CHAPTER I
INTRODUCTION

A. Background of the Research.

Learning a language becomes an important need for the students. By learning language the students can improve their knowledge. There are many different languages in the world, especially English. English is an international language to help the students to get knowledge in the world. Through English, learners communicate orally and written. Communication means to understand or produce spoken and written text that can be realized through four language skills; listening, speaking, reading, and writing.

Reading as one of four skills has given contribution to human life. Grabe and Stoller (2002: 9) stated that reading is a way to draw information from the printed page and interpret the information appropriately. Further, by reading the students obtain better understanding onto the surrounding and access to learn from the social environment.

Reading becomes important skill in this modern world that should be mastered by the students. As a part of language skill, reading is an important role for the success of language learning. In reading activity the students do not only read the text, but also to understand the text. By having a good reading skill, the student will have good reading comprehension. They will have better change to success in their study at school, because through...
reading everyone especially students can get many advantages such as information, knowledge, experience, and science. They can get them if they understand the content of the text.

Comprehending the text is one of problems that the students face in reading. Based on pre-observation on Monday, 21 September 2015, the researcher found major problem faced by 2\textsuperscript{nd} grade of IPA 1 students’ of SMA Bruderan Purwokerto in reading class. First, the students are still low in reading comprehension, it is could be shown from students’ achievement of reading skill based on the data from the teacher. They were many factors causing the students low in reading comprehension. Such as, the teacher used conventional strategy in learning process, it is could be seen when the researcher conducted pre-observation. During the few times the researcher followed the teachers’ teaching activities in reading class, teacher often play an active role in the classroom when delivering the learning material, this condition makes the students become passive and less enthusiastic in the learning process. It made the student felt bored in reading class because the students only sit and listen to the teacher explanation and they had to exercises. Second, the students have lack of vocabulary and most of the students also find difficulties in understands the messages and new information in the text.

Looking those problems, the researcher proposed that Cooperative Learning can help the students to face the problem in reading class, especially to comprehend the text. Cooperative learning is a successful teaching strategy
in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. The students are having work together to help each other group members learns new of the text to receive the goal.

There are many kind of Cooperative Learning such as, STAD, TGT, TAI, CIRC, and Jigsaw. The researcher chooses Team Assisted Individualization method to help the students’ improvement in reading comprehension. Team Assisted Individualization method is a method which make a small group heterogeneous group in class. Heterogeneous group is a group that consist of three students' academic level, there are high, medium, and low in academic accomplishment. The class will be divided into same group, each group consist of 4 to 5 students that have different level ability.

Based on the explanation above, the researcher will conduct the method to increase students’ reading comprehension by using Team Assisted Individualization method at grade 2 of IPA 1 students of SMA Bruderan Purwokerto in academic year 2015/2016.

B. Reasons for Choosing the Topic

There are several reasons why the writer is interested in conducting a research with the topic above. They are:

1. Reading is one of important skill in learning foreign language, especially English. It can improve your vocabulary and language skills, moreover reading can boost your creativity and give you lot of knowledge.
2. Team Assisted Individualization an interesting method needed in English teaching learning process that can improve the ability of the students in learning English particularly in reading comprehension.

C. The Problem of Research

Based on the background of the study, the problem of research is as follows, “Does Team Assisted Individualization method improve the students’ reading comprehension?”

D. The Aim of Research

The aim of this research is to reveal whether the Team Assisted Individualization method can improve students reading comprehension.

E. Clarification of Terms

To make the topic easy to understand, the writer wants to give definition of terms (Improving reading comprehension by using Team Assisted Individualization method).

1. Improving

Pei (1976: 483) states, “To improve is to make or become better.”

In this case improving is to make or become better someone or communities (students) in their language learning especially in reading.

2. Reading

Tarigan (2015: 7) states that
“Membaca adalah suatu proses yang dilakukan serta dipergunakan oleh pembaca untuk memperoleh pesan yang hendak disampaikan oleh penulis melalui media kata-kata/bahasa tulis.”

In this case, reading is a process of conveying and acquiring a message graphically from the writer to the readers. Involves ability of the reader in getting meaning from the message which is conveyed by the writer through the words or symbol to be understood and interpreted.

3. Reading Comprehension

According to Klingner (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

4. Team Assisted Individualization Method

Team Assisted Individualization is a cooperative learning method developed at Johns Hopkins University by a team led by Bob Slavin and Nancy Madden. The students are divided into teams of four or five with different of ability. After a teacher has taught a lesson, team mates help each other complete exercises. Students are given exercises at a level determined by their score in an initial test. Students are then tested individually. Teams earn recognition by way of weekly awards for their overall performance. (Robert E. Slavin, 2008).
F. Contribution of the Research

The contributions which are expected from this research are as follows:

1. For the Teacher
   a. To develop teaching method in teaching learning process to improve student’s learning activity, especially in comprehension of reading.
   b. Provide input in teaching learning process of reading by using cooperative learning type Team Assisted Individualization.

2. For the Other researcher
   a. The results of this study are expected to provide a new experience in applying cooperative learning type Team Assisted Individualization.
   b. They can improve the topic into other variant for teaching learning process especially English subject that can help the students more easy to comprehending the text.

3. Curriculum Developers
   a. This research can be used as a consideration and inputs to developments of science
   b. Gives a good contribution to schools in order to improve and enhance the quality of learning that can enhance the quality of school.