

Teaching Descriptive Reading Comprehension Using Team Assisted Individualization (TAI) to the Seventh Grade Students

Murni Asih

English Education Program, Faculty of Languages and Arts, State University of Surabaya
murniasih@mhs.unesa.ac.id

Him'mawan Adi Nugroho, S.Pd., M.Pd

English Education Program, Faculty of Languages and Arts, State University of Surabaya
himmawan_95@yahoo.co.id

Abstrak

Membaca sebagai salah satu kegiatan pasif dan personal yang dilakukan individu untuk memahami atau mendapat informasi dari teks. Melalui membaca, seorang berusaha untuk mendapat manfaat dari informasi atau pengetahuan yang akan digunakan untuk masa depannya. Di sisi lain mengajarkan membaca di lingkungan pendidikan tidaklah semudah meminta seorang bayi untuk menirukan apa yang mereka lihat di depan mereka pada saat itu. Khand (2004) menyebutkan bahwa ada enam alasan mengapa mengajarkan membaca akan mungkin untuk menghadapi kesulitan. Salah satu kesulitan dalam mengajarkan membaca adalah tidak diberikannya kesempatan kepada siswa untuk berkomunikasi baik dengan guru ataupun dengan temannya untuk mendiskusikan materi yang diberikan. Pada umumnya hal itu terjadi karena terbatasnya waktu dalam kegiatan pembelajaran.

Penelitian ini berfokus pada penerapan teknik TAI dalam pengajaran membaca teks deskriptif untuk kelas tujuh. Teknik TAI merupakan bagian dari teknik pembelajaran berkelompok yang mengkombinasikan pembelajaran kelompok dan instruksi individu dalam mengajar matematika (Slavin, 1983). TAI dirancang untuk pengajaran matematika tetapi teknik ini masih bagian dari pembelajaran berkelompok. Pada 1995, Slavin menyebutkan bahwa pembelajaran berkelompok dapat digunakan secara efektif pada setiap tingkatan untuk setiap keadaan, dari matematika hingga membaca, dari menulis hingga sains, dari pemecahan permasalahan dasar hingga masalah kompleks. Selanjutnya, penelitian ini berfokus pada penemuan dua fakta, meliputi (1) Bagaimanakah cara guru menerapkan teknik TAI dalam mengajarkan pemahaman membaca deskriptif teks untuk kelas tujuh? (2) Bagaimanakah siswa merespon penerapan teknik TAI dalam pengajaran pemahaman membaca deskriptif teks untuk kelas tujuh? Peneliti menggunakan metode deskriptif kualitatif dan teori Shoimin tentang penerapan teknik TAI. Pada data analisis, peneliti mengikuti panduan analisis data dari Powell dan Renner (2003) meliputi; (1) ketahui data yang akan digunakan, (2) fokus pada analisa, (3) kelompokkan informasi, (4) identifikasi susunan dan hubungan didalam maupun diluar pengelompokkan, (5) interpretasikan – menyatukan data dan analisa.

Hasil dari penelitian menunjukkan bahwa penerapan teknik TAI dalam pengajaran pemahaman membaca dekriptif teks untuk kelas tujuh telah diterapkan dengan sukses di salah satu SMP di Kediri, Jawa Timur. Guru memodifikasi dan mengadaptasi teknik berdasarkan teori dari Shoimin sesuai dengan pengalamannya, karakter siswa, waktu, dan lingkungan. Siswa menunjukkan respon yang bagus selama penerapan teknik TAI dalam kegiatan pembelajaran. Sebagian besar siswa menyebutkan bahwa mereka menikmati pembelajaran membaca teks deskriptif selama penerapan teknik TAI. Dari penerapan teknik, siswa dapat belajar tentang toleransi, tanggung jawab, dan kerjasama yang bermanfaat untuk mereka. Suksesnya penerapan teknik tersebut mencerminkan kerjasama antara guru dan siswa sesuai dengan teknik TAI.

Kata Kunci: membaca, teks deskriptif, Team Assisted Individualization (TAI), penerapan, respon siswa

Abstract

Reading as a single and tend to be silent activity that is done by people to comprehend or gain any information from the text. By reading, reader attempt to get beneficial information and/or knowledge that will be useful for their future. On the other hand, teaching reading in the academic environment is not as easy as asking a baby to imitate what they see at that time. Khand (2004) mentioned that there are six reasons in which teaching reading might face difficulties. One of the difficulty in teaching reading is that there is no chance given to the students to communicate or interact either with the teacher or other friends to discuss about the material given. Generally, it happens because there is a limitation time in the teaching learning process.

This study focuses on the implementation of TAI technique in the teaching reading of descriptive text to the seventh grade students. TAI technique is one of cooperative learning technique that combined

team learning and individualized instruction to teach mathematic (Slavin, 1983). TAI might be designed to teach mathematic but it is still a part of cooperative learning. In 1995, Slavin mentioned that cooperative learning can be used effectively at every grade to every type of context, from math to reading, from writing to science, from basic skills to complex problem solving. Then, this study focuses to figure out two facts, includes (1) How does the teacher implement TAI technique to help seventh grade students comprehend a descriptive text? (2) How do students' response toward the implementation of TAI technique in teaching reading of a descriptive text to the seventh graders? The researcher applies descriptive qualitative method and Shoimin's theory about the implementation of TAI. In the data analysis, the researcher does some process of analysis follows a guidance from Powell and Renner (2003), they are; (1) knowing the data, (2) focusing the analysis based on the data, (3) categorizing information, (4) identifying patterns and connections within and between categorize, (5) interpretation – merging the data and the analysis.

The result of the study shows that the implementation of TAI technique in the teaching reading comprehension of descriptive text to the seventh grade students was successfully implemented in one junior high school in Kediri, East Java. The teacher modified and adapt the theory of TAI implementation from Shoimin based on the teacher's experience, student's character, time allocation, and the environment. The students' show a good response toward the implementation of the TAI technique in the teaching learning process. Most of the students mentioned that they enjoy learning reading descriptive text while TAI technique was implemented. During the technique implementation the students can learn about toleration, responsibility, and teamwork character that is beneficial for them. Indeed, the technique implementation can be applied successfully due to the teacher and the students' cooperation that refers to the TAI technique.

Keywords: reading, descriptive text, Team Assisted Individualization (TAI), implementation, students' response

1. INTRODUCTION

Reading is one of the receptive skills beside listening that was important to be mastered by the students in order to get better knowledge, especially English. Reading and knowledge is like an oasis in the middle of a dessert. Reading is a silent and individual activity, since the text would be read not heard (Abbott, et.al, 1981). Reading is a process of gaining any information from text to support any idea that is going to share with others. By reading, people attempt to get better comprehension about anything inside the text.

There are two types of reading namely reading for information and reading for a pleasure. In the academic environment, reading for information become one of the main activity that should be done by the students. Descriptive text as one of the short functional text that is going to learn in academic environment especially by seventh grade students. By reading descriptive text the students were lead to comprehend deeper about person, place, or things.

On the other hand, reading especially reading comprehension is a regular activity that often do by students. Reading comprehension is the process of constructing meaning from text that involves the process of decoding the writer's word and prior knowledge to figure out an approximate comprehension of the writer's message in the passage (Lenz, no year). Comprehension itself is a dynamic process of constructing meaning from the text through the interaction among the reader's prior knowledge, the information suggested by the text being

read and the context (Kimberly, 2014). Furthermore, reading comprehension is the entire activities did by the readers to comprehend the author's message inside the text to get the information by linking many abilities to gain it.

As the familiar of 2013 curriculum that underlined deeper about character and independent learner, implementing any technique from cooperative learning might be useful. Any kinds of text can be discussed to activate learner's character. However, in this research, the technique that is going to analyses is TAI technique. In this research the technique does not pair with 2013 curriculum instead of school based curriculum. The reason is that the researcher attempt to analyses the implementation of TAI technique in the teaching reading combined with school based curriculum as the forerunner curriculum that asked the students to be an independent learner and seated is as forerunner of student centre in the teaching learning process.

In this research, the researcher focuses to analyse the implementation of TAI technique in the teaching learning process. The reason why the researcher decides to analyse the implementation of TAI technique is that, Team Assisted Individualization (TAI) commonly used in scientific research especially in science field. It also tends to use in productive skill while applying in teaching language. However, the researcher attempts to describe the implementation of Team Assisted Individualization as a technique to teach English in reading skill as the receptive skill. Finally, the researcher is going to analyse deeper about reading comprehension of descriptive text

using team-assisted individualization to the seventh grade students. The researcher is willing to see how is the implementation of the TAI technique especially by grouping students with heterogenic ability to help them comprehend descriptive text. The researcher also attempts to see how the students' response toward the implementation of TAI technique in the reading class to the seventh grade students.

1.1 Research questions

1) How does the teacher implement TAI technique to help seventh grade students comprehend a descriptive text?

2) How do student's response toward the implementation of TAI technique in teaching reading of a descriptive text to the seventh graders?

1.2 Reading

Reading is the ability of decoding and understanding text and interprets the information inside appropriately (Grabe, 2002). Reading is a single and tend to be silent activity that is done by people to comprehend or gain any information from a text. According to Abbott.,et.al (1981) there are three activities in reading, namely pre-reading activity (analysing slightly about the text), whilst-reading activity (identifying the main idea and finding the details inside the text) and post-reading activity (exploiting the reader's experience by checking comprehension toward the text). Teaching reading to the students might find difficulties (Khand, 2004), as follow:

- 1) The existing textbooks are old, teacher-centred, and less effective in learners' situation.
- 2) Teaching method of the school, especially in the classroom is not learner-centred.
- 3) Oral teaching method is the dominating method in the school.
- 4) There is no chance given to the students to communicate or interact with the teacher or between their friends.
- 5) Teacher activities mainly consist of simple oral presentation throughout class time.
- 6) There are no proper tasks or exercises for intensive reading given in class and there is rare use of audio-visual aids overhead projector, T.V., etc.

It shows that the entire problems in teaching reading might come from either the teacher, the students, or the environment.

1.3 Cooperative learning

According to Slavin and Fashola (1998) cooperative learning refers to the broad range of instructional methods that lead the students to work together in order to learn academic content. Cooperative learning is an activity

where a group of heterogeneous people work together and help each other to accomplish the goal.

According to Johnson & Johnson (1999), Jones & Jones (2008), and foundation coalition (2008), there are five pillars of cooperative learning, namely:

1) Positive interdependence

Positive interdependences known as a belief that each student is linked with others so that they cannot succeed unless they do a collaboration. Positive interdependence known, as the heart of cooperative learning because it can lead the students and make them believes they sink or swim together.

2) Promotive face-to-face interaction

Promotive face-to-face interaction is the second basic elements of cooperative learning. In promotive face-to-face interaction, students need to do work together and promote other's success by sharing, helping, supporting, and/or even applauding for developing pluralistic values.

3) Individual accountability

Individual accountability is the belief that each individual will be accountable for his/her performance and/or learning. The performance of each individual is assessed and the result is given back to the group and individual. The result is used to know who needs more support, assistance, and/or encouragement in completing the task.

4) Social skills

Social skills are the fourth elements of cooperative learning that must be taught to each person for high quality of cooperation. Social skills are required for interacting effectively with peers from other cultures and ethnic groups. Social skills needed to empower students to manage both the task and teamwork effectively.

5) Group processing

Group processing is providing time for individual and group to discuss how well they are achieving their goals and maintaining effective way of working relationship. Group processing is all about reflection time for individual and group about what they achieved and maintained in the team.

Moreover, Slavin (1983) stated that there are six techniques in cooperative learning, namely:

1) Students Team Achievement Division (STAD)

STAD is one of cooperative learning technique that was developed by Robert E. Slavin at Johns Hopkins University. In STAD, the students were assigned to be four or five-member-learning teams. The teams are made up of high, average, and low performing students with different sex or different ethnic backgrounds. For, each week the teacher introduces a new material. Each member should comprehend the text before the students can continue to the next task to fulfil the requirement that the entire teammates already understood the materials.

Indeed, individual improvement is important in STAD to contribute to the team.

2) Teams-Games-Tournaments (TGT)

Teams-Games-Tournaments (TGT) is one of cooperative learning technique that was developed by David De-Vries and Keith Edward of Johns Hopkins University. It uses the same teams, instructional format, and worksheet as STAD. The differentiation is that the students play academic games in weekly tournaments to show their individual mastery of subject matter. TGT uses the same pattern of teaching, team worksheet study, individual assessment, equal opportunities for success, and team recognition as that used in STAD however; it used academic games instead of quizzes.

3) Team Assisted Individualization (TAI)

TAI developed at the Johns Hopkins University by Robert E. Slavin, Nancy Madden, and Marshal Leavey. TAI combined team learning and individualized instruction to the teaching of mathematics. In TAI, students assigned to four or five member heterogeneous teams as STAD and TGT.

4) Jigsaw

Jigsaw was originally designed by Elliot Aronson and his friends at the University of Texas and was continued at the University of California in Santa Cruz. Then, it was modified at Johns Hopkins University, incorporated with Student Team Learning program, and called Jigsaw II. In jigsaw, students also work in four or five member teams as in TGT and STAD. In jigsaw technique, each student receives a topic on and become an expert. Then, they meet the other student who has the same topic in expert groups and discuss it. After finishing the discussion, they return to their teams and share what they have learnt. Finally, they took individual quizzes in which the score will affect to the team score as in STAD.

5) Learning Together (LT)

David and Roger Johnson (University of Minnesota) developed the learning together as one of a model in cooperative learning. In learning together students were assembled in four or five members with heterogeneous groups. Then, the teacher would give the assignment sheet for each group. At the end of their works, the students will receive praise and rewards from the teacher based on the group's product.

6) Group Investigation (GI)

Group-Investigation is one of cooperative learning technique that was developed by Shlomo Sharan at the University of Tel Aviv. Group-Investigation is general classroom organization plans in which students are work in small groups using cooperative research, group discussion, and cooperative planning and projects. At the end of the student's discussion, each group should make a

presentation to communicate their findings to the entire class.

1.4 Team Assisted Individualization (TAI)

Team Assisted Individualization (TAI) was developed at Johns Hopkins University by Rober E. Slavin, Nancy Madden, and Marshal Leavey. TAI is one of cooperative learning technique that combined team learning and individualized instruction to teach mathematics. Slavin (1995) stated that cooperative learning could be used effectively at every grade to every type of content, from math to reading, from writing to science, and from basic skills to complex problem solving. It means that TAI can be used to teach another subject beside mathematics. Then, Slavin (1982) stated that there are six components of TAI technique, namely:

1) Teams

Teams here refer to the groups member in which it should assigned to four to five members for each team. Then, each team consisted of a mix of high, average, and low achievers as determined by a diagnostic test.

2) Diagnostic test

The diagnostic test used as the reference to place the students as a group. A diagnostic test used to differentiate between the high, average, and low students.

3) Curriculum material

Curriculum materials is a set of student group task that contains a material that is learned, the exercise, the key words, and the answer sheet to check the answer together in group.

4) Team study method

Following the diagnostic test, students are given a starting place in the teams as a unit. Then, they started to work and figure out the problems found in their own units. After that, they discuss and share their work result in their group before report it to the teacher.

5) Team score and Team recognition

This is the checking score stage that is done by the teacher. Each group will know their score as the result of individual score and task from the members. After that, teacher will announce the criteria, and the criteria were established for team performance. A high criterion was set for a team to be a "SUPER TEAM," a moderate criterion was established for a team to be a "GREAT TEAM," and a minimum criterion was set for a team to be a "GOOD TEAM." Then, the super team and great team received certificates.

6) Teacher review sessions

At the end of each session, the teacher will review students work as a team, and as individual learner. The purpose of this review is to review student's work or even help them solving the problems that are found and to prepare the student for the next units or material.

1.5 The implementation of TAI according to Shoimin (2014)

Shoimin is an author of *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* that published by Ar-Ruzz Media in 2014. Shoimin adapt the theory of TAI from Slavin and stated the newest procedure to implement TAI in the teaching learning process as follows:

1) Placement test

At this stage, the teacher will give a pre-test to the students to figure out the specific weakness of each student.

2) Teams

The teacher will construct some heterogeneous groups consist of 4-5 students.

3) Teaching group

The teacher will give brief explanation before giving the group task.

4) Students creative

The teacher emphasizes and builds the student's perception that individual achievement will affect the group achievement.

5) Team study

The students will do the learning assessment that is given to each group. Teacher will help him or her individually and or another student will help each other as like a peer tutoring.

6) Fact test

The teacher will give a test or quiz to the students based on their achievement.

7) Team score and Team recognition

Based on the score that is gaining by each group the teacher will decide who will get the degree to each group. The teacher will give the degree, no matter whether they might be the best or even the worst group.

8) Whole-class units

The teacher represents the material at the end of teaching learning process and giving the problem solving to the entire students in the class.

During the implementation of TAI in the teaching learning process, the teacher should act as an observer and facilitator to the students. The teacher should let the students comprehend the learning material by themselves before giving review about their effort and comprehension in the teaching learning process at that day.

1.6 TAI in the teaching reading using KTSP 2006 and Genre Based Approach (GBA)

According to Hyland (2003) genre refers to social recognized ways of using language. The term genre usually uses for grouping texts together and representing how writers use language to construct texts. Abbaszadeh (2013) said that a genre usually characterized by its communicative purpose(s) in general, associated themes,

audience types and sometimes the role of the writer and readers. It can be inferred that genre is the particular set of characteristic either in art or literature that emphasises in the language and construction that used in the text.

In language pedagogy, the term of genre has closest relation with genre based approach. Genre Based Approach (GBA) is an approach that guides the teacher in teaching either spoken or written texts including the contextual meaning (including social function, language features, and the generic structure) and additional meaning (including cognitive skills such as finding out the main idea, topic, word/sentence meaning, explicit and implied information, making inference, etc.). According to Feez & Joyce (1998) there are five learning cycle in the GBA, namely:

- 1) BKof (Building Knowledge of the Field),
- 2) MoT and DCoT (Modelling and Deconstructing the text),
- 3) JCoT (Joint Construction of the text),
- 4) ICot (Independent Construction of the text),
- 5) Linking related texts.

In this research, the researcher focuses only on the BKoF and MoT and DCoT stages because the study is teaching reading.

BKoF (Building Knowledge of Field) refers to the activity when the teacher and the students brainstorm their prior knowledge about the topic of the text, build cultural context (explore cultural similarities and differences related to the topic), discuss vocabulary, grammatical patterns, and so on based on the text (Hammond, et.al., 1992; Depdiknas, 2004; Gibbons, 2002). While, MoT (Modelling the text) refers to the activity where students listen and response toward teacher's explanation about the generic structure, social function, and language features of the text with less attention given to language features. The main activities in MoT are develop understanding of social function and purpose of the text with the organization and development of the text. Besides MoT there is DCoT (Deconstructing the text) that refers to the activity where students are doing critical analysis of literary language which emphasizes in the language uses, conceptual systems, the relational quality of meaning, and the assumptions that implied in forms of expression in the text.

However, there is no actual procedure recommended by expert about the implementation of TAI technique in the teaching reading with the school-based curriculum (KTSP) 2006 and genre based approach. However, based on the theory of TAI implementation in teaching learning process that mentioned by Slavin (1982) and Shoimin (2014), the steps in teaching reading (Abott, et.al 1981), Permendiknas (2007), and GBA by (Feez & Joyce, 1998) it can be adapted and formulated procedure toward the implementation of TAI technique in the teaching learning process of reading based on school based curriculum 2006 and genre based approach. Here are the following procedures to implement TAI in teaching reading using KTSP 2006 and GBA:

1. Preparation
 - a. Preparing the lesson plan

The teacher should prepare the lesson plan (includes the learning material) before teaching learning process for it is being a teacher's duty. Lesson plan is useful for teacher for it will be his/her guidance while teaching. It will help the teacher to keep in track and lead the students to gain the purpose of teaching learning process on that day.

b. Preparing the test (placement test)

The teacher should prepare the test that will be used for placement test. The test should be applicable and be able measure the student's ability to help the teacher assemble student's into group based on their result in the placement test that is going to be conducted.

2. Implementation

The procedures to implement TAI in teaching reading must be combined with school based curriculum 2006 (includes exploration, elaboration, confirmation), genre based approach (includes BKoF, MoT and DCoT), and the activities teaching reading includes in pre-reading, whilst-reading, and post-reading.

Pre-reading

1. The teacher prepares the student's physical and psychological condition to follow teaching learning process.
2. The teacher explains about the activity that is going to do.
3. The teacher explains about the technique (TAI) and the procedure to implement the technique for teaching learning process.
4. The teacher gives a chance for the students to ask any question related to the activity that is going to do on that day.

BKoF:

1. The teacher gives some questions to link the student's prior knowledge and the material that is going to learn.
2. The teacher explains the objective of the study and/or the standard competency that should be gain.
3. The teacher conveys the range of materials and explains the activity that is going to do based on the syllabus.

Exploration:

1. The teacher brainstorms the students about the topic that is going to discuss.
2. The teacher asks some students to tell their story or even their opinion toward the topic that is discussed.
3. The teacher asks the students to find out any information linked with the topic that is going to discuss.
4. The teacher lets the students to discuss with their friends about the topic.
5. The teacher motivates the students to be active during teaching learning process.
6. The teacher facilitates the students to do experiment and find any information about the topic by providing any media.

7. The teacher gives the test to each student and asks them to finish it.
8. The teacher asks the student to submit their test.
9. The teacher analyses the student's ability based on their task and grouping them based on their ability.
10. The teacher divides the class into several groups. Each group consists of four to five members with heterogeneous ability.
11. The teacher asks the students to redecorate their seat with their groups.

Whilst-reading

MoT and DCoT:

1. The teacher gives a new text to the students.
2. The teacher guides the students to figure out the social function of the text.
3. The teacher guides the students to figure out the generic structure of the text.
4. The teacher guides the students to figure out the tenses that is used in the text.
5. The teacher guides the students to figure out the adjectives and noun phrase uses in the text.
6. The teacher guides the students to find out the main idea inside the text.
7. The teacher guides the students to explain the word/sentence meaning based on the text.
8. The teacher guides the students to find out the explicit and implied information from the text.
9. The teacher guides the students to make an inference based on the text.

Elaboration:

1. The teacher gives a new text to the students.
2. The teacher facilitates the students to work in-groups.
3. The teacher asks the students to get on together with their groups.
4. The teacher asks the students to figure out the nature of descriptive text and the generic structure of it.
5. The teacher gives a sheet of task about descriptive text and asks the students to solve it.
6. The teacher asks the students to read the text and take notes for the things that they do not understand toward the text.
7. The teacher asks the students to make a report toward their effort to solve the problems that is given.
8. The teacher asks the students to discuss the text with their group.
9. The teacher lets the students to think, analyse, and solve the problem by himself or herself. (The problems can be anything include)
10. The teacher explains cooperative learning method to the students and give a simple example to them.
11. The teacher supports the students to solve their problem using cooperative learning method.
12. The teacher gives a test to the student based on the material they have learnt.
13. The teacher asks the students to count on their score after doing the task.
14. The teacher asks the students to submit their score.

Post-reading

Confirmation:

1. The teacher gives any feedback toward the student's effort in the teaching learning process in written, oral, symbol, or even rewards.
2. The teacher gives confirmation towards the student's exploration and elaboration of the material from any sources.
3. The teacher facilitates the students to do reflection for their learning experience at that day.
4. The teacher helps the students to solve the problem that is unsolved yet.
5. The teacher gives a guidance to the students to check their result of exploration.
6. The teacher motivates the students to explore more to gain deeper understanding about the material.
7. The teacher motivates the students who were not participate in the group discussion yet.
8. The teacher counts the group score and decide which group will be the super-team, great-team, and/or good-team based on the students' result.
9. The teacher reviews the student's work and gives suggestion and appreciation toward their work.
10. The teacher reviews the material and helps the student to solve their problem that found during reading descriptive text.

3. Closing

Here are the activities that should be done by the teacher at the end of his/her teaching learning process before leaving the class.

1. The teacher guides the students to make a summary about the material that is learnt at that day.
2. The teacher reviews the students work in-group and their participation during teaching learning process.
3. The teacher gives any feedback toward the teaching learning process and the learning achievement at that day.
4. The teacher lets the students to ask any question linked with the material they have learnt at that day.
5. The teacher gives a brief explanation for the next meeting.
6. The teacher gives the reward towards the student's achievement in the teaching learning process at that day.
7. The teacher tells the students about the lesson plan that they will have for the next meeting.
8. The teacher asks the students to do exercise at home.

2. METHODOLOGY

This research was conducted to see the implementation of TAI in the teaching descriptive reading to the seventh grade students and their responses toward the technique in descriptive reading class. In this research, the researcher used descriptive qualitative research.

Clarke (2013) mentioned that qualitative research refers both to the technique (of data collection or data analysis) and to the framework for conducting a research in order to understand and interpret deeper toward the meanings from the data to produce knowledge that will contribute to general understanding. Indeed, the result of the research was described and interpreted in qualitatively without any number of measures.

2.1 Subject of the study

The subject of this research was the English teacher and the seventh grade students in SMP Negeri 2 Wates Kediri, which is located at Jl. Mujair No. 10 Tawang Wates Kediri. This research was conducted in VII-H. there were forty students in that class, consists of sixteen males and twenty-four females.

2.2 Instruments of the study

In this research, the instruments that were used includes observation sheet and questionnaire. The observation sheet was the primary instrument that was used to observe the atmosphere in the teaching learning process while the teacher implemented TAI technique in teaching descriptive reading to the seventh grade students. On the other hand, the questionnaire was used to gain deeper information about the students' response toward the TAI technique implementation in teaching reading of a reading to the seventh grade students.

2.3 Data analysis technique

In order to analyse the data of qualitative research, the researcher followed a guidance to analysis process as stated by Powell & Renner (2003) that there are five steps in analysis process of qualitative research, includes:

1) Get to know your data.

As a researcher and the writer, people need to know the data that was going to analyse. Moreover, the researcher should know the source of the data and the model of the data.

2) Focus the analysis.

Researcher should focus on the data that was analysed. The researcher should make sure that he/she already in line with the research question as the reason the researcher did the research. Indeed, by focusing analysis in spot it would helpful not only for the researcher itself when writing the report but also for the reader to comprehend the idea that was going to deliver by the researcher.

3) Categorize information.

After, gaining the information based on the data that was collected, researcher should categorize the information. It would help the researcher analysed or

even made generalization based on the data and research that was done.

4) Identify patterns and connections within and between categories.

In analysing data in from of qualitative research, the researcher need to interpreting not only the words or even the atmosphere but also identifying, connecting, and interpreting each patterns and the categories that found during the observation.

5) Interpretation- Bringing it all together.

After finding the category of the data and the pattern, the researcher started to make interpretation and mix it to be an easier sentence. Then, the researcher continued the interpretation and made such generalization or even solution for the problems that was stated in the research question.

3. RESULT AND DISCUSSION

The observations of this research were conducted in SMP Negeri 2 Wates Kediri in the 20th, 22nd, 26th of February and 6th March 2016. The implementation of TAI technique in the teaching reading of descriptive text in this research was implemented in the first, second, and third observations, while in the fourth observation the teacher implemented the technique to teach writing of descriptive text.

3.1 Result of the observation

The observations were conducted in four meetings. Three of the meetings were used to implement the TAI technique in teaching reading of descriptive text by the teacher. The teacher implemented TAI technique steps in the teaching learning process based on Shoimin's theory that was mentioned on his book entitled "*68 Model Pembelajaran Inovatif dalam Kurikulum 2012*" which is published by Ar-Ruzz Media in 2014. On the first meeting the teacher implemented some steps of TAI in the teaching learning process namely placement test, teams, and teaching group. On the second meeting, the teacher implemented teaching group, student creative, team study, and fact test steps of TAI technique implementation. While on the third meeting, the teacher implemented fact test, team study, team score and team recognition, and whole-class units steps to implement TAI technique.

During the observation that was conducted, the researcher found that the teacher implemented TAI technique steps until three meeting because of limitation in the time allocation for the teaching learning process in Junior High School. only two multiple forty minutes for each meeting.

3.2 Result of the questionnaire

The questionnaire was used to figure out the students' responses toward the implementation of TAI technique in

the teaching reading of descriptive text to the seventh grade students. The questionnaire distributed to the students in the fourth meeting. The data from the questionnaire were re-stated in form of sentences. The questionnaire consisted of 30 questions. It was classified into five indicators. The first indicator was the question number one until seven, it was about student's opinion about learning English. The second indicator was the question number eight until thirteen, it was about student's opinion toward reading English. The third indicator was the question number fourteen until twenty-one, it was about student's opinion toward the implementation of TAI technique in the teaching learning process. The fourth indicator was the question number twenty-two until twenty-seven, it was about student's opinion toward working in-group. The fifth indicator was the question number twenty-eighth until thirty, it was about student's opinion about the learning material used by the teacher. The questionnaire form is multiple choice. The questionnaire was elaborated in Indonesian to make the students understand the questionnaire easily.

From the first indicator, it can be inferred that most of the students were enthusiastic in learning English but worried that they would fail in their English lesson.

From the second indicator, it can be inferred that most of the students were happy in reading English lesson. They found that reading English lesson gave benefit for them to increase their ability in speaking, writing, and build tolerate and appreciation toward foreign culture.

From the third indicator, it can be inferred that most of the students understood about the technique. They found that the technique was interesting and helped them to get better achievement in reading descriptive text.

From the fourth indicator, it can be inferred that most of the students mentioned that they were enjoy working in-group. They said that it was very important to be active in-group discussion.

From the fifth indicator, it can be inferred that most of the students understood about the learning material used by the teacher. However, it was important to decide the appropriate learning material linked with daily life.

Then, from the result above, it can be discussed that the implementation of TAI technique in teaching reading of descriptive text to the seventh grade students as follow:

3.3 Discussion toward the implementation of TAI in teaching reading

This research was conducted in four meetings. The implementation of TAI technique in the teaching reading of descriptive text to the seventh grade students' observation began from the first meeting until the third meeting. The teacher started the first meeting by brainstorming the students by giving some pictures of

athlete and artist. The teacher also asked the students about some meaning and synonym of vocabularies that refers to the vocabulary used to describe people. The teacher did not mention directly to the students that they were going to learn about descriptive text especially in describing people.

After brainstorming the students about the text that is going to learn, the teacher explained to the students that at that day, they will work in-group. Then, the teacher explained the procedure to implement TAI technique to the students as short and effective to be comprehend by seventh grade students.

Through the implementation of TAI technique, the researcher found that the teacher modified the implementation of TAI technique from Shoimin's theory. The teacher adapt the technique based on the situation and student's ability in learning English, especially in reading descriptive text by seventh grade students in SMP Negeri 2 Wates Kediri.

Here are the procedures while the teacher implemented TAI in the teaching reading of descriptive text to the seventh grade students in SMP Negeri 2 Wates Kediri especially in VII-H class that was adapted from the implementation of TAI technique according to Shoimin (2014):

1) Placement test

The teacher started the teaching learning process of descriptive reading text by conducting pre-test to the students. The purpose of conducting placement test is to figure out the students' English ability especially in descriptive reading text and classified the students based on their ability before assemble the students into group.

2) Teams

The teacher started by listing the best ten from the placement test. The teacher invited the best ten students to be a group leader. So that there were ten groups during English teaching learning process. The teacher lets the students to choose their group. The teacher only reminds the students that each group only consist about four students. It can be concluded that the teacher only facilitates the students to assemble the group by inviting the leader for each group.

3) Teaching group

After assembling the students into group, the teacher explained the material that should be learnt by the students at that time. The teacher gave a brief and short explanation about descriptive text, the generic structure, the goal, and some of the language features used in descriptive text especially in describing people. The teacher explained the material to the whole class before asking the students to re-arranged their seat into group.

4) Student creative

Besides giving explanation about descriptive text, the teacher also reminds the students about individual participation and work to support the group achievement in the teaching learning process at that day. The teacher also reminds the students that group work is about working together to get better achievement. Group work is not about letting other students work and letting other students do nothing while doing the group task.

5) Team study

The students were assembling into group. They discussed the text that is given by the teacher. They comprehend the text together. The students also answered the questions provided at the end of the text. The teacher also walked around to each group and helped them whenever the students asked something about the text by giving a clue and let the students found the answer by himself/herself.

6) Fact test

The teacher gave a test to the students after they work in-group. The purpose of doing fact test is to figure out the students' comprehension about the learning material that has been discussed in placement test and in the team study. The students result in fact test impact on the group achievement.

7) Team score and Team recognition

The result of team study was called as team score. While in order to figure out the team recognition, the teacher used the team score and the result of fact test to decide the group achievement. Three groups got *super team* achievement. Three groups got *great team* achievement. The rest group, about four groups got *good team* achievement.

8) Whole-class units

The teacher always reviewed the learning material (descriptive text of describing people) at the end of teaching learning process in every meeting. The teacher did not wait until the entire procedure of TAI technique implemented. The teacher always reviewed and re-explained descriptive text of describing people in every meeting because the teacher followed the activities in teaching reading that was post-reading activities. So that the teacher implemented TAI technique and adapt it with the teaching reading activities based on school based curriculum that modified with genre based approach.

3.4 Discussion toward the result of the questionnaire

At the end of TAI technique implementation in the teaching reading of descriptive text in VII-H in SMP Negeri 2 Wates Kediri, the observer gave a questionnaire to the students. The purpose of giving the questionnaire to the students was to figure out the students' response

toward the implementation of TAI technique in the teaching reading of descriptive text to the seventh grade students. As the result, it can be concluded that most of the students agree and enjoy the implementation of TAI technique in the teaching reading of descriptive text to the seventh grade students. They also mentioned that TAI technique helped them to solve difficulties in learning descriptive text and helped them to get better achievement in learning descriptive text. It could be explained as most of the students agreed that learning English was enjoying and they did not worry of facing difficulties in learning English. Most of the students also agreed that reading English was interesting and it was important and useful for them to recognize foreign culture. Then, TAI technique was interesting and helped the students in learning descriptive text with less difficulty. The students agreed that working in-group was interesting and helped them to build tolerance, responsibility, and teamwork characters in teaching learning process. The students also agreed that the learning material that was used by the teacher was understandable and interesting. However, the appropriate learning material with daily life was better to use rather than the any kind of learning material.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the observation and the discussion toward the implementation of TAI technique in teaching reading of descriptive text to the seventh grade students in SMP Negeri 2 Wates Kediri it can be concluded that the technique was successfully implemented as Shoimin's theory with some modifications that is adapted from school based curriculum, genre based approach, teacher's experience, students' character, time allocation, and the environment. Moreover, based on the result of the questionnaire, it can be inferred that most of the students were happy in learning English during the technique implementation. The technique also helped the students to activate their character of tolerance, cooperative, responsibility, and critical thinking during teaching learning process.

Suggestion

Based on the result of this research, it can be inferred that there are still many aspects that can be observed deeply and many aspects that should be improved highly. Either the teacher or the reader can conduct the observation and/or make an improvement in teaching English of Junior High School or Senior High School, especially in teaching reading of descriptive text. Indeed, either the teacher or other researchers can conduct the observation in order to figure out the influence of personal character either from the teacher or the students toward

the implementation of any technique from cooperative learning.

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