

The Effect of Team Accelerated Instruction (TAI) Strategy and Students' Motivation on Reading Comprehension of Analytical Exposition Text at Grade XI MIA of SMAN 3 Padang

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ABSTRACT

This research aimed to find out the effect of *Team Accelerated Instruction* (TAI) strategy and students' motivation on reading comprehension of analytical exposition text at grade XI MIA of SMAN 3 Padang. This research was a *quasi-experiment* research. The population of this research is the second graders of SMAN 3 Padang which consists of eight parallel classes. Two classes are selected to be samples by using *cluster random sampling* technique, namely XI MIA-6 as experimental class taught by using TAI strategy, and XI MIA-7 as control class taught by using *Index Match Cards* (IMC) strategy. The data were collected by using questionnaire and reading comprehension test. Then, the data were analyzed by using statistic formula (*T-test* and Two Ways Anova) and *IBM SPSS Statistics 1.6 Software*. The results showed that: 1) TAI strategy gave better effect on students' reading comprehension of analytical exposition text than IMC strategy; 2) Students with high motivation taught by TAI had better reading comprehension of analytical exposition text than those who were taught by IMC strategy; 3) Students with low motivation taught by TAI strategy did not have better reading comprehension of analytical exposition text than those who were taught by IMC strategy; and 4) there was no interaction between both of teaching strategies and students' motivation on reading comprehension of analytical exposition text. In conclusion, TAI strategy gave better effect on students' reading comprehension than IMC strategy, and it was better applied to the students who had high motivation than those who had low motivation.

Keywords: Team Accelerated Instruction (TAI) Strategy; Motivation; Reading Comprehension; Analytical Exposition

1. INTRODUCTION

Reading comprehension is the ability to process a text, to understand its meaning and to integrate it with what the readers have already known. Commonly, the purposes of reading are to connect the ideas on the passage to what have already been known and to derive the meaning of text. However, to achieve the purpose of reading, there may some problems encountered by the readers (students).

According to Shofia (2001 in Soemantri, 2011:75), there are two main factors that influence students' reading comprehension, namely: 1) incomplete understanding of how to read text quickly and 2) incomplete understanding of how to comprehend the text well. Moreover, another factor is motivation. Gardner (1985) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner

emphasizes the motivation on three components: effort, desire, and favorable attitude to achieve the goals towards the language learning. These components then will influence the students' achievement in the learning process, include participation in finishing the task and comprehension of the materials that are taught in the classroom (for example, reading comprehension).

Based on the preliminary research at SMAN 3 Padang, it was found that some students at grade XI MIA were not good at vocabulary mastery. They said that they do not understand the texts because they do not have enough vocabularies in their mind. Thus, it was difficult for them to find the main idea and to take the conclusion of a text because they were confused how to derive the meaning. Those problems mentioned were supported by representation of some students whose reading scores were under the minimum standard score criterion (KKM). As for, the KKM score for English subject at SMAN 3 Padang is 80. Moreover, they were demotivated to finish the task

individually (lack of motivation). Therefore, they need partners to ask, to discuss, and to share the information which existed in the text that they have read.

Concerning to teaching reading comprehension, the English teacher said that she needs more various strategies to convey the materials. Also, curriculum 2013 demands the strategy which guides the students to work in team. Yet, the English teacher of grade XI MIA SMAN 3 Padang taught the students by using *Index Match Card* (IMC) strategy.

Index Match Card (IMC) strategy is one of active learning instructional strategies to review the material. It refers to the teaching strategy that uses the cards as the media in which the students are giving the questions and then getting the answers of the material that they have learned through the cards. In other words, students look for the pairs by learning about the reading topic. Ashari (2012) highlights that the main concept of this strategy is question and answer activities. Thus, through the activities carried out by the teacher and students in the teaching and learning process, it is expected enable to foster students' new knowledge of the material that they have learned. So that, they are being active and have fun when reviewing the material. However, in reality this strategy did not run well in the classroom. The students were found passively and only some of students involved and took participation in learning. Moreover, other problems were found are media and material of the learning. The media used were not interesting and the materials were not challenged. Students need the interesting media and challenged reading material related to the current issues while discussion is taking place in order to attract their attention and to motivate them to learn.

Taking into the consideration of those problems above, it is needed for the teacher to find an appropriate strategy in order to overcome students' problems on reading comprehension. The teaching strategy used by a teacher plays important role in teaching and learning process in the classroom. It influences how to help students in learning. It means that the appropriate strategy is needed for both teacher and students to enable them to face difficulties in the process of learning reading comprehension. In this case, the researcher chooses *Team Accelerated Instruction* (TAI) strategy to be applied on students' reading comprehension.

Slavin (2009:191) states that "*Team Accelerated Instruction is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments.*" In other words, TAI strategy offers the group or team to assist them who have low capability in learning. There will be the individuals with higher capability who can assist and teach their friends to work together in their own group (peer tutor). Thus, this strategy is expected as an appropriate solution to overcome students' reading comprehension since not all of the individuals able to assist themselves totally in studying.

There are some rationales why TAI strategy can be effective on teaching reading comprehension. First, this

strategy is appropriate to be applied to teach reading comprehension because through the team, students are enable to share, to ask something that they do not understand yet, and to make a decision with the partners or other members to which one next stages should be taken. It is in line with to Cohen's (1994) opinion that by involving the students to work together in small groups, it would help them to accomplish shared goals. It is widely recognized as a teaching strategy that promotes socialization and learning among students (Gillies, 2007:1). Second, through this strategy students are expected enable to work effectively both in team (cooperatively) and individually because this strategy encourages the students to take the participation in a group actively. Also, it requires the students to understand the materials individually in order to create and to fulfill their own group's score in the *team score recognition* stage because the group score later on will be the individual score. Therefore, each member of the group has responsibility to achieve the group's goal. Thus, by looking these rationales, TAI is expected enable to solve the reading problems mentioned before.

Besides the teaching strategy, the teacher also has paid attention to motivation. Motivation also plays an important role in foreign language learning. The student's motivation is one of the factors that may influence student's learning achievement as main problem in the reading comprehension. Absolutely, low and high motivation may also acquire the different results on studies. Therefore, it needs to investigate the difference significant effect of motivation towards students' reading comprehension viewed from its low and high level.

Based on the description above, there are some cases that underlie this study. Firstly, reading is serious problem because this skill is main skill that should be prepared to achieve the maximum points in National Examination. It is important to exposure at the beginning since national examination contains about 70% related to reading texts. Secondly, teacher needs more various teaching strategies to teach reading comprehension that involve teamwork since K13 also demands students to take participation actively. Therefore, this study offers TAI strategy to be used in the classroom to teach reading comprehension. Thirdly, since motivation influence the students' learning achievement, it needs to investigate the difference significant effect of motivation on students' reading comprehension viewed from its low and high level. The last but not least, reviewing the relevant studies concerned with this study, this strategy has not ever been implemented yet in the intended school (SMAN 3 Padang). Based on the reasons above, this study is interested to be conducted.

The purpose of this study is to investigate the effect of TAI strategy on students' reading comprehension viewed from their motivation. Starting with normal condition, there are four hypotheses in this study: 1) The students who are taught by TAI strategy do not have better reading comprehension than those who are taught by IMC strategy, 2) The students with high motivation taught by TAI strategy do not have better reading comprehension

than those taught by IMC strategy, 3) The students with low motivation taught by TAI strategy do not have better reading comprehension than those taught by IMC strategy, and 4) There is no interaction between both of teaching strategies and students' motivation on students' reading comprehension. Moreover, the significance of this research would be: 1) Theoretically, this research can be used as reference or relevant research for anybody else (other researchers) who has same interest in the same field. Then, this research can be useful as the references in choosing the technique in teaching reading comprehension skill, and 2) Practically, this research can give a practice in developing her knowledge and skill in teaching the students' reading comprehension, especially about explanation texts.

Reviewing to the literature, reading comprehension means a process of deriving or interpreting meaning of the text by involving the reader's prior knowledge and comprehension skills to understand the point of the message conveyed in a text such as predicting, questioning, summarizing, determining the meaning of vocabulary in the context and find the main idea of text.

Regarding to the aspects of assessing reading comprehension, there are some opinions proposed by some experts. One of them was proposed by Araújo, Morais & Costa (2013), namely: a) Focus on and retrieve explicitly stated information, b) Make straightforward inferences, c) Interpret and integrate ideas and information, and d) Examine and evaluate content, language, and textual elements. Each of this indicators then would be developed to some sub-indicators.

Related to the materials taught in this study, analytical exposition text were the materials taught in this research. Hadriana (2013:2) states that, "analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case". This text has a purpose to inform the reader something in the case. In other words, it is designed to persuade the readers or listeners that something is the case. Besides, there are three text structures of analytical exposition text, namely: 1) thesis: introducing topic and indicates the writer's position and showing the main arguments, arguments: restate main argument outlined in preview which consist of elaboration, development, and support to each point of argument, and 3) reiteration: which is usually used for restating the writer's position and to conclude the whole argument.

Concerning to TAI strategy applied in this study, Awofala, Arigbabu & Awofala (2013:3) explain that TAI strategy is a cooperative learning with individualized programmed instruction. In individualized programmed instruction, materials to be learnt are arranged and presented in small sequenced units called 'frames' that lead the learner from unknown to known concept, from simple to complex concept within the same area with learners working at their pace, making frequent responses as they proceed through the materials and receiving immediate information (feedback) about the adequacy of their responses to attain mastery. To conclude, TAI strategy is a kind of cooperative learning strategies in

which by forming heterogeneous individuals (students) in teams who can help each other to achieve team goals and improve the individual ability (teams assist to finish the individualized assignments).

TAI strategy aims to create a happy engagement between cooperative and individualized learning. As students' progress at their own pace through carefully designed individualized learning modules, they earn points for their teams. Unlike typical individualized programs, in TAI, students do the routine checking and management. Through this strategy, it is expected to enable the students to socialize well and to have the positive attitude while the teaching-learning process is taking place. This strategy is also aimed to help them who have low academic capability in learning to take participation actively because there is peer tutoring.

Regarding to the implementation of TAI strategy in the classroom, there are some stages that should be conducted. Firstly, teacher makes the students into the homogeneous groups which consist of 4-5 students called as *Teams*. Next, teacher teaches the students about the materials briefly, by introducing them the main concepts generally called as *teaching group* (Huda, 2012:125). Here, teacher gives the students a handout. The handout can be a short material about explanation text, sample of the text completed by questions, or LKS. teacher explains and gives the instruction about given handout briefly.

Moreover, teacher asks the students to understand the material and answer the questions individually based on the given handout before (*students' creativity*). After that, the students are demanded to study and to discuss the materials and correct the answer of the questions with the members of group called as *team study*. Here, teacher allows the students to help each other, or it allows to have *peer tutors* in their own groups (Slavin, 2009:193). Also, students have to check their works each other and it requires them to work each other based on the given series of specific questions, and the teacher can give cursory explanation about the questions which were mostly considered complicated by the student (Huda, 2011:125). In this stage, every student is responsible to help their friends and responsible on the rate of their own teammates' progress.

After having discussion, students are demanded to send their group's delegation to present the result of their discussion in front of the class (*whole-class units*), meanwhile the others listen to the presentation and give the responses. In the end of presentation, teacher checks and evaluates the students' answer in discussion.

In the end of lesson, the teacher administers the *fact-test* where the students do not allow to have any assistance from the people around them (Abidin, 2014:253), neither their friends, nor their teacher. In the end of lesson, teacher collects the students' scores of their *fact tests* results (*team scores* and *team unit recognition*), then the teacher places each member's score into their own group score collection and calculate them. The final score (group score) will be the individual's score. Teacher then gives the appreciation by classifying them into the three kinds of criteria: super team, great team and good team

(Fathurrohman, 2015:75). The highest one will be announced as the winner. In other words, this strategy emphasizes on the group reward, but the main goal of this strategy is to assist the individuals.

As conclusion, the procedures of TAI strategy can be concluded in some stages, namely: a) group making (*teams*); b) teaching the material briefly (*teaching group*,); c) understanding the material and answering the question (*students' creativity*); d) discussing the materials and checking the answers with group members (*team study*); e) sending each group's delegation for presentation (*whole-class units*); d) administering the factual test (*fact-test*); and e) collecting the students' scores from the fact tests and announcing the winner (*team scores and team unit recognition*).

As comparison to experimental group, *Index Match Card* strategy is chosen since it is usually used by the English teacher before. *Index Card Match* strategy is one of active instructional teaching strategies in which students look for their pairs in learning by finding their own match cards. The cards written by students contain questions and answer. Ashari (2012) states that IMC strategy allows the students to give the questions and get the answer. It was developed to train students to have the ability and skills to ask and answer the questions, because basically this strategy is a modification of the question and answer method and lecture method which is collaborated by using pieces of paper (cards) as media. The question and answer activity is very essential in the pattern of interaction between the teacher and students. Question and answer activities carried out by the teacher and students in the teaching and learning process are expected enable to foster students' new knowledge of the material that they have learned. Thus, the main concept of this strategy is questions and answers activities.

Regarding to motivation as moderating variable, Cherry (2012) argues that "motivation is defined as a process that initiates, guides and maintains goal-oriented behaviors. It involves the biological, emotional, social and cognitive forces that activate behavior." Another opinion, Wlodkowski (2010:15), states that "motivation is the natural human process for directing energy to accomplish a goal." It means, motivation can be concluded as a process that makes the students are attracted, guided and directed to achieve the goals in which some factors are contributed to share this energy such as something forces, environment, individuals around the participants, or biological (the internal supports).

Reviewing to the related findings of this research, a classroom action research conducted by Istikhayatun (2015) showed that there was significant improvement of students' reading comprehension by applying TAI strategy at grade XI MIA of SMA Muhammadiyah Plus Salatiga in the academic year of 2014/2015. It was seen from the average scores of students' reading comprehension and percentages of students who reached the minimum standardized score in pre-test and post-test increased from cycle I to cycle III. In other words, TAI strategy was effective in improving students' reading comprehension.

Similarly, Karim (2017) found that: 1) students with high academic ability were responsible to assist students who have low academic ability in their own group. Thus, students with high academic ability can develop their abilities and skills; 2) students with academic ability had been assisted in understanding the learning material. Therefore, it can be concluded that TAI strategy was effective on students reading comprehension.

Moreover, a research by Nuroh & Mandarani (2018) showed that students respond well to cooperative learning model type Team Assisted Individualization (TAI) to improve students' reading comprehension. This cooperative learning type Team Assisted Individualization (TAI) can be the one of the model to teach reading comprehension. Furthermore, Wahyudi (2015) found the results that there is significant influence of cooperative learning to the students' learning motivation and english reading comprehension where t value in students motivation 8.212, reading comprehension 7.008, in .000 significant level, and many others related research.

Concern to this study, the results of the previous studies might have different or similar results. The differences might be come from other factors (variables) that might be not investigated and discussed deeper in this study or previous study. For further information and explanation, the results could be seen in the next part of this article.

2. METHOD

The research was conducted in XI MIA graders of SMAN 3 Padang with 284 students as population that originated from for eight parallel classes. The sample of this research consisted of two classes; class XI MIA-6 as experimental group treated by using *Team Accelerated Instruction* (TAI) Strategy which consists 36, and XI MIA-7 as the control group treated by using *Index Match Card* (IMC) Strategy which consists of 35 students. So, total of samples are consisting of 71 students.

To obtain the data for analysis, the researcher used the questionnaire and reading comprehension test. In this research, the data was obtained from the experiment and control class. Therefore, the data were analyzed by using T-Test and Two Ways ANOVA formula and *IBM SPSS software 1.6* for windows. The first, second, and third hypotheses were tested by using *t-test* with *IBM SPSS Statistics 1.6*. T-test analysis was used to find out the comparison of mean scores of two variables, and then compare the obtained-scores ($t_{observed}$) with t -table. Meanwhile, the fourth hypothesis was tested by using Two Ways ANOVA *IBM SPSS Statistics 1.6*. Two ways ANOVA was used to find out the comparison of mean scores of more than two variables, and then comparing the obtained F-value ($F_{observed}$) with F-table.

Further, since it was quasi-experiment research, it is impossible for the researcher to avoid all of variables which contribute to decrease the validity and reliability of the data. Therefore, the researcher only able to control a part of them (variables) which are happened in the school.

3. RESULTS AND DISCUSSION

A. Results

Based on collected data, there were some results found in this research, as follows:

1. Data Descriptions

a. Students' Reading Comprehension Scores of Analytical Exposition Text

The results of students' reading comprehension scores can be seen as below:

Table 1. The Results of Students' Reading Comprehension Scores in Experimental Class and Control Class

Descriptive Statistics						
	N	Min	Max	Sum	Mean	SD
Experimental Class	36	60	96	2764	76.78	8.754
Control Class	35	52	92	2372	67.77	8.994

Based on the data on the table above, the maximum and minimum of students' reading comprehension scores in experimental class who were taught by TAI strategy were 60 and 96 respectively, while the maximum and minimum of students' reading comprehension scores in control class who were taught by conventional teaching strategy were 52 and 92 respectively. The mean score of experimental class was 76.78, and the mean score of control class was 67.77. To conclude, the students in experimental class had higher score than the students in control class.

b. Students' Motivation Scores

The result of students' motivation can be seen in Table 2. Table 2 shows that the highest score of students' motivation in experimental class was 108 and the lowest was 87. Meanwhile, the highest score of students' motivation in control class was 106 and the lowest was 92.

The mean score of experimental class was 95.53 with the standard deviation was 4.178. In control class, the mean score was 98.17 with the standard deviation was 3.408. In conclusion, the students in control class had high motivation than the students in experimental class.

Table 2. The Summary of Students' Motivation in Experimental Class and Control Class

Descriptive Statistics						
	N	Min	Max	Sum	Mean	SD
Experimental Class	36	87	108	3439	95.53	4.178
Control Class	35	92	106	3436	98.17	3.408

Moreover, to classify the students who had high or low self-efficacy, it was determined by calculating 27% of total students in each class. The results then, 27% high score is classified in high motivation and 27% low score is classified in low motivation.

In experimental class, the number of students were 36 students, while in control class were 35 students. The students' high and low motivation level acquired by taking 27% of total students in each class. the results had obtained that there was about 10 students who were categorized to high level motivation and 10 students who were categorized to low level motivation for each class.

c. The Result of Students' Reading Comprehension Scores Who Had High Motivation Scores in Experimental and Control Class

The result of students' reading comprehension scores who had high motivation of both classes can be seen in table 3.

Table 3. The Summary of Students' Reading Comprehension Scores for High Motivation in Experimental & Control Class

RC of High Motivation							
Experimental Class				Control Class			
No.	Initials	Mot. Score	RC Score	No.	Initials	Mot. Score	RC Score
1	ANP	102	76	1	AFH	100	60
2	AH	98	88	2	FN	106	76
3	DK	100	96	3	HAY	105	72
4	FAI	98	76	4	KPS	102	56
5	IMA	100	84	5	LRA	101	84
6	NDK	108	84	6	MAA	104	76
7	NA	102	64	7	RRH	103	64
8	NFA	98	64	8	SPW	105	76
9	RW	102	88	9	SSD	99	76
10	ZT	99	84	10	BMN	99	72
Total		1007	804	Total		1024	712
Mean		100.70	80.40	Mean		102.40	71.20
SD		3.06	10.41	SD		2.59	8.60
Max		108	96	Max		106	84

Min	98	64	Min	99	56
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Data description on the table 3 above showed that the total score of students' reading comprehension scores in experimental class is higher than the total score in control class. The total score in experimental class was 804 while in control class was 640. The mean score of students' reading comprehension scores who had high motivation in experimental class was 80.4 and 71.20 for control class. Then, the range score between maximum and minimum scores of students' reading comprehension in experimental class were 96 and 64 respectively. Meanwhile, the range score between maximum and minimum scores of students' reading comprehension in control class were 84 and 56

respectively. It means that the students' reading comprehension scores viewed from their high motivation level between experimental and control class were quite different.

d. The Result of Students' Reading Comprehension Scores Who Had Low Motivation in Experimental and Control Class

Table 4 below showed the result of students' reading comprehension scores who had low motivation in experimental class and control class.

Table 4. The Summary of Students' Reading Comprehension Scores for Low Motivation in Experimental & Control Class

RC of Low Motivation							
Experimental Class				Control Class			
No.	Initials	Mot. Score	RC Score	No.	Initials	Mot. Score	RC Score
1	ARM	90	72	1	DFM	95	68
2	AG	87	64	2	AH	95	64
3	FF	93	76	3	AKS	92	52
4	IF	90	76	4	AMP	94	64
5	NAP	93	88	5	FM	95	76
6	PR	91	72	6	LQR	95	68
7	SAN	92	72	7	MFA	95	68
8	VFZ	93	80	8	NFD	95	92
9	WVM	92	80	9	NN	95	72
10	ZN	90	68	10	NR	95	56
Total		911	748	Total		946	680
Mean		91.10	74.80	Mean		94.60	68.00
SD		1.91	6.81	SD		0.97	10.99
Max		93	88	Max		95	92
Min		87	64	Min		92	52

The data above showed that total score and mean score of students' reading comprehension who had low motivation in experimental class were lower than control class. It means that TAI strategy affected the students' reading comprehension who had low motivation in experimental class. Therefore, they got the higher score in reading comprehension of analytical exposition text than they were in control class. Then, minimum score of students' reading comprehension in experimental class were higher than control class, namely 64 and 52 respectively. It means that there was a student who had high score in reading comprehension but he/she had low motivation in learning. In addition, not all students

who had high reading comprehension score also had high motivation in learning.

2. Data Analysis

Previously, all of the data had been tested by the normality and homogeneity testing by using *IBM SPSS Statistics 1.6*. It was found that all of the data were distributed normally and homogeny. It meant that the prerequisite testings had been fulfilled and allowed to be continued to test the hypotheses. The results of hypotheses testings can be seen as following below:

a. The First Hypothesis

The first hypothesis was tested to find whether the TAI strategy gave a better effect on students' reading comprehension of analytical exposition text than IMC strategy. The result can be as follows:

Table 5. Result of T-Test Analysis of Students' Reading Comprehension Scores in Experimental & Control Class

Classification	Class	
	Experimental	Control
N	36	35
Mean	76.78	67.77
Dev Stand	8.754	8.994
t _{observed}	4.276	
t _{table}	1.994	
Note	t _{observed} > t _{table} ; H _a : accepted	
Result	H _a : accepted and H ₀ : rejected	

Based on the data above, H₀ was accepted because t_{table} was lower than t_{observed}. The value of t_{table} was 1.994, while t_{observed} was 4.276. It means that the null hypothesis (H₀) was rejected, and alternative hypothesis (H_a) was accepted. In short, the TAI strategy gave better effect on students' reading comprehension of analytical exposition text than IMC strategy.

b. The Second Hypothesis

The second hypothesis was tested to find out whether the students with high motivation taught by TAI strategy have better result on reading comprehension of analytical exposition text than those who were taught by IMC strategy. The result can be seen in the table below:

Table 6. The Result of T-Test Analysis of Students' Reading Comprehension Scores with High Motivation in Experimental & Control Class

Classification	Class	
	Experimental	Control
N	10	10
Mean	80.40	71.20
Dev Stand	10.405	3.290
t _{observed}	2.155	
t _{table}	2.093	
Note	t _{observed} > t _{table} ; H ₀ : rejected	
Result	H ₀ : rejected and H _a : accepted	

Based on the data on the table above, H₀ was accepted because t_{observed} was higher than t_{table}. And the value of t_{observed} was 2.155, while t_{table} was 2.093. It means that the null hypothesis (H₀) was rejected, and alternative hypothesis (H_a) was accepted. Thus, TAI strategy gave better effect on students' reading comprehension of analytical exposition text who had high motivation than IMC strategy.

c. The Third Hypothesis

The result of the third hypothesis showed that whether the students with low motivation taught by TAI strategy have better result on reading comprehension of analytical exposition text than those who were taught by IMC strategy. The result of t-test analysis can be seen in the following table:

Table 7. The Result of T-Test Analysis of Students' Reading Comprehension Scores with Low Motivation In Experimental & Control Class

Classification	Class	
	Experimental	Control
N	10	10
Mean	74.80	68.00
Dev Stand	6.812	10.995
t _{observed}	1.663	
t _{table}	2.093	
Note	t _{observed} < t _{table} ; H ₀ : accepted	
Result	H ₀ : accepted and H _a : rejected	

Based on the data on the table above, H₀ was accepted because t_{observed} was lower than t_{table}. The value of t_{observed} was 1.663, while t_{table} was 2.093. It means that the null hypothesis (H₀) was accepted, and alternative hypothesis (H_a) was rejected. Thus, TAI strategy did not give better effect on students' reading comprehension of analytical exposition text with low motivation than IMC strategy.

d. The Fourth Hypothesis

The fourth hypothesis was tested by using Two Ways ANOVA *IBM SPSS Statistics 1.6* in order to find out whether there is an interaction between both of the treatments (teaching strategies) and students' motivation on students' reading comprehension of analytical exposition text, or not. The result can be seen as follows:

Table 8. The Result of Two Ways ANOVA

Tests of Between-Subjects Effects					
Dependent Variable:Reading Comprehension					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3347.63 2 ^a	27	123.986	1.613	.079
Intercept	211033. 343	1	211033. 343	2.745 E3	.000
Motivation	1386.00 7	18	77.000	1.001	.477
Teaching Strategies	1955.82 2	1	1955.82 2	25.43 8	.000
Motivation *	741.045	8	92.631	1.205	.319
Error	3306.11 4	43	76.886		
Total	379920. 000	71			
Corrected Total	6653.74 6	70			

a. R Squared = ,503 (Adjusted R Squared = ,191)

Based on the data in the table above, the fifth row was the result of Two Ways ANOVA between both of treatments and students' motivation toward students' reading comprehension of analytical exposition text. The

value of F_{observed} was 1.205, while F_{table} was 2.736. It means $F_{\text{observed}} < F_{\text{table}}$; the null hypothesis was accepted and alternative hypothesis was rejected. Thus, there was no interaction between both of the treatments and students' motivation on students' reading comprehension of analytical exposition text.

B. Findings

Based on data descriptions and data analysis above, there are some findings found in this research. The findings were discussed as follows:

1. The Effect of TAI Strategy on Students' Reading Comprehension of Analytical ExpositionText

Based on the result of the first hypothesis, it can be seen that the mean score of the students' reading comprehension in experimental class which were taught by TAI strategy was higher than the mean score in control class. The result of statistical calculation of the first hypothesis showed that $t_{\text{observed}} > t_{\text{table}}$. It proved that the TAI strategy gave better effect on the students' reading comprehension of analytical exposition text than those who were taught by IMC strategy. The value of t_{observed} of students' reading comprehension in both of groups was higher than value of t_{table} ($4.276 > 1.994$).

According to Matingly & VanSickle quoted by Pitoyo, *et. al* (2014) that Accelerated Learning Team model (TAI strategy) requires each member of the group to have the ability to master the material well because it is potentially affect the final results of the team. It means that through the steps or activities of TAI strategy in experimental class, the students were assisted to complete their task because everybody have responsibility to help one another to achieve the group score recognition in the end of lesson.

Moreover, Kagan & Kagan (2009:17) added that TAI strategy allows students to progress at their own rate, working on the skills that they most need. At the same time, every student is a part of a team, caring about and encouraging the progress of team-mates. This theory supported by Karim (2017: 9) who had conducted a research regard to applying TAI strategy. The results found that students with high academic ability were responsible to assist the students who have low ability in their own group. Hence, it can be concluded that TAI strategy allows the students to comprehend the materials through their friends' assistance.

Related to the implementation of TAI strategy in this research, there was *fact test* administered in every two meetings. To check their comprehension of reading texts, the teacher tested their understanding by giving them the identical analytical exposition texts with new topic. Here, the students did not allow to get any assistance from anyone, neither their friends, nor their teacher. They did the test individually. Therefore, every student should do their best to answer the questions in the *fact test*, to get best score in *team score recognition* in the end of lesson, whether they are recognized as super team, great team or good team.

The unique one, in the process of implementing TAI strategy, the group score will be the individual score. Thus,

in the stage of *team study and students' creativity*, each group have peer tutor who is responsible to teach and to help their friends to complete the reading task, because the process was emphasized on team reward. In addition, the students were motivated to help each other and had better reading comprehension than those who were in control class. It had been proven by mean score of students' reading comprehension of analytical exposition in experimental class was higher than those who were in control class ($76.78 > 67.77$).

2. The Effect of TAI Strategy on Students' Reading Comprehension of Analytical Exposition Text Who Had High Motivation

Based on the result of the second hypothesis, it was found that statistically TAI strategy gave better effect on students' reading comprehension of analytical exposition text who had high motivation. It was proven by value of t_{observed} was higher than t_{table} . Then, the mean score in experimental class was 80.40 while in control class was 71.20. It means that TAI strategy gave better scores changes in experimental class than in control.

Slavin (2009:190) stated that one of benefits of applying TAI strategy is the students will be motivated to study the materials quickly and accurately. It means students taught by TAI strategy in experimental class were motivated than in control class. Thus, students in experimental class accomplished their task better than in control class.

Moreover, Dornyei (2006) and Grabe (2009) carried out a research and found that there is a strong impact of motivation on reading comprehension proficiency. They demonstrated that motivation relates to all features of motivation and affected on reading comprehension and facilitated reading in different levels of learners. Schutte and Malouff (2007) also described that learners' motivation affects their readings. Learners with higher motivation are expected to read more in a wider range. In this study, students in experimental class were motivated and had higher motivation than those who were in control class, so they got better reading comprehension of analytical exposition.

Furthermore, Istikhayatun (2015: 11) described that TAI strategy emphasizes on three elements: individual accountability, equal opportunities for success, and motivational dynamics. These elements are expected then become effects resulted after conducting TAI strategy in the classroom. To achieve these goals, every student is responsible on their own rate score in the group. Students have responsibility to help their teammates' progress one another and have equal opportunities on activities commanded in their group. Related to this study, students are motivated to achieve the goals through the activities conducting in the classroom.

3. The Effect of TAI Strategy on Students' Reading Comprehension of Analytical Text Who Had Low Motivation

Based on the statistical analysis of the third hypothesis, it was found that TAI strategy did not give better effect on students' reading comprehension who had

low motivation of analytical exposition text. However, the mean score of the students' reading comprehension who had low motivation in experimental class was higher than those were in control class ($74.80 > 68.00$). From the result of t-test, the value of t_{observed} was 1.663, while t_{table} was 2.093. It means that the TAI strategy did not give better effect on students' reading comprehension of analytical exposition text who had low motivation than IMC strategy even though the mean score of students' reading comprehension in both of classes were different.

The rationales are: in the TAI strategy, students have to check their works each other and they have to work each other based on the series of specific questions, the teacher can give cursory explanation about the questions which were mostly considered complicated by the student (Huda, 2011: 125). Then, Istikhayatun (2015:

11) also adds that students should also encourage and help one another to succeed. Individual accountability is assured because the only score that counts is the final test score, and students take final tests without teammate's help. In addition, individual accountability, equal opportunities for success, and motivational dynamics become the main elements to be emphasized by the teacher.

In short, to achieve the objectives above, high motivation is quite needed for students to do the whole of the activities instructed by the teacher. Wlodkowsk (2010) emphasized that motivation is key in student learning success and is one of the learning outcomes of an active learning environment. Related to this study, students with low motivation in experimental class would get many difficulties to complete the task during conducting the learning activities in the classroom. Therefore, it affects their achievement on reading comprehension.

Another opinion, Pitoyo, *et.al* (2014:6) also added that each member should receive the materials described by his friend. There is a tendency in serious sense, responsibility and understanding who received less than the maximum. That means if one of the students who are less able to explain the material well, then it will have an impact on friends described a lack of understanding. Related to this study, it becomes one of challenges in applying TAI strategy in enhancing students' reading comprehension for the students who had low motivation.

Besides, TAI strategy has a lot of stages. For them (teacher and students) who had low motivation view that constructivist approaches as wasting of time (Magan in Raman & Rathakrishan, 2019: 92). They come to the conclusion in a prejudiced manner of seeing the innovative approaches (for example: cooperative learning model with TAI strategy) as a teaching strategy which needs a lot of time to be applied in the classroom. This prejudice may affect their motivation to run the strategy well. In addition, the possibility is the strategy did not run well in experimental class and they did not master the material well and they were comfortable with their passive role in conventional strategy used before, so it affected to their understandings of reading comprehension.

Furthermore, Bleski's (2018) stated that the problems are not always come from the students but it might be come from the classroom. So, it can affect the students' motivation to learn. The possibilities can be uninteresting classroom decoration, poor classroom management, classroom size, less innovative idea to make ice breaking when borring comes out, etc. The most important, as good as any method offered to classroom, if there is no students' motivation within, it does not preclude that the end meets with failure.

Regardless from the explanations and results above, there was a student who had low motivation in control class but had high reading comprehension score. It was seen from highest score of students' reading comprehension in both of classes viewed from their low motivation. The highest score in control class was 92, while highest score in experimental was 88. It means that that was exception for this case because there were many factors that might be involved in and did not investigated, for instance: students' intelligence.

4. The Interaction between Teaching Strategies and Motivation on Students' Reading Comprehension of Analytical Exposition Text

Based on the analysis of the fourth hypothesis, it showed that there was no interaction between both of teaching strategies and students' motivation on students' reading comprehension of analytical exposition text. The statistical analysis showed that the value of F_{observed} was 1.205, while F_{table} was 2.736. It means that F_{observed} was lower than F_{table} : The null hypothesis was accepted and the alternative hypothesis was rejected. Then, it was proven by line chart of both of variables which did not intersect each other. In short, there was no interaction between TAI strategy and IMC strategy and students' motivation toward students' reading comprehension of analytical exposition text.

Gay, et al (2012) stated that a statistical interaction occurs when the effect of one independent variable on the dependent variable changes depending on the level of another independent variable. Here, statistically, the effect of TAI strategy on students' reading comprehension were not significantly and fully changed viewed from students' motivation level, but the scores of both of classes were different as whole. Students' reading scores with high motivation taught by TAI strategy in experimental class were changed. It means, TAI strategy gave better effect on students' reading comprehension who had high motivation than those who were in control class taught by IMC strategy. However, TAI strategy did not give better effect on students' reading comprehension who had low motivation in experimental class than those who were in control class. In addition, the effect of independent variable (TAI strateg) on dependent variable (students' reading comprehension) was not fully changed viewed from the level of other variable (moderating variable; students' motivation).

Regardless from the explanations above, this research had been conducted based on the research procedures, but it still had limitation. The internal validity affected the result of this research. For instance, history

refers to unexpected events occur during the study that affect the dependent variable. For example, some of the students in experimental class came late to the classroom that made they did not complete their task well. Even, there were some of students did not attend the class activities because of any extracurricular programs held by the school. This condition is out of control of the researcher, and the researcher did not have any authority to control it since that was a program held by school.

Moreover, third hypothesis of this research which involved the moderating variable was rejected. It was caused by students' triviality on the procedures and activities conducted in the classroom. There were some students who neglected the process of implementing this strategy which influenced the results of the research. Since TAI strategy needs great motivation to do the whole activities conducted in the classroom, low motivation contributed to meet with the failure at the end of this research. Therefore, moderating variable used in this research was not totally accepted.

This research used different strategy from Elmiwati's strategy in reading that used Cooperative Integrated Reading and Composition (CIRC). However both give better result depend on the student character or learning style (Ardi, 2006). Therefore, teacher needs to seed student learning style and learning habit. The results of this research indicate that *Team Accelerated Instruction* strategy gave better effect on students' reading comprehension.

4. CONCLUSIONS

The results of this research indicate that *Team Accelerated Instruction* strategy gave better effect on students' reading comprehension. However, there are some obstacles that might be found when applying TAI strategy in the classroom, such as: classroom size (large number of students), learning habits (they were familiar with the strategy used before), a lot of stages that should be completed in every meeting and it needs more meetings, or the group was dominated by some students.

Besides, moderating variable of this research was limited on students' learning motivation only. Other factor such as intelligence, gender, self-efficacy, and many other factors may cause different results on students' reading comprehension which were not involved in and those were not investigated which might contribute on the result of this research.

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