

**THE USE OF TEAM-ASSISTED INDIVIDUALIZATION METHOD
TO IMPROVE STUDENTS' READING ABILITY
AT THE EIGHT GRADE STUDENT OF SMPN 4 JATISRONO
IN 2013/2014 ACADEMIC YEAR**

THESIS



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TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PONOROGO**

2015

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**THESIS
Presented to
Muhammadiyah University of Ponorogo
In partial fulfillment of the requirement for the degree of *Sarjana*
In English Department**

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This is to certify that Sarjana's thesis of **LIAIKA FEBRI HASTUTI** had been approved by the thesis advisor for further approval by the examining committee.

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MOTTO

“Success is not a final, only an achievement”

*“Don’t be afraid to move, because the distance
of 1000 miles starts by a single step”*

DEDICATION

I DEDICATE THIS THESIS TO:

My lovely my father and my mother (whatever that the other said, you are always my lovely parents. Sorry if I always make you angry and sad. I'll give the best for you)

My lovely brother and sister (Muhammad Rohmad Yusuf and Octaviana Fitri Ramadhani, I hope that we will be solid brother and sister)

My grandmother and grandfather (mbah uti & mbah kakung, thanks for everything...)

My friends (Dyan, Itta, Dewi, Triwik, Ita, Rita, Erfin... Thanks for the spirit, thanks for helping me, thanks because you want to be my soulmate, thanks for everything...)

To the teachers who have ever shared their knowledge, those useful for my life. Thanks you extremely much.

The last, I dedicated this for thesis for my pride campus, UNMUH Ponorogo.

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Allhamdulillah, praise be to Allah SWT, the Merciful and most Beneficial, for his blessing without it the researcher would have never finished this thesis in achieving the Sarjana degree of English Education Department of Muhammadiyah University of Ponorogo.

This work of course cannot be finished without the contribution of others. In this case, therefore, the researcher would like to express my special appreciation to:

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2. Niken Reti Indriastuti, S.S, M.Pd as the chief of English Department of Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo who has given permission to the researcher to conduct this thesis.
3. Siti Asiyah, M.Pd as the first advisor who has given guidance, advice, suggestion, and information from the beginning until the completion of this thesis.
4. Ana Maghfiroh, M.Pd as the second advisor who gave profound guidance and direction in completing my study.
5. All of English lectures of Muhammadiyah University of Ponorogo for the knowledge and experiences shared.
6. My beloved father, mother, brother and sister, who have given prayer, material and spiritual support the writer to finish this time.

7. Bambang Iriyanto, S.Pd as the headmaster of SMP N 4 Jatisrono who gave permission in conducting the research.
8. Yusuf Ashari, S.Pd as an English Teacher who gave me support, advices, and her spare time to help me finishing this research.
9. All of students at the eighth grade SMP N 4 Jatisrono in the academic year of 2013/2014.

Finally, the researcher hopes that the result of this research could give advantages to the reader. The researcher believes that this research is still far from perfect. So, the researcher expect some suggestions and critics for the better result.

ABSTRACT

Febri Hastuti, Liaika. 2015. *The Use Of Team-Assisted Individualization Method To Improve Students' Reading Ability At The Eight Grade Student Of SMP N 4 Jatisrono In 2013/2014 Academic Year.* Thesis. English Department. Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo. Advisors: (1) Siti Asiyah, M.Pd (2) Ana Maghfiroh, M.Pd

Key Words: Team – Assisted Individualization, Reading Ability

Language is one of the important skills in English and it gives many benefits for us. To master reading, students need to have reading desire and must be tried to read something intensively and continually. In teaching reading, we can use technique to improve students' reading ability. The method is Team – Assisted Individualization. In accordance to the fact above, the researcher formulated the statement of the problems, they are 1). How the implementation of Team Assisted Individualization (TAI) method at the eight students SMP 4 Jatisrono? And 2). Is Team Assisted individualization (TAI) method able to improve the students' reading ability? The purposes of this research, there are: to implement Team Assisted Individualization (TAI) in teaching reading and to improve of the students' reading ability by using Team Assisted Individualization (TAI) method.

The subject of this research was the students of the eighth grade of SMP Negeri 4 Jatisrono in 2013/2014 academic year which consisted of 32 students. The research was started on April 17th until May 22nd 2013. This research was conducted in two cycles. The writers used three research instruments. There are observation check list, questionnaire and test.

The research was done in two cycles. In cycle 1, the result of students' observation score was 67,86%. It showed that during teaching and learning process the students had been good enough. The result of questionnaire score was 66,80%. It showed the students not enjoying. from the students' test result, there were 27 students can reach KKM and 5 students cannot. It means that this research had not been successful in cycle II, the students' result of observation score was 92,86%. It showed the students were more active than before. The result of questionnaire score was 88,66%. It showed that the students were very enjoying and more interested in studying English, especially in reading narrative text. The students' percentage of test that got the minimum score based on KKM was 100%. It means that the students' achievement were very satisfying and was successful.

Finally, the researcher gives suggestion that English teachers can use Team – Assisted Individualization method as alternative method in teaching reading. The next researcher can develop this method by using various kinds of the media to get the better result in teaching learning process.

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- Appendix 2 : Lesson plan cycle II, the result of observation checklist in cycle II, the result of questionnaire in cycle II, and the result of test in cycle II.
- Appendix 3 : Official report of title approval, official report of thesis guidance transcript I, official report of thesis guidance transcript II, letter of Classroom Action Research, schedule of SMPN 4 Jatisrono, students Attendance List, and documentation.