THE EFFECTIVENESS OF TEAM ASSISTED INDIVIDUALIZATION METHOD TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3 LUWU

A Thesis

Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English Language Education Study Program of the Faculty of Education and Teacher Training of the State Islamic Institute of Palopo
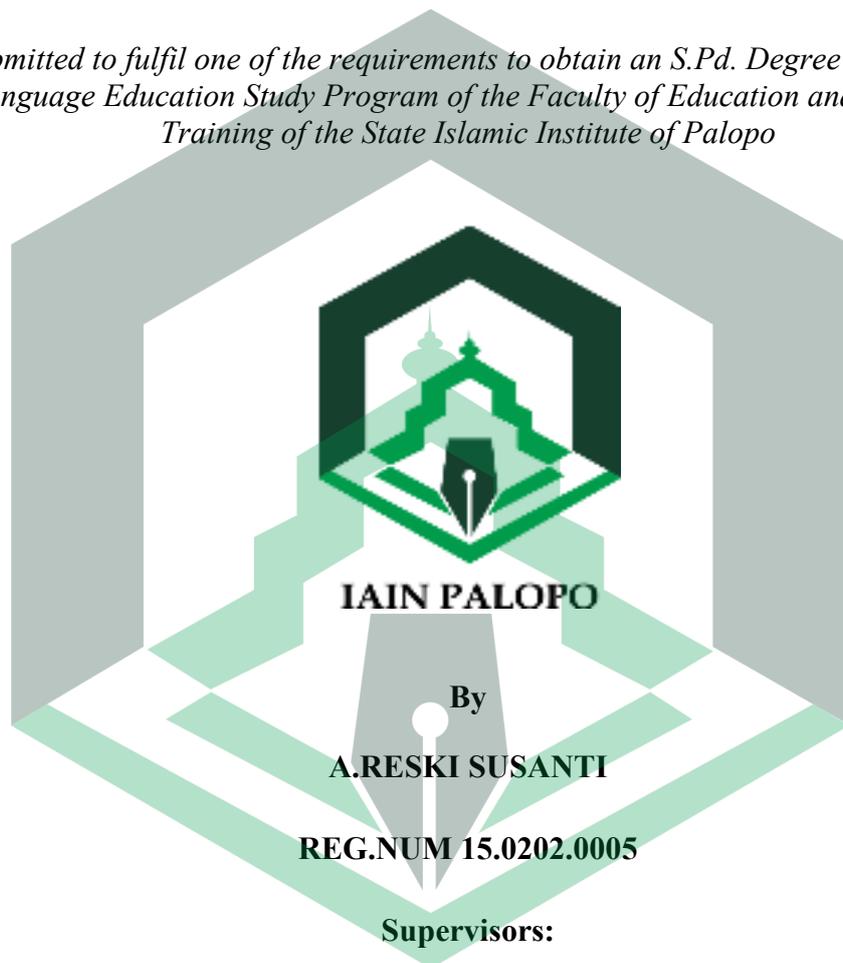

IAIN PALOPO

By

A.RESKI SUSANTI

REG.NUM 15.0202.0005

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMICINSTITUTE OFPALOPO
2020**

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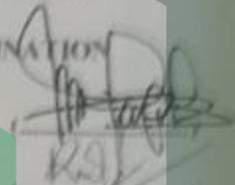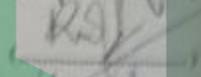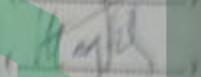1. **Wahibah, S.Ag., M.Hum.**
2. **Dr. Jufriadi, S.S., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMICINSTITUTE OFPALOPO
2020**

THESIS APPROVAL

This thesis, entitled " **The Effectiveness of Team Assisted Individualization Method to Improve Student's Reading Comprehension at Sman 3 Luwu**" written by A. **Reski Susanti., Reg. Number 15.0202.0005,** English S1 Study Program of Tarbiyah and Teacher Treaning Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examinned and defended in **MUNAQASYA** season which is carried out on **Thursday, February 18th 2020 M,** concided with **Jumada II 24th 1441 H,** It is authorized and acceptble as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, February 18th, 2020 M
Jumada II 24th 1441 H

COMMITTEE OF EXAMINATION

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2. Dr. H. Rustan S., M.Hum.   Examiner I   (............................)

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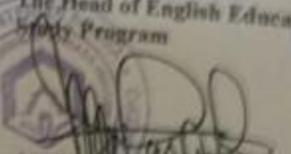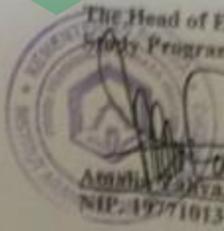5. Dr. Jufriadi, S.S., M.Pd.   Consutan II   (............................)

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STATEMENT OF AUTHENTICITY

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    Faculty   : Tarbiyah and Teacher Treaning

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved canbe revoked.

In the end, this statement is made truthfully and to be used in accordancewith its purpose.

Palopo, Maret 2020

A. Reski Susanti 'a
15 0202 0005

ACKNOWLEDGEMENTS

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ
ٱلْحَمْدُ لِلَّهِ رَبِّ ٱلْعَٰلَمِينَ

In the name of Allah SWT, the beneficent and the most merciful, Lord of the world has created judgment day in the hereafter and to our Prophet Muhammad SAW, safety and peace be upon him. Alhamdulillah the researcher expresses her gratitude to the almighty God that has given guidance, inspiration and good health. So that, the researcher could finish the thesis entitled "Effectivenes of team assisted individualization method imrove students' reading comprehension at SMAN 3 Luwu". The researcher realizes that support and encouragement from many people, have been important for the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, who always supports and gives motivation to their collegian during study at IAIN Palopo.

2. Dr. Rustan S, M.Hum, as the first deputy of IAIN Palopo, who always advices the researcher during studying.

3. Drs. Nurdin K, M.Pd, as the Dean of Tarbiyah Faculty of IAIN Palopo, who always gives the explanation in writing this thesis.

4. AmaliaYahya, SE.,M.Hum as the chief of English Department of IAIN Palopo, who always gives support, encouragement and idea to researcher during her studying at IAIN Palopo.

5. Wahibah, S.Ag.,M.Humas the first consultant and Dr. Jufriadi,S.S M. Pd as the second consultant. Thanks for the suggestion, idea, help and guidance since preliminary until the researcher can complete this thesis.

6. All the lecturers of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.

7. Special thanks for my beloved parents H. Muh. Tahir and Hj. Andi Warisi who always give the researcher help, support, blessing until now. And also, special thanks for my beloved sibling Aika, and Indra Sukma who have given the researcher motivation , support, and strength to finish my thesis. Thanks to my sweet nieces Anggreni who always support me also.

8. The researcher would like to say thanks to my Buntu Squad: Muh. Arfah Nurfadilah, Nurmila samsir and Mardiana who always give me motivation, encouragement, ideas, knowledge and support the researcher.

9. All of the researcher's friends in IAIN Palopo special for BIG C, and all of my friends which could not be researcher here Thanks for nice friendship, support and helping our togetherness.

The researcher also thanks the other who cannot be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher admits that this thesis is notperfect, so that the writer will accept suggestions from the readers in order to
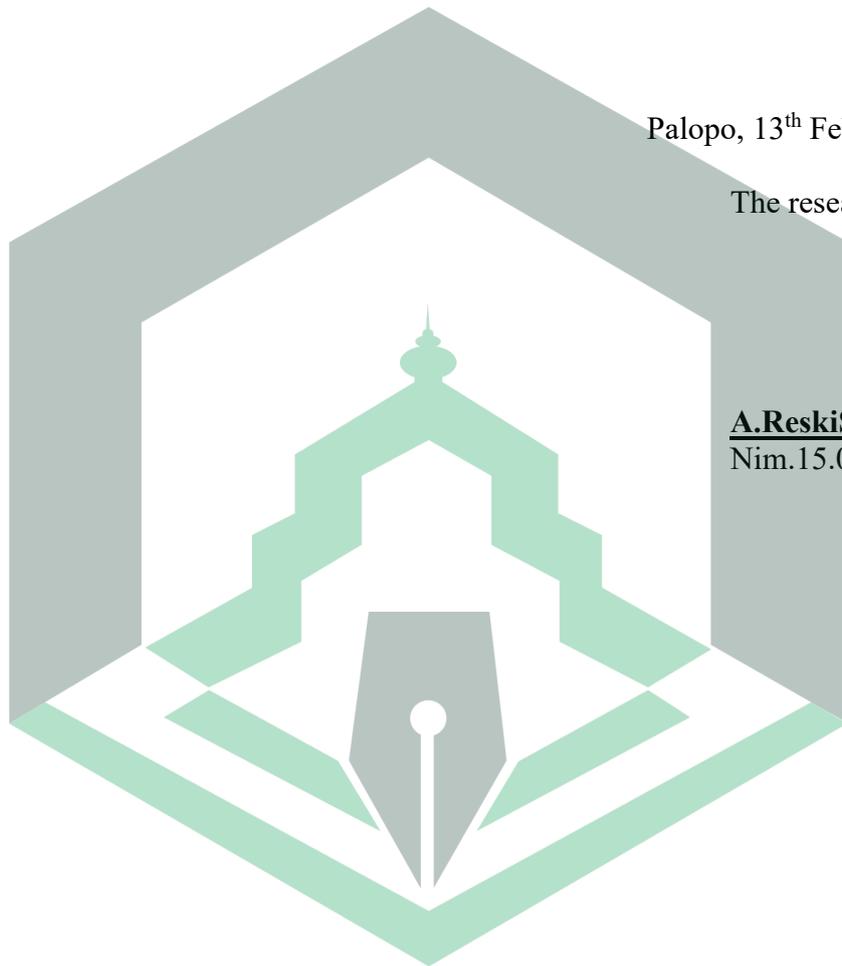
make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis, ALLAH SWT may bless us. Aamiin.
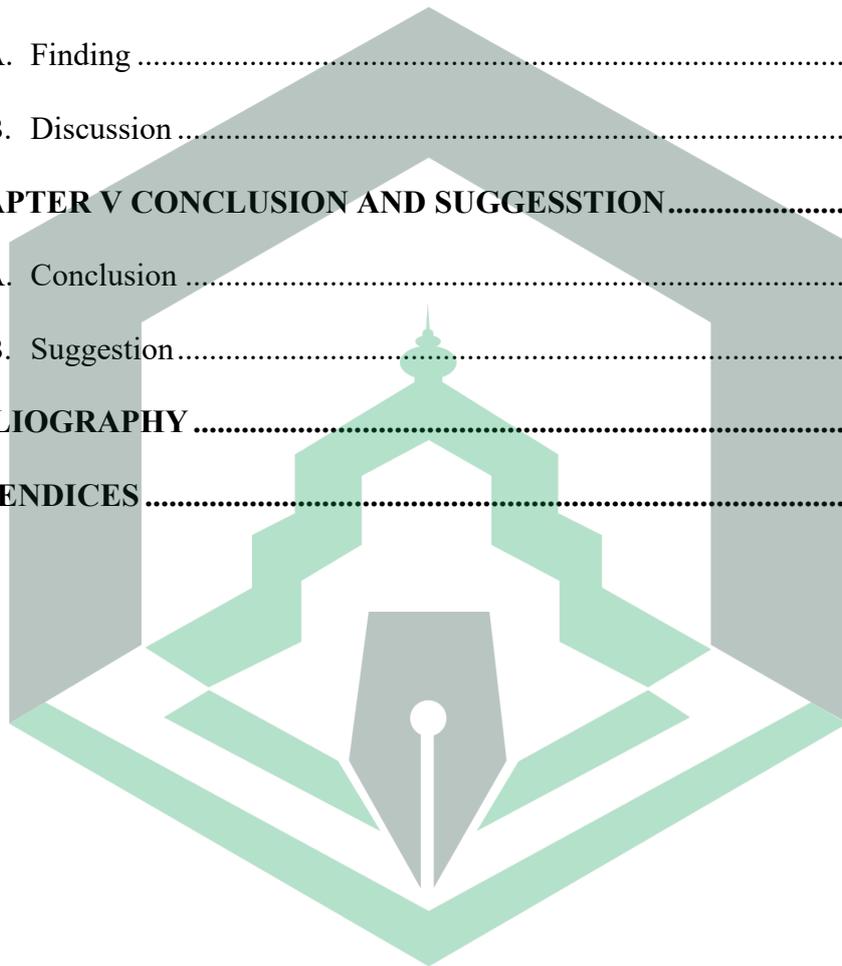
Palopo, 13th February 2020

The researcher

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TABLE OF CONTENT

LIST OF TABLE

ABSTRACT

A. Reski Susanti ,2019, "The effectiveness of team assisted individualizationmehtodto improve students' reading comprehension at sman 3 luwu". Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Wahibah, S. Ag., M.Hum and (2) Jufriadi, M.Pd.

Key Words *:Teaching Reading Comprehension, Team Assisted Individualization Method.*

The title of the research is applying the Team Assisted Individualization method to improve students' reading comprehension in the descriptive text at the tenth grade SMAN 3 Luwu. The problem statement of the research: Is Team Assisted Individualization method effective to improve students' reading comprehension at tenth grade SMAN 3 Luwu?. The objective of the research is to describe the effectiveness of the Team Assisted Individualization method to improve students' reading comprehension at tenth grade SMAN 3 Luwu.

This research applies to the pre-experimental method. The population of this research is tenth-grade students of SMAN 3 Luwu in the 2019/2020 academic year. The total of the population is 56 students. The sample was class X IPs 1 consisted of 24 students as an experimental class. The researcher applies a purposive sampling technique. The instrument of the research is a reading test the researcher uses multiple-choice test that consists of 10 items of descriptive text. The researcher gives a pretest and posttest to the students.

The result of this research found that Team Assisted Individualization was effectively used in teaching students' reading comprehension at the tenth grade of SMAN 3 Luwu after treatments by using Team Assisted Individualization. In which the data showed that t_{test} (18,424) was higher than t_{table} (2.145). Based on the result of this research, the researcher concluded that Team Assisted Individualization method can improve the students' reading comprehension.

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the basic ways of acquiring information in our society and in academic settings particularly. The ability to read with understanding has become an essential skill in modern society. Furthermore, reading comprehension is viewed as a process of comprehending a text which integrates decoding ability, vocabulary cognition, prior knowledge of the topic and appropriate strategies.[1]Individuals who cannot read well are at serious disadvantage with respect to educational and vocational opportunities. These individuals may not be able to read and understand any material both for obtaining information or for pleasure reading since they do not have good reading comprehension.

However, in reality, reading is difficult skill in language especially the students who don't understand the content of the reading text. Generally, the teachers only provide text for students and ask to read and look for the answer of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

Based on interviews the researcher with some of the teachers and students at SMAN 3 Luwu, on learning reading comprehension ability of students, they said that according to their teaching experience, most students have difficulties in grasping the content of reading text such as the topic, main idea, and

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[1]Kintsch.E &Kintsch. W. Comprehension. In S.G. Paris & S.A. Stahl (Eds.), *Children's reading: Comprehension and assessment* (pp. 71-92). Mahwah, NJ: Lawrence Erlbaum Associates,2005

supporting detail of the texts[2]. And students said there are problems when they learn English especially in reading comprehension. If they read, they cannot get clear information from their reading, because their vocabulary still lack and do not know how to apply certain techniques and methods of reading in finding the information or content of a text accurately.

In reading comprehension, the message will be in written form is the most important element that students must admit, because the main purpose of reading is to know the thought expressed in printed materials. Therefore, reading comprehension intelligence only way for students to get to what they want to know from the literature. However, the problem is how to make them understand.

Therefore, the teachers need to put an emphasis on teaching reading. This is a continuing challenge because the need for students to increase their reading capability to get the benefits of reading ongoing. The teacher needs to use many different kinds of techniques and to continuously renew their efforts to have the students attain the highest achievements.

There are so many approaches, methods, and techniques that can be used by teachers to improve students' reading comprehension. But the researcher chooses the method Team Assisted Individualization for teaching reading, where students' are placed in small groups of 4-5 people are heterogeneous and followed by individual assistance to students who need them. Before the group is formed, students' are taught how to work together in a group. Students can give an explanation to the group of their friends, discuss, encourage other friends to

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[2]Sumarti, *interview* guru SMAN 3 Luwu (sekolah SMAN LuwuLarompong) 14 -04-2018

cooperate and respect the opinion of another friend[3].

According, Slavin Team Assisted Individualization was developed for several reasons. First, its would provide a means of combining the motivational power and peer assistance of cooperative learning with an individualized instructional program one that would provide all students with materials appropriate to their levels of skill and allow them to proceed through these materials at their own rates. Second, its was developed to apply cooperative learning method to solve many of the problems of individualized instruction. Third, its was developed as a means of producing the well-documented social effects characteristic of cooperative learning while meeting diverse needs.[4]

In addition, Yan Zhang states in *Cooperative Learning and Foreign Language Learning ant Teaching,* Journal Language Teaching and Research. The focus of this paper is cooperative learning has positive effects on foreign language learning and teaching. This paper compared cooperative learning with traditional language teaching. The paper reveals cooperative learning benefits for language learning and teaching. The comparison between cooperative learning and traditional language teaching can be identified by process activities in the class. In cooperative learning the students become active participator and contribute their idea in group work. It can build interaction and communication among the student. Meanwhile, traditional language teaching places the students in a passive receiver. Teaching learning process is focus on teachers' explanation. Therefore, by using cooperative learning the students are able to encourage communication

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[3]Slavin, Robert. E. Team-Assisted Individualization: A Cooperative Learning Solution for Adaptive Instruction in Mathematics. Washington DC: ERIC .1983
[4]Ibid

with others. Furthermore, the students can create a positive interdependence, individual accountability, interpersonal and social skill within groups.

Based on the explanation above, the researcher conducted teaching reading comprehension trough; *The Effectiveness Team Assisted Individualization to Improve Students' Reading Comprehension at SMAN 3 Luwu.*

B. Problem Statement

In line with the background of the study, the problem of the study is formulated as follows:

is the Team Assisted Individualization method effective improve students' reading comprehension at tenth grade SMAN 3 Luwu?

C. Research Objective

To describe the effectiveness of Team Assisted Individualization method to improve students' reading comprehension at tenth grade SMAN 3 Luwu.

D. Research Significances

The researcher hopes that this research would have some benefits in the English to learning process' especially reading comprehension. There were two kinds of benefit of this research used theoretically and practically.

1. Theoretically, this method can useful contribution towards the theory of teaching in the field of reading comprehension.

2. Practically

   a. For the students the researcher hopes can improve their ability in reading comprehension by using Team Assisted Individualization.

b. For the teachers can get information to enlarge their knowledge in teaching reading comprehension.

c. For the researcher can be use as reference and also guidance in conducting the same research of observing reading comprehension.

E. Research Scope

This research is to improve Reading Comprehension through method of Team Assisted Individualization in teaching reading and focused on language, content and vocabulary on Descriptive Text.[5]

F. Operational Definition

To clarify key terms used in this study, some of the definitions proposed.

1. Reading Comprehension

Reading comprehension is an activity to build understanding of the meaning of a text then can be translated through your own language.

2. Descriptive Text

Descriptive Text is a text that has function to describe things (living or non-living) and persons such as human and animals. According to Watkins, the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-user learn to control.[6]

3. Team Assisted Individualization

Team Assisted Individualization method is a method that can make the students work in team and have responsibility to manage and investigate

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[5] Penny Ur, *A Course in Language Teaching Practice and Theory,* (Cambridge Univercity Press: 1996)

[6] Watkins and Knapp, *Genre, Text, Grammar :Technologies for Teaching and Assesing Writing.* Australia : University of New South Wales Press. 2005

routinely, the result of studies in individual is brought to group for being discussed together and all members in group responsible on overall answer, students help each other in facing the problem, support each other to progress, so teacher can free him/ herself and give direct instruction to a group of homogenous students that comes from heterogeneous groups.[7]

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[7]Slavin, Robert. E. *Team-Assisted Individualization: A Cooperative Learning Solution for Adaptive Instruction in Mathematics.* (Washington DC: ERIC. 1995)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

Pertaining to the topic of this research, the researcher compiles some previous students as follows:

1. Karim (2017), in her thesis under the title " TheEffectiveness of *Team Assisted Individualization*to Improve Students' Reading Comprehension at Senior high School 1 South Polongbangkeng.

   In this research was applied Quasi-experimental design. The population were students in the second grade. The numbers of population were 60 students. In taking the sample, the class XI IPS1 and the class XI IPS2 chosen by using purposive sampling technique. There were 30 students in class XI IPS1 and 30 students in class XI IPS2. There two variable in this research. They were independent variable and dependent variable. Independent variable was Team Assisted Individualization and dependent variable was reading comprehension. Class XI IPS1 chosen as experimental class that tough by using Team Assisted Individualization while Class XI IPS2 chosen as controlled class by using existing method. The instrument used to collect data were objective test, exactly multiple choice and essay. The result of research thatTeam Assisted Individualizationmethod is effective in students reading comprehension[8].

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[8] ST NuaisyahKarim, " *The Effectiveness of TAI (Team Assisted Individualization)* to Improve Students' Reading Comprehension at the Second Grade of Senior High School 1 South Polongbangkeng (Makassar; Uneversitas Islam NegeriAlaudding, 2017).

2. Sulaiman (2016) conducted a research with title "*The Effectiveness of Team Assisted Individualization in Teaching Vocabulary Viewed from Students' Motivation*".

   This research reveals an experimental study about Team assisted Individualization in teaching vocabulary at private university in Pontianak. The population of this research was the first semester students of university in Pontianak. The sample was two classes consisting of 60 students taken by using cluster random. The data was analysis was done by applying descriptive and inferential statistic (ANOVA and Tukey Test) to test the research hypothesis. Based on the result of the study shows that the implementation of Team Assisted Individualization is an effective teaching method to teach vocabulary for the first semester students of university in Pontianak. The effectiveness of the method is influenced by the students' level of motivation.[9]

3. Priyono (2017), in his thesis written under the title "*The Effect of Using Team Assisted Individualization Method on Students Achievement Writing Descriptive Text*".

   This study was aimed to find out the effect of Team assisted Individualization method on students achievement in writing descriptive text. It was conducted by using experimental research design. The population of this research was the first (X) grade students of SMA Al-Hidayah Medan. It consisted of 104 students with 3 parallel classes. Students were chosen as the sample by using random sampling technique. There were two randomized

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[9]Sulaiman "*The Effectiveness of Team Assisted Individualization in Teaching Vocabulary Viewed from Students' Motivation*"(PROSIDING ICTTE FKIP UNS, 2016).

groups, namely experimental group and control group. Class X-1 with 36 students became the experimental group while class X-2 with 36 students became control group. The result of this research that Team Assisted Individualization method significantly effected students' achievement in writing descriptive text.[10]

Based on the previous findings from three researchers above used Team Assisted Individualization as their method researches with gratified result.Even though the three researchers above did same researches but Team Assisted Individualization methodcan improve students' knowledge, similarity from the three researchers same as use Team Assisted Individualization method in learning teaching process specially on reading comprehension.

B. *Theory of Reading*

1. Reading Comprehension

Heilman stated that reading is a process of making sense of written ideas though meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.[11]

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[10]Mhd. TeguhPriyono "*The Effect of Using Team Assisted Individualization Method on Students in Writing DesceptiveText.*State University of Medan. 2017

[11]Athur W. heilman, *Principle and Practice of Teaching Reading,* fifth edition.(Ohio: Meril, 1981), p.242.

Otto sates that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.[12]

Another researcher asserted that reading was an integral part of academic affairs and it was equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there were some so-called reading strategies that were attested to improve reading. However, little research has been done to explore the nature of the reading strategies. This text attempts to provide a brief synthesis of the literature on the reading strategies[13]. Febriani stated that reading was a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially were the significant strategy to get the writer's purpose.[14]

In addition Alderson and Bachman explained that during the reading process, not only looking at print, deciphering in some sense the marks on the page deciding what they mean and how they relate to each other[15]. Parris and Hamilton stated that reading comprehension was only a subset of an defined large

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[12]Wayne Otto, *How to Teach Reading,* (Philippines; Addison-Wesley Publishing Company 1979), p.241.

[13]HosseinKarami, *Reading Strategies: What Are They ?*Http://files.eric.ed.gov/fulltext/ED502937.pdf (Accessed on 21st October , 2019), p.2.

[14]NuruliaDwiFebriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique* (PublishedThesis, 2011), p.9.

[15]J. Charles Alderson and Lyle F Bacman, *Assessing Reading* (Cambridge:2000), p.3

set of knowledge that reflects the communicative interaction among the intentions of the reader/listener, the context/situation of the interaction.[16]

From the definition above, the researcher conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answer were directly contained in the words they pronounced.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. In involves word knowledge (vocabulary) as well as thinking and reasoning. Otto states that at comprehending reading text, reader has to find the main ideas to obtain the message.[17] It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. Is he/she is able to do, so we can say that he/she has already understood the reading material.

a. **Level of Reading**

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.[18]

1) Literal comprehension

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[16]Scott G.Paris and Ellen E. Hamilton, *The Development of Children's Reading Comprehension,* (New York: Taylor and Group, 2009)*,* p. 32.

[17]Wayne Otto, *How to Teach Reading*Ibid, p.241.

[18] Burn, et. el, Teaching Eading In Today's. (U.S.A : Miffin Company, 1984), p. 177

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

2) Interpretive Comprehension

Interpretive reading involves reading between the lines or making interferences. It is process of deriving ideas that are implied rather than directly stated.

3) Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

4) Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read.

b. The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, there are some aspects of measuring reading comprehension.[19]

1) Different Sound

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[19]T.Tuner, *Comprehension: Reading For Meaning : Teaching Reading,* (London: Scott, Foresman, 1988), p.161

While the students are asked to read the text the teacher will assess them by hearing pronunciation or the sound that the students may say.

2) Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

3) Information Transfers

The teacher assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener)

4) Finding The Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their finding on the printed page.

c. **Kinds of reading**

1) Reading aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunely to 'glance over' what it is they are being ask to read. In the actual process of reading aloud to they usually find that their eyes are

several words is not lines ahead tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being follow by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C-D.[20]

2) Silent reading

According to McWorter state that silent reading is how the reader tries to find main idea, supporting ideas, or the ideas are stated explicitly. That is why, during teaching and learning process, the teacher usually controls the class while the students are reading and give them some help if necessary or is needed by the students, e.g., the students find any difficulties in trying to comprehend the reading text during silent reading takes place.[21]

3) Speed reading

Dictionary reference defines that speed reading is to read faster than normal, especially by acquiring techniques of skimming and controlled eye movements.

4) Critical reading

According academic skills defines that critical reading means applying critical think to a written text, by analyzing evaluating what you read.

d. Techniques in teaching reading

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[20]GeoffrayBroughton*A-B-C (A= The Recognition of the Black Marks ; B= The Correlation of these with Formal Linguistics Elements; C= The Further Correlation of the Result with Meaning) is Reading Skill according at al, (1995)p.91*

[21]Sulastri.*Improving the first year Students' Reading Comprehension ability through Team Games Tournament.*Thesis ,UIN Makassar, 2012

Brown states that in the English language, there are three kinds of reading techniques:[22]

1) Survey reading

   In survey reading, readers survey some information that they want to get. Thus, before that reading process, a reader must set what kind of information the reader needs.

2) Scanning

   In scanning reading, the reader quickly to answer a specific question quickly-when scanning, the reader only try to locate specific information and they do not follow the linearity of the passage to do. The leader simply have them eyes wander or the text until they find what they looking for whether it be a name, a date or less specific of information.

3) Skimming

   Skimming is a kind of reading that makes our eyes move quickly. The purpose is to get main ideas from the reading materials. Wisher to see only the most important items they need by glancing speedily over the reading materials, this information might be short and simple one. In other word, skimming, we are quick to get a main idea and detail of the passage.

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[22] Brown, H., Douglas. *Language assessment, and classroom practices*. U.S.A: Pearson Education. 2014

e. Descriptive Text

Descriptive text is a text that has function to describe things (living or non-living) and persons such as human and animals. The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control.[23]Descriptive text is a type of written text, which has the specific function to give description about an object (human or noun human).[24]

Based on statement above, descriptive text is tells how something or thing and also person are described based on the steps that have been arranged in a good way so the readers can understand it well and easily. In descriptive text, there some materials like picture or photo to give the reader what something or thing is being describe in that descriptive text.

1. The Generic Structure of Descriptive text

Elaborates that in descriptive text there are two structures or stages in writing descriptive text and formal description, they are :[25]

a) Classification is language enables classification of the concrete world of experience through its ability to apply names to things.

b) Description is contains description detail about the object that is meant in classification. It is divided into : appearance,

[23]Knapp and Watkins, Megan.*Genre, Text, Grammar: Technologies for Teaching and AssesingWrinting.*(Australia : University of New South Wales Press, 2005) p.323

[24]Pardiyono, *PasitBisa: Teaching Genre Based Writing.* (Yogyakarta, 2007) p.33

[25]Knapp and Watkins, Megan, Op,cit. p100

behavior, habitat, attributes, properties, locations and reproduction.

2. **Purpose of Descriptive Text**

   a) To describe person, thing or place in specific

   b) To describe a particular person, thing or place.

3. **Language Feature of Descriptive Text**

   a) Specific participant, has a certain object, is not common an unique (only one).

   b) The use of the adjective (an adjective) to clarify to the noun.

   c) The use of simple presentence, the sentence pattern used is simple present because it tells the fact of the object described.

   d) Using action verb. Verb that show an activity.

C. *Team Assisted Individualization*

1. **Definition of Team Assisted Individualization**

Team Assisted Individualization is a combination of cooperative learning method and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment.[26] Students are placed in an individual sequence of the learning material based tests, completing multiple units, and handing in assignments. Students then take their final units tests individually.

Cooperative learning model team assisted individualization is a learning

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[26]Slavin, Robert. E. *Team-Assisted Individualization: A Cooperative Learning Solution for Adaptive Instruction in Mathematics.* (Washington DC: ERIC. 1995)

method with students who is better able to act as an assistant in charge of individually assisting other underprivileged students in the group. The role of educators only as facilitators and mediators in the learning process. Educator are enough to seek the condition of a condicive learning environment for learners[27].

Cooperative learning team assisted individualization is a learning that handles students to solve problems given by teachers in smll group. This way of learning requires students to participace actively in the classroom, on the other hand, students are also taught to accept differences that may arise in groups.

2. **Principle of Team Assisted Individualization**

There are eight principle components of Team Assisted Individualizationas follows :

a. Teams are forming a heterogeneous group consisting of 4 to 5 students.

b. Placement test namely providing pre-test to the students or looking at the average daily value of the students so that teachers know the weaknesses of students in a particular field.

c. Curriculum materials are materials that done by the students in accordance with the existing curriculum.

d. Study teams that stage of learning actions to be implemented by groups and individual teachers to provide assistance to students in need. The students work on the unit –of their units in their group or in other words, students are given to work on the problems individually

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[27]Baiq Laela,ddk. *Effect of Cooperative Learning Model of Team Assisted Individualization On Ccritical Thhinking Ability.* (IOSR Journal vol.8. Univercity Indonesia 2018)

first and then afterwards discuss the result with a each group.

e. Team score and team recognition that is giving a score against the group's work and give the award criteria of the group that succeeded brilliantly and groups that are considered less successful in completing the task.

f. Teaching group is the provision of material briefly on the teacher ahead of group work.

g. Fact test is implementation smaller tests based on facts obtained by the students.

h. Whole-class units are of material by teacher back at the end of time learning by problem-solving strategies.

3. **Advantages and Disadvantages of Team Assisted Individualization**

a. **Advantages**

Mentions that there are several advantages of Team Assisted Individualization method as follows:[28]

1) The weak students can be helped in solving his/her problem.

2) The clever student can develop his/her ability and performance.

3) There is a responsibility in the group in solving the problem.

4) The students are taught how to work in team.

5) Reduction of anxiety.

6) Drown the feeling of isolated and panic.

7) Change the competition become cooperation.

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[28]Shoimin, *68 Model PembelajaranInovatifdalamKurikulum 2013.* (Yogyakarta, 2014)

8) Make the students to be active in teaching learning process.

9) They can discuss, debate, or convey ideas, concept, and performance until they really understand it.

10) They care, take responsibility to other friends in learning process.

11) They can learn to appreciate the differences in ethnicity, performance level, and disability.

b. Disadvantages

Beside the advantages, this method also has some disadvantages

1) There is no competition between groups.

2) The weak students may be depend on the cleaver student.

3) Need the long period.

4) Something that should be learnt and understood can't be reached by the students overall.

5) If the teamwork can't be done well, only the cleaver and active students that will work.

6) The cleaver students will feel objection because the score is decided by the attainment of the group.

c. Teaching Procedure of Reading Descriptive Text by Using Team Assisted Individualization Method

According to Slavin, in cooperative learning with Team Assisted Individualization method, there are some steps that is adopted from the elements

of Team Assisted Individualization method teach exist in class, likes following:[29]

1. Teacher will prepare the material that will be finished by group of students.

2. Teacher gives pre-test to see the value of students.

3. Teacher forms little group heterogeneous but harmonic based on the students' value in pre-rest or daily value (high, medium, low). If enable, the group member comes from different culture and ethnic group.

4. Teacher gives matter according to the curriculum.

5. Every students do the task from teacher in the form of students worksheet (LKS) that has been designed by the teacher, and the teacher gives aid individually to the group that need, every member of group investigate their friends' answer in own group.

6. Chairman group reports the result of discussion and present the result of their work and ready to be given some suggestion from the teacher.

7. Teacher decides the best group until the less group based the result of correction of the test.

8. Teacher gives post-test to be done individually.

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[29]Slavin, Robert. E *Cooperative Learning :Teori, Riset, danPraktik.* (Bandung, 2008) p.195

D. Conceptual Framework

The conceptual framework showed the processed of the researcher in used team assisted individualization method to improving students' reading comprehension.
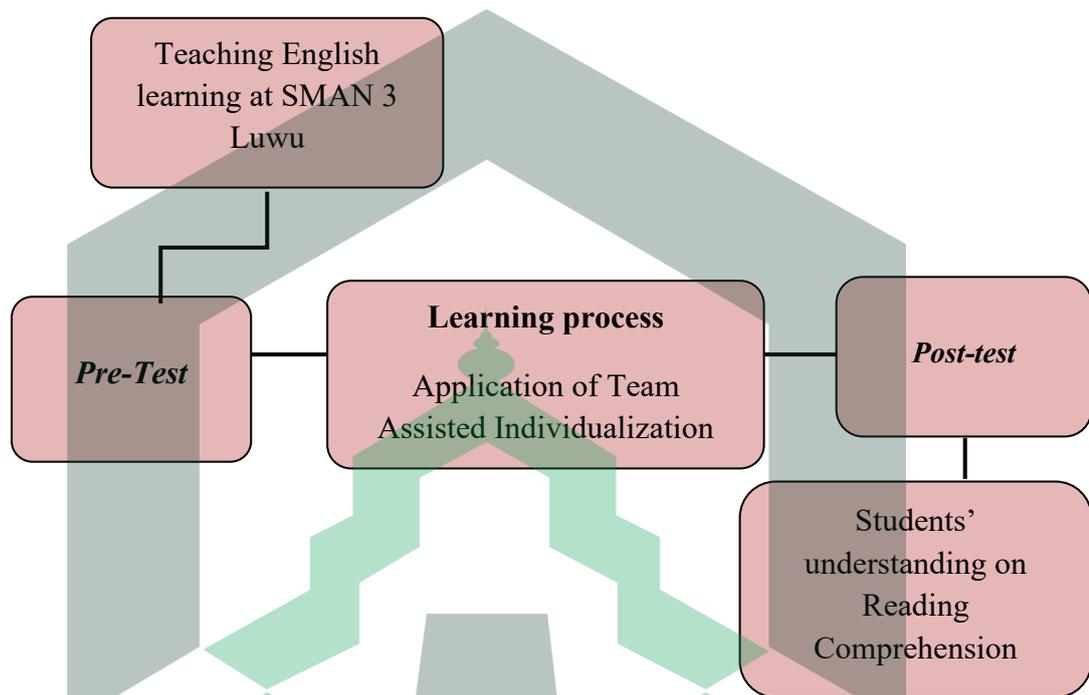
E. Hypothesis

H1: Team Assisted Individualizationis effective to improve students'

reading comprehension at the SMAN 3 Luwu.

H0 :Team Assisted Individualizationdoes not effective to improve

students' reading comprehension at the SMAN 3 Luwu.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the researcher applied pre-experimental design with one group pre-test and post-test. It aims to known the effectiveness of teaching reading comprehension through Team Assisted Individualization.

B. Research Design

Design of this research involved one class of students with pre-test, treatment and post-test design. This design of research can be describe as follows.

Pre-test	Treatment	Pos-test
X_1	T	X_2

Where : X_1 = Pre-test

T   = Treatment

X_2 = Post-test[30]

The observation before treatment called pre-test (X_1) and the observation after treatment called post-test (X_2).

C. Variable of the Research

In this research, the researcher determines two categories of variable. They were dependent variable and independent variable. The independent variable in this research is Team Assisted Individualization and dependent variable is students' achievement in reading comprehension on descriptive text

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[30]Hatch and Lazaration.*The Research Manual* (USA; Newbury House 1991), p.7

D. *Population and Sample*

    1. Population

        The population of this research was all of the tenth grade IPS students of SMAN 3 Luwu 2019/2020 academic year. The number of population were105 students from three classes.

    2. Sample

        Sample is a part of population that can represent all of population. In this case, in this research, the researcher used purposive sampling technique, because this technique is used to choose the classes that are considered low in reading comprehension and need to improve. Furthermore the teacher recommends it. and selected the tenth grade IPS1 classof SMAN 3 Luwu. The number were 30Students. The researcher chosethis sample, because there were some students low in reading and difficulties to express their idea. And this class had good appreciate and support to this research.

E. *Instrument of the Research*

        The instrument of the research is Reading test namely two tests; pre test and post test. The pre test is intended to find out the student's ability in reading before giving treatment while the post test is administered to know the effectiveness of TAI method used in learning reading.

F. *Procedure for Collecting Data*

        In collecting data, the researcher taken the procedure as follows :

    1. Giving Pre-test

The researcher gave pre-test to the students the first to know students reading skill before giving treatment. In this case, the researcher identified the students' knowledge about reading comprehension.

2. Treatment

The treatment given to the students after they have done pre-test. The treatment conducted in for meetings. The steps as follows:

a. The first treatment *Elephant*

1) The teacher prepared the topic of teaching material.

2) The teacher explained to the students what they were learnt about and tells them of the interesting implications of the Team Assisted Individualizationmethod.

3) The teacher provided the rule and explain about the material of Descriptive Text

4) The teacher divided the students into groups. Each group consisted of 4 to 5 students with different abilities of high, moderate, and low level skills.

5) Each group read the text and make summary

6) Each group appointed a friend as a representative of a group to present in front of the friends.

7) The teacher would score the work of the group and gavethe award criteria to the successful group and the group that is seen as less successful in completing the task.

8) The teacher gave suggestion and conclusion.

b. The second treatment the topic is *The Eiffel Tower*

1) The teacher divided the students into groups. Each group consisted of 4 to 6 students with different abilities of high, moderate, and low level skills.

2) Each group read the text and make summary

3) Each group appointed a friend as a representative of a group to present in front of the friends.

4) The teacher scored the work of the group and gave the award criteria to the successful group and the group that is seen as less successful in completing the task.

5) The Teacher gave suggestion and conclusion.

c. The third treatment the topic is *Way Kambas National Park*

1) The teacher dividedthe students into groups. Each group consisted of 4 to 5 students with different abilities of high, moderate, and low level skills.

2) Each group read the text and make summary.

3) Each group appointed a friend as a representative of a group to present in front of the friends.

4) The teacher scored the work of the group and gives the award criteria to the successful group and the group that is seen as less successful in completing the task.

5) The teacher gave suggestion and conclusion.

d. The fourth treatment the topic *Lawrance*

1) The teacher divided the students into groups. Each group consisted of 4 to 5 students with different abilities of high, moderate, and low level skills.

2) Each group read the text and make summary

3) Each group appointed a friend as a representative of a group to present in front of the friends.

4) The teacher scored the work of the group and gives the award criteria to the successful group and the group that is seen as less successful in completing the task.

5) The teacher gave suggestion and conclusion.

3. Giving Pos-test

After gave treatment the researcher gave pos-test to knownthe effectiveness of Team Assisted Individualization method used in learning reading comprehension.

G. *Technique of Data Analysis*

1. **The Component in Teaching Reading**

Based on teaching reading, we have to know inefficient and efficient reading in some criteria such as language, content, speed, attention, incomprehension vocabulary, prediction, motivation and purpose.[31]

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[31]Penny Ur, *A Course in Language Teaching Practice and Theory,* (Cambridge University Press: 1996)

Table 2.1 Ten Components in Teaching Reading

	Efficient	Inefficient
1. Language	The language of the text is comprehensible to the learner.	The language of the text is too difficult
2. Content	The content of the text is accessible to the learner; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the context too far remove from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast; mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words a new.	The reading is slow; the reader does not have a large ' vocabulary' of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts her or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the test.
5. Incomprehensible vocabulary	The reader takes incomprehensibly vocabulary in her or his stride; guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items; stop to look every one up in dictionary, and/or feels discouraged the text as a whole.
6. Prediction	The reader think ahead, hypothesizes, predicts.	The reader does not think ahead, deal with the text as it comes.

7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background
8. Motivation	The reader is motivated to read; by interesting, content, or challenging task	The reader has no particular interest in reading
9. Purposes	The reader aware of a clear of purpose in reading ; for example, to find out something, and to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10. Strategies	The reader uses different strategies for different kinds of reading	The reader uses the same strategy for all text.

Based on **table 2.1** above, the researcher concludes that there are ten components in teaching reading and can be references for reader and researcher in improve their knowledge especially in reading skill but in this research, the researcher only focused in three aspects, namely, language, content, and vocabularies.

The data analysis technique involved some steps that are elaborated as follows:

1. Scoring the students correct answer by using the following formula:

   Score$= \frac{Total\ correct\ onswer}{Total\ test\ items} x\ 100$

2. Classification the students score based on the following classification:

Table 1.

Classificationof score

No	Score	Classification
1	86-100	Excellent
2	71-85	Very good
3	56-70	Good
4	41-55	Average
5	26-40	poor
6	≤ 25	Very Poor

3. Calculating the rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where :
P = Percentage
F= Frequency
N= Number of sample

4. Looking for the mean score and standard deviation the researcher used SPSS 20.

F. *Criteria of hypothesis acceptability*

$t_0 \geq t_t$:acceptable null hypothesis

$t_0 \leq t_t$:unacceptable null hypothesis[32]

In which :

t_0 = test of significance (t-test)

t_t = level of significance on one tailed test (t-table)

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[32]SuharsimiArikunto, *Procedure Penelitian : SuatuPendekatanBarudalamTeoridanPraktek,* (Jakarta :PT.RinekaCipta, 1992), p.327

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the description of findings and discussion on the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deal with argument and further explanation on the findings.

A. *Findings*

The findings that the researcher reported in the chapter were based on the analysis of data collected and the application of the technique explained in the previous chapter. The finding was processed to find out whether or not the Team Assisted Individualization Methodcan improve the students' ability in reading comprehension. It comprised of in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Reading Score in Pre-Test

   a. The Mean Score of the Students in Pre-Test

In the section, the researcher showed the students' correct answer in pre-test, the mean score and standard of students, and the rate percentage of students' reading score in pre-test. The researcher presented them in the tables and calculated the score by using SPSS. For more clearly, at first the researcher showed the students' correct answer score pre-test. It was tabulated by following:

Table 4.1

The Scoring Students' Reading Comprehension in Pre-Test

No.	Respondents	The Component of Reading			Total Items	Score
		Language	Content	Vocabulary		
1	R1	2	1	1	10	40
2	R2	1	2	1	10	40
3	R3	1	1	2	10	40
4	R4	2	2	1	10	50
5	R5	2	2	1	10	50
6	R6	1	3	2	10	60
7	R7	2	1	2	10	50
8	R8	1	2	2	10	50
9	R9	2	1	1	10	40
10	R10	1	1	1	10	30
11	R11	2	1	1	10	40
12	R12	1	1	2	10	40
13	R13	1	1	1	10	30
14	R14	2	1	1	10	40
15	R15	2	1	2	10	50
16	R16	1	1	1	10	30
17	R17	1	1	1	10	30
18	R18	2	1	1	10	40
19	R19	1	1	1	10	30
20	R20	1	1	2	10	40
21	R21	1	2	2	10	50
22	R22	1	1	1	10	30
23	R23	2	1	1	10	40

| 24 | R24 | 1 | 1 | 1 | 10 | 30 |
| Total | N=24 | | | | | $\sum x= 990$ |

Based on the table 4.1 we saw that reading comprehension divided into ten component but the researcher only took three components, they were language, content and vocabulary. So in this section, the researcher would present and tabulated the mean score, the frequency, and the rate percentage of the students' reading comprehension one by one. All of those would explain for more by following tables.

1) Language

Table 4.2

The score of students' language in pre-test

Respondents	Language
R1	2
R2	1
R3	1
R4	2
R5	2
R6	1
R7	2
R8	1
R9	2
R10	1
R11	2
R12	1
R13	1
R14	2

R15	2
R16	1
R17	1
R18	2
R19	1
R20	1
R21	1
R22	1
R23	2
R24	1

For looking the mean score of students' language in pre-test, researcher calculated it by using SPSS 20. The result could be presented in to the table descriptive statistic as follows.

Table 4.3

The Mean Score of Students' Language in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language	24	1,00	2,00	1,4167	,50361
Valid N (listwise)	24				

From the table 4.3 it showed that the highest score of students were language in pre-test was 2,00 and the lowest score was 1,00. Besides, it also indicated that the mean score of the students was 1,4167 and the standard deviation was ,50361.

Table 4.4

The Frequency of Students' Language in Pre-test

Language				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	14	58,3	58,3	58,3
	2,00	10	41,7	41,7	100,0
	Total	24	100,0	100,0	

Table 4.5

The Rate Percentage Score of Students' Language in Pre-test

No.	Classification	score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-
5	poor	26-40	-	-
6	Very Poor	≤ 25	24	100%
	Total		24	100%

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good ,good, average fair and poor. But there was 24 respondents (100%) classified as very poor.

2) Content

Table. 4.6

The Score of Students' Language in Pre-test

Respondents	Content
R1	1
R2	2
R3	1
R4	2
R5	2
R6	3
R7	1
R8	2
R9	1
R10	1
R11	1
R12	1
R13	1
R14	1
R15	1
R16	1
R17	1
R18	1
R19	1
R20	1
R21	2
R22	1
R23	1
R24	1

Table 4.7

The Mean Score of Students' Content in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
content	24	1,00	3,00	1,2917	,55003
Valid N (listwise)	24				

From the table 4.6 it showed that the highest score of students were content in pre-test was 3,00 and the lowest score was 1,00. Besides, it also indicated that the mean score of the students was1,2917 and the standard deviation was ,55003.

Table 4.8

The Frequency of Students' Content in Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
			content		
Valid	1,00	18	75,0	75,0	75,0
	2,00	5	20,8	20,8	95,8
	3,00	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Table 4.9

The Rate Percentage Score of Students' content in Pre-test

No.	Classification	score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-
5	Poor	26-40	-	-

6	Very Poor	≤25	24	100%
	Total		24	100%

a.

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good , good, average fair and poor. But there was 24 respondents (100%) classified as very poor.

3) Vocabulary

Table. 4.10

The Score of Students'Vocabulary in Pre-test

	Respondents		Vocabulary	
	R1		1	
	R2		1	
	R3		2	
	R4		1	
	R5		1	
	R6		2	
	R7		2	
	R8		2	
	R9		1	
	R10		1	
	R11		1	
	R12		2	
	R13		1	
	R14		1	
	R15		2	
	R16		1	
	R17		1	

R18	1
R19	1
R20	2
R21	2
R22	1
R23	1
R24	1

Table 4.11

The Mean Score of Students' Vocabulary in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	24	1,00	2,00	1,3333	,48154
Valid N (listwise)	24				

From the table 4.8 it showed that the highest score of students were content in pre-test was 2,00 and the lowest score was 1,00. Besides, it also indicated that the mean score of the students was 1,3333and the standard deviation was ,48154.

Table 4.12

The Frequency Score of Students' Vocabulary in Pre-test

vocabulary				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	16	66,7	66,7	66,7
	2,00	8	33,3	33,3	100,0
	Total	24	100,0	100,0	

Table 4.13

The Rate Percentage Score of Students' Vocabulary in Pre-test

No.	Classification	Score	Frequency	Percentage
[a]1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-
5	Poor	26-40	-	-
6	Very Poor	≤ 25	24	100%
	Total		24	100%

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good , good, average fair and poor. But there was 24 respondents (100%) classified as very poor.

2. The Analysis Students' Reading Score in Post-test

   a. The Mean Score of Students in Post-test

      In the section, the researcher showed the students' correct answer in post-test, the mean score and standard devotion of students, and the rate

percentage of students' reading score in post-test. The researcher presented them in the tables and calculated the score by using SPSS 20. For more clearly, at first the researcher showed the students' correct answer score in post-test. It was tabulated by following.

Table 4.14

The Scoring Students' Reading Comprehension in Post-Test

No.	Respondents	The Component of Reading			Total Items	Score
		Language	Content	Vocabulary		
1	R1	2	2	2	10	60
2	R2	3	2	2	10	70
3	R3	2	2	3	10	70
4	R4	2	2	2	10	60
5	R5	2	2	4	10	80
6	R6	2	3	4	10	90
7	R7	3	2	2	10	70
8	R8	2	2	2	10	60
9	R9	2	2	4	10	80
10	R10	2	2	2	10	60
11	R11	2	2	3	10	70
12	R12	2	3	2	10	70
13	R13	1	3	2	10	60
14	R14	2	2	3	10	70
15	R15	1	3	4	10	80
16	R16	3	2	2	10	70
17	R17	1	2	3	10	60
18	R18	3	2	2	10	70

19	R19	3	1	2	10	60
20	R20	3	3	1	10	70
21	R21	2	3	3	10	80
22	R22	2	3	2	10	70
23	R23	3	2	2	10	70
24	R24	3	2	2	10	70
Total	**N=24**					$\sum$x=1740

In other side, the researcher also made students score in reading comprehension ability, which had been given treatment by using team assisted individualization method. It was presented of three component reading they are language, content, and vocabulary throughdistribution frequency and percentage all one by one table as follow:

1) Language

Table 4.15

The score of students' language in post-test

Respondents	Language
R1	3
R2	2
R3	2
R4	2
R5	2
R6	3
R7	2
R8	2
R9	2
R10	2

R11	2
R12	1
R13	2
R14	1
R15	3
R16	1
R17	3
R18	3
R19	3
R20	2
R21	2
R22	3
R23	3
R24	2

Table 4.16

The Mean Score of Students' Language in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
language	24	1,00	3,00	2,2083	,65801
Valid N (listwise)	24				

From the table 4.12, it shows that the highest score of students were 3,00 and the lowest 1,00. Besides, it also indicates that the mean score of the students in post-test were 2,2083and the standard deviation error was ,65801

Table 4.17

The Frequency Score of Students' Language in Post-test

Language				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	12,5	12,5	12,5
	2,00	13	54,2	54,2	66,7
	3,00	8	33,3	33,3	100,0
	Total	24	100,0	100,0	

Table 4.18

Rate Percentage of Students' scoring Language in Post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-
5	Poor	26-40	-	-
7	very Poor	≤25	24	100
	Total		24	100%

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good , good, average fair and poor. But there was 24 respondents (100%) classified as very poor.

2) Content

Table 4.19

The score of students' Content in post-test

Respondents	Content
R1	2
R2	2
R3	2
R4	2
R5	3
R6	2
R7	2
R8	2
R9	2
R10	2
R11	3
R12	3
R13	2
R14	3
R15	2
R16	2
R17	2
R18	1
R19	3
R20	3
R21	3
R22	2
R23	2
R24	2

Table 4.20

The Mean Score of Students' Content in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
content	24	1,00	3,00	2,2500	,53161
Valid N (listwise)	24				

From the table 4.16, it shows that the highest score of students were 3,00 and the lowest 1,00. Besides, it also indicates that the mean score of the students in post-test were 2,2500and the standard deviation error was , ,53161.

Table 4.21

The Frequency Score of Students' Content in Post-test

Content		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	4,2	4,2	4,2
	2,00	16	66,7	66,7	70,8
	3,00	7	29,2	29,2	100,0
	Total	24	100,0	100,0	

Table 4.22

Rate Percentage of Students' scoring Content in Post-test

No.	Classification	score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-

5	Poor	26-40	-	-
6	very Poor	≤25	24	100 %
Total			24	100%

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good , good, average fair and poor. But there was 24 respondents (100%) classified as very poor.

3) Vocabulary

Table 4.23

The score of students' Vocabulary in post-test

Respondents	Vocabulary
R1	2
R2	3
R3	2
R4	4
R5	4
R6	2
R7	2
R8	4
R9	2
R10	3
R11	2
R12	2
R13	3
R14	4
R15	2
R16	3

R17	2
R18	2
R19	1
R20	3
R21	2
R22	2
R23	2
R24	2

Table 4.24

The Mean Score of Students' Vocabulary in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
vocabulary	24	1,00	4,00	2,5000	,83406
Valid N (listwise)	24				

From the table 4.16, it shows that the highest score of students were 4,00 and the lowest 1,00. Besides, it also indicates that the mean score of the students in post-test were 2,5000and the standard deviation error was ,83406.

Table 4.25

The Frequency Score of Students' Vocabulary in Post-test

Vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	4,2	4,2	4,2
	2,00	14	58,3	58,3	62,5
	3,00	5	20,8	20,8	83,3
	4,00	4	16,7	16,7	100,0

	Total	24	100,0	100,0	

Table 4.26

Rate Percentage of Students' scoring Vocabulary in Post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	-	-
2	Very Good	71-58	-	-
3	Good	56-70	-	-
4	Average	41-55	-	-
5	Poor	26-40	4	17 %
6	very Poor	≤25	20	83%
	Total		24	100%

Based on the table classification above and the rate percentage score of the respondents, the researcher found that there was none (0%) classified excellent, very good , good, average and fair . But there was 4 respondent (17 %) classified as poor and 24 respondents (83%) classified as very poor.

3. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 20. The result can be seen below:

Table 4.27
The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	30,00	60,00	40,4167	8,58673
Posttest	24	60,00	90,00	69,5833	8,06450

Valid N (listwise)	24			

From the table 4.27, it indicated that the mean score of students in pre-test were 40,41 and the mean score of students in post-test were 69,58. It also showed the standard deviation score of students in pre-test were 8,58673 and in post-test were 8,06450. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that the use Team Assisted Individualization method was effective in teaching reading. And then, the value of standard deviation in pre-test was 8,58673 and 8,06450 in post-test.

Table 4.28
The Paired Samples Statistic of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	40,4167	24	8,58673	1,75276
	POST_TEST	69,5833	24	8,06450	1,64616

The table is about paired sample statistic of pre-test and post-test above is indicates that the value of standard deviation in pre-test was 8,58 and 8,06 in post-test.

Besides, the standard deviation error in pre-test was 1,75 and 1,64 in post-test. The table above also shows that the mean score in pre-test were 40,41 and in post-test were 69,58. It is concludes that the students, score improved from 40,41 to 69,58.

Table 4.29
The Paired Samples Correlation of Pre-test and Post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	24	,568	,004

The table 4.25 paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment ,568. It means that there was significant correlation of students 'ability in teaching reading comprehension by using Team Assisted Individualization Method before and after treatment.

Table 4.30
The Paired Sample Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	-29,16667	7,75532	1,58305	-32,44145	-25,89188	-18,424	23	,000

From the table sample test, the researcher got the data that t_0 (t_{count}) = 18,424 and df (degree of fredoom) = 23. According to the Gay the value of t_t= 2.145[33]. base on the result, the researcher concluded that t_0 (t_{count}) was higher than t_{table}(t_{table}), $t_0 > t_1$.

18,424> 2.145

[33]LR Gay Geoffrey E Mills, PetteAirasian, Education Research

Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pre-test and post-test in teaching reading comprehension by using the Team Assisted Individualization method. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Team Assisted Individualization method effective in increasing reading comprehension.

B. *Discussion*

After calculating and analyzing the data at the finding, the researcher presents the discussion of students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aims at describing the students' enhancement in reading comprehension through Team Assisted Individualization method.

In pre-test and post-test there were ten questions of the descriptive text of reading tests that were given to the students'. The result showed that there was a significant difference in students' scores in pre-test and post-test. The students' score in the post-test is higher than their score in the pre-test. It means that there was an improvement of students' ability from pre-test to post-test after they learned reading tests through the Team Assisted Individualization method. The improvement of students' scores showed that there was an improvement in students' ability in learning reading comprehension through the Team Assisted Individualization method

After giving the pre-test, the researcher gave the treatment during four meetings. In this case, the researcher applied the Team Assisted Individualization method for teaching reading comprehension. The material is descriptive text. In the first meeting, the students were lack attention, ashamed and not really active made the class condition looked bored.

Consequently, the researcher paid attention to the students and applied the Team Assisted Individualization method to solved the problem.Beside, the researchers made the small groups and explained the rule of theTeam Assisted Individualization while giving descriptive text. The researchers ask to the students how to work to gather and reminded the students do not just read but know what they read. The researcher commanded to the students make summary to understand what their read it can help the students become better at monitoring their comprehension. After that, one of the members groups to come forward to read of the text. While, the researcher giving simple question to the each members group. And students became aware of whether they can answer the question and if they understand what they are reading.

Applied that method make the students more interesting because they can build relationship among other students. Also more enthusiastic, enjoyable, fun, easy to understand the lesson and feel comfort in the learning process.

Addition, that method can help to overcome student learning difficulties individually. Therefore learning activities are more widely used for problem-solving, the characteristic of this type of Team Assisted Individualization Method is that each student individually learns learning materials that have been

prepared by the teacher. Individual learning outcomes are brought to groups to be discussed and mutually discussed by group members, and all group members are responsible for the overall answer as a shared responsibility. It respondents as a speaker and listener. So it could be that they are more active and creative participation and the involvement of the subject under study.

It also can be seen from the analysis of ten questions that were given to the students to get a score of students in reading comprehension (language, content and vocabulary component). *The language component,* the frequency score of students' language in the post-test indicated that from 24 students there was (33,3 %) classified students as very good. *The content component,* the researcher found that there was (29,2%) classified students as very good. And *the vocabulary component,* there were (20,8%) students who got very good. Therefore, can be concluded the language component higher than the content component and the vocabulary component lower than the content component. Because, the topic from the pictured articles more interesting and the language of the text easier to understand of students.

In this research, after giving pre-test and post-test, it indicated that the mean score of students in the pre-test was 40.41 and the mean score of students in pos-test 69.58. the highest score of students in the pre-test was 60 and the lower score of students was 30. Then, the highest score of students in the post-test was 90 and the lower score of students was 60. It means that the students' competencies are increasing in reading comprehension by using Team Assisted individualization method.

Based on the analysis of the table of classification and the rate percentage of the students in the post-test and students' mean score, it was found that the students' reading comprehension was higher than before they got treatment. In other to get more data, the researcher showed the result of the data analysis based on the students' test showed that t_{count} (t0) with the value (18,424) was higher than t_{table} (tt) with the value (2,145) on the level significant 0,05, so the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It means that there was a significant difference between the result of the pre-test and the result of the post-test.

This statement in line with some research findings namely: The first the previous research findings in ST. NuaisyahKarim (2017) used Team Assisted Individualization method was more effective than Existing methods of teaching, to improve students' reading comprehension.And the second Sulaiman (2016) the result of the study shows that the implementation of Team Assisted Individualization is an effective teaching method to teach vocabulary for the first semester students of university in Pontianak.

In this case, the researcher found that teaching reading comprehension by using the Team Assisted Individualization method was effective to improve students' reading comprehension at SMAN 3 Luwu. From the result of showed hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that by using Team Assisted Individualization was effective in teaching reading comprehension of the tenth grade students in SMAN 3 Luwu. Based on the result of pre-test and post-test, the mean score pre-test was 40.41and the mean score of post-test was 69.58. then based on the finding and the discussions in the previous chapter, it showed the result that t_0 (t_{count} = 18.424) was grater than t_t(t_{table}= 2.145), $t_o > t_t$, so that the null hypothesis (h_0) was rejected and the alternative hypothesis (h_1) was accepted. It conclude that there was significant difference in teaching reading comprehension before and after use of Team Assisted Individualization method. So, the use of Team Assisted Individualization method was effective to improve the students' reading comprehension of the tenth grade students in SMAN 3 Luwu especially IPS1.

B. Suggestion

In relation to the conclusion above, the researcher proposes the following offers:

1. For the teacher

It is important for the teacher to make the class situation especially in teaching reading more interesting rather than having stressful atmosphere. The teacher can use team Assisted Individualization to make students enjoyed learning and improving their reading comprehension. Team assisted Individualization

gives students chance to develop their ideas, promote effective team work, learn to criticize, exchange ideas, and give paper correction, and be responsible fortheir own learning. Thus, Team Assisted Individualization not only develop students' academic skill but also social skill.

2. For the students

Students have to be more active in teaching learning process in order to improve their reading comprehension. The students having low interest should encourage themselves and realize the importance of active involvement in teaching learning process.

3. For the other researcher

There are some weakness in this study, which should be considered by another researcher to conduct better research. In addition other researcher can use this result of this study at the starting point to continue the next study.
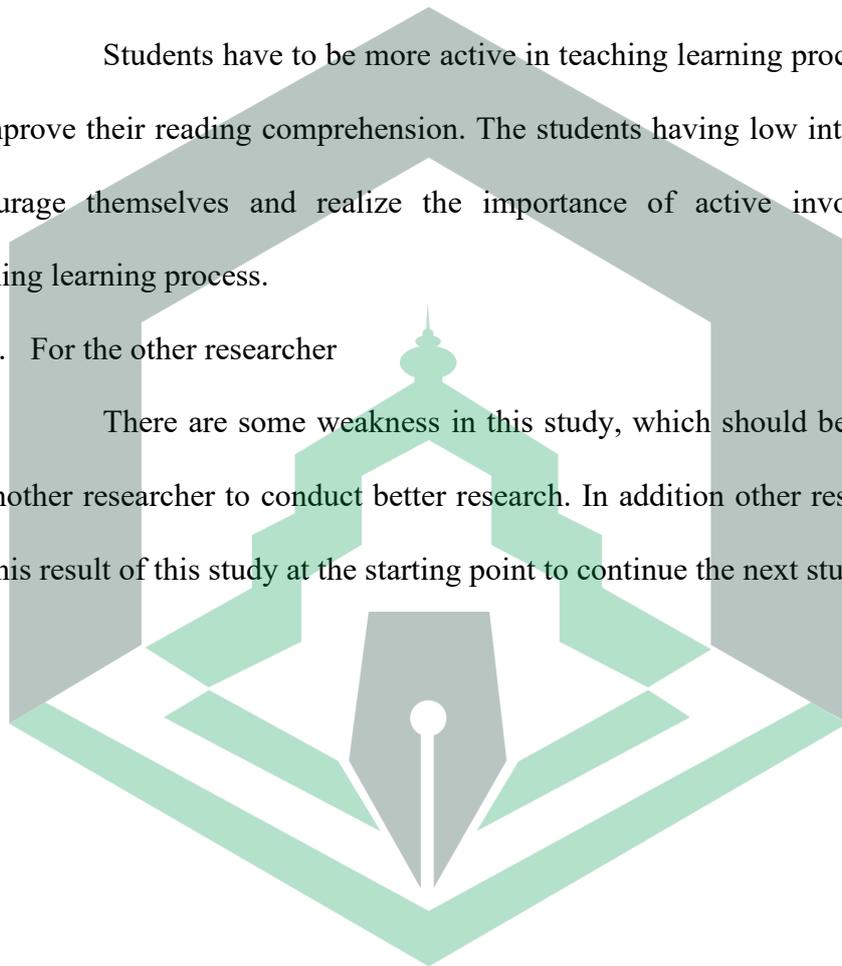
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APPENDICES

DOCUMENTATION

The researcher opens the class and explain to the students about Team Assisted Individualization Method.

The researcher give reading text to the students who has been divided into groups.

The researcher invited the students to come forward read the text .