

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING
TEAM ASSISTED INDIVIDUALIZATION TECHNIQUE
TOWARD STUDENTS' SPEAKING ABILITY
AT THE SECOND GRADE
OF SMA AL ISMAILIYUN SUKADAMAI NATAR**

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

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SPEAKING ABILITY AT THE SECOND GRADE
OF SMA AL ISMAILIYUN SUKADAMAI NATAR**

**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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Assalamu'alaikum, Wr. Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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An undergraduate thesis entitled: THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION TECHNIQUE TOWARD STUDENTS SPEAKING ABILITY AT THE SECOND OF SMA AL ISMAILIYUN SUKADAMAI NATAR

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**THE INFLUENCE OF USING
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TOWARD STUDENTS' SPEAKING ABILITY
AT THE SECOND GRADE
OF SMA AL ISMAILIYUN SUKADAMAI NATAR**

ABSTRACT

By:

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This research is aimed to investigated any positive and significant influence of using team assisted individualization (TAI) technique toward students' speaking ability at the second grade of SMA Al Ismailiyun Sukadamai Natar.

The type of this research is a Quantitative study. The subject of this research are XI IPA and XI IPS of SMA Al Ismailiyun Sukadami Natar. The research instruments that used are tests (pre-test and post-test), questionnaire and documentation. This research analyzed the data by using T-test and Chi-square formulas.

The result of this research showed that t-observation was higher than t-table ($2,009 < 7,279 > 2,678$) Where is the H_a is accepted and H_o is rejected. The result of the questionnaire showed 58.06% of students were motivated during the implementes TAI technique in speaking class. The conclusion of this research showed that any positive and significant influence of using Team Assisted Individualization (TAI) Technique toward Students' Speaking Ability at the second grade of SMA Al Ismailiyun Sukadamai Natar.

Keywords: *Team Assisted Individualization (TAI) Technique,
Speaking Ability.*

**PENGARUH PENGGUNAAN TEKNIK
TEAM ASSISTED INDIVIDUALIZATION
TERHADAP KEMAMPUAN BERBICARA SISWA
KELAS SEBELAS DI SMA AL ISMAILIYUN SUKADAMAI NATAR**

ABSTRAK

Oleh:

ZAHROTUL LATHIIFAH

Penelitian ini bertujuan untuk menyelidiki adakah pengaruh positif dan signifikan dalam penggunaan Teknik Team Assisted Individualization (TAI) terhadap kemampuan berbicara siswa kelas sebelas di SMA Al Ismailiyun Sukadamai Natar.

Jenis penelitian yang digunakan dalam penelitian ini adalah kuantitatif. Subjek dalam penelitian ini adalah kelas XI IPA dan XI IPS di SMA Al Ismailiyun Sukadamai Natar. Alat pengumpul data dalam penelitian ini adalah tes (pre-test dan post-test), kuisioner dan dokumentasi. Penelitian ini menganalisis data menggunakan formula t-test dan chi-square.

Hasil dari penelitian ini menunjukkan bahwa t-observasi lebih besar dibandingkan dengan t-table ($2,009 < 7,279 > 2,678$). Dimana H_a dapat diterima dan H_o tidak diterima. Hasil dari kuisioner menunjukkan 58.06% siswa termotivasi selama pelaksanaan TAI teknik pada kelas berbicara. Kesimpulan dari penelitian ini menunjukkan bahwa terdapat pengaruh yang positif dan signifikan dalam penggunaan Teknik Team Assisted Individualization (TAI) terhadap kemampuan berbicara siswa kelas sebelas di SMA Al Ismailiyun Sukadamai Natar.

Kata Kunci: *Team Assisted Individualization (TAI) Technique, Speaking Ability.*

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 02 February 2018

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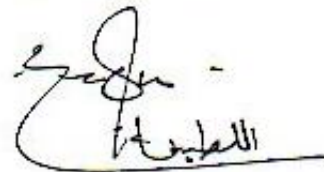
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MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ

كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا

**“And do not pursue that of which you have no knowledge.
Indeed, the hearing, the sight and the heart - about all those
[one] will be questioned”.(Al-Israa’: 36)**

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My beloved Father and Mother, Mr. Wiyono and Mrs. Tati Khosiyati.
2. My beloved younger sister Azizatul Naafi'ah and my younger brother
Insan Kaffaatun Salim.
3. My almamater, State Institute for Islamic Studies of Metro.

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In the name of Allah SWT, the Most Gracious, the Most Merciful. Peace and blessing be upon the lovely prophet Muhammad SAW, the family and followers. Because of the blessing this undergraduate thesis entitled “The Influence Of Using Team Assisted Individualization (TAI) Technique Toward Students’ Speaking Ability At The Second Grade Of SMA Al Ismailiyun Sukadama Natar” is accomplished.

In accomplishing this undergraduate thesis, the writer would like to extend his sincere gratitude to her Sponsor and Co-sponsor, Dr. Widhiya Ninsiana, M. Hum. and Mr. Ahmad Subhan Roza, M.Pd. who have their guidance and help to the writer extensively and patiently.

Last but not least, thw writer hopes that this little piece of work can be useful for her and the readers who read this thesis and the paper can contribute to be better of English Department in future for teaching learning process.

Metro, 02 February 2018

The writer,



Zahrotul Lathiiifah

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the essential part of communication because it is the basic skills in communicating a message used by all human beings. People use language copiously and without second thought every day of their lives. Indeed, their ability and confidence in manipulating language is a central part of the personality that present to those around them.

As we know, English is an international language that used and learned by many people in the world. Almost every non-European country uses English as foreign language, including Indonesia. English puts a country in dealing with the other countries. As a result, it is largely learned to communicate one and another. In addition, English mastery is one of the requirements for the Indonesian people who want to go to study abroad. This fact shows that English is very urgent as an international language.

Basically, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Listening and reading are included into receptive skill where the students receive the language and decode the meaning to understand the message. While speaking and writing are included into productive skill where the students use the language which has been acquired and produce a message through speech or written text that they want others to understand. In another case, speaking is

one of the language skills that quite different from other language skills because speaking requires the ability to perform in public. In mastering speaking, students must be trained to use English in communication orally because speaking is an oral communication which is used more by people in their social community.

Meanwhile, the frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking. Hence, speaking ability can be accomplished by practicing it orally. The aim of speakers to do speaking is to have some effects of their listeners. Through speaking, people could express and deliver their feeling or ideas directly.

Furthermore, the use of English for speaking is not simple. It is because the speaker should master several important elements, such as pronunciation, grammar, vocabulary, fluency and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking ability, give attention to the elements of speaking and make the English lesson more exciting.

However, many of the students are not confident to use English in speaking class because they have limited of vocabulary that will make them difficult to say words. Besides, the students are not brave enough to suggest question. They are also not accustomed to ask and have no idea to ask. Moreover, the teachers sometimes did not apply the effective learning

methods to overcome these problems. The existing learning practice is centered on teachers and what is taught tends to be procedural sensitivity without raising efforts to encourage students to be more active in learning activities, especially to ask.

One of the techniques is Team Assisted Individualization (TAI), which is focused on group working that is able to build the students' confidence and communication ability with the other people or friends. By using this technique, the students can share their opinion appropriately with their condition in a certain topic using English. Besides, this technique is also focused on peer tutoring so the students can express their idea and ability and they do not need to shy when asking a question. This technique also can give motivation to the students to study and increase their learning.

Based on some situations above, the researcher will apply the technique of Team Assisted Individualization (TAI) in teaching speaking. Team Assisted Individualization (TAI) technique is one of the types of cooperative learning. It reduces racial conflict among school children to improve students' motivation and argument. In addition, this technique can build the students' ability to communicate and share their argument. This technique focuses on group work because working in groups is believed to solve the problem. Group members can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. The researcher hopes that

this technique can be an alternative technique to give solution from to some problems above.

The researcher held a pre survey on April 10th, 2017 that is focused on students' speaking ability by doing a test. Here is the table below about the result of students' speaking ability at the second grade of SMA Al Ismailiyun Sukadamai Natar:

Table 1
The Result of Pre-Survey of Speaking Ability on the Second Grade
of SMA Al Ismailiyun Sukadamai Natar

No	Score	Category	Frequency	Percentage (%)
1	81-100	High	2	7,70 %
2	60-80	Fair	4	15,40 %
3	0-59	Low	20	76,90 %
Total			26	100%

Source: Students' speaking Score at The Second Grade of SMA Al Ismailiyun, taken on the pre-survey at April 10th, 2017

From the table above, it can be seen that there are 2 students who got high level for the score ≥ 81 (7,70%), they get A, 4 students in fair level for the score 60-80 (15,40%) it means they get B and C, and low level for the score 0-59 (76,90%) it means they get D and E.

From the explanation above, the researcher will specify the research especially in teaching speaking by the title "The Influence Of Using Team

Assisted Individualization Technique toward Students' Speaking Ability at The Second Grade of SMA Al Ismailiyun Sukadamai Natar”

B. Problem Identification

Based on the background of the study above, the researcher identifies some problems as follows:

1. The students are lack of vocabulary.
2. The students are not confident to speak up in English.
3. The students have a low motivation in speaking.
4. The students have some difficulties in pronouncing English words properly.
5. The students have some difficulties to speak English fluently.

C. Problem Limitation

In line with some problems mentioned above, the researcher limits the problem on the students who are not confident to speak up in English because of they have lack of vocabulary.

D. Problem Formulation

In line with the background of the study, the researcher formulates the problem in this research is “Is there any positive and significant influence of using team assisted individualization technique toward students' speaking ability at the second grade of SMA Al Ismailiyun?”

E. The Objectives and Benefits of the Study

1. Objectives of the Study

Related to the problem formulated above, this research is intended to find out and know whether there is any positive and significant influence of using team assisted individualization technique toward students' speaking ability at the second grade of SMA Al Ismailiyun.

2. Benefits of the research

The benefits of the research can be organized as follows:

1) For the teacher

Hopefully, this research will be as positive inspiration for the teacher in teaching and learning process, especially in teaching speaking by implementing team assisted individualization technique.

2) For the students

As the result of the students' learning, the students can more participate fully in the classroom so they will have more confident to use English in speaking.

3) For the other researchers

Hopefully, this research can be used as prior information for the other researchers that conduct a relevant research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. The Definition of Speaking Ability

Speaking is one of the most important skills to acquire. This is the real language aspect that implies the language as a means of communication. In order to communicate, students are asked to have good speaking skills. Speaking does not only produce words but also need a complex thought. It is because in speaking, the students need to be aware of the purpose of their speaking. Speaking is considered to be inseparable to something called communication. Communication is the way of showing the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order to each other.

In this case, people generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. The major goal of all English language teaching should be given to learners, so the learners have ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they have lack necessary of knowledge. ¹ It means that

¹ Marriam Bashir, *Factor Effecting Students' English Speaking Skills*, (British:Journal Publishing, 2011), p 8.

speaking is not only about pronouncing the words naturally from the teaching of grammar and vocabulary.

Moreover, Scoot Thornburry assumed that speaking is so much a part of daily life that may take it for granted.² Speaking is not only about how to say a word or sound but it is one of the way to communicate the ideas, express feeling, share knowledge and etc. There is such a process of understanding the message from the speaker in our daily activities.

Furthermore, speaking is difficult especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, speaking is one of the elements of communication where communication is the output modality and learning is the input modality of language acquisition. Regarding to Nunan, the successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery stress, rhythm, intonation patterns.
- c. An acceptable and interpersonal skill.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long speaking turn.
- f. Skills in the management of interaction and negotiating meaning.

² Thornburry, Scoot. *How to teach speaking*. (United Kingdom : Pearson Education Limited, 2005), Page 1.

- g. Skills in knowing about the negotiating purposes for conversations.
- h. Using appropriate conversational formulae and filters.³

Regarding to Burns and Joyce, speaking is defined as an interactive process of constructing meaning that involves producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.⁴ It means that to make the successful communication, the speakers should have any purposes of speaking and understand the meaning based the context.

There are several definitions of speaking by some experts, they are:

Brown H. Douglas said that speaking is a productive skill that can be directly and empirically observe, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.⁵ Next, David Nunan said that speaking is the single most important aspect of learning a second or foreign language, and success in measured in terms of the ability to carry out a conversation in the language.⁶

³ David Nunan, *Designing Task For Communicative Classroom*, (New York: Cambridge University Press, 1989), p.32.

⁴ Shiamaa Abd El Fattah Torky, "The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students", (Cairo:Ain Shams University),No. 1/2006, p. 30.

⁵Brown H. Douglas,*Teaching by Principles an interactive Approach to Language Pedagogy*(San Fransisco: Longman, 1994), Second Edition,.Page 267

⁶Nunan David. *Language Teaching Methodology*.(Prentice Hall Oxford University Press: New York.1991) Page 39

Furthermore, Jones in Jack Richard comments that speaking tends to be getting something done, exploring ideas, working out some aspects of the world or simply being together.⁷

At the last, Chaney in Kayi said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.⁸

In conclusion, speaking is the most important form of language. It is used by the society in order to have relation. Here, the ability of speaking can be said as a means of communication. Speaking is the two ways process of building and sharing message. To make the communication runs well, students should acquire the speaking ability. Thus, the students can communicate well.

2. The Elements of Speaking

According to Harmer, there are several elements of speaking, such as:⁹

a. Language Features.

Among the elements necessary for spoken production, are the following:

⁷ Jack C. Richards,, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge: Cambridge University Press.2008)., p.19

⁸ Kayi, H. "Teaching speaking: Activities to promote speaking in a second language". *The Internet TESL Journal*. (Nevada: University of Nevada, 2006.) Vol. 12. No. 11

⁹ Harmer, jeremy, *The Practice of English Language*, (Longman: Person, 2001.) Third Edition, P. 269

1) Connected speech

Effective of speakers of English needs to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. In connected speech sounds are modified, omitted, added, or weakened.

2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show how other physical and non-verbal (paralinguistic) means how they are feeling. The use of devices contributes to the ability of conveying meanings.

3) Lexis and Grammar.

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

4) Negotiation Language.

Effective speaking benefits from the negotiation language used to seek clarification and to show the structure of what are saying.

b. Mental / Social Processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above,

success is also dependent upon the rapid processing skills that talking necessitates.

1) Language Processing.

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in the forms that are not only comprehensible, but also convey the meanings that are intended.

2) Interacting with Others

This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and the knowledge on how linguistically takes turn or allow others to do so.

3) (On-The-Spot) Information Processing

Quite apart from the response to other's feelings, people also need to be able to process the information when they tell others the moment we get it.

These processing skills are also necessary elements in expressing the language because the environment will improve fluency in speaking. If these elements have been mastered, the learners will have a perfect speaking ability.

3. The Components of Speaking

There are several components of speaking, as follows:

a. Pronunciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."¹⁰ In order to conduct the communication, it is better for the speaker to produce the words clearly because pronunciation affects the interlocutor understanding in receiving the meaning of messages.

b. Grammar

Grammar is traditionally subdivided into two different forms but interrelated areas of study – morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes). Meanwhile, syntax is the study of the way in which phrases and sentences are structured out of words.¹¹ Grammar is the rules in a language for changing the form of words and combining them into sentences.

c. Vocabulary

Regarding to Kamil and Heibert, vocabulary can be generically defined as knowledge of words or word meaning. They stated that

¹⁰ Sari Luoma, *Assesing Speaking*, (New york: Cambridge University), 2004, p.11

¹¹ Andrew Radford, *An Introduction to English Sentence Structure*, (New York: Cambridge University Press, 2009),p. 1

vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words.¹²

d. Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.¹³

Based on the statements above, it can be concluded that the components of speaking includes many aspects such as pronunciation that have articulation, rhythm, intonation and many more to make our communication better. So there is grammar that has a rule for the students to combine correct sentences in conversation. Then there is vocabulary that can be said the one key of success in communicative, which is the power of words. The last, there is fluency that usually refers to express oral language freely without interruption.

4. The Function of Speaking

Several language experts have attempted to categorize the function of speaking in human interaction. Brown and Yule made a useful

¹² Mohammad Reza Ahmadi, *"Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy"*, (Penang:International Journal of Learning & Development),No. 6/November 2012, p. 187

¹³ Baiqun Isbahi Bai, *Techniques for teaching speaking skills*.
<https://www.scribd.com>, downloaded on December 1th, 2016.

distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. According to Brown and Yule, as quoted by Jack C. Richards, the function of speaking are classified into three, they are: ¹⁴

a. Talk as interaction

Talk as interaction refers to what people normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interaction can be summarized as follows:

- 1) Has a primarily social function
- 2) Reflects role relationships and speaker’s identity also degrees of politeness
- 3) May be formal or casual
- 4) Uses conversational conventions and register
- 5) Employs many generic words

¹⁴ Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Those are the explanation about the function of speaking. The speaking ability should be improved time by time to be master in English.

5. The Purposes of Speaking

Basturkmen said that speaking turns serving this purpose that tends to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given.¹⁵ It is beneficial to understand about the purposes of speaking itself. There are eight purposes of studying speaking such as:

- a. To achieve and extend the learner's linguistic competence.
- b. To increase their confidence in using spoken language.

¹⁵Jack C. Richards, Teaching Listening., p. 37.

- c. To develop their ability to analyze and evaluate spoken performance.
- d. To sharpen their strategy competence in face-to-face interaction.
- e. To convey their message to someone else.
- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce.
- h. The learners talk about things that are largely familiar to them.

In conclusion, the important purpose of speaking is to give information. Then, to give clearly information itself, the language learners must be better in speaking.

6. The Measurement of Speaking

The researcher in constructing the speaking test will adopt the speaking measurement based on Weir Cyril J. He classified into five indicators of speaking measurement as follows:¹⁶

Table 2

Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words / expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally

¹⁶ Cyril J, Weir, *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), P. 195-196

		maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriateness.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of in appropriateness.
	2 (adequate)	Limited use of vocabulary with frequent in appropriateness.
	1 (fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.

	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. The Concept of Team Assisted Individualization

1. The Definition of Team Assisted Individualization

Team Assisted Individualization (TAI) considered as a kind of cooperative learning technique that is created by Robert E. Slavin. There are four well researched cooperative learning methods that embody the principles of contact theory. These methods were developed and evaluated at the Center for Social Organization of Schools at Johns Hopkins University. These are as follows: Student Teams Achievement Divisions (STAD), Teams Games Tournament (TGT), Team Assisted Individualization (TAI) and Cooperative Integrated Reading and Composition (CIRC).

According to Slavin, Team Assisted Individualization (TAI) describes as a program of research and development on a technique that combines cooperative learning and individualized instruction.¹⁷ In another word, Team Assisted Individualization (TAI) Technique is a combination of cooperative or collaborative learning with the individual learning. Gradually, each member of the group was given an exercise that they have to do individually first.

After that, the students did the assessment in a group. If the question of the first phase has been completed correctly, each student had

¹⁷ Slavin, R.E. dkk. *Learning to Cooperate, Cooperating to Learn*, (New York: Springer Science+Business Media, 1985) First Edition, P. 180

to do the next stage. However, if a student is not able to resolve the problem correctly in the first stage, he/she still has to resolve another problem at the same stage. Each stage of exercise is arranged by the difficulty level of question. Assessment is done based on individual and group learning outcomes.

Moreover, TAI would provide a means of combining the motivational power and peer assistance of cooperative learning with an individualized instructional program one that would provide all students with material appropriately to their levels of skill and allow them to proceed through these materials at their own rates. Slavin, Madden and Stevens said TAI was developed to apply cooperative learning techniques to solve many of the problems of individualized instruction.¹⁸

Based on the statement above, it can be concluded that Team Assisted Individualization (TAI) is an adaption of individualized instruction that introduces cooperative learning method and team competition with group reward. TAI combines direct instruction by the teacher, follow-up practice using programmed instructional materials, and a student approach to seatwork management.

¹⁸ Slavin, Robert E. Madden Nancy A. And Stevens Robert J. *Cooperative Learning*. (Journal, 1989.) P.22

2. The Principal Features of Team Assisted Individualization

According to Slavin, The principal features of the TAI program are described below:¹⁹

a. Teams

Team is an important step in the implementation of cooperative learning model of TAI. At this stage, the teacher formed groups that are heterogeneous consisting of 4-5 students.

b. Placement test

In this step, the teacher gives a test early (pre-test) to the students. This technique can be replaced with a look at the average daily value or values obtained in the previous chapter of the students so that teachers can identify the weaknesses of students in a particular field.

c. Curriculum materials

The students work individually on curriculum materials.

d. Team study

Team study is the stage of learning actions that will be implemented by the teachers and the group of students who need a help.

e. Team Score and Team Recognition

The teacher gives a score on the work of the group and gives the "title" award to the group that succeeded brilliantly, and the group is seen as less successful in completing the task.

¹⁹ Slavin, R.E. dkk. *Learning to Cooperate, Cooperating to Learn*. p. 182

f. Teaching group

Teaching group is giving a learning material briefly from the teacher before giving the task.

g. Fact test

This is a small test execution based on facts obtained by the student.

h. Whole-class units

This is giving a learning material by the teacher at the end of learning process with problem-solving strategies.

3. The Procedure of Team Assisted Individualization

According to Walter G. Stephan, this type of learning can be done through the following procedures as follows:²⁰

- a) The teacher gives assignments to the students to study the learning materials that have been prepared individually.
- b) The teacher gives a quiz individually to the students to get a base score or initial score.
- c) The teacher divides the students into groups. Each group consists of 4-5 students with different abilities. If it is possible, the members of the group come from different races, cultures, ethnic and gender.

²⁰ Stephan, Walter. G. *Education Programs for Improving Intergroup Relations: Theory, Research, and Practice*. (New York and London: Teachers College, Columbia University. 2004) P. 60

- d) Student's individual learning outcomes are discussed in the group. In the group discussions, each member of each group is checking the answers of their friends in their group.
- e) The teacher facilitates the students in making a summary, directing, and giving reinforcement on learning materials that have been studied.
- f) The teacher gives an individual quiz to the students.
- g) The teacher gives an award to the group based on the acquisition score of the increase in individual learning outcomes from the initial score to the next score of the quiz (latest).

4. The Advantage and Disadvantage of Team Assisted Individualization

Each type of learning has some advantages and disadvantages.

Some of the advantages of TAI are:

- a) Students who have high academic ability are responsible to assist students who have low academic ability in the group. Thus, students who have high academic ability can develop their abilities and skills.
- b) Students who have low academic ability will be assisted in understanding the learning material.
- c) There is no competition among the students because students work together to solve problems in dealing with a different way of thinking.
- d) Students are not only expecting help from teachers, but students are also motivated to learn quickly and accurately on the whole learning material.

Besides some of the advantages above, there are some disadvantages of the TAI as follows:

- a) Students who have low academic ability will indirectly depend on students who have high academic ability.
- b) There is no competition between groups.
- c) Some of the members of the group are passive and do not want to try to be active, they just rely on their friends in group.
- d) If the classroom management that is done by the teacher is not good, the learning process is also not going well.

In short, the technique of TAI can improve social interaction between students. The students in groups can learn, discuss and give ideas without overwhelmed because their work is wrong.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

In this research, the researcher will determine the research into two variables. They are independent variable (X) and dependent variable (Y). Independent variable (X) is Team Assisted Individualization (TAI) Technique and dependent variable (Y) is students' speaking ability.

English has become a compulsory subject that must be taught in Senior high school. The students were expected to master the all standard competences based on the each grade and the curriculum that is applied. In fact, though in Elementary School student has got English subject, they still have low Standard English competency especially in speaking. Most

of the students found difficulties in speaking such as they could not use English based on the target language. The pronunciation and the accuracy of grammar are used by the students. The students are reluctant to speak in speaking class. Consequently, the students have not enough time to practice, whereas the opportunity for the students to practice speaking is just in the class during the teaching learning process.

In the teaching of speaking, both teacher and students are influenced each other in that process. The teacher is a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching technique. To teach speaking there are several techniques which can be used by the teacher. By using the techniques, the teacher will easily teach speaking. The teacher has to be creative to prevent student's bored because of decreasing interest and motivation.

In addition, by using team assisted individualization (TAI), students will have more opportunities to practice their speaking ability. This technique was fun, motivated and had lower anxiety, so the student would learn speak without worry so they could naturally improve their ability in speaking. The students also had many opportunities to speak because all of them have the same opportunity to speak with their friend.

They will not be afraid to speak because they practice speaking with their friend in their group.

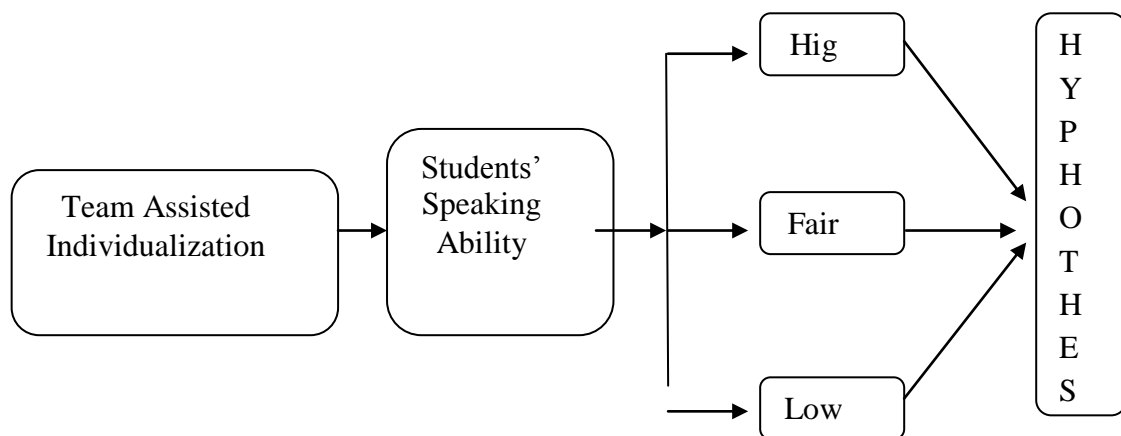
If team assisted individualization (TAI) technique is applied correctly, so the students' speaking ability would be good, on the contrary if team assisted individualization (TAI) technique does not apply correctly, so the students' speaking ability will be bad.

2. Paradigm

Paradigm is the correlation pattern among the variables that will be researched. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follows:

Figure 1

The Description of Research Paradigm



Based on the figure above, it can be seen that if the team assisted individualization technique is high and students' speaking ability is good, so there is a positive and significant influence of using team assisted individualization technique toward the students' speaking ability. Conversely, if the team assisted individualization technique is low and

students' speaking ability is bad, so there is no a positive and significant influence of using team assisted individualization technique toward the students' speaking ability.

D. Hypothesis

1. Hypothesis Formulation

Cresswell explains that hypothesis is prediction that is made by the researcher about the expected relationship among variables in quantitative research.²¹ There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on the assumption above, hypothesis for this research can be formulated as follows:

1) Alternative Hypothesis (Ha)

There is a positive and significant influence of using team assisted individualization technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Sukadamai Natar.

2) Null Hypothesis (Ho)

There is no a positive and significant influence of team assisted individualization technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Sukadamai Natar.

2. Statistical Hypothesis

Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists

²¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis".²² This hypothesis is considered as an assumption about a population parameter.

The formulations of statistical hypothesis in this research are:

- a. If $t_o > t_{table} = H_a = \text{Accepted}$, H_o is Rejected.
- b. If $t_o < t_{table} = H_o = \text{Accepted}$, H_a is Rejected.

²² Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a quantitative design as intended to investigate whether there was any positive and significant influence of using team assisted individualization technique toward students' speaking ability.

According to John W. Creswell, quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables in turn can be measured and analyzed using statistical procedures.²³

Moreover, Daniel explains that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based techniques (in particular statistics).²⁴

The characteristic of this research is compared and has group pre-test post-test design. The observation which is done before treatment is called pre-test and the observation which is done after treatment is called post-test. In this design, the pre-test and post-test were intended to investigate whether using team assisted individualization technique could significantly influence the students' speaking ability.

²³ John W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publications 2009) p. 4

²⁴ Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1

B. Population, Sample and Sampling Technique

1. Population

Creswell said that population was a group of individuals who have the same characteristic.²⁵ Moreover, Donald Ary assumes that “a population is all members of any well-defined class of people, events, or objects”.²⁶ Meanwhile, Jack R. Fraenkel explained that the term of population refers to all the members of a particular group. It is the interesting group that was to be generalized by the researcher in the result of study.²⁷ It means that population was all members of group such as people, objects, or events that is determined in a research.

In this research, the population was all of second grade of SMA Al Ismailiyun. There were 52 students at the second grade of SMA Al Ismailiyun.

Table 3

The total students at the second grade of SMA Al Ismailiyun

No	Class	Sex		Total
		Male	Female	
1.	A	6	20	26
2.	B	15	11	26
Total		21	31	52

²⁵ John W. Creswell. *Educational Research*. P. 142

²⁶ Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to research in Education* - 8th edition (Canada: Wadsworth, Cengage Learning, 2010) P. 148

²⁷ Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105, 7th Edition.

2. Sample

A sample is small group that is observed or portion of a population.²⁸ It means that sample is the small group of elements or individual part of population that is observed. Related to sample discussion, the samples of this research was the students at the second grade of SMA Al Ismailiyun consist of two classes, there were 48 students. The researcher took class XI IPA 1 as the experimental class and XI IPS 1 as the control class.

3. Sampling Technique

According to Jack and Norman, sampling refers to the process of selecting the individuals who will participate in a research.²⁹ The researcher decided to use cluster sampling technique when the unit chosen was not an individual but a group of individuals who were naturally together.

There were two classes of the second grade students of SMA Al Ismailiyun. By using total sampling technique in this research, the researcher did the research to those classes of the second grade students.

C. Operational Definition of Variables

An operational definition describes meaning to a construct by specifying operations that researchers must perform to measure or manipulate

²⁸ Donald Ary, *Introduction to research.*, P. 148

²⁹ Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105, 7th Edition.

the construct.³⁰ It means that operational definition is the definition which is based on the characteristic of the thing that will be defined, and it can be observed or measured.

Based on the quotation above, the operational definition of this research variable are, as follows:

1. Independent Variables

Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.³¹ Independent variable is the major variable which is expected to change or influence the dependent variable. The independent variable (X) of this research is team assisted individualization (TAI) learning technique. It is a cooperative learning technique that has principle purpose to ask students work in group that all of members in the group have take turn contributing their ideas.

For the measurement of this variable, the researcher conducted based on pre-test and post-test. The researcher took one class where the students would be given the pre-test before they were given the material about team assisted individualization (TAI). Furthermore, they also would be given post-test after they were given treatment.

The researcher used questionnaire guidance to know about the influence of team assisted individualization technique on students' speaking ability. To know team assisted individualization technique is

³⁰ Donald Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.36, 8th Edition.

³¹ John W. Creswell. *Educational Research*. P. 116

influenced or not influenced in the students speaking ability, the researcher used questionnaire method to observe that team assisted individualization technique.

Based on the theoretical review, the indicators of the independent variable in this research are as follows:

- a. The students are able to communicate and interact to each others in group.
- b. The students are able to be more active and enthusiastic in learning speaking.
- c. The students are able to be more confidence to participate.

2. Dependent Variables

Dependent variable (Y) of this research is speaking ability. As we know, the dependent variable is an attribute or characteristic that is depending on or influenced by the independent variable.³² It means that the dependent variable is the variable which is observed to determine the effect of the independent variable.

The researcher measured dependent variable by using test. The researcher tested the students by oral test. It was implemented to the students at the second grade of SMA Al Ismailiyun.

³² Ibid. P. 115

Here is the measurement to measure the students' speaking ability:

Table 4

The Range of Score to Indicate Students Speaking Ability

Aspect	Category
Fluency	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Pronunciation	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Vocabulary	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Grammatical accuracy	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Interactional strategies	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)

The indicators of the independent variable in this research are, as follows:

- a. The students are able to response the other students orally.
- b. The students are able to speak about the topic that given by the teacher.
- c. The students are able to get information from the talk.

D. Data Collecting Method

For collecting the data, the researcher used some methods to get more information that supports this research, such as:

1. Test

A test is a method of measuring a person's ability or knowledge in a given domain.³³ Moreover, Anderson with Arsenault decided that instrument includes test and questionnaire, observation schedule and any other tool used to collect data.³⁴

This research is a true experimental design research by applying pre-test and post-test group design. Besides, the researcher used test as data collection method to measure dependent variable. The researcher used oral test to measure the students' speaking ability.

a. Pre-test

According to Creswell, a pre-test provides a measurement on some attributes or characteristics that are assessed for the students in an experiment before their received a treatment.³⁵ The pre-test was hold in the first meeting before doing treatment in order to know ability of the students before the treatment.

b. Post-test

Moreover, a post-test is a measurement on some attributes or characteristics that is assessed for participants in an experiment after a

³³ H. Douglas Brown, *Teaching by Principles.*, p. 384

³⁴ Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

³⁵ John W. Creswell. *Educational Research.*, P. 297

treatment.³⁶ The post-test was hold in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the experimental class and the control class scores.

2. Questionnaire

Questionnaire is a written set of tool's questions that are given to people in order to collect the data.³⁷ In quantitative research, the questionnaire survey is utilized to obtain information and to explore the elaboration of the result and causes behind the subject's responses on the learning style preference. The teacher and the student's activities are observed by the questionnaire.

In this research, questionnaire was used to know the teacher's teaching performance and student's participation in teaching and learning process. The researcher made an interpretation from the students' answer in the questionnaire.

3. Documentation

The researcher used this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of the students, and the organization structures of SMA Al Ismailiyun.

³⁶ Ibid

³⁷ Cyril J, Weir, p. 232

E. Research Instrument

The research instrument of this research could be elaborated as follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed some indicators. Moreover, the researcher used pre-test and post-test instrument for the experimental class and the control class, here are the blueprint:

- a. The instrument which is used in this research including pre-test and post-test about speaking ability. The researcher used oral test. The composition was analyzed and scored by this way, the criteria of speaking:
 - 1) Pronunciation
 - 2) Fluency
 - 3) Vocabulary
 - 4) Grammar accuracy
 - 5) Interactional Strategies
- b. The instrument used in this research is questionnaire method. In this method, the data was taken from the questionnaire guidance about everything happened during the teaching and learning process about the teacher's treatment to the students, teacher's method, and how the process worked. The questionnaire also was about students' responses and participation in the teaching and learning process.
- c. The instrument used in documentation method is documentation guidance, as follows:

- 1) Documentation about the organization structures of SMA Al Ismailiyun Sukadamai Natar.
- 2) Documentation about the facilities of SMA Al Ismailiyun Sukadamai Natar.
- 3) Documentation about the condition of the teacher and official employees in SMA Al Ismailiyun Sukadamai Natar.
- 4) Documentation about the students of SMA Al Ismailiyun Sukadamai Natar.

F. Data Analysis Technique

In data analysis technique, the researcher used two formulas. Firstly, to investigate whether there was any positive influence of using team assisted individualization toward the students' speaking ability at the second grade of SMA Al Ismailiyun, the researcher used the true experiment in the form of paired t-test by using control group pretest-posttest design. The formula of t-test is:³⁸

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Where:

M : The mean of score each group

N : Subjects in the sample

X : Deviation of each X2 and X1

Y : Deviation of each grade Y2 and Y1

³⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

Secondly, to investigate whether there was any significant influence of using team assisted individualization toward the students' speaking ability at the second grade of SMA Al Ismailiyun, the researcher used Chi-Square formula.

According to Donald Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.³⁹ It is used to examine the significant differences between observed frequencies and an expected frequency in this research.

The formula of Chi-Square is:⁴⁰

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

³⁹ Donald Ary, *Introduction to Research*, p. 188

⁴⁰ *Ibid.*,

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMA Al Ismailiyun

This research was conducted at Senior High School Al Ismailiyun, which is located on Protocol Street Number 68 Sukadamai Village district Natar, South Lampung. Educational foundation and Islamic Boarding School Al Ismailiyun founded in 2004 established by KH. Ismail Marzuki, S. Ag. MM. He got the mandate from his teacher Alm. KH. Ma'shum Jauhari from Pondok Pesantren Lirboyo Kediri, East Java.

The vision and mission of the SMA Al Ismailiyun Natar are started as follows: the vision: "Realization of educational achievement, have a certain character, insightful information technology and based environment."

The mission is the first is to cultivate the spirit of quality culture that is faithful, devoted and based environment. The second is to supply the standard school facilities and infrastructures are inadequate. The third is to improve the effectiveness of active learning, innovative, creative, effective and fun. The fourth is to improve guidance and counseling so as to encourage and help students to recognize their potential is developed

in order to optimally. The fifth is to apply information technology as a means of improving the quality of education clung to the nobility and character. The sixth is to implicate a school-based management that involves the school community, parents, community and relevant agencies.

The orientation of SMA Al Ismailiyun Natar is the official management. The school consists of twelve classes, teacher room, official employee room, library, computer laboratory, biology laboratory, chemistry laboratory, physics laboratory, masque, canteen, toilet, and parking area.

b. Vision, Mission, and Purpose of SMA Al Ismailiyun

1) Vision

To creat a school that have good achievment, hold on a good characteristics, and have a conception about technology information.

2) Mission

- Creating the developing of curriculum
- Increasing the effectivity of learning process
- Creating accomplishment with the standard minimum \geq 7,50 for each lesson
- Creating human resources of good teacher
- Fulfill the infrastructures

c. School Identity of SMA Al Ismailiyun Natar

Number of School : 10810569

Name of School : SMA Al Ismailiyun Natar

Adress : Jl. Protocol No. 68 Desa
Sukadamai Kec. Natar Kab.
Lampung Selatan

Postal Code : 35362

Phone : 0725-24464

d. The Teachers and Official Employers of SMA Al Ismailiyun Natar

The data of the teacher's educational background and the official employers of SMA Al Ismailiyun Natar can be seen through this table as follows:

Table 5**The Data of Teachers and official employers in SMA Al Ismailiyun Natar**

Educational Background	Teacher		Staff		Staff Administration	
	Civil Servants	From another School	Library	Laboran	Fixed	Not fixed
S2	2					
S1	21	3	1	3		
D3						2
D2						
D1						
SLTA					3	8
TOTAL	23	3	1	3	3	10

- e. The quantities of students in SMA Al Ismailiyun Natar

The quantities of the students in SMA Al Ismailiyun Natar were 273 students that can be identified as follows:

Table 6

The Quantity of Students in SMA Al Isamiliyun Natar

No	Class	Male	Female	Amount
1	X	27	58	85
2	XI	38	54	92
3	XII	38	58	96
Total		103	170	273

This research was conducted on second grade of SMA Al Ismailiyun Natar which consist of two classes for about 26 students in control class and 26 students in experiment class. This research was held from January 22th until 25th 2018. The researcher conducted her research by steps, the explanation as follow :

- a. Pre-Test

The pre-test was given to all of the students in the first meeting in order to find out students' speaking ability, although it was held on January 22th and 24th 2018.

- b. Treatment

The researcher gave the same material with different treatment for both of the classes, which is the control class treated without team assisted individualization (TAI) technique and the experimental class using team assisted individualization (TAI)

technique. Moreover the treatment held on January 23th and 25th 2018.

c. Post-test

The post-test was conducted to know the result of the students' speaking ability and it was held on January 23th and 25th 2018.

2. Research Data

a. The result of the students' Pre-test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is speaking test. The Result Pre-Test can be identified as follows:

Table 7

**The Result of Students' Experimental Class Pre-Test
at the Second Grade of SMA Al Ismailiyun Natar**

NO	NAME	F L	P R	V O	G R	I N	SCO RE
1.	AD	1 5	1 5	1 6	1 0	7	65
2.	AIDy	1 7	1 6	1 7	1 4	1 1	75
3.	AS	1 1	1 1	1 2	1 2	6	52
4.	BD	1 7	1 6	1 7	1 4	1 1	75
5.	CDH	1 0	1 0	1 3	1 0	6	49
6.	DPW	1 7	1 6	1 7	1 5	1 1	76
7.	DP	1 1	1 1	1 2	1 1	6	51

8.	DAL	1 2	1 2	1 4	1 2	1 0	60
9.	EWL	1 1	1 5	1 7	1 4	1 1	73
10.	FH	1 5	1 6	1 6	1 0	8	67
11.	KAP	1 0	1 0	1 3	1 0	6	49
12.	KDK	1 1	1 1	1 4	1 2	1 0	58
13.	MN	1 1	1 1	1 3	1 1	6	52
14.	MAM	9	9	1 0	8	5	41
15.	MK	1 1	1 2	1 4	1 2	1 0	59
16.	NSN	8	8	1 0	8	5	39
17.	Nur	7	8	9	8	5	38
18.	PD	9	8	1 3	1 0	5	45
19.	PWN	1 4	1 5	1 6	1 0	7	64
20.	QS	1 7	1 7	1 9	1 7	1 5	85
21.	RWN	1 8	1 8	1 9	1 8	1 7	90
22.	RP	7	7	9	8	5	37
23.	VA	6	6	8	8	5	34
24.	WPF	9	8	1 3	9	5	45
25.	YAS	9	8	1 1	9	5	42
26.	ZFS	9	8	1 1	9	5	42
Total							1463
Average							56,27
The highest score							90
The lowest							34

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher measured the class interval as follows:

$$\begin{aligned} R &= \text{the highest score} - \text{the lowest score} \\ &= 90 - 34 \\ &= 56 \end{aligned}$$

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 26 \\ &= 1 + 4.66 \\ &= 5,67 \\ &= 6 \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{56}{6} \\ &= 9,33 \\ &= 9 \end{aligned}$$

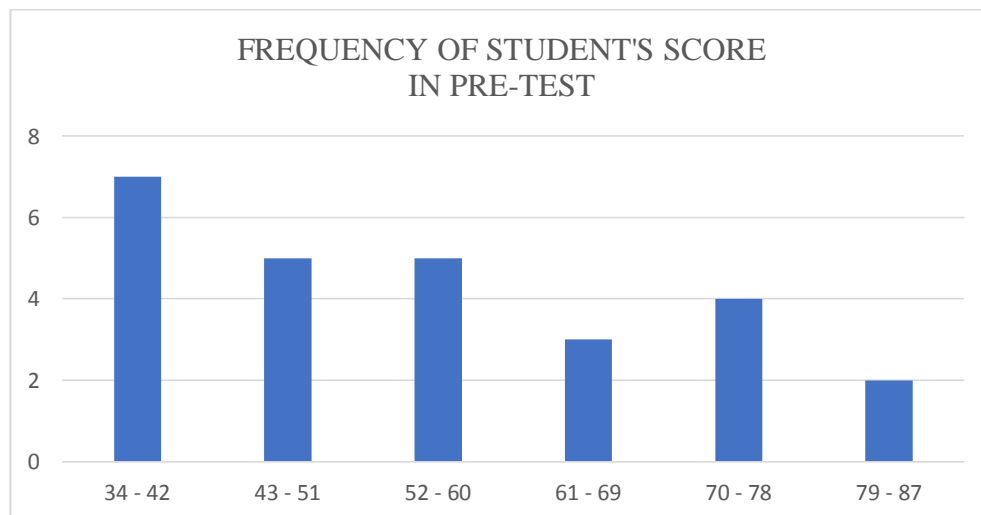
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 8**Frequency Distribution as the Result of Experimental Class Pre-Test at the Second Grade of SMA Al Ismailiyun Natar**

Interval	Frequency	Categories	Percentages %
79-90	2	High	7,69%
70-78	4	Fair	15,38%
61-69	3	Low	11,54%
52-60	5	Low	19,23%
43-51	5	Low	19,23%
34-42	7	Low	26,92%
	26		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 79.

Therefore, it be conclude that students speaking ability in the pre-test was unsatisfied.

Graph 1

The graph of table frequency distribution above described that the result of the students' score of pre-test (experimental class). There were 7 (26,92%) students got score 34-42. Futhermore, there

were 5 (19,23%) students who got score 43-51, 5 (19,23%) students who got score 52-60, 3(11,54%) students who got score 61-69, 4 (15,38%) students who got score 70-78, and 2 (7,69%) students got score 79-87. From the data above, it can be seen that students speaking ability in pre-test was unsatisfied.

Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 9

**The Result of Students' Control Class Pre-Test
at the Second Grade of SMA Al Ismailiyun Natar**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AM	9	6	9	5	5	34
2.	AI	9	10	11	9	9	48
3.	AR	11	8	13	7	5	44
4.	AAG	12	13	16	10	9	60
5.	AU	14	14	17	12	12	69
6.	DGW	16	16	18	15	14	79
7.	DHS	12	13	16	10	9	60
8.	DAF	10	8	12	7	5	42
9.	DNA	14	14	17	12	12	69
10.	FA	10	8	13	7	5	43
11.	GTS	14	14	17	13	12	70
12.	HR	16	16	18	15	13	78
13.	NPS	12	13	16	11	9	61
14.	NK	10	8	12	7	5	42
15.	NKS	12	13	16	10	9	60
16.	NS	9	11	11	11	9	51
17.	NRR	12	13	16	11	9	61

18.	NF	12	13	16	11	9	61
19.	OM	18	18	19	17	15	87
20.	RAS	9	11	11	11	9	51
21.	RH	12	13	16	10	9	60
22.	RLA	16	16	18	15	14	79
23.	RHR	14	14	17	12	12	69
24.	RAP	18	18	19	17	15	87
25.	RL	10	8	12	7	5	42
26.	TUTK	10	8	12	7	5	42
Total							1549
Average							59,57692
The highest score							87
The lowest score							34

Note :

Fl = Fluency

Pr = Pronunciation

Vo = Vocabulary

Gr = Grammatical Accuracy

In = Interactional Strategies

Based on the table above, the researcher then measured the class interval as follows:

$R = \text{the highest score} - \text{the lowest score}$

$$= 87 - 34$$

$$= 55$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.33 \log 26$$

$$= 1 + 4,66$$

$$= 5,66$$

$$= 6$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{55}{6} \\
 &= 8.83 \\
 &= 9
 \end{aligned}$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

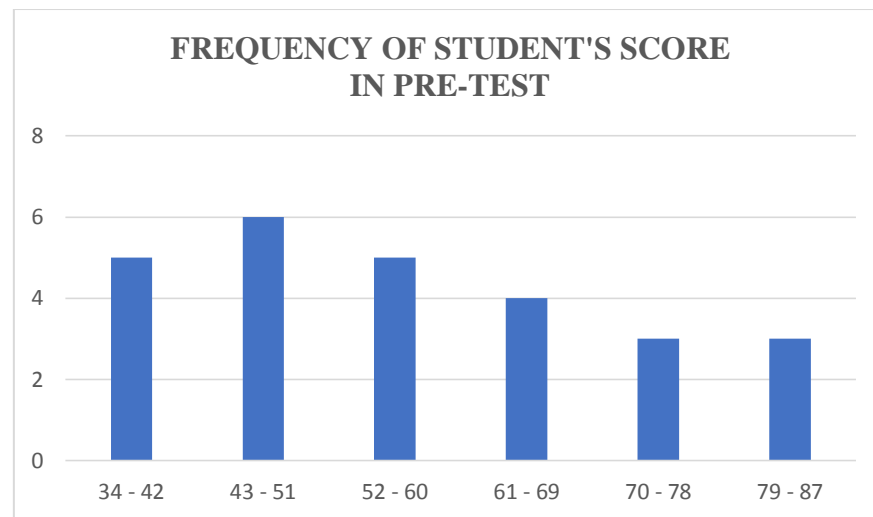
Table 10

Frequency Distribution as the Result of Control Class Pre-Test at the Second Grade of SMA Al Ismailiyun Natar

Interval	Frequency	Categories	Percentages %
79 – 87	3	High	11,53%
70 – 78	3	Fair	11,53%
61 – 69	4	Low	15,38%
52 – 60	5	Low	19,23%
43 – 51	6	Low	23,07%
34 – 42	5	Low	19,23%
	26		100%

Based on the table of frequency distribution above, it can be inferred that most of students got score under 79.

Therefore, it be conclude that students speaking ability in the pre-test was unsatisfied.

Graph 2

The graph of table frequency distribution above described that the result of the students' score of pre-test (control class). There were 5 (19,23%) students got score 34-42. Futhermore, there were 6 (23,07%) students who got score 43-51, 5 (19,23%) students who got score 52-60, 4 (15,38%) students who got score 61-69, 3 (11,53%) students who got score 70-78, and 3 (11,53%) students got score 79-87. From the data above, it can be concluded that students speaking score in control class is better that experimental class.

b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking ability before and after a treatment was given. And the data of post-test score at the experimental class as follows:

Table 11

**The Result of Students' Experimental Class Post-Test
at the Second Grade of SMA Al Ismailiyun Natar**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AD	15	15	16	10	8	66
2.	AlDy	16	16	17	17	15	81
3.	AS	17	16	17	17	15	82
4.	BD	17	16	18	13	11	75
5.	CDH	16	15	17	13	11	72
6.	DPW	17	17	17	14	11	76
7.	DP	16	18	19	18	17	88
8.	DAL	16	18	19	18	17	88
9.	EWL	18	18	1	12	17	87
10.	FH	12	12	15	13	10	61
11.	KAP	16	16	17	18	11	73
12.	KDK	18	18	19	13	18	91
13.	MN	15	15	16	13	11	70
14.	MAM	15	15	16	18	11	70
15.	MK	18	18	19	13	17	88
16.	NSN	18	18	18	13	17	88
17.	Nur	17	18	18	18	17	89
18.	PD	19	18	19	18	18	91
19.	PWN	15	17	18	18	17	86
20.	QS	19	19	20	18	19	96
21.	RWN	20	19	20	17	19	97
22.	RP	15	16	18	19	18	86
23.	VA	15	17	18	19	17	83
24.	WPF	16	15	17	18	11	73
25.	YAS	13	12	15	18	10	62
26.	ZFS	16	16	17	13	15	81
Total							2100
Average							80,7692
The highest score							97
The lowest							61

Based on the table above, the researcher then measured the class interval as follows:

R = the highest score – the lowest score

$$= 97-61$$

$$= 36$$

K = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 26$$

$$= 1 + 4,66$$

$$= 5,66$$

$$= 6$$

P = $\frac{R}{K}$

$$= \frac{36}{6}$$

$$= 6$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

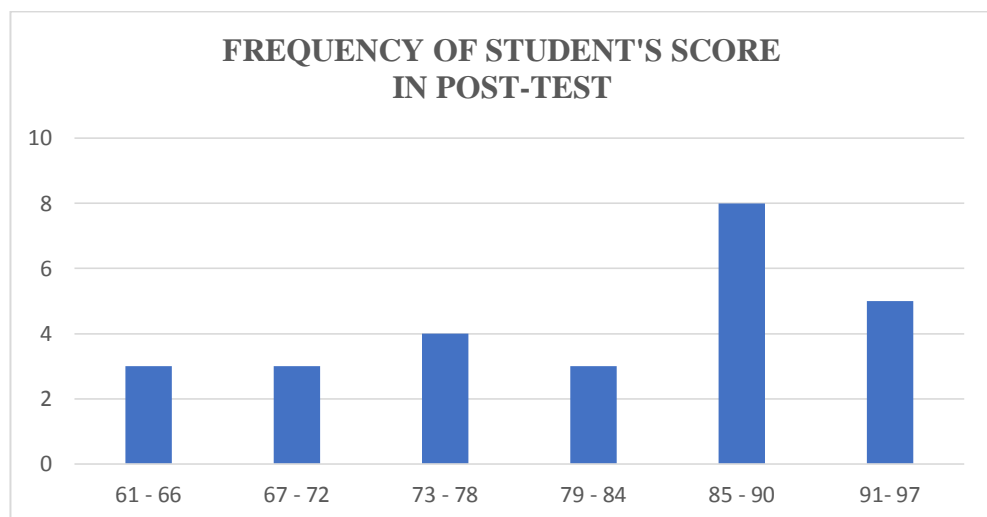
Table 12

Frequency Distribution as the Result of Experimental Class Post-Test at the Second Grade of SMA Al Ismailiyun Natar

Interval	Frequency	Categories	Percentages %
91 – 97	5	High	19,23 %
85 - 90	8	High	30,76 %
79 – 84	3	High	11,53 %
73 – 78	4	Fair	15,38 %
67 – 72	3	Low	11,53 %
61 – 66	3	Low	11,53 %
	26		100 %

Based on the table of frequency distribution above, it can be inferred that 16 (61,52%) students got more than 79 which was the minimum mastery criteria (MMC). Therefore, it can be inferred that the students' speaking ability was increased or easy to say was good.

Graph 3



The graph of table frequency distribution above described that the result of the students' score of post-test (experimental class). There were 3 (11,53%) students got score 61-66. Furthermore, there were 3(11,53%) students who got score 67-72, 4 (15,38%) students who got score 73-78, 3 (11,53%) students who got score 79-84, 8 (30,76%) students who got score 85-90, and 5 students (19,23%) got score 91-97. In short, it can be inferred that the students' speaking ability was increased.

The researcher also conducted post- test for the control class. The result of the students' post-test at the control class can be identified as follow:

Table 13

**The Result of Students' Control Class Post-Test
at the Second Grade of SMA Al Ismailiyun Natar**

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AM	11	8	11	5	5	40
2.	AI	9	10	11	9	9	48
3.	AR	11	8	13	7	5	44
4.	AAG	12	13	16	10	9	61
5.	AU	14	14	17	12	12	69
6.	DGW	16	16	18	15	12	77
7.	DHS	12	13	16	10	10	61
8.	DAF	11	8	13	7	5	44
9.	DNA	15	14	17	12	12	70
10.	FA	10	7	11	6	6	40
11.	GTS	15	14	17	12	12	70
12.	HR	17	17	18	15	12	79
13.	NPS	12	13	16	10	10	61
14.	NK	11	8	13	7	6	45
15.	NKS	12	13	16	12	10	63
16.	NS	9	11	11	11	9	51
17.	NRR	12	13	16	8	9	58
18.	NF	12	13	15	12	9	61
19.	OM	18	18	20	17	17	90
20.	RAS	9	11	11	11	9	51
21.	RH	12	13	15	12	9	61
22.	RLA	17	17	18	15	13	80
23.	RHR	14	14	17	12	12	69
24.	RAP	18	18	20	17	17	90
25.	RL	11	8	11	7	5	42
26.	TUTK	11	8	11	7	5	42
Total							1561
Average							60,03846
The highest score							92
The lowest							40

Based on the table above, the researcher then measured the class interval as follows:

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 92 - 40$$

$$= 52$$

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.4 \log 26$$

$$= 1 + 4,66$$

$$= 5,66$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{52}{6}$$

$$= 8,6$$

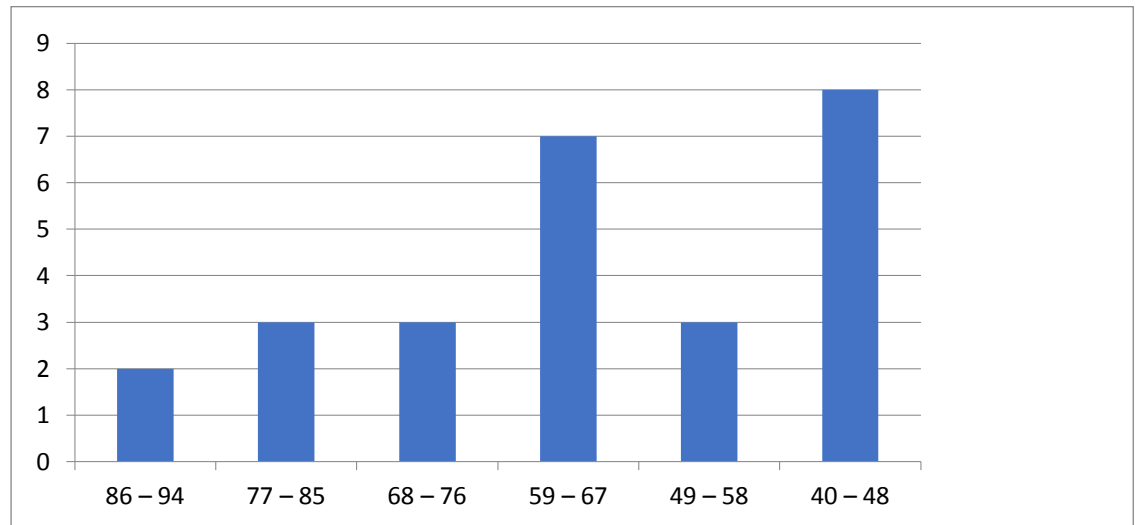
$$= 9$$

After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 14

**Frequency Distribution as the Result of Control Class Post-Test
at the Second Grade of SMA Al Ismailiyun Natar**

Interval	Frequency	Categories	Percentages %
86 – 94	2	High	7,69 %
77 – 85	3	Fair	11,53 %
68 – 76	3	Low	11,53 %
59 – 67	7	Low	29,92 %
49 – 58	3	Low	11,53 %
40 – 48	8	Low	30,76 %
Total	26		100 %

Graph 4**Frequency of Students' Score in Post Test**

The graph of table frequency distribution above described that the result of the students' score of post-test (control class). There were 8 (30,76%) students got score 40-48. Futhermore, there were 3 (11,53%) students who got score 49-58, then 7 (29,92%) students who got score 59-67, also 3 (11,53%) students who got score 68-76. Then 3 (11,53%) students who got score 77-85, and 2 (7,69%) students got score (29,92%). From the data above, it can be seen that students' speaking ability in post test was good.

c. The Result of Questionnaire

The questionnaire was conducted to know the students' response about English lesson especially speaking ability and response after learning speaking through team assisted individualization technique. The questionnaire was given to the students in XI IPA 1 of SMA Al Ismailiyun Sukadamai Natar. The questionnaire had ten

questions which covered in ten issues. The table below showed the result of Questionnaire:

Table 15

The Result of Questionnaire

No	Perception	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The students' motivation toward the English lesson	15.4%	26.9%	46.2%	11.5%	0
2	The most difficult skill in English lesson	57.7%	19.2%	15.4%	7.7%	0
3	The students' feeling toward the teacher's style in teaching speaking	3.8%	23.1%	50%	15.4%	7.7%
4	The teacher's implementation of the suitable technique in teaching speaking	3.8%	19.2%	38.5%	26.9%	11.5%
5	The students' feeling toward their result in English lesson	11.5%	38.5%	26.9%	15.4%	7.7%
6	TAI technique is the interesting technique	19.2%	65.4%	15.4%	0	0
7	The usefulness of TAI technique	26.9%	57.7%	15.4%	0	0
8	The students' response about teaching speaking through TAI technique	15.4%	46.2%	30.8%	7.7%	0
9	The extent of the role of peers' response in improving speaking	11.5%	50%	34.6%	3.8%	0
10	The teacher's perform during teaching speaking through TAI technique	7.7%	61.5%	30.8%	0	0
Total		172.9%	407.7%	304%	88.4%	26.9%
Mean		17.29%	40.77%	30.4%	8.84%	2.69%

The first issue was on the students' liking for English lesson that most (46.2%) of the students felt fair to English lesson. The second issue is about the most difficulties skill in English. Some of students (57.7%) assumed that speaking was the most difficult skill to learn. The third issue was the students' feeling toward the teacher's style in teaching speaking. It indicated (50%) that the students neither agree nor disagree. So, it needed innovation of teaching to develop their motivation in learning speaking.

The fourth issue was on the teacher's implementation of the suitable technique in teaching speaking. It showed that most (38.5%) of the students still got difficulties in learning speaking. The fifth issue was about the students' feeling toward their result in English lesson. Although many students (38.5%) were satisfied, it could not be said that the English scores were good because they still found that some of students were not satisfied with their English speaking scores.

The sixth issue was about the students' perception of TAI technique as an interesting technique. It was clearly indicated that the most (65.4%) of the students were agree if TAI technique was interesting technique. The seventh issue was about the usefulness of TAI technique. It showed that most (57.7%) of the students agreed that TAI technique could motivated them to participate actively in speaking class.

The eighth issue was on the students response about teaching speaking through TAI technique. It was indicated that most (46.2%) students agreed. Those neither agree nor disagree amounted (30.8%). The ninth issue was on extent of the role of peers' response in improving speaking quality. The table showed that (50%) students agreed about it. The last issue was about the teacher's perform during teaching speaking through TAI technique. It was indicated that most (61.5%) students agreed.

To sum up the result of the questionnaire from the students view, it indicated that 17.29% students strongly agreed that English lesson especially speaking ability was difficult and TAI technique motivated them to communicate and interact to the other. Those agreed amounted to 40.77%. Those neither agree nor disagree comprised 30.4%. It was also clearly indicated in the table that 8.84% students disagree and 2.69% students strongly disagree. It meant that 58.06% of students were motivated during the implemented TAI technique in speaking class. This implied that the first criteria of success had been fulfilled.

B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using team assisted individualization (TAI) technique and control class which did not receive treatment using team assisted individualization (TAI) technique at the second grade of SMA Al Ismailiyun Natar, as follows:

- a. Preparing the table in order to investigate the differences between experimental class and control class:

Table 16

The Authentic Table of the Differences between Experimental Class and Control Class at the Second Grade of SMA Al Ismailiyun Natar

Control Class					Experimental Class				
NO	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)	NO	Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AM	34	34	0	1.	AD	65	66	1
2.	AI	48	48	0	2.	AIDy	75	81	6
3.	AR	44	44	0	3.	AS	52	82	30
4.	AAG	60	61	1	4.	BD	75	75	0
5.	AU	69	69	0	5.	CDH	49	72	23
6.	DFW	79	77	-2	6.	DPW	76	76	0
7.	DHS	60	61	1	7.	DP	51	88	37
8.	DAF	42	44	2	8.	DAL	60	88	28
9.	DNA	69	70	1	9.	EWL	73	87	14
10.	FA	43	40	-3	10.	FH	67	61	-6
11.	GTS	70	70	0	11.	KAP	49	73	24
12.	HR	78	79	1	12.	KDK	58	91	33
13.	NPS	61	61	0	13.	MN	52	70	18

14.	NK	42	45	3	14.	MAM	41	70	29
15.	NKS	60	63	3	15.	MK	59	88	29
16.	NS	51	51	0	16.	NSN	39	88	49
17.	NRR	61	58	-3	17.	Nur	38	89	51
18.	NF	61	61	0	18.	PD	45	91	46
19.	OM	87	90	3	19.	PWN	64	86	22
20.	RAS	51	51	0	20.	QS	85	96	11
21.	RH	60	61	1	21.	RWN	90	97	7
22.	RLA	79	80	1	22.	RP	37	86	49
23.	RHR	69	69	0	23.	VA	34	83	49
24.	RAT	87	90	3	24.	WPF	45	73	28
25.	RL	42	42	0	25.	YAS	42	62	20
26.	TUTK	42	42	0	26.	ZFS	42	81	39
The Result		1549	1561	$\sum X = 12$	The Result		1463	2100	$\sum Y = 637$

a. Putting the data into t-test formula in order to get t_{observed} :

$$M_x = \frac{12}{26} = 0.4615$$

$$M_y = \frac{637}{26} = 24.5$$

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 59 - \frac{(12)^2}{26} \\ &= 59 - \frac{144}{26} \\ &= 59 - 5.5 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 22729 - \frac{(637)^2}{26} \\ &= 22729 - \frac{405769}{26} \\ &= 22729 - 15606.5 \end{aligned}$$

$$\sum x^2 = 53.5$$

$$\sum y^2 = 7122.5$$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$\begin{aligned}
 t &= \frac{0.4615 - 24.5}{\sqrt{\left(\frac{53.5 + 7122.5}{26 + 26 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}} \\
 &= \frac{+ 24.0385}{\sqrt{\left(\frac{7176}{50}\right)\left(\frac{2}{26}\right)}} \\
 &= \frac{24,0385}{\sqrt{(143,52 \times 0.076)}} \\
 &= \frac{24.0385}{\sqrt{10.90752}} = \frac{24.0385}{3.302} = 7.279
 \end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 7.279

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using team assisted individualization (TAI) technique in at the Second Grade of SMA Al Ismailiyun Natar, as follows:

- a. Preparing the table distribution frequency of pre-test and post-test in experimental class (XI IPA 1)

Table 17

**Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (XI IPA 1)**

Variables	Category			Total
	High	Fair	Low	
Pre-Test	2	4	20	26
Post-Test	16	4	6	26
Total	18	8	26	52

b. Putting the data into Chi-Square analysis technique in order to get

χ^2_{observed} .

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 18

Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	2	9	-7	49	5.444
2	4	4	0	0	0
3	20	13	7	49	3.769
4	16	9	7	49	5.444
5	4	4	0	0	0
6	6	13	-7	49	3.769
Σ	52	52	0	196	18.426

Moreover, after putting the data above into Chi-Square analysis, the researcher got χ^2_{observed} is 18.426

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

3) Alternative Hypothesis (Ha)

There is a positive and significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

4) Null Hypothesis (Ho)

There is no a positive and significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

Furthermore, after H_a and H_o has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

- c. If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a is accepted and H_o is rejected.
- d. If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a is rejected and H_o is accepted.

It means that if the t_{observed} is higher than t_{table} (there is a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there is a significant influence), H_a is accepted and H_o is rejected. On the other way, if the t_{observed} is smaller than t_{table} (there is no a positive influence) and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ (there is no a significant influence), H_a is rejected and H_o is accepted.

1. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} is 7.279 . If the researcher interprets it base on the concept above. It can be infered that there is a positive and significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive and significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$d.f = N_x + N_y - 2.$$

$$d.f = N_x + N_y - 2$$

$$= 26 + 26 - 2$$

$$= 50$$

The degrees of freedom (d.f) was 50, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 19

Critical Value of t_{table}

Level of significant	5%	1%
d.f 50	2.009	2.678

From all data analysis above, it can be known that:

$$t_{observed} = 7.279$$

$$t_{table} = 2.009 (5\%) \text{ and } 2.678 (1\%)$$

Furthermore, the data confirm that t_{observed} is higher than t_{table} , or it can be written as $2.008 < 7.279 > 2.678$. It means that there is a positive influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

2. Interpretation of χ^2_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of χ^2_{observed} is 18.426. If the researcher interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 20

Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 2	4.303	9.925

From all data analysis above, it can be known that:

$$\chi^2_{observed} = 18.426$$

$$\chi^2_{table} = 5.99 (5\%) \text{ and } 9.21 (1\%)$$

Furthermore, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as $4.303 < 18.426 > 9.925$. There are high or significant difference between $\chi^2_{observed}$ and χ^2_{table} . It means that there is a significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

Regarding to the all the finding above, the data confirm that $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant influence). It means that H_a is accepted and H_o is rejected. On the other word, there is a positive and significant influence of using team assisted individualization (TAI) technique toward the students' speaking ability at the second grade of SMA Al Ismailiyun Natar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the application of Team Assisted Individualization (TAI) Technique in students' speaking ability, it could be concluded that there was an influence of using Team Assisted Individualization (TAI) Technique toward Students' Speaking Ability at the Second Grade of SMA Al Ismailiyun Sukadamai Natar. It can be seen from the result of the pre-test and post-test. The score that they got before and after the treatment was so different. In pre-test; the average score of experimental class is 56,27 and the average score of post-test is 80,76. In pre-test; the average score of control class is 59,5 and the average score of post-test is 60,27. The result of this research is $t_{\text{observation}} > t_{\text{table}}$ ($2,009 < 7.279 > 2.678$). Where is the H_a is accepted and H_o is rejected it means that, there is positive and significant influence of using Team Assisted Individualization (TAI) Technique toward Students' Speaking Ability at the Second Grade of SMA Al Ismailiyun Sukadamai Natar.

Moreover, the result of the questionnaire that given to the students after using team assisted individualization technique in teaching speaking showed that the students gave positive responses toward the action. It could overcome their difficulty in term of pronouncing the word or

sentences, vocabularies, fluency and comprehension. They can share their ideas by English speaking with their interlocutors.

Furthermore, Team Assisted Individualization (TAI) Technique can be solution for the teacher to teach the students in speaking ability, the students will be more active in learning process. They are given much more opportunities to explore all of their skill. By using this technique, teaching and learning process is more interesting, enjoyable and relaxed and all of the students will take part actively in teaching and learning process.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in the process of learning English so they can be more competent and well practiced of the material that has been given by the teacher especially in their ability of speaking.
2. The students are suggested to improve their personal competencies of grammar, vocabularies and discourse in order to have a good perform in speaking English.
3. It is suggested for the English teacher to use Team Assisted Individualization (TAI) Technique as an alternative method in the classroom because this technique is an effective, simple, and very

beneficial to improve the students' speaking ability and to encourage the students in their learning process.

4. The teacher is also expected to give more motivation to the students in order to be more excited in learning English since many students assume that English is very difficult subject to be learned.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is very effective technique to be applied for the teacher in teaching and delivering the material.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / Genap
Materi Pokok	: Analytical Exposition
Alokasi Waktu	: 2 x 1 jp (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	Siswa dapat menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

D. Materi Pembelajaran

Teks eksposisi analitis

Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

Struktur teks

- a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
- c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur Kebahasaan:

- Kalimat Simple Present
- Conditional Clauses

E. Metode Pembelajaran

Pendekatan Saintifik dengan menggunakan metode diskusi

F. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit
Kegiatan inti	<p>Mengamati</p> <p>Siswa menyimak contoh pemaparan suatu kejadian yang diberikan/ diperdengarkan guru</p> <p>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan bagaimana cara memaparkan dan memberikan tanggapan mengenai suatu kejadian.</p>	60 menit

<p>Kegiatan inti</p>	<p>Mengeksplorasi</p> <p>Siswa diberikan suatu topik mengenai masalah sosial. Setiap kelompok mendapatkan topik yang berbeda-beda.</p> <p>Berkelompok, siswa diberikan waktu untuk mempersiapkan pendapatnya mengenai topik yang telah diberikan</p> <p>Siswa bertukar pendapat mengenai topik dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> <p>Siswa lain dalam kelompok yang sama harus menanggapi sebelum memberikan tanggapannya</p> <p>Mengasosiasi</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <p>Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan.</p> <p>Siswa Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p>	<p>60 menit</p>
<p>Penutup</p>	<ul style="list-style-type: none"> - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik dan guru mengucapkan salam penutup 	<p>10 menit</p>

G. Alat dan Sumber Belajar

Alat dan bahan :

- Proyektor/infocus
- White Board
- Netbook
- Powerpoint

Sumber Belajar :

1. Suara guru.
2. Internet

H. Penilaian Hasil Pembelajaran (Assessment)

Kriteria penilaian:

1. Pencapaian fungsi sosial
2. Kelengkapan dan keruntutan struktur teks
3. Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
4. Kesesuaian format penulisan/ penyampaian

Pengamatan (observations):

Sasaran penilaian adalah:

1. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi
2. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi
3. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
4. Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio

1. Kumpulan hasil tes dan latihan.
2. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Rubrik Penilaian :

Aspect	Category	Indication
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some erros of pronunciation which may occasiaonally lead to incomprehension.
	2(fair)	Comprehension suffers due to

		frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional Strategies	4(excellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is

		generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal.

Score = The score gained by student [(1-20) x 5] x 100¹⁰

Maximum Score

Natar, Januari 2018

Guru Mapel Bahasa Inggris

Peneliti,

Umi Nurjanah, S.Pd

Zahrotul Lathiifah

NPM. 13108847

PRE-TEST (Control Class)

Dirrections!

- 1. Please come forward one by one in front of class!**
- 2. Please speak louder and give all the answers clearly!**
- 3. Please introduce yourself in front of the class about:**
 - a. Your full name**
 - b. Where you live**
 - c. Your hobby**
 - d. Your dream**

POST-TEST (Control Class)

Dirrections!

- 1. Choose and discuss one of the topics below with your group and give your opinion:**
 - a. Drags**
 - b. Global Warming**
 - c. Free Sex**
 - d. Moral Abuse**
 - e. Education System**

PRE-TEST (Experiment Class)

Dirrections!

- 1. Please come forward one by one in front of class!**
- 2. Please speak louder and give all the answers clearly!**
- 3. Please introduce yourself in front of the class about:**
 - a. Your full name**
 - b. Where you live**
 - c. Your hobby**
 - d. Your dream**

POST-TEST (Experiment Class)

Dirrections!

- 1. Choose and discuss one of the topics below with your group and give your opinion:**
 - a. Drags**
 - b. Global Warming**
 - c. Free Sex**
 - d. Moral Abuse**
 - e. Education System**

STUDENTS' QUESTIONNAIRE

Nama :

Kelas :

PETUNJUK:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran berbicara (*speaking*) pada pelajaran bahasa Inggris dan pengaruh kemampuan berbicara (*speaking*) bahasa Inggris dengan menggunakan *team assisted individualization (TAI) technique* yang di terapkan dalam kelas anda pada pelajaran bahasa Inggris.
2. Jawablah dengan jujur sesuai dengan keadaan sebenarnya.
3. Bacalah dengan seksama setiap pernyataan di bawah ini.
4. Beri tanda *checklist* (✓) pada salah satu pilihan jawaban dalam kolom yang telah disediakan, dengan keterangan sebagai berikut:
SS : Sangat Setuju
S : Setuju
BS : Biasa Saja
TS : Tidak Setuju
STS : Sangat Tidak Setuju
5. Tidak ada jawaban yang bernilai benar atau salah, tetapi yang ada merupakan pendapat atau kondisi yang saudara/i rasakan.
6. Kerjakan setiap nomor, jangan sampai ada yang terlewatkan.
7. Terimakasih atas bantuan dan kerjasamanya.

No	Pernyataan	Alternatif Jawaban				
		S S	S	B S	T S	ST S
1	Saya sangat suka mengikuti pelajaran bahasa Inggris di kelas.					
2	Diantara 4 (empat) kecakapan berbahasa: menyimak (<i>listening</i>), berbicara (<i>speaking</i>), membaca					

	(<i>reading</i>), dan menulis (<i>writing</i>), Berbicara (<i>speaking</i>) dalam bahasa Inggris adalah yang paling sulit.					
3	Cara guru mengajar pada pelajaran berbicara (<i>speaking</i>) dalam bahasa Inggris sangat menyenangkan.					
4	Teknik yang digunakan guru dapat mengatasi kesulitan saya dalam berbicara (<i>speaking</i>) bahasa Inggris.					
5	Saya merasa puas dengan nilai bahasa Inggris materi berbicara (<i>speaking</i>) selama ini.					
6	Team Assisted Individualization (TAI) adalah teknik yang menarik dalam belajar berbicara (<i>speaking</i>) bahasa Inggris.					
7	Team Assisted Individualization (TAI) Technique mengajarkan saya untuk bisa mengungkapkan ide-ide dengan menggunakan bahasa Inggris, saling bertukar pendapat, berkompetisi, bekerjasama dan menghargai orang lain.					
8	Dengan menggunakan Team Assisted Individualization (TAI) Technique, saya merasa mudah untuk merespon dan menyampaikan pendapat mengenai materi yang sedang dipelajari.					
9	Dengan mengungkapkan pendapat saya di depan kelas, memotivasi saya untuk membiasakan berbicara menggunakan bahasa Inggris dan belajar lebih giat lagi.					
10	Cara guru mengajar dengan menggunakan Team Assisted Individualization (TAI) Technique sangat menyenangkan.					

DOCUMENTATION

1. Experimental Class



2. Control Class





PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA AL ISMAILIYUN KAB. LAMPUNG SELATAN
TERAKREDITASI



Jl. Protocol No.68 Desa Sukadamai Kec. Natar Kab. Lampung selatan Kode Pos 35362

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Lamp. : -
Perihal : Surat Balasan Izin Research
FTIK – IAIN Metro

Yth, Ketua Program Pendidikan Bahasa Inggris
FTIK – IAIN Metro
Di

Metro

Dengan Hormat,

Menindaklanjuti surat Nomor 0441/In.28/D.1/TL.01/2018 tanggal 22 Januari 2018 tentang Permohonan Izin Research di SMA Al Ismailiyun Natar, dengan ini kami memberi fasilitas seluas-luasnya kepada mahasiswa tersebut di bawah ini:

Nama : ZAHROTUL LATHIIFAH
NPM : 13108847
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan penelitian pada tanggal 22 - 27 Januari 2018. Demikian surat balasan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Natar, 22 Januari 2018
Kepala SMA Al Ismailiyun



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CURRICULUM VITAE



Zahrotul Lathiifah was born in Purwosari on June 30th, 1995, and spent her childhood in subdistrict Dipasena, Rawajitu. She is the first daughter of Mr.Wiyono and Mrs. Tati Khosiyati. She lives in Metro to finish her study in State Institute for Islamic Studies of Metro.

She took her elementary school at SD Citra Insani (2001-2006), and then she took junior high school at SMP Roudlatul Qur'an (2006-2009) and senior high school (2009-2013) at MAN 1 of Metro. Then, She continued her study at State Institute for Islamic Studies of Metro and decided to have lecture in English major. Many things that she has gotten in the classroom from the best lecturer. After four years, she graduated from State Institute for Islamic Studies of Metro and hoped get the job soon.