

THESIS

**IMPROVING STUDENTS' READING SKILL USING TEAM ASSISTED
INDIVIDUALIZATION (TAI)**

**(An Action Research Conducted at the Eighth Grade students of SMP 1 Jaten
Karanganyar in Academic Year 2011/2012)**



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2012

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ABSTRACT

ISYAK CAHYANI. X2207055. **Improving Students' Reading Skill Using Team Assisted Individualization (TAI) (An Action Research at the Eighth Grade Students of SMP Negeri 1 Jaten in the Academic Year of 2011/2012)**. A Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2012.

This research is aimed at finding out: (1) Whether the implementation of TAI to the eighth grade students of SMP Negeri 1 Jaten can improve the students' reading skill; and (2) What happens to the class situation when TAI is implemented in improving student's reading skill.

The method used in this research was a collaborative action research. The research was conducted in two cycles at the VIII C grade students of SMP Negeri Jaten from January 18th to February 9th 2012. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected by using observation, questionnaire, and interview. Then, the quantitative data were collected by using test. Qualitative data were analyzed by using 5 stages suggested by Burns (1999: 157-159) as follows: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The quantitative data were analyzed by using descriptive statistics.

The research findings show that the use of TAI could improve students' reading skill and classroom situation of English class. The improvement of students' reading skill includes: (1) The students are able to get the main idea of the text; (2) The students are able to get the explicit information from the text; (3) The students are able to guess the meaning of word (vocabulary); (4) The students are able to get implicit information of the text; (5) The students are able to determine referent of pronouns of the text. Besides, the improvement of students' reading skill can be seen from the improvement of the mean score of pre-test, post-test 1, and post-test 2, those are 55.31, 62.71 and 80.20. The improvement of classroom situations includes: (1) The students became active in teaching learning process; they did their tasks, answered the researcher's questions and responded researcher's instruction, (2) The students' behavior changed; they did a few useless activities during the lesson and focused more to do their jobs, (3) They actively participated in teaching learning process; they shared their ideas to their friends and gave opinions or questions in the class without command, (4) The students were interested in reading class with their group and encouraged to ask the researcher directly while they were facing problems, and (5) The students became more independent to solve their problems by discussing with their partners in group.

TAI can be applied in reading teaching learning process. By implementing TAI, the students can improve their reading skill. The researcher hopes what the researcher has done will inspire the English teachers to conduct TAI in their classroom.

APPROVAL OF THE CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

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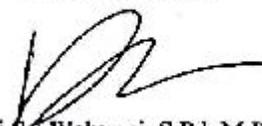
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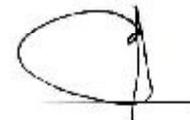
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MOTTO

“Manisnya keberhasilan akan menghapus pahitnya kesabaran, nikmatnya kemenangan melenyapkan letihnya perjuangan, menuntaskan pekerjaan dengan baik akan melenyapkan lelahnya jerih payah”

(Dr. Aidh bin Abdullah Al Qarni)

“Tanpa teman sejati semua orang yang kaya itu sebenarnya adalah orang yang miskin”

(Forbes)

“All our dreams can come true, if we have the courage to pursue them”

(Walt Disney)

“Believe in Yourself, and Remember that Anything Is Possible...”

(The Writer)

DEDICATION



With deep love this thesis is dedicated to:

Mom and Dad

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ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise be to Allah SWT who has given His blessing to the writer so that she can complete the writing of this thesis. In this occasion, the writer would like to express her deepest gratitude and appreciation to the following.

1. Prof. Dr. H. M. Furqon Hidayatullah, M. Pd., the Dean of Teacher Training and Education Faculty, for his advice and approval of this thesis.
2. Dr. Muhammad Rohmadi, M.Hum., the Head of the Art and Language Education, and Endang Setyaningsih, S.Pd. M.Hum, the Head of English Department of Teacher Training and Education Faculty, for their advice and approval of this thesis.
3. Drs. Muh Asrori, M.Pd. as the first consultant and Dewi Sri Wahyuni, S.Pd, M.Pd. as the second consultant, who have given guidance to the best result of the thesis.
4. Drs. Suriyanto, M. Pd, the Headmaster of SMP Negeri 1 Jaten for facilitating the writer in collecting the data.
5. Endang Saptorini, S.Pd the English teacher of SMP Negeri 1 Jaten, who has helped the writer to do the research.
6. The VIII C students of SMP Negeri 1 Jaten who have participated well during the research.
7. Her beloved family “Bp. Trisno Setiyawan, Ibu Mujiyani, Dek Ilham, and Dek Indah” for their supports, caring, prayer, and helps.
8. Her Dearest Angel, for his love, prayer, and support.
9. Her friends in need: Erlina, Ana, Lienti, Septiana, Laras, and Fitria, Her Friends in HOLAHOPI.
10. Her friends in English Department of year 2007, for their never ending friendship.

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The writer realizes that this thesis is still far from being perfect. She hopes and accepts every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, Juli 2012

Isyak Cahyani

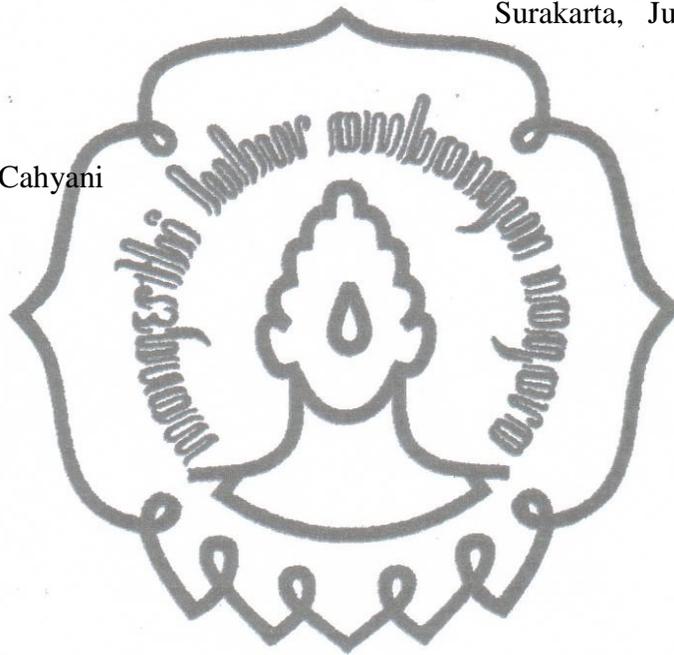


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CHAPTER 1

INTRODUCTION

A. Background of the Study

Based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for junior high school, the aim of English teaching is intended to develop the student's communicative abilities which emphasize the language skills such as listening, writing, reading and speaking. Reading is one of the four basic skills which learners required to master if they want to learn a foreign language. Dowson and Bamman (1997:1) state that reading is truly a basic means of learning in all subjects. It is because in every subject, students' learning activities involve reading. Through reading, students' are able to improve their perception and to give a lot of help to improve listening, speaking and writing. It can increase knowledge, their vision and their interest in English. Moreover, Carrell (1996: 1) states,

For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Certainly, if we consider the study of English as a foreign language around the world – the situation in which most English learners find themselves – reading is the main reason why students learn language.

Even if the students want to use English at all after they leave school, it may well be in reading, as they study textbooks written in English in their further education programs, or read a newspapers, magazines and periodicals, for example, to keep themselves up to date in their job fields. Furthermore, if they never look at, say or hear another word of English after they leave school, learning to read in English help them which they can transfer to their own language. In addition, students who learn to enjoy reading in English may become

more motivates to learn English in general. So it is clear that it is very important to do a lot of English reading.

In general sense, reading is what happens when people look at the text and assign meaning to the writer symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin (Aebersold and Lee Field, 1997: 15). Similar to Aebersold and Lee Field, Rumelhart in Aebersold and Lee Field, (1997: 5) states that reading involves the reader, the text, and the interaction between reader and text. Whereas, Grellet (1981: 3) states that reading or understanding a written text means extracting the required information from it as efficiently as possible. Moreover, Nuttal (1996: 3) says that the reason for reading is not very likely that we were interested in the pronunciation of what we read or even in the grammatical structures used, but we wanted to get something from the writing. Thus we can say that reading process is an interaction between the reader and the text to assign meaning and extract the required information or to get something from the writing text as efficiently as possible.

Reading is a basic skill to learning. Through reading, students are able to widen their perspective of study. They can explore all aspects of knowledge. They will get answers from thousands of questions existing in their mind from reading. Simply, if the students want to succeed in learning, they must read as much as possible. According to Silberstein (1994: 12) reading as a complex information processing skill in which the reader interacts with the text in order to (re)create meaningful discourse. If reading skills appear to be lacking, then a reading skill assessment is recommended.

The objective of teaching English in junior high school is providing the students with the knowledge of reading skill. It means that the ability of reading must be followed by skill of reading.

According to *Standar Kompetensi (SK)* and *Kompetensi Dasar (KD)* of English reading for eighth grade students of junior high school in second semester, in reading, are as follows:

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Standar Kompetensi (SK): 11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar (KD):

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan nararative

11.3 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

From the standard of competence and the basic competences of English reading above, it can be said that ideally in reading the students should be able to comprehend meaning. This meaning covers whether ideational, interpersonal, or textual from various interactive and monolog written texts, particularly those in the form of recount and narrative. The skill of reading is measured from the ability to identify main idea, explicit information, words' meaning, implicit information, and find referent of pronoun of the text

Based on pre research many students of the eighth grade in SMP N 1 Jaten think that English was difficult subject because they have problems when they read English text. The writer found some problems when they read English text, as follows: (1) Students had problem to find main idea of the text; (2) Students had problem to find explicit information of the text; (3) Students had difficulty to find word meaning from the text that they read; (4) Student had problem to find implicit information of the text; and (5) Students had problem to find referent of pronoun. It was supported by the students' mean score of pre-test 55.32. It was less than 7.3 as a KKM (minimum standard criterion) of English lesson in SMP Negeri 1Jaten.

Besides those several problems above, there were also problems that attack students' reading skill coming from the classroom situation, such as: (1)

The students were not active in teaching learning process, they were quiet when the teacher asked something about the text; (2) The students did non academic activities like singing, painting, and disturbing their friends; (3) The students were noisy in the teaching and learning process; (4) The students were not brave enough to suggest questions. They felt clumsy, afraid that their question would be laughed; they were not accustomed to ask, and had no idea what would be asked; and (5) The students did the assignment by cheating their friends' without knowing the content.

From the pre-observation, the writer can conclude that the low reading achievement of the students is caused by some factors, they are from the teacher and students: (1) Teacher had not used variation in teaching reading to make the students more interested in the materials. The teacher uses teacher-centered model in teaching the teacher dominates the classroom so the students participates less in classroom activities and what is taught tends to be procedural sensitivity without raising efforts to encourage students to be more active in learning activities, especially to ask; and (2) Students had low motivation to read English text that is making them do not have an interested to learn English: the students feel bored with the lesson, so that they do not pay attention to the teacher explanation. Some of them are shy if the teacher asks them to answer the questions of the text, they are not confident.

There are many Junior High Schools which still use traditional teaching especially in teaching reading. According to Novak, 1998 in <http://ehlt.flinders.edu.au/education/DLiT/2002/environs/scott/tradteac.htm>

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur.

In traditional teaching, the teacher implements the teacher-centered method rather than student-centered. In teaching and learning process, the teacher dominates the classroom. There was that the teacher would teach on the blackboard, explained, asks students to copy and made sure paid attention and listen. Thus students get board of the same way of teaching method done by the teacher which is on the blackboard and listening to the teacher talk while they sit down in the class and heat up their chair. This situation makes the students bored, they are not comfortable and they make noise. So, the researcher will use another technique that can improve the students' reading skill.

Increasing the student's reading skill was not an easy job. Real reading texts demand one or more of a number of different reading skills, such as skimming for gist, scanning for specific information, reading for inference, reading for detail (Matthews et. al. 1989: 64). If we wish to give students real practice in reading rather than use reading to consolidate their oral work, the type of text and reading activities we employ in the classroom must be appropriate.

By knowing those situations above, the researcher tries to conduct an action research by proposing a teaching technique of cooperative learning to teach English reading skill, namely Team Assisted Individualization (TAI).

Team Accelerated Individualization later renamed Team Assisted Individualization (TAI) is one kind of cooperative learning that can be used in teaching reading. TAI is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments (Slavin, Madden, & Leavey, 1984 in Spencer J. Salend, Washin, 1988: 1). In TAI, individual group members work on their own assignments and assist other group members with their assignments. Group members are then rewarded if their team's performance exceeds a pre-established criterion. Whereas several other cooperative learning strategies are group-paced, TAI is unique in that it combines cooperatively structured learning with individualized instruction.

TAI is a combination of cooperative learning and individualized instruction. Students are placed in an individual sequence of the learning material based on test performance. They precede at their own pace, but their team checks daily practice sheets. Students earn points for their respective teams by passing final tests, completing multiple units, and handing in assignments. Students take their final unit tests individually (Maheady et. al. 1991 in <http://aim.cast.org/learn/historyarchive/backgroundpapers/peer-mediated-instruction>).

In cooperative, TAI is focused on group working that is able to build the students' bravery and communication ability with other people or friends. By using this technique, the students work with small teams that have different levels of ability, use a variety of learning activities to improve their understanding of a subject. They can share and express their ability, ideas and opinion appropriate with their condition in certain topic of reading texts, and not shy to ask question if they had some difficulties in teaching materials. Besides that, this technique is also focused on peer tutoring so each member of team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The students work through the assignment until all group members successfully understand and complete it.

This technique can give motivation to the students to study and increase the students' participation in teaching learning process. This technique is typical of [student-centered](#) learning. It does provide an effective environment for [collaborative](#), [cooperative](#), [individualistic](#) and [competitive](#) learning. The classroom dynamics are considerably more complex in this environment as the teacher uses [facilitating techniques](#) to ensure that students are engaged with the learning process.

Moreover, TAI can build the students' understanding towards the learning materials given in this case reading a text because of the presence of both students' interaction with their group and the teacher. In each group they share

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and discuss their knowledge and ability because if they feel shy or not confident to ask their problems they can discuss with their groups. This technique focuses on group work; working in groups is believed to solve the problem. Group members can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. Through this technique, the students felt comfortable to discussing about a text, finding the main idea, getting explicit and implicit information, guessing the meaning, and determining referent of pronoun.

From the explanation above, the writer is interested in conducting a study on **“Improving Students’ Reading Skill Using Team Assisted Individualization (TAI) (An Action Research Conducted at the Eighth Grade of SMP Negeri 1 Jaten in the Academic Year 2011/2012).”**

B. Problem Statement

From the explanation of background of the study, there are some problems that can be formulated as follows:

1. Can Team Assisted Individualization (TAI) improve reading skill of the 8th grade students of SMP N 1 Jaten?
2. What happens in the classroom when Team Assisted Individualization (TAI) is implemented in the reading class?

C. Objective of the Study

Based on the background of the study, the aim of this research is to answer the following questions, namely:

1. Describe whether Team Assisted Individualization (TAI) is able to improve students’ reading skill.
2. Describe the class situation when Team Assisted Individualization (TAI) is implemented in reading class.

D. Benefit of the Study

The writer hopes that the result of this study will have some benefit as follows:

1. For the students

This research will enrich the students' reading skill. They can learn and discuss with their friends so they will comprehend the reading text easily and conveniently. By using TAI technique, the students will be active readers, they can work together (group work) and it is useful for their socializing and their communicating. TAI technique will stimulate the students' motivation to comprehend English text in reading class.

2. For the teachers

- a) They can use TAI technique as an alternative technique in teaching reading.
- b) It may give them more alternatives to implement TAI technique.

3. For the school

This study can be used to overcome the problem of teaching reading. This technique can be considered to be an effective technique not only to teach English but also to teach other subjects.

4. For the researcher herself

She can get valuable experience which can be used for doing a better action research in the future.

CHAPTER II

LITERATURE REVIEW

It is important to elaborate some theories, which are used in this research in order to have an understanding in certain concepts. The concepts are related with theory of reading skill and team assisted individualization (TAI).

A. The Review on Reading Skill

1. The Definition of Reading Skill

Before investigating reading skill, it is necessary to elaborate the term of reading. The following are some definitions of reading proposed by some experts based on their own views.

Aebersold and Field (1997:15) state that reading is what happens when people look at the text and assign meaning to the writer symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. Similar to Aebersold and Lee Field, Rumelhart in Aebersold and Lee Field, (1997: 5) states that reading involves the reader, the text, and the interaction between reader and text. Whereas, Silberstein (1994: 12) states that reading is a complex information processing skill in which the reader interacts with the text in order to (re)create meaningful discourse. Moreover, Nuttal (1996: 3) says that the reason for reading is not very likely that we were interested in the pronunciation of what we read or even in the grammatical structures used, but we wanted to get something from the writing. Thus we can say that reading process is an interaction between the reader and the text to assign meaning and to get something from the writing text there is no reading process if there is no one of both.

Another definition is stated by Grellet (1981: 3). He defines reading as an active skill. He also states that reading or understanding a written text means extracting the required information from it as efficiently as possible.

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He mentions reading involves guessing, predicting, checking, and asking oneself questions. Similar to Grellet, Hamer (1998:70) states that reading is an incredibly active occupation. It is not a passive skill, the reader has to understand what the words mean. If they do not do these things, then they only scratch the surface of the text. Furthermore, Greenwood (1998:59) states that reading is not a passive skill because when readers read they think and search for meaning drawing upon the complex network of associations that native speakers have at their disposal. From these theories, it can be said that reading is an active skill in which the reader search, predict and think to get the words meaning of the text.

Another definition comes from Bond and Wagner (1963: 5). He defines reading as a process through which the reader tries to share an author's point of view, his idea, and experiences in order to communicate with him. From reading, the reader can get clear and vivid meaning from written material only to the extent that he has clear and vivid concepts to associate with the written symbols.

From the definitions above, it can be concluded that reading is an active activity which involves interactions between the readers and the text that includes searching, predicting, thinking, and trying to share an author's point of view, his idea, and experiences in order to extract the required information from it as efficiently as possible.

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Before we come to reading skill review, it will be necessary to know what skill is. In <http://www.businessdictionary.com/definition/skill.html>, it states that skill is capacity to do something well; technique, ability. Skills are usually acquired or learned, as opposed to abilities, which are often thought

of as innate. Then in oxford learner's pocket dictionary, skill is ability to do something well. Skill is great ability or proficiency; expertness that come from training, practices (<http://www.yourdictionary.com/skill>). From these definitions, it can be said that skill is the great ability to do something well; expertness that come from training, and technique.

Based on the explanation above, it can be concluded that reading skill is the ability of the reader to search, predict and think in order to extract the required information from the text that come from training and technique.

2. Kinds of Reading Skill

De Boer and Dallman (1964:134) state that there are two specific skills of reading skill, they are:

- a. According to reader's purpose
 - 1) Reading to find main idea
 - 2) Reading to select significant details
 - 3) Reading to answer questions
 - 4) Reading to arrive at generalization
 - 5) Reading to follow directions
 - 6) Reading to predict out come
 - 7) Reading to evaluate critically
 - 8) Reading graphs, table, charts, and maps
- b. According to the length and nature or the selection read
 - 1) Getting phrase meaning
 - 2) Getting sentence meaning
 - 3) Getting paragraph meaning
 - 4) Comprehension of longer selection

Munby in Grellet (1998: 4) states that reading involves a variety of skills. The main ones are listed below:

- a. Recognizing the script of a language
- b. Deducing the meaning an use of unfamiliar lexical items

- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicated value (function) of sentences and utterances
- g. Understanding relations within the sentence
- h. Understanding relations between the parts of a text through lexical cohesion devices
- i. Understanding cohesion between parts of a text through grammatical cohesion devices
- j. Interpreting text by going outside it
- k. Recognizing indicator in discourse
- l. Identifying the main point or important information in a piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Extracting salient points to summarize (the text, an idea etc.)
- o. Selecting extraction of relevant points from a text
- p. Basic reference skill
- q. Skimming
- r. Scanning to located specially required information
- s. Transcoding information to diagrammatic display

3. Three phases of Reading activity

There are three main types of reading activity according to Williams (1984: 37):

a. Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. The pre reading phase tries to do are:

- 1) To introduce and arouse interest in the topic

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- 2) To motivate learners by giving a reason for reading
- 3) To provide some language preparation for the text

b. While-reading

This phase draws on the text, rather than the learner's ideas previous to reading. The aims of this phase are:

- 1) To help understanding of the writer's purpose
- 2) To help understanding of the text structure
- 3) To clarify text content

c. Post-reading activities

The aims of post-reading work are:

- 1) To consolidate or reflect upon what has been read
- 2) To relate the text to the learners' own knowledge, interests, or views.

4. The Strategies of Reading

Some experts have proposed many ways of reading. Grellet (1998: 40) summarizes the way of reading including the following:

a. Scanning

Scanning is reading quickly, going to a text to find a particular piece of information. Williams (1996: 100) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. It involves these steps:

- 1) Determining what key words to look for
- 2) Looking quickly through the text for those words
- 3) When you find each word, read the sentence around it to see if they provide the information being sought.
- 4) If the texts provide the information being sought, don't read further. If they do not provide the information being sought, continue scanning.

b. Skimming

Skimming is quickly running one's eyes across a whole text to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the learners to recognize learners' thought and specify what information they can get from a book, so their subsequent reading is more efficient.

c. Extensive Reading

Extensive reading is reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading

Intensive reading is reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

5. Models of Reading

In looking for ways to describe the interaction between reader and text, experts have also created models that describe what happens when people read (Aebersold and Field, 1997: 17). Barnett in Aebersold and Field (1997: 17-18) provides a thorough summary of three main models of how reading occurs. They are bottom-up model, top-down model and the interactive model.

a. Bottom-up model argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc) and becomes automatic that readers are not aware of how it operates. It means that a reader has to understand the passage by reading word by word to reach the whole understanding.

- b. Top-down model argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears. The reader had known about the passage so they just want to know if there is any new information in the passage.
- c. The interactive model argues that both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that uses both bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level and culturally shaped beliefs about reading. A reader uses both models in their reading activity depending on the situation that they faced.

6. Teaching Reading to Junior High School Students

In English language teaching, the teaching of reading should be the main priority for teachers to be considered when the students begin their schooling. It means that teaching reading, especially to read English text, should be started earlier. Because if the students use English at all after leave

English teacher should encourage their students a real love for reading and groom them into becoming lifelong reader so every student has a wide knowledge.

Dealing with the standard of competence and the basic competence of English reading at the eighth grade of junior high school, the researcher will use some indicators required for the students as follows:

- a. finding main idea of recount text
- b. finding word meaning of recount text.
- c. finding explicit information of recount text.
- d. finding implicit information of recount text.
- e. finding referents of recount text.

7. Microskills and Macroskills of Reading

Reading involves a variety of skill. Brown (2004: 186) proposes these following micro and macro skills:

a. Microskills

- 1) Discriminate among distinctive graphemes and ortographic patterns of English
- 2) Retain chuncks of language of different lengths in short term memory
- 3) Process writing at an efficient rate of speed to suit the purpose
- 4) Recognize a core of words, and interpret word order patterns and their significance
- 5) Recognize grammatical word classes (nouns, verb, etc) system (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation
- 2) Recognize the communicative functions of written texts, according to form and purpose
- 3) Infer context that is not explicit by using background knowledge
- 4) From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata

8. Construct and Indicators of Reading

Reading skill is the ability of the reader to search, predict and think in order to extract the required information from the text that comes from training and technique. In reading, skills and strategies are needed for success in an academic situation such as skimming for gist, scanning for specific information, reading for inference, and reading for detail. Dealing with the standard of competence and the basic competence of English reading at the eighth grade of junior high school and the micro and macro skills above, the researcher restricts on five reading skills that include such activities as being able to find main idea of the text, being able to find explicit information of the text, being able to interpret word meaning from the text, being able to recognize implicit meaning in text and being able to find referent of the text.

B. Review on the Cooperative Learning

1. Definition of Cooperative Learning

There are some definitions about cooperative learning. According to Johnson, et al. (1994: 4 quoted by Richards & Rodgers) cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. **It** is a successful teaching strategy in which small teams, each with students of different level of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Cooperative learning is instructional method in which students work together in small group to help each other learn. It is supported by Rojer, et al. (in Kessler, 1992: 8) who says that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange information between learner in groups and in which each learner is

held accountable for his or her own learning and is motivated to increase the learning of others.

Another definition comes from Johnson & Johnson (in Seng 2006: 26). Cooperation is working together to accomplish shared goals. Cooperative learning is the instructional use of small groups to let students work together to maximize their learning in order to achieve their goals. Cooperative learning is now one of the most promising practices in the field of education. Many researches show that cooperative learning results in (a) higher achievement and greater productivity; (b) more caring, supportive, and committed relationships, and (c) greater psychological health, social, competence, and self – esteem.

Based on explanation above, it can be concluded that cooperative learning is instructional method in which students work together in small group to maximize their learning in order to achieve their goals by exchanging information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

2. The advantage and Disadvantage of Using Cooperative learning

a. The advantage

According to Orlich, Harder, Callahan, and Gibson (1998: 276) there are some advantages of cooperative learning:

- 1) It improves comprehension of basic academic content
- 2) It reinforces social skills
- 3) It allows student decision making
- 4) It creates active learning environment
- 5) It boosts students' self-esteem
- 6) It celebrates diverse learning styles
- 7) It promotes student responsibility
- 8) It focuses on success for everyone

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b. The Disadvantage

There are some weaknesses of cooperative learning in http://www.teachnology.com/currenttrends/cooperative_learning/kagan as follows:

- 1) The student having a lack of social skills would not know how to work in groups and this could result in task or social conflicts.
- 2) The group grades, what if only one student is working in a group and all the others are just enjoying the grades due to his hard work
- 3) The fear of failure; a student who might want to avoid failure might not participate in the group task by expressing his or her worries by blaming the task being stupid or his or her group members being dumb.

3. The Roles of Teacher in Cooperative Learning

Kessler (1992:164-170) mentions that there are 5 elements of the teacher's roles as follows:

a. The Teacher as Inquirer

In order to plan for the learners, the CL teacher needs to know the learners. Rivers in Kessler (1992: 164) states that the teacher must ask the following questions: What is the age of the learner? What is the language proficiency level? What are previous learning experiences, interests, abilities, and needs? Other considerations often overlooked are the culturally absorbed ways of learning and displaying knowledge. Moreover, Clarke, et al. in Kessler (1992: 164) believe that teacher-directed and dominated classroom structures need to be replaced by an approach that organizes the classroom into a language rich environment so that the learners can interact with and learn from one another as well as from the teacher and the world around them.

b. The Teacher as Creator

According to Johnson, et al. in Kessler (1992: 165), the teacher has to create a highly structured and well-organized learning environment in the classroom, set goals, plan, and structure tasks, establish the physical arrangement of the classroom, assign the students to groups, roles, select materials and time.

c. The Teacher as Observer

Kessler (1992: 166) states that cooperative small-group learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways. Observing groups at work gives the teacher the basis to reflect on his/her own teaching and learning practices.

d. The Teacher as Facilitator

In this case, Cohen in Kessler (1992: 168) gives statement about it. He explains that the facilitator is to give feedback, to redirect the group with questions, to encourage the group to solve its own problems, to extend activity, to encourage students' thinking, to manage conflict, to observe the students, and supply resources.

e. The Teacher as Change Agent

It means that changes that affect the way of the teacher and students will affect the social climate for learning ultimately (Kessler, 1992: 171).

4. Cooperative Classroom Management

Classroom management is important since it can help to ensure the success of the teacher and the activities which are used.

a. The Teacher's Role

The teacher's role is generally one facilitating, monitoring students' engagements with the process or clarifying information rather than primarily one of the providing information.

b. The students' Role

1) Pair Work

Hammer (1998: 247) states that pair work is a way of increasing student's participation and language use. It allows the students to use the language and also encourage the student cooperation which is important for the atmosphere of the class and for motivation to learn with each other.

2) Group Work

Group work is more dynamic than pair work, there are more people to react with and against in a group therefore, there is a greater possibility of discussion. It puts demand on the student's ability to cooperate closely with only one other person (Hammer, 1998: 245).

5. Kinds of Cooperative Learning

There are many kinds of Cooperative Learning, they are: Students Team Achievement Division (STAD), Team Assisted Individualization (TAI), Jigsaw, Think Pair Share, Think Pair Square, Round Robin, and Numbered Head Together. In this research, the researcher only used Team Assisted Individualization (TAI) as the method in improving students' reading skill of the eighth grade of SMP Negeri 1 Jaten.

C. Review on the Team Assisted Individualization

1. The Definition of TAI

Team Assisted Individualization (TAI) is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments (Slavin, 1988: 1). In TAI, individual group members work on their own assignments and assist other group members with their assignments. Group members are then rewarded if their team's performance exceeds a pre-established criterion. Whereas several other

cooperative learning strategies are group-paced, TAI is unique in that it combines cooperatively structured learning with individualized instruction.

TAI is a combination of cooperative learning and individualized instruction. Students are placed in an individual sequence of the learning material based on test performance. They precede at their own pace, but their team checks daily practice sheets. Students earn points for their respective teams by passing final tests, completing multiple units, and handing in assignments. Students take their final unit tests individually (Maheady *et. al.*, 1991 in http://aim.cast.org/learn/historyarchive/backgroundpapers/peer-mediated_instruction).

Moreover, Muhammad in <http://www.gifted-children.com>: 28 Januari 2010 states

“Model pembelajaran kooperatif tipe TAI merupakan model pembelajaran yang membentuk kelompok kecil yang heterogen dengan latar belakang cara berfikir yang berbeda untuk saling membantu terhadap siswa lain yang membutuhkan bantuan. Dalam model ini, diterapkan bimbingan antar teman yaitu siswa yang pandai bertanggung jawab terhadap siswa yang lemah. Disamping itu dapat meningkatkan partisipasi siswa dalam kelompok kecil. Siswa yang pandai dapat mengembangkan kemampuan dan ketrampilannya, sedangkan siswa yang lemah dapat terbantu menyelesaikan permasalahan yang dihadapi”.

From these theories, it can be said that TAI incorporates cooperative learning and individualized instruction. TAI allows students to progress on an individual basis, and it teaches cooperation by forming teams of students who can help each other to achieve team goals.

Based on the definition above, it can be concluded that TAI combines cooperative learning and individually-paced instruction. In cooperative learning a small, heterogeneous group of students learn together at the same pace and are rewarded based on performance of the members. In individually-paced instruction, students work on their own packets at their own pace.

2. Criteria of TAI

According to Slavin (1983: 11-12) TAI has some criteria as the following:

- a. The teacher would be minimally involved in routine management and checking.
- b. The teacher would spend at least half of his or her time teaching small group.
- c. Program operation would be simple that student in grades three and up could manage it.
- d. Students would be motivated to proceed rapidly and accurately through the materials, and could not succeed by cheating or finding shortcut.
- e. Many mastery checks would be provided so that the students would be rarely waste time and material they had already mastered or run into serious difficulties requiring teacher help.
- f. Students would be able to check one another work, even when the checking students was behind the student being checking in the instructional sequence, and the checking procedure would be simple and not disrupt the checker.
- g. The program would be simple to learn for teachers and students, inexpensive, and flexible, and would not require aids a team teachers.
- h. By having students work in cooperative, equal status group, and the program would establish condition for positive attitudes toward mainstreamed academically handicapped students and between students of different racial or ethnic backgrounds.

3. Components of TAI

The TAI programs as applied in the teaching learning process consisted of the following components, there are:

a. Team

The students are assigned to 4 of 5 member teams. Each teams consisted of a mix of high, average, and low achievers as determined by a placement test, boys and girls, and students of any ethnic groups in the class.

b. Placement test

At the beginning of the program, students were pretested on reading skill. They were placed at the appropriate point in the individualized program based on the performance on the placement test.

c. Curriculum Materials

During the individualized portion of the TAI process, the students worked on prepared curriculum materials covering problems in reading skill. These materials had the following subpart:

- 1) An instruction sheet that reviews the teacher's lesson, explaining the skill to be mastered and giving a step-by-step method of solving problem.
- 2) Several skill practice pages, each consisting of 5 problems in reading skill. Each skill practice pages introduced sub skills that lead to a final master of the entire skill.
- 3) A formative test or checkout.
- 4) A final test.
- 5) Answer sheet for the skill practice pages, formative tests, and final tests.

d. Team Study

Following the placement test, students were given a starting point in the individualized unit of materials. They worked on their unit in their teams, following these steps:

- 1) Students formed into their teams. Each student located the unit he or she was working on and brought it to the team area. Each unit

consisted of the guide page, skill sheet and answer sheet stapled together.

- 2) Each student read their guide pages, asking teammates or the teacher for help if necessary and then the students began to work with the first skill practice in their unit.
 - 3) Each student worked the first unit until the end on his or her own skill sheet individually and then had his or her partner check the answers sheet.
 - 4) When the students got their work on the last skill sheet, their exchanged answer sheet with a teammate from the other team.
- e. Team Scores and Team Recognition.

At the end of week, the teacher computed a team score. This score was based on the average number of unit covered by each team member, with extra points for perfect or near-perfect papers. Criteria were established for team performance. A high criterion was set for a team to be a "SUPER TEAM", a moderate criterion was established for a team to be a "GREAT TEAM", and a minimum criterion was set for a team to be a "GOOD TEAM". The teams meeting the "SUPER TEAM" and "GREAT TEAM" criteria received attractive certificates.

f. Teaching Group

Each day, the teacher teaches lesson to small group of students who were at about the same point in the curriculum for 5-15 minutes. Teacher use specific concepts lesson provided as part of the program. The purpose of these sessions is to introduce major concepts to the students.

g. Whole Class

After the end of the subject matter, the teacher stops the individual programs are used in completing the formative test, and use the time to teach the entire class associated with problem solving strategies.

Based on the components mentioned above, the steps of implementation of the TAI technique are as follows:

1) Placement Test and Team

Before TAI technique was implemented, the teacher gives the initial tests (placement test). The function of placement test was to make the team based on the point of the test. The members of team consist of 4 students composed of a heterogeneous student were who was capable of academic low, medium, and high achievers, and boys and girls.

2) Teaching Group and Student Creative

After the students have been formed a team, teacher began to introduces and teaches the subject matter for 10-15 minutes. After that each student reads and tries to understand the material that has been gained continued by work the exercise (LKS) individually before they discuss with their group.

3) Team study

After having finished doing the exercise each student exchanged their work with one member of a team to be corrected then make a summary of the materials.

4) Whole-Class Unit

Next the teacher chosen one of the groups to present their summary and the other groups give a comment. If there was material poorly understood then they ask the teacher to explain the material that has not been understood. But before asking the teacher they were advised to ask or discuss with their team members first. The teacher as a facilitator was monitoring their activities and giving a solution if there was some problem.

5) Fact Test

In the end of the subject matter, the teacher stops the individual programs are used in completing the formative test, and use the time to teach the entire class associated with problem solving strategies. After the students felt capable, understand the material and can do the exercise teacher conduct the fact test or final test.

6) Team Score and Team Recognition

Teachers calculate the team scores. Team scores are based on the average number of worksheet values that have been done by each team member and the accuracy of achievement test. The purpose of this scoring is to provide criteria on each team are: SUPERTEAM given to who achieved high scores or achievement. GREATTEAM is given to teams that achieve high scores. While the team that scores the smallest or minimum criteria given a good team.

4. The Advantage and Disadvantage of TAI

There are some advantages and disadvantages of TAI according to Slavin, 1995 in Fandria (2008: 18-19) they are:

a. The Advantage

- 1) *Guru terlibat minimal dalam pengaturan dan pengecekan rutin.*
- 2) *Guru akan menggunakan waktunya paling sedikit dalam mengajar kelompok kecil.*
- 3) *Pelaksanaan program sederhana.*
- 4) *Para siswa dapat mengecek pekerjaan satu sama lain.*
- 5) *Mengurangi perilaku yang mengganggu.*
- 6) *Mengurangi konflik antar pribadi.*
- 7) *Program ini sangat membantu siswa yang lemah.*
- 8) *Meningkatkan motivasi belajar pada diri siswa.*
- 9) *Meningkatkan hasil belajar.*

b. The Disadvantage

- 1) *Dibutuhkan waktu yang lama untuk membuat dan mengembangkan perangkat pembelajaran.*
- 2) *Jumlah siswa yang besar dalam kelas, maka guru akan mengalami kesulitan dalam memberikan bimbingan kepada siswanya.*

a. The Advantage

- 1) The teacher would be minimally involved in routine management and checking.
- 2) The teacher would spend at least half of his or her time teaching small group.
- 3) The implementation of TAI is a simple program.
- 4) Students can check one another's work.
- 5) Reducing the disruptive behavior.
- 6) Reducing the conflict between personal.
- 7) This program helps students who are weak in learning.
- 8) Increase in student motivation to learn.
- 9) Improve learning outcomes.

b. The disadvantage

- 1) It takes a long time to create and develop the learning.
- 2) A large number of students in the classroom, the teacher will have difficulty in providing guidance to students.

D. Rationale

Reading is one of the language skills which should be mastered by the students, but in fact there are some difficulties that faced by the students, those difficulties are as follows: (1) Students had problem to find main idea of the text; (2) Students had problem to find explicit information of the text; (3) Students had difficulty to find word meaning from the text that they read; (4) Student had problem to find implicit information of the text; (5) Students had problem to find referent of pronoun.

Those problems also can be seen in class situation, such as: (1) The students are not active in teaching learning process, they are quiet when the teacher asks something about the text; (2) The students do non academic activities like singing, painting, and disturbing their friends; (3) The students are noisy in the teaching and learning process; (4) The students are not brave enough to

suggest questions. They feel clumsy, afraid that their question will be laughed; they are not accustomed to ask, and have no idea what will be asked; and (5) The students do the assignment by cheating their friends' without knowing the content.

The low reading achievement of the students happens because they lack vocabulary. Some of them are shy if they asks their problems, they are not confident to answer the teacher questions. The students lost concentration to understand the text. The teacher applies teacher-centered approach. This situation makes the students bored and passive. All of those problems can be solved using TAI. In general, students who have difficulties in the development of efficient reading skills are less likely to achieve academically at a level commensurate with their group.

The researcher thinks of another factor that causes students' reading is the low motivation and interest of the students. There are some causes that make students don't have a motivation to learn English: the students feel bored with the lesson, so that they don't pay attention to the teacher explanation, the students feel that English is difficult so that they often give up before doing the exercise, the teacher always used the monotone techniques to teach English so that the students feel bored, the teacher rarely give a score to the students so that they don't motivated to do the exercise.

To overcome the problems above, here, the writer decides to use Team Assisted Individualization (TAI) as a technique. TAI is focused on group working that is able to build the students' bravery and communication ability with other people or friends. By using this technique, the students work with small teams that have different levels of ability, use a variety of learning activities to improve their understanding of a subject. They can share and express their ability, ideas and opinion appropriate with their condition in certain topic of reading texts, and not shy to ask question if they had some difficulties in teaching materials. Besides that, this technique is also focused on peer tutoring so each member of team is

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responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The students work through the assignment until all group members successfully understand and complete it.

This technique can give motivation to the students to study and increase the students' participation in teaching learning process. This technique is typical of [student-centered](#) learning. It does provide an effective environment for: (1) [individualistic](#); the students read the text and do their assignment individuals (Student Creative) make the students become more independent, (2) [cooperative](#); the students work in group discuss their problem in understanding a text with their partner in a group and exchange their ideas (Team Study), (3) [collaborative](#); it takes place when students cooperate to construct a consensus to an open-ended activity, and (4) [competitive](#) learning; this is exist because there is rewarded group performing in the end of the lesson so the students more motivate in learning process.

Moreover, TAI can build the students' understanding towards the learning materials given in this case reading a text because of the presence of both students' interaction with their group and the teacher. In each group they share and discuss their knowledge and ability because if they feel shy or not confident to ask their problems they can discuss with their groups. This technique focuses on group work; working in groups is believed to solve the problem. Group members can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. Through this technique, the students felt comfortable to discussing about a text, finding the main idea, getting explicit and implicit information, guessing the meaning, and determining referent of pronoun.

From the explanation above, it can be assumed that TAI can improve the reading skill at the eighth grade students of SMP Negeri 1Jaten.

E. Hypothesis

Based on theory underlying TAI, reading skill, and teaching reading, the hypothesis is : the use of TAI can improve reading skill of the eighth grade of SMP N 1 Jaten in academic year 2011/1012.



BAB III

RESEARCH METODOLOGY

A. Time of the Research

The research was done in January-March 2012 at the VIII C grades students of SMP N 1 Jaten in the academic year of 2011/2012.

Table 3.1 The Schedule of the Research

NO	Activity	Time of Research
1	Preparation of Pre-test	October 2011
2	Pre-Test	October 2011
3	Action of Cycle 1	January 2012
4	Post-Test of cycle I	January 2012
5	Action of cycle II	February 2012
6	Post Test of cycle II	February 2012
7	Analyzing the Data	March 2012

B. The Setting of the Research

In this study, the researcher did the research at SMP Negeri 1 Jaten as the place of the research where the researcher teaches English. The school located at Jl. Lawu KM 7, Jaten, Karanganyar. Its location is near from the main street, it is very strategic place so that this school often used to MGMP activity, but for some classes that nearest with main street are not comfortable for teaching learning process because it is a little noisy there. The condition of the school is good.

SMP N 1 Jaten has three grades of class. They are the seventh grade, the eighth grade, and the ninth grade. Each grade consists of seven classes. Besides

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the twenty one classrooms, the other rooms are headmaster office, teacher office, administration office, library, laboratory, multimedia room, computer room, language laboratory, UKS room, BK room, 3 canteens, mosque and hall. The research was conducted at the eighth grade class of SMP N 1 Jaten in 2011-2012.

The class where the researcher observed was VIII-C class that consists of 32 students. The class located on the middle of the school in the east, near the canteen. The wide of the class is 7 x 9 meters. The class faces to the north. The facilities are 16 tables and chairs as many as the number of students, one desk and one chair for teacher, whiteboard in front of the class, an announcement board, and a blackboard place on backside. There are also pictures of president, vice president, Garuda Pancasila, and a clock put on the wall. There are windows on both sides of the room which can be used as air circulation. The condition of the classroom support the teaching and learning very much.

C. The Subject of the Research

The subject of the research was the eighth grade students of SMP N 1 Jaten class VIII-C. Class VIII-C has 32 students consisting of 16 boys and 16 girls. The students of SMP N 1 Jaten, especially in class VIII-C, have difficulties in reading skill. The students' achievement varies. There were some students who have higher achievement than the others, some students with average achievement and some students have below average achievement in reading texts.

There were some characteristics of the students in Class VIII- C, some girls who are diligent and motivated in the learning activity. However, the boys tend to be lazy and less motivated. Usually the good ones are diligent, active, motivated, serious and interested to know more about the material. The weak students tend to be passive, low motivation, not serious, doing non academic activities and annoying to the other students.

D. Research Method

In conducting the study, the researcher uses action research. As a starting point, it is necessary to present a definition of action research.

1. Definition of Action Research

Action research is the application of fact finding to practical problem solving in social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen (Burns, 1993: 30). Moreover, Burns, Bogdan and Biklen in Burn (1999:30) state that action research is the systematic collection of information that is designed to bring about social change. Both definitions give clear explanation that action research aims to bring about change and improvement in practice.

According to Ebbut (1985) in Hopkins (1993:45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of own reflection upon the effects of those actions.

Furthermore, Kemmis and McTaggart (1988) in Nunan (1992: 17) state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing things.

Based on the definition above, it can be concluded that action research means a systematic study carried out by practitioners in collaboration of teachers and researcher in order to find practical problem solving in social situation with a view in order to improve educational practice.

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In this study, the classroom action research the researcher does aimed to overcoming the students' problems in reading skill by means of TAI. This classroom action research is carried out by the researcher collaboratively with the English teacher of the eighth grade students of SMP Negeri 1 Jaten by implementing TAI.

2. Characteristics of Action Research

The following common features are the characteristics of action research suggested by Burns (1999: 30):

- a. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.

3. The Model of Action Research

According to Kemmis and Mc Taggart (1998) in Burns (1999: 32), action research occurs through a dynamic and complementary process, which consists of four essential 'moments': of planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process. Each step is explained as follows:

a. Planning

Before implementing the action, the researcher needs to make general plan. At this stage, researcher prepares equipments needed in doing the action in order to improve students' reading skill

b. Action

Action is act to implement the plan. The researcher does the planning which has been made. The researcher carries out the lesson

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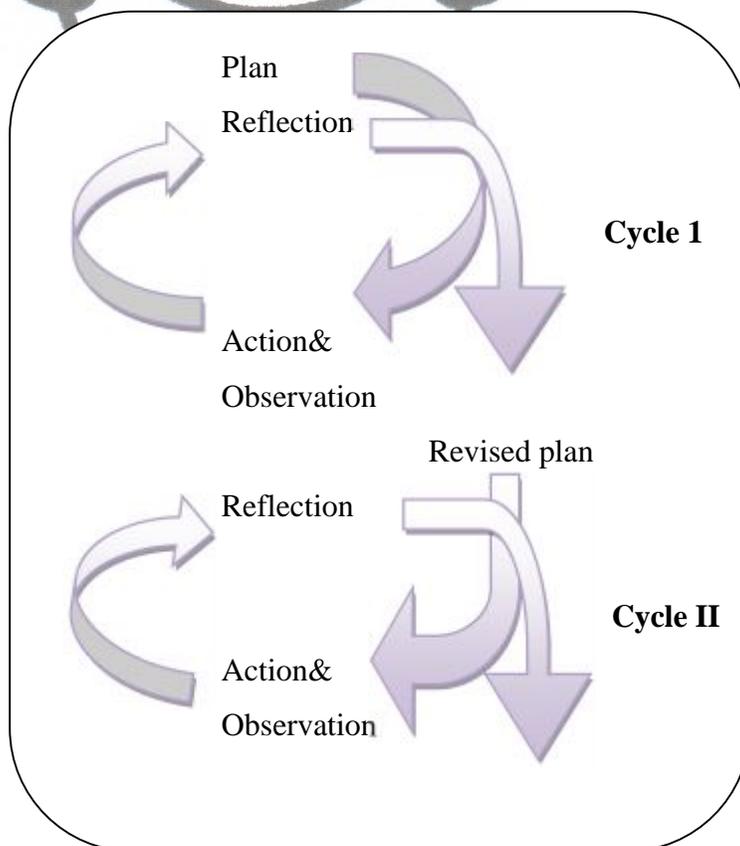
plans. In this research, the researcher uses paired reading in teaching and learning process in order to improve students' reading skill.

c. Observation

Observation is a step where the researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes all activities happening in the classroom and make notes related to the process of teaching and learning. The researcher does observation during teaching and learning process.

d. Reflection

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflection is needed as the basis for further planning. In this step the researcher reflects what he has done through a succession of stages. The spiral model can be illustrated below:



Revised plan

4. The Procedure of Action Research

The Action Research in this context uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to the model, the implementation of the action research includes four steps: 1) Identifying problems and planning the action, 2) Implementing the action and observing or monitoring the action, 3) Reflecting the result of observation, and 4) Revising the plan. Each step will be explained below:

a. Identifying the Problem

The researcher identified the problem before planning the action. The problems were identified first before planning the action. In this step, the researcher identifies the problems occurring in the class. The problems were identified by using three instruments:

1) Test

The pre-test is given in order to know the students' reading skill.

2) Interview the teacher and the students

The interview is held in order to know the problem faced by the teacher during teaching learning process.

3) Questionnaire

The questionnaires are several questions expected to be answered by the participants in order to collect the data. The participants are quite free to answer the question. In this research, they were used to know the students' feeling, perception of after and before using TAI in reading class.

4) Observation

The observation is held in order to know the students' reading skill, teaching method used by the teacher, and the students' behavior during teaching-learning process.

b. Planning the Action

In this step, the researcher makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The topic of reading text in lesson plan is based on the syllabus in curriculum. The reading material that the researcher uses some media for teaching-learning process, for example some pictures, suitable text, etc. Time and schedule of this research was confirmed with the situation in the school. The researcher uses photographs, interview, research diaries, and field notes for instruments of observation.

c. Implementing the action

In this step, the researcher implemented the teaching and learning activities of reading skill through TAI. The real implementations were generally presented as follows:

1) Placement Test and Team

Before TAI technique was implemented, the teacher given the initial tests (placement test). The function of placement test was to make the team based on the point of the test. The members of team consist of 4 students composed of a heterogeneous student were who was capable of academic low, medium, and high achievers, and boys and girls.

2) Teaching Group and Student Creative

After the students have been formed a team, teacher began to introduces and teaches the subject matter for 10-15 minutes. After that each student reads and tries to understand the material that has been

gained continued by work the exercise (LKS) individually before they discuss with their group.

3) Team study

After having finished doing the exercise each student exchanged their work with one member of a team to be corrected then make a summary of the materials.

4) Whole-Class Unit

Next the teacher chosen one of the groups to present their summary and the other groups give a comment. If there was material poorly understood then they ask the teacher to explain the material that has not been understood. But before asking the teacher they were advised to ask or discuss with their team members first. The teacher as a facilitator was monitoring their activities and giving a solution if there was some problem.

5) Fact Test

In the end of the subject matter, the teacher stops the individual programs are used in completing the formative test, and use the time to teach the entire class associated with problem solving strategies. After the students felt capable, understand the material and can do the exercise teacher conduct the fact test or final test.

6) Team Score and Team Recognition

Teachers calculate the team scores. Team scores are based on the average number of worksheet values that have been done by each team member and the accuracy of achievement test. The purpose of this scoring is to provide criteria on each team are: SUPERTEAM given to who achieved high scores or achievement. GREATTEAM is

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given to teams that achieve high scores. While the team that scores the smallest or minimum criteria given a good team.

d. Observing or monitoring the action

In this step, the researcher as the practitioner was implement TAI technique in teaching and learning process, and the English teacher as the observer was observe students' understanding, students' participation, students' activity, and students' comprehension in the teaching-learning process. Observation was one of the techniques which is used in collecting the data. The result of the observation was recorded on observation sheets as the data.

e. Reflecting the result of observation

In this step, the researcher reflected critically on what has happened and evaluated all actions in the cycle. The researcher observed what she had done in order to find out the weaknesses and the strengths of the teaching process which had been carried out. Through the observation, the researcher saw whether the students were active or passive during the teaching and learning process.

f. Revising the plan

The researcher revises the plan based on the weaknesses in the previous cycle to get better result of the action

E. Techniques of Collecting Data

The techniques of collecting data are presented in the following section:

1. Qualitative Data

Qualitative data are used to describe data which are not amenable to be counted or measure in an objective way and therefore 'subjective' (Wallace.2000:38). It can say that in attempting to collect the qualitative data, interview, observation, diaries are used as the primary technique.

a. Interview

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According to Burns (1999: 17), interviews and discussions are face-to face personal interactions, which generate data of research and allow specific issue to be discussed from other people perspective.

Interview comes in many different forms. As stated by Wallace (1998: 146), there are three broad categories of interview as follows:

1) Structured interview

Structured interview is an interview that has a very tight structured and in which the question will probably be read from a carefully prepared interview schedule.

2) Unstructured interview

Unstructured interview can be quite free-wheeling, without losing sight of the research purpose. This open-ended approach can be revealed which might otherwise be withheld in a more formal setting.

3) Semi-structured interview

Semi-structured interview is a kind of compromise between the two extremes. There will almost certainly be a prepared interview schedule, but most of the questions will be probably open questions. It combines a certain degree of control with a certain amount of freedom to develop the interview.

In this research, the researcher used semi-structured interview. The researcher made a schedule first before doing the interview, and prepared the questions for interview. The questions were related to the students' reading skill, the implementation of TAI technique and the situation in reading classroom.

b. Observation

The researcher as a teacher teaches reading using TAI in the classroom. In this research, the researcher observes the students' activity in teaching learning process. Observation is done to cover the process of implementation of TAI in reading class. Furthermore, the English teacher

as a collaborator observes and offers suggestion about the implementation of using TAI in reading class.

In addition, Wallance (2000:105) proposes several possibilities about whom and what is to be observed:

- 1) The focus of the observation can be ourselves as teachers: the technique we use, management, procedures, and so on.
- 2) The focus can be our students: the way they work, the way they interact, the way they respond to our teaching, and so on.

c. The Diaries

The diaries are essentially private documents, and about there are essentially no rules about how to keep a diary (Wallace, 2000:62). Since the diary is private, diary writes can confide to it whatever thoughts or feelings occur to them. It is therefore especially suitable for exploring affective data. In this research, the researcher used field note and photograph.

1) Field notes

Field notes are description and accounts of events in the research context which are written in a relatively factual and objective style. In this research, field notes as writing form of observing students' reading skill improvement from their behavior side. Collaborative observer's field notes were used to take notes on important activities related with students' reading skill.

2) Photographs

Photographs are greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photographs is also a language classroom task and activity where TAI are invaluable support in learning. In this research, photographs were used to record activities

in the class as it could give real description about the teaching learning process.

2. Quantitative Data

Quantitative data are broadly used to describe what can be accounted or measured and can therefore be considered 'objective' (Wallace, 2000: 8). In this research, the researcher gives a pre-test and post-test to know students' reading skill before and after teaching reading using TAI. Its aim is to know whether the students' reading skill improve or not when TAI is implemented in classroom.

F. Technique of Analyzing the Data

The classroom action research in this study will be succesful if there is an improvement or enhacement of students' reading skill. This can seen when the students can do the test, and feel it easy and enjoy learning reading in the classroom with TAI. In this research, the data collected are qualitative and quantitative data.

1. Qualitative Data

The qualitative data analyses are used to analyze the data that are taken during the teaching learning process. The researcher uses the indicators that show the improvement of the students' reading skill. In analyzing the qualitative data, the researcher analyzes the data from the result of observation, interview, field notes, and photograph to describe how the process of teaching reading by using TAI in the classroom.

According to McKiernan (1996) in Burns (1999: 156-160) there are five steps in analyzing the data. They are:

a. Assembling the data

The first step is to assemble the data that the researcher has collected over the period of the research: field notes, interview, questioner

and so on. At this step, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. Data analysis become more messy and coding becomes less clear cut when the researcher dealing with diary entries, classroom recording, or open-ended survey questions.

c. Comparing the data

Comparison is made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this step, the researcher is able to map frequencies of occurrences, behaviors or responses. The main aim at this step is to describe and display the data rather than to interpret or explain them.

d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data.

e. Reporting the outcomes

This step involves presenting an account of the research for others.

2. Quantitative Data

The quantitative data analyses are used to analyze data from the result of teaching learning process. In analyzing quantitative data, the researcher uses descriptive statistic. The quantitative data are analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycle. Then, the researcher compared those scores. The improvement could be seen from the scores of post-test which is higher than the score in the pre-test.

The mean score of pre-test and post-test can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{Y} = \frac{\sum Y}{N}$$

Where:

X = The sum of students' score before the action (pre test)

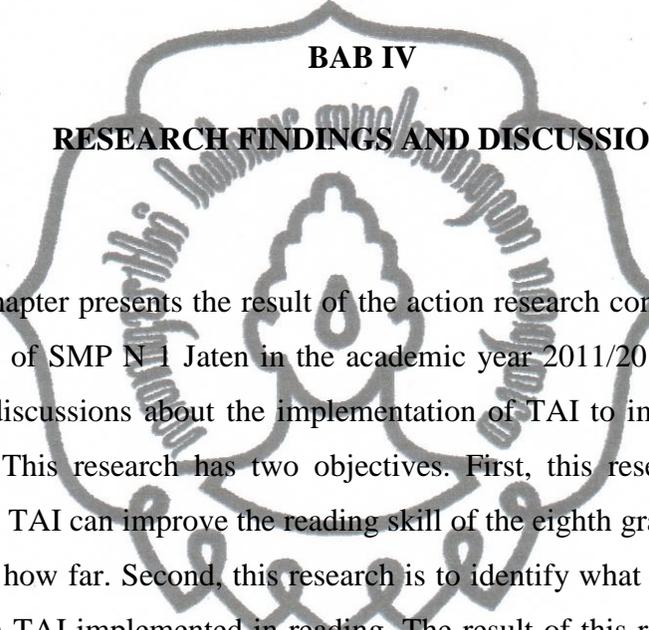
Y = The sum of students' score after the action (post test)

\bar{X} = Means of students' score before the action (pre test)

\bar{Y} = Means of students' score after the action (post test)

N = Number of student

Finally, by analyzing the data from qualitative and quantitative data, the researcher is able to draw a conclusion whether or not TAI can improve students' reading skill. If almost the students give positive response to the teaching learning activities and their post-test score is higher than pre-test score, the implementation of TAI is succesful, but if the students give negative response during the lesson and their post-test is lower than pre-test, the implementation of TAI is not successful.



BAB IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the action research conducted at the eighth grade students of SMP N 1 Jaten in the academic year 2011/2012. It presents some findings and discussions about the implementation of TAI to improve the students' reading skill. This research has two objectives. First, this research is to find out whether or not TAI can improve the reading skill of the eighth grade students of SMP N 1 Jaten and how far. Second, this research is to identify what happens to the class situation when TAI implemented in reading. The result of this research described in this chapter is presented in three sections: introduction, research findings and discussion.

A. Introduction

The aims of this research are: to find out whether or not TAI can improve the reading skill and how far; and to identify how effective TAI can improve student's reading skill. Furthermore, this research describes the teaching learning situation when TAI was implemented to improving students' reading skill and discusses the data which were collected from the research. This research was conducted for about three months at VIII C of SMP Negeri 1 Jaten. There were

three meetings in the first and second cycle. The schedule of the research can be seen in the table 4.1 below:

4.1 The Schedule of the Research

No	Activities	Date
1	Observation	October, 26 th 2011
2	Interview	October, 26 th 2011
3	Giving the questionnaire	October, 27 th 2011
4	Pre-Test	September, 2011
5	Cycle 1:	
	1 st meeting	January, 18 th 2012
	2 nd meeting	January, 19 th 2012
	3 rd meeting	January, 25 th 2012
	Post-Test 1	January, 26 th 2012
6	Cycle 2:	
	1 st meeting	February, 1 th 2012
	2 nd meeting	February, 2 th 2012
	3 rd meeting	February, 8 th 2012
	Post-Test 2	February, 9 th 2012

The researcher collected the pre-research before she did the research. This was aimed to find the problems during the teaching learning process and the students' problems in learning English. From this stage she found the most students think that English was difficult to learn. They said that it was difficult for them comprehend a text. In addition, they said that reading class was boring class.

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Furthermore, those activities was carried out to identify students' problems in reading skill and the reading classroom situation so the research could find the cause of their problems, from the teacher's aspect and the student's aspect. Based on the problems were identified, the research could decide what kind of solution would be used.

The main problems that could be identified are: students' reading skill and classroom situation. Furthermore the research found out the causes of the problem. They are written in the table 4.2 below:

4.2 The Result of Previous Condition

Condition

1. Students' Reading Skill
 - a. The students had difficulty to get the main idea
 - b. The students had difficulty to get the detail information or explicit information
 - c. The students had difficulty to guess the meaning of word
 - d. The students had difficulty to get the implicit information
 - e. The students had difficulty to get the referent of pronoun
2. Reading Classroom situation
 - a. The students are not active in teaching learning process; they are quiet when the teacher asks something about the text.
 - b. The students do non academic activities like singing, painting, and disturbing their friends.
 - c. The students are noisy in the teaching and learning process.
 - d. The students are not brave enough to suggest questions. They feel clumsy, afraid that their question will be laughed. They are not accustomed to ask, and have no idea what will be asked.
 - e. The students do the assignment by cheating their friends' without knowing the content.
3. The Cause of the Problem
 - a. Teachers had not used variation of learning technique to make the students more interested in the materials. The teacher uses

teacher-centered model in teaching so the students participates less in classroom activities and what is taught tends to be procedural sensitivity without raising efforts to encourage students to be more active in learning activities, especially to ask.

- b. Students had low motivation to read English text that is making them uninterested to learn English.

1. Student's Reading Skill

The students' reading skill competence of VIII C of SMP N 1 Jaten was poor. It can be seen from their pre-test scores which are mostly unsatisfying. The result of the pre-test of reading skill was as follows:

4.3 The Result of Pre-Test

Explanation	Score
The Highest	70.00
The Lowest	30.00
The Mean	55.31

The table above showed that the highest score of reading was 70.00. Furthermore, the lowest score in the preliminary research was 30.00. The last, the mean score in the pre-test was 55.31. The result of the mean score in each indicator was: main idea was 69.37, explicit information was 70.62, and vocabulary was 62.50. Furthermore, the students' mean score in implicit information was 65.00. Finally, the students' mean score in referent of pronoun was 64.37. In more complete data, there was the students' score of pre-test can be seen in the table 4.4.

Table 4.4 The Result of Pre-Test Score

No	Name	Score
1	AND	6.00
2	AFM	4.67
3	ANF	6.67
4	ABGS	4.33
5	BAS	4.67
6	DAL	5.00
7	DB	5.00
8	DP	4.33
9	DDY	6.67
10	EF	3.00
11	HYH	5.00
12	HF	4.67
13	IEU	5.67
14	IDV	5.00
15	KDP	6.00
16	MINF	5.67
17	MK	6.00
18	PPM	5.33
19	HA	6.33
20	RF	5.67
21	RDN	4.67
22	RYA	6.00
23	SR	6.67
24	SKDA	5.67
25	SSS	6.00
26	TSP	6.33
27	TY	4.33
28	WCC	7.00
29	WH	6.33
30	YD	6.67
31	YAR	6.00
32	ZSP	5.67
	Mean	5.53

2. Class Situation

The teacher had good control to the classroom. She was open-minded but she attended to use the same teaching method. Basically, the English teacher applied teacher-centre method, so the students were bored in the last 30 minutes. It did not work very well since there were a lot of missing parts which students missed from the explanation.

Based on the researcher's observation, she found the fact that could be explained as follows: (1) The students are not active in teaching learning process, they are quiet when the teacher asks something about the text; (2) The students do non academic activities like singing, painting, and disturbing their friends; (3) The students are noisy in the teaching and learning process; (4) The students are not brave enough to ask questions. They feel clumsy, afraid in case their question will be laughed; they are not accustomed to ask, and have no idea of what will be asked; and (5) The students do the assignment by cheating their friends' without knowing the content.

3. Causes of Reading Skill Problems

The students' difficulties of reading were based on two aspects. They were from the teacher and the students. From the students, the causes were: Students had low motivation to read English text that made them uninterested to learn English: the students feel bored with the lesson, so that they do not pay attention to the teacher explanation. Some of them are shy if the teacher asks them to answer the questions of the text, they are not confident.

From the questionnaire of pre-research, 77.22% of students had problem in meaning of word (vocabulary). That was why the students were not interested in reading English text. The next problem, some of the students were shy to ask if they had problems with the lesson. They were not confident to ask directly with the teacher. From the questionnaire, 61.76% students were not confident, because they were shy and afraid of making mistakes.

From the teacher, the causes were: The teacher had not used variation in teaching reading to make the students more interested in the materials. The teacher uses teacher-centered model in teaching the teacher dominates the classroom so the students participate less in classroom activities and what is taught tends to be procedural sensitivity without raising efforts to encourage students to be more active in learning activities, especially to ask. There was no variation in teaching reading, and the teacher did not monitor the whole class. This situation made the students bored; they did not feel and they made noise.

B. Research Finding

1. Description of Cycle 1

It involves four important stages. They are planning, action, observation, and reflection. The detail of those stages is explained as follows:

a. Planning

Before the action was conducted, everything related to the action that would be implemented was prepared. A Pre-test and Post-test were prepared to know students' reading skill improvement before and after the action. In order to get the maximum in this research, the researcher was sharing idea with the collaborator about the materials, making lesson plan, preparing the students' worksheet, and dividing the main teaching activities into three phases.

1) Sharing idea with the English teacher

In order that the research can run optimally, the researcher asked the English teacher, Mrs. Endang as a collaborator. In this research the researcher was the teacher for the implementation of Team Assisted Individualization in the classroom. Meanwhile Mrs. Endang was the observer.

There were many things that the researcher shared with the English teacher. There were about designing the lesson plan that reflected what would be applied by the researcher and the teacher in the classroom, how to observe what happened in the classroom when TAI was implemented in teaching reading skill, and how to score students' performance in the class.

After sharing with the English teacher, there were many things that the researcher and Mrs. Endang discussed. The first is about the time for doing the research. The second is about the students' reading skill (determining main idea, explicit information, vocabulary, implicit information, and referent of pronoun of the text) which should be improved, because based on the scores of pre-test the students' reading skill was still low. Third, the researcher observed some points during implementation of TAI. For example: student's attention, student's presence and student's response to the teaching and learning process participation in a discussion and the activity in the classroom.

2) Making Lesson Plan

Lesson plan is a document that the teacher needs for actions in teaching activities. In making lesson plan, the researcher should consider the students' problems in reading, syllabus, and students' needs. So the researcher discussed with the English teacher to make lesson plan.

3) Preparing the students' worksheet

In every meeting the researcher prepared students' worksheet. The aim was to evaluate the students' reading skill. In the first meeting, the students got the material about recount text with the theme "Journey". They got the model of recount text. In the second and third meeting, they got the same material but in different topic.

4) Dividing the main teaching activities into three phases.

The researcher divided the activities into three parts. They were exploration activities, elaboration activities, confirmation activities. Before and after three stages, there would be an opening and closing. The detailed time of the implementation of the classroom action research can be presented in the following timetable:

Table 4.5 The Timetable of Implementation the Research

Cycle	Date	Time
Cycle 1:		
1 st meeting	Wednesday, January 18 th 2012	07.00 – 08.20
2 nd meeting	Thursday, January 19 th 2012	09.15 – 10.35
3 rd meeting	Wednesday, January 25 th 2012	07.00 – 08.20
Post-Test 1	Thursday, January 26 th 2012	09.15 – 10.35

Cycle 2:

1 st meeting	Wednesday, February, 1 st 2012	07.00 – 08.20
2 nd meeting	Thursday, February, 2 nd 2012	09.15 – 10.35
3 rd meeting	Wednesday, February, 8 th 2012	07.00 – 08.20
Post-Test 2	Thursday, February, 9 th 2012	09.15 – 10.35

b. Acting

The researcher carried out the activities based on the lesson plane for implementing TAI in teaching reading skill in cycle 1. The researcher divided the teaching-learning process into three phases: exploration, elaboration and confirmation activities. Before and after three stages, there would be an opening and closing. The detailed main activities of implementation the research in each meeting presented as follows:

Table 4.6 The Implementation of TAI in cycle 1

Activities	Procedure of TAI	Teacher Activities
<i>Opening</i>		<ul style="list-style-type: none"> ➤ The teacher greeted the students, pray, checked the students' attendance list.
<i>Exploration</i>	<i>Teaching group</i>	<ul style="list-style-type: none"> ➤ The teacher introduced the topic that they were going to learn. ➤ The teacher explained the goal of the lesson ➤ The teacher explained the materials about recount text. ➤ The teacher activated background knowledge of field about the materials by showing some pictures

		and asking some questions related to the pictures
		➤ The students try to answer the questions voluntary
<i>Elaboration</i>	<i>Student creative</i>	<ul style="list-style-type: none"> ➤ The teacher gave handout the materials to the students. ➤ The teacher command the students to comprehend the materials
	<i>Placement test and Team</i>	➤ The teacher divided the class into groups. These groups depend on the students pre-test score and the composition of girl and boy.
	<i>Team study</i>	<ul style="list-style-type: none"> ➤ The teacher asked the students to sit on their group. ➤ The teacher asked the students to discuss their worksheet (LKS) with their group. ➤ The teacher as a facilitator moved around the class to monitor the students' job. ➤ The teacher commanded the students to exchange their work to the other group. ➤ The teacher and the students discuss the answer of the worksheet.
<i>Confirmation</i>	<i>Whole class unit</i>	The teacher asked the students about summary of the text: the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story.
<i>Closing</i>		<ul style="list-style-type: none"> ➤ The teacher gave reinforcement about the lesson today. ➤ The teacher gave homework to the

students.

- The teacher say goodbye.

This stage Fact test was done in the last of each cycle

The teacher gave post-test 1 to measure the improvement of the students' reading skill after using TAI.

Team score and team

Teachers calculate the team scores and gave team recognition.

Recognition

1) The first meeting

The first meeting was conducted on Wednesday, January 18th 2012 at 07.00 – 08.20 WIB in VIII C classroom of SMP N 1 Jaten. In that day all of the students were present. They put on *batik* uniform. In implementing the action, the researcher played a role as a teacher and the English teacher was as the observer during teaching learning process in class.

The researcher had been introduced to the students. As soon as the researcher entered the room, she greeted the students, prayed, checked the students' attendance list, and introduced the topic that they were going to learn and told the goal would be achieved at the learning process. The topic was "Recount Text" and the theme was "Journey". She explained about recount text about the purpose, generic structure, language features. After that the teacher gives a copy of the material about recount text. The students read the materials individually, and ask them if they had some problems with the

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materials. To make the students' clearly understand the materials, the researcher gives example of a recount text. But before that, as the exploration activities, the researcher started activating background knowledge of field about recount text by showing a picture about a beach, some events in the beach, asking questions related the picture and commanding them to guess some words related with the picture. They answered the question noisily.

Then, as the elaboration activities, the researcher said that they were going to work in a group. She divided the class into groups; those groups were made by the researcher based on the score in pre-test and composition of boys and girls. After that the researcher gave handout of worksheet to them, and then gives clear instruction on each task that they were going to discuss. The students sat with their group then discussed their worksheet. Firstly they match events of the pictures that showed before with jumble paragraph in the text "Going to the Beach". It's done to make the students were clearly understand about the content of the text continued by answering the questions related to the text. In this stage the researcher as a facilitator, she moved around the class and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher asked the students to draw conclusion about the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story.

Before closing the class, the researcher gave the students homework. They should write a recount text, one text of each group. After that the researcher asked the students' feeling about the lesson that day then she closed the class.

1) The second meeting

The second meeting was held on Thursday, January 19th 2012 at 09.15 – 10.35 WIB. The researcher began the lesson by greeting the students and checking their attendance. After that she started the lesson by reviewing the previous material. To remind the students, she asked the students about the characteristics of recount text. Then she asked the students to submit their homework.

In this meeting, the researcher gave new topic for the reading. The title of that text was "The First Flight". As the exploration activities, the researcher started by giving background knowledge of field about the topic by showing a plane picture and asked questions related the picture and commanded them to guess some words related with the picture. They looked a little confuse with the text because they don't have their own experience of going by plane. The researcher gave the copy of the materials. In the first task, the researcher gave some words and asked them to match with the pictures related to the flight continued by mach the information with the picture. In this stage the students worked individually and tried to answer voluntary.

Then, as the elaboration activities, the researcher said that they were going to work in group, the group was the same as that in the previous meeting. After that the researcher gave handout of worksheet to them, and then gives clear instruction on each task that they were going to discuss. The students sat with their group then discussed their worksheet. Firstly they read the text about "The First Flight" then

continued answer the questions related to the text. In this stage the researcher as a facilitator, she moved around the class checked their job and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher asked the students to find the specific information of each paragraph what is the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story.

Before closing the meeting, the researcher asked the students whether there was difficulty or not. Beside, the researcher kept reminding the students not to be afraid in giving the answer and gave the students homework. Their homework was the text that they submitted before then asked them to draw conclusion about the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story. Then researcher asked the student feeling of the lesson today then she closed the class.

2) The third meeting

The third meeting was held on Wednesday, January 25th 2012 at 07.00 – 08.20 WIB. In that day all of students were present. As usual, the researcher opened the lesson by greeting the students and checking students' attendance first. After that, she reviewed the previous materials and asked them to submit their homework. Then, the researcher asked them to sit in their own previous group.

In this meeting, the researcher gave new topic for the reading. The title of that text was "Barbecue". As the exploration activities, the

researcher started by giving background knowledge of field about the topic by showing a barbecue party and asked questions related the picture and commanded them to guess some words related with the picture. They answered the question noisily.

The researcher gave the copy of the materials. In the first task, the researcher gave some words and asked them to grouping some words into one theme. In this stage the students worked individually and tried to answer voluntary and write in the whiteboard.

Then, as the elaboration activities, the researcher asked them to read the text and answer the questions related to the text. As a facilitator, the researcher moved around the class and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher asked the students to find the specific information of each paragraph and determine generic structure of text “Barbecue” individually. Then, it must be submitted.

Before closing the meeting, the researcher asked the students whether there was difficulty or not about recount text, asked whether there were any problems in finding main idea, explicit information, guessing the meaning of words, finding implicit information and determining referent of pronoun of the text and the last asked students’ feeling during the teaching learning process. Here were some students’ opinions:

Yossi : *lebih senang belajar dengan kelompok Miss, karena kita bisa
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bertukar pikiran, kalau kesulitan memahami isi teks bisa saling membantu.

Wanda : *Senang miss, jadi lebih cepet ngerjainnya tapi nggak sukanya kalau groupnya sama cowok rame sendiri miss, yang cowok gak mau ngerjain.*

Ilyas : *Senang Miss, soalnya kalau ngerjain bareng-bareng jadi lebih mudah, kalau soalnya susah bisa tanya ma group jadi tambah mudeng.*

Haris : *Senang Miss, kalau ada kesulitan bisa tanya teman, enakan tanya temen jadi gak malu.*

The researcher made the summary and reflected about the lesson together with the students; that was about recount. Before she closed the meeting, she gave questionnaire the students and asked them to submit after the rest time. Then, ended the meeting “*see you class, nice to meet you*”. Then, all students said “*see you Miss, nice to meet you too*”.

3) The fourth meeting

The fourth meeting was conducted on Thursday, January 26th 2012 in VIIIIC classroom 2012 at 09.15 – 10.35 WIB. That day, as was informed in the previous meeting, students would have post-test. The test covered several reading skills: determining main idea, explicit information, vocabulary, implicit information, and referent of pronoun of text.

The researcher begins the lesson by greeting the students and checked students' attendance. Then she asked the students readiness in doing the test. She distributed the handout of worksheet, before doing the test, she told the students to check their worksheet, gave clearly instruction of each unit, and remembered them that they had to be

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honest “*You have to be confident and do this test by yourselves. Tidak boleh mencontek, kerjakan sendiri!*” The students did the test and the researcher monitored them.

c. Observation

In this stage, the researcher did observation and evaluation on the teaching learning process, documents analysis, and test in the end of the cycle. Since this research is collaborative research, the observer Mrs. Endang always accompanied her to observe the teaching learning process. Those field notes are very useful as the researcher’s reflection to make a plan for the next meeting. The observer preferred to give suggestion or give criticism orally rather than in write form.

Observing was conducted in order to know whether the implementation of TAI can improve reading skill or not and what happens to the class situation when TAI was implemented in reading class. It was also aimed at finding out the strength and weaknesses of TAI to improve students’ reading skill. The observation was conducted during the teaching reading using TAI and was done by the researcher with the teacher in each meeting. In cycle I, the researcher conducted four meetings. The result of the observation can be explained as follows:

1) The first meeting

The researcher came on time to the class. In the first meeting, the researcher explained about Cooperative Learning and Team Assisted Individualization. The researcher divided the reading activities into three stages (exploration, elaboration and confirmation stage). In the exploration stage the researcher explained the material recount text and distributed the picture series as the introduction of the text “*Going to the Beach*” that would be shown. The students seem enthusiasm and gave a good response by answering the teacher

questions. Then in elaboration stage, the researcher divided the class into group, the class situation was noisy some of them complained with their group. The researcher asked them to be quiet and asked to sit in their group and discussed their worksheet given by the researcher. The interesting picture media made them try to do the task well. The students in group cooperated to find and match vocabularies in the picture series related to the jumble text. They still lacked in vocabulary. Some of them opened the dictionary or asked to the researcher to help them on translating the meaning of the vocabulary. Then, they rearrange the jumble paragraph becoming a good text based on the pictures series continued answer the question related to the text. Next, every group exchanges their job to the other group and discusses the result. The students still looked ashamed when the researcher asked them to voluntary write the answer of their job in the whiteboard by raised their hand. So, they just read their job by sitting in their own group position; they did not want to move in the front of the class. The researcher checked their answer. The students listened to the researcher's check and corrected their friend work. Overall, the classroom situation was controlled but it was run slowly some of students still made noisy in the class by complaining their new group.

2) In the second meeting

In this meeting, the students worked in their previous group. The students were more active in teaching learning process then yesterday. They paid attention to the teacher's explanation. Their participation during the lesson was good, although they had some problems with the text given by the researcher. The title of the text was "*The First Flight*", they seemed a bit confused with text because they don't have their own experience of going by plane. They felt that the text was difficult to understand because many words looked

strange to them. In this case the researcher gave vocabulary task before they read the text. Firstly, they were matching the words with the pictures than matching the information with the pictures. This picture media made the students easily to comprehend the meaning of the words and text would give the next. The researcher also reminds them to open their dictionary or ask their friends if it needed. In team study the situation was conducive, all of the students sat with their group and busy with their job although, there was a student complaining about their team. Some of them did not participate during discussion. So, the researcher reminded the students that if they did not participate in doing the job, they would get no score and asked them to write 2 names of their group that active in doing their job. She monitored the students' activity. She asked the students whether they had difficulty or not. In the checking section the students seemed more active than previous lesson; they didn't look ashamed to answer the question in the front of the class.

3) The third meeting

That was the last meeting of the first cycle. In this meeting, researcher gave "Barbecue" text. As she did in the first and second meeting, the students work with their group. They discussed and shared their opinion to finish their job. In this meeting the teaching learning process ran well. The students were interested in the lesson and discussed with their group. They cooperated with their partner better. They paid attention and did not do useless activity during the lesson. They looked accustomed with their group, cared and helped another. In this meeting the students gave more responses to the teacher's instruction. They wanted to share their opinion; however some of them were shy to ask their difficulty.

4) The fourth meeting

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In the fourth meeting, post test I was conducted. This test was held to know the students' achievement in reading skill after the action plan was implemented. The result of the post test 1 showed good improvement of students' mean score. The mean score increased from 55.31 in the pre-test into 63.43 in post test 1. The mean score of each indicator also improved. The mean score of main idea increased from 69.37 in the pre-test into 80.00 in the post test 1. The student's mean score of explicit information increased from 70.62 in the pre-test into 82.50 in post-test 1. The student's mean score of vocabulary increased from 62.50 in the pre-test into 71.25 in post-test 1. The student's mean score of implicit information increased from 65.00 in pre-test into 79.37 in post-test 1. The student's mean score of referent of pronoun increased from 64.37 into 70.00 in post-test 1.

d. Reflecting

After analyzing the observation result and the test result in the post-test 1, the researcher did reflection in order to evaluate the teaching and learning process she did so far.

1) The Improvement of Students' Reading Skill

On January 26th 2012, the researcher conducted the post test of cycle 1. Then, the researcher scored the students' work of cycle 1. Based on the result of the post test score of cycle 1, the researcher could report that there was improvement on students' reading skill. The following table shows the result of the students' score in reading skill on pre-test and post-test 1.

Table 4.7 The Result of Pre-Test and Post-Test 1

No	Name	Pre-Test	Post-Test 1
1	AND	6.00	6.67
2	AFM	4.67	6.67

3	ANF	6.67	7.33
4	ABGS	4.33	5.33
5	BAS	4.67	5.67

6	DAL	5.00	4.67
7	DB	5.00	5.67
8	DP	4.33	4.33
9	DDY	6.67	6.67
10	EF	3.00	5.00
11	HYH	5.00	7.00
12	HF	4.67	4.67
13	IEU	5.67	6.67
14	IDV	5.00	5.33
15	KDP	6.00	7.33
16	MINF	5.67	6.67
17	MK	6.00	7.00
18	PPM	5.33	6.33
19	HA	6.33	7.33
20	RF	5.67	6.67
21	RDN	4.67	4.33
22	RYA	6.00	5.33
23	SR	6.67	7.00
24	SKDA	5.67	6.67
25	SSS	6.00	7.67
26	TSP	6.33	7.67
27	TY	4.33	4.33
28	WCC	7.00	7.67
29	WH	6.33	7.00
30	YD	6.67	7.33
31	YAR	6.00	7.00
32	ZSP	5.67	5.67
	Mean	5.53	6.27

From the table above, some information can be derived that the mean score of the students in reading skill were increased. It means that the implementation of TAI in reading class affected positively, the students did the post-test 1 better than in pre-test ones. But, generally, the students still had difficulties in some indicators. It could be seen from the students' mean score of those two indicators which less than the passing grade criteria (KKM), 73. Table 4.8 provides the data of students' mean score for each indicator.

Table 4.8 The Students' Mean Score for Each Indicator

No.	Aspects of Reading Skill	Mean
1.	Main idea	80.00
2.		
3.	Explicit information	82.50
4.	Vocabulary	71.25
5.	Implicit information	79.37

Referent

70.00

It was clear that students' reading skill improved in cycle 1. The implementation of TAI in cycle 1 improved students' reading skill: main idea, explicit information, vocabulary, implicit information and referent of pronoun of text. However, the improvement of finding the meaning of words and determining the referent of pronoun was less than the English standards score (KKM Bahasa Inggris) in that school was 73.

2) Changes in Class Situation

The implementation of TAI changed class situation in VIII C SMP Negeri 1 Jaten. The improvements of the students' achievements in the learning process at the end of cycle 1 can be seen in the table below:

Table 4.9 Change of class situation before and after Cycle 1

	Before action Research	After Action Research
Class situation Problems	<p>a. The students were not active in teaching learning process; they were quiet when the teacher asks something about the text.</p> <p>b. The students did non academic activities like singing, painting, and disturbing their friends.</p> <p>c. The students made noise in the teaching and</p>	<p>a. Students became more active; they did their tasks, answered the researcher questions and responded researchers' instruction.</p> <p>b. Student's behavior changed. They did a little useless activity during the lesson. They more focused to do their job.</p> <p>c. They actively participated in teaching learning</p>

learning process.

d. The students were not brave enough to suggest questions. They feel clumsy, afraid that their question will be laughed. They are not accustomed to ask, and have no idea what will be asked.

e. The students did the assignment by cheating their friends' without knowing the content.

process; they shared their ideas to their friends and gave opinions or questions in the class though they still waited the command.

d. The students were interested in reading class with their group and encouraged to ask the researcher directly while they were facing problem.

e. The students became more independent to solve their problems by discussing with their partner in group.

From the reflection above, the researcher got the result as follows:

- 1) The data of post-test shows a better reading skill achievement but the students had difficulties in finding the meaning of words and determining the referent of pronoun in the text.
- 2) Some of the students made a very good progress in their attitude. They enjoyed the lesson. It reflects on their confidence. They also actively involved in the activities.
- 3) The students were interested to join reading class but unfortunately some of them were still less confident, nervous, and afraid of making mistakes.

It could be stated that the 1st cycle did not give a satisfactory result although the result of the reading skill test had show the improvement. There were still some weaknesses in the 1st cycle, so the researcher decided to go to the next cycle.

2. Description of Cycle 2

In the description of cycle 2, it involves four important stages. They are planning, action, observation and reflection. The detail about those four stages is explained as follows:

a. Planning

The reflection from teaching learning process in cycle one demanded the researcher to do better efforts in improving the students' reading skill. To overcome the problems that emerged in the cycle one, the researcher decided to take cycle two and revise the plan. She planned to take three meetings in cycle two in which for group work. Those activities were sharing idea with English teacher, making lesson plane, prepare students' worksheet, and dividing the main teaching activities into three phases.

1) Sharing idea with collaborator

There were many things that the researcher shared with his collaborator. The collaborator gave the idea to revise the plan. As some students still had difficulty to follow the Team Assisted Individualization instruction, the collaborator suggested the researcher to give model again about using TAI. Then, the collaborator suggested the researcher to teach narrative text in the cycle 2, although the students were unfamiliar with narrative text because it was the first time the narrative text would be showed to them. Next, the collaborator also suggested the researcher to speak louder in order to all of the students could hear her instruction and teach more patients and slow down in her explanation because the students seemed a bit confused with her the speed of explanation.

After some discussion, the researcher and the collaborator agreed to remain using narrative text in cycle 2. After that, the researcher and the collaborator agreed that to evaluate students' progress during the treatment; there should be open ended questions

that consisted of the five reading skills: they were main idea, explicit information, vocabulary, implicit information and referent of pronoun. The researcher also motivated students by rewarding for the group; this reward taken from the calculation of improvement of the member of group.

2) Making lesson plan

From the result of cycle 1, the researcher decided to add more activities in the lesson plan for cycle two. There were group work and individual work. For group work, there will a presentation to evaluate the students work, and for individual work will held for the post-test.

3) Preparing the students worksheet

As the researcher got the material, she did the same process in preparing the students worksheet as in cycle 1. Then, she proposed the material to the English teacher to get agreement about them. In line with the research about implementing TAI in teaching reading skill, the students' worksheet was then added by more exercises of vocabulary and referent of pronoun.

b. Acting

The researcher implemented the action of cycle II in three meetings. The detailed activities of implementation the research in each meeting presented were same with cycle 1 but different topic. In this cycle, the researcher taught about narrative text. The texts used in cycle two were "*Cinderella, Juhha, and The rats and The Elephants*"

1) First meeting

The first meeting was conducted on Wednesday, February 1st 2012 at 07.00 – 08.20 WIB in VIII C classroom of SMP N 1 Jaten. In that day all of the students were present. They put on *batik* uniform. In the implementing the action, the researcher played a role as a teacher and the English teacher was as the observer during teaching learning

process in class. She was sitting on a chair located in the backside of the room.

In this meeting, the researcher gave new topic about narrative. The title of that text was “Cinderella”. The researcher entered the room, she graded the students, checked the students attendance list, introduced the topic that they were going to learn, and told the competency or goal would be achieved at the end of teaching learning process. Before the researcher started the lesson, she asked about the pots-test score that showed on Monday. Some of them looked happy when the researcher asked who had a SUPER, GREAD, GOOD TEAM. The situation became noise for a moment then the researcher reminded them if the position of their group would be changed; it was based on the performing of their group in teaching learning process and their final score in the next post-test. The researcher also said that they worked with the same group like the previous meeting.

Next, as the exploration activities, the researcher started by giving background knowledge of field about the topic by showing a picture; it was about Cinderella and asked questions related to the picture. They looked more attractive that day; they answered the researcher questions and gave a good respond dealing with the researcher instruction. Then the researcher gave explanation about narrative text and explained how to find main idea, explicit information, meaning of word, implicit information, and referent of pronoun in the narrative text.

Then, as the elaboration activities, the researcher said that they were going to work in a group again. Unlike with the previous meeting, the students were not complaining with their group. They looked enjoyed with their group now. After that the researcher gave handout of Cinderella text and worksheet to them, and then gives clear

instruction on each task that they were going to discuss. The students sat with their group then discussed their worksheet. Firstly they matched the words with the opposite meaning. Then, they find the meaning of words in a box continued by reading the Cinderella story and answering the questions dealing to the text. In this stage the researcher as a facilitator, she moved around the class and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher and students made the summary together about the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story and about narrative text.

Before closing the class, the researcher gave individual the homework to students to find another narrative text. After that the researcher asked the student feeling of the lesson today then she closed the class.

2) The second meeting

The second meeting was held on Thursday, February 2nd 2012 at 09.15 – 10.35 WIB. The researcher began the lesson by greeting the students and checking their attendance. After that she started the lesson by reviewing the previous material. To remind the students, she asked the students about the narrative text. Then she asked to the students to submit their homework.

In this meeting, the researcher gave the same topic, that is
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narrative text but with different story. As the exploration activities, the researcher asked about whether they ever heard “*Juhha*” story. All of the students answer that they never heard that story. Then the researcher distributed copies of the *Juhha* story. She asked them to read the story and tried to answer the questions dealing to the text individually. The researcher monitored and guided their work.

Then, as the elaboration activities, the researcher asked the students to sit with their group then discussed their job in their group. Afterward they continued their job till the end. In this stage the researcher as a facilitator, she moved around the class checked their job and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher and students made the summary together about the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story and about narrative text.

Before closing the meeting, the researcher asked the students whether there was difficulty or not. Beside, the researcher kept reminding the students not to be afraid in giving the answer and gave the students homework. Their homework was made summary of the text that they submitted before. Then researcher asked the student feeling of the lesson today then she closed the class.

3) The third meeting

The third meeting was held on Wednesday, February 8th 2012 at 07.00 – 08.20 WIB. In that day all of students were present. As

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usual, the researcher opened the lesson by greeting the students and checking students' attendance first. After that, she reviewed the previous materials and asked them to submit their homework. Then, the researcher asked them to sit in their own previous group.

In this meeting, the researcher gave a new topic for the reading. The title of that text was "The Rats and The Elephants". As the exploration activities, the researcher started by giving background knowledge of field about the topic by asking the questions dealing with the topic. They answered the question noisily. The researcher gave the copy of the materials. In the first task, the researcher gave some words and asked them to find the meaning and then give circle in the in the words that their found in the box. In this stage, the students tried to answer the questions dealing to the text individually. The researcher monitored and guided their work.

Then, as the elaboration activities, the researcher asked the students to sit with their group then she gave the copy of the text. Afterward the students discussed their job in their group till the end. In this stage the researcher as a facilitator, she moved around the class checked their job and asked every group whether they had a problem with their worksheets or the materials. After finishing their worksheets the researcher gave command to exchange their work to the other group, and then the students discussed the answers of the worksheets. The researcher asked them to answer voluntary and write in the white board. After finishing, the researcher checked the students answer.

Next, as the confirmation activities, the researcher and students made the summary together about the main idea, who/where/when, the chronological order of the events and comment/feeling based on the story and about narrative text.

Before closing the meeting, the researcher asked the students
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whether there was difficulty or not about recount text, asked whether there were any problems in finding main idea, explicit information, guessing the meaning of words, finding implicit information and determining referent of pronoun of the text and the last asked students' feeling during the teaching learning process. Here were some students' opinions:

- Dwinda : *Senang Miss, kalau ada kesulitan bisa tanya teman, enakan tanya temen jadi gak malu.*
- Zoma : *Seneng Miss, saya suka tadi pas berebut maju kedepan pas mengerjakan soal yang dikolom-kolom tadi.*

The researcher made the summary and reflected about the lesson together with the students; that was about recount. Before she closed the meeting, she gave questionnaire the students and asked them to submit after the rest time. Then, ended the meeting “*see you class, nice to meet you*”. Then, all students said “*see you Miss, nice to meet you too*”.

4) The fourth meeting

The fourth meeting was conducted on Thursday, February 9th 2012 in VIIC classroom 2012 at 09.15 – 10.35 WIB. That day, as was informed in the previous meeting, students would have post-test. The test covered several reading skills: determining main idea, explicit information, vocabulary, implicit information, and referent of pronoun of text.

The researcher begins the lesson by greeting the students and checked students' attendance. Then she asked the students readiness in doing the test. She distributed the handout of worksheet, before doing the test, she told the students to check their worksheet, gave clearly

instruction of each unit, and remembered them that they had to be honest “*You have to be confident and do this test by yourselves. Tidak boleh mencontek, kerjakan sendiri!*” The students did the test and the researcher monitored them.

c. Observation

Observing was conducted in order to know whether the implementation of TAI can improve reading skill or not and what happens to the class situation when paired reading was implemented in improving student’s reading skill. It was also aimed at finding out the strength and weaknesses of TAI to improve students’ reading skill. The observation was conducted during the teaching reading using TAI and was done by the researcher with the teacher in each meeting. In cycle II, the researcher conducted four meetings. The result of the observation can be explained as follows:

1) The first meeting

The researcher came on time to the class. In the first meeting, the researcher explained that they used Cooperative Learning and Team Assisted Individualization in teaching learning process again. They worked with the same team with the previous meeting. Before the researcher started the lesson, she asked about the result of the post-test who had a SUPER, GREAD, and GOOD TEAM, whether they satisfied with the score. Some of them looked happy with their score. The situation became noise for a moment then the researcher reminded them if the position of their group would be changed; it was based on the performing of their group in teaching learning process and their final score in the next post-test. This situation made the students more active and competitive in the teaching learning process. They did their tasks, answered the researcher questions and responded researchers’ instruction.

2) In the second meeting

Generally, the second meeting ran well. The students worked in their previous group. They seemed to be ready to follow the lesson. The students were active in teaching learning process. They paid attention to the teacher explanation. Their participation during the lesson was good. They did a little useless activity during the lesson. They more focused to do their job. They also actively participated in teaching learning process; they shared their ideas to their friends and gave opinions or questions in the class without command. The students were interested in reading class with their group and encouraged to ask the researcher directly while they were facing problem.

3) The third meeting

The third meeting was conducted on Wednesday, February 9th 2012 at 07.00 – 08.20 WIB. The researcher entered the classroom by greeting the students and checking their attendance.

That was the last meeting of the second cycle; the researcher was informed in the previous meeting. The students would have post-test 2 in the next meeting. In this meeting the teaching learning process ran well. The students were interested in the lesson and discussed with their group. They cooperated with their partner in group better. They paid attention and did not do useless activity during the lesson. They looked accustomed to their group, cared and helped another. In this meeting the students gave good responses to the teacher's instruction.

4) The fourth meeting

In the fourth meeting, post-test 2 was conducted. This test was held to know the students' achievement in reading skill after the action plan was implemented. The result of the post test 2 showed good

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improvement of students' mean score. The mean score increased from 63.43 in the post-test 1 into 80.21 in post-test 2. The mean score of each indicator also improved. The mean score of main idea increased from 80.00 in the post-test 1 into 81.25 in the post-test 2. The student's mean score of explicit information increased from 82.50 in the post-test 1 into 84.82 in post-test 2. The student's mean score of vocabulary increased from 71.25 in the post-test 1 into 74.21 in post-test 2. The student's mean score of implicit information increased from 79.37 in post-test 1 into 79.68 in post-test 2. The student's mean score of referent of pronoun increased from 70.00 in the post-test 1 into 85.26 in post-test 2.

d. Reflecting

After analyzing the observation result and the test result in the post-test 2, the researcher did reflection in order to evaluate the teaching and learning process she did so far.

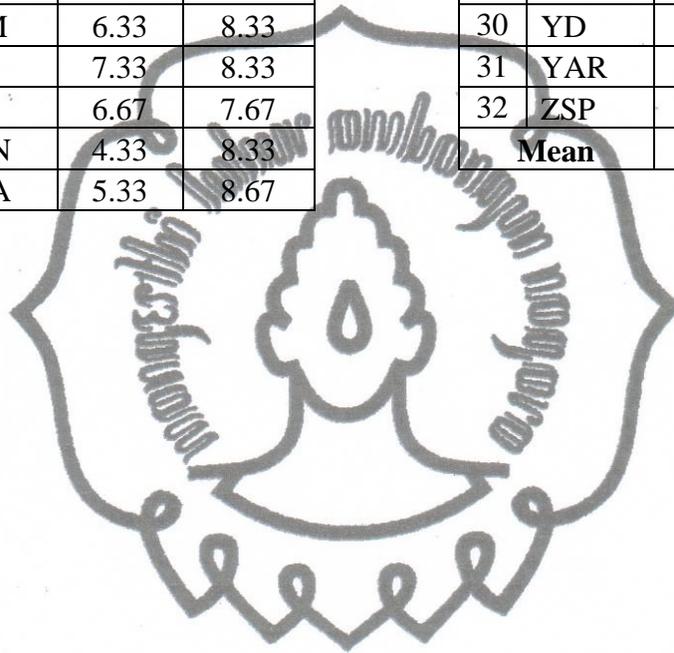
1) The Improvement of Students' Reading Skill

On February 9th 2012, the researcher conducted the post test of cycle 2. Then, the researcher scored the students' work of cycle 2. Based on the result of the post test score of cycle 2, the researcher could report that there was improvement on students' reading skill. The following table shows the result of the students' score in reading skill on post-test 1 and post-test 2.

Table 4.10 The Result of Post-Test 1 and Post-Test 2

No	Name	Post-Test 1	Post-Test 2
1	AND	6.67	8.00
2	AFM	6.67	8.33
3	ANF	7.33	7.67
4	ABGS	5.33	7.33
5	BAS	5.67	7.33
6	DAL	4.67	7.33
7	DB	5.67	8.00
8	DP	4.33	7.00
9	DDY	6.67	8.00
10	EF	5.00	8.33

11	HYH	7.00	8.00	23	SR	7.00	8.67
12	HF	4.67	7.67	24	SKDA	6.67	8.00
13	IEU	6.67	8.00	25	SSS	7.67	8.00
14	IDV	5.33	8.00	26	TSP	7.67	8.00
15	KDP	7.33	8.33	27	TY	4.33	7.33
16	MINF	6.67	7.67	28	WCC	7.67	8.33
17	MK	7.00	8.67	29	WH	7.00	8.33
18	PPM	6.33	8.33	30	YD	7.33	9.00
19	HA	7.33	8.33	31	YAR	7.00	8.67
20	RF	6.67	7.67	32	ZSP	5.67	7.67
21	RDN	4.33	8.33		Mean	6.27	8.02
22	RYA	5.33	8.67				



From the table above, some information can be derived that the mean score of the students in reading skill were increased. It means that the implementation of TAI in reading class affected positively, the students did the post-test 2 better than in post-test 1. Generally, the students could comprehend the texts. It could be seen from the increasing of students' mean score in almost all indicators which more than the passing grade criteria (KKM), 73. Table 4.11 provides the data of students' mean score for each indicator.

Table 4.11 The Students' Mean Score for Each Indicator

No.	Aspects of Reading Skill	Mean
1.	Main idea	81.25
2.	Explicit information	84.82
3.	Vocabulary	74.21
4.	Implicit information	79.68
5.	Referent	85.26

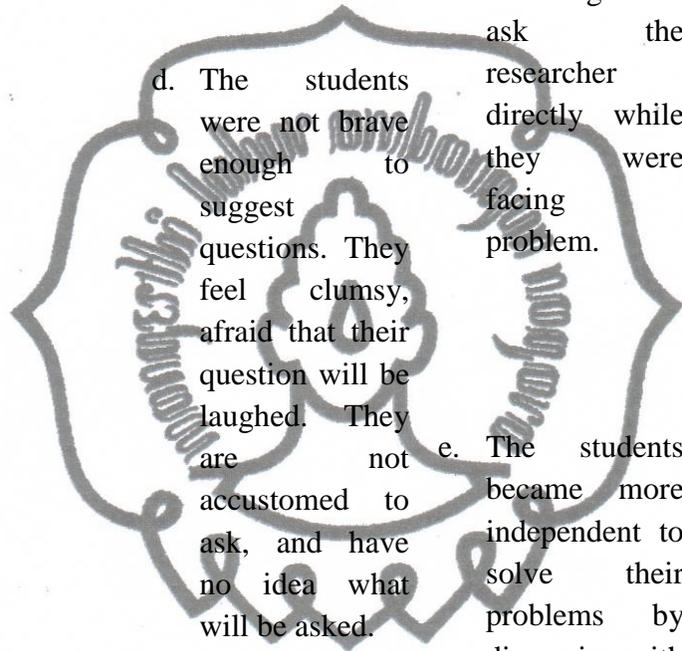
2) Changes in Class Situation

The implementation of TAI changed class situation in VIII C SMP Negeri 1 Jaten. The change of classroom situation can be seen in the table below:

Table 4.12 The Improvements in the end of Cycle 2

Aspect to Be Measured	Before the Action	After the Action Cycle 1	After the Action Cycle 2

- The learning process
- a. The students were not active in teaching learning process; they were quiet when the teacher asks something about the text.
- b. The students did non academic activities like singing, painting, and disturbing their friends.
- c. The students made noise in the teaching and learning process.
- a. Students became more active; they did their tasks, answered the researcher questions and responded researchers' instruction.
- b. Student's behavior changed. They did a little useless activity during the lesson. They more focused to do their job.
- c. They actively participated in teaching learning process; they shared their ideas to their friends and gave opinions or questions in the class though they still waited the
- a. Students became active in teaching learning process; they did their tasks, answered the researcher questions and responded researchers' instruction.
- b. Student's behavior changed. They did a little useless activity during the lesson. They more focused to do their job.
- c. They actively participated in teaching learning process; they shared their ideas to their friends and gave opinions or questions in the class without command.



command.

- d. The students were interested in reading class with their group and encouraged to ask the researcher directly while they were facing problem.
- d. The students were interested in reading class with their group and encouraged to ask the researcher directly while they were facing problem.
- d. The students were not brave enough to suggest questions. They feel clumsy, afraid that their question will be laughed. They are not accustomed to ask, and have no idea what will be asked.
- e. The students became more independent to solve their problems by discussing with their partner in group.
- e. The students became more independent to solve their problems by discussing with their partner in group.
- e. The students did the assignment by cheating their friends' without knowing the content.

The students' reading skill

- a. Students could not comprehend the text being read in some aspects of reading skill.
- a. Students began to use the concept of TAI in comprehending the text.
- a. The students were able to comprehend the text using the concept of TAI.
- b. The students' ...
- b. The students' ...
- b. The students' ...

mean score on five aspects of reading skill were still low. Students' mean score of reading was 55.31	mean score improved in almost all aspects of reading skill. Students' mean score of reading was 62.71	mean score of all reading aspects improved generally. Students' mean score of reading was 80.20
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Summary of the improvements:

- a. The students enjoyed during the learning process. They were interested in following the lesson.
- b. The students were active during the learning process. They had high level of participation in reading class.
- c. The students' mean score of all aspects of reading skill improved generally.

C. Research discussion

From the discussion of research findings toward the TAI's implementation in improving students' reading skill from the beginning up to the end of the research as the final reflection, it is proved that TAI can improve students' reading skill. It can be seen from the score improvement after the implementation of TAI. It will be explained briefly on the following sub-chapters.

1. TAI Helps the Students Improving Their Reading Skill

TAI is a combination of cooperative learning and individualized instruction. Students are placed in an individual sequence of the learning material based on test performance. They precede at their own pace, but their team checks daily practice sheets. Students earn points for their respective teams by passing final tests, completing multiple units, and handing in assignments. Students take their final unit tests individually (Maheady et. al.

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1991 in [http://aim.cast.org/learn/historyarchive/backgroundpapers/peer-mediated instruction](http://aim.cast.org/learn/historyarchive/backgroundpapers/peer-mediated%20instruction)).

In cooperative, TAI is focused on group working that is able to build the students' bravery and communication ability with other people or friends. By using this technique, the students work with small teams that have different levels of ability, use a variety of learning activities to improve their understanding of a text. They can share and express their ability, ideas and opinion appropriate with their condition in certain topic of reading texts, and not shy to ask question if they had some difficulties in teaching materials. Besides that, this technique is also focused on peer tutoring so each member of team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The students work through the assignment until all group members successfully understand and complete it.

Through the implementation of TAI in this research, the students get any benefits in comprehending the text which includes five aspects of reading skill. During the implementation of TAI, especially in "Team Study", students were geared to work in groups to identify the elements of the text and understand any information from text. Afterwards, they responded to a list of questions about the text.

TAI can build the students' understanding towards the learning materials given in this case reading a text because of the presence of both students' interaction with their group and the teacher. In each group they share and discuss their knowledge and ability because if they feel shy or not confident to ask their problems they can discuss with their groups. This technique focuses on group work; working in groups is believed to solve the problem. Group members can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. Through this technique,

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the students felt comfortable to discuss a text, finding the main idea, getting explicit and implicit information, guessing the meaning, and determining referent of pronoun. The result of the data collections from the interviews, observations, questionnaires, and reading tests proves that TAI learning helps the students improving their reading skill.

2. TAI Improves The Students' Activeness During the Learning Process

From the research findings, it can be concluded that using TAI is also able to improve the class situation of the reading class. In this research, the improvement of class situation is measured from two aspects: students' interest and participation.

This technique can give motivation to the students to study and increase the students' participation in teaching learning process. This technique is typical of [student-centered](#) learning. It does provide an effective environment for [collaborative](#), [cooperative](#), [individualistic](#) and [competitive](#) learning. The classroom dynamics are considerably more complex in this environment as the teacher uses [facilitating techniques](#) to ensure that students are engaged with the learning process.

Moreover, TAI is one kind of cooperative learning. It proved how the elements of cooperative learning strategy applied were helpful. Johnson and Johnson in Orlich, et al. (1998: 277) had presented the five key elements, namely:

a) Positive Interdependence

In cooperative learning classroom, students work together to ensure the success of each student.

b) Face-to-Face Interaction

In cooperative learning situations, students interact, assist one another with learning task, and promote one another success. The small group setting allows students to work directly with one another, to share

opinion and ideas, to come to common understandings, and to work as a team to ensure each member's success and acceptance.

c) Individual Accountability

In cooperative learning settings, each student is held accountable for his or her own academic progress and task completion, apart from the accomplishment of the group as a whole.

d) Teamwork Skills

Contributing to the success of cooperative effort requires teamwork skills. Students must have and use the needed leadership, decision making, trust building, communication, and conflict-management skills

e) Group Evaluation

Group of students need to evaluate and discuss how well they are meeting their goals, what actions help their group, and what actions seem to hurt group interactions.

In TAI, the students were motivated by cooperative interaction in a group. The students were more active. They participated to discuss about the materials and the content of the text with their own group. These findings show that positive interdependence and interaction did happen in the class. Moreover, the students were not afraid to ask about their difficulty, they were confident to say their opinion with their partner, and they could share their ideas freely and not afraid to make mistake, it made them able to each other's mistakes. This is the result of their good teamwork skill and understanding their individual accountability. These advantages did make all students more enthusiastic to work well in their group discussion.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion and suggestions of the action research conducted in the Eighth Grade SMP Negeri 1 Jaten in academic year 2011/2012.

A. Conclusion

The result of research showed that the use of Team Assisted Individualization (TAI) was able to improve the students' reading skills that cover reading to get the main idea, explicit information, guess the meaning of word

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(vocabulary), implicit information and find referent of pronoun of the text. The enhancement of the students' reading skill was supported by the result of the test scores. The mean score of pre-test was 55.31 and it improved into 62.71 in the post-test 1 and it also improved into 80.20 in the post-test 2. It showed that the use of TAI in teaching reading can improve students' reading skill.

From the observation, the researcher also found that during the action, the implementation of using TAI could be effective in teaching learning process of reading. The students showed their improvement in the situation of the teaching and learning process. Before this research, there were some problems in the classroom situation: The students were not active in teaching learning process, they did non academic activities, they were noisy, they were not brave enough to suggest questions and did the assignment by cheating their friends' without knowing the content.

However, after implementing this research, it could be seen that the students become confident and enthusiastic during teaching learning process. Almost all students gave more attention to the teacher explanation. Students' behavior also changed. They did not do the useless activity during the lesson. They were aware that their score could influence the group recognition, so they were more focus to their assignments. They more motivated and gave more responses toward the teacher's instruction. It was because there was competition in class. Students were not shy and afraid to ask if they have difficulty. They spoke up by giving their idea and their problem, and sharing their opinion in group. They tended to be active students although some of them were still passive. It was because they satisfied with the class situation so, they often asked the teacher if they have questions and they enjoyed doing exercise in group.

In brief, the researcher concluded that teaching reading using Team Assisted Individualization make the students interested and motivated the students in the teaching learning process. It is because the students clearly understand with the material and the instruction what they should do their

assignment. As the result, the students showed that they made good improvement on reading skill.

In conduction the classroom action research (CAR) the researcher encouraged the students to enjoy the activities during the lesson. The researcher concluded that Team Assisted Individualization is suitable for the eighth grade students of junior high school to improve reading skill.

B. Implication

Based on the conclusion of all of the data in the research, there is enhancement of the students' reading skill taught by Team Assisted Individualization. It is reasonable and logical if teachers use Team Assisted Individualization to improve the students' achievement and enhance the students' motivation in reading class. Through TAI, it is easier for the students to comprehend the text. The implementation of Team Study proves that the students get any benefits in comprehending the text which includes five aspects of reading skill.

It means that the use of Team Assisted Individualization in teaching reading can be developed in the process of teaching and learning language. In Team Study, the students could share about their difficulty in finding the main idea, explicit information, guessing the meaning of word (Vocabulary), implicit information, and referent of pronouns in the text and help each other in solving their problems to comprehend the text. They could cooperate with their group and made the situations not bored for them. This situation made the students more interested to learn the lesson, more motivated to do the exercise and they could achieve the goals and enjoyed in teaching learning process.

C. Suggestion

Based on the conclusion and implication stated above, the researcher would give suggestions dealing with the teaching of reading. They are for English teacher, students, institutions, and other researcher.

1. For English Teacher

English teacher should create an enjoyable atmosphere in teaching and learning process so that the students involve actively during the class. Teaching reading using Team Assisted Individualization can be a good choice as technique which can be implemented in reading class. The teacher should divide students in heterogeneous group to conduct the discussion. By doing this, the students will be motivated in joining the class and will not be bored during teaching and learning process. They can cooperates each other and solve their problems while they are discussing with the group.

2. For Students

The students must be active in teaching learning process, especially when they are taught by using Team Assisted Individualization because through this technique they can solve their difficulty with their group or teacher, exchange their ideas and share their ideas to the class. The students should practice reading English text, discussing with their friend if they have problems in reading the text, and enjoying the reading class. They should be more active and not afraid of making mistakes during teaching learning process, especially in reading class.

3. For institutions

The institutions should encourage and support the teacher to improve the quality of the teaching and learning process. This can be done by providing facilities and media which can support the teaching and learning process. It can also gain students' motivation in studying at school.

4. For other researcher

Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems of reading skill