

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING *TEAM ASSISTED INDIVIDUALIZATION*
(TAI) METHOD ON THE STUDENTS READING SKILL AMONG
THE EIGHTHGRADERS STUDENTS OF MTs MIFTAHUL
HUDA SEPUTIH RAMAN, CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019

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In English Education Department

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(IAIN) OF METRO

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IN THE ACADEMIC YEAR OF 2018/2019**

ABSTRACT

**By:
RISWANTO**

The purpose of this research is to prove that using Team Assisted Individualization (TAI) method influenced the students' reading skill and students' learning activities among the eighth graders students of MTs Miftahul Huda, Seputih Raman in the Academic Year of 2018/2019. The researcher had decided the problem in this research that focused on reading skill. It is related on the problem identification that the students have low motivation to learn English especially in reading, they got the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

This research conducted quantitatively, in form of experiment research. The population of the research are the students among the eighth grade of MTs Miftahul Huda Seputih Raman which consist of 25 students. And the sample is the class VIII grade students which also consist of 25 students. This research was conducted by using clustering sampling technique. The instruments used are test, observation, and document. Before conducting research, the writer had been teaching about 6 times in the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 16% students that could fulfill minimum mastery criteria (KKM) and mean of the pre-test is 53,28. It can be called that the result of pre-test was unsatisfactory. Then, in post-test there were 68% students that could fulfill minimum mastery criteria (KKM) and mean of the post-test was 69, 48. It meant that there was a significant influence of using Team Assisted Individualization (TAI) on the the students reading skill at the eighth graders of MTs Miftahul Huda in academic year 2018/2019.

Keywords: *Reading Skill, Team Assisted Individualization.*

**PENGARUH PENGGUNAAN METODE TEAM ASSISTED
INDIVIDUALIZATION (TAI) TERHADAP KEAHLIAN
MEMBACA SISWA MTs MIFTAHUL HUDA
SEPUTIH RAMAN LAMPUNG TENGAH
TAHUN PELAJARAN 2018/2019**

ABSTRAK

**Oleh:
RISWANTO**

Penelitian ini bertujuan untuk membuktikan bahwa menggunakan metode Team Assisted Individualization terhadap keahlian membaca dan kegiatan belajar siswa di kelas delapan MTs Miftahul Huda Seputih Raman Lampung Tengah pada tahun ajaran 2018/2019. Peneliti sudah menentukan permasalahan yang akan diteliti pada penelitian ini yaitu berfokus pada keahlian membaca. Hal ini berkaitan dengan indentifikasi permasalahan bahwa siswa memiliki motivasi yang rendah dalam belajar Bahasa Inggris khususnya membaca, mereka kesulitan untuk menentukan ide pokok dan informasi dari teks tersebut, dan mereka juga tidak tertarik dengan metode pembelajaran dalam kelas. Mereka selalu merasa bosan setiap pelajaran membaca.

Penelitian ini dilakukan secara kuantitatif, dalam bentuk penelitian eksperimen. Populasi penelitian ini adalah siswa-siswi kelas delapan MTs Miftahul Huda Seputih Raman yang terdiri dari 25 siswa. Dan sampelnya adalah siswa kelas VIII yang juga terdiri dari 25 siswa. Penelitian ini dilaksanakan dengan menggunakan sampling random atau acak. Instrumen yang digunakan adalah tes, observasi, dan dokumen. Sebelum penulis melakukan research, penulis telah mengajar sekitar 6 kali di kelas untuk mendapatkan informasi dari siswa. Tes adalah metode utama dalam mengumpulkan data. Tes telah dilakukan dua kali, yaitu pre-test dan post-test. Selanjutnya, dokumentasi dan observasi adalah metode pendukung dalam mengumpulkan data.

Akhirnya, data membuktikan bahwa di pre-test hanya 16% siswa yang mampu mencapai kriteria penguasaan minimum (KKM) dan rata-rata dari pre-test adalah 53,28. dapat dikatakan bahwa hasil pre-test tidak memuaskan. Kemudian, dalam post-test terdapat 68% siswa yang dapat memenuhi kriteria penguasaan minimum (KKM) dan rata-rata post-test adalah 69,48. Ini berarti bahwa ada pengaruh yang signifikan menggunakan metode Team Assisted Individualization (TAI) pada siswa. keterampilan membaca pada siswa kelas delapan MTs Miftahul Huda pada tahun akademik 2018/2019.

Kata kunci : *Keahlian, dan metode Team Assisted Individualization*



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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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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No. B-0321/In-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: THE INFLUENCE OF USING TEAM ASSISTED (TAJ) METHOD ON THE STUDENTS READING SKILL AMONG THE EIGHTH GRADE STUDENTS OF MTs MIFTAKHUL HUDA SEPUTIH RAMAN LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2018/2019, written by RISWANTO, student number 14127787, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, January 18th 2019 at 13.00- 15.00 p.m.

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MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ



Niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan. (Q.S. Al-Mujaadilah: 11)

Hidup dan nasib bisa tampak berantakan misterius fantastis dan sporadis, namun setiap elemennya adalah subsistem. Keteraturan dari sebuah desain holistik yang sempurna. Menerima kehidupan berarti menerima kenyataan bahwa tidak ada hal sekecil apapun di dunia ini terjadi secara kebetulan. Ini adalah fakta penciptaan yang tak terbantahkan

(Disadur dari pemikiran agung Harun Yahya)

DEDICATION PAGE

“I dedicate this undergraduate thesis to my beloved family who sincerely support me and all of my friends always in joy and sorrow”

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As human beings who constantly have faith and believe in ^{الله} the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the writer that he could accomplish this proposal. Sholawat and Salam be upon our prophet Muhammad ^ﷺ, the great leader of moral awakening in the world.

This Undergraduate Thesis entitled "The Influence of Using Team Assisted Individualization (TAI) Method on the Students Reading Skill among the Eighth Graders students of MTs Miftakhul Huda, Seputih Raman, Lampung Tengah". There were many helpful individuals involved in accomplishing this Undergraduate Thesis. His acknowledgments go to both of his advisors, Dr. Umi Yawisah, M.Hum And Mrs. Syahreni Siregar, M.Hum. May Allah SWT gives them reward for supporting and guiding during the arrangement of this Undergraduate Thesis.

Wise-man said "take what happen as a lesson". The writer apologize for all mistakes he has made in writing and presentation items. Hopefully, this proposal can be benefit for us and English language teaching.

Metro, Januari 2019

The writer



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CHAPTER I

INTRODUCTION

A. Background of the Study

A qualified education is important aspect in every country, therefore the future of the nation depends on the quality of education. Education is not enough for being studied but also education contains of future phenomena about human and society. The aim of education creates smart people in order to be religious, creative, and dependence. The country will develop well, if the citizen also educated well.

Therefore the country will also develop well if the country has a good collaboration with others. The collaboration can be in social, politics, trading, labor, and some other parts. It's been known well if when the country wants to make relation with other countries, at least mastering English must be the big factor. Although recently some translator machines have been found, but we still need to master English. Therefore English has been agreed as the international language.

Realizing how important English is, our government decides to include English as the compulsory subject that should be taught in Junior High School up to University. Nowadays, English is also learned by the students in Elementary school as a local content.

There are four skills of the Language that must be mastered by all Language learners. They are listening, speaking, reading and writing. Listening and reading are receptive skills, speaking and writing are productive skills⁵. All of the students have to learn both receptive and productive skills to complete the curriculum.

As receptive skill, reading is one of the important skills which taught in the school. The teachers have already known that reading is one of the four skills that is very important to be taught to the students. It is very important because reading has influenced to other skills, for examples students know the meaning of the story, read the message, letter or an essay and how to comprehend or transfer the new knowledge to other in English. Furthermore, reading has big impact in their communication and interaction with others.

In this curriculum at Junior High School, the English Material is taught based on the text. The students have to understand a material based on the text. The students should analyse and identify the topic, main idea, generic structure and meaning of the text. The students not only comprehend the text but they should transfer the information and meaning of the text as a new knowledge.

In fact, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. The students are still low in reading skill. The students are difficult to analyse the text and difficult to get the main idea from the material and they are not active during teaching

⁵Kristin Lems, *Teaching reading to English language learners* (New York : The Guilford Press, 2010), p. 5.

learning process. Furthermore, teaching English in reading class is not enough using the teacher's instruction only. The teacher should choose a method can attract the students' interest and encourage their involvement. Here, the researcher uses the Team Assisted Individualization (TAI) method.

Slavin stated that Team Assisted Individualization method is a combination of cooperative learning method and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in an individual sequence of the learning material based on test performance.⁶ The heterogeneous groups are got from a test before making groups or look for the score average of students in reading. In the heterogeneous groups, students have different ability. Students who have great ability in reading are expected to help their teammates who have lower ability in reading.

The writer uses this method because the method can make students easier when learning reading, because they have friend who can help them to teach them when they are confused about the task or text. Sometimes students feel afraid to ask the teacher. Therefore, in this method students are grouped in different academic ability, so that if they find a problem, they can ask their teammates. Usually Team Assisted Individualization (TAI) consists of 4 to 6 students in one group. One person as "teacher" and the others as "students". In this method, students are also taught to be responsible because every student

⁶Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (London: Allymand Bacon, 2005), p. 187.

has a problem that must be done by them.

Based on The explanation above, the writer assumed that TAI method can improve students' reading skill. It helps students to improve their skill because they have friends who can help them in solving their problems when they doing their tasks and to describes about something that they cannot understand. Other benefits of TAI are to understands the content of the text, and improve their social sense.

Based on the pre-survey researcher's observation which had been done by the researcher in MTs MIFTAHUL HUDA Lampung Tengah on July23th 2018, the result of the students reading skill of eighth grade was not satisfied. Many students still have low skill in reading. The following table shows the students' reading skill scores.

Table 1
The pre-survey data of Student Reading Skill At the Eighth Graders of MTs Miftakhul Huda, Seputih Raman, Lampung Tengah

NO	Name Students	Reading skill score	
		Score	category
1	A W	75	Pass
2	AK	50	Fail
3	APS	55	Fail
4	A A A	60	Fail
5	A F U	60	Fail
6	A L	70	Pass
7	C D S	60	Fail
8	D R	75	Pass
9	F A U	70	Pass

10	H S U	65	Fail
11	I R A	65	Fail
12	M R	65	Fail
13	N A R	60	Fail
14	N A R	75	Pass
15	N D S	65	Fail
16	O R	60	Fail
17	P M	85	Pass
18	R A	50	Fail
19	R S A	60	Fail
20	R R N A	65	Fail
21	R P	55	Fail
22	S N A	55	Fail
23	T M	75	Pass
24	T C	65	Fail
25	W S N	65	Fail

Table 2
Category of Reading skill

No	Score	Category	Frequency	Percentage
1	>70	Pass	7	28 %
2	<70	Fail	18	72 %
Total			25	100%

Source: Taken from english teacher of MTs Miftahul Huda

The test result above explains that most of their achievement in reading skill is still far from the standard of criteria. The school passing grade of reading ability is 7.0. In order to get the good result in this research, the

researcher decides the number of students who must get 7.0 is 70% of the entire sample. Thus the goal of teaching reading skill is able to get optimally.

There are some problems which obstruct students' come from student and teacher in the school. From the case, the researcher tries to propose an alternative solution for this problem. Therefore, the researcher is interested to apply Team Assisted Individualization (TAI) method in the reading skill.

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The students have low skill in reading subject.
2. Students are difficult to understand the material based on the text.
3. The students not active in learning process.
4. The students still think that English is one of difficulties subject.
5. Students often feels bored in English class.

C. Problem Limitation

Based on the identification of the problems, the researcher limits the problems are the students have low skill in reading subject and the students not active during the learning process. So, the researcher uses a method in teaching reading at the eighth grade students of MTs Miftahul Huda. This method can develop and make students more active in learning process especially in reading subject.

D. Problem Formulation

Based on the background of the study and problems limitation above, the researcher formulates problem in the research:

“Is there any positive and significant influence of using Team Assisted Individualization (TAI) on the students’ reading skill?”

E. Objective and benefit of the Study

1. Objective of the Study

In relation to the problem formulation above this research was intended to know whether there was positive and significant influence of using Team Assisted Individualization (TAI) on students’ reading skill.

2. Benefits of the Study

There are many benefits of study from this research for many sides. The benefits of the study are:

- a. For students: The student can be more interested in learning reading. So, the students can get more motivation in reading text.
- b. For teacher: As additional information for teachers of English about the application of Team Assisted Individualization (TAI) to teach reading.
- c. For the next researchers: This research can be used as a consideration source for the next researcher who wants to investigate the similar problem in this research about the influence using Team Assisted Individualization (TAI) method

on students' reading skill at the eighth graders of MTs
Miftahul Huda.

F. Prior Research

Many researchers have conducted this method and also many books have described it. Those are making the writer interested to know what Team Assisted Individualization (TAI) method is. St. Nuaisyah Karim had conducted a research with title "The effectiveness of Team Assisted Individualization (TAI) to improve reading comprehension". Based on the research St. Nuaisyah Karim described that scores were higher after the treatment in Experimental class using TAI (*Team Assisted Individualization*) effective to improve students Reading Comprehension. Therefore, this method could apply in teaching English especially to improve students Reading Comprehension⁷.

This method can help to overcome student learning difficulties individually Therefore learning activities are more widely used for solving problem, the characteristic of this type of TAI is that each student individually learns learning materials that have been prepared by the teacher. Individual learning outcomes are brought to groups to be discussed and mutually discussed by group members, and all group members are responsible for the overall answer as a shared responsibility.

It responds as a speaker and a listener. So it could be that they are more

⁷St. Nuaisyah Karim, "The effectiveness of Team Assisted Individualization (TAI) to improve students' reading comprehension at the second grade of senior high school 1 south Polongbangkeng", Makasar, an undergraduate thesis, 2017, p. 45.

active and creative participate and the involvement of the subject understudy.

Students were given test before and after taught some subjects divided in 4-5 students according to TAI method. Eventually, known that after learning used TAI method, students showed the scores were higher than before. It means that TAI method proven effective to improve students' reading comprehension.

The second previous research by Hifdotul Hayat with title "*The use of Team Assisted Individualization (TAI) in teaching reading comprehension on narrative text*". Based on findings of the research, It has found that the students who are taught by using Team Assisted Individualization (TAI) method has been improved in teaching reading comprehension on narrative text than the students who are taught without using Team Assisted Individualization (TAI) method. Hence the students who are taught by using Team Assisted Individualization (TAI) method could elaborate team work and do individually, it made them more understand the text because in their group there was a smart student that was being peer tutoring, so the students could not understand, they could ask to that student⁸.

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

⁸Hifdotul Hayat, "*The use of Team Assisted Individualization (TAI) in teaching reading comprehension on narrative text (A quasi experiment at the first grade senior high school of Al-Irsyad, Banten)*", Banten, an undergraduate thesis, 2017, p. 83.

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

Like the previous researches above the researcher conducts this research entitled “*The influence of using Team Assisted Individualization (TAI) towards students reading skill at the eighth grade of MTs Miftakhul Huda, Seputih Raman, Lampung Tengah in the academic year 2018/2019.*” Quite difference, this research is conducted to know are there any positive and significant influences of using Team Assisted Individualization (TAI) method towards student’s reading skill. The researcher uses quantitative method in data collection. The researcher uses TAI method in learning class with the purpose the students reading skill improved or at least any significant and positive influences. The researcher focuses on skill reading aspect of the student. Hence reading skill is very important to understand English text.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading skill

1. The Definition of Reading

Reading is something many of us take of granted. We read what appears to be little efforts and little planning⁹. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

In the engagement, the readers can understand well what the writer meant in her or his own writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning.

Reading is an action that has goal.¹⁰ Therefore, reading is essential.¹¹ Other expert also defines reading as an activity in which the readers respond to and make sense of a text being read connected to

⁹William Grabe, *Reading in a Second Language (Moving from Theory to Practice)*, (New York: Cambridge University Press, 2009), p. 4.

¹⁰Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press2007), p. 104.

¹¹Camille Blachowicz, Donna Ogle. *Reading Comprehension Strategies for Independent Learners : Second edition*, (New York: The Guilford Press, 2008), p.15.

their prior knowledge.¹² The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they read. By doing this, sometimes the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. The reading skill, once developed, it is the one which can be most easily maintained at a high level by the students themselves without further help from a teacher.¹³

There 3 main categories of the genres of written text.¹⁴ *The first* is academic writing which consists of paper journal, essay, etc. Academic writing focused on the scientific issues. *The second* is job related writing. Job related writing consist of message, letters, memo, etc. This genre usually uses in corporation or institution. *The last* is personal writing. This genre usually uses to express about own writer feeling. Such as diary, letter, message, poetry, etc.

¹²Mary Spratt A. Pulverness and M. Williams, *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p. 21.

¹³Wilga M. Rivers, *Teaching Foreign Language Skills*, (United States: The University of Chicago, 1981), p. 260.

¹⁴H. Douglas Brown, *Language assessment principles and classroom practices*, (San Fransisco: Longman , 2003), p. 219.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the reader's thought. To construct meaning and conceive writer's message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order.

Hence, reading can be defined as an activity which constructs meaning from a written text based on the reader's background knowledge to make better concept so that the readers will learn a new thing from the information grabbed from the text.

2. The Definition of Reading skill

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life

or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text. Definitional component of reading skill which is an individual's standing on some reading assessment.¹⁵

According to Brown, there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals.¹⁶

3. Types of Reading

Reading has variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. In order consider assessment procedures, several types of reading skill. There are fourth types of reading as follow¹⁷:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and

¹⁵Charles A, Perfetti, *Reading Skills*, (Oxford: Pergamon, 2001), p. 2.

¹⁶H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Longman Publishing Group, 2004), p. 187-188.

¹⁷Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching:(Methods, Tools & Techniques)*, (Jaipur: Sunrise, 2008), p. 117-123.

used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely

silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

4. The Strategies of Reading Skill

Strategy in reading skill is very important for students. Students will gain a wide range of knowledge and learning in their reading skill. These are something that will guide the students in order to improve reading skill.¹⁸

a. Giving an example to the students in a positive reading process.

As a teacher should be pointed out that the positive process of reading to the students can mimic the students reading process.

b. Exposing students to enrich their vocabulary.

Teacher should be able to provide many new vocabulary words that students acquire vocabulary does not already own and with the additions of vocabulary given by the teacher, the vocabulary possessed by students will increase.

c. Give the students new information.

As a teacher will have to update a new information, so that the teacher can provide new information to the students. Furthermore, with the information provided by the teacher, students will not be left with the new information.

d. Introduce the students to differences of genres.

¹⁸Franzese R, *Reading and Writing in kindergarten: A Practical Guide*, (New York: Scholastic Profess, Journal Book, 2002), p. 125.

As a teacher should be able to provide information on the different literature that the students know the existing literatures.

e. Giving students the opportunity to listen and use the power of imagination.

As a teacher should be able to give the opportunity for the students to listen and use the power of imagination. Because the students should a space to imagine in accordance with their thinking.

In other word, the important things in strategy of reading skill are teachers should be pointed out that the positive process of reading be able to provide many new vocabulary words to students, often give students new information and teachers should give motivation students to read various kind texts.

5. Indicators of reading skill

There are a lot of indicators to measure the reading comprehension. In this research, the resercher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:

- a.** The purpose of the testing (screening, progress monitoring, assessing levelof reading, research, or assessing students' competence in comparison topeers).
- b.** The specific information needed about the student's reading comprehension (types of questions missed, level).

- c. The number of students being tested (i.e., an individual, a small group, or a whole class).
- d. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
- e. Whether the test is an individually or group-administered test.
- f. The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).
- g. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- h. The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- i. The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).¹⁹

6. Measurement of reading Skill

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the

¹⁹ Janette K. Klingler, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17.

measurements of reading Skill related to Grenall and Swan, as follows:²⁰

Table 3
Criteria of Reading Skill

No.	Criteria	Score
1.	Clarity : Students can read the text clearly, comprehensible and accurately	0-25
2.	Voice / Noun Verbal Communication : Pronunciation, Intonation, and accuracy was clear, and expression were used to enhance communication	0-15
3.	Fluency : Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	Comprehension : The Students Fully understood the text and question asked and answered correctly	0-35
	Total	100

Table 4
The classification of the score

No	Range Score	Ability level
1.	70-100	High
2.	51-69	Satisfactory
3.	0-50	Low

(Harries et al adopted by Donal)

²⁰Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

B. The Concept of Team Assisted Individualization Method.

1. The concept of Cooperative Learning

a. The Definition of Cooperative Learning

Cooperative learning is a model of teaching with a set of common attributes and features. It has several variations. The following are its essential features: students work in teams to master academic materials, teams are made high, average, and low achievers, and are racially and gender are mixed, reward systems are group- oriented rather than individually oriented.²¹

Another expert defines cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject²². Each member of a team is responsible not for only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Other expert states there are many quite different forms of cooperative learning, but all of them involve having students work in a small groups or teams to help one another learn academic material. One of cooperative learning methods that are best

²¹Richards I Arends, *Learning to Teach*, (New York: Mc Grow Hill, 2004), p. 360-361.

²²Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 4.2.

developed and researched is student teams learning. Three concepts are central to all student team learning methods: teams rewards, individual accountability, and equal opportunities for success. Teams earn certificates or reward if they achieve above a designated criterion. Individual accountability means that team's success depends on the individual learning of all team members. This focuses the activity of the team members on explaining concepts to one another and making sure that everyone on the team is ready for the test or assessment that they will take without teammate help. Equal opportunities for success mean that students contribute to their teams by improving their own best performance.

b. The Elements of Cooperative Learning

Among the most widely used cooperative learning method are those developing by David W. Johnson, Roger T. Johnson, and Edythe Johnson Holubec. Their method emphasized five basic elements of cooperative learning:²³

1) Positive Interdependence

Positive interdependence means that the success of the group is very depends on the efforts of each member. To create an effective working group, the tasks need to be arranged to make

²³David W. Johnson and Roger T. Johnson, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, (New York: Springer Science + Business Media, LLC, 2008), p. 19-25.

each member of the group finish their work by themselves in order to achieve their goals.

2) Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that students sit knee-to-knee and talk through each aspect of the assignment.

3) Individual Accountability and Personal Responsibility

The group's success is determined by the efforts of every member of the group. If they want to be the best group, the members should be responsible for learning seriously and trying to get the best score. Each student's performance is assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

4) Appropriate Use of Social Skill

Groups cannot function effectively if students do not have and use the needed social skills. Generally, not every student is good at communicating. Therefore, it is important for teachers to train students the ways of communicating. For example the way to express an idea, refuse the opinions of friends and respond to the

friend's opinions. Groups cannot function effectively if students do not have and use the needed social skills. Collaborative skills are needed, such as leadership, decision-making, building-communication, and conflict-management trust skills.

5) Group Processing

The evaluation process of the group means that students in one group evaluate the learning of the groups together. Format of the evaluation can be varied, depending on the level of education of its students. Things that need to be evaluated for example, cooperation, participation of each member of the group, communication between members, and so on. This is very important, because with any evaluation process, each member of the group is pushed to increase the effectiveness of group cooperation.

c. **Various Models of Cooperative Learning**

There are some variations in the types of cooperative learning models developed by educational experts and practitioners, especially by the experts of Student Team Learning at Johns Hopkins University in Robert E. Slavin (2008: 11), such of Students Teams Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC), and Team Assisted Individualization

(TAI).²⁴

1) Student Teams Achievements Division (STAD)

STAD is one of the simple teaching techniques of cooperative learning and is the best model for the teacher who just tries to use cooperative approach. This technique involves small groups which has four until five heterogeneous students for each group members. Begin with the delivery of learning objectives, material delivery, group activities, quiz, and group recognition.

2) Team Games Tournament (TGT)

TGT cooperative learning is one type or model of cooperative learning are easy to implement and contains elements of the game and reinforcement. Learning activities with games designed in the TGT model of cooperative learning allows students to learn more relaxed in addition foster responsibility, teamwork, healthy competition and learning engagement.

3) Jigsaw

Basically, in this model the teacher split large units of information into smaller components. Each member is responsible to mastered each component or sub-topics assigned by the teacher, as well as possible. Students from

²⁴Robert E. Slavin, *Cooperative learning : theory, research, and practice*, (London : Allyman Bacon, 2005), p. 11.

each group who is responsible on the same subtopic with another then make a group again that consisting of two or three people.

4) Cooperative integrated reading and composition (CIRC)

CIRC is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.

5) Team Assisted Individualization (TAI)

TAI is a cooperative learning method developed at Johns Hopkins University by a team led by Bob Slavin and Nancy Madden. The students are divided into teams of four or five with different of ability. After a teacher has taught a lesson, team mates help each other complete exercises. Students are given exercises at a level determined by their score in an initial test. Students are then tested individually. Teams earn recognition by way of awards for their overall performance.

2. The Concept of Team Assisted Individualization (TAI) Method.

a. Definition of Team Assisted Individualization Method.

Some definitions of Team Assisted Individualization are given as follows:

- 1) Slavin state that Team Assisted Individualization is combination of cooperative learning and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in an individual sequence of the learning material based on the test performance.²⁵
- 2) Team Assisted Individualization (TAI) is design to address the learning difficulties of individual students, where students learn at their own level ability themselves. If they do not quality at a certain capacity, they cannot build a strong foundation before moving to the next stage. In addition, if students can progress more quickly, they do not to wait for the others class members.²⁶
- 3) A program of research and development on a method that combines cooperative learning and individual instruction for math instruction.²⁷ Firstly this method was used to research math subject. But, this method also acn be applied for another subject. Such as in teaching reading skills.

From the ideas above, it can be concluded that Team Assisted Individualization is a method from cooperative learning where students have team work but they work individually, they have responsibility to finish their assignment in a team, if the one of

²⁵*Ibid*, p. 187.

²⁶Anetha L. F. Tilaar, “*Effect of Cooperative Learning Model Type of Team Assisted Individualization (TAI) and the Performance Assessment of Learning Achievement to Linear Program Course*”, *International Journal of Science and Engineering Investigations*, vol. 3, issue 24, (January, 2014), p. 26.

²⁷Robert E. Slavin, *learning to cooperate, cooperating to learn*, (New York : Plenum Press, 1985), p. 180.

member of group cannot understand about the task, the smart student can help to another group of member in their team.

In TAI method, classrooms are divided into small groups to work together in achieving the learning objectives. Previously, each student has been given a subject matter by the teacher to be studied individually. Furthermore, the students joined into the group to learn together, to discuss the subject matter that has been studied individually, and match the answers about the questions that had been given by the teacher. It can increase an individual's understanding of the subject matter, cooperation, and have a responsibility for individual and group.

With the combination of cooperative and individual learning, it can be obtained two advantages at once in TAI: (a) The advantages of cooperative learning, that the cooperative learning is an effort to empower peers, improving the interaction among students, as well as bring a mutual beneficial relationship among students. Students in the group will learn to hear ideas of others, discuss agree or disagree, offer, or receive constructive criticism, and students do not feel overwhelmed when their work result is incorrect. Students work in groups to help each other to master the teaching materials. (b) The advantage of individual learning that individual learning is educated students to learn independently, not only receive lessons from a

teacher. Through this individualized learning, students will be able to explore their own knowledge and experience to learn the subject matter, so the students will have a meaningful learning.

b. The Criteria of Team Assisted Individualization

In TAI, method designed to satisfy criteria follows to finish theoretical problems and practice and individual instruction system.²⁸

- 1) Can minimize teacher involvement in investigation and routine management.
- 2) Teacher will spend at least half and the time to teach little group.
- 3) Program operational in such a way the simple so that students in the class three to one can do it.
- 4) Students will motivate to study matters that given swiftly and accurate, and will not make dishonest or find shortcut
- 5) Actually many mastery verification manners so that students seldom spend time has studied to return matters that they have mastered or faced serious difficulty that wants teacher aid. In every mastery verification post, can available alternative instruction activities and parallel tests.
- 6) Students can do verification one another, even when if one student that check the ability in under student check in

²⁸Slavin, *Cooperative learning : theory, research, and practice*, p. 190.

instruction series and verification procedure simple enough and doesn't disturb the checker.

- 7) Easy the program is studied either by also student, cost effective, flexible, and doesn't want addition teacher or team teacher.
- 8) With making students work in cooperative group, with status in a line, this program will build condition to shape positive attitudes toward defect students academically and between students and race background or ethnic different.

From various explanation and can detect that TAI method merging between learn according to cooperative and individually. Study model TAI can increase manners think critical, creative and grow high social taste. Also trained to how to cooperate in body student, trained to be good listener, can give explanation to friend a group, discuss, push friend to cooperate, appreciate to friend opinion other and as it. So that clever student can develop ability and know how while weak students be helped in will realize troubleshoot that finish in a group.

c. Components of Program.

Cooperative learning model Team Assisted Individualization (TAI) has eight components as follows:²⁹

²⁹*Ibid* ., p. 195-200.

- 1) *Team*, namely the formation of heterogeneous group consisting of 4 to 5 students.
- 2) *Placement Test*, namely the provision of pre-test to students or see an average daily value of students to teacher knows the weaknesses of student in a particular field.
- 3) *Student Creative*, carry out the task in a group to create a situation where student success is determined or influenced by the success of the group.
- 4) *Team Study*, which studied the action steps that must be carried out by the group and teacher provide individual assistance to student in need.
- 5) *Team Scores and Team Recognition*, namely the scoring on the work and provide criteria for award of the brilliantly successful group and a group that is seen as less successful in completing the task.
- 6) *Teaching Group*, the provision of material briefly before giving the task of teacher group.
- 7) *Fact Test*, the implementation of small tests based on a test obtained learners.
- 8) *Whole-Class Units*, namely the return of materials sat the end of time learning with problem solving strategies.

d. The Procedures Team Assisted Individualization (TAI)

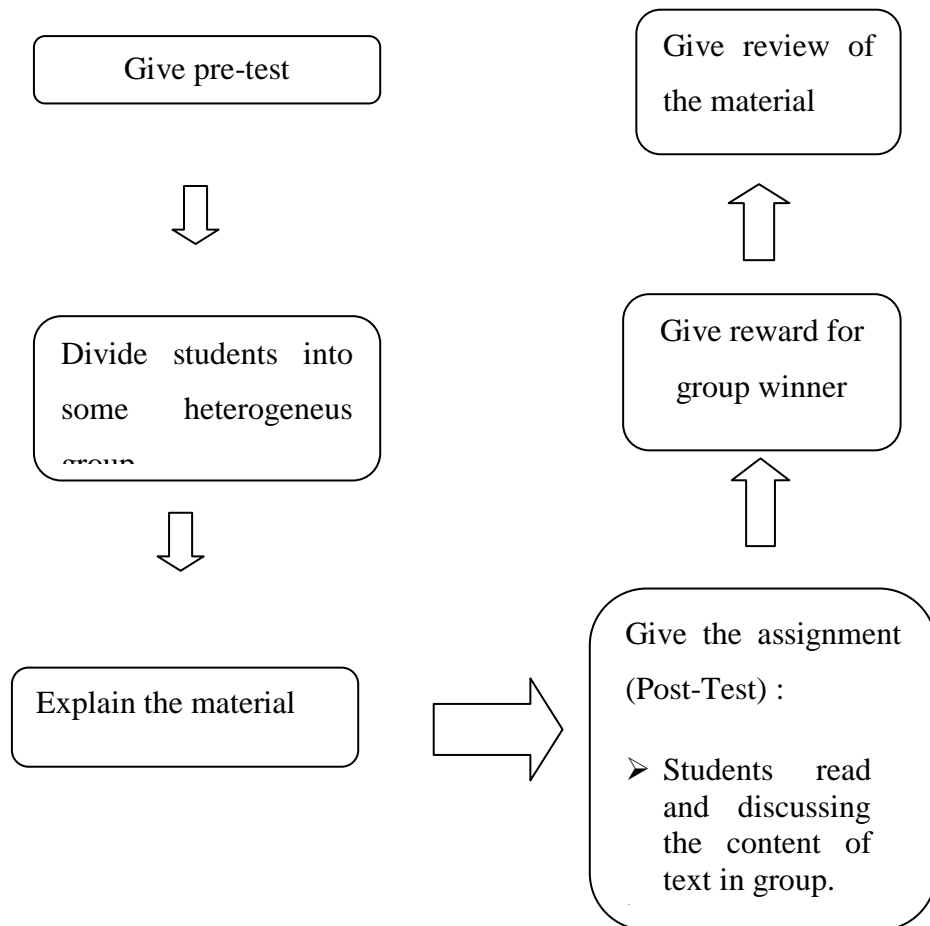
Cooperative learning model type Team Assisted

Individualization is done in a series of actions in one cycle. This type of learning can be done through the following procedures:

- 1) Teacher gave assignments to students to study the learning materials before pre-test.
- 2) The teacher gave a quiz individually to students to get a base score or initial score (pre-test).
- 3) The teacher divided students into groups based on initial score. 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.
- 4) Teacher explained the material about narrative text.
- 5) The teacher gave task for group, each member of group should doing the task. In the group discussions, each member of each group should check the answers of their friends in their group.
- 6) After the task done, each group showed their success by collect their first task.
- 7) The teacher gave 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 (post-test).

Figure 1

**Scheme of Implementing Team Assisted
Individualization in Reading Class**



e. Establishment and Team Recognition on Team Assisted Individualization.

Cooperative learning type Team Assisted Individualization is identical to the heterogeneous division of the groups. This group is focused on the differences based on the level of academic distinction. The group differences meant that the students are complementary deficiencies of each individual. Students who have a good academic level are expected to provide information for students who have low academic level.

The assessment consists of individual and team scores. Students will earn points if the progress of the quiz scores (post-test) is excess the initial score (pre-test) obtained previously at the beginning of each cycle for each individual.

According to Slavin, teachers give awards to a group based on the increasing score of learning results from the basic score (early) to the score of a quiz after the students work in groups. Ways of determining the score of the award to the group described as follows:

- 1) Determines the basic score of each student. The basic score can be either score of pre-test or use the score of previous examination.
- 2) Determine the score of the quiz that has been implemented after the students work in groups, for example, the score of the quiz

I, quiz II, or the average score of quiz I and II quiz to every student that we refer to the score of the current quiz.

- 3) Determines the score of an increase in the learning results based on the difference in the score of the current quiz and basic score of each student using the following criteria:

Table 5
Point Progress of Cooperative Learning Model
Type Team Assisted Individualization²⁶

Quiz Score	Progress Point
More than 10 point below starting score	5
10 – 1 point under starting score	10
Starting score until 10 point above starting score	20
More than 10 point above starting score	30
Perfect answer sheet score (not based on starting score)	30

Group Awards are given based on the average score of the improvements obtained by each group by giving a predicate of enough, good, very good, and perfect.

The criteria for the status of the Group:

- a. Enough, when the average score of an increase in Group < 15.
- b. Good, when the average score of the increase in the group between 15 to < 20.

²⁶*Ibid.*, p. 159.

- c. Very good, when the average score of the increase in the group between 20 to <25.
- d. Perfect, when the average score of an increase in group ≥ 25

3. Advantages and Disadvantages of Team Assisted Individualization

Each type of learning has some advantages and disadvantages.

According to Slavin, These are some the advantages of TAI were as follow:²⁷

- a. TAI has been consistently effective in increasing students mathematic achievement in lower – middle - to middle – class sub urban, urban, rural schools.
- b. TAI improves the acceptance academically handicapped students by non handicapped classmates and improves the classroom behavior, the social behavior, and the self-confidence behavior of these students (as rated by their teacher).
- c. TAI improves relationship across sex line.
- d. TAI improves intergroup relation among black and white students.
- e. Teachers and students reaction to TAI have been quite positive, and most teacher who have used TAI have continued to do so in the years following their initial training.

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

²⁷Slavin, *Learning to cooperate, cooperating to learn*, p. 206.

- a. It is unclear to what degree the cooperative team used in TAI contributes to the various effects.
- b. The use of regular teaching group seems critical to the achievement effects of TAI, but direct evidence is lacking.
- c. TAI is yet effective in inner city school.
- d. Students who have low academic ability will indirectly depend on students who have high academic ability.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (x) and dependent variable (Y). Independent variable (x) is Team Assisted Individualization method and the dependent variable (Y) is reading skill.

Theoretical framework is a model which allows the researcher to explore the relationship among variables in a logical and prescribed fashion.²⁸ It clarifies questions by relating questions and their constituent sub-questions and it summarizes the overall concept being investigated.

From the statement above, the researcher can conclude that theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the Team Assisted Individualization method influence well in teaching reading of course the student's reading skill will be high and if the Team Assisted Individualization

²⁸Gary Anderson, *Fundamentals of Educational Research*. (Francis: Falmer press, 2005), p. 62.

(TAI) method influence low in teaching reading of course the student's reading ability will be low also.

2. Paradigm

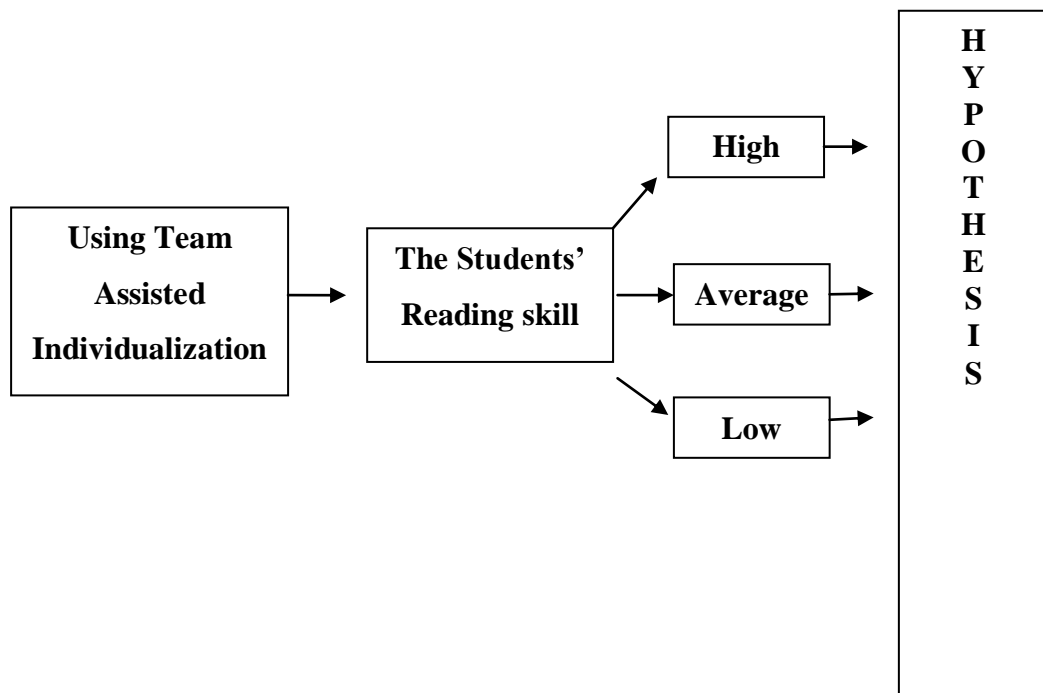
Paradigm is concept that used the researcher to explain their theories. These are collaborate diagrams with flow paths and arrow²⁹. Basically paradigm clarifies relationships among loosely coupled systems and can suggest research questions and lines of inquiry.

Based on the theoretical framework above the researcher describes paradigm as follows:

Figure 2

The Paradigm of Using Team Assisted Individualization

(TAI) Method On the students' Reading Skill



²⁹*Ibid.*, p. 61.

D. Hypothesis According Ary hypothesis should be presented in the form of a concise declarative statement.³⁰ A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it.

Based on the theoretical framework and paradigm above the researcher formulated and statistic hypothesis as follows:

1. Formulation Hypothesis

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (Ha)

Alternative Hypothesis is the one we want to be true.³¹ There is a positive and significant influence of using Team Assisted Individualization (TAI) on the students' reading skill at the eighth grades students' of MTs Miftahul Huda, Seputih Raman, Lampung Tengah?

b. Hypothesis (Ho Null)

Null Hypothesis is the opposite of Alternative Hypothesis.³² There is not a positive and significant influence of using Team Assisted Individualization (TAI) method on students reading skill at the eighth grades of MTs Miftahul Huda Seputih Raman, Lampung Tengah.

2. Statistical Hypothesis

³⁰Donald Ary, *Introduction to Research in Education Eighth Edition*, (USA: Wadsworth cengange learning, 2010) 8th Edition, p. 90.

³¹Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004) , p. 16.

³²*Ibid.*, p.16.

Based on the explanation above, the writer can make a conclusion that hypothesis are:

- 1) If “r observed” $>$ r table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
- 2) If “r observed” $<$ r table. Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing.³³ It means that research design is very important in a procedure research process because in research design there is specific component or step what we do in the research.

The researcher used quantitative research. Quantitative research use number of describe what exists.³⁴ Another expert also described quantitative research as a scientific investigation that includes both experiments and other system method that emphasize control and quantified measures of performance. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated. However, numbers are often a poor substitute for a researcher's vivid description. This research was intended to investigate whether there is any positive and significant influence of using team assisted individualization method on the students' reading skill. The researcher conducted the research among eighth the grades students of MTs Miftahul Huda, Seputih Raman.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). Independent variable is a

³³John W. Creswell, *Educational Research*, (New York: Pearson, 2012), p. 20.

³⁴Paul S. Gray, *The Research Imagination an introduction to qualitative and quantitative methods*, (New York: Cambridge University Press, 2007), p. 42.

variable that has impact on the dependent variable. In other words the values that the dependent variable takes on are influenced by the independent variable.³⁵ The independent variable (X) was Team Assisted Individualization (TAI) method and dependent variable (Y) was Reading Skill.

B. The Operational Definition of Variables

Based on Cresswel, operational definition is the specification of how you will define and measure the variable in your study.³⁶ We can find definitions in published research studies in our topics. In the other hand, variable is a concept a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed.³⁷ Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

Independent variable is presumed or possible cause.³⁸ It is the variable which was selected, manipulated, and measured by the researcher. Independent variable (X) of this research is Team Assisted Individualization (TAI) Method.

There are some indicators that indicate the students are able to achieve the objective of method as follows:

³⁵Mark and Peter, *Introduction to Quantitative Research Methods*, (London:SAGE publication, 2001), p. 46.

³⁶John W Creswell, *Educational Research*. p151.

³⁷Jack R and Norman E, *How to Design and Evaluate Research in Education*, (San Fransisco: Mc Graw-Hill Higher Education, 2009), p. 40.

³⁸*Ibid.*, p. 43.

- a. The students have the competence to develop reading skill by using Team Assisted Individualization (TAI) Method.
- b. The students are more active in teaching and learning reading process.
- c. The students can read meticulously and carefully the text in reading.
- d. The students can get the main idea and meaning in the text in reading materials.
- e. The students can learn in their group to solve their problem when teaching and learning reading.

The researcher used several ways to measure the influence of using Team Assisted Individualization (TAI) Method on students' reading skill. The researcher had one partner to be an observer during the teaching reading text by using Team Assisted Individualization (TAI) Method to know students' participation in teaching and learning process.

2. Dependent Variable

Dependent variable is presumed result.³⁹ Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading skill. There are some indicators of this variable are:

- a. The students are able to mention main idea of the text reading.

³⁹*Ibid.*, p. 43.

- b. The students are able to mention main topic of the text.
- c. The students are able to find specific information of the text.
- d. The students are able to find reference of the text and deduce of the meaning (vocabulary).

To measure students in reading skill, the researcher gave a test guidance to read and answer the question of multiple choices about reading text. The researcher also established the measurement of good paragraph and fluency in reading. The researcher used multiple-choice test in pre-test and post-test. In pre-test the researcher gave 20 multiple-choice question test and in post-test the researcher also gave 20 question.

C. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen define population as the larger group on which in formatting is obtained.⁴⁰ The population of this research is at the eighth graders students of MTs Miftahul Huda which consists of 25 students and becomes one class.

2. Sample

According C.R. Khotari sample is the items so selected constitute.⁴¹ The researcher must decide the way of selecting a sample in population. The researcher would like to take one class

⁴⁰*Ibid.*, p. 92.

⁴¹C.R.Kothari, *Research Methodology Method and Technique*, (New Delhi: New Age International, 2004), Second Revised Edition, p.14.

as sample from the population. So, the writer took from VIII grades that consist of 25 students as sample.

3. Sampling technique

In this case, the technique used clustering sampling. Clustering sampling is sampling in which groups, not individuals, are randomly selected. Clusters can be communities, states, schools, districts, and so on.⁴² The researcher used this sampling technique because the researcher used sample which groups, not individuals. The researcher choosed one class to experimental class. Based on the case, the researcher got class VIII as experimental class consist of 25 students as sample.

D. Data Collection Method

1. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship of them. Observation was done to identify the classroom during teaching and learning process. It was done while the action was being implemented.

The researcher applied this method to get the students' activities like students' comprehend in answering the question, students' reading activity, students' participant and proclivity of students' learning English in the class.

⁴²L.R. Gay, *Educational Research Competencies for Analysis and Applications*, (USA:Pearson,2012), p. 144.

2. Test

According to Yogesh In educational research achievement tests are most commonly used.⁴³ Moreover, the researcher used test as a data collection method to measure both of the variable. The researcher measures the use of Team Assisted Individualization (TAI) method on the students' reading skill by pre-test, treatment, and post-test.

a. Pre-test

Geoffrey said “pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable)”.⁴⁴ In pre-test the researcher gave to the students multiple-choice test without explaining the reading materials, consist of 20 questions which each question has point 5 for each answer true and who students can answer well they got total score 100.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.⁴⁵ The researcher used post test to get the data after analyzing and discussing the weakness and strength that was done by the teacher during teaching-learning process. Finally the researcher gave the post-test with same tests (multiple-choice).In

⁴³Yogesh Kumar Singh, *New Age Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 209.

⁴⁴Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (New Jersey:John Wiley Hoboken, 2005) , p. 187.

⁴⁵*Ibid.*, p. 187.

post-test the researcher gave to the students 20 questions which each of the question have point 5 for each answer true and who students can answer well they got total score 100.

3. Documentation

According Jane Richie documentation will help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be drawn.⁴⁶ So the documentation is note of information in the form of documentation. The researcher used the documentation to get detail information about teaching Team Assisted Individualization (TAI) method at eighth grade of MTs Miftahul Huda, Septic Raman, Lampung Tengah.

E. Research Instrument

Creswell defines instrument is a tool for measuring, observing, or documenting quantitative data.⁴⁷ David also defines instrument as a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.

Research instruments used in this research as follows:

1. Instrument Blueprint

Instrument in this research is design and adjusted with the indicators which have been specified. Moreover, instrument used in the test form that consists of multiple choice questions about text reading.

⁴⁶Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: Great Britian the Cromwell Press Ltd, 2003), p. 278.

⁴⁷John W Creswell, *Educational Research*. p. 151.

Furthermore, there are two tests in this research. The first test is pre-test and the second test is post test. In addition, the researcher demonstrated the research instrument in the form of grilles as follows:

Table 6
The Instrument Grilles Test for Reading skill

No	Variable	Indicator	Item	Form
1.	Independent Variable (X) Team Assisted Individualization (TAI) Method	1) The students have the competence to develop reading skill by using Team Assisted Individualization (TAI) Method. 2) The students are more active in teaching and learning reading skill process. 3) The students can read meticulously and carefully the text in reading skill. 4) The students can get the main idea and meaning in the text in reading materials. 5) The students can learn in their group to solve their problem when teaching and learning reading skill.	1-20	Questionnaire
2.	Dependent Variable (Y) Reading skill	1. The students able to mention main idea of each paragraph. 2. The students able to mention main topic of the text 3. The students able to find specific information of the text. 4. The students able to find reference of the	1-20	Multiple-choice

text and deduce of the meaning (vocabulary).

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity referred to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.⁴⁸

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grade of MTs Miftahul Huda Seputih Raman, Lampung Tengah in academic year of 2018 / 2019.

F. Data Analysis Technique

To investigate whether there is any influence of the using of Team Assisted Individualization (TAI) method on the students' reading skill at the eighth graders students of MTs Miftahul Huda Seputih Raman Lampung Tengah. The researcher analyzed the data by using chi-square

⁴⁸ Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004), p. 66.

$$\chi^2 = \sum \left[\frac{(f_0 - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_0 = Observed frequency

f_e = Expected frequency⁴⁹

⁴⁹ Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengage learning, 2010) P. 188

CHAPTER IV
RESULT OF THE RESEARCH

A. The Description of Data

1. Description of The Research Area

a. The History of MTs Miftahul Huda

MTs Miftahul Huda Seputih Raman is located on Jl. Rama Gunawan, Rama Gunawan Village, Seputih Raman and Central Lampung. It was built in 1989. The following information is the school identity.

- | | |
|------------------|----------------------------------|
| 1) Name | : MTs Miftahul Huda |
| 2) School status | : Private |
| 3) NPSN | : 10813324 |
| 4) NSS/NDS | : 212180216205 |
| 5) Address | : Rama Gunawan |
| District | : Rama Gunawan village |
| City | : Seputih Raman, Central Lampung |
| Province | : Lampung |
| 6) Zip code | : 34155 |
| 7) Accreditation | : B |

b. Vision and Mission of MTs Miftahul Huda

1) Vision

MTs Miftahul Huda is: “Madrasah Tsanawiyah who excel in achievement (Academic non Academic) based on the value of faith and piety”.

2) **Mission**

- a) Implement the learning and guidance effectively so that every day students develop optimally in accordance with the potential they have.
- b) Growing spirit of excellence intensively to all madrasah citizens.
- c) Create a healthy competition climate in achieving achievement to all madrasah students.
- d) Growing appreciation and practice of Islamic religious teachings as well as national culture so as to be part of the pattern of daily behavior.
- e) Encourage and help each student to recognize his or her potential so that it can be developed optimally.

3) **Strategy**

- a) Starting and ending learning activities by praying together.
- b) Conducting prayers in school continued with the guidance of the qur'an.
- c) Optimizing the mosque youth activities (RISMA)
- d) Develop quantum learning based-model learning and multiple intelegences.
- e) Representatif provide instructional media according to the needs of students.

f) Conducting enrichment and remedial programs for students in third grades.

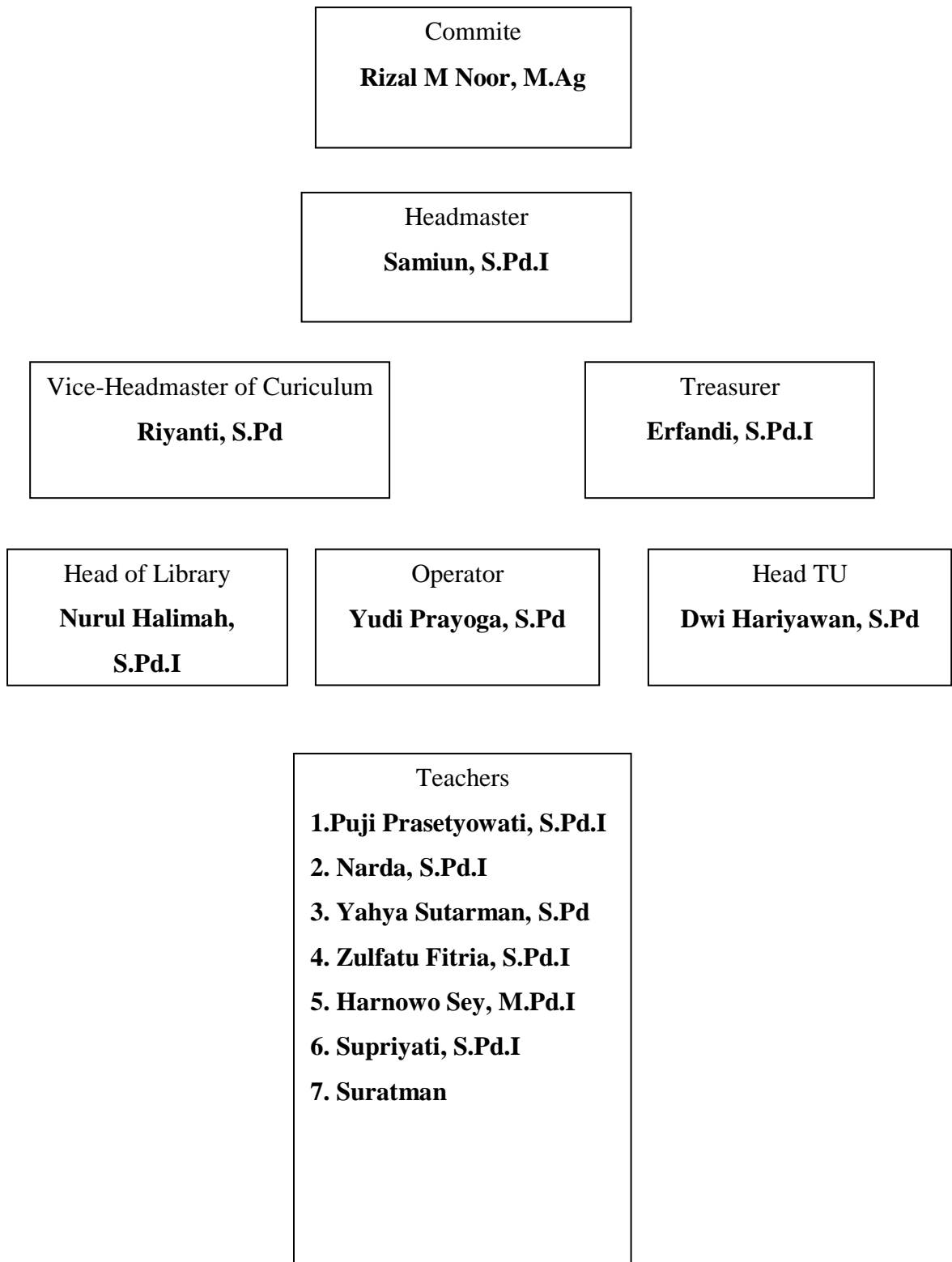
c. The Conditions of Teacher and Official Employers in MTs

Miftahul Huda

The organization structure of MTs Miftahul Huda Seputih Raman in academic year 2018/2019 is drawn as follows:

Figure 4.2

The organization structure of MTs Miftahul Huda



d. The Condition of the Teacher and Officer

The table1 bellow shows the condition of the teachers and officers of MTs Miftahul Huda Seputih Raman in academic year 2018/2019.

Table 7
Total of teachers and officers in MTs Miftahul Huda Seputih Raman

No.	Status	Gender	
		Male	Female
1	Civil Servant teacher	0	1
2	Honorary teacher	8	4
Total		8	5

Source: Documentation of MTs Miftahul Huda Seputih Raman in the Academic Year of 2018/2019

Based on the table above, it could be seen that the total of the teachers of MTs Miftahul Huda Seputih Raman are 13. They are consisting of 8 male honorary teacher, 1 female Civil Servant teachers and 4 female honorary teachers.

e. The Students in MTs Miftahul Huda Seputih Raman

The total of the students in MTs Miftahul Huda Seputih Raman in academic year 2018/2019 can be seen as follow:

Table 8

Total of students in MTs Miftahul Huda Seputih Raman

No.	Grade	Gender		Religion
		Male	Female	Islam
1	VII	10	19	29
2	VIII	11	14	25
3	IX	14	52	33
Total		35	41	87

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

In short, the total of students in MTs Miftahul Huda Seputih Raman in academic year 2018/2019 are 74 persons. They are divided into three grades. Students of grade VII consist of 29 students. Students of grade VIII include 28 students. While, students of grade IX consist of 17 students.

f. The Condition of the Structure and Infrastructure

Junior Islamic High School Miftahul Huda Seputih Raman has the suit facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as: OSIS, PASKIBRA, PRAMUKA and Sport program. Specifically, the infrastructure and facilities in MTs Miftahul Huda Seputih Raman as follows:

Table 9
Infrastructure in MTs Miftahul Huda Seputih Raman

No	Rooms	Total	Condition		
			Good	Fair	Poor
1	Classroom	3	3	-	-
2	Teacher's room	1	1	-	-
3	Headmaster's Room	1	1	-	-
6	Library	1	1	-	-
7	Health Unit	1	1	-	-
8	Computer Laboratory	1	1	-	-
10	Teacher's Toilet	1	1	-	-
11	Student's Toilet	3	3	-	-
12	Kitchen	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

Table 10
Facilities in MTs Miftahul Huda Seputih Raman

No	Things	Total	Condition		
			Good	Fair	Poor
1	Computer	3	3	-	-
2	Handy came	1	1	-	-
3	Tape Recorder	1	1	-	-
4	Sound System	1	1	-	-
5	Laptop	1	1	-	-
6	Printer	2	1	-	-
9	Microphone	2	1	-	-
10	Projector	1	1	-	-

Source: Documentation of MTs Miftahul Huda Seputih Raman in academic year 2018/2019

2. The Data of Research

a. The Result Of The Students Pre-Test

The researcher was conducted the pre test on December 05th, 2018. The researcher has done the pre test to know how far the students Reading Skill. The pre test which was used in this research is multiple choice test. The result of pre test can be identified as follow :

Table 11
The Result Of The Students Pre-Test At Eighth Grade
of
MTs Miftahul Huda, Seputih Raman Lampung
Tengah

No	Name Students	Of Criteria				Score
		1	2	3	4	
1	A J	10	5	10	15	40
2	A K	15	5	10	15	45
3	A P S	20	10	15	20	65
4	A A A	15	15	10	20	60
5	A F U	10	5	10	15	40
6	A L	15	5	10	15	45
7	C D S	10	10	10	15	45
8	D R	10	5	15	15	45
9	F A U	10	5	10	15	40
10	H S G	20	10	15	25	70
11	I R A	10	5	15	15	45
12	M R	15	5	10	10	40
13	N A R	10	10	10	15	45
14	N A R	15	10	10	20	55
15	N D S	15	5	10	20	50
16	O R	15	5	10	20	50
17	P M	20	10	10	20	60
18	R A	10	5	10	15	40
19	R S K	20	10	10	20	60

20	R R N A	10	10	10	15	45
21	R P	10	10	10	15	45
22	S N A	10	5	10	15	45
23	T M	20	15	20	30	85
24	T C	25	10	20	35	90
25	W S N	20	15	25	25	85
Total						1335
Average						53,28
The Highest Score						90
The Lowest Score						40

Source: The students' pre – test Reading Ability at eighth grade of MTs Miftahul Huda on December 05th, 2018

Note Criteria : 1 = Clarity
 2 = Voice / Noun Verbal Communication
 3 = Fluency
 4 = Comprehension

From the table above can be inferred that the highest score is 90 and the lowest score is 40. Based on the data the researcher measure the class interval by using the formula :

The Highest Score is 90

The lowest Score is 40

$$\begin{aligned} \text{Range (R)} &= X_{\max} - X_{\min} \\ &= 90 - 40 \\ &= 50 \end{aligned}$$

$$\begin{aligned} \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\ &= 1 + (3.3) \log 25 \\ &= 1 + 4.7 \\ &= 5.7 (6) \end{aligned}$$

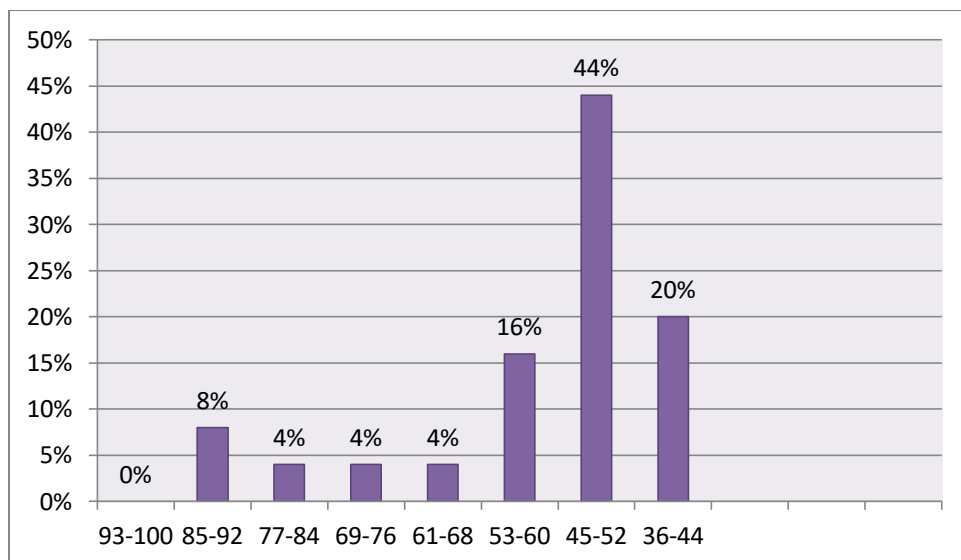
$$\begin{aligned} \text{The Class Interval (P)} &= X_{\max} - X_{\min} = \frac{R}{b} \\ &= \frac{50}{6} \\ &= 8,3 (8) \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

Table 12
Frequency Distribution of Students Pre-Test Score

Class Interval	Frequency	Percentage %
93-100	0	0%
85-92	2	8%
77-84	1	4%
69-76	1	4%
61-68	1	4%
53-60	4	16%
45-52	11	44%
36-44	5	20%
Total	25	100%

Chart 1
The Students' Pre-Test Reading Skill Result of MTs
Miftahul Huda, Seputih Raman, Lampung Tengah



Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 21 students who got the score below the Minimum

Mastery Criteria (KKM), Which is 70. There were 2 students who got the score of 85-92 or 8%. Furthermore, there were 1 students who got the score of 77-84 or 4%. For the students who got the score of 61-68 or 4% were 1 students, and then there were 4 students who got the score of 53-60 or 16%, and the students who got score 45-52 or 44% were 11 students and 5 students who got score 36-44 or 20%.

It can be concluded, most of students got low score in reading, it means the score was unsatisfied.

From the result of pre-test, the researcher found the students' problems was in Reading Skill. These problem can be seen by the test that has been given. Many students got low or bad score in this test and little student students got good score in pre-test.

b. The Result Of The Students Post-Test

The researcher was conducted the post test on December 10th, 2018. The researcher has done the post test to know is there any influence of using Team Assisted Individualization (TAI) Method on the students' Reading Skill at the eighth grade of MTs Miftahul Huda, Seputih Raman, Lampung Tengah. The post test which is used in this research is multiple choice consist of 20 items. The result of post test can be identified as follow

Table 13
The Result Of The Students Post Test At Eighth Grade of
MTs Miftahul Huda, Seputih Raman, Lampung Tengah

No	Name Of Students	Criteria				Score
		1	2	3	4	
1	A J	25	15	25	30	95
2	A K	25	15	25	30	95
3	A P S	15	10	25	25	65
4	A A A	20	15	10	30	70
5	A F U	25	10	15	10	60
6	A L	20	10	15	20	65
7	C D S	25	10	15	25	75
8	D R	25	10	15	25	75
9	F A U	20	15	20	20	75
10	H S G	25	10	15	20	70
11	I R A	25	10	15	20	70
12	M R	20	10	20	20	70
13	N A R	20	10	25	15	70
14	N A R	15	15	25	15	70
15	N D S	20	10	25	15	70
16	O R	25	10	15	20	70
17	P M	15	10	15	20	60
18	R A	15	10	15	20	60
19	R S K	10	15	15	20	60
20	R R N A	10	10	15	15	50
21	R P	15	10	15	20	60
22	S N A	20	15	15	20	70
23	T M	25	15	20	25	85
24	T C	25	15	20	25	85
25	W S N	20	10	25	35	85
Total						1737
Average						69.48
The Highest Score						95
The Lowest Score						50

Source: The students' post-test Reading Skill result at eighth grade of MTs

Miftahul Huda, Seputih Raman, Lampung Tengah on December 10th, 2018

Note : 1 = Clarity
 2 = Voice / Noun Verbal Communication
 3 = Fluency
 4 = Comprehension

From the table above can be inferred that the highest score is 95 and the lowest score is 50. Based on the data the researcher measure the class interval.

The Highest Score is 95

The lowest Score is 50

$$\begin{aligned} \text{Range (R)} &= X_{\max} - X_{\min} \\ &= 95 - 50 \\ &= 45 \end{aligned}$$

$$\begin{aligned} \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\ &= 1 + (3.3) \log 25 \\ &= 1 + 4,7 \\ &= 5,7 (6) \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (P)} &= X_{\max} - X_{\min} = \frac{R}{b} \\ &= \frac{45}{6} \\ &= 7,5 (8) \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follow :

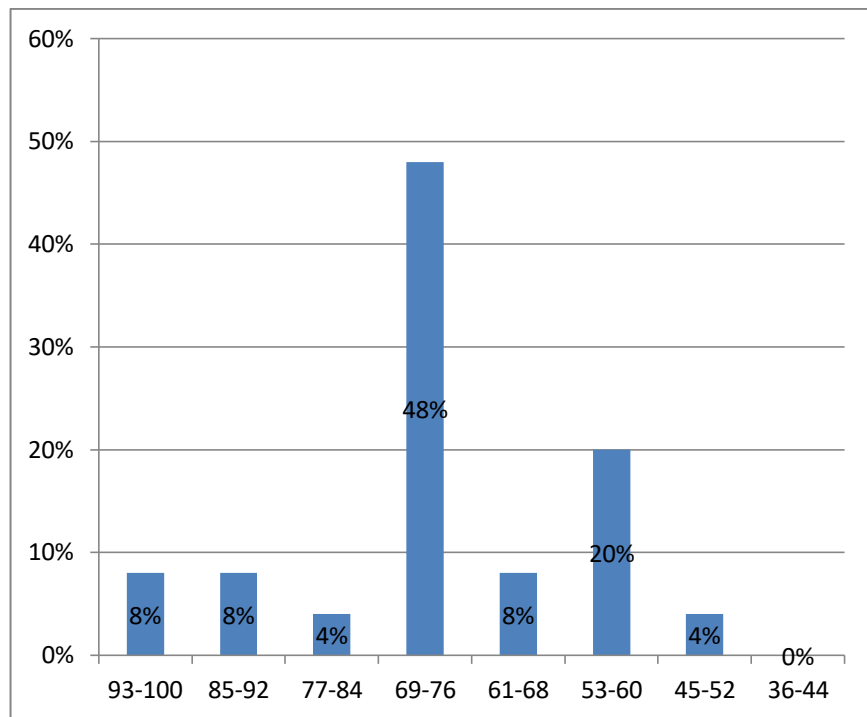
Table 14
Frequency Distribution of Students Post Test Score

Class Interval	Frequency	Percentage %
93-100	2	8%
85-92	2	8%
77-84	1	4%
69-76	12	48%
61-68	2	8%
53-60	5	20%
45-52	1	4%
36-44	0	0%

Total 25 100%

Chart 2

**The Students' Post – Test Reading Skill Result Of MTs
Miftahul Huda Seputih Raman, Lampung Tengah**

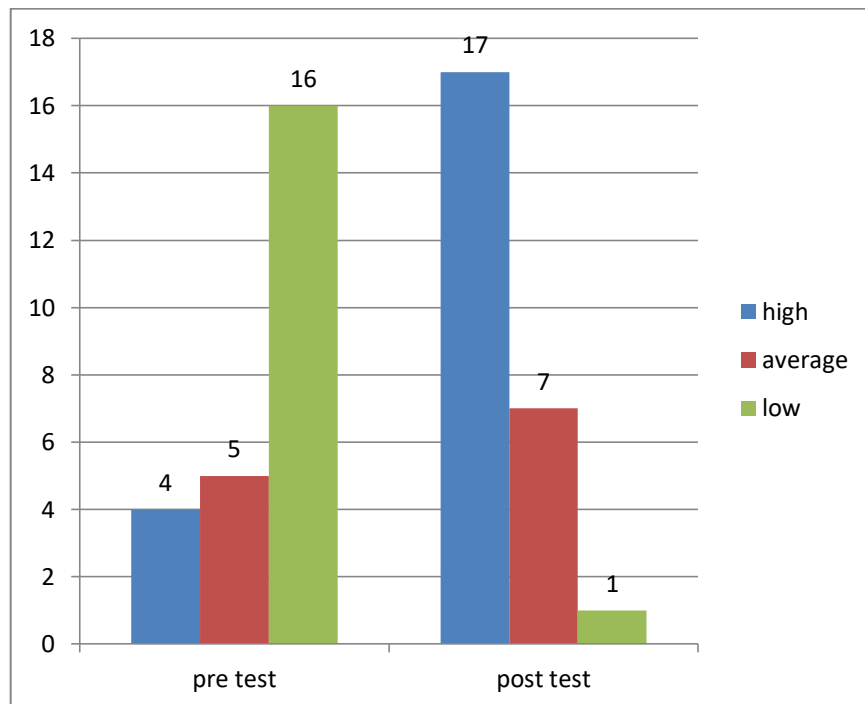


Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 8 students who passed the Minimum Mastery Criteria (KKM), Which is 70. There was 2 students who got the score of 93-100 or 8%. Furthermore, there was 2 students who got the score of 85-92 or 8%. For the students who got the score of 77-84 or 4% were 1 students, than the students who got the score of 69-76 or 48% were 12 than, there was 2 student who got the score of 61-68 or 8% and there were 5 students who

got score 53-60 or 20% students and than 1 students got score 45-44 or 4%.

So the result of post-test was categorized into good category eventhough some of students were still lack in Reading Skill, but it was good because they had good effort in Reading. The following chart shows significant influence of using Team Assisted Individualization method on the student reading ability according the criteria for scoring:

Chart 3
The significant of using Team Assisted Individualization(TAI) Method



The result above explains that there is significant of using Team Assisted Individualization (TAI) method on the students' reading Skill at the eighth grade of MTs Miftahul

Huda according the value of criteria for scoring in pre test and post test.

B. Hypothesis Testing

After applying the observation and test the method, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of Team Assisted Individualization (TAI) Methodon the students' Reading Skill at the seventh grade of MTs Miftahul Huda, Seputih Raman Lampung Tengah, as follows (Ha) is accepted, if there is a positive and significant influence of using Team Assisted Individualization Method on the students' Reading Skill. And (Ho) is rejected , if there is no a positive and significant influence using Team Assisted Individualization Methodon the students' Reading Skill.

1. Putting the data into the formula Chi-Square (χ^2)

After administering the multiple choice test method, the researcher analyzed the data using of Chi-Square with the two variables in order to prove whether there is a positive and significant of using Team Assisted Individualization (TAI) Method on the students' Reading Skill at the eighth grade of MTs Miftahul Huda, Seputih Raman Lampung Tengah as follows:

The formula of Chi-Square is: ⁵⁰

⁵⁰Ary, *Introduction Research in Education Eight Edition*, p.188.

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_o = Observed frequency

f_e = Expected frequency

Before analyzed the data using of Chi-Square (χ^2), we must arrange first the category (good, average and low) of reading skill in pre-test and post-test.

Table 15
The Contingency Table of the Expected Frequency at the
Result
Of Students' Reading Skillin Pre-test and Post-test

Variables	Category			Total
	Good	Average	Low	
Pre-test	4	5	16	$r_n = 25$
Post-test	17	7	1	$r_n = 25$
Total	$C_n = 21$	$C_n = 12$	$C_n = 17$	$N = 50$

So the result of contingency table of the expected frequency at the result of reading skill are many students in pre-test get low category (16 students) but in post-test just one student get low category.

Hypothesis testing by using chi-square analyzed as follows:

Table 16
The Testing of Data

No	f_o	$f_e = \frac{C_n \times R_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	4	$\frac{21 \times 25}{50} = 10,5$	-6,5	42,25	4
2	5	$\frac{12 \times 25}{50} = 6$	-1	1	0,16
3	16	$\frac{17 \times 25}{50} = 8,5$	7,5	56,25	6,6
4	17	$\frac{21 \times 25}{50} = 10,5$	6,5	42,25	4
5	7	$\frac{12 \times 25}{50} = 6$	1	1	0,16
6	1	$\frac{17 \times 25}{50} = 8,5$	-7,5	56,25	6,6
Total	N=5 0	$f_t = 25$	= 0	= 199	$X^2 = 21,52$

In testing of data are total of category in pre-test and post-test or (f_o), it was concluded that the result of the total of number of students by reading skill category is 21,52.

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

$$\chi^2 = \frac{42,25}{10,5} + \frac{1}{6} + \frac{56,25}{8,5} + \frac{42,25}{10,56} + \frac{1}{8,5} + \frac{56,25}{8,5}$$

$$\chi^2 = 4 + 0,16 + 6,6 + 4 + 0,16 + 6,6$$

$$\chi^2 = 21,52$$

Based on the result of data analysis above, the value of chi-square was 21,52. Then know the critical value value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of Df:

$$Df = (c-1)(r-1)$$

Note:

Df = Degree of freedom

c = column

r = row

$$df = (3-1)(2-1) = 2$$

Table 14:
Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
Df2	5,991	9,210

The degrees of freedom is 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of f_o with f_t was :

9,210 < 21,52 > 5,991 in 5% and 1% was have significance influence. It means that alternatif hyphothesis (Ha) which explains “there is positive and significant influence of using Team Assisted Individualization (TAI) method on the students’ reading skill” is accepted , and (Ho) is rejected. It can be concluded that there is positive and significant influence of using Team Assisted Individualization method on the students’ reading skill.

C. Interpretations

The writer formulated f_o to f_t as follows:

1. If “ $f_o > f_t$, Ha is accepted and Ho is rejected.
2. If “ $f_o < f_t$, Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 13,748 .

Then, the data confirmed that “ $f_o = 21,52$ is higher than “ $f_t = 5,991$ in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that “there is a positive and significant influence of using Team Assisted Individualization Method on the students’ Reading Skill at the eighth grade of MTs Miftahul Huda, Seputih Raman Lampung Tengah.

D. Discussions

During the research, the researcher observed that the students were interested in learning process. All students always attended the class from the

first treatment until the last treatment. Most of them were able to be good reader than before using Team Assisted Individualization Method.

The researcher assumed that teaching and learning by using Team Assisted Individualization Method could help students in learning process, especially in Reading. By using Team Assisted Individualization Method they could learn with their friends who understand about the material. Here, they could share what they did not understand and this method could make the students comfortable. So it has proved that Team Assisted Individualization Method could influence the students' Reading Skill result especially for the students at the eighthth grade of MTs Miftahul Huda, Seputih Raman, Lampung Tengah.

After treatments, there is a significant influence of the students' Reading Skill result especially for the students at the eighth grade of MTs Miftahul Huda. In fact, it showed that the students score changed. Before the treatment most of students got 55 score it was about 20 students and after the treatment, the students who got 55 score only 9 students. Therefore, it could be inferred that the method which was applied made influence to the student's Reading Skill score.

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Reading Skill is a product of process to create a representatif mental of the situation replaced by the text. In this research the researcher has used Team Assisted Individualization (TAI) method, it will be able to influence and increase the student's reading skill and made the students to be more active in learning process. So, the result of reading skill can be agreed with the rule is transfer information from transmitter to receiver.

The researcher assumed that team assisted individualization method influenced reading skill. Based on the reserach result the researcher had been conducted the test to 25 students of MTs Miftahul Huda as the research sample. The researcher had conducted the research in MTs Miftahul Huda which is located in Rama Gunawan, Seputih Raman Lampung Tengah. The result of the data analysis can be concluded the Degree of freedom (df) of this reserach is 2. The value of chi-square was 21,52 . Then, the data confirmed that “ $f_o = 21,52$ is higher than “ $f_t=5,991$ in 5% and 9,210 in 1%.

Therefore, it can be concluded that there is a positive and significant influence of using Team Assisted Individualization (TAI) Method on the students' Reading Skill at the eighth grade of MTs Miftahul Huda, Seputih Raman Lampung Tengah. It means Team

Assisted Individualization method made students more active in learning process and they could understand the material easily.

B. Suggestion

The result of this research shows that Team Assisted Individualization (TAI) Method hoped to be a teaching method to implemented in Reading class, because it makes the teaching and learning process to be more effective. Nevertheless, this method had some weaknes. So that the researcher would like to propose some suggestions, they are as follows:

1. Before implementing Team Assisted Individualization Method, the teacher hoped explain clearly about the procedure of Team Assisted Individualization Method so that the students not confuse while implement this method.
2. The teacher suggested to allocate the time accurately because when divide group or implement the method it spend many time.
3. The class usually becomes very noisy while implemented this method. So, the teacher expected give attention to the students and manage the class optimally so that the class becomes conducive.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Miftahul Huda
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Tema : Teks lisan dan tulis teks pesan singkat dan pengumuman/
pemberitahuan
Alokasi Waktu : 16 x 40 menit

A. KOMPOTENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

- 3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman / pemberitahuan (*notice*), sesuai dengan konteks penggunaannya
- 4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana
- 4.17 Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat;

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman / pemberitahuan (*notice*), sesuai dengan konteks penggunaannya
2. Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. MATERI AJAR:

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (*orientasi*)
2. Memberikan penilaian (*evaluasi*) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (*komplikasi*)

4. *Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagiaatau sedih*
5. *Memberikan alasan atau komentar umum (reorientasi)*

Unsur kebahasaan

- (1) Simple Past tense, Simple Past Continuous Tense
- (2) Kosakata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh
- (3) Adverb of time: first, next, then, after that, before, finally, etc
- (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
- (5) Ucapan, tekanan kata, intonasi
- (6) Ejaan dan tanda baca
- (7) Tulisan tangan.

Topik

Narrative text (Fable)

A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

Purpose:

To entertain, amuse, teach or inform the reader.

All of the following texts can be narratives:

- .. novels
- .. short stories, fables, fairy tales, folk tales and legends.
- .. Most picture books.

Different types of narrative genre

Types:

- *Adventure* – they can be improved by using suspense and character development.
- *Fantasy* – fantasies contain at least some events that could not ‘really’ happen or characters that could not ‘really’ exist.
- *Mystery*
- *Science fiction*.
- *horror stories*
- *adventure stories*
- *fables, myths and legends*
- *historical narratives*
- *ballads*

Text Organisation

A typical narrative structure includes an orientation, a sequence of events, a complication and a resolution.

- The *orientation* gives the background / setting of the storyline and introduces the characters.
- The narrative outlines a sequence of events.
- A *complication* such as a disruption / problem / change, affects the sequence of events. The complication must be resolved by one or more of the characters.
- When the *problem is solved*, or the main character accepts a change in circumstances, this is the *resolution* of the narrative.

Grammar

Narratives are:

- Often written in the *past tense*.
- May be written in either first person (*I, we*) or third person (*he, she, they*)

· Specific nouns:

Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.

- Active nouns: Make nouns actually do something, eg.

'It was raining' could become:

Rain splashed down or

'There was a large cabinet in the lounge' could become:

'A large cabinet seemed to fill the lounge.'

· Action verbs provide interest to the writing.

For example, instead of:

"The old woman was in his way" - try

"The old woman barred his path."

Instead of "She laughed," try, "She cackled."

· Adjectives and adverbs are used to create 'word pictures' describing actions, characters and settings;

· Conjunctions such as *when, then* and *meanwhile* are used to sequence events.

· The characters *thoughts and feelings* are described using *verbs and adjectives*.

· Paragraphs are used when natural breaks occur in the story. This *may be when the setting or time changes*. A new paragraph must *also be taken to show direct speech*.

Example of Fable:

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safety to a dry ground.

Just as that time , a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

E. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik
Metode : Diskusi
Model : Discovery Learning

F. SUMBER BELAJAR

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. MEDIA PEMBELAJARAN

1. Media : CD Pembelajaran
2. Alat dan bahan : Laptop dan viewer

H. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran peserta didik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10 menit
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana l dari berbagai sumber lain. • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa pesan singkat 	90 menit

	<p>dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <ul style="list-style-type: none"> • Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana <p>, Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<ol style="list-style-type: none"> a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan : <i>Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?</i> d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious) 	10 menit

I. PENILAIAN HASIL BELAJAR

1. Sikap Spiritual
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar observasi
2. Sikap Sosial
 - a. Teknik Penilaian : Observasi
 - b. Bentuk Instrumen : Lembar observasi
3. Pengetahuan
 - a. Teknik Penilaian
 - 1) Tes : lisan
 - 2) Non Tes : Penugasan kelompok

- b. Bentuk Instrumen
 - 1) Soal tes lisan
 - 2) Proyek
- 4. Keterampilan
 - a. Teknik : Observasi
 - b. Bentuk Instrumen : Check list

Mengetahui,
November 2018
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Lampiran 1 : Instrumen Penilaian Sikap Spiritual

No	Nama Peserta Didik	Indikator : Berdoa sebelum dan sesudah kegiatan pembelajaran (1 - 4)

Petunjuk penyekoran :

Skor 4 = Baik Sekali ; selalu berdoa dengan sungguh-sungguh

Skor 3 = Baik; sering berdoa dengan sungguh-sungguh

Skor 2 = Cukup; kadang-kadang berdoa dengan sungguh-sungguh

Skor 1 = Kurang ; berdoa dengan tidak sungguh-sungguh

Lampiran 2 : Instrumen Penilaian Sikap Sosial

No	Peserta Didik	Indikator						Jumlah Skor
		Menghargai setiap orang yang ada di kelas			Menjaga kebersihan lingkungan kelas (1-4)	Memelihara hubungan baik dengan teman sekelas		
		Senyum (1-4)	Sapa (1-4)	Salam (1-4)		Tingkat keramahan (1-4)	Tingkat toleransi (1-4)	

Petunjuk Penyeoran :

Skor 1 = tidak pernah

Skor 2= kadang-kadang

Skor 3 = sering

Skor 4 = selalu

Lampiran 3

1. Model diskusi

Siswa dikelompokkan dengan anggota 4 orang dengan kemampuan Heterogen

- Anggota tim menggunakan lembar kegiatan atau perangkat tugas yang lain
- Setiap anggota saling membantu memahami bahan pelajaran

Rubrik Penilaian Diskusi

No.	Nama Siswa	Aspek Penilaian					Jumlah Skor	Nilai	Ket.
		Gagasan	Kerjasama	Inisiatif	Keaktifan	Bahasa			
1									
2									
3									
4									

Keterangan Skor :

Baik sekali = 4

Sekali

Baik = 3

Cukup = 2

Cukup

Kurang = 1

Kurang

Skor perolehan

Nilai = $\frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$

Skor Maksimal

Kriteria Nilai

A = 80 – 100 : Baik

B = 70 – 79 : Baik

C = 60 – 69 :

D = < 60 :

Rubrik Penilaian Presentasi

NO	NAMA SISWA	ASPEK					Jumlah Skor	Nilai	K E T
		GAGASAN	INISITATIF	KERJASAMA	KREATIF	KEDISIPLINAN			

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

Skor perolehan

Nilai =----- X 100

Skor maksimal

Instrumen Tes Lisan

No IPK	No soal	Butir instrumen penilaian	Kunci jawaban	Bobot nilai
1	1	1.		

Pedoman Penilaian

1. Setiap pertanyaan yang dijawab dengan benar diberi skor 5
2. Skor Maksimal = 20

Skor perolehan

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Penilaian akhir = Nilai Hasil lembar observasi diskusi + Nilai Hasil tes tertulis

Soal-soal pre-test

Nama :.....

Class :.....

No.Absen :.....

This text is for questions number 1 up to number 5!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken coop. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken coop and left.

The next day the man came back to the chicken coop. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
 - A. London
 - B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires

2. What is the word that the parrot cannot say?
 - A. Catano
 - B. Tacano
 - C. Canato
 - D. Nacato

3. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second

4. Which statement is true according to the text?
 - A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of the place?
 - A. The man ate the bird.
 - B. The sold the bird.
 - C. The man killed the bird
 - D. The man taught the bird.

This text is for questions number 6 up to 10!

The fox and the goat

Fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your

hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

6. What is the type of the text above ?
 - A. Recount
 - B. Narrative
 - C. Procedure
 - D. Report

7. What is the setting for this story

 - A. It is a well
 - B. It is a city
 - C. It is a fox
 - D. It is a house

8. Why did the goat jump into the well? because
 - A. It was hungry
 - B. It was sad
 - C. It was thirsty
 - D. It was good

9. What is the type of the text ?
 - A. Myths
 - B. Plays
 - C. Folk tales
 - D. Fable

10. Why did the fox get the goat into the well? because....
 - A. The fox was very hungry and thirsty
 - B. The goat was very hungry and thirsty
 - C. The fox promised that it would help to get out of the well
 - D. The fox needed the goat to get out of the well

Read the following text to answer the question of number 11 to 15!

The story of four rabbits

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

11. Who was the naughtiest rabbit ?
 - A. Flopsy
 - B. Mopsy
 - C. Cotton-tail
 - D. Peter

12. What did Flopsy, Mopsy and Cotton-tail eat?
 - A. Carrot
 - B. Blackberries
 - C. Lettuce
 - D. French beans

13. What did Peter lose while he was running?
 - A. One of his shoes
 - B. Vegetable
 - C. Medicine
 - D. A pair of shoes

14. Why did Peter get sick? Because
 - A. He was so tired
 - C. He caught a cold

So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

16. What do you think of the animal on the well?
- A. The image of the lion himself.
 - B. An intolerable braggart.
 - C. A strong animal
 - D. Another lion
17. The lion was proud of his...
- A. Hair
 - B. Eyes
 - C. Teeth
 - D. Strength
18. What can we learn from the story?
- A. Be a good neighbor.
 - B. Don't be so arrogant.
 - C. An enemy can be good friend
 - D. A friend in need is a friend indeed
19. What is the type of the text above?
- A. Report
 - B. Descriptive
 - C. Narrative
 - D. Recount
20. The generic structure of the text is.....
- A. Orientation > Complication > Resolution > Re-Orientatation
 - B. Orientation > Events > Re- Orientation
 - C. General Classification > Description
 - D. Identification > Description

Soal-soal post-test

Name :.....
Class :.....
No. Absen :.....

Read the following text to answer the questions number 1 to 4!

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

1. What is the purpose of the text?
 - A. To entertain the readers
 - B. To persuade the readers that something should or should not be the case
 - C. To inform the readers about the events of the day which are considered newsworthy
 - D. To explain something
2. What is the moral value of the text?
 - A. Don't look at someone because of his clothes
 - B. It is best for prepare for the days of necessity
 - C. Common people may prove great ones
 - D. United we stand, divided we fall

3. Paragraph three mainly tells us that
 - A. The little mouse asked for forgiveness
 - B. The hunters carried the lion alive to the King
 - C. The lion was tied to a tree by the hunters
 - D. The little mouse could prove that he could help the lion
4. What did the little mouse do to prove his words?
 - A. He would never forget the lion
 - B. He tried hard to help the lion free
 - C. He ran up and down upon the lion
 - D. He asked for apology to the king of the beast

Read the following text to answer the questions number 5 to 9!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

5. What separated between one village to another a long time ago in the New Territories ?
 - A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills .ve towers and logs

6. Who was Ah Tim ?
 - A. The young woman's brother
 - B. The young woman's son
 - C. The young woman's brother and nephew
 - D. The young woman's brother's son

7. Who walked in front when they were in the forest ?
 - A. Ah Tim
 - B. The woman
 - C. Her brother's nephew
 - D. The baby and his mother

8. How could the wolves catch Ah Tim ?
 - A. He was afraid
 - B. He was stumbled by a stone runners
 - C. The woman cried
 - D. The wolves were good

9. The woman gave her son to the wolves because
 - A. She loved her nephew than her son.
 - B. She thought about how her brother would be
 - C. She wanted her son was eaten by the wolves
 - D. She kept a grudge on his brother

Read the following text to answer questions number 10 to 13!

The story of Two roosters

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

10. From the text we know that
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings

- C. The eagle had watched them all day
- D. The farm needs a new king

11. Why the roosters were fighting fiercely ?

- A. To be the king
- B. To get the hen
- C. To get feeds
- D. To trained the muscles

12. What is the main idea of paragraph 3?

- A. An eagle watching the rooster from a distance
- B. The loosing rooster came out from its hiding place
- C. The eagle took the winning rooster as its prey
- D. The winning rooster celebrates its winning proudly

13. What can we learn from the story?

- A. There's always a bigger enemy in this life
- B. There's always a bigger enemy in this life
- C. Always grab an opportunity before you
- D. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 13 to 17.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh.. I hate this branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely,"

Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

14. Why did mouse deer want to go across the river?
- A. Because he was very hungry
 - B. Because he wanted to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
15. How many crocodiles were there in the story above?
- A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Not mentioned
16. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with
- A. Accurately
 - B. Objectively
 - C. Definitely
 - D. Obviously
17. After reading the text, we may conclude that the mouse deer was
- A. Very greedy animal
 - B. Cunning animal
 - C. Dumb animal
 - D. Frightened animal

Read the following text to answer questions number 18 to 20.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

18. What can we get from the story?
- A. We have to save ourselves
 - B. We have to learn how to climb

- C. Bear will not harm a dead man
- D. True friend always stand by us in ups and downs

19. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to

- A. The bear
- B. The dead man
- C. The friend who cannot climb
- D. The friend who climb the tree

20. Where do you think the story happened?

- A. In the river
- B. In the park
- C. In the woods
- D. In the zoo

Table
Criteria of Reading Skill

No.	Criteria	Score
1.	Clarity : Students can read the text clearly, comprehensible and accurately	0-25
2.	Voice / Noun Verbal Communication : Pronunciation, Intonation, and accuracy was clear, and expression were used to enhance communication	0-15
3.	Fluency : Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	Comprehension : The Students Fully understood the text and question asked and answered correctly	0-35
	Total	100

Table
The Student's Score of Pre-Test

No	Name Of Students	Criteria				Score
		1	2	3	4	
1	A J	10	5	10	15	40
2	A K	15	5	10	15	45
3	A P S	20	10	15	20	65
4	A A A	15	15	10	20	60
5	A F U	10	5	10	15	40
6	A L	15	5	10	15	45
7	C D S	10	10	10	15	45
8	D R	10	5	15	15	45
9	F A U	10	5	10	15	40
10	H S G	20	10	15	25	70
11	I R A	10	5	15	15	45
12	M R	15	5	10	10	40
13	N A R	10	10	10	15	45
14	N A R	15	10	10	20	55
15	N D S	15	5	10	20	50
16	O R	15	5	10	20	50
17	P M	20	10	10	20	60
18	R A	10	5	10	15	40
19	R S K	20	10	10	20	60
20	R R N A	10	10	10	15	45
21	R P	10	10	10	15	45
22	S N A	10	5	10	15	45
23	T M	20	15	20	30	85
24	T C	25	10	20	35	90
25	W S N	20	15	25	25	85
Total						1335
Average						53,28
The Highest Score						90
The Lowest Score						40

Note Criteria :

- 1 = Clarity
- 2 = Voice / Noun Verbal Communication
- 3 = Fluency
- 4 = Comprehension

Table
The Student's Score of Post-Test

No	Name Of Students	Criteria				Score
		1	2	3	4	
1	A J	25	15	25	30	95
2	A K	25	15	25	30	95
3	A P S	15	10	25	25	65
4	A A A	20	15	10	30	70
5	A F U	25	10	15	10	60
6	A L	20	10	15	20	65
7	C D S	25	10	15	25	75
8	D R	25	10	15	25	75
9	F A U	20	15	20	20	75
10	H S G	25	10	15	20	70
11	I R A	25	10	15	20	70
12	M R	20	10	20	20	70
13	N A R	20	10	25	15	70
14	N A R	15	15	25	15	70
15	N D S	20	10	25	15	70
16	O R	25	10	15	20	70
17	P M	15	10	15	20	60
18	R A	15	10	15	20	60
19	R S K	10	15	15	20	60
20	R R N A	10	10	15	15	50
21	R P	15	10	15	20	60
22	S N A	20	15	15	20	70
23	T M	25	15	20	25	85
24	T C	25	15	20	25	85
25	W S N	20	10	25	35	85
Total						1737
Average						69.48
The Highest Score						95
The Lowest Score						50

Note Criteria : 1 = Clarity
2 = Voice / Noun Verbal Communication
3 = Fluency
4 = Comprehension









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-1326/In.28.1/J/TL.00/04/2018
Lampiran :-
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTs MIFTAKHUL HUDA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **RISWANTO**
NPM : 14127787
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING TEAM ASSISTED
INDIVIDUALIZATION (TAI) TECHNIQUE TOWARD STUDENTS
READING SKILL AT THE EIGHT GRADERS OF MTs MIFTAKHUL
HUDA LAMPUNG TENGAH IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MTs MIFTAKHUL HUDA.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2018
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH**

SURAT KETERANGAN PRA-SURVEY

Nomor : B/194/437/MTs-MII/RG/IV/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1362/In.28.1.1/TL.00/04/2018, Tanggal _____ 2018 Perihal izin Pra Survey. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : Riswanto
NPM : 14127787
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah melaksanakan Pra-Survey di MTs Miftahul Huda Rama Gunawan Seputih Raman Selama 1 (satu) hari, dengan Judul Skripsi " **The Influence of Using Team Assisted Individualization (TAI) Technique Towards Students Reading Skill at The Eight Graders of MTs Miftahul Huda Lampung Tengah in Academic Year of 2018/2019**".

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan, April 2018

Kepala Madrasah



SAMIUN, S.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3904/In.28/D.1/TL.00/12/2018
Lampiran :
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS MIFTAHUL HUDA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3903/In.28/D.1/TL.01/12/2018,
tanggal 04 Desember 2018 atas nama saudara:

Nama : RISWANTO
NPM : 14127787
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MIFTAHUL HUDA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION (TAI) METHOD ON THE STUDENTS READING SKILL AT THE EIGHTH GRADE OF MTs MIFTAHUL HUDA, SEPUTIH RAMAN, LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Metro, 04 Desember 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





**YAYASAN PENDIDIKAN MIFTAHUL HUDA
MTs MIFTAHUL HUDA RAMA GUNAWAN
KECAMATAN SEPUTIH RAMAN LAMPUNG TENGAH**

Jl. Kampung Rama Gunawan Kec. Seputih Raman Lampung Tengah 34155

SURAT KETERANGAN RESEARCH
Nomor : B/223/437/MTs-MH/RG/XII/2018

Menindak lanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-3904/In.28/D.1/TL.00/12/2018, Tanggal _____ tentang izin Research. Dengan ini Kepala Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman Menerangkan bahwa :

Nama : **Riswanto**
NPM : 14127787
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas telah selesai melaksanakan Research di MTs Miftahul Huda Rama Gunawan Seputih Raman, dengan Judul Skripsi " **The Influence of Using Team Assisted Individualization (TAI) Method on The Students Reading Skill at The Eighth Grade of MTs Miftahul Huda Seputih Raman Lampung Tengah in The Academic Year of 2018/2019**" dengan hasil baik.

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Rama Gunawan, 11 Desember 2018

Kepala Madrasah


SAMIUN, S.PdI

CURRICULUM VITAE



Riswanto was born in Magelang, October 10th, 1994. He is the first child of Mr. Sutarno and Ms. Suwarni. He has a younger brother named Irfan Ristiano. The writer comes from Special Region of Jogjakarta. The writer had been in Sumatra for 6 years.

He took his Elementary School at SD N Bojong Gede in 2000-2006 and continued his study in Junior High School of SMP N 2 Sawangan for three years. After graduating, he had continued to study in SMA N 1 Depok and finished in 2011. Then, he enrolled to English Department of IAIN Jurai Siwo Metro in 2014.