

THE EFFECTIVENESS OF TEAM ASSISTED INDIVIDUALIZATION IN TEACHING VOCABULARY VIEWED FROM STUDENTS' MOTIVATION

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Abstract

Team Assisted Individualization is one of technique which consists of proficient student with a less proficient one to utilize the knowledge and experience of the former to assist vocabulary. This technique was based on a balanced approach which emphasizes teachers' explicit instruction. This article reveals an experimental study about the effectiveness Team Assisted Individualization in teaching vocabulary at private university in Pontianak. The population of this research was the first semester students of university in Pontianak. The sample was two classes consisting of 60 students taken by using cluster random sampling covering 30 students of experimental class taught using Team Assisted Individualization and 30 students of the control class taught using Peer Tutoring. The instruments to collect the data were Vocabulary test and motivation test. Before the instruments used, a try-out was conducted to know the validity of the instruments. After the eight meeting of treatment, a post test was conducted to get the data of the research. The data analysis was done by applying descriptive and inferential statistic (ANOVA and Tukey Test) to test the research hypothesis. Based on the results of the analysis, the findings of this research are: (1) the students who are taught by using Team Assisted Individualization have better vocabulary mastery that those who are taught Peer tutoring. In other word, the use of Team Assisted Individualization is more effective than Peer Tutoring in teaching Vocabulary; (2) the students having high motivation have better vocabulary mastery than those having low motivation; and (3) there is interaction between teaching method and motivation toward students' vocabulary mastery. Based on research findings, it can be concluded that Team Assisted Individualization is an effective teaching method to teach vocabulary for the first semester students of university in Pontianak. The effectiveness of the method is influenced by the students' level of motivation.

Key words: Team Assisted Individualization, Peer Tutoring Method, vocabulary mastery, motivation, experimental study

INTRODUCTION

Chomsky (1957: 116) argues that vocabulary is Words and morphemes are the smallest meaningful units in language. For the most part, however, people

communicate in phrases and sentences, which also have meaning. The meaning of a phrase or a sentence depends on both the meaning of its words and how these words are structurally combined. Some of the

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semantic knowledge of words, can be applied to sentences. In line with Chomsky, Fromkin (1988:219) states that words are synonyms; sentences are paraphrases. Words may be homonyms; sentences may be ambiguous. Words have opposites; sentences can be negated. Harmer Vocabulary, as stated by Hatch (1995: 1), is a list or set of words for a particular language or a list or set of words that individual speaker of language might use. Whute (1986: 337) states that vocabulary is the words used in language. They are elements that are combined to make sentences or discourses. The more vocabulary will be needed in order to have accurate word choice, so it will effectively convey thought and idea.

Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without understanding the vocabulary. Murcia (2001: 289) argues that vocabulary learning is learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purpose.

The researcher prefers to conduct this study on vocabulary mastery because vocabulary is so important. All of English skills need vocabulary. Vocabulary building is

really important in any language learning as stated in the Collier-Macmillan International (1991:189) Once a student has mastered the fundamental grammatical patterns of a language, his next task into master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills.

Besides, most English tests, vocabulary mastery is also tested. While, based on the observation and interview to teacher and students, some students still have difficulty to learn vocabulary. They get confused when they have the vocabulary test. They still made mistake when doing the exercises. Some of them understood when the lecturer was explaining, but they forgot again when they were doing the exercises.

Successful vocabulary teaching is also based on the method used by the teacher. Method is important to make students interested in learning vocabulary, so they can master their vocabulary. Based on the observation and interview to the teacher and students, in the vocabulary lesson, the teachers tend to use a deductive

strategy and boring method. Teacher uses the traditional method, that is Peer Tutoring method. According to David (1984: 534) states that Peer Tutoring is small-group sessions that consists of one-to-one or one-to-few. The one-to-one instruction allows greater adaptation to an individual's need. Teachers take into account differences in ability to understand instruction by organizing their teaching of the same part of curriculum in various way. Small-group sessions, alternative textbook, workbook, programmed instruction, games, and, of course, the one-to-one interaction with tutors may help a particular student comprehend what to do and learn.

The researcher makes the conclusion that students need the method which is more interesting. The method which can make them more active and involve them, so the possibility of forgetting is less because they memorize vocabulary by themselves. They are not only passive just accepting the material from the teacher. Regarding the aforementioned phenomenon, the researcher wants to solve the problem in handling the vocabulary lessons by applying the Team Assisted Individualization. According to Slavin, Leavey, & Steven, 1989: 22 Slavin, Leavey, & Steven, 1989: 22, Team Assisted

Individualization *is a teaching* method which stimulates the skill in critical thinking to analyze and solve the problems systematically. Team Assisted Individualization is a very effective method as it can be used to teach the material, solve problems, train critical thinking as well as make a decision. Choosing Team Assisted Individualization in teaching vocabulary because vocabulary is viewed as the difficult part of English. They will more remember about the vocabulary because they learn by themselves.

Another factor that influences vocabulary mastery is motivation. Motivation is important aspect in every occasion. It influences someone's work on its process and result. Someone success because he or she is motivated. Motivation also has important role in learning. However, not all learners, in learning, have the same quality of motivation. Thus, it is important for the teachers to understand about motivation.

Motivation is an important characteristic of successful learning of a second language (Brown, 2007: 160). Motivation can function so well in the foreign language because the students are not afraid to make mistakes. They do not care if they say or write something completely wrong, as long as they are understood. This personality is commonly created by

the people's mental braveness and their high motivation to get the greatest result from their learning.

Considering the background above, the writer formulates the problems of this study as follows: (1) is the use of Team Assisted Individualization method more effective than Peer Tutoring method to teach vocabulary to the first semester students of university in Pontianak; (2) do the students with high motivation have better vocabulary mastery than those who have low motivation to the first semester students of university in Pontianak;; (3) is there an interaction between teaching methods and levels of motivation in teaching vocabulary to the first semester students of university in Pontianak;

Vocabulary has some definitions. Furthermore, McCarthy (1990: VIII) says that no matter how well the students learn grammar, no matter how successfully the sounds of the second language (L2) are mastered, without words to express a wide range of meanings, communication in an L2 cannot happen in any meaningful way. It is supported by Wilkins (in Thornbury, 2002: 13) who says that without grammar very little can be conveyed, but without vocabulary, nothing can be conveyed. Lado (1957:75) stated vocabulary is the lexical unit of language. Lexical unit means a form-meaning composite that

represents a lexical form or single meaning of a lexeme. From explanations above, the writer concludes that vocabulary is the smallest meaningful units or set of words for a particular language that are consist of words with their meaning, spelling, pronunciation, and using them in sentences that are combined discourses and needed in order to have accurate word choice to convey thought and idea that is the most important part in learning a language and needed in daily communication.

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, as follows: (1)Form: pronunciation and spelling. The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be preserved by the learner when encountaring the item for the first time. In teaching, teachers need to make sure that other these aspects are accurately presented and learned. (2) Grammar. The grammar of new item will be neccessary to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts may have some idiosyncratic say of connecting

with other words in sentences; it is important to provide learners with this information at the same time as teachers teach base form. When teaching a new verb, for example, teacher must give also its past form, if this irregular. Similarly, when teaching noun, teachers may wish to present its plural form, if it is irregular. (3) Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind of animal; more specifically, a common, domestic carnivorous mammal; and both *dank* and *moist* mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. The word *dog*, for example, as understood by most British people, has positive connotations of *friendship* and *loyalty*. (4) Aspect of meaning: meaning relationship. How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships.

Based on the vocabulary 1 syllabus of the first semester student of university in Pontianak; the

vocabulary materials taught are prefix, suffix, compound word and vocabulary related to daily life. For the study, the writer focuses on the prefix, suffix and vocabulary related to daily life. The writer decided to choose three aspects because he has interviewed the students about the materials which they have not understood. They are still confused about these aspects.

Mastering vocabulary is not a spontaneous process. There is a stage on mastering vocabularies includes a stage for the children. Vocabulary mastery is an essential part in language learning. Tarigan (1982: 2) said that the quality of one's language skill depends on the quality of vocabulary mastered. Sundari (2006:5) also explained to be fluent in any skill, a good vocabulary is essential. Written or oral communication is best done with the knowledge and understanding of the use of vocabulary. Meanwhile Cameron (2001:72) stated that building up useful vocabulary is central to the learning of a foreign language at primary level.

Webster (1992: 732) defines mastery as skill or knowledge that makes one master of a subject. In line with her, Quirk says that mastery is full power to control something or great skill/knowledge in a particular subject (1998: 644). Thus, vocabulary mastery is great skill or knowledge (competence) that makes one master of

a particular subject. Related to vocabulary, Chomsky in Ellis (1996: 8) asserts: Competence consists of the mental representations of linguistics rules that constitute the speaker-hearers' internal vocabulary Webster (1992: 732) defines mastery as skill or knowledge that makes one master of a subject. In line with her, Quirk says that mastery is full power to control something or great skill/knowledge in a particular subject (1998: 644). Thus, vocabulary mastery is great skill or knowledge (competence) that makes one master of a particular subject.

TAI was designed by Slavin and his associate in the early 1980s (Slavin, Leavey, & Steven, 1989: 22). TAI is designed primarily for grades 3-6, but it has been used at higher grades levels (up to the community college level). TAI was developed for several reasons. First, TAI would provide a means of combining the motivational power and peer assistance of cooperative learning with an individualized instructional program-one that would provide all students with materials appropriate to their levels of skill and allow them to proceed through these materials at their own rates. Second, TAI was developed to apply cooperative learning method to solve many of the problems of individualized instruction. Third, TAI was developed as a means of producing the well-documented social effects characteristic of

cooperative learning while meeting diverse needs.

There are eight principle components of TAI (Slavin, 2008: 186) as follows: (1) Placement test. At the beginning of the program, students are pretested on vocabulary mastery. They are placed at the appropriate point in the individualized program based on their performance on the placement test.(2) Teams. Students are assigned to four-to five-member teams. Each team has a mix of high, average, and achiever, boys and girls, and students of any ethnic groups in the class. Every eight weeks, students are assigned to new teams.(3)Curriculum material. The students work in their teams on self-instructional curriculum materials covering main idea, reference, lexical meaning, meaning based on the context, detail information, and parts of the text.(4) Teaching group. Every day, the teacher teaches lesson to small groups of students (drawn from the heterogeneous teams) who are at the same point in the curriculum (5)Team study method. Following the placement test, the students are given a starting place in the sequence of vocabulary skills. (6)Team scores and team unit recognition. At the end of each week, the teacher computes a team score. This score is based on the average number of units covered by each team member and the accuracy of the unit tests. Criteria are established

for team performance. A high criterion is set for a team to be a “super team”, a moderate criterion is set for a team to be a “great team”, and a minimum criterion is set for a team to be a “good team”. The teams meeting the “super team” and “great team” criteria receive attractive certificates.(7) Fact test. Twice each week, the students are given three-minutes facts (usually functional text test facts) the students are given fact sheets to study at home to prepare for these tests.(8)Whole-class units. Every three weeks, the teacher stops the individualized program and spends a week teaching lessons to the entire class and make reflection with the students. Some advantages of TAI for both teacher and students (Slavin, 2008: 190) are as follows:(1)It can minimize teacher’s involvement in correcting and scoring answer.(2)The teacher will spend the time to teach the small group.(3)The students will be motivated to study the material quickly and accurately.(4)The students working in learning teams toward a cooperative goal could help one another study, provide instant feedback to one another, and encourage one another to proceed rapidly and accurately through the material.

Peer tutoring is a type of collaborative learning strategy in which students support each other’s learning

rather than relying solely on an adult teacher. Peer tutoring in one collaborative approach where pairs of students interact to assist each other’s academic achievement by one student adopting the role tutor and the other role of tutee. Peer tutoring has been well validated for promoting the development of low-level skills, such as in written and vocabulary.

David (1984: 534) states that Peer Tutoring is small-group sessions that consists of one-to-one or one-to-few. The one-to-one instruction allows greater adaptation to an individual’s need. Teachers take into account differences in ability to understand instruction by organizing their teaching of the same part of curriculum in various way. Small-group sessions, alternative textbook, workbook, programmed instruction, games, and, of course, the one-to-one interaction with tutors may help a particular student comprehend what to do and learn.

The advantages of this method are anyone can achieve a much deeper understanding of material by teaching it to someone else. The tutor develops an increased knowledge of the material, especially when in the same grade as the student receiving the help. When tutors are drawn from classes several grades higher than

the students with whom they work, and are tutoring material they already know well, they still develop increased self-confidence and improved organizational and thinking skills. While the disadvantages of this method are . If the tutor works only with the lower-achieving students and does so in the classroom, these students may be stigmatized socially. The tutoring may disturb the other students, or the students being tutored may be distracted by those not being tutored. Staging the tutoring sessions in another location presents additional problems. Both tutors and students will miss new class work while the tutoring takes place.

Another important thing that needs to be considered in teaching vocabulary as second or foreign language is the students' individual differences. One of them is motivation. Motivation represents psychological processes that emerge volunteer activities to achieve a certain objective (Winarno, 2002: 1). Sorrentiono and Liggins (1990: 4) explain that motivation is a process pushing someone to act as his desire. The first is that motivation pushes and activates behavior, while the second is that it pushes someone to do something insides. Winardi, Beck (1990: 28) also defines that motivation is a psychological aspect

dealing with behaviour differences among individual from time to time. It is a process to push someone to act based on a certain objective.

It is also stated by Mitchell in Law and Glover (2000: 56), defining motivation as the degree to which an individual wants and chooses to engage in certain specified behaviours. How one chooses to behave is concerned with the internal and external forces, which influence his choice of action. The degree to which he engages in certain specified behaviours depends so much on whether his motivation is high or low. Motivation is a way of explaining how people are aroused by an event and how they direct their behaviour toward event. In other words, motivation deals with why individuals get interested and react to those events that get their attention. Brown (2000: 160) defines motivation as probably the most frequently used catch-all term for explaining the success or failure virtually any complex task.

From the definition above, it can be concluded that motivation is subjective experiences or internal states that arouses to an action, pushes us in particular direction, especially willing to engage in lesson and learning activity that is an energy of change within the person to do something for the sake of a certain

goal and a way how individuals get interested, react to events that get their attention and engage in certain specified behaviours particularly in the learning process. Motivated individuals will involve wholeheartedly in the teaching-learning process and they will have an intention to learn more.

The hypotheses are formulated as follows: (1) Team Assisted Individualization method is more effective than Peer Tutoring method in teaching vocabulary for the first semester students of the English Education Department of IKIP PGRI Pontianak; (2) the students with high motivation have better vocabulary mastery than the students with low motivation for the first semester students the English Education Department of IKIP PGRI Pontianak; (3) there is interaction effect between teaching methods and level of students' motivation for teaching vocabulary for the first semester students of the English Education Department of IKIP PGRI Pontianak.

RESEARCH METHOD

This research was conducted at an English Education Department IKIP PGRI Pontianak, West Kalimantan. The research was conducted from April 2014 to September 2014 beginning

from writing the research proposal, conducting the research, and writing the research report.

Experimental study was employed in conducting this research. The purpose is to determine cause-and-effect relationship. Through experimentations, cause and effect relationship can be identified. Because of this ability to identify caution, the experimental approach has come to represent the prototype of scientific method for solving problems (Christensen and Johnson, 2000: 23). The research design used in this research was factorial design 2x2. It allows a researcher to study the interaction of an independent variable with one or more variables (Tuckman, 1978: 135).

The population of the research was the first semester students of the the English Education Department of IKIP PGRI Pontianak. There are three classes. Total of population is 100 students. The sample of this research consist of two classes; class A as experimental group treated by using Team Assisted Individualization and class B as the control group treated by using Peer Tutoring method. Each class consists of 30 students which were divided into two group based on the students' level of motivation. The sampling technique used was cluster random sampling technique. In this study, the researcher set the experimental and control group

using lottery. The data obtained are the result of motivation questionnaire and vocabulary mastery test. Thus, there are two techniques of collecting data; questionnaire and vocabulary mastery test. Questionnaire is used to know the level of students' motivation and vocabulary test is used to know the result of students' vocabulary mastery after the treatment. The data are analyzed using descriptive analysis

and inferential analysis. Descriptive analysis is used to know the mean, median, mode and standard deviation of the scores of the vocabulary mastery test. To know the normality and the homogeneity of the data, the writer uses normality and homogeneity test. The normality and homogeneity tests are done before testing the hypothesis. Inferential analysis used is multifactor analysis of variance (ANOVA 2x2). It is used to test the hypothesis. H_0 is rejected if F_0 is higher than F_t . If H_0 is rejected, the analysis is continued to know which group is better using Tukey test.

FINDINGS AND DISCUSSION

Measuring the normality using Liliefors. The result can be seen on the table 1.

Table 1. Normality Test

No.	Data	(Lo)	(Lt)	(α)	Status
1.	A ₁	0.085	0.161	0.05	Normal
2.	A ₂	0.136	0.161	0.05	Normal
3.	B ₁	0.087	0.161	0.05	Normal
4.	B ₂	0.128	0.161	0.05	Normal
5.	A ₁ B ₁	0.096	0.220	0.05	Normal
6.	A ₂ B ₁	0.157	0.220	0.05	Normal
7.	A ₁ B ₂	0.139	0.220	0.05	Normal
8.	A ₂ B ₂	0.110	0.220	0.05	Normal

All the highest value of L_0 is lower than L_t or ($L_0 < L_t$) at the significance level $\alpha = 0.05$, it can be concluded that the data are in normal distribution.

For measuring the homogeneity test, the researcher used Bartlett formula. The result can be seen on the table 2.

Table 2. Homogeneity Test

sample	df	1/(df)	s_i^2	$\log s_i^2$	(df) $\log s_i^2$
1	14	0.071	43.631	1.639	22.957
2	14	0.071	68.631	1.837	25.711
3	14	0.071	68.274	1.834	25.679
4	14	0.071	59.524	1.775	24.846
				Sum	99.194

The result of the calculation, χ_0^2 (0.895) is lower than χ_t^2 (7.815). Thus, it can be concluded that the data are homogenous.

The result of mean scores can be seen on table 3.

	A ₁	A ₂	
B ₁	84.67	75.17	79.92
B ₂	72.83	73.33	73.08
	78.75	74.25	

Table 3. The mean scores of the Cells

To know whether the hypotheses are rejected or accepted, the researcher measured the data using ANOVA. The result can be seen on the table 4.

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Source of Variance	SS	Df	MS	F _o	F _{t(0.05)}	F _{t(0.01)}
Between columns (The Teaching Methods)	303.750	1	303.750	5.061	4.00	7.08
Between rows (Risk-taking)	700.417	1	700.417	11.671	4.00	
Columns by rows (Interaction)	375.000	1	375.000	6.248	4.00	
Between groups	1379.167	3	459.722			
Within groups	3360.833	56	60.015			
Total	4740.000	59				

Table 4. The Summary of Analysis of Variance 2 x 2

From the table 4, it can be concluded that: (a) because F_o between columns (5.061) is higher than $F_t(4.000)$ at the level of significance $\alpha = 0.05$, H_o is rejected and the difference between columns is significant. There is a significant difference between the students who are taught by using Team Assisted Individualization and those who are taught by using Peer Tutoring method in their vocabulary mastery. The mean score of the students who are taught by using Team Assisted Individualization (78.74) is higher than the mean score of students who are taught by using Peer Tutoring method (74.25). It can be concluded that Team Assisted Individualization is more effective than Peer Tutoring method to teach vocabulary; (b) Because F_o between rows (11.671) is higher than F_t (4.00) at the level of significance $\alpha = 0.05$, H_o is rejected and the difference between rows is significant. The students with

high level of motivation and those with low level of motivation are significantly different in their vocabulary mastery. The mean score of the students with high level of motivation (79.92) is higher than those with low level of motivation (73.08). It can be concluded that the students with high level of motivation have better vocabulary mastery than those with low level of motivation; (3) because F_o columns by rows (6.248) is higher than F_t (4.00) at the level of significance $\alpha = 0.05$, H_o is rejected and there is an interaction between teaching methods and students' motivation to teach vocabulary. Thus, it can be concluded that the effect of teaching methods on vocabulary depends on the level of students' motivation.

The researcher used Tukey test to know the significant difference of each mean. The result can be seen on the table 5.

Table 5. The Summary of Tukey Test

Data	Sample	q_o	q_t	α	Status
A ₁ and A ₂	60	3.181	2.830	0.05	Significant
B ₁ and B ₂	60	4.836	2.830	0.05	Significant
A ₁ B ₁ and A ₂ B ₁	30	4.749	2.890	0.05	Significant
A ₁ B ₂ and A ₂ B ₂	30	0.249	2.890	0.05	Not Significant

From the table 5, it can be known that: (a) the score of q_o between columns is 3.181 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.830. Because

$q_0 > q_t$ or q_0 (3.181) is higher than q_t (2.830), it can be concluded that there is a significant difference on the students' vocabulary mastery between those who are taught using Team Assisted Individualization and those who are taught using Peer Tutoring method. Meanwhile, based on the calculation result, the mean of the students who are taught Team Assisted Individualization (78.75) is higher than that of those who are taught using Peer Tutoring method (74.25), it can be concluded that Team Assisted Individualization is more effective than Peer Tutoring method to teach vocabulary; (b) the score of q_0 between rows is 4.836 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.830. Because $q_0 > q_t$ or q_0 (4.836) is higher than q_t (2.83), it can be concluded that there is a significant difference on the students' vocabulary mastery between those who have high motivation and those who have low motivation. Based on the calculation result, the mean of the students who have high motivation (79.92) is higher than that of those who have low motivation (73.08), it can be concluded that the students who have high motivation have better vocabulary mastery than those who have low motivation; (c) the score of q_0 between columns A_1B_1 and A_2B_1 is 4.749 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is

2.890. Because $q_0 > q_t$ or q_0 (4.749) is higher than q_t (2.89), it can be concluded that there is a significant difference on the students' vocabulary mastery of the students having high motivation between those who are taught using Team Assisted Individualization and those who are taught using Peer Tutoring method. Meanwhile, the mean score of A_1B_1 (84.67) is higher than A_2B_1 (75.17), it can be concluded that Team Assisted Individualization is more effective than Peer Tutoring method to teach vocabulary for the students who have high motivation; (d) the score of q_0 between columns A_1B_2 and A_2B_2 is 0.249 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.890. Because $q_0 < q_t$ or q_0 (0.249) is lower than q_t (2.890), it can be concluded that there is no significant difference on the students' vocabulary mastery of the students having low motivation between those who are taught using Team Assisted Individualization and those who are taught using Peer Tutoring method. Whereas, the mean score of A_1B_2 (72.83) is lower than A_2B_2 (73.33). The difference between them is only 0.5 so it can be concluded that Peer Tutoring method does not differ significantly from Team Assisted Individualization to teach vocabulary for the students who have low motivation.

After knowing the findings of the

study, a discussion is presented as follows:

1. Team Assisted Individualization is more effective than Peer Tutoring method

Since TAI method is an effective teaching method to teach vocabulary, English teachers can implement this teaching method in teaching and learning vocabulary to improve students' vocabulary mastery. To be able to implement this teaching method effectively, teachers should follow some preparation. First, teachers should understand the concept as well as the strengths and the weaknesses of this teaching method. It enables them to know the right procedure of this teaching method and avoid from the obstacles which may appear in the process of teaching and learning process. One of the problems in implementing this teaching method is time consuming. It usually appears in the steps of discussing. It takes quite longer time than other steps because students usually need time to gather and discuss about vocabulary. Second, teachers also have to analyze the syllabus in order to be able to design lesson plans covering the appropriate materials and evaluations. It helps them to select appropriate standard competence, basic

competence and indicators, which can be achieved through the implementation of this teaching method. Designing lesson plan also facilitate them to select materials and types of evaluation which are appropriate with the level of students' competence and the complexity in implementing this teaching method. Thus, to be able to follow all the preparations before implementing this teaching method, teachers should read and learn about this teaching method from any sources like books, journal article, seminars, workshop etc. In order to achieve a good result, it must be applied properly in the teaching-learning process. The procedures of TAI method are : (1)The teacher gives the task to the students to study the material which is prepared by him/her independently; (2)The teacher gives quiz to the students for getting the base score independently; (3) The teacher divides the students into groups. Each group consists of four to five students. the group should be diverse in terms of gender, ethnicity, race, and ability (high, average, and low) ; (4) The result of the students' learning is discussed in the group. In group discussion, each member of the group checks the answer of his/her teammates; (5) The teacher facilitates the

students in making summary, guiding, and giving reinforcement to the material has been learned ; (6)The teacher gives the quiz or assessment to do independently; (7)The teacher gives award to the group based on the individual score has been got by them. The score must be increase from the basic score to the next quiz or assessment.

2. The students who have high motivation have better vocabulary mastery than those who have low motivation

Motivation can be defined as the view one has of himself and his abilities. Parents create a positive emotional bond with children through warm and caring interactions with a lot of eye contact and touch. This positive emotional bond with parents and caregivers promotes student's motivation. Parents must not be angry to the children when they make mistake. Let them try to do something or explore by themselves. By mistake, they will learn more and pick the lesson. Parents should make their children to be the brave children. They teach their children to have positive thinking. Parents have the opportunity (and responsibility) to build motivation in their children. English teachers should be able to teach vocabulary for the students having high motivation using the appropriate teaching method

which always increases students' motivation. Teaching starts from giving question, telling story and brainstorming to the students can increase their motivation. In this teaching method, students can be brave to make decision, they can try to answer although they do not know. They do not care about the result will be wrong or right. If the result is right, it is better for them. If the result is wrong, it is not problem, because they think that error is the part of the learning process. They will learn more from their mistake. Teachers should treat each student' ideas with respect and help them treat others with respect also. They should identify and recognize each student's strengths. Every level of Curriculum has activities that help students recognize their self-worth uniqueness. Teachers can make a conscious effort to reinforce those unique qualities. Teachers should inspire and help children to learn how to use self-praise. It is comparing students' accomplishments to their past performance. Teachers should help students to realize that they have control over what gets done and plans management. They can encourage children to only take on what they can reasonably accomplish. Teacher can begin constructive criticism with a positive message of encouragement. The most important thing teachers can

do for their students are establishing a warm and comfortable environment.

Each student is potential to have high motivation. To be a high motivation person, student must have a great deal of positive thinking. Since motivation is something which should be built, students should be able to measure their own level of motivation to increase it. They also have to open their mind receiving any knowledge, critics and information which facilitate them to explore and increase their motivation. Students can increase the motivation from themselves. They must think positively. They can also join the seminar which discusses about motivation.

3. Interaction between teaching methods and students' motivation in teaching vocabulary

In teaching vocabulary, teachers should be able to select the most appropriate teaching method based on the students' condition. Students' motivation becomes one of the important considerations in teaching vocabulary because students are able to learn the vocabulary material and do some tasks well if they have belief that they can do it. Thus, teachers should understand whether the selected teaching method can facilitate the students having high and low motivation to learn vocabulary. It is better for teachers to use students-

centered learning to teach students having high motivation while teacher-centered learning to teach students having low motivation.

Since motivation regarded as one of the psychological aspects to have a good vocabulary mastery and any other subjects, school as the official institution for education should pay more attention on students' motivation level. In this case, school should involve actively testing the students' motivation level. The motivation questionnaire instrument can be designed by capable teachers or psychologists. It can be conducted before the process of teaching and learning vocabulary done in the classroom. By taking a look at the result of students' motivation level, school can decide what kinds of teaching method which is appropriate to teach vocabulary.

The result of this research which shows the interaction between teaching methods and students' motivation can be as an additional reference for other researchers who want to do further research related to the application of teaching vocabulary. In addition, this research can be useful to explain more description on the process and the procedure of conducting the same kinds of research. It also beneficial for other researchers who may plan to have the similar research viewed from any different

psychological point of view besides motivation which may have correlation with students' vocabulary like intelligence, personality, self-esteem, etc.

The result of ANOVA test shows that F_0 is higher than F_t which means that Team Assisted Individualization differs significantly from Peer Tutoring method for the students having high motivation. However, the result of tukey test shows that Team Assisted Individualization does not differ significantly from Peer Tutoring method for students having low motivation because q_0 is lower than q_t . Although, the mean score of students having low motivation who were taught Peer Tutoring method is better than the mean score of students having low motivation who were taught Team Assisted Individualization but it is not significant because the difference score is only 0.5. The students said that there were some questions that they did not answer because they were afraid to make mistakes. This action is a character of students who have low motivation. It is difficult for them to try to answer when they are doubt. So, it impacts to their score result.

From the above research findings, the result of ANOVA test is used to conclude. So, there is an interaction between teaching methods and motivation toward students'

vocabulary mastery.

CONCLUSION AND SUGGESTION

Based on the description of the data analysis, some findings of the research are: (1) Team Assisted Individualization is more effective than Peer Tutoring method to teach vocabulary for the first semester students of the English Education Department of IKIP PGRI Pontianak; (2) the students with high level of motivation have better vocabulary mastery than those with low level of motivation for the first semester students of the English Education Department of IKIP PGRI Pontianak; (3) there is an interaction between teaching methods and the students' motivation to teach vocabulary for the first semester students of the the English Education Department of IKIP PGRI Pontianak.

It can be concluded that Team Assisted Individualization is an effective method to teach vocabulary for the first semester students of the the English Education Department of IKIP PGRI Pontianak. The effectiveness of the method is influenced by the students' level of motivation.

Team Assisted Individualization is proved as an effective method to teach vocabulary. In order to achieve a good result, it must be applied properly in the teaching-learning process. The procedures of Team Assisted Individualization are: (1)The

teacher gives the task to the students to study the material which is prepared by him/her independently; (2)The teacher gives quiz to the students for getting the base score independently; (3) The teacher divides the students into groups. Each group consists of four to five students. the group should be diverse in terms of gender, ethnicity, race, and ability (high, average, and low) ; (4) The result of the students' learning is discussed in the group. In group discussion, each member of the group checks the answer of his/her teammates; (5) The teacher facilitates the students in making summary, guiding, and giving reinforcement to the material has been learned ; (6)The teacher gives the quiz or assessment to do independently; (7)The teacher gives award to the group based on the individual score has been got by them. The score must be increase from the basic score to the next quiz or assessment.

The researcher would like to give some suggestions as follows: (1) teachers can apply Team Assisted Individualization to teach vocabulary; (2) teachers have to consider that motivation is one of factors that may affect the students' vocabulary mastery, pay more attention to the students with low level of motivation, find out factors influencing the students' motivation, and encourage them to be high motivation students;

(3) students are expected to be more active in the teaching and learning process in order to develop their vocabulary mastery; (4) it is suggested for students with low level of motivation to encourage themselves to be high motivation students in learning language; (5) the next researchers can use the result of this research as the starting point for conducting the next investigation with different students' condition and skill; (6) the next researchers can also develop teaching methods used in this research as a way of making revision to the weaknesses of this research.

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