. All of the students gave their opinion, “Teks yang menceritakan tentang ciri fisik gajah”. Then he asked “and in your opinion, do all the animals have the same physical characteristics?”. students answered “Setiap hewan mempunyai ciri khas masing-masing Pak”, “Berbeda, Pak, contohnya semut yang mempunyai ukuran yang jauh lebih kecil dibandingkan dengan gajah”, “Selain ukuran, hewan lain tidak hanya herbivora seperti gajah, ada juga yang pemakan daging”.

The teacher accepted and recorded all of the answers on the whiteboard. Then the teacher guided them to write their answers down on their group worksheet, while the teacher wrote them on the whiteboard.

## **(2) Whilst-Reading**

The teacher distributed two copies of the reading text selection to each group that was different title with the previous one. The teacher gave them time to read silently. The teacher modeled skimming strategies to assist the students. After modeling, he asked the students to skim the text by noting important informations and asked them to check whether it is right or not. From the reading text, they have to predict some points that relate with the animal’s

characteristic and some other points in the text mentioned. The teacher saw that there were discussions in some groups.

In certain groups, group one, group three, and group four, all students discussed the task enthusiastically. One of the members of group three and group four asked the meaning of difficult vocabulary to the other friends. In group three, the discussion situation was interesting. The leader could explain to the other members about the meaning of some difficult vocabularies which were appropriate with the text. But there were no discussion in group two, the leader did the task by himself and the other members only kept quite. The other members felt shy to the leader because he is a boy while the members are girl.

The teacher stopped them after the first section of the passage, and led a class discussion to verify or modify prediction. The teacher helped the students make predictions about the content by asking simple content question to find important information, “What is the text about? What do you think now? What in the passage that make you think that? Can you prove it? Is there any sentence that support about your prediction? From which sentence how can you conclude that?. Some of the students could predict the content of the text but some of them just were silent. Then the students said that the content of the text was about “Ciri

fisik seekor gajah”, “Habitat gajah”, “Klasifikasi hewan gajah, Pak. Pada paragraf ke dua disebutkan “The elephant classified into two kinds”, menurut prediksi kami, populasi hewan gajah perlu dilestarikan, Pak, karena pada paragraf ke lima disebutkan bahwa pemerintah Indonesia memiliki dasar hukum yang menjelaskan tentang perlindungan hewan gajah”. Then the teacher guided them to write their prediction down on their worksheet.

The teacher asked the students to read selection paragraph, that were paragraph two and paragraph five. He asked to read that in order to determine whether it proved or disapproved their prediction by using several reading skill ; previewing, skimming, scanning, and guessing. The teacher let students revise their prediction and then asked them, “Now what do you think about the content of the text about?” Students stated : “Gajah adalah hewan mamalia yang bertubuh besar”, “Gajah tersebar di berbagai wilayah didunia”, “Gajah merupakan hewan herbivore yang memakan berbagai jenis tumbuhan”. The teacher accepted and wrote all fact founded by students in the worksheet.

### **(3) Post-Reading**

The teacher distributed a copy of some questions related with reading comprehension and asked the students to discuss the answers. He asked them to practice the

skimming, scanning, and guessing in answering the questions. Some groups discuss the questions and seemed busy and noisy. The teacher moved around the class and checked the students work and their understanding. The teacher said to the class that they had to discuss all of the tasks that were the function of the group. They had to share and help each other to solve the problems.

After all groups finished the task, the teacher asked each group to present the result of their discussion about the answer and the reason why and how they chose that answer. Each group presented to the whole class and the other group had to comment on the group's result of discussion. There were some comments and some questions from the other, and some of them kept silent.

**c) Closing**

Before close the lesson the teacher give the students chance to ask if there was something they had not understand. There were no questions from the students. The teacher asked, "Have you read other texts related to these topics?". They answered, "Yes, Sir". The teacher asked , "What kind of things do you read?" they said, "Lion, Sir", "House". The teacher asked "Do you like to read that?", they answered "Yes, Sir", "Lumayan, Pak". Some students were still passive.

The teacher summed up the lesson of that day before the time was over. The teacher said that they would learn in pair in the next meeting and hoped that everything would be better than in this meeting. He motivated the students to practice skimming and scanning in reading everything at home. The time was over, the teacher thanked the students and closed the meeting.

## 2) Data Observation 2

**Date : (Monday , 29<sup>th</sup> November 2021)**

### a) Opening

The teacher started the lesson by greeting and checking students' attendance. Before explaining the material of lesson on that day, the teacher reviewed the previous lesson of the last meeting. He asked the students about *descriptive* text and they could answer well. They said that the descriptive text is a text which describe about something, such as place, people, animal, plant, etc.

After that, the teacher explain that in that meeting they would work together in pair to read and comprehend a text. He asked students to make a pair with a member of their previous group. So each group was devided into two pairs. The leader of this pair must be different with the leader in the previous meeting. The teacher said that they had to work together with their pair. They had to share and help each other to understand the text and to finish all tasks.

**b) Main Activity**

Next, the teacher asks the teams to break down into pairs and gives them a similar problem to be solved. Students discuss and share their idea about the problem with pair. After getting the topic of the text, students are asked to break into pairs. Each students re-reads the text while they are answer questions based on the text. They can create any their understanding about the text freely based on the model explained by the teacher in the beginning. Then after they have finished their task, they swap what they have made and read their friends. They discuss the answer, they give feedback (compliment, correction, or additional information) about them. Each pair does discussion about what their read in. Then each pair share what they get to the whole class.

**(1) Pre-Reading**

The teacher began the lesson by writing some new and difficult words related to the text on whiteboard. The he asked the students to find the meaning of those words in dictionary. He gave them 10 minutes looking for the meaning of those words. Then he asked the meaning of those words to each group and wrote it on whiteboard.

Then the teacher showed a picture to the students and asked, “What picture is this?”. All of the students answered, “Orangutan, Sir”. Then the teacher asked, “In

your opinion, what is the text about?” They said, “Pasti teks deskripsi mengenai orangutan, Sir”. He asked “Is there any answer?”. The students answered, “No, Sir pasti udah benar itu Sir”. It seemed that they were very sure with their prediction. The teacher told them that the title of the text was “*Bornean Orangutan*”, and he asked them to predict the content of the text based on the title. Students wrote all of their prediction in their pair worksheet.

## **(2) Whilst-Reading**

The teacher shared the copy of the reading text and gave them time to read silently. The teacher asked them to read the first paragraph quickly and predicted the likely content of the text. The teacher asked the students to skim the text by noting important informations. The teacher stopped them after read the first paragraph to check their comprehension. The teacher helped them to comprehend the text by asking simple questions to find important informations. “What is the text about? What is paragraph one tell you about? Can you prove it?”. The students said that the text is a description about orangutan in Borneo or Kalimantan island in Indonesia. “Paragraf satu menceritakan tentang habitat, ciri fisik, dan ukuran tubuh orangutan”. “Penjelasannya ada di kalimat pertama, mengenai habitat orangutan, di kalimat kedua mengenai ciri

fisik orangutan, dan di kalimat berikutnya menceritakan tentang ukuran tubuh orangutan”. The answer was better than before when they do not read yet and just guessing. Then the teacher guided them to write it on their pair worksheet.

The teacher asked them to read the next paragraph and to note the important information in the text. After a while, he asked them some questions to check their comprehension about the second paragraph. What is paragraph 2 tell you about? Can you prove it?. The students answered, “Paragraf kedua menceritakan tentang kebiasaan orangutan yang bergelantungan di pohon”, “Penjelasannya ada di kalimat kedua, Sir”. Another student answered “Selain itu orangutan juga memiliki ciri khas pada suaranya yang mana akan terdengar dalam jarak yang jauh”, “Penjelasan itu terdapat pada kalimat terakhir”. The teacher accepted to students answered and guided them to write it on their worksheet.

He asked to read the third paragraph and note some important information in the text. The teacher gave them time to understand what the content of the third paragraph. After finishing the text, the teacher asked, “Now what is the third paragraph tells you about?”. Some students responded, “Paragraf ketiga menceritakan tentang jumlah



populasi orangutan yang semakin berkurang, selain itu disebutkan juga perlunya perlindungan orangutan karena sudah ada undang-undang yang mengatur dan hukuman bagi oknum yang melanggar”, “Penjelasan itu terdapat pada kalimat ketiga dan keempat, Sir”. The teacher accepted and guided them to write it on their worksheet

The teacher asked the students to read the last paragraph and also note some important information in the text. After a while, the teacher asked, “For this last paragraph, what the content tells you about? Can you prove it?”. The students answered “Paragraf terakhir menceritakan tentang makanan orangutan yaitu fruits, leaves, flowers, and also plant cambium fruits”, “Oleh karena itu maka orangutan disebut hewan frugivore, atau pemakan buah-buahan”. “Pernyataan tersebut terdapat pada kalimat kedua dan ketiga, Sir”. The teacher accepted and asked them to write their conclusion on their worksheet. He also asked them to cite the sentence which prove their conclusion.

### **(3) Post-Reading**

After finishing reading the text, the teacher gave some questions to the students to check their comprehension and asked them to do the task with their pair. He asked them to practice the skimming, scanning, and

guessing in answering the questions. He shared the questions sheets to each pair and he moved around the class to check the students' work. The teacher did not forget to remind them to be active and to give their contribution in doing the task. The class situation was rather quite because they gave comment silently to their pair.

After all of them finished the task, the teacher asked some pairs to present the result of their discussion about the answer and the reason why and how they chose that answers. The pair chosen presented to the whole class and the other pairs had to comment on their result of discussion. There were some comments and some questions from the other pairs.

### **c) Closing**

Before closing the lesson, the teacher gave the students chance to ask if there was something they had not understand. Because of no question, the teacher summed up the lesson. He said that he was happy because the students did the task well and played their role in the teaching learning process. The teacher reminded them to practice several reading strategies at home to drill their reading strategies. Because the time was over, the teacher closed the meeting and said goodbye.

### **3) Data Observation 3**

**Date : (Wednesday, 1<sup>st</sup> December 2021)**

**a) Opening**

The teacher entered the class at 09.30 am. The class situation was quite and conducive. After the teacher greeting the students, he took the present list and checked the students' attendance. The teacher reviewed the lesson of the last meeting. Then he explained them that on that day they would learn individually. The teacher asked to all the students to set their seat to sit individually.

**b) Main Activity**

In the final step, the teacher asks the pairs to break up and gives the students a new related problem to be solved individually. Based on their experience before in session Team and Pair, now students try to solve the problem alone. After finishing the task individually, the teacher asked the students to present their work in front of the class. The teacher gave the score while students presented in front of the class and the other students gave comments and suggestions.

**(1) Pre-Reading**

Before share the text to the students, the teacher wrote some new and difficult vocabularies on the whiteboard. Then he asked the students to find the meaning of those words in dictionary. He gave them 15 minutes to look for the meaning of those words. Then he asked the meaning of those words and wrote it on whiteboard.

The teacher showed some pictures to the students and asked them to guess the topic of the text on that day. The teacher said, “Look at these pictures, guess then, what’s the topic of the text for today?” Some students said “Tanah Papua”, “wonderful place”, “Beautiful sea”. Then a student said, “It must be a description about a place named Raja Ampat, it describes about the beautiful scenery, the kinds of biota, and the view of underwater”. From the students’ answer, it seemed that the students could guess well. They said what the topic of the text of that day was about a place named Raja Ampat, and the text described many things in that place, the teacher accepted and recorded all the predictions on the whiteboard and asked them to write their predictions down to their worksheet.

## **(2) Whilsht-Reading**

The teacher distributed a copy of the reading text. He gave them time to read silently. He asked them to practice the reading strategies such as skimming, scanning, and guessing to read and comprehend the text. He reminded them to note several important informations they got during reading. The teacher asked them to read the first paragraph quickly and predicted the likely content of the text. After a while, the teacher stopped them and leads a class

discussion. He helped them to make a conclusion about the content by asking simple questions to find important information : *“What is the first paragraph about? What in the passage makes you think that? Can you prove it?”* Almost all of the students said that the text was about the place of Raja Ampat and it proved in the first paragraph and the first sentence. He accepted the students’ answer and he asked them to continue reading the text.

After a while the teacher checked their understanding for each paragraph by asking the conclusion of each paragraph one by one. They said “Paragraph two is about kinds of creature that live in the such as corals, fish, and mollusks”, “Paragraph three is about the scenery of underwater like many fish that hide between the corals”. “Paragraph four is about tourists that visit to there not only from Indonesia, but also from the other countries”, Paragraph five is about the people who lived there which work as a fisherman”. The teacher accepted and asked them to write their conclusion in their worksheet. He also asked them to cite the sentence which prove their conclusion.

### **(3) Post-Reading**

The teacher shared some questions to every students to check their understanding about main information and important information in the text. He asked them to do the

questions individually. The teacher moved around the class and checked the students' work. They do the questions individually seriously. After all of the students finished it, he asked several students to present the answer and the reason why and how they chose that answer. One by one the students presented the whole class and the others had to comment on his or her result.

**c) Closing**

Before the time was over, the teacher asked the students to collect the result. Then the teacher summed the lesson of that day. The teacher asked to them to practice several reading strategies at home to drill their reading strategies, because the time was over, the teacher closed the class and said goodbye.

Based on the observations above, the researcher concluded that the cooperative learning with Team-Pair-Solo technique help students in reading comprehension. They have been more active in class. Most of the students became more active. They paid attention to their teacher's explanations. They also active in discussing the reading text with their groups. The students that feel shy, nervous, and afraid to share their idea can asked to their friend related to the materials that they do not understand. Learning reading using team-pair-solo technique can make students feel enjoy the learning process and the classroom situation was also enjoyable.

The students cooperate with others. The leader of each groups led the member of the group to finish the discussion. The leaders confirmed with all of the members of the groups about their understanding of the text. the smart students were not individualistic anymore. They shared their knowledge with the other who did not understand the text. They shared and helped each other.

Based on the observation, the researcher also found that the teacher got difficulty in teaching reading comprehension with team-pair-solo technique. The difficulty was the teacher difficult in monitoring all of the students. the students' characteristic were different, there were students that can be quite and also there were students that made the class condition was rather than noisy, so the teacher could not maximize the teaching and learning reading comprehension with team-pair-solo technique.

## **2. Data Analysis**

### **a. Teacher Strategy in Teaching Reading Comprehension of Eight Grade at SMP N 3 Polokarto in the Academic Year 2021/2022**

From the observation, the researcher found that the strategy that used by the English teacher was Cooperative learning with Team-Pair-Solo technique. The technique helped the teacher in teaching reading comprehension especially in descriptive text. In teaching and learning process, the class seemed to be a good atmosphere, because the students

excited to do a discussion with their friends. They can work together with their team or pair. When the teacher finished giving the instruction about what they will do and they don't do, the students paid attention carefully and started to set their table and chair to make a group formation, and pair formation, also in the end they worked individually. The group formation were made and they started to do a discussion. From the fieldnote showed that the teaching and learning condition were good. It was obtained from the description of fieldnote attached.

From the interview with the English teacher, the researcher found that Team-Pair-Solo technique were quite easy to apply to the students. The students during learning process were also more active and enthusiastic using the Team-Pair-Solo technique. Beside that, Team-Pair-Solo technique also keep the communication aspect on social relationship. For the instance, in problem solving the teacher said that the students could have discussions and exchange ideas with their team mates. The smart one taught the less able, and the less able ones could ask their friends who were smarter. The class atmosphere was also very fun when the discussion took place.

**b. The Implementation of the Strategy in Teaching Reading Comprehension**

1) Data from observation (First meeting)



**Table 4. 1****Observation Checklist**

No	Activity	Option		Description
		Yes	No	
1.	Teacher uses variations in the Team-Pair-Solo		√	The teacher did not use variation in his teaching.
2.	Teacher manage the class well	√		
3.	Teacher explains the material clearly	√		
4.	Teacher uses Team-Pair-Solo and pictures in teaching reading descriptive text	√		
5.	Teacher implement Team-Pair-Solo together with picture well	√		
6.	Teacher explains the procedure of Team-Pair-Solo to the students	√		
7.	Teacher gives clear instructions	√		

8.	Teacher uses combination of technique in the teaching and learning process		√	
9.	Teacher has difficulty in managing the students who do not pay attention	√		Some students were noisy when the discussion will be held
10.	Teacher finds students' difficulties in reading descriptive text	√		The teacher found that the students faced faced difficulty related to their lack of vocabulary
11.	Teacher solves students' difficulties in reading descriptive text	√		When there was student who seemed to have difficulty, the teacher would come to that student and asked what their

				problem was and he helped the student solve it
12.	Students pay attention to the teacher's explanation	√		
13.	Students understand well about the instruction that given by the teacher	√		
14.	Students do their work appropriate with the instruction	√		
15.	Students are active	√		

From the table 4.1 observation checklist, the researcher could analyze that, in first meeting after the students were gave the instruction about what they would do and the teacher also gave the descriptive text that contained interesting media (picture) to stimulate the background knowledge of the students. the students could undestand and started to make group discussion with four members and they discuss the materials together. In reading comprehension with this descriptive text, the teacher applied the scimming method where the students could undestand the content

of the text with the limited times. They started know how to do the descriptive text within discussion and picture.

From the observation 2, in second meeting, the students were discuss in pairs. They will do the task with their pair mates. In the beginning they still confuse about how to work in pair, after the teacher gave explanation about what is pair discussion, they could understand and started to do the text that gave by the teacher. The descriptive text were shared. They started to understand what the contain of the text, they also watch the picture to illustrated about the text.

From the observation 3, in the third meeting the activities carried out by the teacher did not much different from the first and second meeting. The difference was the class conducted to do the reading task individually. They seemed work on their own, they could use their own knowledge and understanding that the have already got as the result of the earlier discussions as groups and pairs.

From the observations, it was also found that students' enthusiasm and motivation were somehow changeful. Moreover through the implementation of Team Pair Solo technique made the students more active and enthustastics in doing the task. They actively discussed the task with their friends in a agroup. This findings related to the findings of Yati, Syarif, and Amri (2018) that the implementation of Team Pair Solo technique guides students

to be active and more participate during learning activity. They add that each step of this technique invites the students to participate and more active during learning activities. In addition, Susilawati (2015) found that through the implementation of eam Pair Solo technique, the students were participate in the teaching learning process happily and each student is active. Furthermore the use of pictures were also an effective way to teach reading especially descriptive text. based on the interview, the teacher said that the use of edia which were some pictures of some animals and places liked by the students. The teacher added that the pictures also help the students a lot in terms of catching ideas of what to be described by just looking at the pictures. This was in line with Heaton (1990) who claimed that pictures provide students with ideas for task like describing people, objects, places, and even processes. The use of pictures can help the teaching and learning process run well. The students are able to gain in reading comprehension of descriptive text by looking and understanding the pictures.

## 2) Data from the Interview

Date :

From the interview with the English teacher, he said that the combination between grouping or team and picture could help the students to comprehend the text. The group members chose by the teacher. Heterogeneous group was a group that there were high

ability students and who were less ability students. It was meant to be a group that can question-answer together with their teammates. In the beginning the students seemed like afraid to ask their friends, but finally they can ask the vocabulary that they were not know in the text.

From interview with the teacher, they said that in pair discussion, there were still some students who were not understand yet about the materials given. They were students who have lack vocabulay, less motivation in reading, and don't want to ask their pair mate if they got the difficulties in doing the reading task. But after some motivation from the teacher, they finally could understand how to comprehend the text, how to read with scimming or scanning method, and found the meaning of the difficult vocabularies.

From the interview that the researcher had done with the teacher, he revealed that Team Pair Solo technique was effective to teach descriptive text material. Team Pair Solo technique created a more lively learning atmosphere, creating an active learning environment, communicative, enjoyable, and not boring especially the picture seen were animals and nice places. In addition, the Team Pair Solo helped the students to be active and creative and helped them a lot in comprehending descriptive text.

## **B. Discussion**

This section present the discussion of the research findings. There are two problem statements proposed in this research and the discussion only focus of them. As mentioned in the previous chapter, the aims of the research are to know the teacher's strategy in teaching reading comprehension at SMP N 3 Polokarto in the academic year of 2020/2021 and the implementation of the strategy used by the teacher in teaching and learning comprehension at SMP N 3 Polokarto in the academic year of 2020/2021.

Then the researcher applies the theory to analyze the interview of teacher's in teaching and learning process in SMP N 3 Polokarto. Besides, (Sarjan, 2017) did research entitled An Analysis on the English Teachers Strategies in Teaching Reading Comprehension SMP 1 Wonomulyo. Based on his findings his research problems are what the strategies of English teacher in teaching reading comprehension and how the implement of English teacher strategies in teaching reading comprehension. The researcher finds similarity with the study. Both of the researchers analyzed teacher strategy in teaching English , especially in reading comprehension.

From the research findings, the researcher found a strategy that used by the teacher in teaching reading comprehension. The findings are discussed below :

### **1. Strategy that Teacher's Used in Teaching Reading Comprehension**

It was mentioned before that reading skill is very important skill to be mastered by the students since this skill is needed such as in academic context like in exam. Yet, many students especially in Indonesia still face

difficulties in mastering reading skill because of some reasons. As Nuttal (1982) said that there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. In addition, reading skill needs a high level of productive language control.

Moreover, there are still many reasons such as its complexity which needs long process before someone could understanding and comprehending a text, the status of English for Indonesian that it is a foreign language, and the English teacher's technique where there are still many teachers in Indonesia using a traditional technique in teaching reading which is not effective enough because it makes the students easily to get bored and finally don't concentrate with the lesson anymore. In addition, with the traditional technique, the students do not have the chance to have discussions with their friends whereas if the students had the chance to have discussion with their friends, it will give them a chance to teach each other and get a better understanding of the materials and there are no under pressure feeling in learning process.

Based on the observation, it was found that the English teacher taught descriptive text materials by implementing one of the cooperative learning technique namely Team Pair Solo technique. He combined with pictures in teaching and learning process. During the observation, the researcher also found that the teacher taught not only reading skill, but also another language skill that was speaking skill. It showed when the students presented their result of discussion in front of the class. Based on interview,



the teacher did not make a lesson plan for his teaching and learning process. Instead he used the lesson plan from the last year academic. In fact, the lesson plan was also used for more than one meeting. In the lesson plan, cooperative learning method and media picture were not stated.

Broadly, the English teacher's way of implementing Team Pair Solo technique and picture to teach reading of descriptive text was the same in all classes he taught, he was not add variation when using the Team Pair Solo technique. He only used some pictures to support teaching and learning process.

As stated by Widyaningsih (2014) "The English teacher should also be creative in using interesting activities to attract the students' involvement in teaching and learning process. With the technique, the students were active and enthusiastic during the lesson. The students could cooperate with their friends, beside they could ask the teacher about something that they did not understand yet. The teacher used this technique to emphasize more on aspect of social relations so that the students could socialize or communicate with others friends. They enjoyed being taught by Team-pair-solo technique.

It was mentioned before that reading skill is a very important skill to be mastered by the students since this skill is needed as in academic context like in exams. Moreover many students in Indonesia still face difficulties in mastering reading especially reading comprehension because of some reasons. As Zuhra (2015) said that students' difficulties were influenced by their weakness in mastering of vocabulary. In learning

activity especially in learning reading English, a large knowledge of vocabulary is very important for the students in comprehending reading texts. Beside that, background abilities and the students interest to read is an important.

In this research, the students solved the students' difficulties by some ways such as to mastering and enriching the students' vocabulary the teacher always gave time to find the meaning of vocabularies in the dictionary before starting answer the question. Beside the students also used the group or pair discussion in order to make students comfortably ask to their friends that had more higher abilities. For students interest, the teacher used some picture that could make the students more curious with the content of the text, for the example the teacher used the animal, place, or something to make student interest. The ways that teacher used could make students easier in comprehend the text.

The reading technique that used by the teacher is skimming, scanning, and guessing. The teacher always asked the teacher to do that reading technique. As stated by Gideon (2017), skimming technique is helpful for the students. Since most of the students agreed that skimming technique is interesting in reading comprehension. It facilitated them to find the main idea in the text, saved the time in reading, and understanding the text. This technique make the students not bored to read the text, because they may have a lot to read but not much time. Therefore, it is necessary to guide the students in applying the proper technique to obtain the information from the text appropriately and quickly.

However, the way the English teacher communicates with their students, how the teacher conveys the materials to the students are some factors for success of the teaching and learning process. “A good relationship between teacher and students is needed as it would be a key to successful learning “ (Maulida, 2017). Also, there were some factors like students’ motivation as well as their academic achievement that were influenced by the quality of the relationship that the students and teacher have with each other. Varga (2017) claimed that “Positive relationships between teacher and students produce better experiences for students, a more productive learning environment, and higher academic achievement”. Furthermore, “Positive teacher-student relationships can lead to a war classroom environment that facilitates successful adaptation in school and thereby in student motivation to learn”(Koca, 2016)

Nevertheless, from the classroom observation, it was also found that students’ enthusiasm and activeness were somehow changeful. They sometime feel uncomfortable when they had to asked to their group member. It because the student that have higher abilities to answer did not want to help answering the question, they felt they can work by themselves, so they did not need to help their friends that had lower abilities. If that student ask to their friend who had same abilities, they thought that they could not get the answer that he/she needs. Being in this kind of situation, the English teacher had to be clever in finding ways to overcome this problem so that the students keep being involved in the teaching activity. Fortunately, here the teacher could solve the problem. He explained the

students that team work and cooperation between member of group is very important because if they work together, they will get the highest score and better understanding contrast with the other groups.

Those kinds of situation were also found by Hapsari, Sudarsono, and Banau (2015), they explained that during the process of teaching and learning, the implementation of Team-pair-solo made the students were active and enthusiastic. When the group was in progress, the class was so alive with some students who tried to explain each other about their understanding related to the given task. The students showed their enthusiasm when they discussed in the group. Then the group broke in pairs. They helped each other by explaining to their partner who did not get a deep understanding of the text. They dare to share their understanding of the given text.

## **2. The Implementation of the Strategy in Teaching Reading Comprehension**

After conducting the research, the researcher found a strategy performed by the teacher in teaching reading comprehension in the 8<sup>th</sup> grade at SMP N 3 Polokarto based on the observation, it was cooperative learning with Team-pair-solo technique. From the classroom observation, that the teacher could implement the technique and media well. Cooperative learning (Team-pair-solo) were used to achieve the objective in teaching reading. The objective was to comprehend certain text materials based on five indicators that were main idea, explicit information, implicit

information, reference, and meaning of certain words. In this case, cooperative learning (Team-pair-solo) was very useful because it motivated the students to read.

Cooperative learning (Team-pair-solo) was very useful for both students and teacher. Students did not hesitate and fearful to express their ideas and had more time to think before reading or commenting in front of the class. Direct feedback for grammatical error and spelling error was also given by the teacher. Students' felt more enthusiasm in reading class since they got direct feedback from the teacher. They also more confident and motivate in reading since they were accustomed to have reading materials.

Bringing cooperative learning (Team-pair-solo) into the class is a great ice breaker and serves as a useful tool in reading comprehension. Using cooperative learning (Team-pair-solo) could also generate interest and help create an atmosphere conducive to learning. Kagan (2009, p.74) cited that Cooperative learning (Team-pair-solo) can be applied to teach reading activities. There are steps of concept of Cooperative learning (Team-pair-solo) technique. The first step of Cooperative learning (Team-pair-solo) is forming team. The teams can be heterogeneous, homogeneous, randomized, and students-selected teams. It means that a team is a group of people that work together and help each other to accomplish a purpose. A team can be considered as a group of many people or few people. The discussion in the small group may be made more meaningful for the individuals in that group. An inference that can be

drawn from this statement is that a team as the part of cooperative learning structure should be considered as a small group.

Therefore, In this research involves the heterogeneous teams where there were vary levels of achievement, proficiency, gender etc. In this research, the each groups consist of four students. These groups could be seated in variety of formats such as four students at a small table or two desks pushed together. In each group group there were also various students included students that was high achieving, students that achieved at an average level, and there were students that had lower achieving. It was done for students in the group could work together on variety of task, included reading to each of them worked with cooperative learning structures, so each student benefits from having the other students in the group. The teacher pulled the heterogeneous groups of students for variety of purposes.

Beside, in the group there were also a leader and a secretary. The leader pointed by the teacher. The leader led the discussion so the discussion gone well, moreover the leader also ensured that every member of the group could follow the discussion and understood what was discussed. While the secretary's job was wrote the all result of reading text that had been discussed. Other members' group could be a brave in a discussion with actively asking question or giving answer. In reading activities, the students can work in their team to accomplish the given questions. The question is to construct the help for students to recognize the use of literary devices Kagan cited in Virginia (2012, p.23).

The second step is that the students break into pairs and it turn to each partner did a problem like the one that was solved as a team. There were two people worked together to discuss the given questions. In Cooperative learning (Team-pair-solo), after worked together as a team, the teams were devided into pairs. In reading activity, the student had to understand the reading text. According to Kagan (2012, p.23) the task have to guide the students to interpret inferred or conlude the given text with their partner. Therefore, the teacher had to prepare the questions to lead the students to get deeper undstanding about the reading text shared with their partner.

In this research, the researcher found that in pair groups there were difference in thinking and understanding between both of the students. For example when they read the reading text, there was one word that had some meanings or ambiguous, it made the pair different in interpreting the meaning of the whole sentence. They also did a little debate to defend their opinion. Finally the teacher 'intermediated' by asking what was debated, then the students explained it. After that the teacher gave instruction by giving the word meaning that suitable with the reading context and that was the keyword to find the 'actually' meaning. The students accepted it, then they started to continue their discussion well and conducive. From that situation, the pair-work allows the students to compare the students opinions, students answers, and clarify problem together. A key purpose of using pair-work is to enable students to talk together about what they are doing and trying to learn. Talking about a problem helps the students

to clarify the issues and stimulates students thinking to find solutions (Merce and Littleton, 2007).

After the students work in a team, they worked in pair. They went on to last step according to Vyogotsky's theory (1978) can be inferred that every person's development includes the development inside the person as an individual. Because when people work on their own, they can use their own knowledge and understanding that they have already got as the result of the earlier discussions as groups of four and pairs. In this research, the student had worked as a team and pair. They already know how to understand the text, how to find the words meaning, and they also already know how to solve the problem, the students could solve similar questions alone, applying what they learned first as a team and then during the pair work. When the teacher shared the reading text, the students started read that. After reading activities, previously they did the discussion in that time they did by themselves. Students that had higher abilities did the task easily whether worked at group discussion or solo. Meanwhile, the students that had lower abilities felt little hard to do the task or comprehending the text, but they also tried hard to do the text. It because they wanted to maximize their capability.

At the beginning of the lesson, the English teacher opened the class by greeting the students and then checked the attendance list first as usual. After that, she began the class by reviewing some vocabularies the students learning in the last meeting. Then teacher did question and answer about the last meeting's materials to make sure that the students had already



understood the materials well. Next he began to explain what they were going to learn of that day namely descriptive text, at that time they were going to learn about the description and how to describe animals and places.

Starting with describing the physical look of animal, then the teacher continued the lesson by teaching them how to describe animal's body anatomy and characteristics as well. He taught some vocabularies related to animal's anatomy such as big body, having trunk, herbivore animal, etc. The teacher taught the students about how to describe what the animals or things's characteristics. During the explanation, the teacher translated the meaning and explained the content of the text to make sure that the students understood the vocabulary and content of the text. The students paid attention to the teacher explanation. There were also another picture of animal and place. The students together were asked to describe those animal and place. In this activity, all of the students were enthusiast and active during the lesson. They actively described those animal and place even though not always using English. When the students described it in bahasa then the teacher told them the English of it.

After describing the animal and place orally, then the students were given an example of a good descriptive text. The example showed how to comprehend the descriptive text which consist of two part, there were namely identification and description. The teacher explained about it clearly. After explaining the example of good description, the teacher began the next activity. He asked the students to make a group of four as

a team. The members of the team were decided by the teacher since if the students chose by themselves it would take a long time. Also it was to make sure that the team was heterogeneous with some students had higher abilities than others so that the students who had higher abilities could teach those who had lower abilities. In this activity, the teacher did not explain that he would use Team Pair Solo technique. He just directly asked the students to make group of four as a team. After the students made a team, then each team was given worksheet. Then he explained what the students needed to do namely they were required to do team work. The students seemed understood the teacher's instruction well since the teacher made the instruction clearly.

On the worksheet, there was a picture of an animal with some question related to the animal such as their physical look, the function or their body, characteristics of the animal, etc that the students needed to discuss together with their team in order to find out the answer. When the students began the team work, the teacher went around to each group to check whether the team work worked well or not. From the observation, the team work activity ran smoothly. The students did the work appropriate with the teacher's instruction. The students seemed actively discussed with their friends in a team, they worked and discussed together with their team to answer the questions given.

The next activity was pair work. In this activity, the students were asked to make a group of two. In pairs, the students had to discuss some questions given by the teacher. The questions in pair work were different

from the questions in group. The questions were in the form of some clues given related to the characteristics of the animals or places being described. Here the teacher explained that the students were required to guess the characteristics of the animals based on the clues given.

After the students did pair work, the next activity was that the students conducted solo activity. They were asked to practice reading, answering of descriptive text based on information they got from work and pair activity. In solo activity, the students completed the work individually, they did it their own yet there were some students that seemed having the difficulty in understanding the descriptive text. some of them cooperate with his partner. When the teacher knew this, he went to those students and helped them solving their problems.

In this research, the teacher implemented Team-Pair-Solo technique properly step by step following the right procedure. He asked the students to make a group of four as a team, then each team was given a picture with some question to be discussed by the students with their team. Next, the students were asked to make a group as a pair to have discussion more intense with their partner before they finally completed the task independently. The teacher added additional activity, after the students finished the task, then the teacher asked some group, pair, and individual to come forward to present their work in front of the class. After that, he gave the other students chance to give comment to their friends' work who presented their work in front of the class.

Due to the fact that the students actively in teaching and learning process, the class became alive and fun. The teacher displayed the interesting pictures like animals and places. The students actively described those pictures together, there were some students that sometimes did it using funny word that make the whole class laugh that made the atmosphere in class became more fun and enjoyable. Through the eimplementation of Team Pair Solo technique, the class activity became more interesting and it created enjoyable circumstance.all of the students participated in these activities and made the class alive and cooperative, and the students were more confident to study reading skill.

Those kind of situation was also found by Hapsari, Sudarsono, and Banau (2015), they explained that during the process of teaching and learning, the implementation of Team Pair Solo made the students were active and enthusiastic. When the group work was in progress, the class was so alive with some who tried to explaine each other about their understanding related to the given task. The students showed their enthusiasm when they discussed in group. then the group broke in pairs. They helped each other by explaining to their partner who did not get deep understanding aboit the text. By that treatment, the students more confident and courage. Team Pair Solo technique helped their social skills and students' motivation by giving and helping each other.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions concerning the result of the research. Based on the findings and discussions in the previous chapter, the researcher get conclusion as follow :

#### **A. Conclusion**

The strategy that teacher used in teaching reading copenhension in SMP N 3 Polokato was Cooperative Learning (Team-Pair-Solo) technique. The material was descriptive text. The teacher used this technique to make students understand the reading comprehension with interesting way. Team-Pair-Solo technique that used by teacher in order to make students more emphasize in discussion aspect, both in team activity and in pair activity. Students can be easier in comprehending the descriptive text with Team-Pair-Solo technique. Besides, the teacher also added picture in teaching reading comprehension, because it made students feel interest and did not bored in teaching and learning activity.

Team-Pair-Solo tehique in teaching reading descriptive text was easy to be implemented in classroom activity and that the teacher could implement the technique well. The findings of this research also showed that the technique was appropriate for teaching students reading descriptive text materials. As revealed by Mr. Vayye Langendyan during the interview that Team-Pair-Solo technique was effective technique in teaching descriptive text materials. The discussion in Team-Pair-Solo technique created a more lively learning atmosphere, an active learning environment, communicative, enjoyable, and not boring.

There were still some difficulties that the English teacher faced in the implementation of Team-Pair-Solo technique in teaching reading descriptive text. The teacher had to be able to overcome these difficulties to make the teaching and learning process successful. Some difficulties were revealed from the data gathered ; there were crowded students and students' lack of enthusiasm. There was also students difficulty, it was students' vocabulary mastery.

To overcome those difficulties was he asked the students who did not know the meaning of vocabularies, the teacher asked them to open their dictionary when they started the discussion, the could find the words' meaning with that. The teacher also asked them to asked their friend who had higher abilities to always ask them if they do not know yet, cause if their friends that gave the explanation about the students' difficulties, it could easier than the teacher expansion, the more they ask the more they get. The teacher also always reminded the students to always bring dictionary, so it could help the students when they wanted to find some difficult vocabularies. The second difficulty was students' lack enthusiasm, the teacher conducted a discussion with picture media, so students felt interest first and it made them anthusiast with the materials explained. The interesresting media such as picture of animals and some beautiful place that it very common in their life, so it also can helped the students feel anthusiast with both of materials and discussion.

The teacher gained a technique named Team-Pair-Solo technique. The reason teacher used this technique because the Team-Pair-Solo technique was effective in teaching reading comprehension, this technique help students to comprehend the text. In short, this strategy gave good contributions for the teacher, students who have difficulty in reading will be easier in mastering reading comprehension. With

this strategy, the teacher more easily gave the material to the students. This strategy helped the teacher to make students more active. In addition, the students can exchange their opinion with others.

## **B. Suggestions**

Based on the conclusion that explained above, the researcher would like to give some suggestions related to the use of Team-Pair-Solo technique in teaching reading comprehension. The suggestions are as follow :

### 1. For the Teacher

Based on the conclusions explained, some suggestions are addressed to the English teacher. It is important for him to make some actions to respond to the findings in the research. He needs to enrich himself with the knowledge of how to create interesting activities so that the students can more enjoy the teaching and learning process. It will help him create good atmosphere in teaching and learning process in which all students can be involved. The use of various media must be improved so that the teaching and learning activities more interesting. Moreover, if he helps the students in problem solving, he should balance the treatment given the students as groups, pair, and as individuals. All of those will improve the quality of English teacher in teaching and learning process.

### 2. For the Students

The researcher suggest that students that they must understand the material which important for them, they also have to enrich their vocabularies in order to giving the meaning and understanding the contain



of the text. the students's anthusias also can be solved by always reading with easier method such as skimming, scanning, and guessing

3. For the next Researcher

For the next researcher that interested in conducting the other research but still in the same scope, the researcher hopes that the other researchers could conduct the other trategies in teaching speaking skill, writing skill, and listening skill. In addition, because this research only focuses on teaching reading comprehension by teacher. The researcher hopes the future researchers investigate the sloving strategies in other skills like in speaking, writing, or listening skill. Last but not least, the researcher hopes this research could be a good guide which had reach informations for the further researchers about teaching reading comprehension.

## REFERENCES

- Ahmadi, M. R., & Pourhoseini Gilakjani, A. (2012). *Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension*. *Theory and Practice in Language Studies*, 2(10), 2053-2060.  
<http://dx.doi.org/10.4304/tpls.2.10.2053-2060>
- Bernhardt, B. (2000). *Teaching Reading*. Chicago: International Academic of Education. Press, p. 6.
- Bos, S.C. and Vaughn, S. (2009). *Strategies for Teaching Students with Learning and Behaviour Problems Seventh Edition*. New Jersey: Pearson Education
- Bos, S.C. and Vaughn, S. (2009). *Strategies for Teaching Students with Learning and Behaviour Problems Seventh Edition*. New Jersey: Pearson Education.
- Brown, D.H. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy Second Edition*. San Francisco: Addison Wesley Longman, Inc
- Brown, D.H. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy Second Edition*. San Francisco: Addison Wesley Longman, Inc.
- Brown, H Douglas. (2001). *Teaching by Principle*. New York: Longman.

- Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Brown, H. D. (2004). *Teaching by Principles*. New York: Longman.
- Brown, H. D. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York : Addison Wesley Longman, Inc. 2001.
- Brown, H. Douglas.(2007). *Teaching by principle: An interactive approach to language pedagogy*.Michigan: San Fransisco State University.
- Burn, P. C., Roe, B. D., & Ross, E. P. 1990. *Teaching Reading in Today's Elementary School*. Boston: Houghton Mifflin Company.
- Cahyono. (2011). *The Teaching Language Skill and English Language Components*. Malang: State university of Malang Press.
- Crystal, D. (2003a). *English as a Global Language, (2nd Ed.)*. Cambridge: Cambridge University Press.
- Crystal, D. (2003b). *The Cambridge Encyclopedia of the English Language, (2nd Ed.)* Cambridge: Cambridge University Press.
- David. (1991). *Language teaching Methodology: A Text Book for Teacher*. Hall Cambridge University Press.

- Dean, G. (2013). *Teaching Reading in the Secondary Schools*, 2<sup>nd</sup> ed. London: David Fulton.
- Gough, P. B. (1972). *One second of reading*. In J. F. Kavanagh, & I. G. Mattingly (Eds.), *Language by ear and by eye*. Cambridge, MA: MIT Press.
- Grabe, W. (2009). *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Grabe, W., & Stoller, F. L. 2002. *Teaching and Researching Finding*. Edinburg: Pearson Education.
- Harmer, Jeremy, *The Practice of English Language Teaching*, 3<sup>rd</sup> Ed, New York: Pearson Education Limited, 2001.
- Harmer, Jeremy. (1988). *How to Teach English : An Introduction The Practise of English Language Teaching*. London. Longman, p. 68.
- Jo McDonough and Christopher Shaw (2003). *Materials and Methods in ELT: A Teacher's Guide*. UK: Blackwell Publishing. 2<sup>nd</sup> Ed, p. 89.
- Johnson, David, & Johnson, Roger W., & Smith, Karl. (1991). *Active Learning: Cooperation in the College Classroom*; Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435, ISBN 0-939603-14-4
- Kagan cited in Virginia (2012, p.23).

- Kagan, S. (2009). *Cooperative Learning CA. San Clemente: Kagan Publishing*
- Klingner, J.K., Vaughn, S., and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press
- Koca,F. (2016). *Motivation to Learn and Teacher–Student Relationship: Journal of International Education and Leadership*, 6(2), 2.
- Laddo. *The Important Of Reading*. [Online]. Available: <http://www.squidoo.com/the-importance-of-reading> [13 Juli 2022]
- Maulida, H. (2017). *Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris*. *Jurnal Saintekom*, 7(1), 56-66.
- Mcneil, John D. (1992) *Reading Comprehension*. Los Angeles: University of California.
- Mercer, n., & Littleto, K. (2007). *Dialogue and the developement of children's thinking: A sociocultural approach*. London: Routledge.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill
- Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books

- Olsen, R. & Kagan, S. (1992). *About cooperative learning*. In Kessler, C. (Ed.), *Cooperative Language Learning*. (1-30). New Jersey: Prentice-Hall.
- Richards, C. J and Rodgers, S. T. (2001). *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press.
- Roe, B. D., Smith, S. H., & Burns, P.C. (2005). *Teaching reading in today's elementary schools (9th ed.)*. Boston: Houghton Mifflin
- Santoso, Gideon, Setyo. (2017). *The use of skimming technique to improve students' Reading comprehension of descriptive text*: Lampung university.
- Saovappa, Wichadee. 2003. *The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University*. Bangkok: BU Academic Review
- Saovappa, Wichadee. 2003. *The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University*. Bangkok: BU Academic Review.
- Snow, C., Chair. (2002). *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND.
- Sukirah Kustaryo.(1988). *Reading Tecnique for College students*. Jakarta: Depdikbud

- Susser, B. and Robb, T.N. EFL. *Extensive reading instruction: Research and Procedure*. JALT Journal, 12/2. 1999.
- Varga, M. (2017). *The effect of teacher-student relationship on the academic engagement of students*. Goucher College.
- Vygotsky, L.S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Widyaningsih, N. (2014). *Improving The Eight Grade Students' Reading Skill Through The Think-PairShare Technique at SMP N 3 Wonosari Gunungkidul*. Unpublished master's thesis. State University of Yogyakarta, Yogyakarta.
- Widyaningsih, N. (2014). *Improving The Eight Grade Students' Reading Skill Through The Think-Pair-Share Teachnique at SMP N 3 Wonosari Gunungkidul*. Unpublished master's thesis. State University of Yogyakarta, Yogyakarta.
- Zuhra. (2015). *Senior high school students' difficulties in reading comprehension*. English Education Journal, 430–441.





# APENDICES

**Appendix 1** Question Of Teacher Interview

Daftar Pertanyaan Wawancara
<ol style="list-style-type: none"> <li>1. Sudah berapa lama Anda mengajar di SMP N 3 Polokarto?</li> <li>2. Untuk saat ini kurikulum apa yang digunakan di SMP N 3 Polokarto?</li> <li>3. Apakah anda menyesuaikan materi yang ada di silabus?</li> <li>4. Strategi apa yang Anda gunakan dalam mengajar materi tersebut?</li> <li>5. Bagaimana pendapat Anda tentang teknik Team-Pair-Solo?</li> <li>6. Dalam menggunakan teknik Team-Pair-Solo, apakah Anda mengikuti langkah-langkah yang sudah ada?</li> <li>7. Untuk Team dan Pair activity, bagaimana sistem pengelompokannya?</li> <li>8. Bagaimana pendapat anda tentang siswa ketika diajar menggunakan Team-Pair-Solo?</li> <li>9. Apakah Anda menambahkan variasi tersendiri ketika Anda menerapkan Team-Pair-Solo dalam mengajar? Jika iya, apa itu Pak?</li> <li>10. Selama Anda mengajar bahasa Inggris materi descriptive text, pernahkah Anda menggunakan selain cooperative learning?</li> <li>11. Apa pendapat Anda tentang gambar sebagai media untuk mengajar reading comprehension?</li> <li>12. Apakah Anda sering melatih pemahaman membaca siswa-siswi Anda ?</li> <li>13. Bagaimana cara Anda melatih pemahaman membaca siswa-siswi Anda ?</li> <li>14. Apa pendapat Anda tentang antusias siswa selama KBM menggunakan teknik Team-Pair-Solo dalam materi descriptive text?</li> </ol>

15. Menurut Anda apakah teknik Team-Pair-Solo efektif untuk mengajar descriptive text?
Interview Questions Item
<ol style="list-style-type: none"> <li>1. How long you have been teaching at SMP N 3 Polokarto?</li> <li>2. What curriculum is currently being used at SMP N 3 Polokarto?</li> <li>3. Did you adapt the material in the syllabus?</li> <li>4. What strategy did you use in teaching the material?</li> <li>5. What do you think about Team-Pair-Solo technique?</li> <li>6. In using Tam-Pair-Solo techniquem do you follow the existing steps?</li> <li>7. In team and pair activity, how about the grouping system?</li> <li>8. What do you think about students that taught by Team-Pair-Solo technique?</li> <li>9. Did you add your own variations when you applied Team-Pair-Solo technique? If it is yes, could you mention that?</li> <li>10. As long as you teach English with descriptive text, have you ever used anything other than cooperative learning?</li> <li>11. What do you think about pictures as a media for teaching reading comprehension?</li> <li>12. Do you often train your students' reading comprehension?</li> <li>13. How do you train your students' reading comprehension?</li> <li>14. What do you think about the anthusiasm of students during teaching and learning activity using the Team-Pair-Solo technique in descriptive text material?</li> </ol>

15. In your opinion, is the Team-Pair-Solo technique effective for teaching  
descriptive text

**Appendix 2 Teacher Interview Transcript**

**TRANSKRIP WAWANCARA**

School : SMP N 3 Polokarto  
Place : Teachers Room  
Teacher : English Teacher ( Mr. V)

**1. Sudah berapa lama Anda mengajar di SMP N 3 Polokarto?**

Saya mengajar di SMP 3 Polokarto ini kurang lebih sudah 10 tahun

**2. Untuk saat ini kurikulum apa yang digunakan di SMP N 3 Polokarto?**

Kurikulum yang digunakan saat ini K13

**3. Apakah anda menyesuaikan materi yang ada di silabus?**

Iya, saya menyesuaikan materi dengan silabus, untuk saat ini materi nya adalah descriptive text ya.

**4. Strategi apa yang Anda gunakan dalam mengajar materi tersebut?**

Kalau untuk materi sekarang ini yaitu descriptive text saya pake nya cooperative learning dengan teknik team pair solo

**5. Bagaimana pendapat Anda tentang teknik Team-Pair-Solo?**

Kalo menurut saya tekniknya bagus dan cukup mudah untuk diterapkan dan diaplikasikan ke anak-anak. Anak-anak selama pembelajaran berlangsung juga lebih aktif dan antusias pake teknik Team-Pair-Solo ini. Terus juga teknik ini menekankan pada hubungan sosial ya, jadi melatih komunikasi dan sosialisasi mereka terhadap teman-teman nya. Dalam hal pemecahan masalah saat mengerjakan materi misalnya, mereka biasanya dapat melakukan diskusi dan bertukar pikiran dengan teman satu tim mereka. Yang pintar mengajari yang kurang bisa, dan yang kurang bisa dapat

betanya kepada teman yang lebih pintar. Kemudian juga suasana kelas yang ada ketika diskusi berlangsung juga sangat menyenangkan, rame karena mengerjakan bareng-bareng, bertukar pikiran atau gagasan bareng-bareng.

**6. Dalam menggunakan teknik Team-Pair-Solo, apakah Anda mengikuti langkah-langkah yang sudah ada?**

Ya iya, saya selalu melakukan TPS dengan langkah-langkah yang sudah ada.

**7. Untuk Team dan Pair activity, bagaimana sistem pengelompokannya?**

Untuk kelompoknya saya pilihkan anggotanya, soalnya kalau mereka milih sendiri nanti biasanya lama ya mbak, kemudian juga biasanya kalau milih kelompok sendiri mereka cenderung gerombol yang pintar sama pintar akhirnya, kasian sama yang kemampuannya kurang kan, dan takutnya nanti malah kelompoknya gak jalan. Jadi saya pilihkan supaya kelompoknya heterogen, ini dimaksudkan disetiap kelompok itu ada yang kemampuannya tinggi jadi bisa ngajarin yang kurang bisa dan diskusi bisa berjalan dengan lancar. Untuk pair activity, mereka kan pas team scitivity anggotanya ada enam, pas pair activity jadi berpasangan dua dua jadi yang tadinya satu kelompok, terpecah menjadi 3 kelompok yang anggota nya dua anak atau berpasangan. Untuk pair juga saya pilihkan, si A sama siapa dan si B sama siapa gitu, tapi masih sama anggota yang tadi satu team activity yang terpecah tadi

**8. Bagaimana pendapat anda tentang siswa ketika diajar menggunakan Team-Pair-Solo?**

When in the group of six students as a team they do it well, right?. They discuss together and exchange ideas each other. Working in pairs is also interesting. However, when doing individually or solo activities, there are some students who are still have difficulties, so i went to them and asked what the problem, which part that they did not understand. So i help them with their difficulties.

**9. Apakah Anda menambahkan variasi tersendiri ketika Anda menerapkan Team-Pair-Solo dalam mengajar? Jika iya, apa itu Pak?**

Biasanya sih ketika menerapkan Team Pair Solo sesuai langkah-langkah, gak ada variasi apa-apa. Paling ada additional activity kaya saya memberikan kesempatan siswa setelah mereka melakukan diskusi dan selesai mengerjakan deskriptif mereka saya minta untuk maju kedepan membacakan hasil kerjaan mereka, ini juga tujuannya untuk melatih skill reading mereka, sekalian juga melatih pronunciation nya biar benar, jadi nanti kalo ada yang salah bisa dibenerin sama temen-teman nya. Jadi saya suruh anak-anak yang tidak maju untuk memberikan komentar, tanggapan, dan pendapat mereka ke siswa yang sedang maju.

**10. Selama Anda mengajar bahasa Inggris materi descriptive text, pernahkah Anda menggunakan selain cooperative learning?**

Kalau materi descriptive saya selalu memakai cooperative learning dengan teknik Team-Pair-Solo ya.

**11. Apa pendapat Anda tentang gambar sebagai media untuk mengajar reading comprehension?**

Kalo menurut saya media gambar itu alat atau sarana sebagai perantara dalam wujud visualisasi yang bagus agar anak-anak ada ide ketika melihat gambar seperti gambar hewan atau tempat-tempat yang terkenal, jadi dengan melihat gambar anak-anak bisa membayangkan hal-hal apa saja yang mungkin akan dibahas dalam teks *descriptive*, jadi nantinya seperti itu ya

**12. Apakah Anda sering melatih pemahaman membaca siswa-siswi Anda ?**

Ya, kalau tidak dilatih, anak-anak nanti akan kesulitan jangankan memahami isi bacaan, cara membacanya aja pun mungkin juga akan susah

**13. Bagaimana cara Anda melatih pemahaman membaca siswa-siswi Anda ?**

Ada beberapa teknik yang saya gunakan untuk melatih pemahaman siswa, diantaranya seperti *scimming*, *scanning*, dan *guessing*. Jadi saat saya kasih materi atau teks bacaan yang lumayan panjang saya mencoba memberi *strategi* agar bisa menyelesaikan bacaan dalam waktu yang terbatas, mereka dapat membaca dan menemukan kata-kata kunci atau keyword yang ada pada teks, lalu menebak jawaban atas pertanyaan yang mungkin akan ditanyakan dalam teks tersebut.

**14. Apa pendapat Anda tentang antusias siswa selama KBM menggunakan teknik Team-Pair-Solo dalam materi descriptive text?**

Kalo saya perhatikan, anak-anak cenderung lebih aktif ya, lebih ekspresif dalam menyampaikan pendapat. Mereka juga menunjukkan bahwa mereka senang dengan teknik ini, selain itu mereka juga lebih terbuka,



komunikasinya juga bagus. Kalo saya lihat dengan Team-Pair-Solo , mereka tidak hanya duduk, diam, memperhatikan terus bosan, tapi disini mereka bersama-sama pengen belajar bareng, mengatasi masalah bareng, dan berprestasi bareng. Kompetisi sehat juga terlihat seiring bertambahnya juga kepercayaan diri mereka.

**15. Menurut Anda apakah teknik Team-Pair-Solo efektif untuk mengajar descriptive text?**

Kalau menurut saya teknik Team-Pair-Solo ini sangat efektif ya, karena biasanya dengan teknik yang lain , saya ambil contoh teknik ceramah, nah anak-anak cenderung pasif disini tidak ada komunikasi yang terjalin baik itu antara guru dan siswa, ataupun dari anak-anak sendiri. Tapi dengan Team-Pair-Solo jadi lebih semangat, komunikatif, asik, nyenengin.

**Appendix 3 Observation Checklist 1**

School : SMP N 3 Polokarto  
 Place : Classroom  
 Teacher : English Teacher ( Mr. V)  
 Topic : Animal

No	Activity	Option		Description
		Yes	No	
1.	Teacher uses variations in the Team-Pair-Solo		√	The teacher did not use variation in his teaching.
2.	Teacher manage the class well	√		
3.	Teacher explains the material clearly	√		
4.	Teacher uses Team-Pair-Solo and pictures in teaching reading descriptive text	√		
5.	Teacher implement Team-Pair-Solo together with picture well	√		
6.	Teacher explains the procedure of Team-Pair-Solo to the students	√		
7.	Teacher gives clear instructions	√		

8.	Teacher uses combination of technique in the teaching and learning process		√	
9.	Teacher has difficulty in managing the students who do not pay attention	√		Some students were noisy when the discussion will be held
10.	Teacher finds students' difficulties in reading descriptive text	√		The teacher found that the students faced faced difficulty related to their lack of vocabulary
11.	Teacher solves students' difficulties in reading descriptive text	√		When there was student who seemed to have difficulty, the teacher would come to that student and asked what their problem was and he helped the student solve it

12.	Students pay attention to the teacher's explanation	√		
13.	Students understand well about the instruction that given by the teacher	√		
14.	Students do their work appropriate with the instruction	√		
15.	Students are active	√		

Observer

Istiqomah

**Appendix 4 Observation Checklist 2**

School : SMP N 3 Polokarto  
 Place : Classroom  
 Teacher : English Teacher ( Mr. V)  
 Topic : Intersting Place

No	Activity	Option		Description
		Yes	No	
1.	Teacher uses variations in the Team-Pair-Solo		√	The teacher did not use variation in his teaching.
2.	Teacher manage the class well	√		
3.	Teacher explains the material clearly	√		
4.	Teacher uses Team-Pair-Solo and pictures in teaching reading descriptive text	√		
5.	Teacher implement Team-Pair-Solo together with picture well	√		
6.	Teacher explains the procedure of Team-Pair-Solo to the students	√		
7.	Teacher gives clear instructions	√		

8.	Teacher uses combination of technique in the teaching and learning process		√	
9.	Teacher has difficulty in managing the students who do not pay attention	√		Some students were noisy when the discussion will be held
10.	Teacher finds students' difficulties in reading descriptive text	√		The teacher found that the students faced faced difficulty related to their lack of vocabulary
11.	Teacher solves students' difficulties in reading descriptive text	√		When there was student who seemed to have difficulty, the teacher would come to that student and asked what their problem was and he helped the student solve it

12.	Students pay attention to the teacher's explanation	√		
13.	Students understand well about the instruction that given by the teacher	√		
14.	Students do their work appropriate with the instruction	√		
15.	Students are active	√		

Observer

Istiqomah

**Appendix 5 Observation Checklist 3**

School : SMP N 3 Polokarto

Place : Classroom

Teacher : English Teacher ( Mr. V)

Topic : Intersting Place

No	Activity	Option		Description
		Yes	No	
1.	Teacher uses variations in the Team-Pair-Solo		√	The teacher did not use variation in his teaching.
2.	Teacher manage the class well	√		
3.	Teacher explains the material clearly	√		
4.	Teacher uses Team-Pair-Solo and pictures in teaching reading descriptive text	√		
5.	Teacher implement Team-Pair-Solo together with picture well	√		
6.	Teacher explains the procedure of Team-Pair-Solo to the students	√		
7.	Teacher gives clear instructions	√		



8.	Teacher uses combination of technique in the teaching and learning process		√	
9.	Teacher has difficulty in managing the students who do not pay attention	√		Some students were noisy when the discussion will be held
10.	Teacher finds students' difficulties in reading descriptive text	√		The teacher found that the students faced faced difficulty related to their lack of vocabulary
11.	Teacher solves students' difficulties in reading descriptive text	√		When there was student who seemed to have difficulty, the teacher would come to that student and asked what their problem was and he helped the student solve it

12.	Students pay attention to the teacher's explanation	√		
13.	Students understand well about the instruction that given by the teacher	√		
14.	Students do their work appropriate with the instruction	√		
15.	Students are active	√		

Observer

Istiqomah

**Appendix 5 Fieldnote****FIELDNOTE**

School : SMP N 3 Polokarto  
Place : Teachers Room  
Teacher : English Teacher ( Mr. V)

**Result of Observation 1**

Kegiatan pendahuluan guru menanamkan sikap snatun dan religius dimana guru mengucapkan salam sebelum memasuki ruangan dan guru meminta siswa untuk berdoa sebelum memulai pembelajaran. Kegiatan ini dilakukan agar siswa membiasakan diri berdoa sebelum memulai pembelajaran. Guru mengecek kehadiran siswa. Lalu memasuki kegiatan inti, guru berusaha mengingatkan kembali kepada siswa terkait materi sebelumnya. Lalu sebagian siswa menjawab pertanyaan tersebut, kemudian guru masuk materi selanjutnya dimana materinya yaitu pemahaman membaca. Pemahaman tentang gambaran seseorang, benda, hewan, tempat, dan lain-lain

Kegiatan inti, guru memulai pelajaran dengan terlebih dahulu menunjukkan gambar kepada siswa lalu siswa menebak gambar tersebut sesuai dengan pertanyaan yang diajukan oleh guru. Setelah itu guru mencoba memberi petunjuk bahwa akan melakukan pembelajara dengan teknik Team-Pair-Solo. Yaitu dengan membentuk kelompok kecil terlebih dahulu lalu dipecah menjadi berpasangan yang terdiri dari dua siswa, dan pada akhirnya akan mengerjakan secara individu. Mereka akan berdiskusi, bertukar pikiran, dan mengerjakan teks descriptive

bersama-sama. Setelah kegiatan berdiskusi dan pengerjaan selesai, mereka harus menunjuk perwakilan untuk maju mempresentasikan hasil diskusi mereka, dan yang lain yang tidak maju memberikan komentar terkait jawaban ataupun hasil diskusi dari kelompok yang sedang maju. Teknik yang digunakan oleh guru tersebut adalah Team-Pair-Solo, teknik tersebut digunakan guru agar siswa mampu memahami isi bacaan dengan mudah, yaitu dengan berdiskusi kelompok dengan teman-temannya.

Pada akhir pembelajaran, meminta siswa untuk mengumpulkan hasil diskusi dan pengerjaan tugas mereka. Setelah itu, guru menanyakan kembali adakah yang masih belum paham terkait materi descriptive text, kemudian siswa menjawab bahwa tidak ada yang kesulitan. Setelah itu guru menginformasikan kegiatan hari berikutnya lalu menutup pembelajaran hari itu dengan salam

**Appendix 6 Fieldnote****FIELDNOTE**

School : SMP N 3 Polokarto  
Place : Teachers Room  
Teacher : English Teacher (Mr. V)

**Result of Observation 2**

Kegiatan pendahuluan guru menanamkan sikap snatun dan religius dimana guru mengucapkan salam sebelum memasuki ruangan dan guru meminta siswa untuk berdoa sebelum memulai pembelajaran. Kegiatan ini dilakukan agar siswa membiasakan diri berdoa sebelum memulai pembelajaran. Guru mengecek kehadiran siswa. Lalu memasuki kegiatan inti, guru berusaha mengingatkan kembali kepada siswa terkait materi sebelumnya. Lalu sebagian siswa menjawab pertanyaan tersebut, kemudian guru masuk materi selanjutnya dimana materinya yaitu pemahaman membaca. Pemahaman tentang gambaran seseorang, benda, hewan, tempat, dan lain-lain

Kegiatan inti, kerja berpasangan. Dalam kegiatan ini, siswa diminta untuk membuat kelompok yang terdiri dari dua orang. Secara berpasangan siswa harus mendiskusikan beberapa pertanyaan yang diberikan oleh guru. Dengan bekerja berpasangan, siswa dapat menginternalisasi pemahaman mereka dan memberi lebih banyak kesempatan untuk membagikan apa yang telah diketahui. Kemudian masing-masing pasangan diberi lembar kerja. Dia kemudian menjelaskan apa yang

perlu dilakukan siswa, bahwa mereka diminta untuk melakukan pekerjaan berpasangan. Instruksi guru sudah baik, sehingga siswa mudah memahami. Dalam kerja berpasangan kedua siswa terkadang membuat sedikit perdebatan tentang perbedaan pemikiran dan pemahaman mereka. Untungnya, guru segera mendatangi mereka dan memberi solusi.

Setelah mereka melakukan kerja berpasangan, kegiatan selanjutnya adalah siswa melakukan kegiatan solo. Siswa bekerja secara individu untuk mengungkapkan pengetahuan yang dimiliki siswa dan diperoleh dari diskusi yang telah dilakukan siswa sebelumnya. Dalam kegiatan solo, siswa menyelesaikan pekerjaan secara individu, mereka melakukannya sendiri. Namun, ada beberapa siswa yang terlihat mengalami kesulitan dalam menyelesaikan teks deskriptif. Beberapa dari mereka bekerja sama dengan pasangannya sebelumnya. Ketika guru mengetahui hal ini, dia pergi ke siswa tersebut dan membantu mereka untuk memecahkan masalah mereka.

Pada akhir pembelajaran, meminta siswa untuk mengumpulkan hasil diskusi dan pengerjaan tugas mereka. Setelah itu, guru menanyakan kembali adakah yang masih belum paham terkait materi descriptive text, kemudian siswa menjawab bahwa tidak ada yang kesulitan. Setelah itu guru menginformasikan kegiatan hari berikutnya lalu menutup pembelajaran hari itu dengan salam

**Appendix 5 Fieldnote****FIELDNOTE**

School : SMP N 3 Polokarto  
Place : Teachers Room  
Teacher : English Teacher ( Mr. V)

**Result of Observation 3**

Kegiatan pendahuluan guru menanamkan sikap snatun dan religius dimana guru mengucapkan salam sebelum memasuki ruangan dan guru meminta siswa untuk berdoa sebelum memulai pembelajaran. Kegiatan ini dilakukan agar siswa membiasakan diri berdoa sebelum memulai pembelajaran. Guru mengecek kehadiran siswa. Lalu memasuki kegiatan inti, guru berusaha mengingatkan kembali kepada siswa terkait materi sebelumnya. Lalu sebagian siswa menjawab pertanyaan tersebut, kemudian guru masuk materi selanjutnya dimana materinya yaitu pemahaman membaca. Pemahaman tentang gambaran seseorang, benda, hewan, tempat, dan lain-lain

Kegiatan inti, Pada langkah terakhir, guru meminta pasangan untuk berpisah dan memberi siswa masalah terkait baru untuk dipecahkan secara individual. Berdasarkan pengalaman mereka sebelumnya dalam sesi Tim dan Berpasangan, sekarang siswa mencoba menyelesaikan masalahnya sendiri. Setelah menyelesaikan tugas secara individu, guru meminta siswa untuk mempresentasikan

hasil kerjanya di depan kelas. Guru memberikan skor sementara siswa tersebut di depan kelas dan siswa lainnya memberikan komentar dan saran.

Pada akhir pembelajaran, meminta siswa untuk mengumpulkan hasil diskusi dan pengerjaan tugas mereka. Setelah itu, guru menanyakan kembali adakah yang masih belum paham terkait materi descriptive text, kemudian siswa menjawab bahwa tidak ada yang kesulitan. Setelah itu guru menginformasikan kegiatan hari berikutnya lalu menutup pembelajaran hari itu dengan salam.



**Appendix 7 Documentation**

**Interview with the English teacher**



**Students' Discussion in Team**



**Students' Discussion in Pair**



**Lesson Plan**

**RENCANA PELAKSANAAN PEMBELAJARAN  
BAHASA INGGRIS**

Sekolah	: SMP N 3 Polokarto
Kelas/Semester	: VIII / 1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok/Topik	: <i>Descriptive text</i>
Alokasi Waktu	: 2x 40 Menit ( 1x Pertemuan)

**A. KOMPETENSI DASAR**

4.7.2. Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

**B. TUJUAN PEMBELAJARAN**

Siswa diharapkan mampu menyusun teks deskriptif sederhana tentang orang dengan menggunakan unsur kebahasaan, struktur teks, dan fungsi sosial teks deskriptif dengan baik dan benar.

**C. PENDEKATAN/MODEL/METODE PEMBELAJARAN**

Proses pembelajaran dilakukan dengan menggunakan **pendekatan ilmiah** (*scientific approach*), Model pembelajaran : Cooperative Learning yang didukung dengan teknik: Team Pair Solo

**D. MEDIA DAN BAHAN**

- Buku cetak Kurikulum 2013 revisi 2017 “When English Ring the Bell”
- Media : Gambar-gambar terkait nama-nama benda, binatang, dan bangunan umum.
- Manusia dan lingkungan: Guru, lingkungan kelas/sekolah, rumah dan lingkungan tempat tinggal peserta didik.
- Media serbaguna: Papan tulis/whiteboard.

**E. SUMBER BELAJAR**

- Orang: Guru dan siswa
- Bahan: Spidol, kertas HVS, gunting, dan lem
- Alat/ perlengkapan: Papan tulis/whiteboard, laptop
- Lingkungan: Lingkungan kelas/sekolah, rumah dan lingkungan tempat tinggal peserta didik.
- Cetak: Kemendikbud. 2017. Bahasa Inggris “*When English Rings the Bell*” (Buku Siswa). Jakarta : Kementerian Pendidikan dan Kebudayaan, Situs internet.

**F. KEGIATAN PEMBELAJARAN****I. Pendahuluan ( 10 menit )**

1. Salam dan tegur sapa, berdoa diterangkan hati, mensyukuri rahmat Allah SWT, dan mendoakan teman yang sakit dan berhalangan ke sekolah.
2. Apersepsi
  - a)Menyiapkan siswa untuk mengikuti proses pembelajaran seperti penyiapan materi/bahan/buku pelajaran, absensi.
  - b) Memotivasi siswa dengan menjelaskan manfaat pembelajaran hari ini, cara dan komitmen belajar.
  - c)Mengajukan beberapa pertanyaan yang relevan terkait pelajaran hari ini.
  - d) Menyampaikan kompetensi dan tujuan pembelajaran

## II. Kegiatan Inti ( 45 Menit )

Langkah [L], Metode [M], e) f) dan [S] Strategi Pembelajaran	Kegiatan Belajar
<b>II. Kegiatan Inti ( 45 Menit )</b> [L]= Mengamati [M]= Guided observation [S]= exploration Waktu:15 menit	Memfasilitasi peserta didik mengamati gambar orang yg ditunjukkan ( <i>Literasi</i> ),
[L]= Menanya [M]= Socratic (questionanswer) [S]= Elaboration Waktu: 10menit	1. Menjelaskan materi terkait(fungsi sosial,struktur teks dan unsur kebahasaan) dan Memfasilitasi peserta didik untuk bertanya tentang gambar yang ditampilkan terkait describing things, place, people, etc.
[L]= Mengumpulkan informasi / Mencoba [M]= Discovery learning [S]= Elaboration Waktu: 20 menit	1. Mempersiapkan beberapa gambar tempat, hewan dan memberi penjelasan tentang kegiatan  2. Guru menyuruh siswa mengambil salah satu gambar hewan yang sudah diacak lalu meminta siswa untuk menebak nama hewan tersebut dan meminta menyebutkan ciri-ciri yang dimiliki hewan tersebut.

<p><b>[L]= Mengasosiasikan / menalar / mengolah informasi [M]= Discussion [S]= Elaborasi Waktu: 10 menit</b></p>	<ol style="list-style-type: none"> <li>1. Meminta dan Mengarahkan peserta didik untuk duduk berkelompok, lalu berpasangan, dan terakhir individu.</li> <li>2. Masing-masing ketua kelompok mengambil gambar secara acak dan mengidentifikasi ciri fisik, sifat, dan perilaku dari gambar yang telah mereka pilih</li> </ol>
<p><b>[L]= Mengkomunikasikan [M]= Presentation [S]= Confirmation Waktu: 15 menit</b></p>	<ol style="list-style-type: none"> <li>1. Meminta dua peserta didik dr msg2 kelompok menempelkan hasil kerjanya di papan. Dan mempresentasikannya</li> <li>2. Meminta peserta didik memberikan tanggapan terhadap presentasi pasangan lain.</li> <li>3. Guru Memberikan konfirmasi terhadap jawaban peserta didik dan penguatan. Guru Memberi apresiasi</li> </ol>

### III. Kegiatan penutupan ( 5 menit )

1. Melakukan refleksi dengan menyimpulkan materi dan kegiatan hari ini serta memberi umpan balik kepada siswa, seperti : *in this activity, I have learned ....., I like the most about activity is ....*
2. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan memberi tugas individu untuk mendiskripsikan orang yang di idolakannya
3. Guru menutup pelajaran dengan mengucapkan ungkapan berpisah, hamdalah dan salam

## G. PENILAIAN, PEMBELAJARAN REMEDIAL, DAN PENGAYAAN

### Teknik Penilaian

- a. Penilaian Sikap : Tanggung Jawab, jujur, gotong royong dan percaya diri
- b. Penilaian pengetahuan : tes tulis essay
- c. Penilaian Keterampilan : Praktik membaca dan menulis teks deskriptif

Mengetahui,

Kepala Sekolah

Polokarto, Mei 2021

Guru Mapel

**Suwandi, M.Pd.**

**Vayye Langendyan, S.Pd.**