THE EFFECTIVENESS OF TEAM ASISTED INDIVIDUALIZATION IN TEACHING VOCABULARY VIEWED FROM STUDENTS' MOTIVATION

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Abstract

This research reveals an experimental study about the effectiveness of Team Assisted Individualization in teaching vocabulary at a private university in Pontianak. The population of this research was the first semester students of university. The sample was two classes consisting of 60 students taken by using cluster random sampling. The data analysis was done by applying descriptive and inferential statistics (ANOVA and Tukey Test) to test the research hypothesis.Based on the results of the analysis, the findings of this research are: (1) the students who were taught by using Team Assisted Individualization hadbetter vocabulary mastery that those who were taught with Peer tutoring. In other words, the use of Team Assisted Individualization was more effective than Peer Tutoring in teaching Vocabulary; (2) the students with high motivation had better vocabulary mastery than those with low motivation; and (3) there was interaction between teaching method and motivation toward students' vocabulary mastery.Based on research findings, it can be concluded that Team Assisted Individualization is an effective teaching method to teach vocabulary for the first semester students of university in Pontianak. The effectiveness of the method is influenced by the students' level of motivation.

Keywords*: Team Assisted Individualization, Peer Tutoring Method, vocabulary , motivation.*

Abstrak

Penelitian ini mengungkapkan studi eksperimental tentang *Team Assisted Individualization*dalam mengajar kosa kata di universitas swasta di Pontianak. Populasi penelitian ini adalah mahasiswa semester pertama universitas di Pontianak. Sampel adalah dua kelas yang terdiri dari 60 siswa yang diambil dengan menggunakan *cluster random sampling.*Analisis data dilakukan dengan menerapkan deskriptif dan inferensial statistik (ANOVA dan Tukey Test) untuk menguji hipotesis penelitian. Berdasarkan hasil analisis, temuan penelitian ini adalah: (1) siswa yang diajar dengan menggunakan *Team Assisted Individualization* memiliki penguasaan kosakata yang lebih baik bahwa mereka yang diajarkan rekan siswa. Dengan kata lain, penggunaan *Team Assisted Individualization* lebih efektif; (2) siswa yang memiliki motivasi tinggi memiliki penguasaan kosakata yang lebih baik daripada mereka yang memiliki motivasi rendah; dan (3) ada interaksi antara metode mengajar dan motivasi terhadap penguasaan kosakata siswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa *Team Assisted Individualization* merupakan metode pengajaran yang efektif untuk mengajarkan kosakata untuk siswa semester pertama institut di Pontianak. Efektivitas metode ini dipengaruhi oleh tingkat motivasi siswa.

Kata kunci*: Team Assisted Individualization, Peer Tutoring,* kosakata, motivasi.

INTRODUCTION

Vocabulary as stated by Hatch and Brown (1995: 1), is a list or set of words for a particular language or a list or set of words that individual speaker of language might use. Whute (1986: 337) states that vocabulary is the words used in language. They are elements that are combined to make sentences or discourses more vocabulary will be needed in order to have accurate word choice, so it will effectively convey thought and idea. They get confused when they have the vocabulary test. Vocabulary mastery is needed in English. Students must understand vocabulary well because all of English skills involve vocabulary. Practically, many students still find the difficulties to master vocabulary. Based on the interview to the students and the teacher, the students were looked confused in using word in context, spelling, word meaning and also how to pronounce the word correctly. They still made mistake when doing the exercises. They had not understood about the meaning. Some of them understood when the lecturer was explaining, but they forgot again when they were doing the exercises.

In fact, some English teachers confess that it is hard to implement an effective vocabulary, especially to the class where the students have different characteristics. They come from different genders, learning styles, and abilities in understanding a lesson from the teacher. As English teachers, they face an extremely difficult task. Many students become passive when facing a reading text although it is a simple text because they do not master the vocabulary. These students need appropriate method to arise their understanding in vocabulary . The teacher sometimes asks unfamiliar words in the text and then asks them to open the dictionary. The teacher discusses the text by translating word by word. The last, the students do the exercises by answering the question based on the text. The activities in the class are under the teacher control and the students work individually although they are in group. These activities make the students get bored and do not have motivation in the next activities in the class. Methods that are used by the teacher especially in teaching vocabulary have an important role to improve the students' ability in learning the material.

The researcher took this study on vocabulary mastery by using Team Assisted Individualization (TAI). TAI was designed by Slavin and his associate in the early 1980s (Slavin, Leavey, and Steven, 1989: 22). TAI is designed primarily for grades 3-6, but it has been used at higher grades levels (up to the community college level). TAI was developed for several reasons. First, TAI would provide a means of combining the motivational power and peer assistance of cooperative learning with an individualized instructional program-one that would provide all students with materials appropriate to their levels of skill and allow them to proceed through these materials at their own rates. Second, TAI was developed to apply cooperative learning method to solve many of the problems of individualized instruction. Third, TAI was developed as a means of producing the well-documented social effects characteristic of cooperative learning while meeting diverse needs.

There are eight principle components of TAI by Slavin (2008: 186) as follows: (1) Placement test. At the beginning of the program, students are pretested on vocabulary mastery. They are placed at the appropriate point in the individualized program based on their performance on the placement test; (2) Teams. Students are assigned to four-to five-member teams. Each team has a mix of high, average, and achiever, boys and girls, and students of any ethnic groups in the class. Every eight weeks, students are assigned to new teams; (3) Curriculum material. The students work in their teams on self-instructional curriculum materials covering main idea, reference, lexical meaning, meaning based on the context, detail information, and parts of the text; (4) Teaching group. Every day, the teacher teaches lesson to small groups of students (drawn from the heterogeneous teams) who are at the same point in the curriculum; (5) Team study method. Following the placement test, the students are given a starting place in the sequence of vocabulary skills; (6) Team scores and team unit recognition. At the end of each week, the teacher computes a team score. This score is based on the average number of units covered by each team member and the accuracy of the unit tests. Criteria are established for team performance. A high criterion is set for a team to be a "super team", a moderate criterion is set for a team to be a "great

team", and a minimum criterion is set for a team to be a "good team". The teams meeting the "super team" and "great team" criteria receive attractive certificates; (7) Fact test. Twice each week, the students are given three-minutes facts (usually functional text test facts) the students are given fact sheets to study at home to prepare for these tests; (8) Whole-class units. Every three weeks, the teacher stops the individualized program and spends a week teaching lessons to the entire class and make reflection with the students. Some advantages of TAI for both teacher and students (Slavin, 2008: 190) are as follows: (1) It can minimize teacher's involvement in correcting and scoring answer; (2) The teacher will spend the time to teach the small group; (3) The students will be motivated to study the material quickly and accurately; (4) The students working in learning teams toward a cooperative goal could help one another study, provide instant feedback to one another, and encourage one another to proceed rapidly and accurately through the material.

Peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher. Peer tutoring in one collaborative approach where pairs of students interact to assist each other's academic achievement by one student adopting the role tutor and the other role of tutee. Peer tutoring has been well validated for promoting the development of low-level skills, such as in written and vocabulary.

Nunan (2005: 534) states that Peer Tutoring is small-group sessions that consists of one-to-one or one-to-few. The one-to-one instruction allows greater adaptation to an individual's need. Teachers take into account differences in ability to understand instruction by organizing their teaching of the same part of curriculum in various way. Small-group sessions, alternative textbook, workbook, programmed instruction, games, and, of course, the one-to-one interaction with tutors may help a particular student comprehend what to do and learn.

The advantages of this method are any one can achieve a much deeper understanding of material by teaching it to some one else. The tutor develops an increased knowledge of the material, especially when in the same grade as the

student receiving the help. When tutors are drawn from classes several grades higher than the students with whom they work, and are tutoring material they already know well, they still develop increased self-confidence and improved organizational and thinking skills.

It is supported by Zhang (2010: 1) in her research entitled *Cooperative Learning and Foreign Language Learning and Teaching* that published Journal of Language Teaching and Research. The focus of this paper is cooperative learning has positive effects on foreign language learning and teaching. This paper compared cooperative learning with traditional language teaching. The paper reveals cooperative learning benefits for language learning and teaching. The comparison between cooperative learning and traditional language teaching can be identified by process activities in the class. In cooperative learning the students become active participator and contribute their idea in group work. It can build interaction and communication among the student. Meanwhile, traditional language teaching places the students in a passive receiver. Teaching learning process is focused on teachers' explanation. Therefore, by using cooperative learning the students are able to encourage communication with others. Furthermore, the students can create a positive interdependence, individual accountability, interpersonal and social skill within groups.

Another important thing that needs to be considered in teaching vocabulary as second or foreign language is the students' individual differences. One of them is motivation. Motivation represents psychological processes that emerge volunteer activities to achieve a certain objective (Winarno, 2002: 1). It can be concluded that motivation is subjective experiences or internal states that arouses to an action, pushes us in particular direction, especially willing to engage in lesson and learning activity that is an energy of change within the person to do something for the sake of a certain goal and a way how individuals get interested, react to events that get their attention and engage in certain specified behaviours particularly in the learning process. Based on the phenomena described, the researcher intends to discuss and solve the student's problem. The problem in learning vocabulary is not only based on the student's

ability, but the technique that is one of the supporting factors to mastery the vocabulary. That's why, the researcher tries to find one of the techniques for students in learning vocabulary. The researcher is interested to apply Team Assisted Individualization in helping the students to understand vocabulary.

METHOD

This research was conducted at an English Education Department IKIP PGRI Pontianak, West Kalimantan. The research was conducted from April 2014 to September 2014 beginning from writing the research proposal, conducting the research, and writing the research report. Experimental study was employed in conducting this research. The purpose is to determine cause-and-effect relationship. Through experimentations, cause and effect relationship can be identified. Because of this ability to identify caution, the experimental approach has come to represent the prototype of scientific method for solving problems (Christensen and Johnson, 2000: 23). The research design used in this research was factorial design 2x2. It allowed a researcher to study the interaction of an independent variable with one or more variables (Tuckman, 1978: 135).

The population of the research was the first semester students of the English Education Department of IKIP PGRI Pontianak. There were three clases. Total of population is 100 students. The sample of this research consisted of two classes; class A as experimental group treated by using Team Assisted Individualization and class B as the control group treated by using Peer Tutoring method. Each class consisted of 30 students which were divided into two groups based on the students' level of motivation. The sampling technique used was cluster random sampling technique. In this study, the researcher set the experimental and control group using lottery. The data obtained were the result of motivation questionnaire and vocabulary mastery test. Thus, there were two techniques of collecting data; questionnaire and vocabulary mastery test. Questionnaire was used to know the level of students' motivation and vocabularytest was used to know the result of students' vocabularymastery after the treatment. The data were analyzed using descriptive analysis and inferential

analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the vocabulary mastery test. To know the normality and the homogeneity of the data, the writer used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance (ANOVA 2x2). It was used to test the hypothesis. H_o is rejected if F_o is higher than F_t. If H_o is rejected, the analysis is continued to know which group is better using Tukey test.

FINDINGS AND DISCUSSION

Measuring the normality using Liliefors. The result can be seen on the table 1.

Table 1. Normality Test

Sample	Df	1/(df)	s_i^2	$\log s_i^2$	(df) $\log s_i^2$
1	14	0.071	43.631	1.639	22.957
2	14	0.071	68.631	1.837	25.711
3	14	0.071	68.274	1.834	25.679
4	14	0.071	59.524	1.775	24.846
				Sum	99.194

All the highest value of L_o is lower then L_t or ($L_o<L_t$) at the significance level α = 0.05, it can be concluded that the data are in normaldistribution.For measuring the homogeneity test, the researcher used Bartlett formula. The result can be seen on the table 2.

Table 2. Homogeneity Test

No.	Data	(Lo)	(Lt)	(α)	Status
1.	A_1	0.085	0.161	0.05	Homogen
2.	A_2	0.136	0.161	0.05	Homogen
3.	B_1	0.087	0.161	0.05	Homogen
4.	B_2	0.128	0.161	0.05	Homogen
5.	$A_1 B_1$	0.096	0.220	0.05	Homogen
6.	$A_2 B_1$	0.157	0.220	0.05	Homogen
7.	$A_1 B_2$	0.139	0.220	0.05	Homogen
8.	$A_2 B_2$	0.110	0.220	0.05	Homogen

The result of the calculation, χ_o^2 (0.895) is lower than χ_t^2 (7.815). Thus, it can be concluded that the data are homogenous. The result of mean scores can be seen on table 3.

Table 3. The Mean Scores of the Cells

	A_1	A_2	
B_1	84.67	75.17	79.92
B_2	72.83	73.33	73.08
	78.75	74.25	

To know whether the hypoteses are rejected or accepted, the researcher measured the data using ANOVA. The result can be seen on the table 4.

Table 4. The Summary of Analysis of Variance 2 x 2

Source of Variance	SS	Df	MS	F_o	$F_{t(.05)}$	$F_{t(.01)}$
Between columns (The Teaching Methods)	303.750	1	303.750	5.061	4.00	7.08
Between rows (Risk–taking)	700.417	1	700.417	11.671	4.00	
Columns by rows (Interaction)	375.000	1	375.000	6.248	4.00	
Between groups	1379.167	3	459.722			
Within groups	3360.833	56	60.015			
Total	4740.000	59				

From the table 4, it can be concluded that: (a) because F_o between columns (5.061) is higher than F_t (4.000) at the level of significance α=0.05, Ho is rejected and the difference between columns is significant. There is a significant difference between the students who are taught by using Team Assisted Individualization and those who are taught by using Peer Tutoring method in their vocabulary mastery. The mean score of the students who are taught by using Team Assisted Individualization (78.74) is higher than the mean score of students who are taught by using Peer Tutoring method (74.25). It can be concluded that Team Assisted Individualizationis more effective than Peer Tutoring method to teach vocabulary; (b) Because F_o between rows (11.671) is higher than F_t (4.00) at the level of significance α=0.05, H_o is rejected and the difference between rows is significant.

The students with high level of motivation and those with low level of motivationare significantly different in their vocabulary mastery. The mean score of the students with high level of motivation (79.92) is higher than those with low level of motivation (73.08). It can be concluded that the students with high level of motivation have better vocabulary mastery than those with low level of motivation; (3) because F_o columns by rows (6.248) is higher than F_t (4.00) at the level of significance α=0.05, H_o is rejected and there is an interaction between teaching methods and students' motivationto teach vocabulary. Thus, it can be concluded that the effect of teaching methods on vocabulary depends on the level of students' motivation .

The researcher used Tukey test to know the significant difference of each mean. The result can be seen on the table 5.

Table 5. The Summary of TukeyTest

Data	Sample	q_o	q_t	α	Status
A_1 and A_2	60	3.181	2.830	0.05	Significant
B_1 and B_2	60	4.836	2.830	0.05	Significant
A_1B_1 and A_2B_1	30	4.749	2.890	0.05	Significant
A_1B_2 and A_2B_2	30	0.249	2.890	0.05	Not Significant

From the table 5, it can be known that: (a) the score of q_o between columns is 3.181 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.830. Because q_o>$q_t$or q_o (3.181) is higher than q_t (2.830), it can be concluded that there is a significant difference on the students' vocabulary mastery between those who are taught using Team Assisted Individualization and those who are taught using Peer Tutoring method. Meanwhile, based on the calculation result, the mean of the students who are taught Team Assisted Individualization (78.75) is higher than that of those who are taught using Peer Tutoring method (74.25), it can be concluded that Team Assisted Individualizationis more effective than Peer Tutoring method to teach vocabulary; (b) the score of q_o between rows is 4.836 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.830. Because q_o> q_t or q_o (4.836) is higher than q_t (2.83), it can be concluded that there

is a significant difference on the students' vocabulary mastery between those who have high motivation and those who have low motivation. Based on the calculation result, the mean of the students who have high motivation (79.92) is higher than that of those who have low motivation (73.08), it can be concluded that the students who have high motivationhave better vocabulary mastery than those who have low motivation; (c) the score of q_o between columns $A_1B_1$and A_2B_1 is 4.749 and the score of q_t of Tukey's table at the level of significance α=0.05 is 2.890. Because q_o> q_t or q_o (4.749) is higher than q_t (2.89), it can be concluded that there is a significant difference on the students' vocabulary mastery of the students having high motivationbetween those who are taught using Team Assisted Individualization and those who are taught using Peer Tutoring method. Meanwhile, the mean score of A_1B_1 (84.67) is higher than A_2B_1 (75.17), it can be concluded that Team Assisted Individualization is more effective than Peer Tutoring method to teach vocabulary for the students who have high motivation; (d) the score of q_o between columns A_1B_2 and A_2B_2 is 0.249 and the score of q_t of Tukey's table at the level of significance α=0.890 is 0.890. Because q_o< q_t or q_o (0.249) is lower than q_t (2.890), it can be concluded that there is no significant difference on the students' vocabulary mastery of the students having low motivation between those who are taught using Team Assisted Individualizationand those who are taught using Peer Tutoring method. Whereas, the mean score of A1B2 (72.83) is lower than A2B2 (73.33). The difference between them is only 0.5 so it can be concluded that Peer Tutoring method does not differ significantly from Team Assisted Individualization to teach vocabulary for the students who have low motivation.

After knowing the findings of the study, a discussion is presented as follows:

1. Team Assisted Individualizationis more effective than Peer Tutoring method

Since TAI method is an effective teaching method to teach vocabulary, English teachers can implement this teaching method in teaching and learning vocabulary to improve students' vocabulary mastery. To be able to implement this

teaching method effectively, teachers should follow some preparation. First, teachers should understand the concept as well as the strengths and the weaknesses of this teaching method. It enables them to know the right procedure of this teaching method and avoid from the obstacles which may appear in the process of teaching and learning process. One of the problems in implementing this teaching method is time consuming. It usually appears in the steps of discussing. It takes quite longer time than other steps because students usually need time to gather and discuss about vocabulary.Second, teachers also have to analyze the syllabus in order to be able to design lesson plans covering the appropriate materials and evaluations. It helps them to select appropriate standard competence, basic competence and indicators, which can be achieved through the implementation of this teaching method. Designing lesson plan also facilitate them to select materials and types of evaluation which are appropriate with the level of students' competence and the complexity in implementing this teaching method. Thus, to be able to follow all the preparations before implementing this teaching method, teachers should read and learn about this teaching method from any sources like books, journal article, seminars, workshop etc. In order to achieve a good result, it must be applied properly in the teaching-learning process. The procedures of TAI method are : (1)The teacher gives the task to the students to study the material which is prepared by him/her independently; (2)The teacher gives quiz to the students for getting the base score independently; (3) The teacher divides the students into groups. Each group consists of four to five students. the group should be diverse in terms of gender, ethnicity, race, and ability (high, average, and low) ; (4) The result of the students' learning is discussed in the group. In group discussion, each member of the group checks the answer of his/her teammates; In TAI method, students not only learn and receive whatever the teacher teaches in the teaching-learning process or passively listening to a teacher talk, but also learn by themselves and from other students. Students are demanded to be more active and to work cooperatively in joining the learning process. Students are motivated to work seriously in order to be able to do share and give contributions to others. TAI method is process of learning

which put the students as a center (student center style) that encourages students to be active in teaching learning process. It is line with expert's statement; Elliot (1999: 404) defines TAI method is a term for teaching that permits students to be active partners in the search for knowledge, thus enhancing the meaning of what they learn.

2. The students who have high motivation have better vocabulary mastery than those who have low motivation

Motivation can be defined as the view one has of himself and his abilities. Parents create a positive emotional bond with children through warm and caring interactions with a lot of eye contact and touch. This positive emotional bond with parents and caregivers promotes student's motivation. Parents must not be angry to the children when they make mistake. Let them try to do something or explore by themselves. By mistake, they will learn more and pick the lesson. Parents should make their children to be the brave children. They teach their children to have positive thinking. Parents have the opportunity (and responsibility) to build motivation in their children. English teachers should be able to teach vocabulary for the students having high motivation using the appropriate teaching method which always increases students' motivation.   Teaching starts from giving question, telling storyand brainstroming to the students can increase their motivation. In this teaching method, students can be brave to make decision, they can try to answer although they do not know. They do not care about the result willbe wrong or right. If the result is right, it is better for them. If the result is wrong, it is not problem, because they think that error is the part of the learning process. They will learn more from their mistake. Teachers should treat each student' ideas with respect and help them treat others with respect also. They should identify and recognize each student's strengths. Every level of Curriculum has activities that help students recognize their self-worth uniqueness. Teachers can make a conscious effort to reinforce those unique qualities. Teachers should inspire and help children to learn how to use self-praise. It is comparing students' accomplishments to their past performance. Teachers should help students to realize that they have control over what gets done and plans management. They

can encourage children to only take on what they can reasonably accomplish. Teacher can begin constructive criticism with a positive message of encouragement. The most important thing teachers can do for their students are establishing a warm and comfortable environment.

Each student is potential to have high motivation. To be a high motivation person, student must have a great deal of positive thinking. Since motivation is something which should be built, students should be able to measure their own level of motivation to increase it. They also have to open their mind receiving any knowledge, critics and information which facilitate them to explore and increase their motivation.Students can increase the motivation from themselves. They must think positively. They can also join the seminar which discusses about motivation.

3. Interaction between teaching methods and students' motivation in teaching vocabulary

In teaching vocabulary, teachers should be able to select the most appropriate teaching method based on the students' condition. Students' motivation becomes one of the important considerations in teaching vocabulary because students are able to learn the vocabulary material and do some tasks well if they have belief that they can do it. Thus, teachers should understand whether the selected teaching method can facilitate the students having high and low motivation to learn vocabulary. It is better for teachers to use students-centered learning to teach students having high motivation while teacher-centered learning to teach students having low motivation.

Since motivation regarded as one of the psychological aspects to have a good vocabulary mastery and any other subjects, school as the official institution for education should pay more attention on students' motivation level. In this case, school should involve actively testing the students' motivation level. The motivation questionnaire instrument can be designed by capable teachers or psychologists. It can be conducted before the process of teaching and learning vocabulary done in the classroom. By taking a look at the result of students' motivation level, school can decide what kinds of teaching method which is appropriate to teach vocabulary.In addition, Brown (2000: 7) considers high

motivation as a positive characteristic which could enhance learning language. Therefore, the students having high motivation would like to take part enthusiastically when the teacher offers them to involve actively in learning process.

The result of this research which shows the interaction between teaching methods and students' motivation can be as an additional reference for other researchers who want to do further research related to the application of teaching vocabulary. In addition, this research can be useful to explain more description on the process and the procedure of conducting the same kinds of research. It also beneficial for other researchers who may plan to have the similar research viewed from any different psychological point of view besides motivation which may have correlation with students' vocabulary like intelligence, personality, self-esteem, etc.

The result of ANOVA test shows that F_o is higher than F_t which means that Team Assisted Individualization differs significantly from Peer Tutoring method for the students having high motivation. However, the result of tukey test shows that Team Assisted Individualizationdoes not differ significantly from Peer Tutoring method for students having low motivation because q_o is lower than q_t. Although, the mean score of students having low motivation who were taught Peer Tutoring method is better than the mean score of students having low motivation who were taught Team Assisted Individualizationbut it is not significant because the difference score is only 0.5. The students said that there were some questions that they did not answer because they were afraid to make mistakes. This action is a character of students who have low motivation. It is difficult for them to try to answer when they are doubt. So, it impacts to their score result.

From the above research findings, the result of ANOVA test is used to conclude. So, there is an interaction between teaching methods and motivation toward students' vocabulary mastery.

CONCLUSION

Based on the description of the data analysis, some findings of the research are: (1) Team Assisted Individualizationis more effective than Peer Tutoring method to teach vocabulary for the first semester students of the English Education Department of IKIP PGRI Pontianak; (2) the students with high level of motivation have better vocabulary mastery than those with low level of motivation for the first semester students of the English Education Department of IKIP PGRI Pontianak; (3) there is an interaction between teaching methods and the students' motivation to teach vocabulary for the first semester students of the the English Education Department of IKIP PGRI Pontianak.It can be concluded that Team Assisted Individualizationis an effective method to teach vocabulary for the first semester students of the the English Education Department of IKIP PGRI Pontianak.

The effectiveness of the method is influenced by the students' level of motivation.Team Assisted Individualizationis proved as an effective method to teach vocabulary. In order to achieve a good result, it must be applied properly in the teaching-learning process. The procedures of Team Assisted Individualizationare:(1)The teacher gives the task to the students to study the material which is prepared by him/her independently; (2)The teacher gives quiz to the students for getting the base score independently; (3) The teacher divides the students into groups. Each group consists of four to five students. the group should be diverse in terms of gender, ethnicity, race, and ability (high, average, and low) ; (4) The result of the students' learning is discussed in the group. In group discussion, each member of the group checks the answer of his/her teammates; (5) The teacher facilitates the students in making summary, guiding, and giving reinforcement to the material has been learned ; (6)The teacher gives the quiz or assessment to do independently; (7)The teacher gives award to the group based on the individual score has been got by them. The score must be increase from the basic score to the next quiz or assessment.

The researcher would like to give some suggestions as follows: (1) teachers can apply Team Assisted Individualization to teach vocabulary; (2) teachers have

to consider that motivation is one of factors that may affect the students' vocabulary mastery, pay more attention to the students with low level of motivation, find out factors influencing the students' motivation, and encourage them to be high motivation students; (3) students are expected to be more active in the teaching and learning process in order to develop their vocabulary mastery; (4) it is suggested for students with low level of motivation to encourage themselves to be high motivation students in learning language; (5) the next researchers can use the result of this research as the starting point for conducting the next investigation with different students' condition and skill; (6) the next researchers can also develop teaching methods used in this research as a way of making revision to the weaknesses of this research.

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