CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is system of sound symbol used by humans to communicate. People realize that without language they cannot interact to each other. Language can become a bridge to connect one another that live in different places and cultures. By using a language one can gain information, knowledge, and express one's feeling, and emotions.

Nowadays, many people learn the international languages. One of the international languages is English. English is an international language which has an important role in communication by people to interact with other people in the world. Therefore, English is taught as the first foreign language as one of the important subjects in Indonesia from elementary to university level. The purpose of learning English in the university level especially in English Department is to graduate qualified English bachelors.

There are four skills that people need to complete communication by using languages. First of all is listening skill. It is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. The second is speaking skill. It is delivery of language through the mouth. Speaking is probably the language skill that most language learners wish to

perfect as soon as possible. The third is reading skill. It is the process of looking at a series of written symbols and getting meaning from them. The people used their eyes to receive written symbols and the people use their brain to convert them into words, sentences and paragraphs that communicate something to the people. The fourth is writing skill. It is a method of representing language in visual or tactile form. The writer puts their thoughts into words in a meaningful form and to mentally interact with the message. Finally, all of these are called the four language skills.

In general sense, reading is what happens when people look at a text and assign meaning to the written symbols in the text (Aebersold and Field, 1997: 15). It means that, when someone reads, he looks at something written and tries to get the meaning to understand it. Reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purposes in attempting to understand. Reading is so much a part of daily life for those of us who live in literate communities that so much of the time we hardly consider either the purposes or processes involved (Wallace, 1992: 4 – 6).

The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, etc. It means that to understand the materials, the students must

have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

Based on the preliminary study done by the researcher at the eight grade of SMP 4 Jatisrono, it is found that the students' reading skill is still low. They still had difficulties in understanding the text. The texts which were taught in the eighth grade of Junior High School were descriptive, news item, explanation and narrative. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that students had difficulties in narrative text. They had difficulties in understanding the characteristics of the text including the social function, generic structure, and language feature.

The students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. Besides, there were some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but the teacher is rely on the textbook. She usually taught using conventional way by staying in class and doing the exercises on the handbook. The teacher used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. All of those factors made the students have low motivation in learning English, especially reading.

From the explanation above the researcher has a method that can be implemented in reading to make the students are more interested. Due to its great value, according to Huda, (2013: 200) that Team-Assisted Individualization is a pedagogical program that is trying to adapt to the individual differences of students learning academically. Team-Assisted Individualization (TAI) can support the development of classroom practice, such as ability grouping in the classroom, and computer-based teaching.

According to the statement above the researcher wants to take the title: "The Use of Team Assisted Individualization (TAI) Method to Improve Students' Reading Ability At The Eight Grade Students of SMP 4 Jatisrono in 2013/2014 Academic Year.

1.2 Statement of Problems

Based on the background of study, the statements of the problem are:

1. How the implementation of Team Assisted Individualization (TAI) method at the eight students SMP 4 Jatisrono?

2. Is team Assisted individualization (TAI) method able to improve the students' reading ability?

1.3 Purpose of the Study

Based on the statement above the purposes of the study are as follows:

1. To implement Team Assisted Individualization (TAI) in teaching reading.

2. To improve of the students' reading ability by using Team Assisted Individualization (TAI) method.

1.4 Significance of the Study

The result of this study is expected to be useful for:

1. The Students

   Team Assisted Individualization (TAI) gives a great to students to improving the knowledge and understanding and encourages cooperation in a learning environment.

2. The Teacher

   Team Assisted individualization (TAI) can be applied in learning reading skill in all levels. The teacher can use the method as interesting strategy in learning four English skills especially reading.

3. The School

   The result of the research is hoped to be additional advance for the school.

4. The Researcher

   By conducting this research, the researcher will get practical experience which can be useful to the coming research and also to promote Team-Assisted

Individualization (TAI) method as an interesting English learning strategy of learner.

5. The Reader

To know about the method of teaching reading and to know Team-Assisted Individualization (TAI) can improve students' mastery of English learning especially reading.

1.5 Scope and Limitation of the Study

This research focuses on Team-Assisted Individualization as the technique used in teaching reading. And the researcher limits only on the implementation of Team Assisted Individualization (TAI) to improve students' reading ability at the eight grade students of SMP N 4 Jatisrono in 2012 / 2013 academic year.

1.6 Definition of Key Term

The writer defines the key terms used in research in order to avoid misunderstanding in the text explanation. The key of terms are as follows:

Team Assisted Individualization (TAI)   : is a pedagogical program that is trying to adapt to the individual differences of students learning academically. Team-Assisted Individualization (TAI) can support the development of classroom practice, such

as ability grouping in the classroom, and computer-based teaching, (Huda, 2013: 200).

Reading : is so much a part daily life for those us who live in literate communities that much of the time we hardly consider either the purposes or processes involved, (Wallace, 1992: 5).