

**THE EFFECT OF TEAM PAIR SOLO TECHNIQUE AND STUDENTS'
MOTIVATION TO IMPROVE THE TENTH GRADERS READING
ACHIEVEMENT AT SMA PGRI 1 PALEMBANG**

A Thesis by:

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

2025

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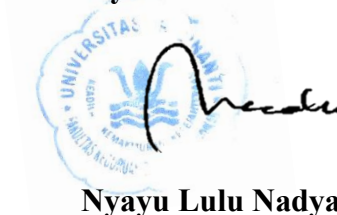
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DEDICATION AND MOTTO

This thesis is dedicated to:

1. Firstly, I would like to express my deepest gratitude to Allah Subhana Wata'ala for endless blessings and guidance throughout my journey.
2. I am profoundly thankful to Prophet Muhammad Shallallahu Alaihi Wasallam, who has led the Muslim ummah from darkness to a brighter life.
3. My heartfelt thanks go to my beloved parents, (Toni Firnando and Rusdianti), for their unconditional love, prayers, and unwavering support.
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“Motto”

Some roads must be travelled alone, not with friends, not even a partner. Just you and God

(@Tik Tok Fauzan)

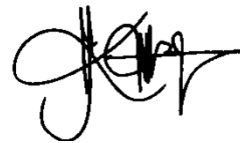
PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata dalam naskah skripsi ini terdapat unsur plagiarisme, maka saya bersedia skripsi ini dibatalkan dan gelar akademik (S-1) yang telah saya peroleh dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan (UU) Nomor 20 Tahun 2003 Pasal 25 ayat 2 dan Pasal 70 ayat (1).

Palembang, July 2025

Mahasiswa



Muhammad Kamil

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During the preparation of this thesis, the writer realized that this work would not have been completed without the support, advice, and assistance from various parties. With deep respect, the writer expresses heartfelt gratitude to Dr. Hj. Gaya Tridianti, M.Ed. and Dr. Darmawan Budiyo, M.Pd., for their guidance, valuable criticism, patience, and support, which enabled the author to complete this thesis successfully. The writer also extends sincere gratitude to my beloved parents, siblings, and older brother, who have consistently provided love, advice, attention, and unceasing prayers. Lastly, the writer would like to thank my classmates and dear friends who have provided inspiration and motivation throughout this research process.

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4. Dr. Darmawan Budiyo, M.Pd., Head of English Education Study Program.

5. All of the lectures and staff in the faculty of teacher training and education study program
6. All teacher of SMA PGRI 1 Palembang

Palembang, July 2025

The Writer

A handwritten signature in black ink, appearing to be 'Muhammad Kamil', written in a cursive style.

Muhammad Kamil

ABSTRACT

This study discussed the use of the Team Pair Solo Technique to assist tenth grade students in improving their reading achievement. And study aimed to find out: (1) whether there was a significant difference in reading achievement between students taught with Tim Pair Solo technique and those taught with lecturing method. (2) whether motivated students have higher reading achievement than unmotivated students. (3) whether there was an interaction between Team Pair Solo technique and motivation on reading achievement. The study used a factorial design with a population of 291 tenth grade students of SMA PGRI 1 Palembang in the 2024-2025 school year. The sample was taken purposively as many as 72 students, divided into experimental and control groups of 36 students each. Data were collected through reading achievement tests and motivation questionnaires. The test was conducted twice, pre-test before treatment and post-test after treatment. The average pre-test score of the experimental group was 44,25 and the control group was 42,25. After the treatment, the average post-test of the experimental group increased to 72.89, while the control group was 77,06. Data were analyzed using Independent Sample T-Test and Two Way ANOVA. The results of the Independent Sample T-Test showed there was a significant difference in reading achievement between students taught with the Team Pair Solo technique and the lecturing method. The results of the Two-Way ANOVA test showed differences between motivated and unmotivated students. The study showed that students who learned with the Team Pair Solo technique had better reading achievement than those by the lecturing method, and motivation also improved achievement. There was an interaction between Team Pair Solo technique and motivation on reading achievement.

Keywords: *TPS Technique, students' motivation, reading achievement*

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CHAPTER I

INTRODUCTION

This chapter, the writer presents: (1) background of study, (2) limitation of the study, (3) formulation of the problems, (4) objectives of the study, and (5) significances of the study.

1.1 Background of Study

English has become one of the most important global languages, especially in the field of education in the 21st century. English serves as a crucial global communication tool in sectors such as business, technology, and culture. English proficiency enables students to access information and educational resources that are mostly available in this language (Stein-Smith, 2018). It can also increase career opportunities in multinational companies. English language learning in schools not only broadens students' horizons of cultural diversity, but also stimulates the development of critical and creative thinking abilities, making it a fundamental skill in the modern world of education (Newton et al. 2014). Students are expected to learn all the skills in learning English. These skills include: reading, listening, speaking, and writing. All of these skills are interrelated and important for achieving English proficiency.

According to Newton (2020), there are four skills in English, that must be mastered by the students in order to master English well. Reading is one of the skills that must be mastered in learning English. Listening is the ability to understand what is being said, speaking is the ability to communicate orally. While reading is the process of understanding text and writing is the ability to organize ideas into writing.

Reading is a sophisticated cognitive process that involves deriving meaning from written materials. The majority of the reader's cognitive processes, including pronunciation and comprehension, are used to absorb concepts or information that the text expands (Yuliany et al. 2020). In reading activities, the reader not only sees letters and written words, but must also actively participate in interpreting the information and ideas conveyed by the writer (Pressley, 2016). This process involves understanding context, analyzing sentence structure, and relating new information to existing knowledge. Thus, reading becomes a dynamic experience, where the reader seeks to explore deeper meanings, connect ideas, and absorb useful information from the written text. Through this active engagement, readers can gain broader and deeper insights, and improve their critical and analytical thinking skills (Pearson, 2015).

The writer focused this study on reading achievement. By reading, students faced the vocabulary and language structures that they had to understand to find out the meaning of the text they read.

Based on the observation conducted at SMA PGRI 1 Palembang on October 18th, 2024, and one of the English teachers was interviewed, it showed that students had difficulty in understanding reading texts, so their English reading achievement was quite low, and their motivation in reading also tends to be lacking, because they were lazy to do and students are not interested in learning materials because of the long text.

From this observation, the writer suggested that a technique is needed to improve both students' reading achievement and their motivation. By using the Team Pair Solo (TPS) technique which is expected to encourage students to be more

active and motivated in reading. By understanding the text, they can gain knowledge from the text they read. If students have good reading comprehension, they can determine the writer intention from various texts (Arsani, 2021). Reading is indispensable for improving language comprehension as well as knowledge. Reading helps students to obtain facts, main ideas, and summarize information (Lutpiani, 2024). However, many students feel lazy to read because the texts presented are sometimes too long and complex. This can make them feel stuck and lose motivation to continue reading (Vaughn, 2024).

In addition, a high interest in reading contributes to improved reading comprehension, which supports successful learning (Marleni, 2024). This improvement encourages students to engage more deeply with the subject matter, while honing critical thinking and analytical skills that are crucial for their academic progress. In addition, when students begin to discover a love for reading, they are likely to develop good reading habits throughout life. This habit will not only shape their character, but also prepare them to face various challenges in the future, both in education and personal life. Motivation is an important factor that influences the way students act and the results they achieve. By understanding motivation, we can explain why they strive to achieve certain goals and where the drive comes from, so that learning efforts can be more effective and meaningful.

According to Heckhausen (2018), motivation is the drive or energy that moves individuals to take action to achieve certain goals. The Latin word "motivation" is derived from "movere," which meaning "to move". Motivation can arise both from within (internal) and from the surrounding environment (external) (Bandhu, 2024). Motivation is a complex psychological factor that influences an

individual's choice, effort and resilience in the learning process. It involves a drive to achieve goals and can be influenced by physiological or psychological needs (Iganga, 2024). In order to increase student participation in academic activities, motivation is crucial. With high motivation, it can strengthen students' understanding, creativity, and achievement (Saeed, 2012). Students' academic performance can be significantly impacted by a lack of passion for learning. Students who lack motivation tend to lose interest, become lazy and unfocused, resulting in low grades and reduced learning quality (Siahaan, 2019). Motivated students tend to use higher cognitive processes, while teachers play a key role in building motivation through a positive learning environment and support.

The writer discovered that in order for students to comprehend the material, they must successfully employ learning techniques and abilities. It is claimed that one of the best ways to help students who struggle with learning is to use instructional techniques. Technique training is a good solution and frequently essential to student achievement (Okoronka et al. 2020). Kagan as cited in Wibisono (2017), mentioned that the (TPS) technique is an effective way to improve students' learning virtues. Team Pair Solo (TPS) offers numerous advantages, including collaboration, empathy, leadership, self-motivation, and pride in one's own accomplishments. Before they can solve problems on their own, students are taught to work together in groups. Group work allows students to support, guide, and share information with one another. Because they will be held personally accountable for the technique's third phase, students will be inspired to learn throughout the process (Wibisono, 2017).

The previous study conducted by Wibisono (2017), entitled “Using Cooperative Learning Team Pair Solo (TPS) to Improve Students Reading Comprehension” discovered that Stikes Patria nursing students' reading comprehension was considerably enhanced by the use of cooperative learning Team Pair Solo (TPS) Blitar Husada. Before the application of this technique, only 20% of students achieved the minimum passing score. After the first cycle, 100% of students passed. This improvement was due to the interaction within the team which increased students' motivation and self-esteem, so they more actively participated in class discussions.

Meanwhile the study conducted by Marajana et al. (2022), entitled “Using Team-Pair-Solo (TPS) to Improve Reading Comprehension”. After implementing TPS in two cycles, the average score of students in class XI MIPA 1 SMA Pariwisata Saraswati Klungkung in the 2021/2022 academic year increased from 58.30 (pre-test) to 74.21 (post-test). In addition, the positive response given by students to this technique confirms the effectiveness of TPS in improving students' reading comprehension.

Furthermore, the study conducted by Endah et al. (2015), entitled “Team Pair Solo (TPS) Technique to Teach Reading Comprehension of Explanatory Text”. Revealed that the TPS Technique is effective in improving reading comprehension of explanatory text in class X MIA students of SMA Negeri 8 Pontianak. After applying the TPS technique, students' scores showed a significant increase. The findings can prove that TPS can improve students' academic achievement and social skills in understanding explanatory text.

Moreover, Verawati et al. (2015), entitled “Improving Students Reading Comprehension on Narrative Text Through Team Pair Solo (TPS)”. The findings of the study showed that students' reading comprehension on narrative text improved in two cycles through the TPS Technique. The average score of students in the first cycle was 64.68 to 90.94 in the second cycle.

Next to, Yuliany et al. (2020), entitled “Improving the Eleventh Grade Students Reading Ability through the Application of Team Pair Solo (TPS) Technique at State Vocational School 1 of Lais”, showed that how the eleventh-grade students at SMK Negeri 1 of Lais may greatly improve their reading skills by using the Team-Pair-Solo Technique. Students' reading comprehension improved when the TPS technique was implemented.

According to the earlier study mentioned above, the Team-Pair-Solo (TPS) technique proved to be successful in helping kids who struggled with reading in the classroom.

It could be summarized that in this era of globalization, mastery of the English language was very important to master, especially in the world of education. Reading proficiency is one of the four English language skills. was really useful for understanding texts and expanding knowledge. However, many students had difficulty and lacked motivation in reading. The use of effective learning technique such as TPS could promote students' comprehension in reading and increase their motivation. Studies had shown that the TPS technique not only improved academic scores, but also students' social skills and cooperation abilities.

Therefore, the writer was interested in conducting a study with the title “The Effect of Team Pair Solo (TPS) Technique and Students Motivation to Improve the Tenth Graders Reading Achievement at SMA PGRI 1 Palembang”.

1.2 Limitation of the Study

The study's problem was to determine how the TPS technique affected the reading achievement and motivation of the students at SMA PGRI 1 Palembang during the 2024–2025 school year. The primary emphasis was on understanding narrative-style reading materials.

1.3 Formulation of the Problems

The following were the issues with this study, based on its limitations:

1. Was there a significant difference in reading achievement between the students who were taught by using Team Pair Solo technique and those who were taught by using lecturing method at SMA PGRI 1 Palembang?
2. Was there a significant difference in reading achievement between motivated students and unmotivated student of SMA PGRI 1 Palembang?
3. Was there an effect of interaction between the Team Pair Solo technique and motivation on students' reading achievement of Students SMA PGRI 1 Palembang?

1.4 Objectives of the Study

The following are the study's aims, which are based on the limitations and issues of this investigation:

1. To find out whether or not there was a significant difference in reading achievement between the students who were taught by using team pair solo

technique and those who were taught by using lecturing method at SMA PGRI 1 Palembang.

2. To find out whether or not there was a significant difference in reading achievement between motivated students and unmotivated students of the Students SMA PGRI 1 Palembang.
3. To find out whether or not there was an effect of interaction between Team Pair Solo technique and motivation on students' reading achievement of the students SMA PGRI 1 Palembang.

1.5 Significances of the Study

The findings of this study may have beneficial implications for students, teachers, the writer, and other writers.

a. The Students

It was hoped that by employing the Team Pair Solo technique as a supported learning, the students to increase their reading achievement.

b. The Teachers

It was hoped that the findings of this study will help to clarify how the Team Pair Solo technique can be used as a learning strategy, particularly in reading.

c. The Writer

It was anticipated that this study will give the writer valuable experience in doing scientific research as well as in expanding their knowledge and expertise in teaching English.

d. The Other Writers

Hopefully, the results of this study can provide information for the next writer about the team pair solo technique and its impact on reading achievement.