

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of language skills should be mastered well by the students in their learning process, because reading is an essential factor that influences one's activity in communication.¹ People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. During read a text, students will find information or knowledge and can explore them. Students usually read a book or something; it can make their knowledge more wide and can make the students be clever students. In order to get information well, they should have reading comprehension skill or must comprehend the content that have been read by them.

Reading comprehension is an activity that has purpose to get information from written text in fully understanding.² In other words,

¹ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies* (New Jersey: Lawrence Erlbaum Associates, 2007), 3.

² Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Tracing Reading Comprehension to Student with Learning Difficult* (New York: The Guildford Press, 2007), 8.

students should find information that found in the text. In order to, if they have good comprehension skill, they will understand well about what they have been read. To get students are good in reading comprehension skill, it is needed a good teaching reading comprehension from the teacher.

Based on the observation at SMA Al-Irsyad shown that the students did not focus in reading text in English, because they was confuse when reading and answering the question from the text. The students' activities in teaching learning process of reading skill seems monotonous because teaching reading was focused on reading aloud, translating the entire words in the passage and finding the difficult words then translating whole passage into Indonesian language. Furthermore, the teacher liked to dominate in teaching learning process because the students did not give the opportunity to be active in the class. It made the students bored and loses interest in the subjects which affect their reading ability.

The most responsibility of the schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers. Reading is useful of other purposes too: any exposure to English (provided students understand it more or less)

is a good thing for language students.³ In the fact, every student are lazy to reading, they think that reading is the most activity that boring and only a little of students like reading. In subject of reading, if the teacher gives a full text and then the students must read and understand about it, it makes the students confuse and bored. To improving reading skill of students, the teacher must develop the material. In teaching reading, the teacher must have a good method or technique, so that the students do not bore in learning reading.

There are some methods in teaching reading comprehension. The teacher must be able to make variations and choose the suitable method in order to attract students' interest in reading. Cooperative learning is one learning method which believed can make learning process better. The essence from this method make the students can teach their friends or can be peer tutoring. Teaching friend will give the students chance for learning in same time so they will become a teacher for their friends. Team Assisted Individualization method is as part of cooperative learning technique encourages students' individual participation and team work.⁴

³ Jeremy Harmer, *How to Teach English* (Edinburgh: Addison Wesley Longman Limited, 2001), 68.

⁴ Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (London: Allymand Bacon, 2005), 185.

For this purpose, the writer proposes a method named TAI (Team Assisted Individualization) to provide long term support for students' development in reading comprehension. The writer uses this method because the method can make students easier when learning reading comprehension because they have friend who can help them to teach them when they confused about the task or text. Sometimes students feel afraid to ask the teacher. Therefore, in this method students are grouped in different academic ability, so that if they find a problem, they can ask their teammates. In this method, students are also taught to be responsible because every student has a problem that must be done by them.

Slavin states that Team Assisted Individualization method is a combination of cooperative learning method and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in an individual sequence of the learning material based on test performance.⁵ The heterogeneous groups are got from a test before making groups or look for the score average of students in reading comprehension. In the heterogeneous groups, students have different

⁵ Slavin, *Cooperative Learning...*, 187.

ability. Students who have great ability in reading comprehension are expected to help their teammates who have lower ability in reading comprehension.

Based on The explanation above, the writer assumed that TAI method can improve students' reading comprehension. It helps students to improve their comprehension skill because they have friends that can help them in solving their problems when they doing their tasks and to describes about something that they cannot understand. Other benefits of TAI are to understands the content of the text, and improve their social sense. Due to the benefits, the writer conducts a quasi experimental research with title *“The Use of Team Assisted Individualization (TAI) in Teaching Reading Comprehension on Narrative Text (A quasi experiment at First Grade Senior High School of Al-Irsyad).”*

B. Identification of Problem

The writer identified several problems in teaching learning reading process in the class, as follow:

1. The students felt difficult to learn English especially in comprehend text in reading session at first grade senior high school of Al-Irsyad.

2. Unattractive teaching made students bored in learning reading in English.
3. The method used by teacher did not make the students interest to teaching learning process.
4. Students are lack of vocabularies.

C. Limitation of Problem

Although there are many problems on the students, the writer limits the problem, this study focus on applying Team Assisted Individualization (TAI) method in teaching reading comprehension. Moreover, in teaching reading, we need method which is more effective in order to learn English easily. So, the writer using Team Assisted Individualization (TAI) method to developing student's reading comprehension at first grade students of SMA Al-Irsyad.

D. Statement of the Problem

Based on the backgrounds discussed above, the writer underlines the problems as follow:

1. How is student's response of using Team Assisted Individualization (TAI) method in learning reading

comprehension on narrative text at first grade senior high school of Al-Irsyad?

2. How is the application of Team Assisted Individualization (TAI) method in teaching reading comprehension at first grade senior high school of Al-Irsyad?
3. How is the influence of Team Assisted Individualization (TAI) on student's reading comprehension at first grade senior high school of Al-Irsyad?

E. Objectives of the Research

Based on the statement of the problem, the writer has the objectives of this research as follow:

1. To know student's response of using Team Assisted Individualization (TAI) method in learning reading comprehension on narrative text at first grade senior high school of Al-Irsyad.
2. To know the application of Team Assisted Individualization (TAI) method in teaching reading comprehension at first grade senior high school of Al-Irsyad.

3. To know the influence of Team Assisted Individualization (TAI) on student's reading comprehension at first grade senior high school of Al-Irsyad.

F. Significance of Study

Based on content of this paper, it is expected to get the result of the research can be used as :

1. Theoretical

This research can be used the answer from developing student's reading comprehension through Team Assisted Individualization (TAI) method at first grade senior high school of Al-Irsyad.

2. Practically

The result of this research is expected to be useful for:

- a. The students

Team Assisted Individualization (TAI) method is hopefully able to develop student's reading comprehension on narrative text easily.

- b. The Teacher

It is expected that Team Assisted Individualization (TAI) method can be an interesting method and stimulate the

students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.

c. The Researcher

It can be used to improve her experience in teaching English by using Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text and it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

G. Organization of the Writing

This paper divided into five chapters. Each chapter explains different matters in line with the topic that is discussed:

Chapter one explains about introduction. This chapter the writer describes background of study, identification of problem, limitation of problem, statement of the problem, objectives of the research, significance of study, and organization of the writing.

Chapter two explains about theoretical foundation. It contains the parts of theory about cooperative learning, Team Assisted Individualization (TAI), reading comprehension, and narrative text,

Team Assisted Individualization (TAI) method in teaching reading comprehension, previous study and conceptual framework.

Chapter three explains research methodology. It covers research method, place and time, population and sample, technique of data collecting, technique of data analysis and research hypothesis.

Chapter four explains about result and discussion. It contains the student's response in using Team Assisted Individualization method in teaching reading comprehension, the application of using Team Assisted Individualization method in teaching reading comprehension, the influence of using Team Assisted Individualization method in teaching reading comprehension, testing hypothesis and discussion of research findings.

Chapter five explains about conclusion and suggestion which consists of conclusions and suggestions.

CHAPTER II

THEORETICAL FOUNDATION

A. Cooperative Learning

1. The Understanding of Cooperative Learning

Classroom is a place where students together with their classmates. In Indonesia school, the number of students in a class is big-approximately 35 to 40 students. This is one of the challenges in teaching today. Teachers are expected to teach in a way that enables students to learn materials in the classroom cooperatively.

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows: “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of 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.”⁶

⁶ Jack C.Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed, (New York: Cambridge University Press, 2001), 192.

According to Jolliffe in *Cooperative Learning in the Classroom*, “Essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.”⁷

Another expert, explain about “Cooperative learning allows students to be actively involved in learning, communicate their ideas with each other, brainstorm, provide immediate feedback, work to solve problems together and fostering their learning outcomes. The importance of students becoming more involved with the learning process has been emphasized and needs to be implemented in classrooms around the world.”⁸

Cooperative learning may be defined as a classroom learning environment in which students work together in small mixed ability heterogeneous groups on academic tasks. Cooperative learning is viewed as a means for improving student achievement and other

⁷ Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), 3.

⁸Amosa Isiaka Gambari, Madasiru Olalere Yusuf, and David Akpa Thomas, “Effects of Computer-Assisted STAS, LTM and ICI Cooperative Learning Strategies on Nigerian Secondary School Students’ Achievement, Gender and Motivation in Physics”, *The Malaysian Online Journal of Educational Science*, Volume – III Issue-4, (2015), 12.

cognitive skills.⁹

Cooperative learning creates opportunity for students to help their group members to solve their learning problems which in small group students feel more comfortable asking for help. In cooperative learning students can work their assignment together. Cooperative learning grounded in the belief in that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

Cooperative Learning methods adaptable to most subject and grade levels are Student Team Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC), and Team Assisted Individualization (TAI).¹⁰

Based on the all statement above, the writer summarized that cooperative learning is a learning model which provides opportunity to interact and communicate with each other.

The objective of Cooperative Learning is to motivate student to encourage and to help each other in mastering materials presented by the teacher.

⁹Sathyprakasha C V , Nandini N, Kalyani K, “Research on Cooperative Learning – A Meta-Analysis” *International Journal of Informative & Futuristic Research*, Volume -1 Issue -10, (June 2014), 141.

¹⁰ Slavin, *Cooperative Learning...*, 11.

According to Richards and Rodgers propose the following key elements of successful group-based learning in cooperative learning:

a. Positive Interdependence

It occurs when group members feel that what helps one member helps all and one hurts one members hurt all. It is created by the structure of cooperative learning tasks and by building a spirit of mutual support within the group. For example: a group may produce a single product such as an essay or the scores for members of a group may be averaged.

b. Group formation

It is an important factor in creating positive interdependence. Factors involved in sitting up group include :

- 1) Deciding on the size of the group: this will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is from two to five.
- 2) Assigning student to groups: group can be teacher-selected, random, or students-selected, although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as a part achievement, ethnicity.
- 3) Student roles in groups: each group member has a specific role to

play in a group, such as noise a monitor, turn-taker monitor, recorder, or summarizer.

c. Individual Accountability

It involves both of group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.

d. Social skills

It determines the way students interact with each other as teammates. Usually some explicit instruction in social skills is needed to ensure successful interaction.

e. Structuring and structures

It refers to ways of organizing student interaction and different ways students are to interact.¹¹

2. Types of cooperative learning

Cooperative learning utilizes three types of cooperative learning groups:¹²

¹¹ Richards and Rodgers, *Approaches and Methods*, 196-197.

¹² Jolliffe, *Cooperative Learning in the Classroom*, 43.

a. Formal cooperative learning groups:

These last from one lesson to a few weeks and need to consist of the following to work effectively:

- (1) team-building activities to establish team identity and cohesion
- (2) specific teamwork skills highlighted each lesson and/or week
- (3) teacher monitoring and support for task and teamwork skills
- (4) evaluation of learning and teamwork by pupils and teacher.

b. Informal cooperative learning groups:

These last from a few minutes to a whole lesson and usually consist of ‘turn to your partner’ discussion or think/pair/share and can be extended from pairs to fours or eights (often termed ‘snowballing’).

c. Cooperative base groups:

These usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described in formal cooperative learning groups above will need to be incorporated and built on.

These three types of cooperative learning may be used together. A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is

used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a base group meeting.¹³

B. Team Assisted Individualization Method

1. Definition of Team Assisted Individualization Method

Some definitions of Team Assisted Individualization are given as follows:

- a) Slavin state that Team Assisted Individualization method is combination of cooperative learning method and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in an individual sequence of the learning material based on test performance.¹⁴
- b) Team Assisted Individualization (TAI) method is designed to address the learning difficulties of individual students, where students learn at their own level of ability themselves. If they do not qualify at a certain capacity, they can build a strong foundation

¹³ Robyn M. Gillies, Adrian F. Ashman, and Jan Terwel, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, (New York: Springer, 2008), 32.

¹⁴ Slavin, *Cooperative Learning...*, 187

before moving to the next stage. In addition, if students can progress more quickly, they do not need to wait for the other class members.¹⁵

From the ideas above, it can be concluded that Team Assisted Individualization is a method from cooperative learning where students have a team work but they work individuality, they have responsibility to finish their assignment in a team, if the one of member of group cannot understand about the task, the smart student can help to another group of member in their team.

2. Criteria of Team Assisted Individualization

In TAI method designed to satisfy criteria follows to finish theoretical problems and practice and individual instruction system:¹⁶

- a. Can minimize teacher involvement in investigation and routine management.
- b. Teacher at least will spend half and the time to teach little groups.
- c. Program operational in such a way the simple so that students at class three to one can do it.

¹⁵ Anetha L. F. Tilaar, "Effect of Cooperative Learning Model Type of Team Assisted Individualization (TAI) and the Performance Assessment of Learning Achievement to Linear Program Course", *International Journal of Science and Engineering Investigations*, vol. 3, issue 24, (January, 2014), 27.

¹⁶ Slavin, *Cooperative Learning...*, 190.

- d. Students will motivate to study matters that given swiftly and accurate, and will not make dishonest or find short cut.
- e. Actually many mastery verification manners so that students seldom spend time has studied to return matter that they have mastered or face serious difficulty that wants teacher aid. In every mastery verification post, can available alternative instruction activities and parallel tests.
- f. Students can do verification one another, even if when does student that check the ability in under student checked in instruction series, and verification procedure simple enough and doesn't disturb the checker.
- g. Easy the program is studied either by also student, cost effective, flexible, and doesn't want addition teacher and or team teacher.
- h. With make students works in cooperative groups, with status in a line, this program will build condition to shape positive attitudes towards defect students academically and between students and race background or ethnic different.

From various explanation on can detect that TAI method merging between learn according to cooperative and individually. Study model TAI can increase manner think critical, creative, and grow

high social taste. Also trained to how to cooperate in a body student, trained to be good listener, can give explanation to friend a group, discusses, push friend other to cooperate, appreciate friend opinion other and as it. So that clever student can develop ability and know how while weak student be helped in will realize troubleshoot that finished in group.

3. Components of Program

Cooperative learning model Team Assisted Individualization (TAI) has eight components as follows:¹⁷

- a. *Teams*, namely the formation of a heterogeneous group consisting of 4 to 5 students.
- b. *Placement Test*, namely the provision of pre-test to students or see an average daily value of students to teachers know the weaknesses of students in a particular field.
- c. *Student Creative*, carry out the task in a group to create a situation where individual success is determined or influenced by the success of the group.

¹⁷ Slavin, *Cooperative Learning...*, 195-200.

- d. *Team Study*, which studied the action steps that must be carried out by the group and teachers provide individual assistance to students in need.
- e. *Team Scores and Team Recognition*, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task.
- f. *Teaching Group*, the provision of material briefly before giving the task of the teacher group.
- g. *Fact Test*, the implementation of small tests based on facts obtained learners.
- h. *Whole-Class Units*, namely the return of materials by teacher sat the end of time learning with problem solving strategies.

4. Forming Groups

The formation of groups is a key part of the teacher's role.

There are three major ways to form groups in the classroom:¹⁸

- a. **Random selection.** This is useful at the beginning of a school year to help pupils to get to know each other. This can be done by numbering everyone in the class (1–4) and then asking all the 1s to

¹⁸ Jolliffe, *Cooperative Learning in the Classroom*, 50.

form a group, 2s a group, and so on. With an uneven number, explain that any pupils left can be ‘stars’ for the day and can choose which group to work with. Ensure that each group comprises a maximum of five pupils.

b. Pupil selection. This can cause difficulties, reinforce social cliques in the class and result in ‘off-task’ behavior if pupils choose according to friendship. If, on occasions, pupil selection is seen as desirable, it may be better for them to select by other criteria than friends, for example they write a favorite pop group, television program or sport on a slip of paper and then form a group with others that like the same.

c. Teacher selection. This is generally the best way of forming groups to ensure the greatest effectiveness of cooperative learning. The aim is to mix abilities, genders and skills, that is, achieve heterogeneous groupings.

Forming group in teaching reading comprehension through Team Assisted Individualization (TAI) method use teacher selection, because in a group must be different ability and heterogeneous group to increase student’s ability.

5. Assessment of Cooperative group work

There are two key points show that this potential problem can actually be a force for improved assessment and achievement. The first is the importance of involving pupils in the assessment - ensuring they understand the criteria and can assess themselves and peers against these. Cooperative learning lends itself to this process. The second is the need to balance group grades with individual assessment.¹⁹

At various times giving scores may be appropriate depending on the task. The following are some possible ways of combining this with group work.²⁰

- a. Give an individual score plus bonus points based on all members reaching a particular criterion. Here a group activity (with a criterion based on the cooperative learning skills, such as ‘helping and encouraging each other’) precedes an individual test, which is marked, the scores added together plus the bonus score to give a total team score (although individual progress is also identified). Teams can be then awarded certificates, and so on as a ‘super team’ although it must be borne in mind that these should be given to all teams reaching an agreed level and there is not just one winner.

¹⁹ Jolliffe, *Cooperative Learning in the Classroom*, 87.

²⁰ Jolliffe, *Cooperative Learning in the Classroom*, 90-91.

- b. A group activity followed by an individual test which is aggregated into a group score but this time with points added for the lowest individual score (this encourages all team members to support each other to improve scores). In this case the teacher would clearly indicate the bonus points as in Table 2.1.
- c. Average team members' scores and then award status as in 1 above.

Table 2.1

Bonus Points Indicator

Below 50	1
51–55	2
56–60	3
61–65	4
66–70	5
71–75	6
76–80	7
81–85	8
86–90	9
91+	10

C. Reading Comprehension

1. Definition of Reading

According to Stone in *Best Practice for Teaching Reading* defined that “Reading is a complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader’s competence continuous to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.”²¹

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.²²

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.²³

²¹ Randi Stone, *Best Practice for Teaching Reading: What Award-Winning Classroom Teachers Do*. (Beverly Hills: Corwin Press, 2009), 85.

²² McNamara, *Reading Comprehension Strategies*, 3.

²³ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Chicago: American Library Association, 2007), 10.

When reading is successful, the result is a coherent and useable mental representation of the text. This representation resembles a network, with nodes that depict individual text elements, (e.g., events, facts, setting) and connections that depict the meaningful relations between the elements.²⁴

Reading is useful of other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.²⁵

Reading is not a passive activity, where reading is viewed as an interaction between the text and the reader, with comprehension varying according to a number of text features and reader characteristics. Reading for meaning involves the activation of networks of real-world and rhetorical information for the purpose of interpreting texts. These sources of background knowledge have been referred to more technically as schemata. Such schemata have been classified according to three basic types:

- a. Content schemata: system of factual knowledge, values and cultural conventions.

²⁴John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (New Jersey: Lawrence Erlbaum Associates, 2004), 26.

²⁵Harmer, *How to Teach English*, 68.

- b. Language schemata: sentence structure, grammatical inflections, spelling and punctuation, vocabulary and cohesive structures.
- c. Textual schemata: the rhetorical structure of different modes of text, for example: recipes, letters, fairy tales, research papers and science textbooks.²⁶

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. Reading is the process of understanding the meaning of the content and the writer's idea about the text. Furthermore understand means comprehending the reading material.

2. Definition of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless.

According to Guthrie who defined "Reading comprehension consists of the processes of constructing conceptual knowledge from a

²⁶Andrew D. Cohen, *Assessing Language Ability in the Classroom*, (Boston: Heinle & Heinle Publishers, 1994), 212-213.

text through cognitive interaction and motivational involvement with the text.”²⁷ It means, to understand the meaning of a text in reading activity, the reader makes interaction among eyes and mind to gain what the author extend.

Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).²⁸

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader’s needs and purpose.

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on students’ experiences and prior knowledge. Comprehension involves understanding the vocabulary

²⁷ Guthrie, Wigfield, Perencevich, *Motivating Reading Comprehension*, 227.

²⁸ Klingner, Vaughn, and Boardman, *Tracing Reading Comprehension...*, 8.

seeing the relationships among words and concepts, organizing ideas, recognizing the author's purposes, making judgments and evaluation.

3. Type of Classroom Reading Performance

Variety of reading performance in the language classroom is derived more from the variety of texts. There is several type of classroom reading performance:²⁹

a. Oral Reading

Oral reading is not a very authentic language activity. While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph). It may have the outward appearance of student participation when in reality it is mere recitation.

b. Silent Reading

Silent reading may be subcategorized into intensive and extensive reading.

- **Intensive Reading**

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to

²⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, (New York, Pearson Education Company, 2001), 312.

grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literature meaning, implications, rhetorical relationships, and the like.

- **Extensive Reading**

Extensive read is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often extensive reading.

Based on type of reading above, the writer used silent reading in extensive reading because it purposes to know general understanding about text. The writer uses narrative text especially legend story in teaching reading comprehension, so the students can read for knowing new knowledge about the text and for pleasure, because the text contains past experience that goal to make reader amuse if read the text.

4. Reading Comprehension Strategies

According to Klingner, Vaughn, and Boardman on *Tracing Reading Comprehension to Student with Learning Difficult*, there are five strategies on reading comprehension.³⁰

³⁰ Klingner, Vaughn, and Boardman, *Tracing Reading Comprehension...*, 14-15.

a. Activating Background Knowledge

The strategy of activating background knowledge refers to recalling experiences and knowledge of texts before reading, for the purpose of linking new content to prior understanding.

b. Questioning

Questioning refers to asking, or writing, a self-initiated question about the content of the text before reading. This content may include conceptual knowledge from expository text or literary information about narrative text. For example, advanced questioning about literature shows an elaborate understanding of character goals and actions, as well as events, plot, or facts about the characters.

c. Searching for Information

Searching for information refers to seeking and finding a subset of information in the total text by forming specific goals, selecting particular sections of text, extracting accurate information, combining new and old information, and continuing until goals are fulfilled.

d. Summarizing

Summarizing refers to forming an accurate, abstract representation of text after reading all or a substantial portion of material.

e. Organizing Graphically

Organizing text graphically refers to constructing a spatial representation of text-based knowledge, which may include drawings, concepts maps, and diagrams.

Based on reading comprehension strategies above, the writer uses questioning strategies to developing students' reading comprehension. Because the writer gives questioning on narrative text about literature shows an elaborate understanding of character goals and actions, as well as events, plot, or facts about the characters.

D. Narrative Text

1. Definition of Narrative Text

According to McQuilan narrative text is a story that is told in language and converted into language signs.³¹ It means that the story delivered by the reader uses the oral language to the listener. Not only use the oral language but the reader uses the signs language to help understand the story. In order word, the narrative is a story that has a plot where it can help the readers to interest for reading the story.

³¹ Martin McQuillan, *The Narrative Reader*, (New York: Routlegde, 2000),

Narrative refers to a discourse form in which events and happenings are configured into a temporal unity by means of a plot.³²

A narrative is a piece of the text which tells a story and in doing so entertains or informs the reader or listener.³³ It means that the text tell about a story with the purpose to entertain or inform to the reader or listener and the story not only tell by the written but also tell by oral language or spoken. And Anderson also stated that the purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.³⁴

Based on the definition above, narrative text means a text includes a true story of fictive story has a plot that purpose to make readers involved the condition in that story.

2. Type of Narrative

Type of narrative can be divided into traditional fiction including folktales, fairy tales, parables, fables, moral tales, myths and legend, and modern fiction which includes modern fantasy and contemporary realistic fiction. The narrative therefore covers many ares, e.g. horror stories, mysteries, romance, science fiction, historical

³² J Amos Hatch, Richard Wisniewski, *Life History and Narrative*, (London: The Falmer Press, 2002), 5.

³³ Mark Anderson, Kathy Anderson, *Text Type in English 2*, (South Yara: Mc milan Education Australia, 1997), 8.

³⁴ Anderson, and Anderson, *Text Type in English 2*, 6.

narrative, choose your own adventure and cartoons. Narratives can be found in picture story books, simple short stories and longer stories with complicated plot.³⁵

In this research the writer will take historical narrative or legend story, because the students can learn about English and can get some experience when hear legend story.

3. Generic Structure of Narrative Text

According to Dirgeyasa said that the narrative text has generic structure consists of orientation, complication and resolution. In detail as follow³⁶:

a. Orientation

It is consists of the theme or topic to be informed; introduction the characters of the story the time and the place the story happened; and it enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.

b. Complication

A series of events in which the main character attempts to solve the problem; and the complication usually involves the main character(s) (often mirroring the complications in real life).

³⁵ Hatch and Wisniewski, *Life History and Narrative*, 12.

³⁶ I. Wy. Dirgeyasa, *College Academic Writing A Genre Based Perspective*, (Rawamangun: Kencana Prenadamedia Group, 2016), 17

c. Resolution

The ending of the story containing the problem solution; the complication may be resolved for better or worse/happily or unhappily; sometimes there are the number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

4. Language Features of Narrative Text

Narrative text has language features, according to Anderson, the language features usually found in narrative text:

- a. Specific characters
- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in the story
- d. Descriptive words to portray the characters and settings.³⁷

E. Team Assisted Individualization in Teaching Reading Comprehension

Team Assisted Individualization method in teaching reading comprehension must detect steps systematic in carry out to learn to teach exist in in class. As to steps in study TAI method likes following:

³⁷ Anderson and Anderson, *Text Type in English 2*, p.8

- a. Students have given a pre-test about legend story so that teacher sees average student daily value so that teacher detects student weakness in certain area.
- b. Students learned about narrative text comprehensively, include unsure in narrative text.
- c. Teacher forms little group heterogeneous but harmonic based on student daily repetition value, every group 4 - 5 students with ability vary good level ability (high, medium , low) if may be group member comes from race, culture, different tribe with equivalence gender.
- b. Every student in their group was given a narrative text about legend, and they must read comprehensively about the text so that they can answer the question.
- c. Every group discuss about the story in their group and every member of group do exercise individually, if one of member of group did not understand, another member of group can explain and be peer tutoring to member of group that did not understand yet.
- d. Every group has given a paper about story recipe to answer the question in the columns of story recipe about the story of legend. Teacher gives aid according to individually for that need it and in

group discussion, every group member mutual investigate friend answer one group.

Irwin and Baker note that teaching students to write stories using a template or graphic organizer can improve their understanding of story grammar and facilitate their comprehension when they read stories. They promote a graphic organizer called a “story recipe”. The story recipe format can be used as a tool to help students construct stories by having them complete each part of the recipe prior to writing, as a planning sheet. Or it can be completed after students read a story as an exercise for analyzing story structure.³⁸

Table 2.2
Story recipe

Main characters	
Names	Traits
Setting	
Where?	Description
Plot outline	

³⁸ Klingner, Vaughn, Boardman, *Tracing Reading Comprehension...*, 82.

Beginning event	Problem	How the character felt	What he/she did
Conclusion			
Consequences-How did it end?		Is there a moral to the story?	

- e. After finished, students collect their assignment and one member of group reports the group success with presented the work result and ready for given repetition by teacher.
- f. After all group have presented, students were given post-test to done individually. The aims to know what there is a change or not if applied team assisted individualization in teaching reading comprehension.
- g. Teacher decides best group until group less success if there based on correction result. (Adopted component team score and team recognition).

F. Previous Study

The writer refers to several previous researches in academic research. The previous research comes from thesis and journals. In this

term, the writer mentions three previous researches that related to this research.

The first previous from Ayu Intan Permatasari entitles “The Effect of Using Team Assisted Individualization (TAI) on First Grade Students Narrative Writing Ability at SMAN2 Jember in Academic Year 2012/ 2013”. Based on the result of the data analysis and hypothesis, the value of t- table with significance level of 5% from 60 students and based on the counting the degree freedom Of 58 is 1.01, the value of t-test ($1,74 > 1,01$) is higher than the value of the t- table it means that the null hypothesis (H_0) is rejected or not accepted. It can be concluded that there is a significance effect of team assisted individualization technique on writing ability of first grade year students at SMAN 2 Jember in the academic year 2012/ 2013.³⁹

The different between her research and the writer are that her research focuses on the effect of using Team Assisted Individualization (TAI) on First Grade Students Narrative Writing Ability and the writer focuses on the use of Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text.

³⁹Ayu Intan Permatasari “The Effect of Using Team Assisted Individualization (TAI) on First Grade Students Narrative Writing Ability at SMAN2 Jember In Academic Year 2012/ 2013” <<http://digilib.unmuhjember.ac.id/files/disk1/51/umj-1x-ayuintanpe-2540-1-jurnal.pdf>> (Accessed on February 12, 2017).

The second previous research from Asrianti Maulida, 102300818, Using Directed Reading Thinking Activity to Increase Students' Reading Comprehension on Narrative Text. The result of the research shows that the value of t_0 is 5,09 the degree of freedom (df) is 58. In this paper, the writer used the degree of significance of 5% and 1% are 2,66. So t_0 5.09 > 2, 66. It mean that h_a (the alternative hypothesis) of the research is accepted, and h_o (the null hypothesis) is rejected, which state there is significant effect between class using directed reading thinking activity without using directed reading. It mean that there are significant influence of reading comprehension strategy is better than those who do not use directed reading thinking activity.⁴⁰

The different between her research and the writer are in different method that her research focuses on using directed reading thinking activity to increase students' reading comprehension on narrative text and the writer focuses on the use of Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text.

⁴⁰ Asrianti Maulida, "Using Directed Reading Thinking Activity to Increase Students' Reading Comprehension on Narrative Text, :*An Experimental Research at the Third Grade of SMPN 1 Pabuaran Kabupaten Serang 2014/2015*", (A Paper, Program Sarjana Degree, IAIN Sultan Maulana Hassanudin Banten, 2015).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the writer uses the experimental research to know the real data that got from the respondent. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables. Donald et, al. stated that “An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).”⁴¹ The kinds of experiment methods are pre experimental design, true experimental design, and quasi experimental design that one of other has different characteristics.

The data analysis uses is the quantitative research it means that the writer collects the data from the field and must go to place of the

⁴¹Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, (New York: CBS College Publishing, 2007), 265.

research. Moreover, in this research the writer uses quasi-experiment because in the research there will be pre-test and post-test get the data. Two classes were involved in this research, it is experimental class and control class. The experimental class consists of the students who received treatment. However, the control class was not. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the writer provided the research design as follows:

Table 3.1

Quasi Experiment Design

No	Class	Pre-test	Treatment	Post-test
1.	Experimental class	X	X	X
2.	Control class	X	0	X

B. Place and Time

The writer takes a place of this research at the first grade of SMA Al-Irsyad Waringinkurung-Serang, which is located at Jl. Kubangputih No. 3 Sukabares Waringinkurung Serang-Banten. This research was conducted on 17-26 April 2017, it was during four meetings. The writer chose that school to conduct this research because

students in SMA Al-Irsyad felt difficult in English learning, and the learning strategy such as reading the whole text is not effective, it makes students were bored in English learning process.

C. Population and Sample

1. Population

According Fraenkel and Wallen that “In educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics.”⁴²

The population of this research are entire students of first grade of SMA Al-Irsyad period 2016/2017. There are two classes in first grade of SMA Al-Irsyad. The details of data class is represented in the below table:

Table 3.2

Population of the research

Class	Total
X A	30 students
X B	30 students
Total of population	60 students

⁴² Jack R. Fraenkel and Norman E. Wallen, *How To Design And Evaluate Research in Education*, (New York: McGraw- Hill, 2009), 91.

2. Sample

According to Fraenkel and Wallen that “A sample is any part of a population of individuals on whom information is obtained.”⁴³ In this research, the writer uses Nonprobability sampling where to get the data using saturated sampling or known with census sampling. saturated sampling is part of nonprobability sampling where all members of population are sample.⁴⁴ Because it was only two classes in first grade.

The writer took two classes as sample research from the first grade students at SMA Al-Irsyad. The writer took class X B as Experimental class with 30 students and X A as Control class with 30 students.

D. Technique of Data Collecting

The research used three kinds of research instruments namely interview, observation, and test. This technique is used in order to get specific data related to problems of research. The instruments of research will be discussed in the followings paragraphs.

⁴³ Fraenkel and Wallen, *How To Design and Evaluate Research in Education*, 105.

⁴⁴ Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2013), 68.

1. Interview

Interview is one of technique collecting data, information, or opinion with conversation and question-answer, both direct and indirect with data resource. This interview is referred to the students to get accurately data about student's response of using "Team Assisted Individualization" method in teaching reading comprehension on narrative text.

2. Observation

The writer observes the application activities of method and the way to learn reading comprehension in the class. Information will be got from:

- a. The student's enthusiastic in teaching reading using Team Assisted Individualization.
- b. The situation in the class of English subject, especially in teaching and learning reading comprehension using Team Assisted Individualization.

3. Test

According to Noam Chomsky "Test one of method or process to know about students' ability, knowledge or performance (skills)

in a given domain”⁴⁵. Then, the writer uses test to get data and information for student’s value. In this research, the writer gives the students two test. Test consists of pre-test and post-test. The test is purposed to find out whether students reading score is better than before or not.

a. Pre-test

The test includes 15 questions related to the passage, it involves basic information of the text. It is intended to know the first condition of students reading comprehension on narrative text.

b. Post-Test

The test includes 15 questions related to the passage, it is intended measure how students reading comprehension on narrative text using Team Assisted Individualization method. In addition, this test will describe the differences between both control and experiment class after treatment.

⁴⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2004), 3.

E. Technique of Data Analyzing

To analyze the data, the writer applied the following techniques:

1. Preparing the key
2. Correcting and scoring the students' answer sheet
3. Computing the students' correct answer on the test
4. After the data was collected, and then analyzing the data, to find out the result of using Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text. Quantitative is analyzed by statistic calculation of t-test with the formula are follow:⁴⁶

- a. Determining Range, Interval class
- b. Making distribution frequency
- c. Determining mean, by formula:

$$\text{Mean} = M' + i \left(\frac{\sum f x'}{N} \right)$$

- d. Determining standard deviation, by formula:

$$SD = i \sqrt{\frac{\sum f x'^2}{N} - \left(\frac{\sum f x'}{N} \right)^2}$$

- e. Determining error standard

$$SE_{x^2} = \frac{SD x^2}{\sqrt{N-1}}$$

⁴⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), 52,53,90,162 cet. 53

- f. Making the polygon graphic
- g. Comparing the scores of experimental and control class.
- h. Determining average score

$$M = M_2 - M_1$$

- i. Determining difference of error standard

$$SE_{M_x} - SE_{M_y} = \sqrt{SE_x^2 + SE_y^2}$$

- j. After getting the data from pre-test and post-test, the writer analyzis it by using statistic calculation of T-test with the degree of significances 5 % and 1%.

The formulas of T-test as follow:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

E. Research Hypothesis

Donald et al., in Introduction to Research in Education, said that a research hypothesis states the relationship one expects to find as a result of the research. It may be a statement about the expected relationship or the expected *difference* between the variables in the study. ⁴⁷ A hypothesis is a specific statement of prediction. It

⁴⁷ Ary, Jacobs and Sorensen, *Introduction to Research in Education*, 91.

describes in concrete (rather than theoretical) terms what the writer expect will happen in this study.

Related to the objective of the research and definition of hypotheses above, the study proposes the null hypothesis (H_0) and alternative hypothesis (H_a) which is be formulated as follows:

If $t_0 > t_t$: the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant difference between teaching reading comprehension using Team Assisted Individualization (TAI) method and teaching reading comprehension without Team Assisted Individualization (TAI) method. It means that using Team Assisted Individualization (TAI) method has significant influence in teaching reading comprehension on narrative text at first grade senior high school of Al-Irsyad.

If $t_0 < t_t$: the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant difference between teaching reading comprehension using Team Assisted Individualization (TAI) method and teaching reading comprehension without Team Assisted Individualization

(TAI) method. It means that using Team Assisted Individualization (TAI) method has no significant influence in teaching reading comprehension on narrative text at first grade senior high school of Al-Irsyad.

CHAPTER IV
RESULT AND DISCUSSION

A. Result of Student's Response of Using Team Assisted Individualization Method

The result of interview sheet about student's response of using Team Assisted Individualization (TAI) method in learning reading comprehension on narrative text at first grade senior high school of Al-Irsyad.

Table 4.1
Distribution Frequency Relative of Interview Sheet

No	Indicator	f	Percentage (P)
1	Team Work	10	33%
2	Do individually	0	0%
3	Combining team work and do individually	20	67%
Total		N=30	$\Sigma P = 100\%$

- To know the score of percentage (P) with formula:

$$P = \frac{f}{N} \times 100\%$$

$$P_1 = \frac{10}{30} \times 100\% = 33\%$$

$$P_2 = \frac{0}{30} \times 100\% = 0\%$$

$$P_3 = \frac{20}{30} \times 100\% = 67\%$$

Based on the table above, it showed that 67% students in experiment class chose combining team work and do individually in learning process, because it made easy to doing exercise and understanding the material and also with combining if there was a student that did not understand yet, that students could ask with own group that having more ability. With team work, students studied together after students understood the material they could do individually so that students have responsibility and only 33% chose team work. It means that, student's response in using Team Assisted Individualization method in teaching reading comprehension on narrative text is accepted by the students.

B. Result of the Application in Using Team Assisted Individualization Method

Based on the result of observation was done by experiment class (X B), there were two indicators in observation sheet, they are student's enthusiastic in learning and learning process.

Table 4.2

Result of Observation Sheet

Observation Aspect	Score					Explanation
	1	2	3	4	5	
Student's enthusiastic in learning 1. Students have an interest in learning reading English using TAI method				√		5 = Extremely Good 4 = Good 3 = Fair 2 = Low 1 = Extremely Low
2. Students are enjoy in teaching learning				√		
Learning process 3. Students follow the teachers' instruction					√	

4. Students listen the teachers' explanation about the material				√		
5. Students read a legend story in their group					√	
6. Students learn together in their group about that story				√		
7. Students do exercise individually in their group				√		
8. Students have high level can be peer tutoring to other member in their group.				√		
Total	$\sum X = 34$					-

- Determining Mean score with formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{34}{8} = 4,25. \end{aligned}$$

It means that the result of observation sheet is good, and the application the activities of using Team Assisted Individualization method in teaching reading comprehension applied well. Because

the explanation in score 4,25 include in score 4, it is good. Indicator of observation include student's enthusiastic in learning, students have had an interest in learning narrative text, it showed when teaching-learning process students were enjoy in studying using Team Assisted Individualization. The other indicators was learning process, it showed when learning process students followed the teacher's instruction, studied with their group well and students have had high level was be peer tutoring in their group. After doing team work, they did exercise individually.

C. The Influence of Team Assisted Individualization Method in Teaching Reading Comprehension

1. Description of data

In this chapter, the writer would explain the result of research. The writer would attempt to submit the data as outcomes of research has hold in First Grade of SMA Al-Irsyad. The writer took 60 students as a subject in this research. It is divided into two classes. There are 30 students from X B as the experimental class and 30 students from X A as the control class.

To getting the data the writer used test as instrument, they were result of pre-test and second one is the result of post-test.

The result of post-test in experimental class is named variable (X_2) and the result of post-test in control class is named variable (Y_2).

Pre-test and Post-test was same shape, it contained 15 items, which 10 items about multiple choice and 5 items other about essay. In that test, there was a text about the legend of Prambanan temple in pre-test and the Legend of sun and moon eclipse in post-test and from that text, the students filled their test with one text to all questions in every test.

2. Analyzing the data

a. The score of pre-test and post-test of experimental class

The student's score of class X B as the experimental class obtained 59,9 for mean of pre-test and 83 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

$$\text{Final score} = \frac{\text{Multiple choice score} + \text{Essay score}}{\text{Ideal max score (20)}} \times 100$$

Table 4.3
Student's Score of Experiment Class

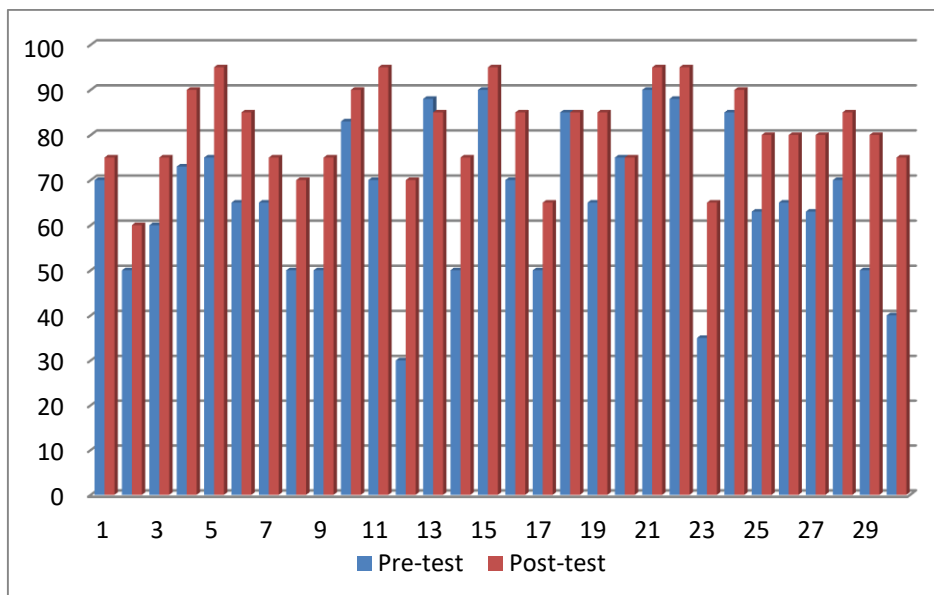
No	Nama	Pre-test score	Post-test score
1	AF	70	75
2	AH	50	60
3	AWP	60	75
4	AFZ	73	90
5	FM	75	95
6	FQ	65	85
7	HS	65	75
8	INA	50	70
9	INS	50	75
10	IR	83	90
11	JA	70	95
12	JD	30	70
13	LR	88	85
14	MD	50	75
15	MAA	90	95
16	NZ	70	85
17	NM	50	65
18	NMD	85	85

19	NJ	65	85
20	PAS	75	75
21	RR	90	95
22	RA	88	95
23	RH	35	65
24	RS	85	90
25	RB	63	80
26	SKB	65	80
27	ST	63	80
28	SH	70	85
29	SK	50	80
30	VS	40	75

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.1

Result Pre-test and Post-test of Experimental Class



From the graphic above can be seen the scores from 30 students in the experimental class, the highest score in pre-test is 90 and the highest score in post-test is 95. Whereas, the lowest score in pre-test is 30 and the lowest score in post-test is 60. From graphic above, it shows that in experimental class, the students' score got increasing from pre-test to post-test scores.

1) The result of Pre-Test in Experimental Class

Based on the table and graphic above the writer will arrange the scores from the lowest to the highest score as follow:

30	35	40	50	50	50	50	50	50	60
63	63	65	65	65	65	70	70	70	70
73	75	75	83	85	85	88	88	90	90

a) Finding out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 90 - 30 + 1 \\ &= 61 \end{aligned}$$

b) Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{61}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i = 6$ because $\frac{61}{6} = 10.16$ (between 10 – 20).

$i = 11$ (be completed)

c) Making distribution frequency table

Table 4.4

Distribution Frequency of Pre-test

Interval	F	X	x'	f.x'	f.x'²
30 – 35	2	32,5	+5	10	100
36 – 41	1	38,5	+4	4	16
42 – 47	0	44,5	+3	0	0
48 – 53	6	50,5	+2	12	144
54 – 59	0	56,5	+1	0	0

60 – 65	7	62,5 (M')	0	0	0
66 – 71	4	68,5	- 1	-4	16
72 – 77	3	74,5	- 2	-6	36
78 – 83	1	80,5	- 3	-3	9
84 – 89	4	86,5	- 4	-16	256
90 – 95	2	92,5	- 5	-10	100
Total	N=30	-	-	$\Sigma f.x' = -13$	$\Sigma f.x'^2 = 677$

Note : to find mean (M') in that table, if the table was odd like in that interval consists of 11 table, so the writer can find immediately with middle point between 1-11 and the result is interval 6th, it is mean (M').

d) Determining Mean Score of Mx_1

$$\begin{aligned}
 Mx_1 &= M' + i \left(\frac{\Sigma f.x'}{N} \right) \\
 &= 62,5 + 6 \left(\frac{-13}{30} \right) \\
 &= 62,5 + (-2,6) \\
 &= 59,9.
 \end{aligned}$$

e) Determining Deviation Standard

$$SDx_1 = i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N} \right)^2}$$

$$\begin{aligned} &= 6 \sqrt{\frac{677}{30} - \left(\frac{-13}{30}\right)^2} \\ &= 6 \sqrt{22,57 - 0,18} \\ &= 6 \sqrt{22,39} \\ &= 6 \times 4,73 = 28,38 \end{aligned}$$

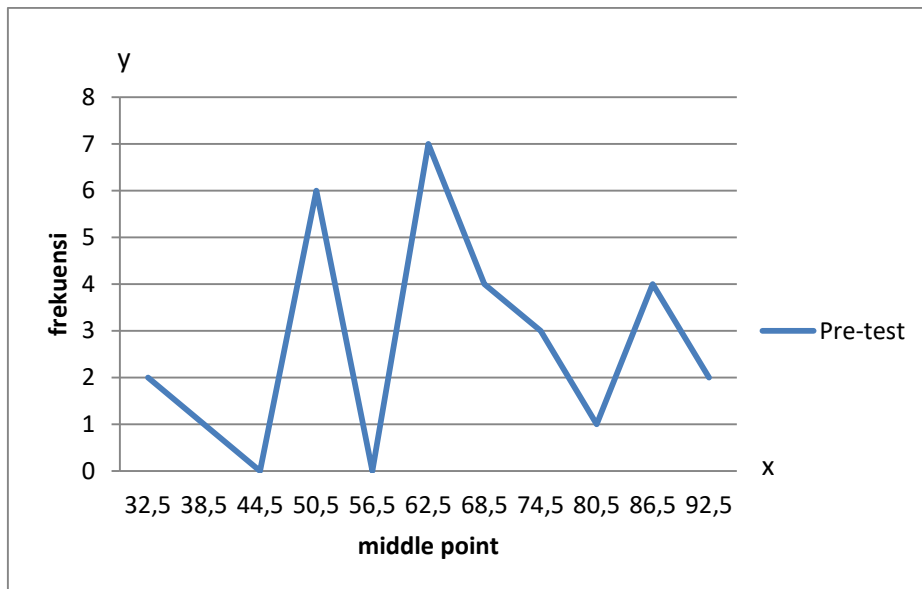
f) Determining Error Standard

$$SE_{x^1} = \frac{SD_{x^1}}{\sqrt{N-1}} = \frac{28,38}{\sqrt{30-1}} = \frac{28,38}{5,38} = 5,27$$

g) Making Polygon Graph

Graphic 4.2

Pre-test in Experimental Class



2) The Result of Post-test of Experimental Class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

60 65 65 70 70 75 75 75 75 75
 75 75 80 80 80 80 85 85 85 85
 85 85 90 90 90 95 95 95 95 95

a) Finding out range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 95 - 60 + 1 \\
 &= 36
 \end{aligned}$$

b) Looking for the class interval (k), with formula:

$\frac{R}{i} = \frac{36}{i} =$ it is had better getting result between 10 – 20

So, it got $i = 3$ because $\frac{36}{3} = 12$ (between 10 – 20).

$i = 12$

c) Making distribution frequency table

Table 4.5

Distribution Frequency of Post-test

Interval	F	X	f.X	x'	f.x'	f.x'²
60 – 62	1	61	61	+ 7	7	49
63 – 65	2	64	128	+ 6	12	144
66 – 68	0	67	0	+ 5	0	0
69 – 71	2	70	140	+ 4	8	64
72 – 74	0	73	0	+ 3	0	0
75 – 77	7	76	532	+ 2	14	196
78 – 80	4	79	316	+ 1	4	16
81 – 83	0	82(M')	0	0	0	0
84 – 86	6	85	510	- 1	-6	36
87 – 89	0	88	0	- 2	0	0
90 – 92	3	91	273	- 3	-9	81
93 – 95	5	94	470	- 4	-20	400

Total	N=30	-	$\Sigma f.X =$ 2430	-	$\Sigma f.x' =$ 10	$\Sigma f.x'^2 =$ 986
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Note : to find mean (M') in that table, if the table was even, the writer must use the formula:

$$M' = \frac{\Sigma f.X}{N} = \frac{2430}{30} = 81$$

It means that midpoint is in interval 8th, because 79,9 is in 81 – 83 in interval 8th.

d) Determining Mean Score of Mx^2

$$\begin{aligned} Mx_2 &= M' + i \left(\frac{\Sigma f.x'}{N} \right) \\ &= 82 + 3 \left(\frac{10}{30} \right) \\ &= 82 + 1 = 83 \end{aligned}$$

e) Determining Deviation Standard

$$\begin{aligned} SDx_2 &= i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N} \right)^2} \\ &= 3 \sqrt{\frac{986}{30} - \left(\frac{10}{30} \right)^2} \\ &= 3 \sqrt{32,87 - 0,10} = 3 \sqrt{32,77} = 3 \times 5,72 = 17,16 \end{aligned}$$

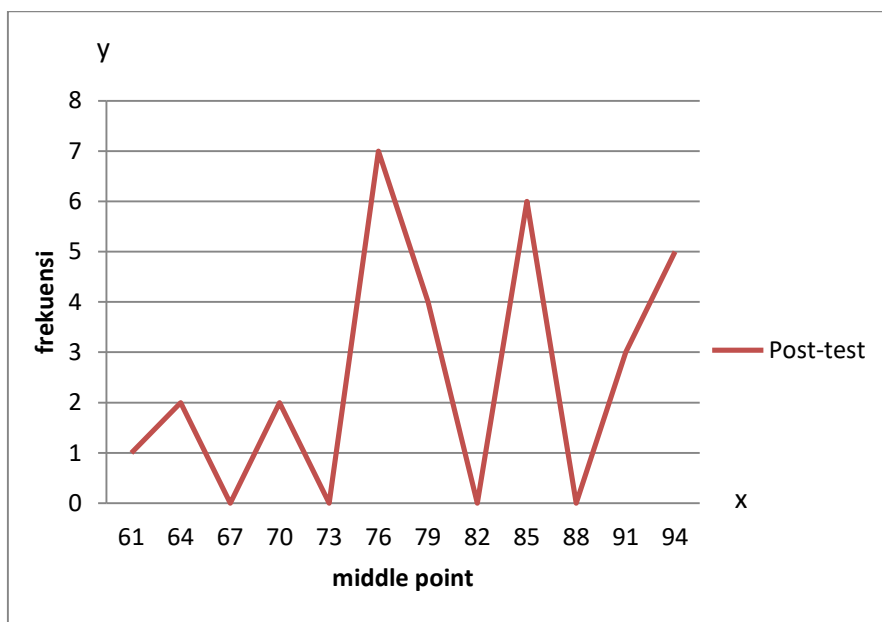
f) Determining Error Standard

$$SE_{x^2} = \frac{SDx^2}{\sqrt{N-1}} = \frac{17,16}{\sqrt{30-1}} = \frac{17,16}{5,38} = 3,18$$

g) Making Polygon Graph

Graphic 4.3

Post-test in Experimental Class



b. The score of pre-test and post-test of control class

The students' scores of X A as the control class obtained 56,3 for mean of pre-test and 62,5 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

$$\text{Final score} = \frac{\text{Multiple choice score} + \text{Essay score}}{\text{Ideal max score (20)}} \times 100$$

Table 4.6

Student's Score of Control Class

No	Name	Pre-test score	Post-test score
1	AH	65	80
2	AS	60	80
3	AM	68	70
4	AF	80	80
5	AN	85	80
6	AJ	75	60
7	AH	80	60
8	DW	75	65
9	HD	80	65
10	HS	30	60
11	HA	93	75
12	IRF	80	70
13	IM	65	70
14	IN	53	60
15	KZ	70	65
16	MSA	65	55
17	MF	75	65

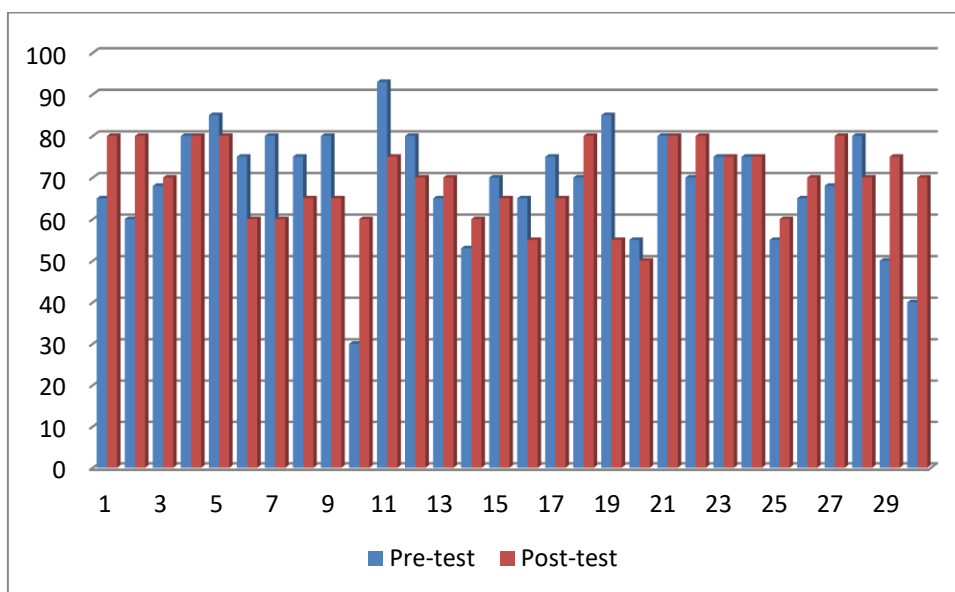
18	MU	70	80
19	MM	85	55
20	NS	55	50
21	RR	80	80
22	SPC	70	80
23	SM	75	75
24	SD	75	75
25	SN	55	60
26	TS	65	70
27	TR	68	80
28	UY	80	70
29	WY	50	75
30	YM	40	70

After knew the result of the test to make easy to look the result,

the writer reserved the graphic below:

Graphic 4.4

Result Pre-test and Post-test of Control Class



From the graphic above can be seen the scores from 30 students in the control class, the highest score in pre-test is 93 and the highest score in post-test is 80. Whereas, the lowest score in pre-test is 30 and the lowest score in post-test is 50.

1) The result of pre-test in control class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

30 40 50 53 55 55 60 65 65 65 65
 68 68 70 70 70 75 75 75 75
 75 80 80 80 80 80 80 85 85 93

a) Finding out range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 93 - 30 + 1 \\
 &= 64
 \end{aligned}$$

b) Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{64}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i = 6$ because $\frac{64}{6} = 10,67$ (between 10 – 20).

$i = 11$ (be completed)

c) Making distribution frequency table

Table 4.7

Distribution Frequency of Pre-test

Interval	F	X	x'	f.x'	f.x'²
30 – 35	1	32,5	+ 5	5	25
36 – 41	1	38,5	+ 4	4	16
42 – 47	0	44,5	+ 3	0	0
48 – 53	2	50,5	+ 2	4	16
54 – 59	2	56,5	+ 1	2	4
60 – 65	5	62,5(M')	0	0	0
66 – 71	5	68,5	- 1	-5	25
72 – 77	5	74,5	- 2	-10	100

78 – 83	6	80,5	- 3	-18	324
84 – 89	2	86,5	- 4	-8	64
90 – 95	1	92,5	- 5	-5	25
Total	N=30	-	-	$\Sigma f \cdot x' = -$ 31	$\Sigma f \cdot x'^2 =$ 599

Note : to find mean (M') in that table, if the table was odd like in that interval consists of 11 table, so the writer can find immediately with middle point between 1-11 and the result is interval 6th, it is mean (M').

d) Determining Mean Score

Determine mean of My^1

$$\begin{aligned}
 My^1 &= M' + i \left(\frac{\Sigma f x'}{N} \right) \\
 &= 62,5 + 6 \left(\frac{-31}{30} \right) \\
 &= 62,5 + (-6,2) \\
 &= 56,3
 \end{aligned}$$

e) Determining Deviation Standard

$$SDy_1 = i \sqrt{\frac{\Sigma f \cdot x'^2}{N} - \left(\frac{\Sigma f \cdot x'}{N} \right)^2}$$

$$\begin{aligned}
 &= 6 \sqrt{\frac{599}{30} - \left(\frac{-31}{30}\right)^2} \\
 &= 6 \sqrt{19,97 - 1,06} \\
 &= 6 \sqrt{18,91} = 6 \times 4,34 = 26,04
 \end{aligned}$$

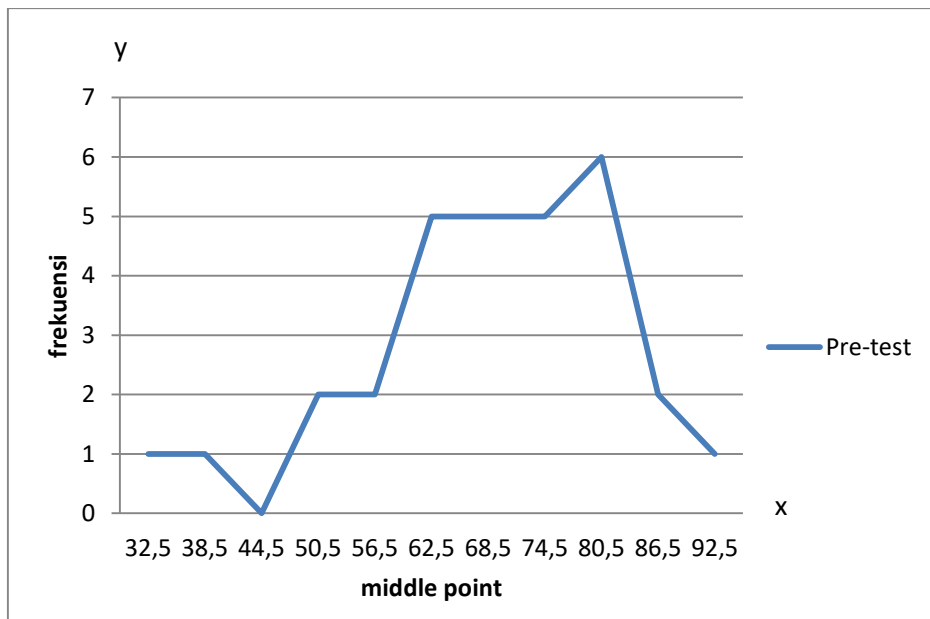
f) Determining Error Standard

$$SEy^1 = \frac{SDy^1}{\sqrt{N-1}} = \frac{26,04}{\sqrt{30-1}} = \frac{26,04}{5,38} = 4,84$$

g) Making Polygon Graph

Graphic 4.5

Pre-test in Control Class



2) The result of Post-test in Control Class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

50 55 55 60 60 60 60 60 65 65
 65 65 70 70 70 70 70 70 75 75
 75 75 80 80 80 80 80 80 80 80

a) Finding out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 80 - 50 + 1 \\ &= 31 \end{aligned}$$

b) Looking for the class interval, with formula:

$$\frac{R}{i} = \frac{31}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i = 3$ because $\frac{31}{4} = 10,3$ (between $10 - 20$).

$i = 11$ (be completed)

c) Making distribution frequency table

Table 4.8

Distribution Frequency of Post-test

Interval	F	X	x'	f.x'	f.x' ²
50 – 52	1	51	+ 5	5	25

53 – 55	2	54	+ 4	8	64
56 – 58	0	57	+ 3	0	0
59 – 61	5	60	+ 2	10	100
62 – 64	0	63	+ 1	0	0
65 – 67	4	66(M')	0	0	0
68 – 70	6	69	-1	-6	36
71 – 73	0	72	-2	0	0
74 – 76	4	75	-3	-12	144
77 – 79	0	78	-4	0	0
80 – 82	8	81	-5	-40	1600
Total	N=30	-	-	$\Sigma f.x' = -35$	$\Sigma f.x'^2 = 1969$

Note : to find mean (M') in that table, if the table was odd like in that interval consists of 11 table, so the writer can find immediately with middle point between 1-11 and the result is interval 6th, it is mean (M').

d) Determining Mean Score

Determining mean of My¹

$$My^2 = M' + i \left(\frac{\Sigma f x'}{N} \right)$$

$$\begin{aligned}
 &= 66 + 3 \left(\frac{-35}{30} \right) \\
 &= 66 + (-3,50) \\
 &= 62,5
 \end{aligned}$$

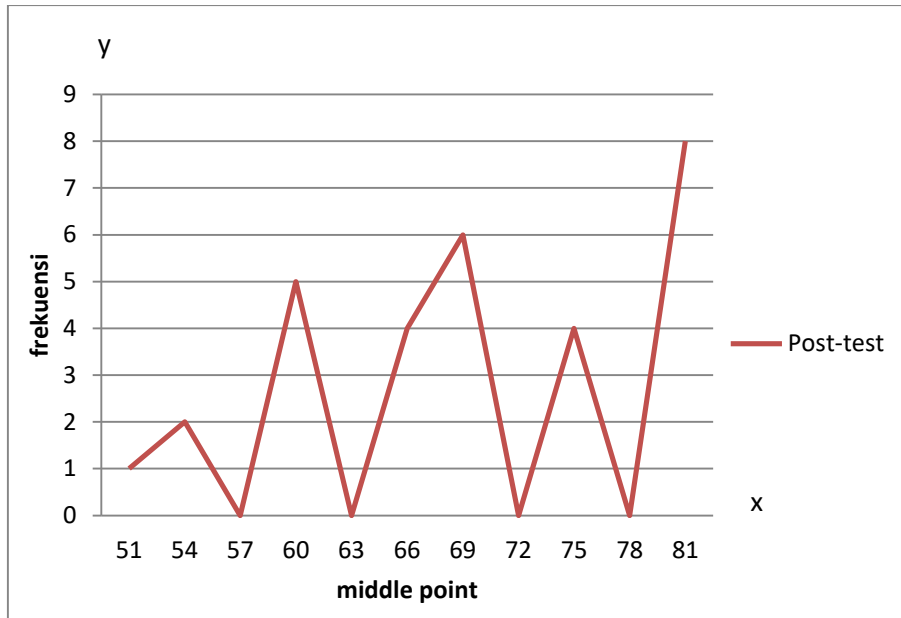
e) Determining Deviation Standard

$$\begin{aligned}
 SDy_2 &= i \sqrt{\frac{\sum f \cdot x^2}{N} - \left(\frac{\sum f \cdot x}{N} \right)^2} \\
 &= 3 \sqrt{\frac{1969}{30} - \left(\frac{-35}{30} \right)^2} \\
 &= 3 \sqrt{65,63 - 1,34} \\
 &= 3 \sqrt{64,29} \\
 &= 3 \times 8,01 = 24,03
 \end{aligned}$$

f) Determining Error Standard

$$\begin{aligned}
 SEy^2 &= \frac{SDy^2}{\sqrt{N-1}} \\
 &= \frac{24,03}{\sqrt{30-1}} \\
 &= \frac{24,03}{5,38} = 4,46.
 \end{aligned}$$

g) Making Polygon Graph

Graphic 4.6**Post-test in control class****c. Comparing the Scores of Post-test in Experimental and Control Class**

Based on the data above, the writer would compare between post-test in experiment class using treatment and post-test in control class that not using treatment.

Table 4.9**Score of Post-test in Experiment and Control Class**

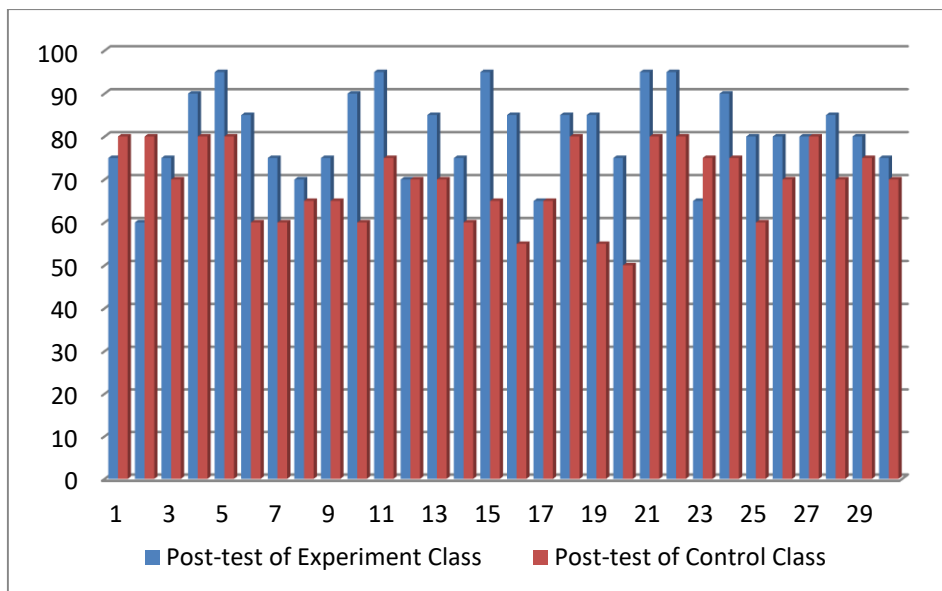
No	Post-test Experiment class	Post-test Control Class
1	75	80
2	60	80
3	75	70
4	90	80
5	95	80
6	85	60
7	75	60
8	70	65
9	75	65
10	90	60
11	95	75
12	70	70
13	85	70
14	75	60
15	95	65
16	85	55

17	65	65
18	85	80
19	85	55
20	75	50
21	95	80
22	95	80
23	65	75
24	90	75
25	80	60
26	80	70
27	80	80
28	85	70
29	80	75
30	75	70

After knew the result of the test to make easy to look the result,
the writer reserved the graphic below:

Graphic 4.7

Comparison between Post-test Experiment and Control Class



The graphic above described the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 95, while the highest score in control class is 80. And the lowest score in experimental class is 60, control class got score 50.

d. t-Test

After getting the data from the post test score of two classes, then the writer analyzed it by using t-test. The formula as follow :

1) Determining average from experimental class

$$\begin{aligned} MX &= Mx_2 - Mx_1 \\ &= 83 - 59,9 \\ &= 23,1 \end{aligned}$$

2) Determining average from control class

$$\begin{aligned} MY &= My_2 - My_1 \\ &= 62,5 - 56,3 \\ &= 6,2 \end{aligned}$$

3) Determining difference of error standard from X and Y

$$\begin{aligned} SE_{mx} - SE_{my} &= \sqrt{SEx_2 + SEy_2} \\ &= \sqrt{3,18 + 4,46} \\ &= \sqrt{7,64} = 2,76 \end{aligned}$$

4) Determining t_o (t observation)

$$\begin{aligned} t_o &= \frac{MX - MY}{SE_{mx} - SE_{my}} \\ &= \frac{23,1 - 6,2}{2,76} \\ &= \frac{16,9}{2,76} = 6,12 \end{aligned}$$

5) Determining T-table with significance 5% and 1%

$$\begin{aligned} Df &= N1 + N2 - 2 \\ &= 30 + 30 - 2 \end{aligned}$$

= 58 (consult to “t” table score)

Based on t table that there is 58. With df as number 58 is got t table as follow:

- At significance level 5% : $t_t = 1,67$
- At significance level 1% : $t_t = 2,39$

So after the writer calculated this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 6,12.

C. Testing Hypothesis

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: the alternative hypothesis is accepted. It means there is improvement in using Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text.

If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in using Team Assisted Individualization (TAI) method in teaching reading comprehension on narrative text.

From the result calculation above, it is obtained that the value of t_o ($t_{observation}$) is 6,12, degree freedom (df) is 58. In degree significance 5% from 58 (t table) = 1,67, in degree of

significance 1% from 58 (t table) = 2,39. After that the data, the writer compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, $t_o : t_t = 6,12 > 1,67$, in degree of significance 5% and $t_o : t_t = 6,12 > 2,39$ in degree of significance 1%.

The statistic hypothesis states that if t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using Team Assisted Individualization (TAI) method has significant on teaching reading comprehension on narrative text.

D. Discussion of Research Findings

Based on findings of the research, It has found that the students who are taught by using Team Assisted Individualization (TAI) method has been improved in teaching reading comprehension on narrative text than the students who are taught without using Team Assisted Individualization (TAI) method because the students who are taught by using Team Assisted Individualization (TAI) method could elaborate team work and do individually, it made them more understanding the text because in their group there was a smart students that was be peer tutoring, so the students could not understand, they could ask to that student. But, it was different with

team work, because after the students did team work, they continued with do individually and the students were enthusiastic in learning narrative text.

On other hand, in control class where students are taught reading comprehension on narrative text without Team Assisted Individualization (TAI) method, students got the material about narrative text and only did exercise in their work sheet.

Based on the result of data analysis, that the mean of pre-test score obtained by students in SMA Al-Irsyad class X B (experimental class) 59,9 was greater than class X A (control class) 56,3. The highest score of pre-test in class X B (experimental class) was 90 and in class X A (control class) also was 93. The lowest score of pre-test in class X B (experimental class) was 30 and class XI B (control class) also was 30. It means that the capability of reading comprehension on narrative text in experimental and control class before treatment was almost same.

The mean of post-test score in experimental class is 83 was greater than in control class is 62,5. The highest score of post-test in SMA Al-Irsyad class X B (experimental class) was 95 and in class X A (control class) was 80. The lowest score of post-test in class X B

(experimental class) was 60 and class X A (control class) 50. It means that the distribution of score in experiment class was greater than control class.

Then, the result of t-test shows that $t_o:t_t = 6,12 > 1,67$, in degree of significance 5% and $t_o:t_t = 6,12 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using of Team Assisted Individualization (TAI) method has significant influence on teaching reading comprehension on narrative text.

The result of the t-test is also supported by the result of observation and interview that done by experiment class (X B). In result of observation, there were two indicators in observation sheet, they are student's enthusiastic in learning and learning process. Indicator of observation include student's enthusiastic in learning, students have had an interest in learning narrative text, it showed when teaching-learning process students were enjoy in studying using Team Assisted Individualization. The other indicators was learning process, it showed when learning process students followed the teacher's instruction, studied with their group well and students have had high level was be peer tutoring in their group. After doing team work, they did exercise individually.

The result of interview sheet about student's response of using Team Assisted Individualization (TAI) method in learning reading comprehension on narrative text at first grade senior high school of Al-Irsyad showed that almost students 20 students from 30 students in experiment class chose combining team work and do individually in learning process, because it made easy to doing exercise and understanding the material and also with combining if there was a student that did not understand yet, that students could ask with own group that having more ability. With team work, students studied together after students understood the material they could do individually so that students have responsibility.

Finally, based on the interpretation above, the researcher could conclude that using Team Assisted Individualization (TAI) method has significance in teaching reading comprehension on narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusions as follow;

1. Student's response of using Team Assisted Individualization (TAI) method showed that 67% students in experiment class chose combining team work and do individually in learning process, and only 33% chose team work. It means that, student's response in using Team Assisted Individualization method in teaching reading comprehension on narrative text is accepted by the students.
2. The application of using Team Assisted Individualization method in teaching reading comprehension applied well. Because the explanation in score 4,25 include in score 4, it is good.
3. Based on the result of analysis about using Team Assisted Individualization (TAI) method showed that the distribution

of score in experiment class was greater than control class. The result of t-test shows that $t_o:t_t = 6,12 > 1,67$, in degree of significance 5% and $t_o:t_t = 6,12 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that using of Team Assisted Individualization (TAI) method has significant influence on teaching reading comprehension on narrative text.

B. Suggestions

According to the conclusions above, the writer would give some suggestions as follows:

1. For the teachers

The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well. Using good method can improve understanding students learn English especially narrative text.

2. For the next researcher

It is suggested to other researchers, to complete this research by conducting any other research by using a method in learning

process. The researcher would like to suggest that the result of the study can be used as an additional reference for further research with different sample and occasions.