

THE EFFECTIVENESS OF USING TEAM ASSISTED INDIVIDUALIZATION TECHNIQUE ON THE STUDENT'S ACHIEVEMENT OF SIMPLE PAST TENSE

Luluk Nur Hamidah & Nanik Sri Rahayu

IAIN Tulungagung, East Java

luluknurhamidah@gmail.com

nanik.sri.rahayu@gmail.com

Abstract:

Grammar is the description of the ways in which words are formed and can change their form and can be combined into sentences in order to express different meanings. The students need ability how to have a good grammar especially in simple past tense. Simple past tense is the form of a verb used to describe actions in the past. After knowing the highly complex grammar especially in simple past tense, teacher needs to move to how to select the materials and activities to be used in grammar class. One of techniques used in teaching grammar is Team Assisted Individualization technique, Team Assisted Individualization technique belongs to the cooperative learning. Team Assisted Individualization technique is a technique in which the students are placed into the small groups and then followed by the giving the help individually for the student who need it. The score "t" at the significance level of 5%, the calculation t-count is 9.49, and the value of "t" on the t-table with the significance 5% with the value of $Df = 50$, it can be found that $t\text{-table} = 2.01$. It means that there is difference grammar score between experimental and control class. Based on the explanation above, the Team Assisted Individualization technique surely shows the real effectiveness.

Keywords: *Team Assisted Individualization Technique, Simple Past Tense*

We encode what we want to say using language which is made up of range of components. They are individual letter, combined letter, word, phrases, clauses, and sentences Lindays and Knight(2006: 27). Language is quintessentially human. We use spoken language every day, face-to-face, as a means of communication and written language allows us, to record and hold on to our history across generations. Language itself is very complex. It has a sound system that allows us to use numerous distinct words, vocabulary of some 50,000 to 100,000 terms for many adults, and a series of constructions for relating these words. It allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal systems, make political speeches, and do the myriad other activities that make up the societies we live in. Language allows us to coordinate what we do with others, relay information, find out answers, and carry out everyday activities – gossiping, making puns, writing memos, reading newspaper, learning histories, enjoying novels, greeting friends, telling stories, selling cars, reading instructions-the list is unending. As a language which is used by more than a half of population in the world, English hold the key as international language. English is a tool of communication among people of the world to get trade, social culture, science, technology goal, and developing interrelationship with foreign country.

Learning English means learning its two aspects: skill and component Heatson (1974: 4). Four major skills through language are listening, speaking, reading and writing, while English components are pronunciation, vocabulary, and grammar. Sidney (1991: 1) said that grammar is the central component in language. It mediates between the system of sounds or of written symbols, on the hand, and the system of meaning, on the other. Grammar is defined as the study of what forms or patterns are possible in a language (Cahyono, 2011: 173).

Grammar is a theory of language, of how language is put together and how it works (Gerot, Wignell, 1994: 2). By knowing how text work, teacher can explicitly helps learners learn how to understand and produce

texts spoken and written in various contexts for various purposes. Tense is one of the grammar, and there are many tenses used in English lesson. One of them is simple past tense. The students have to be able to understand the essence of those tense itself and create a sentence using simple past tense correctly, appropriately and structurely based on the verbs usage, time signal and formula of the text. Simple past tense is one of the tense expresses past time Thomas, Muriel and Angela (1944: 179), this tense also has a structure, some verbs are regular (-ed), and some of them are irregular (not regular), Raymond Murphy(1997: 65). Thus, the students need ability how to change the verbs into the correct verbs based on the tense being used. Grammar is the simplest logical way of learning to reconstruct a foreign language. The role of grammar in language teaching has undergone changes. Previously, grammar teaching formed such an essential part of language instruction that other aspects of language learning were ignored (Ricard& Renandya, 2002). Language teaching was dominated by analyzing structures and applying rules under the argument that if you knew the grammatical rules of language, you would be able to communicate in the language (Cahyono & Utami, 2011: 87).

There are many ways to view the grammar of a language, and many ways to teach it. However, for language teachers there is essential decision which will influence the way they approach grammar in the classroom. According to Joyce and Burns (1999:29), teachers need to decide whether they see grammar as a set of predetermined rules or whether they see grammar as a systematized resource which language users draw on differentially to meet their communicative needs.

Teachers need to see grammar as part of a larger theory of language and connected in some way to the processes of learning language. Current approaches to teaching which aim to assist students to use language effectively and appropriately in social contexts are best supported by an approach that links grammar to social contexts of language use and text construction. In this way, grammar is seen as contributing to the communicative tasks students want to undertake in the second language.

After knowing the highly complex of the grammar, the teachers need to move how to select the materials and activities to be used in the grammar class. To be more interesting, the teachers have to create many ways to explain the English material so that it can be understood by the students. Moreover in teaching grammar, the teachers have to create the way that can make the students be able to master the good grammar, especially in the simple past tense.

Some consideration of selecting good materials and activities can help the teacher to make decision of what to do in classroom. So, the teacher has to create the English lesson especially for the grammar class is more interesting and creative because grammar is one the difficult and complicated components in the language. In teaching grammar every effort should be made to present it dramatically and clearly, and to repeat the explanation several times if necessary. Careless use of grammatical terms is a fundamental cause of misunderstanding, prolonged confusion, and discouragement on the part of the student. Moreover, the more dramatic the initial presentation of a grammatical fact, the more likely it is to impress itself on the student's mind, particularly a young pupil's mind, Edmond (1954: 158,159). Tense is verb form that shows the time of the action or state: the present/ past/ future, Oxford learner's pocket dictionary (2003: 445). In addition, tense is used to show the relation between the action and state described by the verb and the time, which is reflected in the form of the verb. Then, tense which has relation with time in English is divided into three types: they are present tense, past tense and future tense. Whereas, tense which has relation with perfection level there are four types: they are indefinite, continuous, perfect, and perfect continuous.

The simple past tense. Hornby (1995: 847) states that past tense is the form of a verb used to describe actions in the past. In verbal sentence, simple past positive is formed for regular verbs by adding *-d* or *-ed* to the root of a word. But irregular verb forms in the simple past tense, you will simply have to learn them by memorizing.

Based on the statement above, the teacher select one of the best techniques used to encourage grammar development especially in the simple past tense, it is a Team Assisted Individualization technique. *Team Assisted Individualization is the same with Team Accelerated Instruction, cooperative learning of Team Assisted Technique is developed by Robert E.Slavin. Team Assisted Individualization* combines the cooperative with the individually learning, it use learning teams consist of four or five students with the heterogenous ability and the giving of the certificate for the team with the best result. In the Team Assisted Individuallization technique, the students enter to the individual competence squence based on the placement test result and then work with their own competence. This learning technique is created to solve the students' difficulty in learning individually. The result of the study is brought to the group to be discussed with the members group, all of the member has the responsibility for the entire answer as the together responsibility.

The Team Assisted Individualization cooperative learning (TAI) has eight components such below:

1. *Teams*, is the heterogeneous group formation that consist of four or five students.
2. *Placement Test*, is the pre-test given to the students or by seeing the daily score average in order to the teacher know the weakness of the students.
3. *Student Creativeness*, is doing the task in the group by creating the situation where the individual success is decided or influenced by their group's success.
4. *Team Study*, is the steps of the study that must be done by the group, the teacher gives the help individually to the student who need it.
5. *Team Scores and Team Recognition*, is the score given to the result of the group works and giving the award criteria to the group that are successful and the group that are not too successful.
6. *Teaching Group*, is the material from the teacher briefly before the giving of the group task.

7. *Fact Test*, is the realization of the small tests based on the fact obtained by the students.

8. *Whole-Class Units*, is the material giving again from the teacher in the last of learning with problem solving strategy.

The elements must be paid for the attention in the Team Assisted Individualization (Robert E. Slavin, 2007: 25) are below:

1. *Team/ group*, the students are grouped in the groups consist of four or five students with the different ability.

2. The students placement test is given in the beginning of the meeting, thus the students are placed based on the score that is got in the test with the heterogeneous competent in the group.

3. *The Learning Steps*.

The different individual ability is not a hindrance of this learning technique, basically the cooperative learning technique of TAI emphasize on the individual ability itself. The students are hoped to be able develop their own ability in the group, they are able to know and understand after study use that technique. The strengthness of this cooperative learning technique of TAI is to increase the result of the study, motivate the students in learning, help the weak students, the students are taught to cooperate in a group and create the feeling of responsibility in solving the problem in the group.

The writer choose Team Assisted Individualization technique to develop the student's ability in grammar, especially in the simple past tense. Through this technique, the teacher gave the opportunity to the students to cooperatively work or act together or jointly, and strive to produce an effect. In this technique, the students cooperate in the some small groupsthat consist of sthe students with the different ability,thus they helps one to others in the learning process, Miftahul(2011: 32). Commonly, in the coopertive learning group such Team Assisted Individualization technique, each group consist of some students with the high academic ability, some of them with the common ability, Anita Lie(2002:40). Then, it also support the learners in their psychologically, togetherness and cognitively difficult activity. In other

words, the writer conducted Team Assisted Individualization as a technique in developing the students' ability in the simple past tense in the level of Junior High School, it is MTs PSM Jeli. The writer chooses MTs PSM Jeli as the place to conduct research because there are many homogeneous students ability in it. Started from the students with the low ability up to the students with the high ability. The writer wants to increase the simple past tense in this level because simple past tense is quite complex and there is also the material of simple past tense taught in the next level that is in the Senior High School. Thus, by learning the simple past tense in this level, the students will not find the difficulties in the simple past tense in the next level.

RESEARCH METHOD

Research design is all needed process in planning and conducting a research. The design of this study is experimental design. According to Ary (1985: 26), experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variable and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variable. Experimental research can be done in the laboratory, in the class and in the field. In this study, this experimental research will be done in the class with taking students as population. This experimental used pre-experimental with two groups pre test-post test design. It deals with two groups; an experimental class and a control class. Applying the design, the experimental class is the class which gets the treatments by applying Team Assisted Individualization technique and the control class is the class which gets the treatments by using conventional technique. The use of control class is aimed at proving whether the increase scores or achievement possibly got by the researcher in the experimental class are really caused by the application of the treatments in the class. Then, both experimental class and control class received the same pre-test and post-test.

The population is all of seventh grade which consist of two classes A and B class, the group to which the writer would like the result of the study

to be generalized. The population of this research was the seventh grade of MTs PSM Jeli that consist of 54 students. Sample of this study took from the A consist of 27 students and B consist of 27 students of the seventh grade of MTs PSM Jeli. These two classes of A and B of seventh grade students have the homogeneous ability seen by their daily scores. Then, the term “sampling” as used in the research refers to the process of selecting the individuals who will participate (e.g: be observed or questioned in the research study) (Fraenkel, 1996: 111).

In this study, the writer used total sampling, total sampling is the technique of determining sample which is all of the population is used to be a sample (Sugiyono, 2011: 68). Thus, the sample of this study is the seventh grade of MTs PSM Jeli that all of the population to be a sample, they are A and B class. There were two classes of seventh grade of MTs PSM Jeli, then the writer divided into experimental and control classes. The result were A class as the control class and B class A the experimental class.

The research instrument in this study is grammar test. Testing is important for almost all the people involved in the education process. The teacher want to know not only how the learner is progressing, but also how he, the teacher, is succeeding in his job, Johnson (2001: 291). The method of data analysis is t-test to ensure the effectiveness of Team Assisted Individualization technique in the simple past tense.

FINDING AND DISCUSSION

Based on the research method in this research, the teaching and learning process was divided into three steps both in experimental and control class. First step is preliminary study by which the writer conducted the preliminary study to know the student’s grammar ability especially in the simple past tense by administering pretest. The second step was given treatment by using Team Assisted Individualization technique in the experimental class and conventional way (without using Team Assisted Individualization technique) to the control class. After getting treatment both in experimental and control

class, the writer conducted the posttest to know the achievement of the student's score in the simple past tense after get the treatment.

The finding showed that mean of pretest and posttest of control group class taught without using Team Assisted Individualization technique was 29.615, and posttest was 80. Hence, the difference of both score was 50.385.

Meanwhile, the mean score of pretest and posttest of experimental class taught by using Team Assisted Individualization technique was 29.481, and of the posttest was 97.185. Then, the difference of both score was 67.704.

The mean of pretest of the experimental class was 29.481 and the mean of pretest of control class was 29.615 with the difference score about 0.134. From the result, we could know that the pretest score of control and experimental class was almost the same. Meanwhile, the mean of post test score of experimental class was 97.185 and the mean of posttest of control class was 80 with the difference score about 17.185, it showed that the post test score of experimental class was higher than control class.

Based on the result of statistical analysis using t-test, the result of t-count is 9.49. Then, the writer considered the degree of freedom (Df), $Df = (N_x + N_y - 2)$ with the Df is 50. The writer consulted to the score "t" at the significance level of 5%. By comparing the "t" that the writer has got in calculation t-count = 9.49, and the value of "t" on the t-table with the significance 5% and the value of Df = 50, it can be found that t-table = 2.01. It is known that t-count is bigger than t-table.

Because that t-count is bigger than t-table, so the Alternative Hypothesis H_a is accepted and the Null Hypothesis (H_0) is rejected. It means that there is difference grammar score between experimental and control class of the seventh grade of MTs PSM Jeli. Based on the explanation above, there is a significant effect using Team Assisted Individualization technique toward the student's achievement in the simple past tense. In the other words, student's score of the students who were taught by using Team Assisted Individualization technique was significantly different from those who were taught without using Team Assisted Individualization technique.

Based on the research finding, Team Assisted Individualization technique surely shows the real effectiveness, because it can help the students to improve their grammar ability also motivate and stimulate the students to do the work (exercise) cooperatively.

Thus, this research finding strengthens theory of Robert E. Slavin that states that Team Assisted Individualization technique is the cooperative learning, which the students work in their own group that consist of four or five students with the heterogeneous ability and the giving of the certificate for the team with the best result. In the Team Assisted Individualization technique, the students got the individual competence sequence based on the placement test result and then work with their own competence. This learning technique is created to solve the students' difficulty in learning individually.

CONCLUSION

The students' achievement on the simple past tense using Team Assisted Individualization technique (Experimental class). Meanwhile, the pre test scores in the simple past tense of the students in the experimental class were 796 and the mean was 29.481 and for post test scores of the student scores in the experimental class were 2624 with the mean 97.185. It could be concluded that the mean of pretest and posttest of the experimental class were 29.481 and 97.185. Hence the difference of both score was 67.703. 3.) The result of the analysis showed that t-count is 9.49 and t-table at 5% level of significance is 2.01. It means that the value of t-test was higher than the t-table ($t\text{-count } 9.49 > t\text{-table } 2.01$) with the degree of freedom ($Df = 50$) and significance level 5%. It means that, there is any significance difference of the seventh grade at MTs PSM Jeli in the grammar achievement taught using Team Assisted Individualization technique. Finally, related with the explanation above, it means that the Null Hypothesis (H_0) is rejected and then the Alternative Hypothesis (H_a) is accepted. From the result implied which Team Assisted Individualization technique in teaching the grammar ability to the seventh grade level of MTs PSM Jeli is effective.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: P.T Rineka Cipta.
- R, Fraenkel, Jack. 1996. *How to Design and Evaluate Research in Education*. America: Acid Free Paper.
- Huda, Miftahul. 2011. *Metode, Teknik, Struktur Dan Model Terapan Di Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Johnson, Keith. 2001. *An introduction to foreign language learning and teaching*. Pearson Education.
- Lie, Anita. 2002. *Mempraktikkan Cooperative Learning Di Ruang Kelas*. Jakarta: PT Grasindo.
- Murphy, Raymond. 1985. *English Grammar In Use*. England: Cambridge University Press.
- http://www.khgd/graporgan/17start_17statehtm/TAItechnique_state.htm
- Lindsay, Cora with Knight, Paul. 2006. *Learning and Teaching English*. New York: Oxford.
- Wood, Edward. 1995. *Introducing Grammar*. England: Penguin Group.
- W, Creswell, John. 2008. *Educational Research*. Pearson Education Inc.
- http://p4tk.org/downloads/ppp/PPP_PembelajaranKooperatif.pdf

