**THE EFFECTIVENESS OF USING TEAM ASSISTED INDIVIDUALIZATION (TAI) METHOD TO IMPROVE READING COMPREHENSION ABILITY**

**IN NARRATIVE TEXT FOR EIGHTH GRADE STUDENTS**

**OF SMP N 25 PURWOREJO IN THE ACADEMIC**

**YEAR 2012/2013**

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**Abstract**

This study is aimed at improving reading comprehension ability in narrative text for eighth grade students of SMP N 25 Purworejo. First, to know students’ reading comprehension ability after being taught by TAI method. Second, to find out the effectiveness of using TAI method in improving students’ reading comprehension ability. Team Assisted Individualization is method that combines the use of cooperative teams with individualized instruction. Students work in four to five member teams on self instructional materials at their own levels in reading. The result of pre-test before the researcher gave the treatment is 71.07, and the result of pos-test after the researcher gave the treatment is 80.55. The result of t-test value is 4.98. The t-test value is higher than t-table. It means that using TAI is effective to improve reading comprehension ability in narrative text for eighth grade students of SMP N 25 Purworejo in the academic year 2012/2013.

*Keywords: Effectiveness, Team Assisted Individualization, Narrative Text, Reading comprehension.*

1. **Background**

Reading means to understand the meaning of printed words. Reading is an active process which consists of recognition and comprehension skill. It is an important activity in life with which one can update his or her knowledge. Harmer (2002:39) states that reading is taught from elementary school to university by using many kinds of method applied by English Teacher. Reading is very important to help the students to learn English. It is one of the most important skills that should be taught and learned. English as a formal subject is given especially to Junior High School level. There are a number of factors that cause success or failure in reading ability. One of them is the students’ mastery in vocabulary, grammar, mechanics, and organization. Reading can be done silently and loudly. The result of silent reading is called reading comprehension. Moreover, Jain and Patel (2008: 114) state that reading is certainly an important activity for expanding knowledge of a language. It is means that reading is most useful for skill of the people. In this research, the researcher focuses in improving students’ comprehension ability in narrative text using Team Assisted Individualization Method for Eight Grade Students of SMP N 25 Purworejo in the academic year 2012/2013.

1. **Research Method**

This research is experimental quantitative research. It was conducted in SMP N 25 Purworejo on April 12th, 2013 up to May 3rd, 2013. According to Arikunto (2010:162) variables are the object of a research, or things that become points of attention of a research. There are two variables of this research: Independent variables (The use of TAI method) and Dependent Variable (The students’ reading comprehension ability). Sugiyono (2012:117) defines that population is the general area which contains or subject that has certain characteristic and quality that are established by the researcher to be study and then to be concluded. In this research, the population is the eighth grade students of SMP N 25 Purworejo consisting of 214 students. Moreover, Arikunto (2010:118) stated that sample is a part of reprehensive of population of the research. The researcher took two classes as the sample that each class consists of 29 students. To get the sample accurately, the researcher used purposive sampling, because of the limitation of time, energy, and funds. In collecting the data, the researcher used multiple choices as instrument. The researcher gave two tests that are pre-test and post-test. The test is intended to find out the effectiveness of TAI (Team Assisted Individualization) in improving the students’ reading comprehension ability.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ reading comprehension ability in narrative text before and after the researcher gave the treatment by using Team Assisted Individualization (TAI) method. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis.

1. **Finding and Discussion**

The description of the data is aimed to know students’ reading comprehension ability after being taught by using Team Assisted Individualization (TAI) method and to find out the effectiveness of using Team Assisted Individualization (TAI) method in improving students’ reading comprehension ability. As previously stated, the researcher gave the treatment for experimental group by using TAI method. From the computation, the mean score of pre-test was 71.07 and the mean score of pos-test was 80.55. The researcher also calculated that the highest score of experimental group after being given the treatment was 90 and the lowest score was 67. The mean was 80.55, the median was 80, the mode was 80, the standard deviation was 5.389 and the variance was 29.0418.

Furthermore, in the inferential analysis, the researcher computed test of normality, test of homogeneity, and test of hypothesis. The result of normality test that computed by using chi-square formula was 4.72. From the result of normality test, the data is normal because t-obtained is lower than t-table (4.72<11.070). Then, the result of homogeneity test that computed by dividing the highest variance with the lowest variance was 1.27. It showed that the data is homogeneous because F-value is lower than F-table (1.27<1.88). To make the analysis more reliable, the researcher computed the data by using T-test formula. The result of T-test was 4.986. It showed that T-test value is higher than T-table (4.986>2.000).

Based on the descriptive analysis above, the researcher concluded that the students’ reading comprehension ability after being taught by using Team Assisted Individualization (TAI) method belonged to excellent category. It can be seen from the mean score of post-test that is 80.55. Moreover, to find out the effectiveness of using Team Assisted Individualization (TAI) method, the researcher compared the pre-test and post-test result. The effectiveness of using Team Assisted Individualization (TAI) method is also proven by the result of T-test. The result of T-test was higher than T-table (4.986>2.000). Based on the hypothesis testing, it means that Ho (Null hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted. Therefore, the hypothesis in this research (Ha) stated that “The use of TAI (Team Assisted Individualization) method is effective to improve students’ reading comprehension ability in narrative text for eighth grade students of SMP N 25 Purworejo in the academic year 2012/2013” is accepted.

1. **Conclusion and Recommendation**

Based on the research finding which has been discussed, the researcher makes the conclusion as follow:

1. Reading comprehension ability of the students in experimental group belonged to excellent category, because the mean score of experimental group post-test was 80.55.
2. The T-test value is higher than the T-table (4.98>2.000). In addition, the mean score of experimental group before the researcher gave the treatment by using TAI method is 71.07, and the mean score after the researcher gave the treatments by TAI method is 80.55. It means that the mean score improved than before. From the T-test value, it can be concluded that the alternative hypothesis states that using Team Assisted Individualization (TAI) method is effective to improve reading comprehension ability in narrative text for eighth grade students of SMP N 25 Purworejo in the academic year 2012/2013 is accepted.

**Bibliography**

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