



**THE EFFECTIVENESS OF USING TEAM ASSISTED
INDIVIDUALIZATION (TAI)
IN TEACHING READING COMPREHENSION**

THESIS

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ABSTRAK

Pamungkas, P.Y. 2021. Efektivitas Menggunakan Team Assisted Individualization (TAI) dalam Mengajar Pemahaman Membaca. Skripsi, Program Studi Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Malang. Pembimbing: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D

Kata kunci: Bantuan Individual Dalam Kelompok (TAI), Pemahaman Bacaan

Pemahaman adalah bagian penting dari membaca. Sebuah teks tidak dapat dipahami jika bacaannya tidak dipahami. Dengan memahami teks melalui membaca; siswa dapat memahami isi teks. Siswa dapat mempelajari banyak hal melalui pemahaman bacaan. Banyak pengetahuan ada di buku. Itu bisa dipelajari dengan pemahaman bacaan.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui keefektifan Team Assisted Individualization (TAI) dalam meningkatkan kemampuan siswa untuk memahami informasi yang dinyatakan secara eksplisit atau literal dalam teks, dan (2) untuk mengetahui keefektifan TAI dalam meningkatkan kemampuan siswa memahami informasi yang dinyatakan secara tidak langsung (tersirat) / inferential dalam teks.

Pra-eksperimental digunakan dalam penelitian ini. Peneliti menggunakan 32 siswa kelas IX SMP Bustanuts Stani Jombang sebagai sampel. Penelitian ini dilakukan dalam lima pertemuan sebagai pengajaran, pertemuan pre-test, dan pertemuan post-test. Peneliti menggunakan pilihan ganda yang terdiri dari tes pemahaman bacaan literal dan inferensial untuk mengumpulkan data

Hasil penelitian menunjukkan bahwa siswa yang telah diajar dengan TAI menunjukkan nilai rata-rata posttest sebesar 59,06 lebih tinggi dari nilai rata-rata pre-test (52,50). Hal ini menunjukkan bahwa siswa mencapai lebih baik dalam pemahaman membaca literal setelah diajar dengan menerapkan TAI. Selain itu, siswa yang telah diajar dengan TAI menunjukkan nilai rata-rata posttest sebesar 18.75 yang lebih tinggi dari nilai rata-rata pre-test (15.16). Singkatnya, siswa mencapai lebih baik dalam pemahaman membaca inferensial setelah diajar dengan menggunakan TAI.

ABSTRACT

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Keywords : Team Assisted Individualization (TAI), Reading Comprehension.

Comprehension is the important part of reading. A text cannot be understood if the reading is not comprehended. By comprehending the text through reading; students can understand the content of the text. Students can study many things through reading comprehension. Much knowledge is in books. Those can be studied by reading comprehension.

The purpose of this research are: (1) to find out the effectiveness of Team Assisted Individualization (TAI) to enhance a student's literal reading comprehension achievement, and (2) to find out the effectiveness of TAI to enhance students' inferential reading comprehension achievement

Pre-experimental was utilized in this research. The researcher used 32 students at IX grade of Junior High School Bustanuts Stani Jombang as the sample. This research was accomplished in five meetings as teaching, a meeting for pre-test, and a meeting for post-test. The researcher used multiple choices consisting of literal and inferential reading comprehension test to collect the data

The result demonstrated that the students who have been taught by TAI show a mean score of posttest comprising 59.06 which is higher than the mean score of pre-test (52.50). It indicates that the students achieve better on literal reading comprehension after being taught by applying TAI. Additionally, students who have been taught by TAI show a mean score of posttest comprising 18.75 which is higher than the mean score of the pre-test (15.16). In brief, students achieve better on inferential reading comprehension after being taught by using TAI.

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the background of the study, research problem, the objective of the research, hypothesis, significance of the research, scope and limitation, and definition of key terms.

1.1 Background of the Study

Reading emerges as an activity carried out to attain information and knowledge from written language. Every person should master reading which is one of the most important abilities besides listening, speaking, and writing. Through reading, a reader can understand and catch the messages which the writer wants to deliver.

Reading involves physical and mental activity. The physical activity is our eyes moving toward the writing. The mental activity is our brain doing comprehension to get maximum understanding of the content. So, reading has many advantages; for training our eyes and brain. Reading trains our thought to comprehend posts to posts

Reading comprehension is about the students' reading capacity and understanding in what they learn at school. The definition of reading comprehension is so wide depending on the person's point of view. As a student, reading comprehension is a skill which should be learned at school. Those are focused on the reading instruction, reading in text, vocabulary, paragraphs unity and so on Snow (2002).

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The theory of different levels in reading comprehension skills has been discussed among scholars for decades (Herber, 1970; Snider, 1988; Mc Cormick, 1992; Pearson & Johnson, 1978). The interaction with the text, cognitive demands, and requirements on the reader differentiate the level of reading comprehension. Herber in Basaraba (2012) uttered the theory by mentioning that if students intend to master reading comprehension, they should initially and competently engage in tasks of literal comprehension before they engage in intensive interactions with the texts, such as those prompted by inferential and evaluative understanding. Additionally, retrieving information which is vividly conveyed in a text should be accomplished by the readers (Carnine et al., 2010).

In inferential comprehension tasks, it is necessary for readers to be capable of digesting or comprehending the links which commonly and implicitly appear in the text, yet the links are pivotal for a text comprehension (e.g. the links between two events that occur in narrative text or comprehending the motive that a character owns for a specific action) (Applegate, Quinn, & Applegate, 2002). Meanwhile, in evaluative comprehension tasks, readers are required to perform an analysis and critical interpretation on the text grounded on the knowledge or the experience they once encountered or had.

This theory Herber (1970), nevertheless, does not only depend on the interaction levels that students own with a text, but it also relies on the kind of information they expect for the contribution of the questions mentioned in the reading comprehension tasks (Leu & Kinzer, 1999; Rupley & Blair, 1983). In addition, those comprehension levels (literal, inferential, and evaluative), including the cognitive demands which are placed on the readers need to be explored and discussed extensively.

Iftanti (2012) conveyed that every student possesses beliefs in reading. Reading can assist them in enhancing their knowledge and skills, yet mostly they do not own remarkable reading habits. It happens due to the fact that they are not capable of understanding the content of an English text. The new and unusual

vocabulary they encounter in the text triggers them to feel uninterested in reading. Students can be motivated through the assignments given by the teachers. Hence, it is necessary for the teachers to generate an environment stimulating and enhancing the students' reading comprehension.

.Previous research on Team Assisted Individualization (TAI) was conducted by Nuroh (2017), who found that the TAI method can increase students' achievement in reading comprehension. This research used quantitative research using experimental design type one group pretest-posttest design with the sample students of semester 1 Diploma III Midwifery Program of University of Muhammadiyah Sidoarjo. The result of the research showed that there is a significant improvement toward the first semester students of Diploma III Midwifery Program by using cooperative learning model of TAI type (Team Assisted Individualization) in students' reading comprehension. There is a weakness of the research, the teacher used descriptive text in the teaching and learning program, and she found that students were a little bit bored. Students were confused when they found the question of literal comprehension and inferential comprehension.

Based on the previous research, there is no research using narrative text as the instrument . therefore the researcher is interested to conduct the research which examines the Effectiveness of using Team Assisted Individualization (TAI) to teach reading comprehension using narrative text as the instrument on the research.

1.2 Research Problems

Based on the background of the study, the problem statements are as follow:

1. Do the students achieve better literal reading comprehension after being taught by using Team Assisted Individualization (TAI)?
2. Do the students achieve better inferential reading comprehension after being taught by using Team Assisted Individualization (TAI)?

1.3 Objectives of the Research

Based on the formulation of the research problem, the objectives of the research as follow:

1. To find out the effectiveness of Team Assisted Individualization (TAI) to enhance a student's literal reading comprehension achievement.
2. To find out the effectiveness of Team Assisted Individualization (TAI) to enhance student's inferential reading comprehension achievement.

1.4 Hypothesis

The Alternative Hypothesis states that:

1. The students achieve better literal reading comprehension after being taught by using Team Assisted Individualization (TAI).
2. The students achieve better inferential reading comprehension after being taught by using Team Assisted Individualization (TAI).

1.5 Significance of the Research

Considering the use of the Team-Assisted Individualization (TAI) method in reading, the researcher hopes that this research will be useful and it will be able to give a good contribution in theoretical and practical.

In the theoretical side, Team-Assisted Individualization (TAI) can be an alternative method in language subjects to teach the reading Narrative text. Researcher's expectation is this research can grant a contribution to TEFL in Indonesia and add information to readers about TAI strategy.

Practically, the researcher expects that students will enjoy studying in groups. They can be interested in studying reading, especially in reading narrative text. They can understand the content of narrative text easier and build good relationships with friends. The outcomes of this research will give contribution to

the teacher. Teachers can improve and develop their method in teaching English. The last, the result of this research is expected to be useful for other researchers.

1.6 Scope and Limitation

Researchers provide the scope and limitation in focusing this research. The scope of this research are involved in subject and TAI method. The subject used in this research is ninth Grade students at Junior High School Bustanuts Stani in the academic year 2020/2021. The sample of this research is one class. It consists 32 students. The limitation of the study are literal and inferential comprehension, especially of narrative text..

1.7 Definition of Key Terms

To avoid misunderstanding of the concept used in this study. It is necessary for researchers to provide some definition of the terms used in this research.

Reading comprehension deals with comprehension of the text. Comprehension of the text is finding the literal and inferential information. Understanding is not recognizing the structure of the text, but also finding the meaning of the text. So the students must be able to find the literal and inferential information from the text.

Team-assisted Individualization (TAI) is one of cooperative learnings. TAI combines cooperative learning with individual instruction. Students are grouped so they can learn together. Each member has the same responsibility to achieve points and receive the reward for their team. Students should help their teammates to upgrade their abilities. They check each other's assignments, share ideas, and discuss problems

CHAPTER VI

CONCLUSION AND SUGGESTION

This final chapter presented the conclusion of the research finding and suggestions for the English teacher and future researcher related to the finding result of the study.

6.1 Conclusion

1. Based on the result of data analysis, it can be concluded that the students achieve better on literal reading comprehension after being taught by using Team Assisted Individualization (TAI). There is a significant improvement of using Team Assisted Individualization (TAI) It has been shown from mean score of posttest is higher than the mean score of pretest
2. Based on the result of data analysis, it can be concluded that the students achieve better on inferential reading comprehension after being taught by using Team Assisted Individualization (TAI). There is a significant improvement of using Team Assisted Individualization (TAI) . It has been shown from mean score of posttest is higher than the mean score of pretest

6.2 Suggestions

The use of Team Assisted Individualization (TAI) on teaching reading comprehension has proved to give a significant effect on reading comprehension

achievement. The researcher provides suggestions for the English teacher and the next researcher.

6.2.1 The English Teacher

Here, Team Assisted Individualization (TAI) is one of alternative ways to be used in teaching reading comprehension for Junior High School students. In addition, teachers can improve the steps and be creative in using this method based on students' needs. Team Assisted Individualization (TAI) makes students more active and enthusiastic in reading comprehension.

However, Team Assisted Individualization (TAI) has some weakness. It is effective in reading comprehension, this method made the students confused with instructions at the first meeting. The researcher should explain clearly about the instructions. And this method needed long time because the students should have few minutes to have the team work (building the chemistry) and activate the prior knowledge and make some questions about the text and cooperate with others member in a group and solve the problem about literal and inferential comprehension. The teacher can decrease it. Teacher can combine with other method to decrease the weakness in this research.

6.2.2 The Future Researchers

The researcher hopes that the next researcher can modify or duplicate this research in different class condition and students' needs. Other researcher can use the others types of the text as the instrument to determine the best text for implement this method. So that, it becomes a renewal in the world of education.

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