

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 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.

At the present time, the benefits of reading has been more and more often discussed by various circle of society in a variety of opportunity. 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.

However, many researchers concluded that the Indonesian people's ability in reading comprehension is still low. Vincent Grenary study (2009) reported that students' reading ability (51.7 percent) in Indonesia, the final sequence after Phillipines (52.6 percent), Thailand (65.1 percent), Singapore (74.0 percent), and Hongkong (75.5 percent). It means the interest of Indonesian's students worst than students in other countries.

Lee, Grigg, and Donahue (2007) stated that only 29 percent of all eight graders were able to comprehend at or above a proficient level, while 43 percent read at a basic level, and 28 percent were only able to comprehend a text well is over 70 percent.

Based on researcher's experience in teaching practice in Junior High School level at SMPN 1 KUALA, 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, each students have to reach score 75 as the number of minimum mastery learning (KKM). Students who have difficulties in reading comprehension will not easy to get that score. In pre-eminent class (VIII A), almost all of students or ninety seven percent (97%) can reach the KKM. While in class VIII B fifty three percent (53%), VIII C seventy eight percent (78%), VIII D forty five percent (45%), and VIII E sixty four percent (64%). 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.

Slavin (1995:98) stated that TAI 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 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 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 Effect of Applying Team Assisted Individualization (TAI) strategy on Students’ Reading Comprehension.”

B. The Problem of the Study

In line with the background of the study, the problem of the study is formulated as follows:

“Does Team Assisted Individualization (TAI) strategy significantly effect on students’ reading comprehension?”

C. The Scope of the Study

There are many strategies that teachers can suggest to students for enhancing the students’ ability in reading comprehension. In this study, the writer limits on the effect of Team Assisted Individualization (TAI) strategy on students reading comprehension on eight grade students.

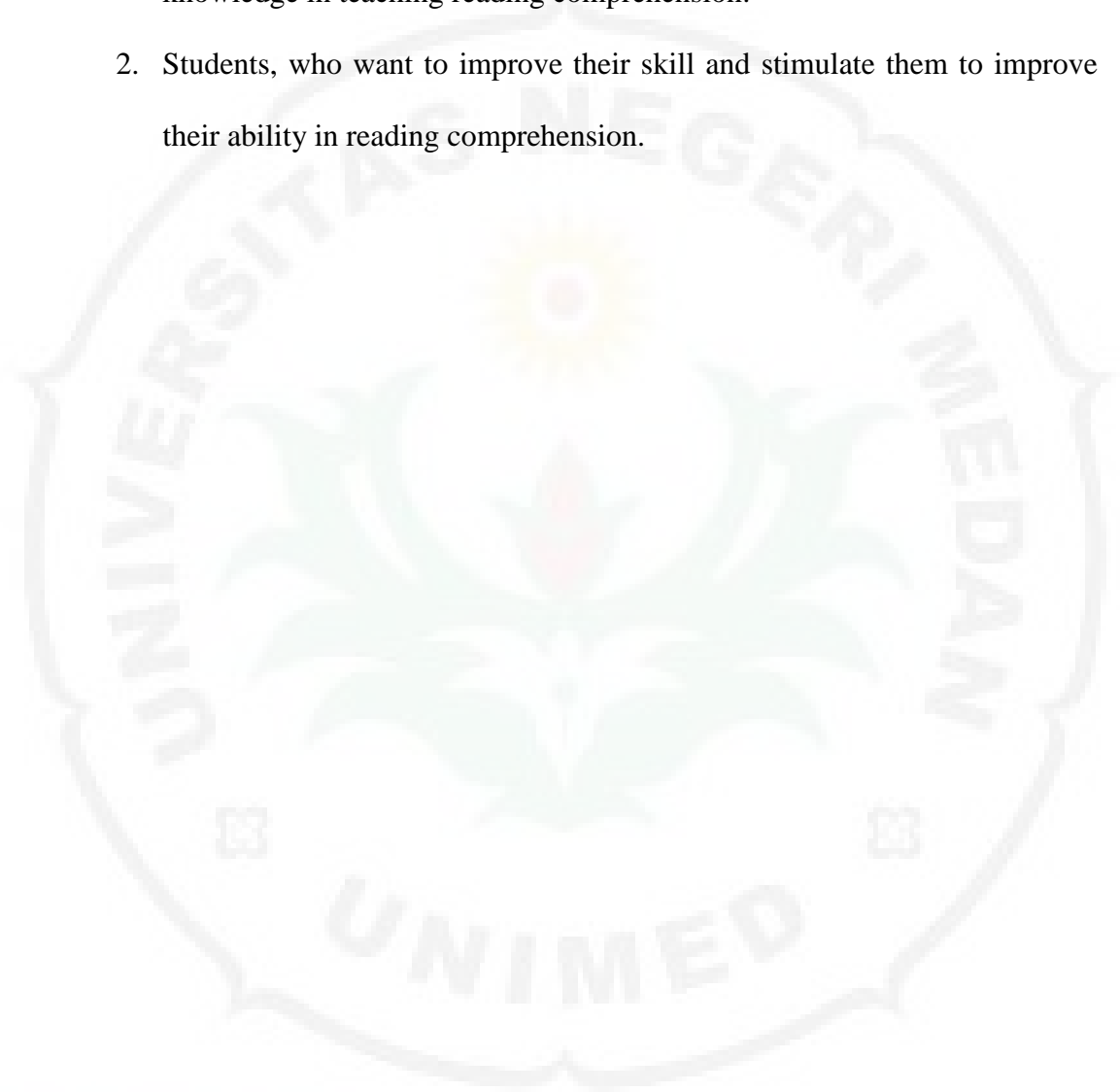
D. The Objective of the study

The objective of the study is aimed to find out which has more significant effect on reading comprehension: teaching reading with Team Assisted Individualization (TAI) strategy or teaching reading with Conventional strategy.

E. The Significance of the Study

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

1. English teachers, who want to get source and information to enlarge their knowledge in teaching reading comprehension.
2. Students, who want to improve their skill and stimulate them to improve their ability in reading comprehension.



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