



The Efficacy of Using Team Assisted Individualization (TAI) in Teaching Reading Stories to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using Team Assisted Individualization technique in teaching reading especially stories to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of the Team Assisted Individualization technique effective in teaching reading stories to Indonesian EFL students?. The research can be an addition to the persisting teaching reading stories of English particularly the use of the Team Assisted Individualization technique. This research was conducted at the tenth-grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading stories and the post-test given to find out the students' improvement in reading stories after giving the treatment by using of Team Assisted Individualization technique. The findings show that using the Team Assisted Individualization technique is effective in teaching reading stories to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use the Team Assisted Individualization technique in developing students' competence in reading stories of Indonesian EFL students.

Keywords: Indonesian EFL students; Team Assisted Individualization technique; teaching reading stories

Introduction

Reading comprehension is about the students' reading capacity and understanding in what they learn at school. The definition of reading comprehension is so wide depending on the person's point of view. As a student, reading comprehension is a skill which should be learned at school. Those are focused on the reading instruction, reading in text, vocabulary, paragraphs unity and so on (Snow, 2002). Based on the senior high school curriculum, the aim of reading is to learn processes to enhance the capacity of the students to understand text, it will assist their understanding text to help them regulate their thoughts, consisting of meaning, to get knowledge and get ideas of text, ideas to expand knowledge in reading teach over time in order to increase their learning process in reading Therefore the students are required to increase and understand the text, as well the main ideas that is detailed in the text.

Comprehension is the important part of reading. A text cannot be understood if the reading is not comprehended. By comprehending the text through reading; students can understand the content of the text. Students can study many things through reading comprehension. Much knowledge is in books. Those can be studied by reading comprehension.

The theory of different levels in reading comprehension skills has been discussed among scholars for decades (Herber, 1970; Snider, 1988; Mc Cormick, 1992; Pearson & Johnson, 1978). The interaction with the text, cognitive demands, and requirements on the reader differentiate the level of reading comprehension. Herber in Basaraba (2012) uttered the theory by mentioning that if students intend to master reading comprehension, they should initially and competently engage in tasks of literal comprehension before they engage in intensive interactions with the texts, such as those prompted by inferential and evaluative understanding. Additionally, retrieving information which is vividly conveyed in a text should be accomplished by the readers (Carnine et al., 2010).

When the writer did observation in SMA Kristen Mercusuar Kupang, he found that some of the students do not master the reading skills. They sometimes do not understand a reading text included a story in English. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's reading ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. one of the techniques that can be used by a teacher in teaching reading namely **Team Assisted Individualization as one of cooperative learning**.

Cooperative learning can help students to construct their own understanding. In cooperative

learning, students work together and build good communication. Students who have more knowledge can share and help the others to get comprehension of the lesson. They can get recognition from others while doing discussion, debate, and peer tutoring in groups.

Team-assisted Individualization (TAI) is one of cooperative learnings. TAI integrates cooperative learning with individual instruction. Students are grouped so they can learn together. Each member has the same responsibility to achieve points and receive reward for their team. Students should help their teammates to upgrade their abilities. They check each other's assignments, share ideas and discuss problems so they can pass the final test.

Roberts Slavin (1995) stated Team Assisted Individualization is a combination of the 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. They earn points for their respective teams by passing final test, completing multiple units, and handing in assignments. Students then take their final unit tests individually.

There are eight principles components of TAI by Robert Slavin as follows: (a) Teams are forming a heterogeneous group consisting of 4 to 5 students. (b) Placement test namely providing pre-test to the student or looking at the average daily value of the students so that teachers know the weaknesses of students is a particular field. (c) Curriculum materials are material done by the students by the existing curriculum. Study Tea that stage of learning actions to be implemented by groups and individual teachers to assist students in need. The Students work on the units-of their units in their groups or other words, students are given to work on the problems individually first and then afterwards discuss the results with a group each-each. (c) Study Team that stage of learning actions to be implemented by groups and individual teachers to assist students in need. The students work on the units-of their units in their group or other words, students are given to work on the problems individually first and then afterward discuss the results with a group each-each.(d) Team score Team Recognition that is giving a score against the group's work and give the awards criteria of the groups that succeeded brilliantly and groups that are considered less successful in completing the task. (e) teaching groups is the provision of material briefly on the teacher ahead of the group's work. (f) The fact test is the implementation of smaller tests based on facts obtained by the students. (g) Whole-Class Units are of materials by teachers back at the end of time learning by problem-solving strategies (Slavin: 1995).

Based on the explanation previously, the researcher is interested in conducting a research under the topic **“The Efficacy of Using Team Assisted Individualization (TAI) in Teaching Reading Stories to Indonesian English as Foreign Language (EFL) Students.”**, as a result in real situation he does not find an adequate and appropriate strategy teaching reading in SMA Kristen Mercusuar Kupang, an Indonesian High School it may be caused by most English

teachers still teach by using conventional method in teaching reading. Therefore, it is very important to provide an alternative technique to improve student; it is assumed that using pair work technique might for improve the students' ability in mastering reading a story.

From the background of the study, the researcher formulated the research questions such as below: Does the use **Team Assisted Individualization (TAI)** improve effectively the ability in reading story of second year students of SMA Kristen Mercusuar Kupang,?. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using **Team Assisted Individualization (TAI)** in improving the ability in reading at second year students of SMA Kristen Mercusuar Kupang,.

This research is expected to be useful information for teacher and the students about teaching reading story by the students through **Team Assisted Individualization (TAI)**. Also it expected to be a reference for the next researcher who wants to do a research about conditional sentences. The scope of the research is to know what teaching conditional sentence of SMA Kristen Mercusuar Kupang, at the second year students through pair group. Then it is limited for knowing the factor hamper the students in understanding a story.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$O_1 \quad X \quad O_2$

Where:

O_1 = pre-test

X = treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used grammar test to measure the students' ability in mastering conditional sentence. Before and after giving treatment writing involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using **Team Assisted Individualization (TAI)** technique in teaching reading. the steps as follows: (1) Before: in this stage, teacher needs to follow engage instruct-initiate sequence. It is to give understanding to the students about what they are going to do and when they have to finish their task. (2) During: the researcher introduces herself and explains the material about the Narrative text as a tool to teach reading comprehension to Adolescents. Next activity Adolescents are divided into two groups containing five Adolescents. The teacher provides brief material about the narrative text given to each group. Then, the teacher gives 15 minutes to the Adolescents in each group have to cooperate to understand the text. After that, the teacher gives questions about the text that has been given to each group. The teacher is giving a score to a group based on how many questions can be answered. The teacher announces the winner. Last activity, the teacher gives reflection about the material that has been given in this meeting

. (3) After: teacher gives feedback after students finish their work.

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave grammar test and asked the students to answer. It aimed at finding out the students' ability in reading skill after giving treatment..

In analyzing data, the researcher giving score to the students based on the result of their reading test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and post test.

Results

From the result data analysis, shows that the mean score of the students pretest was 40 and the mean score of posttest was 75 It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement especially for the students' reading skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' reading ability through reciprocal teaching technique as a way to deliver learning material. **Team Assisted Individualization (TAI)** technique is effective in enhancing the students' reading ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in reading skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

| | Pretest | Posttest |
|---------------|---------|----------|
| Mean | 40 | 75 |
| Standard dev. | 8.30 | 10.49 |
| Max | 43 | 64 |
| Min | 21 | 37 |

The data shows the mean score of the students pretest was 40 and the mean score of posttest was 75. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement in reading.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' grammar ability through pair work technique as a way to deliver learning process. The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df) = N-1, where (N) = 25, df = 24. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that **Team Assisted Individualization (TAI)** technique is effective in enhancing the students' reading ability especially reading story.

Discussion

Based on the result of data analysis, the researcher found out that the use of **Team Assisted Individualization (TAI)** technique is effective in developing students' competence in grammar skill at the tenth grade students at SMA Kristen Mercusuar Kupang. Actually, there some techniques that we can use to teach speaking but the researcher using **Team Assisted Individualization (TAI)** technique, moreover the application of think pair share strategy gave good effect in enhancing the students' skill in reading.

Based on the data collected, using **Team Assisted Individualization (TAI)** technique in teaching reading can enhance the students' achievement. It was proved by students' score on the grammar test. All students' score was improved after conducting the treatment through **Team Assisted Individualization (TAI)** technique. The result of this research is supported by Harmer (2001:207) as cited in Mulya (2016:79) defines pair work as a way of increasing students participation

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and language use. This technique can be used in enormous number activities whether speaking, reading, or writing.

The result of this research is Team Assisted Individualization (TAI) Method is effective in teaching Reading Comprehension where there are several previous research that found the same results. As for the previous research, namely by

Euis Setiati, Intan Satriani (2017) found that result of this research found that teaching reading comprehension using Team Accelerated Instruction (TAI) technique has significant improvement in Adolescents' Reading Comprehension. ST. Nuaisya Karim (2017) found that the research suggested that TAI (Team Assisted Individualization) method is effective in students Reading Comprehension. Chicca Kurnia Saputri (2017) found that So it can be concluded that there was a significant improvement by using the Team Accelerated Instruction (TAI) strategy of students' Reading Comprehension in XI Science 4 Class of SMA Negeri 1 Kotagajah. Ermawati Zulikhatin Nuroh, Vidya Mandarany found that The result of this research was is students respond well to cooperative learning model type Team Assisted Individualization (TAI) to improve students' Reading Comprehension.

From all the results of previous research above, it proves that Team Assisted Individualization (TAI) is an effective method in teaching Reading Comprehension as said by Bejo Apriyanto and Fahrudi Ahwan Ikhsan that the TAI model is designed as a learning model that combines individual learning with cooperative learning. With the TAI model, the weaknesses that exist in individual learning and on cooperative learning can be minimized with the advantages that exist in both

This research has shown that pair work can increase the students' ability in mastering r. So, in teaching conditional sentence, the students should be in **Team Assisted Individualization (TAI)** that will be a useful situation where the students can share their knowledge and support their team in mastering reading in English.

Conclusion

The researcher concludes that the use of **Team Assisted Individualization (TAI)** technique is effective in developing students' competence in mastering reading skill at the tenth grade students at SMA Kristen Mercusuar Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering conditional sentences through applying **Team Assisted Individualization (TAI)** technique to the tenth grade students at SMA Kristen Mercusuar Kupang NTT.

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