

IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION THROUGH COOPERATIVE LEARNING OF TAI (TEAM ASSISTED INDIVIDUALIZATION)

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Abstract

One of the learning models based on student activities (Students Centered Learning) is by using cooperative learning of TAI (Team Assisted Individualization) on the learning process in the classroom. This research is intended to know the improving reading comprehension through cooperative learning model of TAI (Team Assisted Individualization). This research used quantitative research using experimental design type one group pretest-posttest design with the sample student of semester 1 Diploma III Midwifery Program of Universitas Muhammadiyah Sidoarjo. The result of the research shows that there is a significant improvement toward the first semester students of Diploma III Midwifery Program by using cooperative learning model of TAI type (Team Assisted Individualization). This can be seen from some calculations such as pre-test average $X = 44,32$ and average post- Test $Y = 66.56$ from the average pre-test and post-test posttest is higher than the pre-test. (Compare) with 5% significant level of degree of freedom (df) = $(n-1) = 28$, whether $t \text{ value} > t \text{ table}$. There is improvement in reading comprehension through cooperative learning model type TAI (*Team Assisted Individualization*) toward the first semester students of Diploma III Midwifery Program of $0.07 > 0.14$. This research is expected to contribute to the learning model of reading comprehension to improve students' ability.

Keywords: reading comprehension, cooperative learning, Team Assisted Individualization.

1. INTRODUCTION

The development of education in Indonesia has transformed from (teacher centered learning) into (student centered learning). The purpose of the policy change is because the government wants students to be more active in the classroom. It is also expected when the students interact with others in a positive way, for example between students with other students, between students with lecturers when there are difficulties associated with course material.

The way the lecturers provide materials to students greatly affect the process of learning and motivation of students in studying of learning the materials, so that in the learning process requires mastery of the concept of the material taught. It is because of the optimal mastery of the concept on the students will have an impact on the achievement of learning outcomes. In other words, the acquisition of learning results can't be separated from the presence or absence of activities and various problems that arise during the learning process in the classroom.

In the process of learning English, the kind of English skills are an important focus to master, in addition the knowledge of the English language itself. Similarly, the process of learning in midwifery students of Universitas Muhammadiyah Sidoarjo, the ability to read comprehension is one of the skills that must be mastered by students.

Based on the observation to the students of Diploma III Midwifery Program, Universitas Muhammadiyah Sidoarjo, the teaching of reading comprehension is still centered on the lecturer (teacher centered learning). The students still have difficulties in understanding the text context by skimming or scanning, because students do the reading comprehension by looking for difficult words one by one in the dictionary. This shows there are still many problems in the process of reading comprehension learning that must be solved immediately. Therefore, the researchers feel it is important to make efforts to improve the quality of learning process of reading comprehension by converting (Teacher Centered Learning) into learning centered on student activities (Students Centered Learning) by using cooperative learning type TAI (Team Assisted Individualization) in the learning process in the classroom.

Through cooperative learning type TAI (Team Assisted Individualization) as a learning process that refers to the method of learning that divides the students into small groups to learn and help each other in the learning process. By organizing them in groups, so students can work with other students to solve difficulties in reading comprehension.

Through cooperative learning type TAI (team assisted individualization) is expected to improve student ability in reading better than before. The researcher is interested in the learning tool of English with cooperative type TAI learning (team assisted individualization) to improve reading comprehension in Diploma III Midwifery Program, Faculty of Health Sciences, Universitas Muhammadiyah Sidoarjo. Based on the background, can be formulated problems as follows improving students' ability in reading comprehension through cooperative learning of TAI (Team Assisted Individualization) semester 1 Diploma III of Midwifery Program?

2. LITERATURE REVIEW

Reading is easily defined as the process by which a person receives and interprets messages from printed material. Reading is the process by which information is processed from text to meaning, beginning with information from the text, and the last meaning that the reader gets. Goodman (1976) defines that reading is the process of language, not just the sum of the various decoding and the smallest part of the comprehension of skills. In short, reading is the process of reconstructing author ideas and information.

Some strategies in reading comprehension, such as skimming and scanning. By skimming, readers through reading material quickly to get the essence of reading, to find out how to compose it, or to get the intended idea or message conveyed from the author (Grellet, 1981). As EFL / ESL readers tend to process text by bottom-up from the bottom into up (Kern, 2000), skimming to find the main idea is a good way because readers read from top-down, it is useful to improve the reader understanding of difficult texts. This is a practical strategy for ESL / EFL readers.

Scanning is a skill that requires quick reading / glance through text to search for specific information. Scanning means when the reader reads text to find specific information our eyes move quickly following the text. The reader does not read every word or stop reading when seeing words that don't understand. In this case, the reader looks for the information that the reader want to search for. Generally scanning is a technique that helps readers look for answers to a question. This is very helpful when the reader takes the test. In most cases, the reader knows what the reader is looking for, so the concentration reader finds a certain answer.

Scanning involves moving the eyes quickly down the page looking for a particular word or phrase.

2.1 Cooperative Learning Model (Cooperative Learning)

Cooperative learning model is not a new thing for teachers. Cooperative learning model is a model of learning that prioritizes the existence of groups. Each learner in the group has a different level of ability (high, medium, low). Cooperative learning model prioritizes cooperation in solving the problems to apply knowledge and skills in order to achieve learning objectives. Hulubec in Nurhadi (2003) argued that cooperative learning is a model of learning through small groups of students to work together in maximizing learning conditions in achieving learning objectives. Meanwhile, Bruner in Siberman (2000) explains that joint study is a fundamental human need to respond to other human beings in achieving a goal. The purpose of cooperative learning model is the result of increasing student academic learning and students can receive various diversity from their friends, as well as the development of social skills.

2.2 Basic Principles and Characteristics of Cooperative Learning Model

According to Johnson & Johnson (1991), the basic principle in the cooperative learning model is that each group member is responsible for everything done in group, each group member should know that all group members have the same objectives, each group member must divide the tasks and responsibilities. The group members will be evaluated, each member of the group sharing leadership and need skills to learn together during the learning process, and each group member will be required to individually account for the materials handled in the cooperative group.

The characteristics of cooperative learning model is the student in the group cooperatively finish the learning materials according to the basic competencies to be achieved; The group is formed from several students who have different abilities, both high, medium and low level; and, the rewards emphasize more on the group than on the individual.

In the cooperative learning developed discussion and communication with the aim that the students share the ability, mutual learning to think critically, give each other opinions, give each other the opportunity to channel the ability, mutual help learn, mutual assess ability and role of yourself and other friend. There are 6 (six) steps of cooperative learning model include conveying goals and motivating students, presenting information, organizing students into study groups, guiding study groups, evaluating and giving feedback, and rewarding.

2.3 Group Formation and Rewards

According to Slavin (1990), the lecturer rewards the group on the basis of the acquisition of the increased learning outcomes from baseline to the quiz / test grade after students work in groups. Increase value 5, if the value of the latest quiz / test drops more than 10 points below the initial value; value increase of 10, if the value of the latest quiz / test drops 1 to 10 points below the initial value; an increase value of 20, if the current quiz / test value equals the initial value up to 10 above the initial value; and an increase value of 30, if the value of the latest quiz / test is more than 10 above the initial value.

3. METHODS

This study applied pre-experimental research method and one group pre-test-post-test design. This research was controlled to identify whether there was any differences of students' reading comprehension or not. The researchers got the

differences by comparing the result of pre-test and post-test in one class which consist of 29 students in the first semester of Diploma III, Midwifery Program, Universitas Muhammadiyah Sidoarjo the (pre-and post) test was the main instrument.

The test is done before and after the treatment of reading comprehension reading through cooperative learning model TAI type (Team Assisted Individualization) that is measuring the comprehension ability of reading midwifery students. The test criterion used in this research is using validity and reliability test. The reading comprehension test is analyzed by using gain-score The test hypothesis is one of the most important things in this research, to determine the effect of improving the reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) to the first semester students Diploma III, Midwifery Program Universitas Muhammadiyah Sidoarjo.

4. FINDINGS AND DISCUSSION

Through cooperative learning model type TAI (Team Assisted Individualization) is one of the solution improving students' ability in reading comprehension of semester 1 Diploma III Midwifery Program. The researcher also gave pre-test and after the researcher gave treatment to the first semester students of Diploma III Midwifery Program. The researchers gave a post-test to compare the increase between pre-test and post-test.

4.1 The Result of Assessments

4.1.1 Pre-test and Post-test Score

This pre-test is only to know the understanding of the students before give treatment by the cooperative learning model of TAI type (Team Assisted Individualization) and for the post-test to know the students' understanding after give treatment by the cooperative learning model of TAI type (Team Assisted Individualization)

Table 1 : Pre-test Score Before Treatment and Post-Test After Treatment

NO	Nilai Pre-test	Nilai Post-test
1	55	60
2	40	80
3	60	75
4	35	70
5	30	40
6	50	70
7	75	80
8	40	70
9	85	90
10	40	90
11	50	70
12	50	65
13	45	65
14	55	60
15	40	60
16	25	40
17	35	75
18	30	40
19	15	50
20	20	40
21	70	80
22	25	35
23	55	90
24	35	55
25	10	50
26	55	90
27	85	90
28	35	90
29	40	60
total	1285	1930
average	44,32	66,56

From the results of pre-test and post-test data that researchers have collected that the average value of pre-test is 44.32 and post-test is 66.56 so from the above data it can be concluded that the post-test score is higher than pre-test score. Thus the reading comprehension of students increases through cooperative learning model of TAI type (Team Assisted Individualization).

4.2 Test Hypothesis

After the researcher collected the data of pre-test and post-test, the researcher showed the result of the test hypothesis with the statement "Student's ability in reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) is improving toward the first semester students of Diploma III Midwifery Program.

Table 2 : The Result of Hypothesis Testing

Students	Pre-test	Post-test	D	Md	X ² d
29	1285	1930	645	22.25	6269,24
		T _{value}			8,02
		T _{table}			2,05

The Hypothesis testing statement as follows:

Ho: Students' ability in reading comprehension through cooperative learning model of TAI type (Team Assisted Individualization) is not improving toward first semester students of Diploma III Midwifery Program.

Ha: Student's ability in reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) is improving toward first semester students of Diploma III Midwifery Program.

The conclusion of the test hypothesis:

- A. If the $t\text{-value} > t\text{-table}$ Ho hypothesis is rejected, it means that the students' ability in reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) is improving toward the first semester students of Diploma III Midwifery Program.
- B. If the $t\text{-value} < t\text{-table}$ Ho hypothesis is accepted, it means that the students' ability in reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) is not improving toward the first semester students of Diploma III Midwifery Program.

From the hypothesis test analysis data showed that reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) increased, it can be seen from the result of attachment data that gain score or value of increase (d) is 645 positive. The post-test data is higher than the pre-test score, then the pre-test value (X) 1285 and the post-test value (Y) 1930. The mean score of the cooperative learning model type TAI (Team Assisted Individualization) Pre-test $X = 44.32$ and the mean score of post-test value $Y = 66.56$ researchers compare t-value 8.02 and t-table 2.05 with significant level 5% of degree of freedom (df) = $(n-1) = 28$. So from the above data there is improvement of student's ability in reading comprehension through cooperative learning model type TAI (Team Assisted Individualization) to the first semester students of Diploma III Midwifery Program.

5. CONCLUSION

Based on the result of the research finding, the researcher drew a conclusion that there is a significant improvement to the first semester students of Diploma III Midwifery Program by using cooperative learning model of TAI type (Team Assisted Individualization) can be seen from some calculations such as the mean value of pre-test $X = 44.32$ and the mean value of post-test $Y = 66.56$ from the pre-test and post-test mean score that the post-test is higher than the pre-test. The researchers compared t-value 8.02 and t-table 2.05 as well with a significant 5% level of degree of freedom (df) = $(n-1) = 28$, that $t\text{-value} > t\text{-table}$. Thus, the hypothesis of this research proved that cooperative learning Team Assisted Individualization (TAI) type is improving students' ability in reading

comprehension of first semester students of Diploma III Midwifery Program of Universitas Muhammadiyah Sidoarjo.

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