

**THE EFFECTIVENESS OF APPLYING TEAM-ASSISTED
INDIVIDUALIZATION (TAI) BY USING FLASHCARD
AS MEDIA IN IMPROVING STUDENTS READING
ACHIEVEMENT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program*

By

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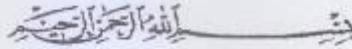
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ABSTRACT

Fadillah Sari : “ The Effectiveness of Applying Team Assisted Individualization (TAI) by Using Flashcard as Media in Improving Stusents’ Reading Achievement”. SKRIPSI : English Eduation Program Faculty of Teacher’ Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2018.

This research is aimed to investigate the effectiveness of using team assisted individualization (TAI) by using Flashcard as media in improving students’ reading achievement and this reseach was applied classroom action research. The research was conducted in two cycles at X grade students of MAM 1 Medan from january 29th to february 17th 2018. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected by using observation sheet and document. Then, quantitative data were collected by using test (pre-test and post-test). The research finding showed that there were the effectiveness of using team assisted individualization (TAI) by using Flashcard as media in improving students’ reading achievement. The improvement of students’ reading achievement can be seen from the improvement of the mean score of pre-test, first post-test and second post test, that is 59.81, 69.81 and 82,03. The improvement of the classroom activity during teaching and learning proses can seen from passive into more active when the students got more intrested in learning because of the strategy that teacher used when teaching.

Keywords : Team Assisted Individualization, Reading Achievement

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is one of skills in language which is taught formally in Indonesia from elementary school up to the university level. Reading is the most important skill in learning language besides speaking, writing, and listening. By reading, students can take the information and increase their knowledge from the reading texts. With a lot of information, students can learn to give response on what they read. Response they give will be useful to them because it can increase the critical nature. When the students lazy to read, they get nothing and they lack of information. But when they often read, they will rich in information and knowledge. According the researcher reading is one of skills that really important to increase the knowledge. Specially for the students that often in reading, they can increase their achievement in reading to make them rich in information and knowledge.

In now days, the benefits of reading has been more and more often discussed by various circle of society in a variety of opportunity. For the students reading also can improve their ability to focus and concentrate in study, retain information, think better from their knowledge. In developed countries, reading is a primary requirement for every citizen to obtain information required. Every aspect of life in the community approximately will involve reading activity. There are some benefits of reading for the students like to improve their vocabulary, An

improved vocabulary is the most obvious outcome of a strongly established habit of reading. Reading fiction books increase the creativity in the brain, especially at a young age to write their own books with get the information from book that their read. And to improve their memorize something, reading significantly helps improve memory at a young age in life and later on in one's older years reading significantly helps improve memory at a young age in life and later on in one's older years. Reading also is an indulgence that enhances our knowledge by making us use our brain and causing us to think more and therefore enhancing our intelligence. Thats all are the benefit of reading for the students if they often to read.

In facts, the achievement of reading from the students is still low, because of some reason like the students did not intrested to learn reading comprehension, usually the teacher just give the students a text to read by take turns one by one. Teacher rarely ask them to translate the text because it can take much time to do. The other reason is, sometimes the method that teacher used when teach is not interested, so the students lack of activity at the classroom, it make them bored when learn reading comprehension and it also make them can not improve their reading achievement. Based on researcher's experience in teaching practice in Senior High School level at Madrasah Aliyah Muhammadiyah 01 Medan, many students find some difficulties in learning reading comprehension. They think that comprehending the text is a difficult task to do because they have to open dictionary, look for the pronunciation of words, choose the suitable meaning, and getting main idea of the text. Beside all of problems, not all students have to reach

score 75 as the number of minimum mastery learning (KKM), it is only sixty percent (60%) that can reach that score. Students who have difficulties in reading comprehension will not easy to get that score. Beside it, many students find some difficulties in reading comprehension. They think that comprehending the text is a difficult task to do because they have to open dictionary, look for the pronunciation of words, choose the suitable meaning, and getting main idea of the text. All the facts presented above suggests that the teaching of reading comprehension has not yet successful in teaching the students to be good readers or to have better reading ability. Therefore, this teaching should be improved. One of ways to improve that is by applying an effective strategy.

There are some strategies in teaching reading comprehension. The teacher must be able to make variations and choose the suitable strategy in order to attract students' interest in reading. For this purpose, the researcher proposes a strategy named TAI (Team Assisted Individualization) strategy to provide long term support for students' development in reading comprehension. The researcher uses this strategy because the strategy can make students easier when learning reading comprehension because they have friend who can help them to teach them when they confused about the task. Sometimes students feel afraid to ask the teacher. Therefore, in this strategy students are grouped in different academic ability, so that if they find a problem, they can ask their teammates. In this strategy, students are also taught to be responsible because every student has a problem that must be done by them. One of the strategies in teaching reading comprehension is Robert Slavin (1984) stated that TAI (Team Assisted Individualization) is a study

strategy where students are placed into heterogeneous groups. The heterogeneous groups are got from a test before making groups or look for the score average of students in reading comprehension. In the heterogeneous groups, students have different ability. Students who have great ability in reading comprehension are expected to help their teammates who have lower ability in reading comprehension.

There are some benefits of using TAI (Team Assisted Individualization) strategy. It helps students to improve their comprehension skill because they have friends that can help them in solving their problems when they doing their tasks and to describes about something that they cannot understand. Other benefits of TAI (Team Assisted Individualization) are to understands the content of the text, and improve their social sense. Due to the benefits, the researcher conducts an experimental research with title “The Effectiveness of Applying Team-Assisted Individualization (TAI) by Using Flashcard as Media in Improving Students Reading achievement”.

B. The Problem of The Study

Based on the background the researcher foun a problem What the Effectiveness of Applying Team-Assisted Individualization (TAI) with Flashcard as media can improve students reading achievement?

C. The Scope of the Study

Based on the background of study, the scope of this study is reading comprehension. It will be limited in applying team-assisted individualization (TAI) to improve the students' reading achievement on reading narrative.

D. The Objective of the Study

The objective of this research is to investigate the improve effectiveness of applying team-assisted individualization (TAI) to improve the students' reading achievement on ten grade students.

E. The Significant of the Study

The findings of the study are expected to be useful and relevant theoretically and practically. Theoretically for other resercher, who is interested in getting prior information to do further related study to prove this strategy with different participants. Practically, the findings are usefull for :

1. English teachers, who want to get source and information to enlarge their knowledge in teaching reading comprehension and to improve the students reading achievement.
2. The other researcher who are interested in same research to use this findings as the source of information for the future related study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or term applied in the resesrch. The theory must be clear to avoid misinterpretation and confusion that might occur in the process of geting the better insight.

1. Team-Assisted Individualization (TAI)

1.1. Defenition of TAI

Robert Slavin (1984) stated that TAI (Team Assisted Individualization) is a study strategy where students are placed into heterogeneous groups. The heterogeneous groups are got from a test before making groups or look for the score average of students in reading comprehension. So, the heterogeneus group formation in TAI strategy can help the students who have difficulties in reading comprehension to get help from their teammates in understanding the problem given by the teacher. One of the important point that must be considered to form a heterogeneus grouphere is academic ability of stuents in reading comprehension. Academic ability of students can be obtained from pre-test about reading comprehension from the teacher before forming a group or it can be by looking at average score of students in learning reading comprehension. Slavin (2008:189) stated that TAI strategy is a strategy that can make students work in teams and have responsibility. The result of the studies in individual is brought to group for

being discussed together and all members in group responsible on overall answers. Students help each other in facing the problem and support each other to progress.

In TAI strategy, the teacher give LKS (students worksheet) to the groups. Then they will be ask to discuss to understand the text and given problems (question). Each member of the group work i one problem as a form of shared responsibility. After do their group task, they will be ask to do a quiz by themselves abut reading comprehension. Team Assisted Individualization strategy more emphasis on group awards, individual responsibility and have equal opportunities to share the result for each group member.

1.2. Steps of TAI Strategy :

a. Placement test

At the beginning of the program, students are pretested on vocabulary mastery. They are placed at the appropriate point in the individualized program based on their performance on the placement test.

b. Teams

Students are assigned to four-to five-member teams. Each team has a mix of high, average, and achiever, boys and girls, and students of any ethnic groups in the class. Every eight weeks, students are assigned to new teams.

c. Curriculum material

The students work in their teams on self-instructional curriculum materials covering main idea, reference, lexical meaning, meaning based on the context, detail information, and parts of the text.

d. Teaching group.

Every day, the teacher teaches lesson to small groups of students (drawn from the heterogeneous teams) who are at the same point in the curriculum.

e. Team study method.

Following the placement test, the students are given a starting place in the sequence of vocabulary skills.

f. Team scores and team unit recognition.

At the end of each week, the teacher computes a team score. This score is based on the average number of units covered by each team member and the accuracy of the unit tests. Criteria are established for team performance. A high criterion is set for a team to be a “super team”, a moderate criterion is set for a team to be a “great team”, and a minimum criterion is set for a team to be a “good team”. The teams meeting the “super team” and “great team” criteria receive attractive certificates.

g. Fact test.

Twice each week, the students are given three-minutes facts (usually functional text test facts) the students are given fact sheets to study at home to prepare for these tests.

h. Whole-class units.

In the final step, teacher conclude about the material has been taught and provides troubleshooting of the material.

1.3. Advantages of TAI

According to Sulaiman's thesis (2015:266) some advantages of TAI Strategy are as follows:

- 1) It can minimize teacher's involvement in correcting and scoring answer.
- 2) The teacher will spend the time to teach the small group.
- 3) The students will be motivated to study the material quickly and accurately.
- 4) The students working in learning teams toward a cooperative goal could help one another study, provide instant feedback to one another, and encourage one another to proceed rapidly and accurately through the material.

1.4. Disadvantages of TAI

Beside the advantages, this strategy also has some disadvantages as follows :

- 1) There is no competition between groups.
- 2) The weak student may be depending on the clever student.
- 3) Need a long period.
- 4) Something that should be learn and understood can not be reached by the student overall.
- 5) The clever student will feel objection because the score is decided by the attainment of the group.

2. Reading

2.1. Definiton of Reading

Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear Harmer, (2001:199). To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

According to Grabe & Stoller (2002:9) describe reading as the ability to draw meaning from the printed page and interpret this information appropriately. Reading can be taught as a way of drawing of information of a text and forming an interpretation. The process of the drawing and interpret the information that requires the prior knowledge of the reader is also a short conversation between the writer and the reader the information and the meaning can be draw if the students have many vocabularies to comprehend the content of reading texts.

According to Perfetti & Marron in Ariani's thesis (2001 : 34), reading is process of gaining meaning meaning from print. It is way to get information from something that was written and active process that requires a great deal of practice and skill. Readers make sense of what they read by integrating text information with their own knowledge by monitoring understanding and by using procedure for reinterpreting what they read.

2.2. Purpose of Reading

Grabe and Stoler (2002: 11-15) describe to purpose of reading can be explained as the following:

a. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researcher see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. Similarity, reading to skim is a common part of many reading tasks and usefull skill in its own right. It involves , in essence, a combination of strategies for guessing where important information might be in text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed. It means that reading to search help the readers to find out the information needed by scanning and scamming the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

It requires to :

- 1) Remember main ideas as well as number of details that elaborate the main and supporting ideas in the text.
- 2) Recognize and built rhetorical frames that organize the information in the text.
- 3) Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferential demands than general comprehension to connect text information with background knowledge.

c. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited constraints.

2.3. Types of Reading

According to Brown (2001:186) there are three types (genre) of reading. Each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated. Consider the following abridge list of common genres, which ultimately form part of the specification for assessments of reading ability.

2.4. Genre of Reading

1) Academic reading

General interest articles (in magazines, newspapers, etc). Technical reports (e.g lab reports), professional journal articles reference material (dictionaries, etc). textbooks, theses essays, papers test direction editorials and opinion writing.

2) Job-related reading

Message (e.g, phone message) letters/emails memos (e.g, interoffice) report (e.g, job evaluation, project report) schedules, label, signs, announcements form, applications, questionnaires financial documents (bills, invoices, etc). directories (telephone, office, etc). manuals, directions.

3) Personal reading

Newspaper and magazines letters, emails, greeting card, invitations messages, notes, list schedules (train, bus, plane, etc). recipes menus, maps, calendars advertisements (commercials, want, ads) novels, short stories, jokes, drama,

poetry financial documents (e.g, checks, tax forms, loan applications) form, questionnaires, medical reports, immigration documents comic strips, cartoons.

When we realize that this list is only the beginning, it is easy to see how overwhelming it is to learn to read in a foreign language. The genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. For example readers know that a text is a recipe, they will expect a certain arrangement of information (ingredients) and will know to search for a sequential order of direction. Efficient readers also have to know what their purpose is in reading text, the strategy for accomplishing that purpose, and how to retain the information.

The content validity of an assessment procedure is largely established through the genre of a text. For example, if learners in a program of English for tourism have been learning how to deal with customers needing to arrange bus tours, then assessment of their ability should include guidebooks, maps, transportation schedules, calendars, and other relevant texts.

2.5. Reading Comprehension

Reading comprehension is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interaction between what the reader gleans from the text and what the meaning of the text well. (Serravallo, 2010:43; as cited in Heilman, 1981) states that reading is thinking and understanding and getting the

meaning behind the text. Comprehension is at the heart of what is meant to really read. It means that, reading comprehension means to combine prior knowledge and current reading to predict what may happen in the next of to figure out what a words means by its use in the text.

Reading comprehension involves taking meaning to a text in order to obtain meaning from text to understand reading comprehension one should begin by analyzing what comprehension involves and how it relates to the entire reading process. Reading comprehension involves more than knowledge of structure and vocabulary. It requires ability to understand development and improvement in the speed of recognition and comprehension. Since reading is a development process, the students progress from reading words and sentence to reading paragraph. (Natal, 1982:4; as cited in Heilman, 1981) stated conducted reading comprehension is the ability of the students to interpret the idea of passage without knowing the individual meaning but memorize the passage and recite it by using their own words. Furthermore, Heilman and Blair (1981:242), stated conducted reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. In concluding, reading comprehension is an interaction between thought and language to get meaning or comprehension a text

2.6. Teaching Reading Comprehension Based Genre

Genre is kind of text which describes the general of the text. Genre is a class of category of artistic endeavor having a particular form and technique.

Pardiyono (2007: 2) stated that genre is kinds of a text type that has a function as frame of reference so that a text can be made effectively; effective from purpose accuracy side, the arrangement of the elements, and the use of grammar. It will be easier to understand the purpose of the text from its genre, Djuharie (2007: 24), there are many genre of text learnt by students of senior high school in learning reading skill. They are:

- 1) Narrative, Narrative is kind of genre that has social function to entertain, amuse the reader and to tell story.
- 2) Prosedure, Procedure is kind of genre that has social function to describe how something is accomplished through steps
- 3) Descriptive, Descriptive is kind of genre that has social function to describe particular person, place or thing.
- 4) Explanation, Explanation is kind of genre that has social function to explain the process involved in the formation or working of natural or social cultural phenomena.
- 5) Discussion, Discussion is kind of that has social function to present information and opinion and more of one side issue.
- 6) Hortatory, Hortatory is kind of text that has social function to persuade the reader that should oe should not be done.
- 7) Report, Report is kind of text that has social function to present information about something as it is.

- 8) News Item, News item is kind of text that has social function to inform reader, listener. About events of the day which are considered newsworthy.
- 9) Analytical exposition , Analytical exposition is kind of genre that has social function to persuade the readeroe listeners that something in the case.
- 10) Recount, Recount is kind of genre that has social function to retell the series of past even.
- 11) Spoof, Spoof is kind of genre that has social function to retell an event a humorous twist.
- 12) Anecdote, Anecdote is kind of genre that has social function to share with others an account or unusual incident.

From the various kinds of genre in reading, this study only focus on narrative text.

3. Narrative Text

Narrative text is used in this research the object where the level of comprehension is put. And it is also as assessment of product in teaching treatment. Therefore a clear the theory in narrative text needed in avoid the ambiguity. Narrative text is astory with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Its is social function to tell stories or past events and entertain the reader. For the details, Pardiyono (2007 : 95) states as followed :

- 1) Communicative purpose : narration is a kind of text which tells about activities or event in the past. It is often in showing problematic experience and resolution which aimed to amuse or give a moral lesson readers.
- 2) Rhetorical Structure:
- 3) Orientation: contains the topic of activity or event which is unordinary to be told. It must be interested and it has to be able to provoke readers to know furthers the detailed of the text.
- 4) Sequence of Event: it details about activities or events which are problematic and arranged orderly from introduction, conflict until climax. It usually uses sequence markers: first, second, third, etc. Or first, after that, next, finally, etc.
 - a) Resolution: it contains exposure about problem solving.
 - b) Code: (optimal) contains moral lesson.
- 5) Grammatical Patterns: This text uses verb in the form of past tense, past perfect tense, past continous tense. The using of verb of doing in predicate such as “run out, when, got, etc.” Which described activities. There is also the using of adjective, subjective pronoun and conjunction.

3.1. The Types of Narrative Text

- 1) Fable: simple fable is a story about animal which behave like human

- 2) Myths: stories that are believed by some people but the stories cannot be true, it was told in an ancient culture to explain a practice, belief, or natural occurrence.
- 3) Legend: it simple a story which relates to on how a place is formed
- 4) Fairy tales: story which relate much which magic things
- 5) Science fiction story: story which explore the science as the background or plot of the whole story
- 6) Short stories: story for one or two pages
- 7) Parables: story that illustrates one or more instructive lessons or principles. Parable differs from a fable.
- 8) Novels: long even very long and complex story
- 9) Horror story: a story with horror contents

3.2. The Elements of Narrative Text

- 1) Noun is a word used as the name of a person, place or thing.¹⁶ Budi is our teacher There is a table in the class I saw a man in the market.
- 2) Individual participant Individual participant means that the subject who takes part in a situation or the story of specific subject.¹⁷ Such as story about snow white, Prophet Muhammad, MalinKundang.
- 3) Past Tense The simple past is used of a complete action that happened at one specific time in the past.¹⁸According to Betty Schramper Azar, “Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past.” Meanwhile according

to Jayanthi Dakshina Murthy, “Simple Past Tense is when a verb is used to shown that an action was completed.²⁰ So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentences.

- 4) **Conjunction** Conjunction is a word which used to join one word to another word, or one sentence to another sentence. There are two types of conjunction subordinating conjunction.²¹ According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group of words or sentence.²² So, conjunction is the word as function combine a word or sentences.
- 5) **Action verb** The action verb divided into two forms :
 - Regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive.
 - Irregular verb is a verb which does not have a normal inflection or normally added by “ed”d” to the infinitive form.

4. Media

Media is tool for teaching process. Media can support teaching learning process. Media is instrument that can effect the conditional of teach learning process. Julian and Nick (2010;7), state that the media learning is most usefully conceptualized as a’creative apprenticeship’ and that a gedree of derivative production is necessary starting point for more radical or playful creative departure. Frau-Meigs (2006;20), says media texts often combine several

“language” or forms of communication-visual images (still or moving), audio (sound, music or speech) and written language. Media can effect learning process when used appropriately and correctly. It can engage the students in a topic or as the basis of whole activity for practical (creativity) and for motivational reason. Media is necessary to make effective and attractive communication in teaching. Now the educational media are inseparable parts of teaching and learning process. The role of the learner is to provide, demonstrate, guide and motivate learners they can interact with various existing learning resources. Not just learning resources in the form of people, but also other sources of learning. Not just learning resources which is purposely designed for learning purposes, but also a learning resource that has been available. All the learning resources that we can find, we choose and we use as a source of learning for our learners.

A form of interaction between the learners with learning resources can be manifold. How to learn by listening to lectures from learners is indeed one form of interaction the. But learn just by listening to it, doubtful effectiveness. Learn will only be effective if the learners are given many opportunities to do something, through multi-method and multi-media. Through various methods and learning media, learners will be able to many interact actively by utilizing all the potential of the learners.

4.1. Media Selection Criteria

Choosing the media should not be done arbitrarily, but rather based on criteria certain. Error during election, whether the selection of media type or the selection

of the topic provided, will bring long consequences that we do not want in the future. Many questions we have to answer before we decide on a particular media choice. Generally, the criteria to be considered in the selection of instructional media are outlined as follows (Iwan Falahudin,2014 : 110) :

1) Purpose of Use

What are the learning objectives (basic competencies and basic competencies) to be achieved? Is that goal into the realm of cognitive, affective, psychomotor, or a combination thereof? What kind of sensory stimuli emphasized: what is vision, hearing, or a combination? If visual, is it necessary motion or visual enough silence? The answer to that question will lead us to the type Certain media, whether media realia, audio, visual silence, visual motion, motion and visual audio and so on.

2) Target media users

Who are the target students who will use the media? how their characteristics, how many the amount, how the social background, how the motivation and interest in learning? And so on. If we ignore these criteria, then the media we choose or we make certainly not will do much good. Why? Because ultimately this goal will benefit from the media of our choice. Therefore, the media must be in accordance with their conditions.

3) Media Characteristics

Must know the characteristics of the media? What are the advantages and disadvantages, as the media which we will choose with the goal to be achieved? We will not be able to select media with good if we are not familiar with the

characteristics of each media. Because of the activity of choosing basically is the activity of comparing each other, whichever is better and more appropriate than others. Therefore, before determining a particular media type, understand it well what is the character of the media.

4) Time

Time here is how long it takes to hold or create media which we will choose, as well as how long the available time / we have, is it enough? Another question is, how long will it take to present the media and how long the allocation is time available in the learning process? It's useless to choose good media, but we have not enough time to do it. Do not also happen, the media that we have make with time consuming, but when used in learning we turn out lack of time.

5) Fees

The use of media is basically intended to improve efficiency and effectiveness learning. What means we use the media, if the consequences are just waste. Because of that is, the cost factor becomes the criteria we should consider. How much do we cost for create, buy or rent the media? Can we work on that cost / what the cost is equal to the learning objectives to be achieved? Could not be a goal learning can still be achieved without using the media, is there any other alternative media cheap but still able to achieve learning goals? Expensive media is not necessarily more effective for achieving learning goals compared to simple and inexpensive media.

6) Availability

The media we need is around us, at school or on the market? If we have to make it your own, is there ability, time of energy and means to make it? If all it exists, the next question is the available means necessary to present it in class? For example, to explain the process of solar eclipse is more effective presented through video media.

4.2. Benefits of Media in Learning

In general, the benefits of media in the learning process is to facilitate interaction between learners with learners so that learning activities will be more effective and efficient. But more specifically there are some more detailed media benefits :

- 1) Submission of subject matter can be uniformed.

Each learner may have different interpretations of a concept subject matter. With the help of the media, such diverse interpretations can be avoided so that it can be delivered to the learners in a uniform manner. Any learners who see or hearing the description of a subject matter through the same media, will receive that information exactly the same as that received by other learners. Thus, the media can also reducing the occurrence of information gaps among learners wherever located.

- 2) The learning process becomes more clear and interesting

With its various potentials, the media can display information through voice, images, movements and colors, both naturally and manipulated. Packaged subject matter through the media program, will be more clear, complete, and attract learners. With media, material the dish can arouse the curiosity of the learners and

stimulate the learners to react well both physically and emotionally. In short, learning media can help learners to create a learning atmosphere to be more alive, not monotonous, and not boring.

3) The learning process becomes more interactive

If properly selected and designed, the media can help learners and learners make two-way communication actively during the learning process. Without media, one learners will likely tend to speak one direction to the learners. But with the media, the learner can organize the class so that it is not only the active learner but also the active learner the learner.

4) Efficiency in time and effort

Complaints that we often hear from learners is, always lack of time to achieve curriculum targets. Often the learner spends a lot of time explaining a subject matter. This really should not happen if the learner can make the most of the media. For example, without a media a learner will of course spend a lot of time explaining the human circulatory system or process solar eclipse. And with the help of visual media, this topic quickly and easily explained to the child. Let the media present lesson material that is indeed difficult to presented by the learner verbally. With the media, learning goals will be more easily achieved maximally with minimal time and effort. With the media, learners do not have to explain the subject matter repeatedly, because only with one serving use media, learners will more easily understand the lesson.

5) Improve the quality of learners learning outcomes

The use of media not only makes the learning process more efficient, but also helping learners to absorb the subject matter more deeply and whole. When only with listen to verbal information from learners only, learners may not understand the lesson nicely. But if it is enriched with seeing, touching, feeling, or experiencing themselves through the media, then understanding learners would be better.

6) Media allows the learning process can be done anywhere and anytime.

Learning media can be designed in such a way that learners can perform learning activities more freely, whenever and wherever, without being dependent on the existence of a learner. Audio-visual learning programs, including programs learning using computers, enabling learners to do learning activities independently, without being bound by time and place. The use of media will awaken learners how many learning resources they can use in learning. We need to be aware that the allocation of study time in school is very limited, the most time spent by the learners in outside the school environment.

7) Media can cultivate a positive attitude of learners to the material and learning process.

With the media, the learning process becomes more interesting that encourages learners to loving science and fond of searching for the resources of science. The ability of learners to learn from various sources, will be able to instill attitude to the learners to always take the initiative to find the various learning resources needed.

8) Change the role of learners in a more positive and productive direction.

By utilizing the media well, a learner is no longer the only one learning resources for learners. A learner does not need to explain all the subject matter, because it can share the role with the media. Thus, learners will have more time to pay attention to other educational aspects, such as helping with adversity learning, pebelajar, formation of personality, motivate learning, and others.

9) Media can make abstract subject matter more concrete

Identifying the form of market in the economic activities of the community for example can be explained through the media of the market image from the traditional to the modern market, as well as the material complex lessons can be presented more simply with the help of the media. For example the material which discusses the center of the Islamic empire center can be delivered with the use of the map or atlas, so that learners can easily understand the learning the.

10) Media can also overcome the limitations of space and time

Something that happens outside the classroom, even in space can be presented in the classroom through media assistance. Similarly, some events that have occurred in the past, can we serve in front of the learners at any time. With the media is also an important event that is occurs in other continents can be presented instantaneously in the classroom.

11) Media can help overcome the limitations of the human sense.

Lesson objects too small, too big or too far, we can learn through media assistance. Similarly, the object of the process / event is very fast or very slow, we can see clearly through the media, by slowing down, or accelerating events. For example, the process of development.

5. Flashcard

A flashcard is a little piece of paper. The size of a business card, which has on one side a new word in a language you're learning, and on the other side a word in your mother tongue (Aschurotun, 2010: 23).

A flash card is part of a set of cards on which are written items to be studied. They are "flashed" (shown quickly) one by one to a learner to elicit a quick response. Flash card is a sort of card which had been developed for the purpose of storing the information. The information which is of greater importance can be easily stored on the flash card as its primary purpose is to store the information for the easy of the people (Kristha, 2015 : 25).

A flashcard or flash card is a card bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a side and an answer overleaf. Flashcards can be bear vocabulary, historical dates, formulae or any subject matter that can be learned via question-and-answer format. Flashcards are widely used as a learning drill to aimed memorization. They are often associated with spaced repetition (<http://en.wikipedia.org/wiki/flashcard>).

Flashcard is big size measure card, usually use rather thick paper, stiff and its size measure is A4. Flashcard show picture or words article. Flashcard can be used in multiplicity of ways, as following example show :

- a. Drill : with lower students a traditional use for picture is in cue response drill.

- b. Communication games : flashcard are extremely usefull for a variety of communication activities, especially where they have a game like feel.
- c. Understanding : one of the most appropriate use for flashcard is for the presenting and checking of meaning.
- d. Ornamentation : flashcard of various kinds are often to make the work more appealing.
- e. Prediction : flashcard are useful for getting students to predict what is comign next in a lesson.
- f. Discussion : flashcards can stimulate the question.

B. Conceptual Framework

Reading is the main reason why students learn language. Without reading, the learners never know about anything. Reading is a goal that children must master in order to be successful in school and in life. By reading a person will gain new understandings, gain knowledge, gain new ideas, expand the view so that later they have high intelligence and civilization that is useful to himself and useful to others.

Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. For the students reading is a skill that can help them to improve their ability in learning english.

To improve their ability in english the teacher should use some strategy to make the students interested in learning english, especially in improving reading

students achievement. The teachers should have some strategy and media in teaching.

In this research, the researcher will apply a strategy and media that can used in teaching reading to improve the students achievement. It is (TAI) Team Assisted Individualization. Team Assisted Individualization is a study strategy that can used in teaching reading and can improve the students' reading achievement. The study is to find out about the effectiveness of applying TAI (Team Assisted Individualization) by using Flashcard as media to improve students' reading achievement.

TAI is one of strategy that can help the teacher to improve students; reading achievement. The procedure of TAI strategy is : placement test, teams, curriculum material, teaching group, team study method, team scores and team unit recognition, fact test and whole-class unit. This strategy is designed as procedure for the students to learn how to work in a team and for improve their ability in english or study. Team Assisted Individualization can used in any content and can developed in a variety of ways.

CHAPTER III

METHOD OF RESEARCH

The subject of this research would be the ten (X) 1 and 2 grade students at MA MUHAMMADIYAH 01 MEDAN at Jalan Mandala by Pass. It was conducted during even semester academic year 2017/2018. In which distributed into two parallel classes consist of 50 students. By using purposive sampling technique, 27 students of X-2 class was choosen as the subject because based on the researcher's experience when doing PPL at that school, the researcher found that the class has the lower learning outcomes in learning English especially in reading narrative text.

A. RESEARCH DESIGN

This research was conducted on the basic of Classroom Action Research procedures. Classroom Action Research (CAR) is a reflective process of progressive problem solving led by individuals working with others in terms or as part of community practice to improve the way they address issues and solve problem. Action research was different from other more conventional or traditional types of research in that it is very focused on individual or small group professional practice (Wallace, 1981).

Stringer (2007) assert that Classroom Action Research is a careful management of research activities so that stakeholders can jointly construct definition of the situation that are meaningful to them and provide the basic for formulating

effective solutions to the research problem. In other word Classroom Action Research can be defined as a study of social situation with a view to improve the quality of action within it. Classroom Action Research was done to make are improvement in the class. The approach to Classroom Action Research was conducted in two Cycle I and II, each cycle consists of four steps namely: (a) Planning, (b) Action, (c) Observation and (d) Reflection.

Kemmis (1995) has developed a simple model of the cyclical nature of the typical action research process (see Figure I), each cycle has four steps: Plan, Act, Observe, and Reflect.

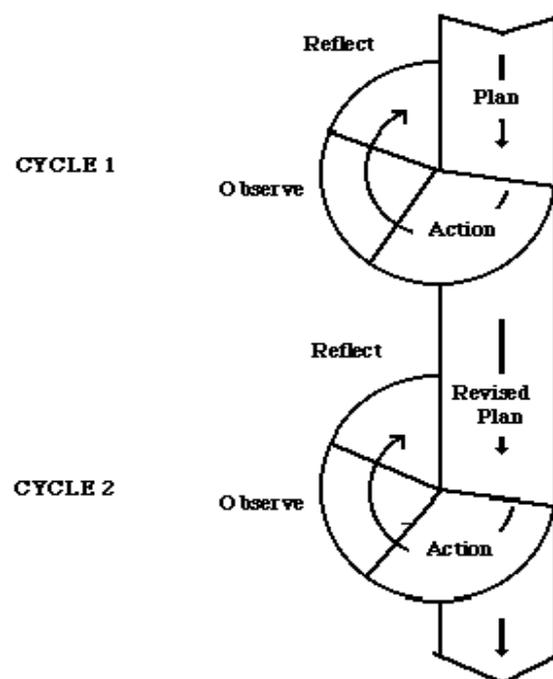


Figure 3.1 Simple Action Research Model

1. Planning

Planning is arrangement for doing something considered in advance. It is purposed for the teacher as a handbook which is used in classroom to show the

action. Planning must be flexible because it depends on circumstance and curriculum.

2. Action

Action is the process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic, need immediately decision for what will be done, and completed simple evaluation.

3. Observation

Observation is purposed to find out information of action, such as the students' attitudes even the obstacles that happen. Thus it is collected as the data which are used as a basic of reflection. So, the observation should be done carefully.

4. Reflection

Reflection, here is a feedback process from the action which has been done before reflection is used to help the teacher make decision. Reflection has evaluative aspect to evaluate the effect of spacious issue and suggest the way to handle it.

The procedure which used are based on the Team Assisted Individualization (TAI) teaching procedures. The procedures in conducting the research are:

Tabel 3.1

TAI MODEL ACTIVITY

No	Teachers' Activities	Students' Activities
1.	Open the class by greeting the	Response to the greeting and then

	students and give the explanation what the class is going to do in this meeting.	listen to the teacher's explanation
2.	Teacher make some groups that consist of 4-5 students for each group. For each group is consist of heterogeneous students. Before make the group, teacher make a test to know the students ability.	Students do the test, after do the test the students make group as teacher order. The group is consist of heterogeneous students.
3.	Teacher introduces the the topic of the study narrative text that will students discuss about the defenition and the examples.	Students discuss about the material of study narrative text on one team.
4.	After the students discussed, The teacher explain the mateial to each group using flashcard when explain the examples to make the students easier undrstand about the material.	The students read the text from the flashcard with pictures to find the generic structure of the text.
5.	After explain about the material, teacher ask the students to do a task. The teacher will give them some flascards that had some part	Students read the flashcards that had pictures and some part of the text and arrange the flashcard into a right text with arrange the generic

	of the text in each flashcard for each group to analyze or to arrange the part of the text in flashcard into the right text.	structure of the text.
6.	Teacher asked the students to present their answer, every students in the group should give an explanation.	Students represent to explain it and answer result of the group discussion
7.	Teacher gave the right answer	Students checked their answer
8.	Teacher asked the students to collect the answer. The best group will give a gift from the teacher.	Students collected their answer
	closing the class for the day with conclusion about the material.	students also give the conclusion about the material.

B. TECHNIQUE OF COLLECTING DATA

In collecting data, some steps will applied as follows :

1. Giving pre-test to the students
2. Teaching the students by using TAI model by using flashcards as media
3. Giving post-test to the students
4. Listing the scores of pre-test and post-test into table for the students.

In scoring the test, the researcher uses communicative scoring from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{r}{N} \times 100\%$$

Where :

S = score

r = true item which students answer

N = number of item

(Sugiyono, 2013)

C. TECHNIQUE OF ANALYZING DATA

The research was applied mix method, which combined the qualitative and quantitative methods. The qualitative data was used to describe the situation during the teaching process and quantitative data was used to analyze the score of the students. By applying these methods, it is expected to get suitable result. The qualitative data were analyzed from observation sheet which describe the effectiveness of applying Team Assisted Individualization (TAI) by using Flashcard as media to improve students' reading achievement. The quantitative are collected and analyzed by computing the score of the reading test.

In finding out the mean of the students' score, the researcher used the formula from Sudijono (2012)

$$M_x = \frac{\sum X}{N}$$

Where:

M = the mean of the students

X = the total score

N = the number of the students

Next, to categorize the total number of students who had improved reading narrative text, the researcher used the formula from Sudijono (2012).

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

Where:

P = the percentage of the students getting score ≥ 75

f = the number of the students getting score ≥ 75

N = the total number of students taking the test

*75 = the minimum completeness criteria (KKM)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this research was obtained from X-2 grade at Madrasah Aliyah Muhammadiyah 01 Medan and it was classified into two kind of data, qualitative data and quantitative data. The qualitative data was describe the situation during the teaching process appropriate with the lesson planing and it obtained from observation sheet that has done bye the english teacher of this class which describe the effectiveness of applyig team assisted individualization (TAI) by using flashcard as media in improving students reading achievement. The quantitaive data was used to analysze the score of the students that obtained from the pre-test and post-test and listing the score into the table.

B. Data Analysis

1. Qualitative Data

The qualitative data analysis were obtained from the observation sheet that is done by english teacher of class X-2 MAM 1 Medan when january 2018 until february 2018. The english teacher done this observation by observed the researcher when teached in the classroom. The observation sheet is about the activity in the classroom about learned narrative text by applying TAI (Team Assisted Individualization) by using Flashcard as media in improving students'

reading achievement and divided into two cycles between teacher (researcher) and students activity :

a. Cycle 1

The researcher as the teacher in this cycle. For opening the learning activity the teacher always comes on time and start with greetings the students, the students also greetings the teacher as usual and the teacher check the attendance list of the students. Before start the lesson, the teacher gave the students pre-test about narrative text and some question about the text to measure the achievement of the students in reading narrative text. After that, the teacher prepared well al teaching material and media. The teacher used Team Assisted Individualization (TAI) in teaching narrative text to the students and used Flashcard as media to attract the students attention. Teacher divided the students into 4 heterogeneous groups that consist of 6 or 7 students, after that the teacher start explained about the material clearly, the material were narrative text, the teacher explained about the defenition, the generic structure and the example of the text to the students used flashcard, but in this activity only some of the students who pay attention to the teacher explanation. In this cycle the teacher less in gave the students motivation to learn about this material, it's caused the students less in pay attention or asked what they don't understand about the material. After the teacher explaied about the material the teacher gave the students a task about read a narrative text and answer some question about the text with used flashcar as the answer choises. The student had discussed about the task well, because every group is consist of some

different students with different ability in reading narrative so the students can learn together. After that the students and the teacher correct the students' answer and made the conclusion of the material. After the learning activity was ended, the teacher gave the students post-test to measure the students' achievement in reading narrative text. Unfortunately, the score of the students' reading narrative is still low of the minimum score (KKM). The researcher conclude that the lack achievement of students in reading narrative is depended on how the way the teacher teached and how the teacher attracted the students attention in learning reading narrative.

b. Cycle 2

The cycle 2 is done because of in cycle 1 the students not reach the minimum score yet. In this cycle the teacher start the learning activity with comes ontime to the class, start with greetings the students and the students also greetings the teacher as always. In this cycle the teacher did not gave the students pre-test and directly do the class action with divided the students into 4 heterogenous groups taht consist of 6 or 7 students and then explain about the material. The material were narrative text, in this cycle there were the progress of how the way of the teacher teached and how the way of the teacher in attracted the students attention. That were the teacher explained the material more clearly and more ask the students to ask the teacher about the material, and always answer the students question about the material, becused this cycle were the second times for the students learning about narrative text, the students more understand about narrative text and the students more knew about some of example of narrative

text. The media or flaschar also be more interested for the students, the students can understand what the purpose of the media in this learning activity. After explained the material the teacher gave the students a task about reading narrative text and answer the question of the text with flashcard as answers choises. While the students done their task, the teacher survey the students with asked the teacher are there somethings that the students don't understand. After the students finished their task, the teacher and the students correct together about the task. After all of the learning activity, the teacher gave them the second pos-test to measured the students achiements in reading narrative text. In this cycle the students finnaly can reached the minimum score (KKM).

From the explanatiion about the observation sheet the researcher found about the difference activity in cycle 1 and cycle 2 and there are some increase of activity like in cycle 2 the students being more active than in cycle 2. The researcher also found that the classroom situation is near of the crowd, also the classroom is not comfortable enough and the classroom is noisy.

2. Quantitative Analysis Data

The Quantitative data of this research were obtained from the teest score. There were two kind of test, pre-test and post-test. The following were students' score of the clss X-2 MAM 1 Medan.

Table 4.1

Score of Reading Test

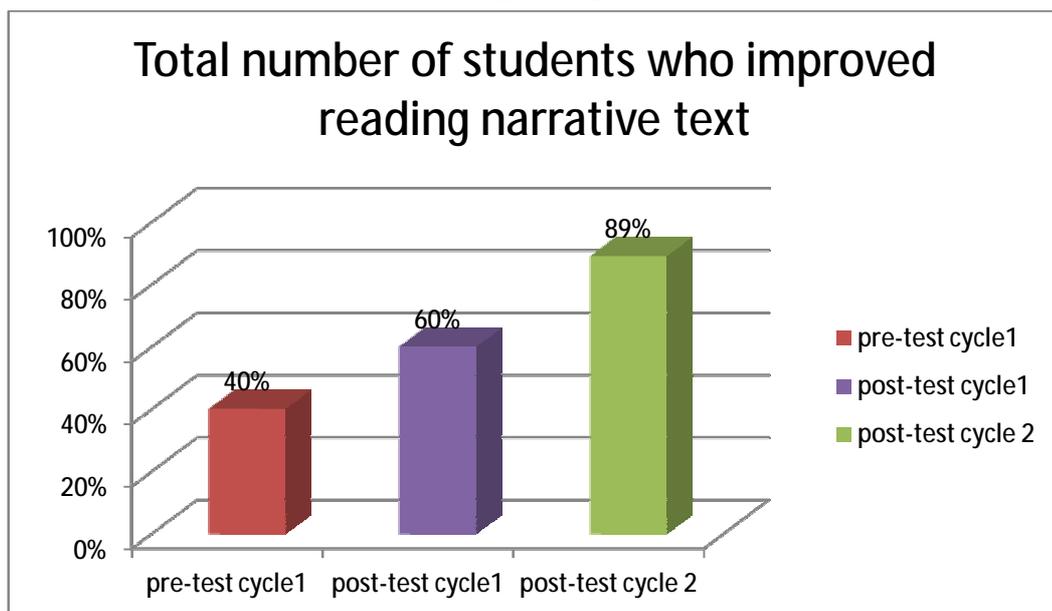
No	Student initials Name	Cycle 1	Cycle 2
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		Pre-Test	Post-Test	Post-test
1.	AS	75	80	100
2.	CJ	40	45	80
3.	DY	75	75	90
4.	FAL	75	75	85
5.	FR	40	50	75
6.	HFH	20	50	75
7.	HA	80	85	90
8.	IB	65	75	75
9.	JL	65	70	75
10.	LNS	50	55	70
11.	MAZ	80	85	95
12.	MAS	75	85	95
13.	MAA	60	75	85
14.	MF	75	70	75
15.	MH	75	85	90
16.	MI	30	65	70
17.	MRS	75	75	85
18.	MRP	80	85	85
19.	MA	75	80	85
20.	NFA	45	55	70
21.	PK	75	75	85

22.	RAA	55	60	70
23.	RES	65	75	85
24.	SS	40	55	75
25.	TR	80	80	85
26.	WA	20	55	75
27.	WZ	50	65	80
Total Score		1615	1885	2215
Means		59,81	69,81	82,03

Based on the data in table 4.3 showed that the mean of Pre-Ttest in cycle 1 was 59,81, Post-Test in Cyce 1 was 69,81 and Post-Test in Cycle 2 was 82,03. And the total number of students who had improved reading narrative text is can be seen from the chart below :

Chart 4.1



The chart obtained from sudijono formula :

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

Where:

P = the percentage of the students getting score ≥ 75
 f = the number of the students getting score ≥ 75
 N = the total number of students taking the test
 *75 = the minimum completeness criteria (KKM)

$P1 = \frac{f}{N} \times 100 \%$	$P2 = \frac{f}{N} \times 100 \%$	$P3 = \frac{f}{N} \times 100 \%$
$P1 = \frac{11}{27} \times 100 \%$	$P2 = \frac{16}{27} \times 100 \%$	$P3 = \frac{24}{27} \times 100 \%$
$P1 = \frac{1100}{27} \%$	$P2 = \frac{1600}{27} \%$	$P3 = \frac{2400}{27} \%$
P1 = 40 %	P2 = 60 %	P3 = 89 %

C. Discussion and Finding

By consulting of the qualitative and quantitave data, it is clearly what the effectiveness of applying Team Assisted Individualization (TAI) by Using Flashcard as media in improving students reading achievement that limited in narrative text. It can be simple see from the difference of mean score from cycle 1 and cycle 2. They were 59,81 in pre-test cycle 1, 69,81 in post-test cycle 1 and 82,03 in cycle 2. For every test the student got increased their score and they can improved their reading achievement.

Based on the chart, it can be seen that there were any increase from each cycle, for the first cycle the total of the students who mastered reading narrative text before applied TAI (Team Assisted Individualization) by used Flashcard as media is only 40 % and it increased when applied the strategy become 60 % but this total is still low. Because of that the researcher continued the research with applied the second cycle and from this cycle the total of the students who mastered reading narrative text is more increase become 89 %.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the conclusion of this research is there were the effectiveness of applying team assisted individualization (TAI) by using flashcard as media in improving reading achievement. First from qualitative data analysis, the researcher found that the students' activity were depend of the teachers' activity because when the teacher had a interisting ways to teach about a subject like used media or some strategy to make them more active, the students would be more intrested and they could improved their achievement in reading. The second were from quantitative data analysis, the researcher showed the data about the score that the students reached from every cycle and all score had increased.

B. Sugestion

Related to the conclusion above, some sugestions were put forward as the following :

1. The English teachers are expected to use Team Assisted Individualization (TAI) by Using Flashcard as Media in teaching, especially in inproving students reading achievement.
2. It is suggested to other researchers who are interested in same research to use this findings as the source of information for the future related study.

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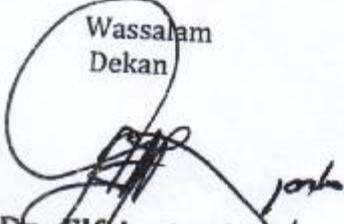
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Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effectiveness of Applying Team-ASSISTED Individualization (TAI) by Using Flashcard As Media in Improving Students Reading Achievement
Pembimbing : Khairil „S.Pd.,M.Hum

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Dr. Elfrianto „M.Pd.
NIDN 0115057302

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Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

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Ace 11-2017

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NPM : 1402050114
Jur/Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian di Madrasah Aliyah Muhammadiyah 1 Medan dari tanggal 29 Januari s/d 17 Februari 2018 dengan judul penelitian :

“ The Effectiveness of Applying Team Assited Individualization (TAI) by Using Flashcard as Media in Improving Students’ Reading Achivement. ”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Nashrun Minallaahi Wa Fathun Qariib
Wassalamu'alaikum Wr.Wb

Medan, 19 Februari 2018

Kepala MAS Muhammadiyah 1 Medan





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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Fadillah Sari
N.P.M : 1402050114
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Applying Team-Assisted Individualization (TAI) by Using Flashcard as Media in Improving Students' Reading Achievement

Pada hari *Kamis*..., tanggal *18*, bulan *Januari*..., tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

(Dr. H. Tasim Tanjung, M.Ed.)

Dosen Pembimbing

(Khairil, S.Pd, M.Hum)

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum



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N.P.M : 1402050114
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Applying Team Assisted Individualization
(TAI) by Using Flashcard as Media in Improving Students' Reading
Achievement

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 18, Bulan
Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
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Medan, Januari 2018

Ketua,

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Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan KBK Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan Skripsi, maka dengan ini kami mohon bantuan Bapak untuk memberikan informasi /data kepada mahasiswa tersebut dibawah ini :

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Program Studi : Pend. Bahasa Inggris
Judul Skripsi : **The Effectiveness of Applying Team Assisted Individualization (TAI) by Using Flashcard as Media in Improving Students' Reading Achievement**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan


DR. ELFRIANTO . M.Pd
NIDN 0115057302

**** Pertinggal****