

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is important for the students because the success of their study depend on their ability to read. They have difficulty in making progress if their reading competence is low. On the other hand, if they have a good ability in reading, they have a better chance to succeed in their study. Reading is one of the ways to know how well the students master the written form. Being active readers, the students are able to receive information and processing of information as well as they can.

There are some factors that influence the students in according to Patel and Jain (2008:114) state that reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It means that during reading students do not only enjoy the reading and get the information but also they can extend or share the language knowledge. Therefore, students are expected to improve their ability after reading the text by getting information. The students are also able to share the information which the students have got after they had read books or texts. Teacher needs to guide and encourage the students to read and try to understand the language learning. If students' reading comprehension is poor or low in understanding the reading passage, they are very likely to fail in their study and also they will have difficulty in language learning process.

Mc Guinne (2004: 234) also said that Reading comprehension was seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. They are internal and external factors. The internal factors can come from students themselves such as knowledge and motivation. If the students' knowledge of English is poor, it will impact toward their achievement especially in reading skill. In addition, many students have low motivation in reading. Most of the students are uninterested in reading a lot of the text, whereas they also lack of vocabulary and grammar and these are one of obstacles which have been faced by the English teachers. Based on the interview with English teacher of the Seventh Grade Students of SMPN 1 Sukawati, it is found that the students' reading skill is not satisfactory yet. The difficulty of comprehending the text is one of the factors that influence the students' failure in the mastery of reading.

Reading comprehension is the ability in understanding written texts. When the relationship between paragraphs has been understood, the readers will get the meaning of the text. By reading comprehension, the students can construct the meaning to comprehend each sentence of the text. According to Johnson (2008:3), reading is a practice of using text to create meaning; therefore, if there is no meaning created, there is no reading takes place. As a result, if the students want to improve their skills, they have to do more practices. Learning to read is an important educational goal because through

reading they improve their knowledge to get higher level of thinking. For students, the ability to read will open up new world and opportunities. Thus, the teacher's attention is much needed in the process of reading. Students can get more information when they comprehend the content of the reading text.

While the external factors can come from the parents and teacher. At home the parents are seldom checking their children in studying. They only know their children have studied in school and they think that is enough. The parents do not care about their children's achievement in the school. They only hope that their children are able graduate from the school.

The other factors come from the teacher. The students do not understand the subject well if they do not find out any variation in the teaching of English, especially in the teaching reading process. If the teacher only asks the students to read aloud the text sentence by sentence and asks them to translate it in the teaching – learning process, the students are not interested in reading seriously. It can influence the students' achievement and they are not able to learn English well. The students should be given an interesting reading materials, motivation, and chance to study together in improving reading competence. The teachers have the important role to encourage students' awareness in reading. They should be able to apply an appropriate technique in the teaching – learning to make the students interested in their learning and finally they easily master the reading comprehension.

There are many methods to teach English in junior high school. The researcher chooses one of method in Cooperative learning; it is Team Accelerated

Instruction method. According to Olsen and Kagan as quoted by Richard (2001: 192), Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange information between learners in groups and in which each learner is held accountable for his or her own learning and it's motivated to increase the learning of others. Unlike traditional method, Cooperative Learning is learning which involves healthy noise, help student's partner solves a paper, get up and look what others did and verbalize to learn (Kagan, 2009: 124). Team Accelerated Instruction method is a group work that the students are divided into groups of four that are mixed in performance level, gender, and ethnicity. Team members work on different units. Teammates check each other's work against answer sheets and help one another with any problem. Then without help, they take final units tests that are scored by student monitors.

In conclusion, reading is very important to make reading activity meaningful in order to get the goal of reading activity itself, finding new information. Consequence, the researcher was motivated to do scientific research entitled The Use of Team Accelerated Instruction to Improve Students' Reading Comprehension of Seventh Grade Students of SMPN 1 SUKAWATI in The Academic Year 2019-2020.

1.2 Research Problems

In teaching learning process, most of students have not successfully achieved the basic competencies as well as the indicators intended in reading. There are several problem faced by the student in identifying the main idea,

identifying the specific information and finding the meaning of words. The affecting factors are in mastering vocabulary and inappropriate teaching technique used by the teacher in teaching reading. In doing a research, the most important thing is to answer important questions toward the problem that have been found. a question that would be answered by doing this present study as the core thing in this present study that would lead the researcher to solve the problem. Based on the background of the study which has been discussed above, the research problem was formulated as follows: Can reading comprehension of the seventh grade students of SMPN 1 SUKAWATI in Academic year 2019/2020 be improved by using team accelerated instruction (TAI)?

1.3 Objectives of the Study

Reading comprehension is one of the main things that has to be improved by the students in order to understand reading passages which are found in some of the test give. Therefore, as the progress of time, many scientists study how to improve the teaching of reading comprehension in teaching learning process. On the other hand, many methods to teach reading comprehension are currently to be applied to improve the students' achievement especially in reading comprehension. Based on what has been described in the background of the study and the research problem above, the present study is intended. To find out how far the improvement of the students' reading comprehension after using Team Accelerated Instruction method of the seventh grade students of SMPN 1 SUKAWATI in the academic year of 2019/2020.

1.4 Limitation of the Study

In this research, the researcher limits her research on teaching reading through Team Accelerated Instruction method to the seventh grade students of SMP N 1 SUKAWATI in the academic year 2019/ 2020. This research is focused on understanding the important information from the text; drawing inferences from the content; following the structure of a passage; recognizing the writer's purpose; and vocabulary knowledge, and to improve the students' reading comprehension.

1.5 Significance of the study

This research is concerned with teaching and in reading comprehension, using Team Accelerated Instruction method is able to improve students' "reading comprehension. It can improve the students" reading ability and students will find the meaning in every word of the text. In the reading classroom, the teacher is a motivator or stimulator. Therefore, the findings of the present research are expected to indicate significant theoretical and practical information on the importance of implementing Team Accelerated Instruction method in teaching reading, described as follows:

Practically, this study is expected to help the teacher applies Team Accelerated Instruction in the process of teaching and learning. For the students it is expected give a solution to comprehend reading materials, so they have more spirit in studying English. And the result is objected to help the researcher increasing the students to express their opinion, and students easily master both

spoken and written form. This research also hoped to contribute to the Junior High School students to enlarge their knowledge.

Theoretically, this research can support the researcher to broaden her knowledge in teaching reading and get useful experience during this study. The researcher knows teaching Reading using the method of Team Accelerated Instruction.

1.6 Definition of the Key Term

The title of present study is “The use of team accelerated instruction (TAI) to improve reading comprehension of the seventh grade student of SMPN 1 Sukawati”. Before discussing the research more deeply, the researcher should give clear definitions that were related to the term on this research. Moreover, to make better understanding concerning this study, the researcher gives two key terms that will be defined to make this research clear. These are vocabulary mastery and reading comprehension. The description of these terms as follows

1. Reading Comprehension

In this study, reading comprehension is operationally defined as the ability of the seventh grade students of SMP N 1 Sukawati in academic year 2019/2020 in understanding reading texts especially in identifying general information, specific information, textual reference, and textual meaning of reading texts.

2. Team Accelerated Instruction (TAI)

Team accelerated instruction (TAI) is operationally defined as a technique used by the teacher to improve the students’ reading comprehension in

which they are actively engaged in learning steps: First, teacher divides the students into groups that consist of 4 students. Second, each group is given the series of specific tasks to be done together. Last, all members have to check the answers each other in the group and give assistance each other if needed.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related theoretical review is scientifically expected to contribute some practical significance and the research can be conducted on the basis of some relevant theoretical construct and empirical evidence. Review of related theory is an important part of the scientific research because it allows the readers to understand the foundation of the research. It can give a theoretical basis for the research and help the researcher to determine the nature of the research. On the other hand, it needs foundation that can guide this scientific study. The background of this study is related to some theoretical reviews which are discussed as follows: reading comprehension, team accelerated instruction (TAI) and assessment reading comprehension.

2.1.1 Reading Comprehension

Reading is a part of language skills that is important in improving the students' knowledge. Reading becomes one of important devices for academic success. Reading comprehension is also a process to recognize the text and remember any information in the text. Patel and Jain (2008:133) state that reading is most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading and provides students both pleasure and profit. Reading is an important activity in many language classes. By reading, the readers can get much important information and improve their knowledge. The students reach these aims if they understand the text.

Nunan (2003:68) states that reading is defined as the ability to read at an appropriate rate with adequate comprehension, process of readers combining information from a text and students' background knowledge to build meaning. The text, the reader, fluency, and strategies are combined together to define the act of reading. It means that when the readers read a text, they should connect the text read to their background knowledge to make them easier in comprehending the text. In order to comprehend the text, grammar and vocabulary are two language components that need to be mastered. Without reading comprehension, students do not understand the information that is stated in the reading text.

Reading is thinking, understanding and getting the meaning behind a text (Serravallo, 2010:43). Reading means understanding and catching the idea that the writer expresses on the text. Before the students read, they will think about what they know about the topic. Learning to read is an important educational goal for people especially students. The ability of reading will open new world for students. Willis (2008:128) states that to comprehend text, the readers must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate the related information in students' long term memories. Reading comprehension also allows the readers to use their own existing knowledge about the topic.

According to Smith (2004:2), reading is the most natural activity in the world. The word reading is properly employed for all manner of activities when

the researcher endeavors to make sense of circumstances; its original meaning is interpretation. In addition, the interpretation refers to special use of the term. It means that the readers can achieve many thoughts about written text that students read of the texts. The readers need an understanding for creating meaning with written text. Therefore, comprehension is the action of readers to interact and participate with the written text in building and putting the sense.

Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire. Reading is the most essential skill for success in all educating context and it remains a skill of paramount importance. The reader recognizes to play an influential role in the reading process. When students are able to recognize the words meaning in the reading text or passage, they are able to comprehend what they read. By comprehending the read texts, the students can improve their skill in reading. Brindley (2005:80) states that reading is one of the basic skills that must be mastered at an early age. This skill is demanded in the education system and the society. On the other hand, the students see reading in terms of books or literature. It is linked then to a literary heritage to a canon of texts. This leads on the consideration of what and how children should be reading. Sadoski (2004:8) states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language. The readers decodes the printed language and reconstructs the message that are developed into the steps in the chapters that follow. It has been wisely said that those who do not know history are doomed to repeat it, and this surely seems true in the teaching of reading. Moreover, the debate over the teaching of reading that has marked recent

history is relatively new. Pollard (2008:44) supports reading is a receptive skill. It involves students' comprehend with text that students need to process and understand. Furthermore, reading is an active process where readers interact with a text, predict what will come next and bring knowledge of the subject and language to the text. Reading comprehension also allows the readers to use their own existing knowledge about the topic of the text in order to deliver the message.

Pang et al. (2003:19) state that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on life experiences. Moreover, the topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Therefore, having more prior knowledge generally facilitates comprehension, and having more cultural knowledge has the same effect. Having rich but different types of cultural knowledge will also affect understanding and appreciation of written text with their background knowledge.

In relation with the statements above, reading comprehension can be defined as a process to get appropriate meaning from information. All of the definitions recommend reading comprehension as the main action of reading itself. Without reading comprehension, the students could not understand the information on the reading text. The readers are expected to be able to extract information by using reading skills. Reading comprehension is also how to understand the context and meaning of the information presented in printed

text. Furthermore, in reading class, the students read the text and find out general information specific information, textual meaning and textual reference in teaching learning process.

2.1.2 Team Accelerated Instruction (TAI)

2.1.2.1 Definition of TAI

According to Slavin as quoted by Robinson (1991: 3) Team Accelerated Instruction is a method when students take a placement test and begin instruction at an appropriate place in an individualized sequence. Students may proceed at different rates and work on different units which contain a guide page reviewing the concepts, skill practice pages, formative quizzes, a 15-item unit test, and answer pages so that a student monitor may score the test.

Students take tests twice a week. The management functions of securing materials, checking student papers, and scoring tests are the responsibility of the students. After each two weeks period of individualized instruction, the teacher conducts group-paced instruction for a week (Robinson, 1991: 4).

In TAI, students encourage and help one another to succeed. Individual accountability is assured because the only score that counts is the final test score, and students take final tests without teammate's help. Students have equal opportunities for success because all have been prior knowledge, it is as easy for difficult for allow achiever to complete three subtraction units in a week, as it is for a higher

achieving classmate to complete three long division units (Slavin, 1987: 7)

Based in the definitions above, it can be concluded that TAI teaches cooperation by forming teams of students who can help each other to achieve team goals and improve the individual ability.

2.1.2.2 The Procedures of TAI of English

Firstly, teacher divides the students into groups based on their different abilities. The teacher divides it by giving numbers to all students, and the groups consist of the students who have the same numbers. Each group consists of four students and they are assigned to complete specific learning material or homework. Secondly, each group is given the series of specific tasks to be done together. Points in the task are sequentially distributed to each member (eg, for material that consists of 15 questions, it means four members in each group must take turns to answer the questions about it). Thirdly, all members have to check the answers each other in the group and give assistance each other if needed. Fourthly, each member is given individual tests without assistance from other members. During individual tests, teachers should give more attention to each student. Lastly, teacher sums how many questions can be answered by each group. Reward is given to groups that are able to answer most questions correctly and able to finish homework well. Teacher

provide extra points to individuals that are able to obtain an average score on the final exam

In the TAI technique, students have to check their works each other and they have to work each other based on the series of specific questions, the teacher can give cursory explanation about the questions which were mostly considered complicated by the student. In this TAI method, individual accountability, equal opportunities for success, and motivational dynamics become the main elements to be emphasized by the teacher (Huda, 2011: 125).

2.1.3 Assessment of Reading Comprehension

The most important aspects of teaching reading is to be able to test the students' reading comprehension. By testing the students, teacher can measure how far the students can understand with the material that will be given in the classroom. Sally (2004:81-82) states that assessment is the most important thing we can do to help the students learn. The process of assessment does not only consider the subject of assessing and how to assessing the students but also the result of the test which can give the positive effect for the students' improvement. Besides that, the next explanation states that an assessment need to consider who is undertaking the test and when the best time to do the test.

According to Pang et al. (2003:18) there are two forms of reading assessment. The first is to find out how well the students are reading in order to help them improve. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. Text

comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. The students' responses can be spoken or written. Written responses can be in the form of a multiple choice, short answers, or extended pieces of writing. Materials used for assessing reading should ideally be authentic. Furthermore, they also should reflect the type of reading normally encountered in daily life.

Chambers and Gregory (2006:162) states that assessment should be aligned to the teaching learning objectives of programmes and course. It is equally obvious that there is indeed a strong relationship between what will be assessed and what students pay greatest attention to and give most time to as they study. Assessment is very related to the process in learning activity of the students. Assessment is very important to know the ability of the students, and also measure their potential in study.

To support this statement Cohen et al. (2007:418) states that the purposes of a test are several, for example to diagnose a students' strengths, weaknesses and difficulties, to measure achievement, to measure attitude and potential, to identify readiness for a program teaching and learning in the classroom.

According to Richards and Schmidt (2002:35), assessment is a systematic approach in collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Therefore, assessment may be done by test, interview, questionnaire, observation, etc. In this case, the students may be tested at the beginning and again at the end of a course to assess the quality of the teaching on

the course. In addition, test is important to know the level of the students and know how good are the students' ability. In this study, the researcher will focus on testing the students' reading comprehension when paragraph shrinking is conducted.

Caldwell (2008:26) states that there is a tendency to think of assessment as something that happens after instruction. A part of instruction such as asking student to answer questions after they reading a textbook of story. Furthermore, McNamara (2007:107-108) states that the assessment of reading comprehension is a critical part of designing and implementing program that teach reading strategies such as assessing students' reading comprehension ability and skill before and intervention allows potential weakness of an individual reader to be diagnosed.

Based on Westwood (2008:72) argues that the main functions of assessment are to enable a teacher to evaluate the effectiveness of the teaching program to make any necessary modifications to delivery, learning activities or resources; to identify any students who are having difficulties mastering the course content; to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by providing them with evidence of their child's learning; and to be accountable to government education authorities by providing hard evidence of achievement levels in a school. All types of that assessment have purpose to measure how far the students' understanding about the content and information of the reading text.

Serravallo (2010:44) states that it is often so challenging to assess comprehension because it is invisible without students writing down what is going

through their head, or talking to another about what they are thinking, it becomes challenging to see the reader's processing. Question should focus on main idea and viewpoints, not minor details. Text comprehension is usually assessed through questions and these are called higher order question.

Test has become a way of life in educational world. A test in simple terms is a method of measuring a person ability, knowledge, or performance in a given domain (Brown, 2004:3). In every learning experience there comes a time to pause and take stock, to put our focal processes to their best use, and to demonstrate accumulated skills or knowledge. The first order to business in an exploration of classroom assessment is to understand what assessment means and how it is different. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

Harmer (2007:322) argues in order to judge the effectiveness of any test, it is sensible to lay down criteria against which the text can be measured. A test is valid if it is supposed to test. A particular kind of validity that concerns most test designers is face validity which means that the test should look as if it is valid. Moreover, a good test should give consistent result. In practice, reliability is enhanced by making the test instructions absolutely clear, restricting the scope for variety in the answer, and making sure that test conditions remain constant.

In assessing reading comprehension, there are some kinds of test that can be used. This study is focusing on students' reading comprehension skill, the assessment applied in this study is Short-answer task. Short-answer task is one of

the type tests for assessing reading comprehension. According to Brown (2004:206), short answer task is an alternative to the most popular assessment or reading comprehension. Besides short-answer task is much easier to construct and validate, this assessment is also really effective to avoid copying answers among students compared to multiple choice test. The test given just covers: determining main idea, specific information, textual reference, and textual meaning.

2.2 Empirical Review

The empirical review is required to provide empirical evidence that supports the present study. Empirical review is a way of gaining information by doing observation based on result in the previous research. The function of this term is also as a comparison because the present study is relevant and related to the previous researcher. According to the present research study, there are some similar researches that were found related to the present research. The related researchers which were used as the empirical review were described as follows.

According to Istikhayatun.(2016) conducted a research is aimed to improve the students' reading comprehension through Team Accelerated Instruction Method. This research has three objectives of the study are 1) how is the implementation of Team Accelerated Instruction Method to improve the students' reading comprehension?, 2) whether the use of Team Accelerated Instruction Method is able to improve the students' reading comprehension or not, and 3) how far is the improvement of the students' reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga. it can be concluded that there is significant improvement of students' reading

comprehension by applying Team Accelerated Instruction Method in XI MIA Class of SMA Muhammadiyah Plus Salatiga in the academic year of 2014/2015.

The other research was conducted by Chicca Kurnia Saputri (2017) State Institute for Islamic Studies of Metro. Her research was Reading is one of four basic competences that should be mastered by the student especially in learning english. This research is aimed to improve the students' reading comprehension by using Team Accelerated Instruction (TAI). The data collecting technique are Observation, Test, Documentation and Field note. The subjects of this action research are the eleventh grader student in SMA Negeri 1 Kotagajah. This research used 30 students as object of research. The finding of the research, the students reading comprehension improves significantly. There were significant improvement of students' average score from the pre-test, post-test I, and post-test II. The average of students' score was increased from Pre Test 71.66 to Post Test I 78.33 and finally became 84.16 on Post Test II. So, it can be concluded that there was significant improvement by using Team Accelerated Instruction (TAI) Strategy of students' reading comprehension in XI Science 4 Class of SMA Negeri 1 Kotagajah.

However, both the research, the researchers did not provide the steps of Team Accelerated Instruction well in other theoretical review. They did not give clear explanations about the steps of team accelerated instruction. Therefore, the students were difficult when they applying team accelerated instruction in reading comprehension; it made students confused. In the presents study, the researchers will give clear explanations and the steps of Team Accelerated Instruction. Team

Accelerated Instruction (TAI) one of strategy that gives students to work together consisting of 4-5 students each group. The classroom action research is conducted in 2 cycles and each cycle consists of two meeting. There are four steps in each cycle: they are planning, acting, observing and reflecting. This strategy is used to improve students reading comprehension of SMPN 1 SUKAWATI in Academic Year 2019/2020.

