

**TEAM ASSISTED INDIVIDUALIZATION (TAI) CONVEYED THROUGH
ADOBE FLASH CS3 TO INCREASE PARTICIPATION AND ENGLISH
VOCABULARY MASTERY FOR THE SECOND SEMESTER STUDENTS
AT AKADEMI BAHASA BALIKPAPAN**

Muhammad Rochman

muhammad_rochman@yahoo.com

Akademi Bahasa Asing Balikpapan

Abstract

Most lecturers were still rely on the lecturing method to deliver material, how they use the media (whiteboard, pictures, cards) and their teaching methods are less than optimal and catch students' attention, which degrade the quality of the learning process. The result of preliminary study shows that the previous English summative test score were still 50. It means that their score average was still for all the students in that Second Semester. Therefore, it is necessary to pay attention to instruction that can foster vocabulary development. The research design of this study was classroom action research, which focuses on a particular group of students in a certain classroom. The setting of the research was *Akademi Bahasa Balikpapan*. The subjects of the research were the second-semester students who took English vocabulary lesson. Data collection techniques adapted to the data to be obtained to determine students' achievement of English test by using Adobe Flash CS3 Media in vocabulary building project assessment in making animation collection that were contained with English sentences and their meanings. To determine the role of the student in the learning process with the assessment of the affective aspects of the observations obtained during the teaching and learning activities take place and the role of the student participation. The results showed that it could be concluded that the implementation of the Adobe Flash TAI strategy in teaching vocabulary could enhance the students' Project on groups' laptop in vocabulary the text. The observation checklist and field note proved the students' involvement in text given.

Keywords : Vocabulary Mastery, Students' Participation, Team Assisted Individualization, Adobe Flash CS3 Program.

Abstrak

Sebagian besar dosen masih mengandalkan metode ceramah untuk menyampaikan materi, bagaimana mereka menggunakan media (papan tulis, gambar, kartu) dan metode pengajaran mereka masih kurang optimal dan menarik perhatian siswa, sehingga dapat menurunkan kualitas proses pembelajaran. Hasil studi awal menemukan bahwa skor bahasa Inggris tes sumatif sebelumnya masih 50. Ini berarti bahwa rata-rata nilai mereka masih rendah untuk semua siswa di Semester Kedua. Karena itu diperlukan instruksi pengajaran yang dapat mendorong pengembangan kosakata mahasiswa. Desain penelitian penelitian ini

adalah penelitian tindakan kelas, yang berfokus pada kelompok tertentu dari mahasiswa di kelas tertentu. Penelitian ini dilakukan di Akademi Bahasa Balikpapan. Subyek penelitian adalah mahasiswa semester kedua yang mengikuti pelajaran kosakata bahasa Inggris. Teknik pengumpulan data yang disesuaikan dengan data yang akan diperoleh untuk menentukan prestasi mahasiswa dalam tes bahasa Inggris dengan menggunakan media Adobe Flash CS3 dalam menilai pengembangan kosakata bahasa Inggris dengan membuat animasi kalimat bahasa Inggris dan maknanya. Untuk menentukan peran siswa dalam proses pembelajaran dengan penilaian aspek afektif dari pengamatan yang diperoleh selama kegiatan belajar mengajar dan peran partisipasi mahasiswa. Hasil penelitian menunjukkan bahwa pelaksanaan strategi Adobe Flash TAI dalam pengajaran kosakata bahasa Inggris dapat ditingkatkan melalui 'Adobe Flash TAI dalam teks. Keterlibatan mahasiswa dalam membaca teks juga dibuktikan melalui checklist observasi dan catatan lapangan.

Kata kunci : Penguasaan kosakata, Partisipasi mahasiswa, Team Assisted Individualization, Program Adobe Flash CS3.

Introduction

Learning English would be more attractive when using multimedia-based interactive media. For the interactive media students can utilize all the three senses. The three senses means that students can use their eye, ear, and fingers as application that can make a constructive learning process where they can learn from making mistakes in the using of this application. This application refers to program in a computer (Adobe). The more senses used to receive and process information, the more likely the concept of information is understandable and can be maintained in memory. This can be achieved by using multimedia as a learning medium. Adobe Flash CS3 is a multimedia program to design animated graphics that are very popular and widely used by graphic designers.

In the class that was observed informally by researcher in *Akademi Bahasa Asing* Balikpapan, the students tended to be passive and student motivation in following lesson is low. It is visible from at least the students who listened to the lecturer, asked, and answered questions. The lecturer in here presented the material with few variations of teaching method, only lecturing method that was mostly used; therefore, it is created lack of activity for the students. This condition makes students' achievement and motivation low. Based on the results of informal interview with lecturers of *Akademi Bahasa Asing* Balikpapan, it showed that English materials that were presented to improved students' vocabulary in the

classroom seemed did not work. It was known by the students' achievement of the vocabulary in Second Semester students was still weak.

The reason on why the researcher chose in focusing of vocabulary since that learning a foreign language requires one to learn its vocabulary. Without adequate knowledge of vocabulary, people are not able to communicate well. They cannot deliver or receive messages effectively. According to Waring (2002), to be competent in English, a foreign learner needs about 3000-5000 word families. However, it is found that most Indonesian students do not have adequate vocabulary size (Kweldju, 1996); high school graduates possess only about 1,000 word families. Poor language skills of students would also attributed because of insufficient vocabulary. Thus, it is necessary to pay attention to instruction that can foster vocabulary development.

The problem that had been found in preliminary study by the researcher those are: Firstly, the students have difficulty to remember the words and their meaning. They admitted that to remember the words in English are difficult to be compared to remember their meaning in Bahasa Indonesia. It is depressing to open dictionary very often while reading and translating sentences in Bahasa Indonesia. These double activities make them reluctant to learn English and discourage them to learn English furthermore.

Secondly, the vocabulary bank of English word is very hard to be obtained, since the students have lack of ability to memorize each word in English. This is admitted by the students that the activity of memorize the words by using drilling could discourage them, as this activity is very boring to them. They get bored with this drilling activity.

Thirdly, the English subject is often delivered by reading the texts then translate whole sentences in Bahasa Indonesia. This activity required the students to discuss the meaning and share the words with other students in the classroom; the students became very noisy and disturbing or cheating. The researcher must find a way to solve this problem. He must find a media to help the students in learning vocabulary.

Based on the background described above, there were various problems could be identified: (1) Teaching learning process is still lecturer-centered, (2)

Instructional media used is still less attention and participation of students, whereas school facilities sufficient to support, so the low student mastery of concepts. Through the cooperative method using multimedia as a medium of learning in this study, is expected to increase the participation and control of vocabulary building to students.

Concepts and Method

The research design of this study was classroom action research, which focuses on a particular group of students in a certain classroom. The first cycle consisted of three meetings. If it does not reach the criteria of success, the cycle would be continued to cycle two. The classroom action research employed in this study follows Kemmis' model (Kemmis 1988, cited in McNiff, 1995). Each cycle consisted of four stages: (1) planning, (2) implementing, (3) observing, and (4) reflecting. The cycle was continued when the criteria of success would not achieve and there would be re-planning, acting, observing and reflecting (Kemmis 1988, cited in McNiff, 1995). See figure 1.

The researcher chose second semester and speaking as research subject; because English Speaking was taught in the second semester, and based on the result of the preliminary study, and questionnaire, this class had problems memorizing new vocabulary (vocabulary mastery).

The research method used was descriptive qualitative research because it was a type of class action. Cycles of action research models developed Lewin Kemmis and McTaggart (1988) in Kasbolah (2001) in the form of the spiral model. Kemmis planning system uses self-reflection spiral that starts with a plan of action, observation, reflection and re-planning was the basis for solving the problem.

Action research was conducted in two cycles, each cycle consisting of the planning, implementation, observation and reflection.

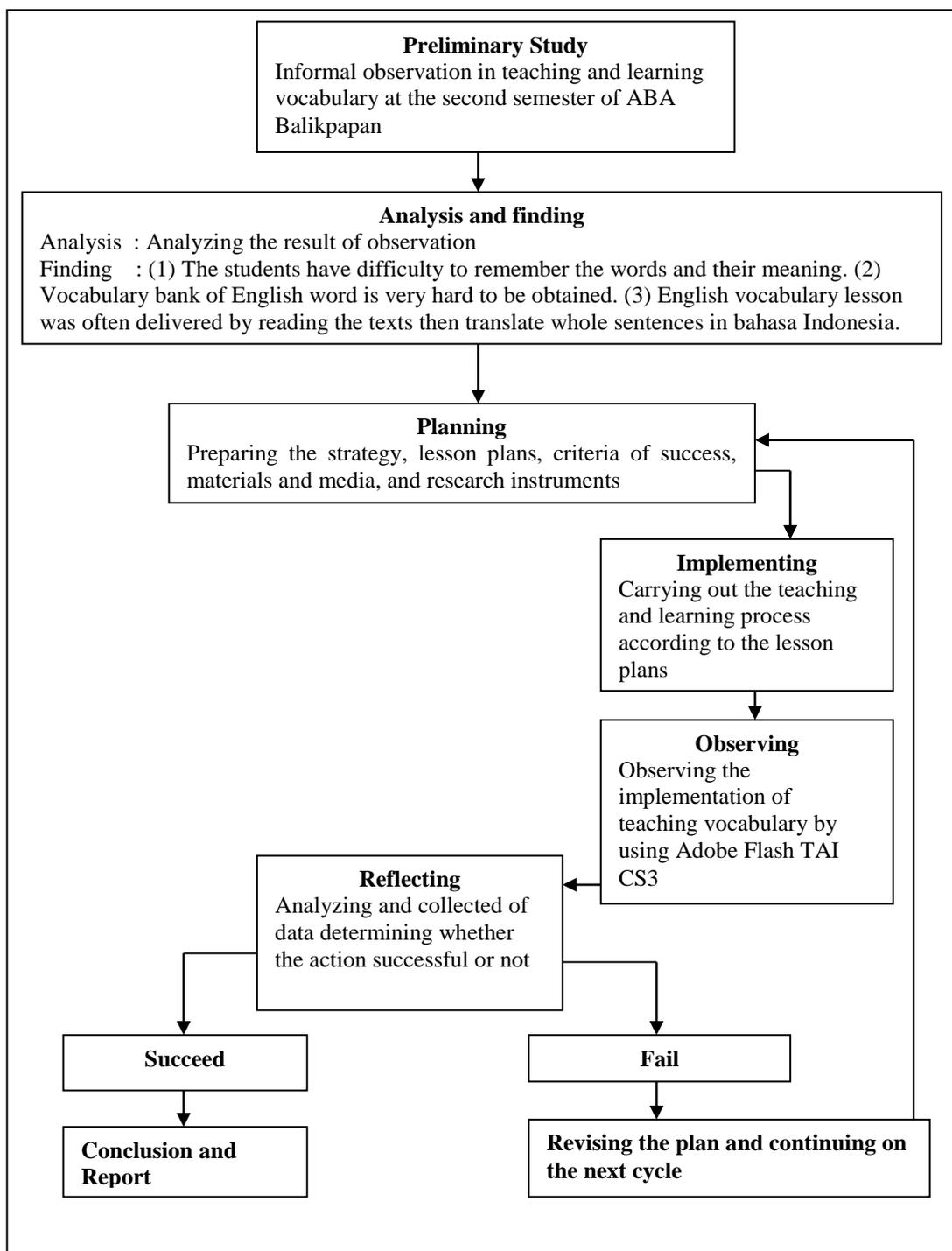


Figure 1 Diagram of the classroom action Research Procedure (Adapted from Kemmis and McTaggart, 1998). See references.

The research data had been collected from various sources that include: (1) List of students' score from the tests conducted in each cycle. (2) Documents include planning for learning, group discussion reports, and textbooks. (3) Field notes and observation sheet. Data collection techniques adapted to the data to be

obtained to determine students' achievement of English test by using Adobe Flash CS3 Media in vocabulary building project assessment in making animation collection that were contained with English sentences and their meanings. To determine the role of the student in the learning process with the assessment of the affective aspects of the observations obtained during the teaching and learning activities take place and the role of the student participation. Assessment psychomotor aspects of the observations obtained in the computer room for their activities. See table 1.

Table 1. Data and Technique of Collecting Data

No.	Research Problems	Technique of Collecting Data	Data Analysis
1	1. "How can Team Assisted Individualization (TAI) Conveyed through Adobe Flash CS3 improve the vocabulary mastery of the Second Semester students of Akademi Bahasa Asing Balikpapan?"	Assessments	Pretest and post test result comparison
2	2. "How Team Assisted Individualization (TAI) Conveyed through Adobe Flash CS3 for in the Second Semester students of Akademi Bahasa Asing Balikpapan improve the participation of the students in learning vocabulary?"	Observation	-Observation Analysis (field notes)

Analysis of the data in this study starts from the beginning to the end of data collection. The analysis had been done by an assessment in making an English Vocabulary project by using animation videos, therefore it will be scored to the clarity of English Vocabulary inside the animation project. Since in this research was the kind qualitative research the data had been focused on the interpretation of the instrument of the research (students' score and observation sheets) in the qualitative way. The qualitative analysis would cover on:

(1) Students' score (assessment): the number as a result of calculating students' score, the range of increasing number from pretest and posttest difference would be judged in qualitative way. The researcher concluded that the difference of increasing score as the increase number of vocabulary indicator by using Vocabulary Rubric Indicator to fulfill the first criterion of success. From 36 students x 60%, so at least would be 21 students in this class gain score at least 65;

(2) Observation sheet: The collaborator would observe during the lecturer teach TAI-Adobe Flash CS3 in each meeting in every cycle. The finding would be notes in field notes and observation sheets. The data, which were written in these research instruments, had been judged in qualitative way, to conclude about the increase of students' participation in the process of teaching and learning. Rubric for assessing students' participation had been employed to calculating the students' attendance in the class in each meeting, the students' initiative on making questions, class attendance, listening attentively, or answering question from lecturer concluded also as an participation. The indicator was at least 70 % or 25 students from 36 students got involved to fulfill the third criterion

(3) Field Notes: this instrument had been employed to see the students' activities on TAI-Adobe Flash CS3 implementation. Field Notes had been judged in qualitative way. The result of Field Notes had been analyzing through how observer gave comments relatively tend to satisfaction of students' role and lecturer's role during the activities, the data had been judged qualitatively.

Criteria of success

In order to meet the aspect related to the objective, the researcher set up three optional criteria of success as indicator. The first, the students' vocabulary indicator showed by their projects / product increase at least 60% of all the students in the class can show indicator score of 3 (three); see the Vocabulary Rubric Indicator. For instance, from 36 students x 60%, so at least would be 21 students in this class gain score at least 65. The tape-scripts would be scored by adapting Vocabulary Rubric Indicator.

Since the class was provided with 6 units of computer, the 36 students would be divided into six groups in TAI. One group contains of six students, in the first meeting, the group 1 and 2 do presentation, in the second meeting for the presentation of group 3 and 4, while at the last third meeting for the presentation of project group 5 and 6. In the post test, all 36 students follow multiple choice as in the pre test to measure their achievement in English vocabulary mastery. Meanwhile, Dimiter and Rumrill (2003) state that pretest-posttest designs were widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. In rehabilitation

research, change was commonly measured in such dependent variables as employment status, income, empowerment, assertiveness, self-advocacy skills, and adjustment to disability.

Table 2. Vocabulary Rubric Indicator

Indicator	3	2	1
Words Identified	Identified more than 5 words.	Identified 3 or 4 words.	Identified less than 3 words.
Elements	Each word had the part of speech and definition.	Some words were missing either part of speech or definition.	Most words were missing either part of speech or definition.
Definitions	Definitions were detailed and accurately matched the meaning and context clues in sentence.	Definitions accurately matched the meaning and context clues in sentence.	Most definitions accurately matched the meaning and context clues in sentence.
Appearance	Responses were neatly written and easy to read.	Responses were neatly written and readable.	Responses were not neatly written and difficult to read.

(Adapted from Barrow Country School (2012) at <http://www.barrow.k12.ga.us/>)

This second criterion was to judge the product of the group in Adobe Flash CS3. Since the class was provided with 6 units of computer, the 36 students would be divided into six groups in TAI. One group contains of six students would create one product / one project in the form of animation text presentation to be discussed and used as learning media. The project would be presented at the end of meeting in turn for three meetings for six groups. In the posttest, all 36 students follow multiple choices as in the pre test to measure their achievement in English vocabulary mastery.

To judge the product the researcher would apply scoring guide rubric for project assessment adopted from International Center for Leadership in Education, Inc (2012). The indicator at least at proficient (80-89 points) for the result of each member presentation of their project of animation vocabulary.

Table 3. Product / Project Rubric

Distinguished (95-100 points)	Exhaustive coverage Completely understands problem and has ability to apply data to the solution Shows originality
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Highly Proficient (90-94 points)	Excellent work, meets all requirements of task, good breadth Well planned and documented Shows fine understanding and ability to apply data to the solution of the problem Shows evidence of creativity
Proficient (80-89 points)	Fine or good work, meets requirements of task Good breadth of coverage, fairly well planned and documented Shows a good understanding and ability to apply data to the solution of new problems Could show more evidence of creative thinking
Suggests Proficiency (70-79 points)	Fair work, meets many requirements of the task Fair breadth of coverage with some gaps Shows uneven understanding with some, but not complete, ability to apply data to the solution of the problem Needs to fill gaps
Suggests Lack of Proficiency (65-69 points)	Uneven work, meets some requirements of the task Poor breadth of coverage with a number of gaps in coverage Little understanding and ability to apply data to problem solving Needs to improve in significant areas
Lacks Proficiency (below 65 points)	Poor work, meets few if any requirements of the task Little or no breadth of coverage Little understanding and makes no significant attempt to apply data to solution of the problem

The third was the students' participation was increased towards the implementation of TAI conveyed through Adobe Flash CS3 in the teaching of English Vocabulary. The indicator was at least 70 % or 25 students can pass the rubric as proficient (80-90%).

Table 4. Rubric for assessing students' participation

	Exemplary (90% - 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate Terminology. Comments balanced	Comments mostly insightful & constructive; mostly uses appropriate Terminology. Occasionally comments were	Comments were sometimes constructive, with occasional signs of Insight. Student does not	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste,

between general impressions, opinions & specific, thoughtful criticisms or contributions	too general or not relevant to the discussion.	use appropriate terminology; comments not always relevant to the discussion.	e.g., “I love it”, “I hate it”, “It’s bad” etc
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(Adopted from Tool for assessment: Rubric for assessing students’ participation. Eberly center for teaching excellence (2012).

The data gained from observation checklist and field notes analysis through their self-assessment of self-introduction. If the students have positive response of 70 % or over, the second criterion was achieved.

Table 5. The procedure of Team Assisted Individualization in Adobe Flash CS5

No	Activity	Lecturer role	Students role	Date	Time
1	Teaching materials	Lecturers prepare teaching materials. Here, the lecturer was only conducting the preparation before three meetings (a cycle)	Prepare at home read the topic before the meeting	17 September 2013	40 minutes (7.30 – 8 10 PM) Evening session
2	Introduction of TAI by using Adobe Flash CS3 Procedure to the students.	Explaining TAI and how to use Adobe Flash CS3 to the students	Follow instruction and listening	8 October 2013	40 minutes (7.30 – 8.10 PM)
3	Pre test	The lecturer gives the students a pre-test or the average of the daily scores of students that lecturers know the weaknesses of students	Doing pre test (multiple choice)	10 October 2013	60 minutes (7.30 – 8.30 PM)
4	Grouping Making group of 36 student into 6 groups	The students of higher levels in English become the chair of the group; they would lead other members.	Follow the lecturer order and making group as the chair was the higher level mixed members; low, high level, and gender	15 October 2013	40 minutes (7.30 – 8.10 PM)

5	Meeting 1 cycle 1/ Greetings and introduction expressions	Explain the topic and the vocabulary and ask students to do group work. Team would discuss a problem in making presentation and help the weak student in the group	2 groups would present their project of Adobe Flash animation with the vocabularies at the end of meeting on topic Greetings and introduction expressions	17 October 2013	40 minutes (7.30 – 8.10 PM)
6	Meeting 2 cycle 1 / Gratitude expressions	Explain the topic and the vocabulary and ask students to do group work. Team would discuss a problem in making presentation and help the weak student in the group	2 groups would present their project of Adobe Flash animation with the vocabularies at the end of meeting on topic Gratitude expressions	22 October 2013	40 minutes (7.30 – 8.10 PM)
7	Meeting 3 cycle 1 / Things around Us	Explain the topic and the vocabulary and ask students to do group work. Team discuss a problem in making presentation and help the weak student in the group	2 groups would present their project of Adobe Flash animation with the vocabularies at the end of meeting on topic: Things around Us	24 October 2013	40 minutes (7.30 – 8.10 PM)
8	Post Test	Lecturers provide post-test to be done individually	Doing Post test (multiple choice)	29 October 2013	60 minutes (7.30 – 8.30 PM)

Adopted from Slavin (1995) and Tangkulung (2013) method

Findings

The planning of the action was done by preparing the topic and types of the Adobe Flash TAI task, and designing the lesson plan. The preparation comprised was made prior to the action before the implementation in the actual classroom. Therein study, the researcher attempted to accommodate the Adobe

Flash TAI strategy in vocabulary as it had depicted in third chapter in this thesis. Having determined the Adobe Flash TAI strategy in teaching vocabulary, the researcher discussed the model of the lesson with her collaborator lecturer. In here he discussed the lesson plan with her and gave her the field note as one instrument of the research to her.

The application of the Adobe Flash TAI strategy in vocabulary was carried out in three meetings for each cycle. The researcher prepared three packages of material for the first cycle. The description of time allotment is described as follows: five (5) minutes was for pre-vocabulary activity, during vocabulary thirty five (35) minutes (including 5 minutes for exploration and 5 minutes for confirmation), and five (5) minutes was for post-activity.

There were two kinds of observation form filled by the researcher and the collaborator. They were observation form for the lecturer and observation form for the students. Based on the observation form for the lecturer, the lecturer had done useful things. He had told the topic and the purpose of the Adobe Flash TAI before the activities were begun. He explained the procedure of implementing the Adobe Flash TAI clearly. He used the media effectively. He monitored the Adobe Flash TAI activities. He motivated the students to be more active.

According to the observation form for the students, most students showed their high motivation. They were enthusiastic and interested in joining the activity. Enthusiastic means that most of them bought their own laptop while the first plan was only one laptop for one group. Most of them also used English and were relax and happy. Besides, there was an improvement on the students' English vocabulary. The colorful media made students eager to know how to use it. However, few of them had not shown their high motivation. The motivation increased means that they attended to class more often than before; they attended it earlier than before. They were not so enthusiastic and interested in joining the activity and they often used *Bahasa Indonesia*. Besides, they seemed worried. Worried in here means that, the students would shame if they could not complete the task given to their group. The worried feeling could be good effect, since that day they tried to bring laptop of their own to class. The results of their scores were sufficient. Post activity consisted of review stage, the students had to do the

exercise individually, but the results of their scores were beneficial this time. Lecturer had observed the process of teaching learning by using this Adobe program. He checked the involvement of the students as members in the group activities. He walked and wandered around the classroom. He gave feedbacks when students asked something they had not known on how to use the Adobe program. He gave them examples when they had not known about the vocabulary definition. He observed that the students had already understood the task or not. He checked the progress and would make comparison for each cycle. It appeared they did not have difficulties to answer the questions in Adobe Flash TAI sequence. The result of the follow up activity was acknowledged.

Findings from Cycle 1

Based on the observation done, the researcher got some important results dealing with the implementation of Adobe Flash TAI activities in cycle 1. *The first Criterion*, the students' vocabulary indicator showed by their projects / product increase at least 60% of all the students in the class can show indicator score of 3 (three); see the Vocabulary Rubric Indicator. For instance, from 36 students x 60%, so at least would be 21 students in this class gain score at least 65. The tape-scripts would be scored by adapting Vocabulary Rubric Indicator. There is an improvement on the students' English vocabulary in general, compared with the data obtained from the pre-test score. The summary of the result of the improvement can be seen in the following table.

Table 6. The Result of Statistical Account in Cycle 1

Point	Pre-Test Result	Post-Test Result
Lowest	20	40
Highest	65	70
Average	46.39	56.53

The data show that there is an improvement in the average score of the post-test in cycle 1. The average score of pre-test is 46.39, and the average score of post-test in cycle 1 is 56.53. It means that there are 10.41 improvements of the average score. Only 11 students gained score of 65 while the first criterion asked for 21 students, it means there was an improvement of the score. However, this improvement still could not fulfill the criterion of success.

Second criterion was used to judge the product of the group in Adobe Flash CS3. Since the class was provided with 6 units of computer, the 36 students would be divided into six groups in TAI. One group contains of six students would create one product / one project in the form of animation text presentation to be discussed and used as learning media. The project would be presented at the end of meeting in turn for three meetings for six groups. In the posttest, all 36 students follow multiple choices as in the pre test to measure their achievement in English vocabulary mastery.

To judge the product the researcher would apply scoring guide rubric for project assessment adopted from International Center for Leadership in Education, Inc (2012). The indicator at least at *proficient (80-89 points)* for the result of each member presentation of their project of animation vocabulary. See table 7.

Table 7. Product / Project Rubric of Students in cycle 1

Point	Description	Group
Suggests Proficiency (70-79 points)	Fair work, meets many requirements of the task	Group 2 Group 5 Group 6
	Fair breadth of coverage with some gaps	
	Shows uneven understanding with some, but not complete, ability to apply data to the solution of the problem	
	Needs to fill gaps	
Suggests Lack of Proficiency (65-69 points)	Uneven work, meets some requirements of the task	Group 1 Group 3
	Poor breadth of coverage with a number of gaps in coverage	
	Little understanding and ability to apply data to problem solving	
	Needs to improve in significant areas	
Lacks Proficiency (below 65 points)	Poor work, meets few if any requirements of the task	Group 4
	Little or no breadth of coverage	
	Little understanding and makes no significant attempt to apply data to solution of the problem	

From the table above, table 7, group 2, group 5, and group 6 could finish the projects of Adobe Flash TAI, but the project were still not completed (Shows uneven understanding with some, but not complete). The words in animations were not completed for these three groups. The animations were still to fast to be read.

Group 1 and group 3 could finish the projects of Adobe Flash TAI, but the project were still not completed (Uneven work, meets some requirements of the

task and little understanding and ability to apply). The words in animations could be played as GIF file picture that would be moves. The animation were still could not be played.

Group 4 could not finish the projects of Adobe Flash TAI (Poor work, meets few if any requirements of the task). The words were still in Microsoft words program. The project in Adobe Flash could not be saved in Adobe program.

The Third Criterion was the students' participation was increased towards the implementation of TAI conveyed through Adobe Flash CS3 in the teaching of English Vocabulary. The indicator was at least 70 % or 25 students can pass the rubric as proficient (80-90%).

From the table above could be concluded that 11 students did not bring the devices need (Laptop), so they only could watch their friend in their group to make the same project, they made a less contribution to the project. 8 Students gave uninformative comments : '*susah sekali*' while they did bring laptop. Therefore the total number of students who gave low participation was 19 while the third criterion asked for at least 25 students.

Revision of the Strategy Implemented in Cycle 1

The changes can be observed inside the lesson plans for cycle 2, the lecturer put those vocabulary lists for the students, and meanwhile in the first cycle vocabulary list was not used. In the first cycle, when there was not provided with vocabulary list, the students project tend to pick words that lead out to the word out side of the topic given for them. After the vocabulary list given, each group would have different words to choose. The aim was to minimize the words; therefore, the students would choose the words to be discussed in their project still inside the scoop of the topic.

Table 8. Revision of the Strategy for Cycle 2 (Vocabulary List)

No	Meeting	Topic	Vocabulary List
1	Meeting 1 cycle 2	Apology expressions	We use these expressions to express apology. <ul style="list-style-type: none"> • Sorry. • I am very sorry. • I apologise for • Please excuse me. • Please accept my apology.

			<p>We use these expressions to respond to apology.</p> <ul style="list-style-type: none"> • Never mind. • That's all right. • That's OK. • Please don't be sorry.
2	Meeting 2 cycle 2	Asking and giving information expressions	<p>We use these expressions to ask information</p> <ul style="list-style-type: none"> • Excuse me. What is your name? • Can you tell me where you live? • Can you help me find the laboratory? • Sorry to trouble you, but do you know where Anisa is? • Do you happen to know where the bank is? • Could anyone tell me when the test is? <p>We use these expressions to give information</p> <ul style="list-style-type: none"> • My name is Edo. • I live in Jalan Setiabudhi. • Anisa is in the post office. • Take your first right. • Go straight up the street. It's on the left. • The test is on June 11th, 2007.
3	Meeting 3 cycle 2	Command expressions	<p>Examples of command and prohibition expressions</p> <p>Giving a command</p> <ul style="list-style-type: none"> • Put the report on my desk • Bring the books. • Open the door. • Close the door, please. • Could you please give me the report? • Come here, please. <p>Giving Commands</p> <ul style="list-style-type: none"> - Close the door. - Open the book, please. <p>Expressing prohibition</p> <ul style="list-style-type: none"> - Don't come late. - Don't be lazy.

Findings from Cycle 2

Based on the observation done, the researcher got some important results dealing with the implementation of Adobe Flash TAI activities in cycle 2. There is an improvement on the students' English vocabulary in general, compared with the data obtained from the pre-test score. The summary of the result of the improvement can be seen in the following table 9.

Table 9. The Result of Statistical Account in Cycle 2

Point	Pre-Test Result	Post-Test Result
Lowest	50	70
Highest	75	100
Average	66.53	85.28

The data show that there is an improvement in the average score of the post-test in cycle 2. The average score of pre-test was 66.53 and the average score of post-test in cycle 2 was 85.28. It means that there are 18.75 improvements of the average score.

The first Criterion, the students' vocabulary indicator showed by their projects / product increase at least 60% of all the students in the class can show indicator score of 3 (three); see the Vocabulary Rubric Indicator. For instance, from 36 students x 60%, so at least would be 21 students in this class gain score at least 65. The tape-scripts would be scored by adapting Vocabulary Rubric Indicator. All the 36 students gained score more than 65; therefore, the first criterion was already achieved.

Second criterion was to judge the product of the group in Adobe Flash CS3. Since the class was provided with 6 units of computer, the 36 students would be divided into six groups in TAI. One group contains of six students would create one product / one project in the form of animation text presentation to be discussed and used as learning media. The project would be presented at the end of meeting in turn for three meetings for six groups. In the posttest, all 36 students follow multiple choices as in the pre test to measure their achievement in English vocabulary mastery.

To judge the product the researcher would apply scoring guide rubric for project assessment adopted from International Center for Leadership in Education, Inc (2012). The indicator at least at *proficient (80-89 points)* for the result of each member presentation of their project of animation vocabulary.

Table 10. Product / Project Rubric of Students in cycle 2

Point	Description	Group
Highly Proficient (90-94 points)	Excellent work, meets all requirements of task, good breadth	Group 2
	Well planned and documented	Group 5
	Shows fine understanding and ability to apply data to the solution of the problem	
Proficient (80-89 points) (Second Criterion Minimum requirement for each group)	Shows evidence of creativity	Group 6
	Fine or good work, meets requirements of task	Group 1
	Good breadth of coverage, fairly well	Group 3

planned and documented	Group 4
Shows a good understanding and ability to apply data to the solution of new problems	
Could show more evidence of creative thinking	

From the table above, table 10, group 2, group 5, and group 6 could finish the projects of Adobe Flash TAI, but the project were completed (Excellent work, meets all requirements of task). The words in animations were completed for these three groups. The animations were can be read.

Group 1, group 3 and group 4 could finish the projects of Adobe Flash TAI, but the project were completed (Fine or good work, meets requirements of task). The words in animations could be played as GIF file picture that would be moves. The animation were still could be played. The entire project in Adobe Flash could be saved in Adobe program. It means the second criterion was achieved well.

The Third Criterion was the students' participation was increased towards the implementation of TAI conveyed through Adobe Flash CS3 in the teaching of English Vocabulary. The indicator was at least 70 % or 25 students can pass the rubric as proficient (80-90%).

From the table above could be concluded that only 2 (two) students did not bring the devices need (Laptop) in one meeting. 5 Students gave positive comments: '*ternyata Adobe tidak sukar dan mempelajari Bahasa inggris menarik*' while they did bring laptop. Therefore the total number of students who gave low participation was only 2 students. While the third criterion asked for at least 25 students to be participated, the total number of participation was 34 students. It means the third criterion was achieved well. Finally, this second cycle brought success. Therefore, the next cycle could be terminated.

Discussion

In doing the Adobe Flash TAI activity, the students could cooperate more. Nonetheless, it did not mean that the researcher did not precaution a few students who had lower concern and enthusiasm. He would try to access and motivate them sympathetic and with patience. Through attending the criteria of

success, all the criteria of success were achieved in second cycle. It means that there was no need to add the cycle for sure.

The reflection of why in this second cycle the implementation Adobe Flash TAI strategy did achieve criteria of success, because the students understood clearly about the stages in Adobe Flash TAI questions. Their motivation had been increased as well. The indicators are; they are follow the lesson, they are all attending this subject, no one absent. Their are apperently give their attention to their lecturer only. Their activities are the things that they concerned. Compared to the pole position when the Adobe Flash TAI was introduced; right now in this cycle, they are understand the Adobe Flash TAI Questions were developed and how to answer these question by using Adobe Flash TAI Strategy, it was proven by its indicator where the score was increased on average.

At last, the implementation of the Adobe Flash TAI strategy in vocabulary could increase students' Adobe TAI Project on groups' laptop. However, the lesson material should be adjusted to the students' level and the students' need if it applies in the other school. It should be contextual to gain students' motivation and involvement to task given.

It is necessary for the lecturer to notice, before they choose the Adobe Flash TAI strategy to be implemented in their classes. They need to choose the contextual materials and it should be based on students' needs. It can attract students' attention and draws the students' motivation to be involved in the tasks given.

The weaknesses of the Adobe Flash TAI strategy in vocabulary so far cannot be found in the field, it could be happen only if the students could not provide laptop, and meanwhile it is cheap device for today. The lecturer should always monitor and ensure that the students' activities have to follow the stages in subsequent. Therefore, if this model were applied in a larger class it would be hard for the lecturer to keep monitoring the students' activities. In the larger class which is contained many students, the lecturer should be ensured that all students have done the activities according to the tasks, which are conducted, as they should be.

The lecturer' awareness is needed in developing the vocabulary list that is given in the exercises inside this model. The suitable materials and the attention of the level of the questions with the level of the students are necessary. After all this model is well to be applied by the lecturers in their classes, however, it is a challenge for the lecturers in general to give more improvements and contributions for this strategy in the future.

Conclusion

Adobe Flash TAI strategy in developing project of vocabulary is an interesting media and by using Team Assisted Individualization can reduce lecturer energy in the class while it can save the time as well. Regarding the implementation of the Adobe Flash TAI teaching strategy, it can be applied in all types of courses, not only vocabulary courses.

It is essential for the lecturer to acknowledge, prior to decide the Adobe Flash TAI strategy to be applied in their classes. They necessitate selecting the contextual materials and it had better be supported students' needs. It can draw students' attention and attracts the students' motivation to be involved in the tasks given. The weaknesses of the Adobe Flash TAI strategy in vocabulary thus far cannot be found in the field, is the lecturer had better always supervise and assure that the students' activities have to observe the levels in consequent. Consequently, if this model is employed in a bigger class it would be difficult because the lecturer to keep supervising the students' activities. In the bigger class that is carried many students, the lecturer had better comprise assured that all students have done the activities allotting to the chores that are guided, as they should be. The lecturer' awareness is called for in building up the vocabulary list that is given in the exercises inside this model. The suitable materials and the attending of the level of the questions with the level of the students are essential. Afterward all this model is advantageously to be employed by the lecturers in their classes, nevertheless, it is a challenge for the lecturers in worldwide to afford more improvements and contributions for this strategy in the future. The students' engagement was established growth as they can apply picture and animation, in the meantime animation and picture could draw great pursuit for students.

Recommendations

In carrying out the teaching learning process, in this case teaching speaking, the lecturer should determine the technique that is able to make students enhance their vocabulary. Before implementing Adobe Flash TAI technique, the lecturer should select the appropriate topic to be given to the students by considering the level of students' proficiency as well as the language functions that have been mastered by the students. During the implementation of Adobe Flash TAI technique, the lecturer should be actively involved in helping students to solve their problems. Besides, the lecturer should be patient since usually the class becomes little bit noisy. It can be said that the applying of Adobe Flash TAI technique is successful and satisfying. For other researchers who are interested in conducting a similar study, it is suggested to use the finding of the research as a starting point.

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