AN UNDERGRADUATE THESIS

THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

BY:

NAFA SAFITRI

Student Number :2101053006

Tarbiyah and Teacher training Faculty

English Education Study Program

STATE ISLAMIC INSTITUTE (IAIN) METRO

1446 H/2025 M

THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Study Program

By:

NAFA SAFITRI

Student Number. 2101053006

Tarbiyah Department

English Education Study Program

Sponsor : Aisyah Sunarwan, M.Pd

ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO 1446 H / 2025 M

APPROVAL PAGE

Title : THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

Name : Nafa Safitri

Student Number : 2101053006

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 17 June 2025
Supervisor

Aisyah Sunarwan, M. Pd
NIP. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Saudari Nafa Safitri

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
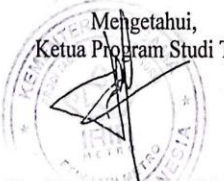di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Nafa Safitri
Student Number : 2101053006
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON
                  STUDENTS READING COMPREHENSION OF NARRATIVE
                  TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2
                  TRIMURJO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 17 Juni 2025
Pembimbing

Aisyah Sunarwan, M. Pd
NIP. 0207021301

NOTIFICATION LETTER

Number   :
Appendix : -
Matter   : **In order to hold the munaqosyah**
            of Nafa Safitri
To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Nafa Safitri
Student Number : 2101053006
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Departement

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 17 June 2025
Sponsor

Aisyah Sunarwan, M. Pd
NIP. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE
No. B-2437/in.20.1/J/PP.00 9/07/2025

An Article entitled: "THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP NEGERI 2 TRIMURJO" written by: Nafa Safitri, student number 2101053006 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, June 24th, 2025 at 08.00-10.00WIB.

BOARD OF EXAMINERS:

Chairperson : Aisyah Sunarwan, M.Pd   (...........................)

Examiner I   : Trisna Dinillah Harya, M.Pd   (...........................)

Examiner II : Yeni Suprihatin, M.Pd   (...........................)

Secretary   : Leny Setiyana, M.Pd   (...........................)

The Dean of Tarbiyah and Teaching Training Faculty

Dr. Siti Annisah, M.Pd.
NIP. 19800607 200312 2 003

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THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

ABSTRACT

By:

NAFA SAFITRI

2101053006

This study aims to determine the effect of the Team Pair Solo (TPS) strategy on students' reading comprehension of narrative texts at the ninth grade of SMPN 2 Trimurjo, Because the students have difficulties in understanding narrative texts, including limited vocabulary, low reading motivation, and challenges in recognizing text structure. Therefore, this cooperative learning model is used to know the effect of Team Pair Solo strategy.

This research applied a quantitative approach. The sample involved two groups: an experimental group that received instruction using the Team Pair Solo (TPS) strategy and a control group that was taught through traditional methods. Data were obtained through reading comprehension tests using multiple-choice items that assessed main ideas, supporting details, inference skills, vocabulary knowledge, and reference understanding.

The outcome of the independent t-test revealed a significant difference in the post-test results between the two groups, with a significance level of 0.017 ($p < 0.05$). This demonstrates that the TPS strategy had a meaningful and positive impact on students' reading comprehension. The results suggest that the Team Pair Solo method enhances student engagement, fosters critical thinking, and supports independent understanding of texts.

Keywords: Narrative Text, Reading Comprehension, Team Pair Solo Strategy

THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

ABSTRACT

By:

NAFA SAFITRI

2101053006

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan strategi Team Pair Solo (TPS) terhadap kemampuan pemahaman membaca teks naratif siswa kelas IX di SMPN 2 Trimurjo. Latar belakang penelitian ini adalah kesulitan yang dialami siswa dalam memahami teks naratif, seperti keterbatasan kosakata, rendahnya minat membaca, serta kesulitan dalam memahami struktur teks. Oleh karena itu, strategi pembelajaran kooperatif ini digunakan untuk mengevaluasi efektivitas metode Team Pair Solo.

Pendekatan penelitian yang digunakan adalah kuantitatif. Subjek penelitian terdiri dari dua kelompok: kelompok eksperimen yang diberikan perlakuan dengan strategi TPS, dan kelompok kontrol yang menerima pembelajaran konvensional. Instrumen pengumpulan data berupa tes pemahaman membaca pilihan ganda yang mencakup aspek gagasan utama, detail pendukung, inferensi, kosakata, serta pengetahuan tentang referensi dalam teks.

Hasil analisis menggunakan uji t independen menunjukkan adanya perbedaan yang signifikan pada hasil post-test antara kedua kelompok. Nilai signifikansi sebesar 0,017 ($p < 0{,}05$) menunjukkan bahwa penggunaan strategi Team Pair Solo berpengaruh positif dan signifikan terhadap kemampuan membaca siswa. Strategi ini terbukti dapat meningkatkan partisipasi aktif siswa, melatih kemampuan berpikir kritis, serta mendorong siswa untuk memahami teks secara mandiri.

Kata Kunci: Pemahaman Membaca, Strategi Team Pair Solo, Teks Naratif

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name	: Nafa Safitri
Student Number	: 2101053006
Department	: English Education Study Program
Faculty	: Tarbiyah and Teachers Training

   States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 17 June 2025
The Researcher

Nafa Safitri
St.ID. 2101053006

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama : Nafa Safitri

NPM : 2101053006

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 17 Juni 2025
Mahasiswa ybs,

Nafa Safitri
NPM.2101053006

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Compassionate and the Most Merciful, who constantly provides for all our needs and grants knowledge to humankind about things previously unknown. It is by His grace that the researcher was able to complete this undergraduate thesis.

The Undergraduate Thesis " The effect of using team pair solo strategy on students reading comprehension of narrative text at the ninth grade students of smpn 2 trimurjo. The researcher wishes to convey her deepest appreciation, particularly to:

1. Prof. Dr. Ida Umami,M.Pd.,Kons, as the Rector of IAIN Metro Lampung.

2. Dr. Siti Annisah, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Dr. Much Deiniatur, M.Pd.B.I. as Chief of the English Education Department of IAIN Metro Lampung.

4. Aisyah Sunarwan, M.Pd as the sponsor who have guided the researcher to give understanding and motivation in the process of completing this undergraduate thesis result.

Metro, 08 Juli 2025
The Researcher

NAFA SAFITRI
NPM. 2101053006

MOTTO

لَا تَقْنَطُواْ مِن رَّحْمَةِ ٱللَّهِ

Do not despair of the mercy of Allah.

(Q.S AZ ZUMAR: 53)

DEDICATION PAGE

There is no page more beautiful in this study than the dedication page. With all gratitude to Allah SWT for His blessings, I dedicate this study as a sign of love and appreciation to:

1. I dedicate this thesis to my beloved mother Mrs. Sulis Handriyani, The one who has lovingly cared for me, supported me through every dream, and stood beside me in every struggle. Thank you for your endless encouragement, for believing in me, and for helping me achieve this degree. Every page of this thesis is a silent witness to your prayers and sacrifices. I admire you with all my heart—for this life, and the next. I love you, always.

2. To my beloved father Muhammad Muntholib, whose quiet strength, perseverance, and sacrifices have taught me the true meaning of hard work and dedication — thank you for being my role model and my source of motivation. This achievement is not mine alone; it is a reflection of your love, prayers, and constant support. I am forever grateful.

3. My dearest younger sister. Avvi Rohmatul Ummah Thank you for being my source of joy, comfort, and encouragement throughout this journey. Your cheerful spirit, kind heart, and endless support have helped me stay strong even in the most challenging moments. You may be younger, but your presence has given me strength beyond words.

4. My beloved grandparents, Mrs Satem, Mr. Suwardi, Mr. Dikan who have passed on but whose love and support continue to guide me. Though you

are no longer physically here, your prayers, values, and endless encouragement have remained with me through every step of this journey. I carry your hopes and teachings in everything I do. I hope this achievement makes you proud, wherever you may be. Thank you for believing in me, even from afar. This is for you, with all my love and gratitude.

5. My beloved aunty Mrs. Sri Hayati Thank you for your care, your warm support, and for always being there when I needed comfort and encouragement. Your presence in my life has been a blessing

6. My best friend thank you for walking beside me through the ups and downs of college life. Your constant support, encouragement, and genuine presence made the toughest days bearable and the good days unforgettable. From shared stress to shared laughter, every moment with you has been a part of this journey. I truly couldn't have done this without you.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is the ability to understand, interpret, and analyze written texts, that supports the effectiveness of students' language learning process Reading comprehension is an essential skill that enables students to grasp meaning from texts and engage critically with written information. According to Grabe and Stoller, reading comprehension involves a complex interaction between prior knowledge, vocabulary, and cognitive skills. This process requires students to decode words, understand sentence structures, and connect ideas within a text[1].

Teaching reading is a structured process that involves guiding students to develop their reading skills through various strategies and techniques. Effective reading instruction is crucial in helping students improve their comprehension skills. The ability to comprehend texts is shaped by several elements such as learners' prior knowledge, vocabulary proficiency, cognitive capacity, and their level of motivation. As a multifaceted skill, reading comprehension is driven by a combination of language-related and cognitive components that work together during the reading process. One of the primary factors is vocabulary knowledge, as Nation states that understanding words is essential for grasping the meaning of a text. Without sufficient vocabulary, students struggle to comprehend sentences and paragraphs. Furthermore, cognitive skills, such as working memory and inferencing abilities, are also significant.

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[1] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition*, *Teaching and Researching Reading, Second Edition*, 2013.

In the digital era, reading comprehension is also influenced by modern educational trends, technological advancements, and collaborative learning approaches. Recent developments in education highlight the importance of technology integration in reading instruction. Moreover, collaborative learning strategies, such as the Team Pair Solo method, have gained popularity in enhancing reading comprehension. According to Kagan, cooperative learning techniques help students process information more effectively through peer discussions and shared knowledge construction. This method allows students to develop confidence in reading comprehension by working together before transitioning to independent learning.[2] Additionally, students' reading habits and exposure to social media content affect their comprehension skills. Students today are more exposed to fragmented, short-form digital content, which may hinder their ability to focus on lengthy narrative texts. As a result, teachers must balance traditional reading instruction with interactive and cooperative strategies to maintain students' interest and enhance comprehension skills.

Reading comprehension of narrative texts involves the ability to understand and interpret story elements, including characters, setting, plot, and themes. Narrative texts are distinct from other genres due to their structural features and the requirement for readers to engage with the plot, character development, and underlying themes. Narrative texts typically follow a sequence of events, which include a setting, characters, conflict, climax, and resolution. Students must

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[2] Spencer Kagan, "Kagan's Cooperative Learning Strategies," *Kagan's cooperative Learning Strategies* (2008): 2–4.

recognize these elements to fully understand the narrative and its meaning. The Team Pair Solo strategy is a cooperative learning approach that encourages students to work collaboratively before transitioning to independent problem-solving. This strategy, developed by Kagan, follows a structured process where students first work in teams, then in pairs, and finally individually. It is designed to help students develop confidence and improve their problem-solving skills.[3]

To determine students' reading comprehension before the treatment, the researcher asked the English teacher for their reading scores. The following data shows the narrative reading comprehension results of ninth-grade students at SMPN 02 Trimurjo.

Table 1.1

The students Test Result of Reading comprehension narrative text

No	Grade	Frequency	Precentage	Criteria
1	<75	20 students	80%	Incomplete
2	≥75	5 students	20%	complete
Total		25 Students	100%	

Based on the results of the pre-survey conducted on January 15th, 2025, at SMPN 2 Trimurjo, it can be concluded from Table 1.1 that students' ability in understanding narrative texts remains low. Only 5 out of 25 students achieved scores above 75, placing them in the high category, while the remaining 20 students did not meet the Minimum Mastery Criteria (MMC). This issue is primarily due to students facing difficulties in

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[3] Ibid.

comprehending narrative texts, which stem from limited vocabulary knowledge and a lack of motivation to read.

In response to the issues identified earlier, the researcher plans to conduct a research with the title: "The Effect Of Using Team Pair Solo Strategy On Student Reading Comprehension Of Narrative Text At SMPN 2 Trimurjo".

B. **Identification of The Problem**

From the background described previously, it is evident that ninth-grade students at SMPN 2 Trimurjo encounter various difficulties in their learning achievement.

1. The Student's reading comprehension skill, particularly in narrative texts, are low.

2. The students lack motivation to read and often view reading as a pressured activity.

3. The students' vocabulary knowledge is limited.

C. **Problem Limitation**

This study aims to investigate the students' reading comprehension of narrative texts. The population of this research consists of ninth-grade students at a junior high school, with the Team-Pair-Solo strategy implemented as the instructional method to foster cooperative learning. The aspects of reading comprehension examined include references, inferences, vocabulary, and specific information presented in narrative texts. This research applies a quantitative approach and is conducted at the ninth grade of SMPN 2 Trimurjo in the academic year 2024/2025.

D. Problem Formulation

Based on the background of the problem above, the researcher formulates the problem as follows:

Is there any significant effect of using Team Pair Solo technique towards students skill in reading narrative text at the ninth grades of SMPN 2 Trimurjo.

E. Objective and Benefit of the Study

1. Objective the Study

The objective of this research is to examine the effect of using the Team Pair Solo strategy on students' reading comprehension of narrative texts and to provide a deeper explanation of this skill among ninth-grade students at SMPN 2 Trimurjo.

2. Benefit of the Study

a. For the students

The findings of this research are expected to serve as an effort to enhance students' reading comprehension skills.

b. For the researcher

The researcher considers that this study could offer feedback to motivate students to achieve good reading comprehension results. Additionally, this research can enhance writers' and researchers' understanding of reading comprehension techniques.

F. Prior Research

Based on a study entitled. "The Implementation of Team Pair Solo Strategy In Increasing The Students' Ability In Writing Text" (Institut Kesehatan Sumatera Utara, Indonesia), at the academic year 2023/2025 This research centers on applying the Team Pair Solo strategy as an effort to improve students' writing abilities. The objectives of the study are: (1) to evaluate students' writing performance before and after the use of the Team Pair Solo strategy, and (2) to determine whether the implementation of this strategy can significantly improve their writing competence. The study was conducted in two cycles, each comprising the stages of planning, implementation, observation, and reflection. These cycles were designed to monitor and evaluate progress in students' writing development. The participants consisted of 35 eleventh-grade students (class XI-1 IPS) at SMA Sista YPIS Maju Binjai. Data were obtained from students' written sentences in analytical exposition texts collected through testing. The results indicate that prior to the application of the strategy, students' writing scores were still below the standard, with none reaching the minimum passing grade of 65. However, following the implementation of the strategy, there was a notable improvement, with students showing better outcomes in the second cycle compared to the first.The implementation of the Team Pair Solo Strategy significantly enhances students' writing skills, particularly in analytical exposition texts[4]

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[4] Bani Amirul.,"The Implementation of Team Pair Solo Strategy In Increasing The Students' Ability In Writing Text" (Institut Kesehatan Sumatera Utara, Indonesia).p. 119 (2023)

In addition, a study entitled "Team-Pair-Solo Technique to Teach Reading Comprehension of Explanatory Text" was previously conducted. The purpose of this research was to evaluate how effective the Team-Pair-Solo technique is in teaching explanatory text reading comprehension to tenth-grade students at SMA Negeri 8 Pontianak during the 2014/2015 academic year. The study applied a pre-experimental method using a one-group pre-test and post-test design. The subjects of the study were students from class X MIA, with X MIA1 selected as the sample. Data collection was carried out through a measurement technique, where students were given pre-tests and post-tests to assess their understanding of explanatory texts after applying the Team-Pair-Solo technique. The test results were analyzed using SPSS software, and the final analysis indicated an effect size of 0.904, which is classified as highly effective.This result demonstrates that the team-pair-solo technique is highly effective in teaching reading comprehension of explanatory text to Year-X MIA1 students.[5]

The distinction between this research and previous studies lies in the research type, with this study using classroom action research and quantitative research, as well as differences in the sample and independent variables. Previous research examined writing skills for reading comprehension of narrative text, and this research uses a true experimental design compared to previous research, and compared these strategies in a control group of ninth grade junior high school students. The similarity is the use of the team pair solo technique. Based on

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[5] Endah Woro Hapsari, Sudarsono, and Bunau Eusabinus, "Team-Pair-Solo Technique To Teach Reading Comprehension of Explanatory Text.," *English Language Education Study Program of FKIP UNTAN* (2015): 1–9.

the two previous studies mentioned above, the researcher concluded that the novelty on this study is the effect of using team-pair-solo strategy on students reading comprehension on narrative text. This technique provides opportunities for students to improve their reading skill. Furthermore, this study uses quantitative methods with experimental groups and control groups to determine the effect of using team-pair-solo strategy on students reading comprehension on narrative text at the ninth grade students of Smpn 2 Trimurjo.

Reading comprehension remains a major obstacle for many learners, particularly in grasping the meaning and structure of narrative texts. While previous studies have explored vocabulary limitations, sentence structures, and tenses, research on effective strategies to overcome these challenges, especially at the junior high school level, remains limited. Additionally, most studies focus on Think-Pair-Share or Jigsaw, while the effectiveness of Team Pair Solo (TPS) strategy in improving reading comprehension is underexplored. Another gap is the impact of digital distractions—students today are more engaged with social media and online content, yet few studies examine how this affects their reading skills. Moreover, research on reading comprehension is often conducted in urban schools, leaving a lack of studies in suburban or rural contexts like SMPN 2 Trimurjo. Therefore, this study seeks to fill these gaps by examining how TPS strategy enhances reading comprehension, considering digital distractions as a contributing factor, and exploring its effectiveness in a local educational setting.

This study offers new insights by investigating the application of Team Pair Solo strategy in a junior high school setting, particularly in SMPN 2 Trimurjo,

where research on this method is scarce. It also examines the influence of digital distractions on students' reading comprehension—an aspect often overlooked in previous studies. Additionally, unlike studies that rely only on test scores, this research combines quantitative and qualitative approaches, including observations, teacher interviews, and student feedback. Lastly, it provides practical implications for teachers, offering an evidence-based strategy to improve students' motivation and engagement in reading activities.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. The Concept of Reading

Reading is a complex cognitive process that involves the interaction of various linguistic components and the processing of meaning in the reader's mind. According to Grabe and Stoller, reading can be defined as an active process of obtaining information from a text by linking prior knowledge with new information acquired through reading.[1]Reading is not merely about recognizing words or symbols; it also involves comprehension, interpretation, and reflection on the content of the text. This aligns with explanation that reading is an interactive process between the text and the reader, in which the reader combines linguistic and non-linguistic knowledge to construct coherent meaning. From a cognitive psychology perspective, reading is also considered an activity that requires metacognitive skills, such as planning reading strategies, monitoring comprehension, and evaluating the effectiveness of the strategies used.

Moreover, reading involves five fundamental elements: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness refers to the skill of identifying and manipulating individual sounds within words, whereas phonics deals with understanding the connection between letters and their corresponding sounds, which supports the decoding

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[1] Grabe and Stoller, *Teaching and Researching Reading, Second Edition*. 2013

process. Fluency is characterized by the reader's ability to read with speed, accuracy, and proper expression—an essential aspect in achieving comprehension. A wide range of vocabulary enhances a reader's ability to grasp the meaning of texts due to familiarity with more words. Ultimately, reading comprehension represents the core purpose of reading, indicating how effectively a reader can interpret and apply the information extracted from written material.

From a sociocultural perspective, Vygotsky, Brown states that reading is not only an individual activity but is also influenced by social interactions and the surrounding environment. This theory is supported by research conducted by Duke and Pearson, who found that effective reading strategies, such as group discussions, the use of contextual clues, and problem-solving exercises, can enhance readers' comprehension and engagement in the reading process.[2] In the academic world, reading plays a crucial role, especially in understanding various forms of literature and enriching intellectual knowledge. Academic reading differs from everyday reading because it requires higher analytical skills, such as evaluating arguments, identifying biases, and synthesizing information from multiple sources. Therefore, reading is not merely an activity for obtaining information; it is also an essential tool for cognitive, linguistic, and academic development.

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[2] Nell K Duke and P David Pearson, "Effective Practices for Developing Reading Comprehension" (2004).

2. Reading Comprehension

Reading comprehension is the process of understanding, interpreting, and analyzing written text. It involves decoding words and constructing meaning. Without comprehension, reading becomes a passive activity where words are recognized but not fully understood. Several factors influence reading comprehension, including vocabulary knowledge, text complexity, and motivation. Vocabulary is crucial for understanding meaning, how text structure affects comprehension. Additionally, engaged readers tend to use strategies such as predicting, questioning, and summarizing to improve their understanding.[3] In education, reading comprehension is essential for academic success. Research shows that explicit instruction in comprehension strategies can significantly improve students' reading abilities. Teachers can support students by modeling effective reading strategies and encouraging active engagement with texts.

3. Indicators/Components of Reading

Reading comprehension consists of several key components that work together to help readers understand and engage with a text. These components are essential in developing reading proficiency and ensuring effective comprehension.[4]

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[3] Ibid.

[4] Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension" (2004): 205–242.

a) Identifying the Main Idea

The ability to determine the central message of a passage is fundamental in reading comprehension. Readers must analyze the text, summarize key points, and recognize the author's purpose, understanding the main idea helps readers focus on essential information while filtering out unnecessary details.

b) Recognizing Supporting Details

Supporting details provide evidence and explanations that reinforce the main idea. Identifying these details allows readers to construct a well-rounded understanding of the text, skilled readers actively search for supporting details to confirm their comprehension.

c) Making Inferences

Inference-making requires readers to "read between the lines" by drawing conclusions based on textual clues and prior knowledge. This skill is essential for deeper understanding, as many texts contain implicit meanings. Research indicates that students who develop strong inferential skills perform better in reading assessments.

d) Understanding Vocabulary

A well-developed vocabulary significantly influences comprehension. Readers with a strong vocabulary can easily understand word meanings and interpret texts accurately. Vocabulary knowledge enables readers to decode complex texts and grasp abstract concepts.

e) Recognizing References

The ability to identify references, such as pronouns and synonyms, ensures coherence in reading. Readers must track referents within a passage to follow the logical flow of ideas. Failure to recognize references can lead to confusion and misinterpretation of the text.

By mastering these components, readers can enhance their comprehension skills and navigate various types of texts with greater ease. Effective instruction in these areas helps students become proficient and independent readers.[5]

4. Strategies for Reading

Reading strategies refer to the specific approaches or techniques that readers employ to enhance their understanding of texts. These strategies

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[5] Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, 2024.2024

help readers process information efficiently, overcome comprehension difficulties, and retain key ideas from the material they read. According to Grabe and Stoller, reading strategies involve intentional mental activities that facilitate decoding, comprehension, and retention of written content. These strategies are crucial for developing proficient reading skills, particularly in academic settings where students encounter complex and extensive texts. Effective reading strategies enable readers to engage with the material actively, monitor their understanding, and apply corrective measures when they struggle with comprehension.[6]

a. Types of Reading Strategies

Various reading strategies have been identified by researchers and educators to support comprehension at different levels. Some of the most commonly used strategies include:

1) **Previewing** – Before reading, students survey the text to get an overview of the content, structure, and main ideas.

2) **Skimming** – Readers quickly go through the text to grasp its general idea without focusing on every word. This is useful for getting a broad understanding before deep reading.

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[6] Grabe and Stoller, *Teaching and Researching Reading, Second Edition*. 2013

3) **Scanning** – is a reading technique used to find specific details like names, dates, or key terms quickly without reading the whole text.

4) **Making Predictions** – is a strategy where readers guess what will happen next using prior knowledge and clues from the text to support understanding.

5) **Questioning** – Formulating questions before, during, and after reading helps in deeper comprehension by encouraging critical thinking.

6) **Inferring** – This strategy involves "reading between the lines" to understand implicit meanings by using contextual clues and prior knowledge.

7) **Summarizing** – Readers condense the main ideas of a text into a brief summary to reinforce understanding and recall.

8) **Monitoring Comprehension** – Self-regulation while reading helps identify comprehension breakdowns and apply corrective measures, such as rereading or using a dictionary.

b. **The Role of Reading Strategies in Comprehension**

Reading strategies play a fundamental role in improving comprehension by guiding readers to interact actively with texts. Effective readers utilize multiple strategies to decode meaning, make

connections, and integrate new information with prior knowledge. Moreover, strategic reading enhances students' confidence and fosters independent learning, as they develop the ability to approach texts systematically. Instruction in reading strategies significantly improves students' comprehension abilities. When students learn to apply strategies flexibly, they become more proficient in handling different text types and reading tasks.

In conclusion, reading strategies are essential tools that enable students to navigate and understand texts more effectively. By incorporating structured approaches such as previewing, skimming, questioning, and summarizing, readers can enhance their comprehension skills and achieve greater academic success.

5. Levels of Reading

a. Definition of Levels of Reading

Levels of reading refer to the different stages of comprehension that readers go through when engaging with a text. These levels categorize the depth of understanding and cognitive processing required to extract meaning from written material. Reading is not just a single activity but a hierarchical process where readers move from basic decoding to complex critical analysis. Understanding these levels helps educators and learners assess reading proficiency and develop appropriate strategies for improvement.

b. The Four Levels of Reading

Four main levels of reading, which progress from simple recognition of words to deep analytical thinking. These levels include:

1) Elementary Reading

This is the most basic level of reading, where readers focus on decoding words and understanding their literal meanings. At this stage, the primary goal is to recognize letters, words, and sentence structures to grasp the general meaning of a text. Children and beginner readers, including those learning a second language, operate at this level as they develop foundational reading skills.

2) Inspectional Reading (Skimming and Superficial Reading)

This level is often referred to as pre-reading, where readers look at headings, subheadings, and summaries to determine the main ideas without diving into detailed comprehension. It is useful for time-constrained situations, such as when students need to gather key points before engaging in deeper reading.

3) Analytical Reading

At this stage, readers engage deeply with the text by examining its structure, arguments, and evidence. Analytical reading requires critical thinking, questioning, and connecting ideas to prior knowledge. This level is essential for academic reading, where students must evaluate texts for reliability, coherence, and logical reasoning. Analytical readers seek to understand the author's purpose, identify biases, and interpret implicit meanings within the text.[7]

4) Syntopical Reading (Comparative Reading)

This is the most advanced level of reading, where readers analyze multiple texts on the same topic, compare perspectives, and synthesize information to form new insights. Syntopical reading requires independent thinking, as readers evaluate different sources and construct their own arguments. This level is common in academic research and higher education, where students must critically engage with diverse literature to develop well-supported conclusions.

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[7] Ibid.

c. Importance of Understanding Reading Levels

Recognizing different levels of reading helps educators tailor instruction to meet students' needs. For example, younger students or language learners may require support at the elementary reading stage, while university students must develop strong analytical and syntopical reading skills to succeed in academic discourse. Explicit instruction in reading levels enhances comprehension and prepares students for complex textual analysis. Moreover, understanding these levels enables individuals to select appropriate reading strategies based on their purpose, whether for leisure, study, or research.

d. Application of Reading Levels in Education

Teachers and instructors can apply knowledge of reading levels in various ways to improve student outcomes:

- Encouraging inspectional reading before in-depth study to help students get an initial understanding of a text.

- Training students in analytical reading by teaching them how to question, summarize, and critique texts.

- Promoting syntopical reading in higher education through comparative studies and literature reviews.

By progressing through these levels, readers develop cognitive flexibility and adaptability, equipping them with essential skills for academic success and lifelong learning.

6. **Assesment of Reading**

Assessment of reading refers to the process of evaluating students' reading comprehension skills through various methods and tools. In the context of ninth-grade students at SMP, reading assessment aims to measure their ability to understand, analyze, and interpret narrative texts. According to Grabe and Stoller, reading assessment should be designed to capture different aspects of comprehension, including identifying the main idea, recognizing supporting details, making inferences, and understanding vocabulary within a text. Effective reading assessments help educators diagnose students' reading difficulties and determine the effectiveness of instructional strategies, such as the Team Pair Solo strategy, in improving comprehension skills.[8]

For ninth-grade students, assessment methods should be tailored to their cognitive level and reading proficiency. One common method is multiple-choice tests, which assess students' ability to identify the structure of a narrative text, such as orientation, complication, and resolution. Another effective tool is short-answer questions, where students explain key events in their own words, demonstrating their ability to summarize and analyze information. Additionally, retelling tasks can be used to measure students'

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[8] Ibid.

deeper comprehension by having them reconstruct the story using their understanding of the plot and characters. Research suggests that self-assessment and peer assessment can also be beneficial, as they encourage students to reflect on their reading strategies and learn collaboratively.

Furthermore, formative assessments, such as observations during group discussions and think-aloud protocols, can provide insights into how students engage with texts when using the Team Pair Solo strategy. These methods allow teachers to assess students' critical thinking and interaction skills while reading narrative texts. Additionally, standardized tests or comprehension quizzes can be employed to measure overall reading proficiency and track students' progress over time. By implementing a combination of these assessment techniques, educators can gain a comprehensive understanding of students' reading abilities and determine the impact of cooperative learning strategies on their comprehension development.

B. Reading Comprehension Of Narrative Text

In reading comprehension, various text genres are commonly used by teachers to assess students' comprehension, such as descriptive, procedural, report, recount, and narrative texts. Among these, narrative texts are considered one of the most appealing genres, as they offer engaging stories that make the reading process enjoyable. A narrative is a form of spoken or written text that recounts events involving one or more characters facing particular situations. It typically

focuses on past experiences, highlighting conflicts and their resolutions with the purpose of entertaining readers and often conveying moral lessons. In essence, a narrative tells a story—real or fictional—by presenting challenges and how they are resolved, aiming to both amuse and engage the reader. Narrative texts are widely favored for their structured plots and their ability to stimulate readers' curiosity about how the story unfolds and ends. The generic structure of a narrative usually has four components:[9]

Narrative texts generally follow a structured sequence consisting of four main elements. The orientation introduces the characters, time, and setting of the story. This is followed by the complication, where a problem or conflict emerges and the main character begins to face challenges. The resolution presents how the problem is resolved, whether with a positive or negative outcome. An optional part called re-orientation may be included at the end, often containing a moral message or conclusion. In terms of language features, narratives focus on specific characters, make use of action verbs, and often include both direct and indirect speech. They are typically written in the past tense, use time-related conjunctions, and sometimes contain dialogue with tense shifts. Descriptive language is employed to spark the imagination of readers or listeners. Narratives appear in various forms such as fairy tales, mysteries, science fiction, romance, and horror, and can be found in short stories, novels, and films. However, this study focuses

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[9] W. G. Aston, "Chapter Ii," *A History of Japanese Literature* (2015): 224–266.

on types of narrative texts taught in junior high school based on the curriculum, namely legends, fairy tales, and fables.

1. Legend

A legend is a type of narrative that recounts human actions believed by both the storyteller and the audience to have occurred within the bounds of real history. These stories often carry elements that make them seem credible or lifelike. Legends typically center on heroic figures from the recent past and may also include religious or spiritual references. Common examples of legends used in narrative texts include *The Legend of Rawa Pening*, *Batu Menangis*, and various others rooted in local culture.

THE LEGEND OF BATU MENANGIS

A long time ago, in a quiet village, lived a poor widow with her daughter, who was beautiful but full of pride. Although they had very little, the daughter often demanded fancy things. One day, she begged her mother to buy her expensive clothes. Wanting to make her daughter happy, the mother worked tirelessly to fulfill her request. Later, they went together to the market. However, when they arrived, the daughter felt ashamed of her mother's simple appearance and, out of embarrassment, pretended not to know her. The mother felt heartbroken and prayed for divine justice. Suddenly, the daughter turned into a stone while tears kept flowing from her stone form. Since then, people have called it *Batu Menangis* (The Crying Stone).

2. Fairy Tale

A fairy tale is a form of short fiction that commonly includes elements of folklore, such as magical beings like fairies, elves, goblins, trolls, giants, or dwarves, and often revolves around magical events or enchantments. These stories are typically imaginative and fantastical in nature. Well-known examples of fairy tales found in narrative texts include *The Frog Prince*, *The Little Mermaid*, *Jack and the Beanstalk*, *The Golden Snail*, and many others.

THE GOLDEN SNAIL

Once upon a time, there was a princess named Candra Kirana. A wicked witch, jealous of her beauty, cast a spell that turned her into a golden snail. One day, an old woman found the golden snail and took it home. Surprisingly, every morning, she found her house clean, and delicious food was prepared.

One day, the old woman caught the snail transforming into a beautiful girl. The princess explained her curse, and with the help of her true love, the spell was broken. She returned to her kingdom and lived happily ever after.

3. Fable

A fable is a brief fictional narrative, presented in either prose or verse, that features animals, plants, mythical beings, or natural forces portrayed with human characteristics. These anthropomorphized characters are used to convey a moral message, which is often clearly stated at the end in the form of a concise

proverb or lesson. Some well-known examples of fables found in narrative texts include *The Tortoise and the Hare*, *The Fox and the Crow*, *The Clever Deer and the Tiger*, *The Greedy Dog*, and many others.

THE CLEVER DEER AND THE TIGER

One day, a deer was drinking water near a river when a hungry tiger appeared. The tiger wanted to eat the deer, but the deer quickly came up with an idea.

"Oh mighty tiger, I am honored to be your meal, but before you eat me, look at your reflection in the water. Your strength is unmatched," the deer said.

The tiger, proud of his strength, looked at his reflection. As he was distracted, the deer quickly ran away into the forest. The tiger realized he had been tricked and learned never to be too arrogant.

Moral Lesson: Intelligence is more powerful than strength.

C. Team Pair Solo Strategy

1. Definition of Team Pair Solo Strategy

The Team-Pair-Solo strategy is a structured cooperative learning approach designed to facilitate students' gradual transition from collaborative to independent learning. According to Kagan[10] this strategy

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[10] Kagan, "Kagan's Cooperative. Learning. Strategy."

provides students with the opportunity to first engage in team-based discussions, then work in pairs, and finally complete tasks individually. Furthermore, the Team-Pair-Solo strategy enhances students' comprehension and critical thinking skills by fostering an interactive learning environment. Through team discussions, students can exchange ideas, clarify misunderstandings, and construct knowledge collaboratively, which leads to deeper engagement with the material. As they progress to pair work, they refine their understanding by discussing concepts in a more focused manner. The final phase, working individually, allows them to apply their acquired knowledge autonomously, demonstrating their ability to analyze and interpret information without external support. Research has shown that students who learn using this strategy achieve higher levels of reading comprehension compared to those who engage in individual learning from the outset, as they are better prepared to process and evaluate texts after participating in structured peer discussion.

In addition, this strategy contributes to students' confidence and independence in learning. By providing a gradual transition from social learning to self-reliant problem-solving, students develop essential academic skills and improve their ability to tackle complex reading tasks.[11] The structured nature of Team-Pair-Solo not only enhances comprehension but also fosters a collaborative learning culture, where students actively

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[11] Robyn M. Gillies, "Cooperative Learning: Review of Research and Practice," *Australian Journal of Teacher Education* 41, no. 3 (2016): 39–54.

engage in discussions and critical analysis before demonstrating their individual proficiency.

2. Stages of the Team-Pair-Solo Strategy

According to Slavin, this strategy helps students build confidence, increase engagement in learning, and facilitate better comprehension of the material being studied.

Stage	Teacher's Activity	Students' Activity	Purpose
Pre-Teaching	1. Greets the students and checks attendance. 2. Asks questions to activate prior knowledge, such as: "Have you ever read a fairy tale?" 3. Introduces the topic (narrative text) and explains objectives. 4. Explains narrative text structure: Orientation, Complication, Resolution. 5. Introduces Team Pair Solo strategy.	1. Respond to the teacher's questions. 2. Listen actively. 3. Show curiosity. 4. Prepare for group activities.	1. Build background knowledge. 2. Prepare students for the topic. 3. Create an engaging atmosphere.
Whilst-Teaching (Team Phase)	1. Divides students into small groups (4–5).	1. Read the text together. - Discuss elements (characters, plot, etc).	1. Promote cooperative learning. 2. Explore the text in depth.

	2. Distributes a narrative text and questions. 3. Guides group discussion.	2. Share ideas.	
Whilst-Teaching (Pair Phase)	1. Re-groups students into pairs. 2. Monitors and assists discussion.	1. Discuss and refine answers. 2. Re-analyze the text.	1. Reinforce understanding. 2. Encourage focused discussion.
Whilst-Teaching (Solo Phase)	1. Instructs individual work. 2. Distributes reading comprehension narrative questions. 3. Observes work.	1. Answer questions independently, apply learning.	1. Assess individual comprehension.
Post-Teaching	1. Discusses answers in class.	1. Participate in discussion.	- Evaluate outcomes.

3. Advantages and Disadvantages of the Team-Pair-Solo Strategy in Students' Reading Comprehension

A. Advantages

1) Collaboration

One of the fundamental principles of cooperative learning is working together to achieve a shared objective. In the Team-Pair-Solo strategy, students must collaborate effectively to reach their learning goals, thereby strengthening their ability to work as a team.

2) Supportiveness

Engaging in group work requires students not only to solve assigned tasks but also to assist their peers in overcoming challenges. This process encourages a sense of responsibility among students, particularly those with stronger abilities, to support and guide their peers toward achieving collective success.

3) Leadership Development

Participating in cooperative learning activities enhances leadership qualities among students. Each member is responsible for managing their own contributions while also coordinating with others to ensure smooth teamwork. This fosters self-discipline and the ability to organize tasks effectively during collaborative learning.

4) Intrinsic Motivation

Observing the skills and knowledge of more proficient peers can inspire students to enhance their own abilities. Additionally, the structured responsibilities assigned to each student within the Team-Pair-Solo framework encourage them to take ownership of their learning progress and strive for self-improvement.

5) Sense of Accomplishment

A sense of achievement is a valuable outcome when individuals successfully complete a task. In the Team-Pair-Solo strategy, every

student plays a role in assisting their peers. When they contribute to the success of their team, they experience a sense of pride and fulfillment, reinforcing their engagement and confidence in the learning process.

B. Disadvantages

1) Time-Consuming

This strategy consists of three structured phases—team, pair, and solo—which require more time to implement compared to traditional methods. In classes with limited instructional time, teachers may struggle to complete all phases effectively within one session.

2) Less suitable for extroved students

Students who are shy, passive, or have low self-confidence may feel uncomfortable during group or pair discussions. As a result, they may only act as passive listeners and not fully engage, which limits their learning progress andpotential.

3) Increase Teacher workload

Implementing the TPS strategy demands careful planning by the teacher, including preparing reading materials, guiding questions, and managing each phase of the activity. The teacher must also monitor the discussion process closely, which can significantly increase their workload compared to conventional teaching methods.[12]

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[12] Kagan, "Kagan's Cooperative Learning. Strategy."

D. Theoretical Framework and Paradigm

1. Framework

There are two variables on this study. In this study, the Team Pair Solo Strategy serves as the independent variable (X), while students' reading comprehension of narrative text acts as the dependent variable (Y). This strategy consists of three main stages: Team, where students collaborate in a large group to understand the text together; Pair, where they work in pairs to deepen their comprehension; and Solo, where students apply their understanding individually.

Furthermore, this method supports the enhancement of critical thinking, inference-making, and vocabulary expansion related to narrative texts. Grounded in this theoretical framework, the study aims to examine whether the implementation of the Team Pair Solo Strategy significantly impacts students' reading comprehension of narrative texts. If proven effective, this strategy could serve as an alternative teaching method for reading instruction in English language classrooms

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows :

Pre test (class control)	Pre test (class experiment)
Treatment (conventional method)	Treatment (TPS strategy)
Post test (class control)	Post test (class experiment)
Result	Result
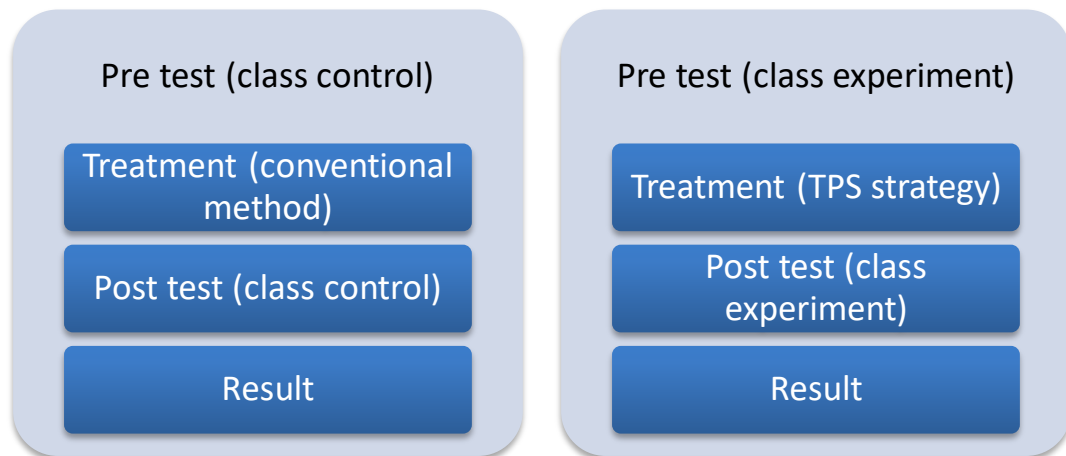
The diagram illustrates the research design used in this study, which is a quasi-experimental design involving two groups: a control class and an experimental class. Both groups are given a pre-test to measure their initial reading comprehension. The control class receives treatment using the conventional method, followed by a post-test, and then the results are analyzed. On the other hand, the experimental class is treated using the Team Pair Solo (TPS) strategy, also followed by a post-test and analysis of the results. The comparison between the post-test results of both classes is used to determine the effectiveness of the TPS strategy in improving students' reading comprehension.

E. Hypothesis

1. Hypothesis Formulation

a. **Null Hypothesis (H_0) :**

There is no significant difference in students' reading comprehension before and after the implementation of the Team Pair Solo Strategy.

b. Alternative Hypothesis (H$_1$) :

There is a significant difference comprehension between the pre-test

and post-test stages.

2. Hypothesis test

a. If the result of the t-test shows that the p-value is less than 0.05, it

indicates a statistically significant difference between the pre-test and

post-test scores. This suggests that the Team-Pair-Solo strategy is

effective in enhancing students' reading comprehension.

b. On the other hand, if the p-value obtained from the t-test is greater

than 0.05, it means that the difference between the pre-test and post-

test scores is not statistically significant. In this case, the Team-Pair-

Solo strategy is considered to have no substantial effect on students'

reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research applied a quasi-experimental approach, specifically utilizing a pre-test and post-test control group design. As explained by Creswell, this type of design is appropriate when random assignment of participants is not possible, yet the researcher intends to explore causal relationships between variables. In this study, two existing classes from the target population were chosen—one designated as the experimental group and the other as the control group. The experimental group was taught using the Team Pair Solo strategy, while the control group received instruction through traditional teaching methods. A pre-test was administered to both groups prior to the treatment to assess their baseline reading comprehension. Following the implementation of the strategy, a post-test was given to evaluate any progress in students' reading comprehension abilities.

A quasi-experimental design is appropriate for this study because it allows for the examination of the effect of the Team Pair Solo strategy in a real classroom setting where random assignment is not feasible. This design provides a more practical approach to educational research while maintaining a level of control over potential confounding variables by using pre-test and post-test measurements.

This study focused on the significance of two variables, namely independent variable (X) and then dependent variable (Y), Which are used to identify the relationship between the two variables. This study included two variables, namely Team Pair Solo strategy, as an independent variable (X) to determine whether the strategy affect the dependent variable (Y), namely Reading Comprehension on Narrative or not, this study was conducted at SMPN 2 Trimurjo. In this study, class IX students in the 2024-2025. The design of the research can seen as the following :

Table 3.1

Treatment design

X	T_1	O	T_2
Y	T_1	-	T_2

X : Experiment class

Y : Control class

T_1 : Pre-test administered to both the experimental and control classes

T_2 : Post-test administered to both the experimental and control classes

O : Treatment given to the experimental class using the Team Pair Solo strategy

– : No treatment provided to the control class (taught using conventional method)

B. Operational Definition of Variables (Independent and Dependent)

In this study, the independent variable is the Team Pair Solo strategy, a cooperative learning method implemented in three consecutive stages. In the first stage, known as Team, students work in small groups to discuss narrative texts, exchange ideas, and help each other understand the material collectively.

Next, in the Pair stage, students are paired up to further explore the content that was discussed, allowing each individual to gain clearer insights and a deeper understanding. Finally, in the Solo stage, student's complete tasks independently to ensure that the understanding acquired from group and pair discussions is well internalized. This strategy is applied to the experimental group as an intervention to enhance the effectiveness of narrative text reading instruction.

Meanwhile, the dependent variable in this research is narrative text reading comprehension, which is operationalized as the students' ability to identify main ideas, recognize supporting details, draw inferences from implicit information, and understand vocabulary within the context provided by the text. Reading comprehension is measured using tests administered before (pre-test) and after (post-test) the application of the Team Pair Solo strategy, so that the differences in scores between the two tests indicate the level of improvement in the students' comprehension skills. This approach is based on a framework of continuous evaluation within an authentic learning environment[1].

There are two variables in this study. The first variables is the independent variables (X) and the second variables is the dependent variables (Y).

1. Independent variables (X) is Team Pair Solo specifically, the use of team pair solo strategy on reading narrative text.

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[1] Ibid.

2. Dependent variable (Y) is narrative text reading comprehension, which is measured by the students' ability to identify main ideas, recognize supporting details, draw inferences, and understand vocabulary within the context of the narrative text.

C. Populations and Sample

1. Population

The initial stage in sampling involves identifying the population to which the research findings will be applied. A population refers to a group of individuals—regardless of size or geographical location—that shares certain characteristics relevant to the study. While researchers typically aim to make inferences about this broader group, accessing the entire population is often not feasible. Therefore, the population is defined as the scope of generalization consisting of individuals or objects with particular attributes, as determined by the researcher, from which the data are drawn and conclusions are made.

This study involved students of class IX-B dan IX-C. SMPN 2 TRIMURJO, consist of 6 classes with the total of 104 students.

Table 3.2

Number of Population

NO	CLASS	M	F	TOTAL
1	IX A	13	16	29
2	IX B	14	16	30
3	IX C	14	14	28
4	IX D	13	14	27
5	IX E	15	10	25
6	IX F	15	9	24
SUM OF POPULATION				104

2. **Samples**

A sample refers to a subset of the overall population that reflects its key characteristics. In quantitative research, a good sample is one that accurately represents the target population, even if the selection is not carried out randomly. In this study, the researcher selected two out of six available classes. The selection was based on purposive sampling, considering that the average academic performance of the two classes was relatively similar, and both were taught by the same teacher, ensuring consistency in instructional delivery.

Table 3.3

The Sample of Research

Number	Group	Students	Classes
1	Experimental	30	IX-B
2	Control	28	IX-C

D. Data Collecting Technique

The technique employed by the researcher in gathering data for this study solely depended on the test.

1. **Reading Comprehension Test**

   This instrument was employed to obtain quantitative data in the form of students' scores, which reflected their level of achievement in reading comprehension competencies. The sample's characteristics were selected in accordance with the study's criteria. The test was administered in two stages: a pre-test to assess the students' initial reading comprehension, and a post-test conducted after the treatment to measure any improvement as a result of the intervention.

   a. **Pre-Test**

The researcher administered the pre-test to both groups (experimental and control group). The pre-test was conducted to determine the students' initial abilities in reading comprehension of narrative texts. This was essentially a method to obtain the initial data for the study. The pre-test was provided to the sample before applying the treatment (Team-Pair-Solo Strategy) in the experimental group and using the conventional teaching approach on the control group. The pre-test format was arranged as a reading test incorporating narrative text material, as the syllabus indicated that narrative text was one of the materials for eighth-grade students in the first semester. In administering the pre-test, the researcher utilized one meeting outside the allocated study treatment period. The duration of the pre-test for both groups was set at 45 minutes. The researcher also monitored the students more strictly to prevent collaboration while completing the pre-test. In this research, the pre-test was administered to students in both groups.

b. Treatment

As previously stated, the reading instruction strategy applied in this research served as a treatment for the experimental group through the implementation of the Team-Pair-Solo Strategy throughout the reading teaching process, while the control group was taught using conventional method. Furthermore, the treatment was conducted over four meetings, beginning with a pre-test for both

groups and concluding with a post-test. This indicated that the study utilized the entire time allocated for teaching narrative text as provided by the school in the semester program. According to the semester program for ninth-grade students at SMPN 2 Trimurjo in the 2024/2025 academic year, the narrative text was covered in eight meetings, including testing and remedial sessions in the first semester. In the experimental group, the researcher presented three narrative texts, whereas, in the control group, conventional reading instruction method were apllied. At the outset of the experimental group, the researcher provided explanations regarding the procedures and expectations of the Team-Pair-Solo strategy as part of the training. The training session was conducted on the designated research date within the experimental group. The training activities included:

1) The researcher explained the Team-Pair-Solo strategy (definition, procedure and objective). The researcher provided an explanation of the teacher role in the classroom

2) The researcher and students conducted a simulation of the Team-Pair-Solo strategy using selected narrative texts that had been previously taught in the ninth grade.

c. Post-Test

The post-test was administered by the researcher to the students after the application of the Team-Pair-Solo strategy was completed in the experimental group and after the conventional teaching strategy had been carried out in the control group. This indicated that the post-test was given to both the control and experimental groups, and the results obtained from each group served as a comparative measure between them. The administration of the post-test marked the final step in the data collection process. The post-test was also designed as a reading test, with the tested materials being the same as those use in the pre-test , specifically narrative texts. In conducting the post-test, the researcher again allocated one meeting outside the study treatment period. The duration for the post-test was set at 45 minutes for both groups. The researcher also closely monitored students to prevent collaboration during the post-test. In this study, the post-test was provided to students in both of group. Upon completing both the pre-test and post-test for both the experimental and control groups, the researcher was able to obtain the scores of both groups and identify the differences between them. Consequently, the researcher could then determine whether the Team-Pair-Solo strategy had an impact on students' reading comprehension abilities.

2. Observation

Observation is the activity of observing or reviewing an object or process carefully and directly at the research location, Observation is carried out to obtain the information needed, understand knowledge about a phenomenon, prove the truth of research design, and obtain detailed information about SMPN 2 Trimurjo school.

3. Documentation

Documentation can help researchers to describe field condition and add clarity to the research. Documents that can be used in research include photos.

E. Research Instrument Analysis

The instrument serves as a tool for gathering data and acquiring quantitative information. In this study, the researcher utilized a reading comprehension test as the data collection method. The test was designed in the form of multiple-choice questions about reading narrative text test, consisting of 20 multiple choices.

F. Data Analysis Technique

1. Homogenity Test

A homogeneity test involves selecting participants with similar experiences, perspectives, or outlooks, resulting in a narrow and homogeneous sample, which simplifies data collection and analysis. The

purpose of this test is for the researcher to determine the effect of the experiment both individually and in combination. The researcher applied the following criteria:

a. If the significance value > 0.05, it can be concluded that the variance is significantly equal (homogeneous).

b. If the significance value < 0.05, it can be concluded that the variance differs significantly (not homogeneous).

2. Normality Test

In this study, the researcher used the standard deviation to determine the range or disparity between the highest and lowest scores. To obtain the standard deviation of scores in the control group and experimental group.

Where:
$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

SDy = Standard deviation of the control/experimental group

Y = Score of the control group/experimental group

$\overline{Y}$ = Mean score of the control group/ experimental group

N = Number of students in the control group/control group

3. Regression Test

    a. T-Test

All data obtained from the test were analyzed using the Statistical Package for the Social Sciences (SPSS). Both the experimental and control classes were given a reading comprehension test. Additionally, to analyze the data, the researcher applied the t-test (independent sample test) to calculate the pre-test and post-test results.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

This chapter outlines the research findings from a study conducted on ninth-grade students at SMPN 2 Trimurjo, a public junior high school located at Jalan Ramayana 11B, Liman Benawi Village, Trimurjo District, Central Lampung Regency, Lampung Province. The study aimed to examine the effectiveness of the Team-Pair-Solo (TPS) strategy in enhancing students' reading comprehension in English, particularly within the context of narrative texts. TPS is a cooperative learning model structured into three stages: students first collaborate in groups, then work in pairs, and finally complete tasks independently. This gradual transition from group learning to individual responsibility is designed to strengthen students' comprehension abilities. Data were collected through pre-tests and post-tests administered to both the experimental and control groups. The experimental group received instruction using the TPS strategy, while the control group was taught through conventional methods. To determine the impact of TPS on students' reading outcomes, the data were analyzed using regression analysis techniques.

1. The Result of Pre-Test

The pretest was perfomed on Monday, 5 th , 2025. The pre-test was administered to both groups, namely the experimental class and the control class, before the treatment was conducted. The

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purpose of the pre-test was to determine the students' initial ability in understanding narrative texts before being taught using different teaching methods. The pre-test consisted of 20 multiple-choice questions based on three narrative texts: The Ant and the Dove, The Boy Who Cried Wolf, and Cinderella. The narrative texts were chosen due to their distinctive text structure, which includes orientation, complication, resolution, and re-orientation. These structures help students comprehend the storyline and the overall content of the text more thoroughly.

In addition to understanding the text structure, the pre-test also assessed several essential aspects of reading comprehension. These aspects included identifying the main idea, recognizing supporting details, making inferences, understanding vocabulary in context, and recognizing references. These five indicators were used to measure the extent to which students could comprehend narrative texts, both explicitly and implicitly. The results of the pre-test would later be compared to the post-test scores to determine the improvement in students' reading comprehension after receiving the respective treatments. The first session where the researcher held a pretest that presented in order to table out the ability of a former participant to reading a narrative text. The result of participant text checked in the experimental class and control class in the pre-test have been seen on the table :

Tabel 4.1
The Pre-test result of Control Class reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Grade	Frequency	Precentage	Criteria
1	<75	22students	79%	Incomplete
2	≥75	6 students	21%	complete
Total		28 Students		

Based on the data presented in Table 4.1, it is evident that the reading comprehension ability of students in the control class was still relatively low prior to the treatment. The table shows that out of 28 students, 22 students (79%) obtained a score below the minimum mastery standard of 75. These students are categorized as Incomplete, indicating that they had not yet reached the level of proficiency expected in understanding narrative texts. In contrast, only 6 students (21%) managed to achieve scores of 75 or higher, which is categorized as Complete, meaning they had met the minimum standard of reading comprehension competency. These findings suggest that a large proportion of the students in the control class had difficulty in comprehending narrative texts at the pre-test stage. This low performance can be attributed to their limited ability to master key components of reading comprehension, such as identifying the main idea, recognizing supporting details, making inferences, understanding vocabulary in context, and recognizing references within the narrative structure. Furthermore, the narrative texts used in the pre-test—*The Ant and the Dove*, *The Boy Who Cried Wolf*, and *Cinderella*—each require the ability to follow and analyze the narrative structure, including orientation, complication, resolution, and re-

orientation. Students who lacked these analytical skills struggled to derive meaning from the texts and to answer the related comprehension questions accurately. Overall, the pre-test results in the control class illustrate that prior to the intervention, students' understanding of narrative texts was not yet satisfactory. These results serve as an important baseline for comparing the effects of the teaching method applied to the experimental group in the next phase of the study.

Table 4.2

The pre-test result of Experiment Class reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Grade	Frequency	Precentage	Criteria
1	<75	26 students	87%	Incomplete
2	≥75	4 students	13%	complete
Total		30 Students		

Based on the data presented in the table above, it can be seen that the reading comprehension ability of students in the experimental class was also relatively low prior to the treatment. Out of 30 students, 26 students (87%) scored below the minimum mastery standard of 75, and were therefore categorized as Incomplete. Meanwhile, only 4 students (13%) achieved a score of 75 or higher, which meets the Complete criteria. These findings indicate that the majority of students in the experimental class faced significant challenges in comprehending narrative texts at the pre-test stage. Their low achievement suggests limitations in several fundamental aspects of reading comprehension, including the ability to identify the

main idea, recognize supporting details, make inferences, understand vocabulary in context, and recognize references within a passage. These skills are essential in understanding narrative texts, which follow a specific structure: orientation, complication, resolution, and sometimes re-orientation. Without a solid grasp of these structures, students may find it difficult to understand the progression of events or the purpose of the story, which in turn affects their ability to answer comprehension questions correctly. The high percentage of students falling under the "Incomplete" category demonstrates that, prior to the implementation of the Team Pair Solo strategy, the experimental class had not yet reached the desired level of reading proficiency. This result establishes the initial condition of the experimental group and will be used as a point of comparison to measure the effectiveness of the strategy applied during the treatment phase.

Based on the result of pre-test above, it was investigated that the average grade in experimental class is 60,66 and the average grade in control class is 60 (can see in appendices). The minimum standard criteria for English is 75, and based on data above no one got a score more than minimum mastery criteria (MMC). this suggests that the majority of participants get a poor score. It shows the students reading comprehension on narrative text before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Team pair solo technique.

2. Result of Post-Test

The post-test was administered on Friday, March 13, 2023. The post-test was administered to both groups, namely the experimental class and the control class, after the treatment was conducted. The aim of the post-test was to determine the extent of improvement in students' reading comprehension, specifically in understanding narrative texts, after each group received different teaching methods. The experimental class was taught using the Team Pair Solo strategy, while the control class was taught using conventional teaching methods.

The post-test items were designed with a format and level of difficulty comparable to the pre-test. It consisted of 20 multiple-choice questions based on narrative texts. The reading materials used in the post-test followed the same narrative structure as the ones used in the pre-test, which included orientation, complication, resolution, and re-orientation, to maintain consistency in the assessment of students' reading comprehension skills. The aspects assessed in the post-test remained consistent, namely: identifying the main idea, recognizing supporting details, making inferences, understanding vocabulary in context, and recognizing references. These aspects were used to evaluate the students' ability to understand the content, implied meaning, and logical flow of narrative texts. The results of the post-test served as the primary basis for comparing the effectiveness of the two teaching methods. The improvement in scores from

pre-test to post-test indicated how much the Team Pair Solo strategy influenced students' ability in reading comprehension compared to the traditional approach used in the control class.

In addition with the primary aim of evaluating the impact of the Team Pair Solo strategy on students' reading comprehension skills. Specifically, the test focused on their ability to comprehend narrative texts. The instrument consisted of a narrative text accompanied by questions designed to assess various aspects of comprehension, including identifying main ideas, recalling specific information, making inferences, and understanding vocabulary. The scores from the post-test for students in both the experimental class (who were taught using the Team Pair Solo strategy) and the control class (who received conventional instruction) have been compiled and are presented in detail in Table. These results will serve as the foundation for further comparative analysis to determine the effectiveness of the investigated strategy.

Table 4.3
The Post-Test result of class control reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Grade	Frequency	Precentage	Criteria
1	<75	17 students	61%	Incomplete
2	≥75	11 students	39%	complete
Total		28 Students		

Based on the data in the table above, the post-test results of the control class indicate that 17 out of 28 students (61%) scored below the minimum mastery

criterion of 75, which is categorized as incomplete. Meanwhile, 11 students (39%) managed to achieve a score of 75 or above and are categorized as complete. This shows that although there was an improvement compared to the pre-test—where only 6 students passed—the majority of students in the control class were still unable to reach the expected standard of reading comprehension for narrative texts. This result suggests that the conventional teaching method applied in the control class had limited effectiveness in helping students fully master the material. The fact that over half of the students still failed to meet the passing score reflects that many of them continued to face challenges in understanding the elements of narrative texts, such as the orientation, complication, resolution, and re-orientation, as well as in mastering critical reading skills like identifying main ideas, recognizing supporting details, making inferences, understanding vocabulary, and recognizing references. This post-test result serves as a reference point to be compared with the post-test outcomes of the experimental group, in order to evaluate whether the use of the Team Pair Solo strategy leads to more significant improvements in reading comprehension achievement.

Table 4.4
The Post-Test result of Experiment Class reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Grade	Frequency	Precentage	Criteria
1	<75	14 students	47%	Incomplete
2	≥75	16 students	53%	complete
Total		30 Students		

Based on the table above, the post-test results of the experimental class show that 16 out of 30 students (53%) achieved a score equal to or above the minimum

mastery criterion of 75, and are therefore categorized as complete. Meanwhile, 14 students (47%) scored below 75, falling into the incomplete category. Compared to the pre-test results—where only 4 students passed and 26 failed—this data indicates a significant improvement in the reading comprehension skills of the experimental group after being taught using the Team Pair Solo strategy. The number of students who successfully reached the minimum standard more than tripled, and the percentage of incomplete scores decreased by 40%. This notable improvement suggests that the Team Pair Solo strategy was effective in enhancing students' understanding of narrative texts. It likely helped students engage more actively during the learning process, allowing them to better grasp the structure of narrative texts (orientation, complication, resolution, and re-orientation) and improve key reading comprehension skills such as identifying main ideas, recognizing supporting details, making inferences, understanding vocabulary in context, and recognizing references.

Based on the result of post-test above, it was investigated that the average grade in experimental class is 74 and the average grade in control class is 69,10 (Can see in appendices). It shows the students reading comprehension on narrative text after the treatment. The minimum standard criteria for English is 75, and based on data above control class only 8 students got score more than minimum mastery criteria (MMC) and 20 students got score fail. This suggests that the majority of participants get a poor score. It could be seen that participants of control class got values score <75 (71%) is 20 students and 8 students got values score >75 (29%). Based on the result of experiment class only 24 students got score more than

minimum mastery criteria (MMC) and 6 students got score fail Then that participants of experiment class got values score >75 (80%) is 24 students and 6 students got value <75 (20%). After getting the complete data, the researcher investigated the effect of Team Pair Solo strategy on reading using SPPS.

B. Data Analysis

1) Result of Normality Test

The researcher conducted a normality test after the students completed the pre-test and post-test of narrative writing ability. This test was used to determine whether the residual values were normally distributed.

The hypotheses for the normality test are as follows:

H_a: The data are normally distributed if the significance value (Sig.) > 0.050.

H_0: The data are not normally distributed if the significance value (Sig.) < 0.050.

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	PRETEST CONTROL	.160	28	.063	.942	28	.123
	POSTTEST CONTROL	.137	28	.195	.932	28	.068
	PRETEST EKSPERIMENT	.155	30	.065	.956	30	.245
	POSTTEST EKSPERIMENT	.139	30	.146	.942	30	.101

a. Lilliefors Significance Correction

Based on the normality table above, the pretest of the experimental class and the controlled class are distributed normally. The

significance of the experimental class is 0.065, and the significance of the controlled class is 0.063. Moreover, based on Shapiro-Wilk, the sig. value of the experimental class is 0.123 and the sig. value of the controlled class is 0.245. It can be said that data of pretest is normal because both the experimental class and the controlled class had a significance value more than 0.05. The normality test also conducted in post-test data. The table shows that sig. value based on Kolmogorov-Smirnov for the experimental class is 0.146 and sig. value for the controlled class is 0.195. Additionally, based on Shapiro-Wilk, the sig. value of the experimental class is 0.101 and the sig. value of the controlled class is 0.068. It means the result of the data above is normal because of the sig. value of both classes higher than 0.05.

2) **Result of The Homogenity Test**

The Homogeneity Test is test performed the populace has the same variations to classify two or three of the data samples. (homogeny). The evaluation parameters are followed:

Ho : The data variation is not homogeneous, when $sig < \alpha = 0.050$

Ha : The data variation is homogeneous when $sig > \alpha = 0.050$

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.224	3	112	.304
	Based on Median	1.191	3	112	.317
	Based on Median and with adjusted df	1.191	3	109.836	.317
	Based on trimmed mean	1.234	3	112	.301

The test of homogeneity of variance was conducted to determine whether the variances of the four data groups (pretest and posttest of the control and experimental classes) are equal. This test is essential as one of the assumptions for the use of parametric statistical analyses, such as the independent samples t-test or one-way ANOVA. The test was performed using Levene's Test for Equality of Variances in SPSS version 22.

Based on the results presented in Table 4.3, the significance value obtained from the "Based on Mean" method is 0.304. Since this value is greater than the significance level ($\alpha = 0.05$), it can be concluded that there is no significant difference in variance among the groups. In other words, the data are considered to have homogeneous variances.

3) **Result of Hypothetical Test**

On the basis of the former description, the test of normality and homogeneity was fulfilled. The author then the t-test that follows was included from an unbiased t-test to hypothesize. Hypotheses formulate as following:

H_0 : The Team Pair Solo technique is not effective to apply in teaching reading comprehension especially in narattive at the ninth grade of SMP Negeri 1 Trimurjo.

H_a : The Team pair Solo Technique is effective to apply in teaching reading comprehension especially in narrative text at ninth grade of SMP Negeri 2 Trimurjo.

The acceptance or rejection conditions for the hypothesis for the Hypothetical T-Test were:

Ha is accepted if Sig value $<\alpha$ 0.050.

Ho is rejected if Sig value $> \alpha$ 0.050.

4) **Result of Independent sample T test**

Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	POSTTEST_CONTROL	28	69.11	10.720	2.026
	POSTTEST_EKSPERIMENT	30	74.00	9.685	1.768

The descriptive statistics show that the mean score of the experimental group (M = 74.00, SD = 9.685) was higher than the control group (M = 69.11, SD = 10.720). This indicates that, on average, students who received the treatment performed better in the posttest compared to those who did not receive the treatment.

Independent Samples Test

		t-test for Equality of Means			95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
HASIL	Equal variances assumed	.017	-7.333	2.974	-13.286
	Equal variances not assumed	.017	-7.333	2.974	-13.289

Based on the Independent Samples t-test table above, the significance value (Sig. 2-tailed) is 0.017, which is lower than 0.05. This indicates that there is a statistically significant difference in the post-test scores between the experimental and control groups. The mean difference was 7.333, with the experimental group scoring higher. Therefore, it can be concluded that the treatment given to the experimental group had a significant positive effect on their performance.

C. Discussion

The researcher listed multiple techniques used to assess the reading comprehension of students in the narrative text at the beginning of the study. Several experiments have been carried out for comparison purposes of pre and posttest, to gather results. Initial assessments have been offered in order to evaluate consistency of the reading comprehension of students in narrative text before the researcher takes care of it. To determine the effect of using the team pair solo technique on students. At first treatment performed on Monday 5 th , 2025. The next meeting was performed on friday 13th , 2025. From the data obtained, have been seen that the results of the students' pre and post values show a graph of improvement students' post was higher than the pre-test.

Based on the data and the results of hypothesis testing using the Independent Samples t-Test, the significance value (Sig. 2-tailed) was 0.017, which is lower than the standard alpha level of 0.05. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H$_0$) is

rejected. This indicates that the use of the Team-Pair-Solo strategy had a significant effect on students' reading comprehension ability. The findings show that the experimental group, which was taught using the Team-Pair-Solo method, achieved higher post-test scores compared to the control group. This suggests that the structured collaboration within the Team-Pair-Solo approach—starting from group work, then pair work, and ending with individual tasks—encourages students to engage more actively with texts, identify key information, and develop critical thinking while reading. As a result, the strategy contributes positively to improving students' reading comprehension skills.

The result of this study demonstrates that the Team Pair Solo (TPS) strategy has a significant effect on students' reading comprehension of narrative texts. This was proven by the higher average post-test scores in the experimental group compared to the control group. Furthermore, the independent sample t-test showed a Sig. (2-tailed) = 0.017, indicating a significant difference between the two groups after treatment.

This finding is in line with the research conducted by Sugiharti, Wilany, and Vintaria in their thesis titled "The Effect of Using Team Pair Solo Technique on Students' Reading Comprehension in Narrative Text at the Tenth Grade of SMA Negeri 1 Mandah".[1] In their study, the experimental class was taught using the TPS strategy while the control class was taught

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[1] Sri Sugiharti, Eka Wilany, and Vintaria Yenny, "The Effectiveness of Using Team-Pair-Solo to Students' Reading Comprehension," *ANGO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 8, no. 2 (2017): 214–220.

conventionally. Their result showed a clear improvement in reading comprehension, with the experimental group achieving an average post-test score of 77.16, compared to 63.83 in the control group. Their research also focused on narrative text and the same five reading comprehension indicators: identifying the main idea, recognizing supporting details, making inferences, understanding vocabulary, and recognizing reference. Therefore, the result of this current study supports theirs in terms of method, text type, and skill assessment.

Moreover, Hapsari, Sudarsono, and Bunau in their research entitled *"The Effectiveness of Team Pair Solo Technique in Teaching Reading Comprehension to the Tenth Grade Students of SMA Negeri 1 Sungai Raya"* reported that the TPS strategy had an effect size of 0.904, which is categorized as highly effective.[2] Although they used expository text and conducted the study at the senior high school level, their findings still support the conclusion that the TPS strategy significantly improves reading comprehension. This highlights the strategy's flexibility and effectiveness across various text types and educational levels.

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[2] Hapsari, Sudarsono, and Eusabinus, "Team-Pair-Solo Technique To Teach Reading Comprehension of Explanatory Text."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research entitled "The Effect of Using Team Pair Solo Strategy on Students' Reading Comprehension on Narrative Text at the Ninth Grade Students of SMPN 2 Trimurjo", it can be concluded that the use of Team Pair Solo strategy gives a significant effect on students' reading comprehension. The analysis revealed that the posttest scores were used to measure the effectiveness of the Team-Pair-Solo strategy compared to the students' reading comprehension performance. The average posttest score in the experimental group was 74, while the control group had an average posttest score of 69,10. This result shows that students in the experimental group performed better than those in the control group. This finding is supported by the Independent Samples t-Test, where the significance value (Sig. 2-tailed) was 0.017, which is less than the standard significance level ($\alpha = 0.05$). Therefore, the alternative hypothesis (Ha) is accepted, indicating a statistically significant difference between the two groups.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that Team-Pair-Solo Strategy can be applied for teaching reading, especially Narrative Text. This Strategy is specifically for intermediate to advanced learners as the experimental and control classes that were the object of this

research were the ninth grade of Junior high school. The researcher expects that there would be similar studies by using this strategy that includes other theme of reading. The researcher also expects that the Reading ability of English learners would be better and improved.

1. For English Teacher

   It is suggested that English teachers apply the Team Pair Solo strategy in teaching reading comprehension, especially for narrative texts. This strategy can encourage students to collaborate, discuss ideas, and develop individual responsibility, which can improve their comprehension and motivation in reading.

2. For Students

   Students are encouraged to actively participate in collaborative learning methods like Team Pair Solo. Through this strategy, they can share knowledge with peers, build confidence, and enhance their understanding of reading materials.

3. For Other Researcher

   Future researchers are suggested to conduct further studies using the Team Pair Solo strategy in different language skills (such as speaking or writing) or in different genres of text. It is also recommended to use larger sample sizes or combine this strategy with other cooperative learning techniques to gain deeper insights.

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APENDICES

Appendix 1 and 2

PRE-TEST and POST TEST

Reading Comprehension on Narrative Text

Name: _____   Class: _____

Choose the best answer (a, b, c, or d) based on the text!

Text 1: The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up onto it. Soon, it carried her safely to dry ground. Just at that time, a hunter nearby was aiming his weapon at the dove. Guessing what he was about to do, the ant bit him on the heel. He missed his aim, and the dove flew away to safety.

1. What was the ant looking for?

    a. Food
    b. Water
    c. A leaf
    d. A dove

2. What helped the ant from drowning?

    a. A stick
    b. A grass
    c. A leaf
    d. A rock

3. Why did the dove help the ant?

    a. She wanted food
    b. She was kind
    c. She was thirsty
    d. She needed the ant

4. How did the ant save the dove?

    a. By biting the hunter

b. By shouting
c. By flying
d. By hiding

5. What is the moral of the story?

a. Be brave
b. Help others and they will help you
c. Be quiet
d. Watch the hunter

Text 2: The Boy Who Cried Wolf

There once was a shepherd boy who kept his sheep outside a village. To amuse himself, he shouted, "Wolf! Wolf! The wolf is chasing the sheep!" The villagers came running to help the boy and save the sheep. But when they arrived, they found no wolf and the boy laughed at them. This happened again and again. One day, the boy saw a real wolf and shouted in terror, "Wolf! Wolf!" But this time, no one came to help. The wolf ate all the sheep.

6. Why did the boy cry "Wolf"?

a. He saw a real wolf
b. He was scared
c. For fun
d. He needed help

7. How did the villagers react the first time?

a. Ignored him
b. Came to help
c. Punished him
d. Told his parents

8. What happened when the real wolf came?

a. The boy killed it
b. Villagers helped
c. No one came
d. The boy ra

9. What is the moral of the story?
a. Don't be lazy
b. Always cry for help
c. Don't lie
d. Take care of sheep

10. What did the wolf do?

a. Ran away
b. Got caught
c. Ate the boy
d. Ate the sheep

Text 3: Cinderella

Once upon a time, there was a girl named Cinderella. She lived with her stepmother and stepsisters. They treated her badly and made her do all the chores. One day, there was a royal ball, and with the help of her fairy godmother, Cinderella went to the ball in a beautiful dress. She danced with the prince but left before midnight, leaving behind her glass slipper. The prince searched the kingdom and found her. They got married and lived happily ever after.

11. Who is the main character in the story?

a. Stepmother
b. Fairy godmother
c. Cinderella
d. Stepsisters

12. Why did Cinderella leave the ball early?

a. She was bored
b. She was tired
c. The prince asked her
d. It was near midnight

13. What did she leave behind?

a. Her dress
b. A ring
c. A necklace
d. A slipper

14. How did the prince find her?

a. Magic
b. Asking people
c. Using the slipper
d. Fairy told him

15. What is the ending of the story?

a. She ran away
b. She stayed home

c. She married the prince
d. She became a fairy

16. Where did she live?

a. In the palace
b. With the king
c. With the prince
d. With her stepmother

17. What was her fairy godmother's role?

a. To clean the house
b. To invite her to the ball
c. To give her a beautiful dress
d. To stop her from going

18. How did her stepsisters treat her?

a. Nicely
b. Equally
c. Badly
d. With love

19. What was the prince's reaction when she left?

a . He forgot her
b. He got angry
c. He searched for her
d. He married someone else

20. What lesson can we learn from this story?

a. Always obey your stepsisters
b. Run away from family
c. Kindness and patience are rewarded
d. Magic solves everything

The List of Students from Class IX-B and IX-C at SMPN 2 Trimurjo in the Academic Year 2024/2025

NO	IX C CONTROL CLASS Name :	IX B EXPERIMENTAL CLASS Name :
1	AAP	ANK
2	AW	AF
3	AH	AAR
4	AGR	AIS
5	AA	AAK
6	ADA	CCZ
7	AR	DPIS
8	BAP	DP
9	CV	DZP
10	DMJ	ER
11	DBP	FS
12	ES	IF
13	FJ	IPP
14	FF	IKP
15	FI	IM
16	IV	KPA
17	LN	LPS
18	MA	MFA
19	PAK	MDVH
20	RR	NCL
21	SH	NS
22	TDP	QAES
23	TEY	RDP
24	VMG	RDW
25	YR	RFWP
26	ZA	RA
27	NTA	YNR
28	PRA	YDP
29		ZT
30		ZAP

The score on pre survey at Smp Negeri 02 Trimurjo

No	Student	Score	Criteria
1	Student 1	65	Incomplete
2	Student 2	55	Incomplete
3	Student 3	80	Complete
4	Student 4	70	Incomplete
5	Student 5	45	Incomplete
6	Student 6	90	Complete
7	Student 7	60	Incomplete
8	Student 8	50	Incomplete
9	Student 9	65	Incomplete
10	Student 10	70	Incomplete
11	Student 11	60	Incomplete
12	Student 12	85	Complete
13	Student 13	55	Incomplete
14	Student 14	65	Incomplete
15	Student 15	75	Complete
16	Student 16	70	Incomplete
17	Student 17	50	Incomplete
18	Student 18	60	Incomplete
19	Student 19	40	Incomplete
20	Student 20	65	Incomplete
21	Student 21	75	complete
22	Student 22	55	Incomplete
23	Student 23	60	Incomplete
24	Student 24	50	Incomplete
25	Student 25	45	Incomplete

The pre-test result of class control reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Name	Score	Class
1	AAP	60	IX C
2	AW	65	IX C
3	AH	70	IX C
4	AGR	50	IX C
5	AA	60	IX C
6	ADA	70	IX C
7	AR	75	IX C
8	BAP	65	IX C
9	CV	75	IX C
10	DMJ	50	IX C
11	DBP	80	IX C
12	ES	75	IX C
13	FJ	60	IX C
14	FF	50	IX C
15	FI	75	IX C
16	IV	50	IX C
17	LN	40	IX C
18	MA	75	IX C
19	PAK	70	IX C
20	RR	55	IX C
21	SH	80	IX C
22	TDP	50	IX C
23	TEY	65	IX C
24	VMG	50	IX C
25	YR	65	IX C
26	ZA	45	IX C
27	NTA	35	IX C
28	PRA	45	IX C
	Total	1705	
	Average	60.89	

The pre-test result of class experiment reading comprehension on narrative text at SMP Negeri 02 Trimurjo

No	Name	Score	Class
1	ANK	55	IX B
2	AF	50	IX B
3	AAR	75	IX B
4	AIS	70	IX B
5	AAK	75	IX B
6	CCZ	60	IX B
7	DPIS	70	IX B
8	DP	65	IX B
9	DZP	55	IX B
10	ER	65	IX B
11	FS	60	IX B
12	IF	80	IX B
13	IPP	50	IX B
14	IKP	60	IX B
15	IM	50	IX B
16	KPA	65	IX B
17	LPS	55	IX B
18	MFA	70	IX B
19	MDVH	40	IX B
20	NCL	65	IX B
21	NS	70	IX B
22	QAES	65	IX B
23	RDP	60	IX B
24	RDW	70	IX B
25	RFWP	75	IX B
26	RA	65	IX B
27	YNR	50	IX B
28	YDP	45	IX B
29	ZT	40	IX B
30	ZAP	45	IX B
	Total	1820	
	Average	60.67	

The Post-Test result of class control reading comprehension on narrative text at SMP Negeri 02 Trimurjo

NO	NAME	SCORE	CLASS
1	AAP	80	IX C
2	AW	75	IX C
3	AH	75	IX C
4	AGR	70	IX C
5	AA	55	IX C
6	ADA	80	IX C
7	AR	80	IX C
8	BAP	75	IX C
9	CV	85	IX C
10	DMJ	80	IX C
11	DBP	85	IX C
12	ES	65	IX C
13	FJ	65	IX C
14	FF	85	IX C
15	FI	65	IX C
16	IV	55	IX C
17	LN	65	IX C
18	MA	70	IX C
19	PAK	65	IX C
20	RR	80	IX C
21	SH	70	IX C
22	TDP	65	IX C
23	TEY	55	IX C
24	VMG	65	IX C
25	YR	70	IX C
26	ZA	55	IX C
27	NTA	50	IX C
28	PRA	50	IX C
TOTAL SCORE		1935	
AVERAGE SCORE		69.10	

**The Post-Test result of Class Experiment Reading
Comprehension on Narrative Text at SMP Negeri 02 Trimurjo**

NO	NAME	SCORE	CLASS
1	ANK	70	IX B
2	AF	65	IX B
3	AAR	85	IX B
4	AIS	80	IX B
5	AAK	85	IX B
6	CCZ	75	IX B
7	DPIS	80	IX B
8	DP	80	IX B
9	DZP	70	IX B
10	ER	85	IX B
11	FS	70	IX B
12	IF	90	IX B
13	IPP	60	IX B
14	IKP	75	IX B
15	IM	65	IX B
16	KPA	85	IX B
17	LPS	70	IX B
18	MFA	85	IX B
19	MDVH	65	IX B
20	NCL	80	IX B
21	NS	85	IX B
22	QAES	75	IX B
23	RDP	75	IX B
24	RDW	70	IX B
25	RFWP	85	IX B
26	RA	65	IX B
27	YNR	70	IX B
28	YDP	60	IX B
29	ZT	50	IX B
30	ZAP	65	IX B
	Total	2220	
	Average	74	

PRE TEST

No.:		Date:

	nama : M. Damar Varis Hariadi
	kls : IX B
1	b
2	c
3	c ✗
4	c ✗
5	a ✗
6	b ✗
7	b
8	c
9	b ✗
10	b ✗
11	a ✗
12	b ✗
13	d
14	a ✗
15	c
16	b ✗
17	c
18	a ✗
19	a ✗
20	b f

40

OKEY

No.:	PRE TEST	Date:

	nama : Zaskia Aprilia P.
	kelar : IIX B
1.	B. water
2.	B. A grass ✗
3.	B. she was kind
4.	A. by biting the hunter
5.	B. help others and they will help you
6.	A. ✗
7.	A ✗
8.	C. 45
9.	A. ✗
10	B. ✗
11.	D. ✗
12.	B. ✗
13.	A. ✗
14.	A. ✗
15.	B. ✗
16.	B.
17.	B.C
18	B. C
19.	C.
20.	D. ✗

Postest

Date: _____

NAMA = AFRIKA WULAND

KELAS = IX C. 9C.

1. ~~____~~ d. A dove ✗
2. ~~____~~ a. A Stick ✗
3. b. She we kind
4. a. BY biting the hunter
5. b. Help others and they will help you
6. c. For fun
7. b. came to help   75
8. c. No one came
9. a. Don't be lazy ✗
10. c. ate the boy ✗
11. c. Cinderella
12. d. It was near midnight
13. d. A slipper
14. c using the slipper
15. B. She marreied the fairy ✗
16. D. with her stepmother
17. c. To give her a beautiful dress
18. c. Badly
19. c. her searched for her
20. c. kindness and patience are rewarded

SiDU

PRE TEST

Nama : Bayu aji P

kelas : lX C

1	B
2	C
3	B
4	A
5	B
6	C
7	B
8	C
9	C
10	A ✗
11	B ✗
12	D
13	A ✗
14	C
15	A ✗
16	D
17	B ✗
18	A ✗
19	C
20	B ✗

65

SiDU

POST TEST

	Nama :	Intan kanaya putri
	Kelas :	IX . B .
1.	b. Water	
2.	c. A leaf	
3.	b. She was kind	
4.	a. By biting the hunter	
5.	b. Help others and they will help you	
6.	c. For fun	
7.	a. ignored him	✗
8.	c. No one came	75
9.	c. Don't lie	
10.	c. Ate the boy	✗
11.	c. Cinderella	
12.	d. it was near midnight	
13.	d. A slipper	
14.	c. using the slipper	
15.	c. She became a fairy	
16.	a. In the king	✗
17	c. to give her a beatiful dress	
18	a. nicely	✗
19	b. He got angry	✗
20	b. run away from family	✗

SIDU

12-04-2025

POST TEST

No.:		Date:
☐	PT nama: M. Damar waris hurigati	
☐	Kls: 1X8	
☐ 1	a ✗	
☐ 2	c	
☐ 3	b	
☐ 4	a	
☐ 5	b	
☐ 6	Text 2: the boy	
☐ 6	'c	
☐ 7	a ↗	
☐ 8	c	
☐ 9	c	
☐ 10	a ↗	65
☐	text3	
☐ 11	d ✗	
☐ 12	d	
☐ 13	c ✗	
☐ 14	c	
☐ 15	a ✗	
☐	text4	
☐ 16	d	
☐ 17	c	
☐ 18	c	
☐ 19	a ↗	
☐ 20	d ↗	

No. _____
Date: _____

nama: Bayu aji P.
Kls : IX.C

I. Postest

1. B.	6. B. X	11. C.
2. C.	7. B.	12. d.
3. B.	8. D. X	13. d.
4. A.	9. B. X	14. C.
5. B.	10. B. X	15. B X

75

16. D.
17. C.
18. C.
19. C
20. C.

SiDU

POST TEST

No. _____

Date: _____

☐	Nama : Afrika Wuland
☐	Kelas : IX C
☐	
1	b
2	c
3	b
4	a
5	b
6	d ✗
7	d ✗
8	c
9	a ✗
10	d
11	c
12	d
13	a ✗
14	a ✗
15	c
16	d
17	a ✗
18	c
19	a ✗
20	c
☐	
☐	

65 /

SiDU

D

Documentation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : 1747/In.28.1/J/TL.00/05/2025
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**NAFA SAFITRI**
NPM	:	2101053006
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 27 Mei 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : 3994/In.28/J/TL.01/08/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP NEGERI 2 TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMP NEGERI 2 TRIMURJO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**NAFA SAFITRI**
NPM	:	2101053006
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT

untuk melakukan prasurvey di SMP NEGERI 2 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMP NEGERI 2 TRIMURJO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2024
Ketua Jurusan,
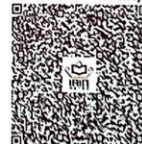
Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1840/In.28/D.1/TL.00/06/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 2 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1839/In.28/D.1/TL.01/06/2025, tanggal 03 Juni 2025 atas nama saudara.

Nama	:	**NAFA SAFITRI**
NPM	:	2101053006
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 2 TRIMURJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 2 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Juni 2025
Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 TRIMURJO
NSS : 201120209122 NPSN : 10801901 AKREDITASI : A
Jl. Ramayana 11b Limanbenawi Kec. Trimurjo Kab. Lampung Tengah 34172
☏ (HP) 081369712223 E-mail : smpndua.trimurjo@yahoo.co.id

Nomor : 400/565 /03/C.16/D.a.VI.01/2025
Lampiran : --
Perihal : **Izin Research**

Yth : Wakil Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Di
    Metro

Dengan Hormat,

Mengindahkan Surat Izin Research dengan nomor surat : B-1840/In.28/D.1/TL.00/06/2025, tanggal, 3 Juni 2025, Kepala UPTD Satuan Pendidikan Sekolah Menengah Pertama Negeri 2 Trimurjo Kabupaten Lampung Tengah memberi izin kepada :

No	Nama	NPM	Universitas Asal	Prodi
1	NAFA SAFITRI	2101053006	Institut Agama Islam Negeri Metro	Tadris Bahasa Inggris

Untuk melakukan Research di UPTD Satuan Pendidikan SMP Negeri 2 Trimurjo Kabupaten Lampung Tengah Dengan judul skripsi

"THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP NEGERI 2 TRIMURJO"

Demikian surat Izin Research ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 4 Juni 2025
Kepala UPTD Satuan Pendidikan
MP Negeri 2 Trimurjo,

DIK, S.Pd.
NIP 19650920 199003 1 010

Tembusan disampaikan kepada yth :
1. Yang bersangkutan
2. Arsip
   --pwt/s.izin-penelitian/2025

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1839/In.28/D.1/TL.01/06/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NAFA SAFITRI**
NPM	:	2101053006
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMPN 2 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING TEAM PAIR SOLO STRATEGY ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 2 TRIMURJO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 03 Juni 2025

Mengetahui,
Pejabat Setempat

SODIK, S.Pd
NIP 19650920 199003 1010 .

Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Nafa Safitri
NPM   : 2101053006
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 17 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id, perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-474/In.28/S/U.1/OT.01/06/2025

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NAFA SAFITRI
NPM	: 2101053006
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101053006.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Juni 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP. 19920428 201903 1 009

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ae.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nafa Safitri   Program Studi : TBI
NPM : 2101053006   Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 5/2 2025		- Please explain the result of pre survey in detail include. the rest of interview with the teacher - write every source you have taken! - use only the footnote	
	Jum'at 7/2 2025		- pay more attention to the point of footnote - Find the gap on your research with the previous one's!	
	Senin 10/2 2025		- Acc chapter 1 - continue ch 2-3	

Mengetahui,
Ketua Program Studi TBI

Dosen Pembimbing

Dr. Much Deiniator, M.Pd.B.I.
NIP. 198803082015031006

Aisyah Sunarwan , M.Pd.
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nafa Safitri   Program Studi : TBI
NPM : 2101053006   Semester : VIIJ

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 12/2 2025	✓	Chapter 1 okay Chapter 2-3 okay Acc for proposal seminar	
	Selasa 18/3 2025	✓	Instrument should be revised and add the observation sheet	
	Rabu 23/4 2025	✓	the test should be about the narrative and questions must be based on the indicators	
	Selasa 6/5 2025	✓	Acc for instrument	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Aisyah Sunarwan , M.Pd.
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nafa Safitri   Program Studi : TBI
NPM : 2101053006   Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 13/2025	✓	- tulis Background of study dari Reading, Reading comprehension, problem in Reading in general - hasil pre-survey harus dijelaskan secara detail apa saja yang dial oleh peneliti dan Respon guru mengani masalah siswa	*(tanda tangan)*
	Kamis 23/1/25		- problem background masih perlu dibanding dengan hasil prasurvey - paragraf perlu di serasikan - (paragraf harus dari 1. awan words dan beberapa supporting ideas !	*(tanda tangan)*

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082016031006

Dosen Pembimbing

Aisyah Sunarwan , M.Pd.
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nafa Safitri
NPM : 2101053006

Program Studi : TBI
Semester   : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday June 11/25	- Add the location of the school - Add the explanation for every table you serve! - move the result of pre-test and post test score in appendix - In Discussion, you should compare the result with previous Research result! - Revise the suggestion to be the part or 1, 2, 3 - Revise the Bibliography according to the guideline book	
	Monday June 16/2025	- Chapter IV-V is okay - Acc for chapter 1 - V - Complete your undergraduate the with abstract and other document	

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Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Aisyah Sunarwan, M.Pd.
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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IAIN METRO

Nama : Nafa Safitri
NPM : 2101053006

Program Studi : TBI
Semester : VIII

| No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	tuesday 17/6 2025	ACC For Munagosyah	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Aisyah Sunarwan, M.Pd.
NIDN 2015099101

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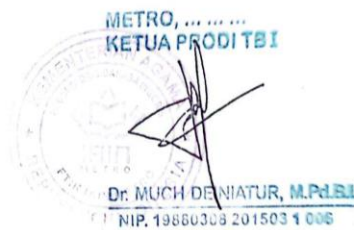
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CURRICULUM VITAE

The researcher name's Nafa Safitri. He was born in Untoro on June 30th, 2003. And the first daughter of Mr. Muhammad Muntholib and Mrs. Sulis Handriyani. She lives in Untoro Village, Trimurjo district, Central Lampung Regency. He began his education at TK Dharma Wanita. Next, be continued his studies at SDN 1 Untoro. After that he continued at SMPN 1 Trimurjo for junior high School. Then followed by SMK Ma'arif 1 Metro for high school.