



**THE EFFECT OF TAI (TEAM ASSISTED INDIVIDUALIZATION)
COOPERATIVE LEARNING TECHNIQUE ON THE EIGHTH GRADE
STUDENTS' WRITING ABILITY AT MTS. ASHRI JEMBER IN THE
2013/2014 ACADEMIC YEAR**

THESIS

Composed as one of the requirements to obtain S1 degree at the English
Education Study Program, Language and Arts Education Department
Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to following people:

My beloved parents, Sigit Sugito and Robiyatun thanks for your love and sacrifice. You are giving your best to take care of me. This thesis is proudly dedicated to you for your never-ending love;

My lovely husband, Wahyu Sulistyono thank you so much for you love and supporting me either financially and mentally,

My brother, Dega Wasnawang, let us do our best to make our parents happy. Hope God blesses you;

My beloved son, Aven Dhayu Herlistyo who always entertained me while I was getting sad and frustated;

My almamater and Jember University

MOTTO

“Habits in writing as in life are only useful if they are broken as soon as they cease to be advantageous”

(W. Somerset Maugham)

CONSULTANTS' APPROVAL

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3. The Chairperson of English Education Programs
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SUMMARY

The Effect of TAI (Team Assisted Individualization) Cooperative Learning Technique on the Eighth Grade Students' Writing Ability at MTs. Ashri Jember in the 2013/2014 Academic Year; Indar Efriani, 060210401383; 2014; 52 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

As stated in KTSP, writing is one of compulsory subject taught in Junior High School. However it is considered as the most difficult one compared with other language skills (reading, listening, and speaking). Unfortunately, all of the writing requirements could not be mastered at all for most students in Junior High School, especially the students in eighth grade at MTs. Ashri Jember. It was because writing is too complex to be learned. The students need time to learn it step by step. Besides that, each of the students entered the class with different ability backgrounds (knowledge, skills, gender, religion and so on) so that the ability of the students in mastering the lesson is not the same as well.

The purpose of this research was intended to know whether or not there was a significance effect of using TAI on the eighth grade students' writing achievement at MTs. Ashri Jember in the 2013/2014 academic year.

Based on the result of the homogeneity test, the research subjects were class VIII A and class VIII B. Class VIII A was chosen as the experimental group while class VIII B was chosen as the control group because both of the classes had the closest mean score compared with other classes.

The research design was quasi experimental. It began from conducting homogeneity test, deciding the experimental group and the control group, giving the treatment to the experimental group, giving the same post-test to both groups, and the last analyzing the results of the post-test by using t-test.

The result of this research showed that there was a significant effect of using TAI technique on the eighth gradestudents' writing achievement. It was

proven by the value of significant column of t-test table by using SPSS Software was 0.007. It was lower than 0.05. It means that there is statistically different between the experimental and the control groups dealing with students' writing achievement. Finally, the findings led to the conclusion that TAI learning method has a significant effect on the eighth grade students' writing achievement at MTs.Ashri Jember in the 2013/2014 academic year.

Since using TAI learning technique gave the significant effect for eighth grade students on their writing achievement, this learning technique can be used as a consideration to improve other students' ability in mastering English not only in writing but also in other language skills such as reading, speaking and listening. Thus, the researcher expects that this thesis also useful for English teacher (to enrich his/her teaching techniques so that the class would be boring), students (to increase their motivation in improving their writing achievement), and the other researcher (to conduct further research dealing with the similar topic by using different language skills and components but might be in different research design, for instance in improving grammar skill by using TAI or improving reading skill by using TAI and so on).