CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

Daftar Isi

Petunjuk Penulisan Cakrawala Pendidikan

1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.
2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
3. Semua karangan ditulis dalam bentuk *esai,* disertai judul subbab *(heading)* masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

    PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
    Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
    Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas peulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

THE INFLUENCE OF TAI METHOD IN TEACHING READING OF PROCEDURE TEXT FOR SMP STUDENTS

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Abstract: The aim of this study is to observe which of those two teaching methods (TAI and Conventional Methods) yields a better result in the teaching reading of procedure text. The population of this study is the first grade students at SMP Negeri 3 Blitar, which consist of 8 classes. And the sample used were 2 classes. Class 7D as control group taught by using Conventional method and class 7C as experiment group taught by using TAI method. Since the researcher used quasi method by applying Non Randomize Pretest –posttest control group design, the data got from this research were analyzed by using ANCOVA formula, and the result yielded that TAI method give better achievement than conventional method.

Key Words: TAI Method, Conventional method, procedure text

Abstrak: tujuan penelitian ini adalah untuk mengetahui metode mana antara metode TAI dan metode Konvensional yang dapat menghasilkan nilai lebih baik bila diterapkan untuk mengajar Reading pada tesk procedural. Subjeks penelitian ini adalah siswa kelas 1 SMP Negeri 3 Blitar yang terdiri dari 8 kelas parallel. Sedangkan sampel yang dipilh adalah kelas 7D sebagai kelas control yang diajar dengan metode konvensional dan kelas 7C sebagai kelas esperimen yang diajar dengan metode TAI. Karena peneliti menggunakan metode penelitian *Quasi* dengan menerapkan desain penelitian *Non Randomize Pretest–posttest control group,* maka data penelitiannya dianalisis dengan menggunakan rumus ANCOVA, dan hasil penelitian menunjukkan bahwa metode TAI menghasilkan nilai lebih baik dari pada metode konvensional.

INTRODUCTION

English is an international language, in Indonesia English is a foreign language. English is very important for everyone especially for educated people to develop their sciences, and enlarge the communication with other people from other countries in the world. Therefore, people who are able to master English have a better chance to get a better job in the global competition. Consequently, the teaching of English should be geared to facilitate students in global competition era. To get good skills and achievement in English, they can join English courses or study in university especially to the one having English Program.

Based on the questionnaire, the researcher found the problem coming from the students, those was most of the students felt that reading English text was difficult. It was because

they had to memorize many vocabulary to understand the meaning of the text. To improve the student's reading competency in English, our government has kept on developing the educational curriculum and tried to find out the most suitable method to succeed the teaching and learning process.

There are many teaching techniques or methods that the teacher can apply such as Group Investigation, Jigsaw, Think Pair Share, STAD, SQ3R etc. however, one of the methods the researchers used was Team Assisted Individualization (TAI) method. In this case the teacher only acted as a facilitator and mediator in the learning process. The teacher created conducive learning environment for students, motivated the students to help each other group members so as to create the spirit of the competency system to prioritize the role of individuals without compromising the cooperative aspect. By applying TAI method, the difficult concept related to the initial material could be solved together for the success of each individual determined by the success of the group. Teaching by applying TAI method, teachers could save the time of presentation, so the time of learning could be more effective and focused on the involvement of the student. TAI method, itself could be accompanied by the preparation of a concept map to understand the concept for the students. Based on the statements above, the researcher could assume that the use of TAI could be able to help teachers to yield successful teaching and learning process. Based on the above reasons, the researcher was fully interested to conduct a research entitled the Influence of Team Assisted Individualization (TAI) Method in Teaching Reading of Procedure Text For SMP Students.

Based on the background above, the problem was formulated as follow, "Do the students taught using TAI Method perform better in reading achievement than those taught using conventional method?" and this research was aimed at examining the effectiveness of TAI Method on students' reading achievement. The theoretical hypothesis of the study is "the students who are taught using TAI Method achieve better reading achievement than those who are taught using conventional method". The researcher expects this research could give the best contribution both teachers and learners. English teachers can find out the newest teaching method that should be practiced well in Junior High School. This research is significant for English teacher to identify and rely on certain method to reach a better achievement. Next, the learners could be aware of the joy in learning. Finally, the researcher hopes that this research will be useful for the development of methods of teaching English.

Assumption, the research conducted is based on the following assumption: 1)The covariate (pretest) is measured prior to the intervention or experimental manipulation, 2) the covariate is measured without error (or reliably as possible), 3) there is a linear relationship between the dependent variable and the covariate, 4)the relationship between the covariate and dependent variable is the same for each of the group (homogeneity of regression slopes), 5) the reading of procedure text taught using TAI can help the students improve their reading ability.

Reading

Harmer (1991:190), in the practice of English language teaching says "Reading is an exercise dominated by the eyes and brains. The eyes receive messages and the brain has to work out the significant of the message, unlike listening a text, reading moves at the speed of the reader to decide how fast he wants to read text, whereas listeners often have to do their best with a text whose speed is chosen by speaker". Brown (1974:7) says that, "Teaching is guiding and facilitating learning, enabling the learning to learn, setting condition for learning" Lado (1961:228) states that " the grasping of the full linguistic meaning of what is read in subject within the comment experience of the culture of which language is a central part".

Procedure Text

Procedure is a piece of text that tells the reader or listener how to do something consisting of generic structure in range, (Anderson, 1997:28) such as:

1. An introductory statement giving the aim or goal :
   a. This may be the title of the text.
   b. This may be an introductory paragraph.
2. Materials needed for completing the procedure :
   a. This may be a list.
   b. This may be a paragraph.
   c. This step may be left out in some procedures.
3. A sequence of steps in the correct order :
   a. Numbers can be used to show first, second, third, and so on.
   b. The order is usually important.
   c. Such words as now, next, and after this can be used.
   d. Usually the steps begin with a command such as add, stir, or push.

Team Assisted Individualization (TAI) Method

The Team Assisted Individualized (TAI) instruction has been found effective in facilitating mathematics performance (Slavin: 1994). TAI combines cooperative learning with individualized programmed instruction. Cooperative learning refers to learning together in small groups to effect individual accountability and a common group goal. TAI method uses four - six member mixed ability learning teams and certificate are awarded to high-performing teams. It involves an individualized sequence of learning governed by a placement test thereby allowing students to proceed at their own pace. It is evident that the use of instructional strategies involves students learning specific content, and the way in which students receive and process this information will be crucial to learning.

Table 1
Scenario Teaching Reading Using TAI Method

No.	Teacher	Students
1.	Greeting	Answer Teacher's Greeting
2.	Teacher asks the students to make groups. A group consist of 4-6 students.	Students make groups a group consisting of 4-6 students.
3.	The teacher gives a simple procedure text to each group.	The students get a procedure text.
4.	The teacher asks the students to read the reading text.	The students read the reading text.
5.	Teacher asks the students to find the difficult words in the text, and then discuss with their group to find the meaning.	The students respond to the teacher's instruction, and they can find as many as possible the difficult words with the meaning.
6.	The teacher asks the students to analyze the generic structure of the text.	The students do it with their group together.
7.	The teacher asks to each group to present their analysis in front of the class.	Each group presents their analysis with their group in front of the class. The other group as an audience.
8.	The teacher gives chance to the students to give a comment about the group who present their analysis in front of the class.	The students give a comment about the analysis of the group who present their analysis in front of the class.
9.	The teacher and students makes a conclusion about the material	The students make a conclusion with the teacher
10.	Closing the learning activity by saying Good Bye	The students saying Good Bye

RESEARCH DESIGN

This study applies the quantitative research for it concern with certain numbers of variable and numerical data. The data used in this study is interval data because they are taken from students' scores of reading test. Meanwhile, the research method of this study is quasi-experimental research applying non-randomized pretest-posttest control group design (Ary: 1979). There are some reasons for taking this design:

1. The research was conducted without changing the setting of the class.
2. The researcher only collaborates with teacher for doing this study to create the natural condition of the class, to avoid the students to feel being observed which can cause the extraneous variable.
3. The two classes used in this research have been separated long before the researcher conducts the research.
4. The research was executed using time schedule of the lecture arranged by the institution as before.

This study is due to find out the effectiveness of two teaching methods, TAI Method and Conventional method, in the teaching and learning process. The researcher asks the class teacher to give different treatment to the two classes. One class as control group (7D) was taught using Conventional method while the other (7C) as experiment group was taught by using TAI Method.

Arikunto, (1997:97) defines variable as the characteristic of research object from which data can be observed and measured. There are seven kinds of variable. They are dependent, independent, intervene, moderator, confounding, control and concomitant variable. However, related to hypothesis of this study, there are only two variables observed. They are dependent and independent variable. The independent variables are conventional method and TAI while the dependent one is the students achievements presented by their scores at the end of the treatment using those two teaching methods.

The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and experiment one. The two selected groups were taught in different ways. The experimental group was taught using TAI while the control one was taught using conventional method.

Both the two groups were given the same materials. The materials used in this experimental study are taken from: Students' Worksheet English, BSE. Because the materials were available, fitted the topic, and suitable with the curriculum

The duration in this experiment was 2 x 40 minutes in each meeting. Each group needs 6 meetings to finish the lessons. This experiment was held on the second semester at the academic year of 2013/2014. Here is the table that shows the time allocation and the schedule of this experiment. The Schedule of the

Margono (1991) points out that pupolation is all the reseacrh object: humans beings, things, animals, trees, symptoms, and the result of the test or the events which have the specific characteristic in the research. The population of this study is all of first year students of SMP Negeri 3 Blitar that consists of 8 classes.

Since the researcher applied Non-Randomized Pretest-Posttest Control Group , the researcher, from those 8 classes, took two classes of them comprising 60 students as a sample of this research. 30 students were taken from class 7C and the rest of it 30 students were taken from class 7D.

The research used test as the instrument of the study, in order to get a good test the researcher did the try out to know whether the test was valid and reliable. Harris (1969: 13-14) states that a good test has three qualities: validity, reliability and practicality.

Heaton (1975:153-154) states that the validity of a test is the extant to which it measure what it is supposed to measure and nothing else, Every test, whether it be short, informal classroom test or public examination, should be as valid as the constructor can make it. There are four types of validity; namely, face

validity, content, construct, empirical and predictive validity.

Face validity is the appearance of the test or the test grooming. It is the physical appearance of the test, which covers the format of presenting the test like a lay out and paragraphing.

Content validity is concerned with how well the content of the test represents the subjects matter or behaviors to be tested. The procedure of determining the content validity is by comparing the content of test with the universe content of behaviors supposedly being measured.

Construct validity means wording of the test should represent the course objective. It covers the cognitive domain, which constitute knowledge, comprehension, application, analyses, synthesis, and evaluation. According to bay, construct validity is the degree to which a test measures an intended hypothetical construct, which is a non-behaviors

It means that the results of the test has a high score of correlation compared with another test. Empirical validity is divided into predictive and concurrent validity.

Predictive validity means the degree to which a test can predict how well an individual will do a future situation. This is extremely important for the test used to clarify or select individuals. In this study, the researcher used empirical validity to get the valid test. To measure the empirical validity of the test, the researcher applied the Factorial analysis; that is, the scores of every number of the test were correlated with the total scores. The formula applied to correlate them is Product moment, and the coefficient correlation yielded 0.765

A reliability test is consistent and dependable. According to Anderson, a reliable measure in one that provides consistent stable indication of the characteristic being investigated. Harris (1969:14) says that a test cannot measure anything well unless it measures consistently. To calculate the reliability of the test, the researcher used Spearman Brown formula and the result yielded 0.754

Method of collecting data means a way to obtain the data regarding to variables of the

research. The writer used multiple-choice tests for it enables him to measure the effectiveness of the specific learning objective. The researcher got the scores from the students' answer of valid and reliable multiple choice test items. The test consisted of 20 items. Each of them consisted of four options, one of them was a correct answer and the others were destructors.

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2000, chapter 20 : 1), he states that ANCOVA can be used when you have two group pretest/posttest design (e.g., comparing the impact of two different intervention , taking before and after measure of the groups). Further he says that the score on pretest are treated as a covariate to control for pre existing differences between groups.

ANCOVA is also handy when you have been unable to randomly assign your subject to the different groups, but instead have had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes, ANCOVA can be used in an attempt to reduce some of these differences. Stevens (1996: 324-327 in Pallant 2000, chapter 20: 2). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for window version 19.

RESEARCH FINDING

Before conducting an ANCOVA, the researcher has done 2 assumption testing those are: a) testing of linearity to see whether there is linear relationship between the dependent variable (posttest) and covariate (pretest) and b) testing the homogeneity of regression slopes.

Testing of linearity

Pallant (2000, chapter 20: 8) states that if you find a curvilinear relationship you may want to reconsider the use of this covariate.

Based on the scattered-plots for each groups on the graphic above, it shows the a linear (straight-line) relationship for each groups and not a curvilinear relationship, that is why, it can be said that the assumption of the linearity is not violated.

Testing the homogeneity of regression slopes

Testing the homogeneity of regression slopes is used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. If the interaction is significant, the result of ANCOVA are not meaningful and ANCOVA should not be conducted. Pallant (2000, chapter 20 : 9) states**:** If the significant level for the interaction is less than or equal to 0.05, it means that the interaction is statistically significant, indicating that the assumption is violated. In accordance with the above data taken from **Group*Pretest**, the significant value is 0.769 which is greater than 0.05. it is proved that the assumption of homogeneity of regression slope is not violated. Based on this finding ANCOVA analysis can be proceeded..

Levene's Test of Equality of Error Variances is used to check whether or not the assumption of equality of variance is violated. If the Significance value is greater than 0.05 the variances are homogenous, however if this value is smaller than 0.05 this means that the variances are not homogenous or in other words the variances are different and that the assumption of equality of variances is violated, (pallant 2000, chapter 20: 11). In this case the variances are homogenous, or the assumption of equality of variances is not violated, because the **Sig.** value is 0.636 which is much greater than 0.05

One way Analysis of Covariance

Pallant (2000, chapter 20: 12) states: If the Sig. value is less than 0.05, than the groups (TAI and Conventional Groups) differ significantly. Based on the above table (labeled Group on the SPSS output), the result of the analysis indicate that the null hypothesis saying that both methods (TAI and Conventional methods) are equal should be rejected, F (1, 57) = F38.881, P 0.000 < 0.05. the test assesses the differences between the adjusted means for two groups, which are reported in the Estimated Marginal Means box as 78.33 for the students taught using TAI method, and 64.07 for the students taught using conventional method.

Based on the Estimated Marginal Means, the alternative hypothesis saying that the students who are taught using TAI Method achieve better reading achievement than those who are taught using conventional method is accepted, because the mean score for TAI method is 78.333, which is greater than 64.07 for conventional method

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