

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

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Abstract

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 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.

Keywords: Team Assisted Individualization (TAI), Reading Comprehension

INTRODUCTION

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).

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 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.

Cooperative learning can help students to construct their own understanding. In cooperative learning, students work together and build good communication.

Students who have more knowledge can share and help the others to get comprehension of the lesson. They can get recognition from others while doing discussion, debate, and peer tutoring in groups.

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

Previous research on TAI was accomplished by Nuroh (2017). She found that TAI method can increase students' achievement in reading comprehension. It was quantitative research utilizing experimental design, namely one group pretest-posttest design with the sample students of semester 1 Diploma III Midwifery Program of University of Muhammadiyah Sidoarjo. The results demonstrated a significant improvement towards those students by applying TAI in students' reading comprehension. However, there was a drawback of the research. For instance, the teacher utilized 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. Hence, the researcher is interested in examining the Effectiveness of using Team Assisted Individualization (TAI) to teach reading comprehension using narrative text as the instrument on the research.

Considering the use of 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, TAI can be an alternative method in language subjects to teach reading Narrative text. Researcher's expectation is this research can grant a contribution in 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 comprehend 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. Finally, this research is expectantly useful for other researchers.

METHOD

This study applied pre-experimental research design by utilizing quantitative approach with One-Group Pretest- Posttest design. The researcher undertook it in the classroom in which the sample has been obtained from a population. Experimental research is familiar as causality research because it proves cause and effect of one or more variables to other variables. The illustration of this design is denoted in table 3.1.

Table 3.1
Table of Pre Experimental Design

Pre-test	Treatment (Independent variable)	Post-test (dependent variable)
Y ₁	X	Y ₂

Note:

X = Treatment

Y₁ = Pre-test

Y₂ = Post- test

The procedures of this experimental research were as follow:

1. Administering a pretest with a purpose of measuring reading ability of grade IX A of Junior High School Bustanuts Stani Ploso Jombang;
2. Applying the experimental treatment teaching reading by using TAI in the grade IX A of Junior High School Bustanuts Stani Ploso Jombang;
3. Administering a post-test with a purpose of measuring reading ability in grade IX A of Junior High School Bustanuts Stani Ploso Jombang.

Independent variable (x) in this study was teaching method and the effect of method was measured to the dependent variable (Y) . Regarding to those theories above, which is stated that independent variable was manipulated variable, in this study researcher manipulated teaching method as independent variable namely teaching learning activity with the TAI method. The population in this research was all students of the grade IX of Junior High School Bustanuts Stani Ploso in the academic year 2020-2021, total of Grade IX is three classes. Each class comprised 32 students. Additionally, the grade IX A served as the sample. There were 32 students because the students level of proficiency is the most heterogeneous among the other classes. After administering the pre-test, the researcher gave the treatments to the students carried out in seven meetings, including the implementation of the pre-test and post-test. The texts utilized in the treatment were denoted in the table 3.4.

Table 3.4 Text for Treatment

Meeting	Activities	Title of Texts	Length of texts
1 st meeting	Pre-test	-	
2 nd meeting	Treatment	The good stepmother	150-200 words
3 rd meeting	Treatment	The Story of the Smart Parrot	200-250 words
4 th meeting	Treatment	The Wolf and The Goat	150-200 words

5 th meeting	Treatment	Sunan Kalijaga	150-250 words
6 th meeting	Treatment	Golden Snail	150-200 words
7 th meeting	Post-test	-	

The researcher made a teaching scenario before entering the class to assure that the class would be conducive.

RESULTS AND DISCUSSION

The finding shows that TAI method has significant effect on the ninth grade students' reading comprehension achievement. It is evidenced by the posttest score which is better than the pretest in students' reading comprehension taught through TAI. The result of data analysis demonstrates that TAI has a significant effect in which it is grounded on the application of TAI. This method could make the students easier to comprehend the text. It could be viewed from the teaching and learning process. The students show excellent responses towards the implementation of TAI. They cooperate each other to solve the difficult questions. When this method was implemented, the students were capable of learning how to tolerate, or how to be responsible or cooperative, including learning the characters of a teamwork and critical thinking during teaching learning process in which it is surely advantageous for them. The success of this method implementation relies on the teacher and the students' cooperation, team study, and team recognition that refers to the TAI. In brief, this method can easily assist them in comprehending the text on literal and inferential comprehensions.

CONCLUSION

1. Grounded on the results of data analysis, it can be stated that the students achieve better on literal reading comprehension after being taught by utilizing TAI. There is a significant improvement of using TAI. It has been shown from the mean score of posttest which is higher than that of the pretest.
2. Based on the result of data analysis, the conclusion that can be conveyed is that the students achieve better on inferential reading comprehension after being taught by applying TAI. There is a significant improvement of using TAI. It has been shown from the mean score of posttest which is higher than the mean score of pretest.

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