

Using Team Assisted Individualization Method to Improve Students' Writing Skill

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ABSTRACT

Keywords:

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The aim of this study was to know the implementation of Team Assisted Individualization Method in improving students' skill in Writing Skill of Recount text and to find out the significant difference of the skill in Writing of recount text between the students by using Team Assisted Individualization and those who are not. The subject of this study were the students of eighth grade students of a public school in Kelapa, Bangka Belitung. In this study, the researcher used quantitative approach with quasi-experimental design. The sample of the research are the students of two classes of the eight grade which consist of 53 students. Based on the results, it could be concluded that there was a significant difference between the samples, and Team Assisted Individualization improved the students' skill in Writing of recount text. Therefore, the result of this study is expected to contribute to the development of the process of English teaching and learning, especially for teaching and learning writing skill.



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Introduction

English is an international language, because almost all countries in the world use English either as a first language or second language. English support people in their society, jobs, lives, even in education. In Indonesia, English is taught as a foreign language. English is used in the education system in Indonesia, such as elementary schools, junior high schools, high school levels, vocational schools and universities. In learning English, there are four language skills to be learned, namely: listening, speaking, reading and writing (Spolsky & Moon, 2012). The author is mainly focused on writing skills, as writing is considered the most difficult and complicated language skill to learn. Writing requires thinking hard to come up with ideas, words, sentences, paragraphs, and compositions. Writing is presented in the form of text types, it is known as genres. The text included in junior high school curriculum, there are descriptive, narrative, procedure text, and recount. From those genres on the texts, based on the curriculum and observation in SMPN 4 Kelapa, recount text is the text that learned by eight grade students of junior high school.

The researcher did interview to the teacher, he stated that found three main problems, the students had difficulty, they lack of good motivation and lack of adequate vocabulary for writing texts and the last lack of students' understanding of spelling vocabulary because there are differences in writing and reading English.

Then the researcher interview to the students, they tend to have less of imagination, and they are not able to combine the words into the sentence and the sentence into paragraphs. Furthermore, the researcher did the preliminary test at SMPN 4 Kelapa especially to the eighth grade students. The researcher gave descriptive text and recount text, using google form.

Based on the result of the test, students have difficulty in recount text. The researcher could conclude that from the test, the text that should be improved was recount text. This study focused on 4 elements of writing skills, above content, structure, organization and mechanic. Many students' difficulty in these 4

aspects because students have limited understanding of writing. The ability of students in writing is still low.

From the result of the test, the highest and lowest score of the students were found. The eighth grade has two classes with 50 students. For the average score, the grades obtained by the eighth grade are 10-100. So for phenomena such as the case above, Team Assisted Individualization can be used to teach writing.

By using this method, the researcher hopes that students can improve their abilities and students can love English. Actually there are many modern strategies that we can use, but researchers are more interested in using Team Assisted Individualization, of course this would be more interesting and motivate students to improve their understanding of writing.

Furthermore, three previous studies related to this research. Firstly, the study by Sitti Syakira she found that Team Assisted Individualization method was successfully improved the students Writing Skill (Syakira, 2012). Team Assisted Individualization Method also increases student' enthusiasm for obtaining or obtaining information, ideas, and expressing one's ideas. In addition, they also teach how they learn. Students in learning English, especially in writing.

Secondly, conducted by St Aisyah Karim. She found that Team Assisted Individualization method was successfully improved the students reading comprehension (Karim, 2017). The last researcher is Annisa Hafidhoutulah Latifa. She found that Team Assisted Individualization method was successfully improved the students writing skill, furthermore Team Assisted Individualization method can affect student learning outcomes and is easy to understand (Latifa, 2016).

The Objectives of the Study are (1) To find out the implementation of Team Assisted Individualization Method in improving students' writing skills of the 8th Grade students at SMPN 4 KELAPA; (2) To find out the Significant difference in improving writing skills between the students who would be taught with Team Assisted Individualization Method and who would be taught with conventional strategy.

Method

In this research, According to Aliga and Gunderson cited in Mujis, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic) (Muijs, 2004). Quantitative research involves representing in numbers the targeted features of the participants and study environment (Martella, Nelson, Morgan, & Marchand-Martella, 2013). From the explanation above, quantitative research is a technique to collecting numerical data that uses mathematical measurement.

The researcher used quasi-experimental pre-test and post-test design. Quasi experimental is a research design that includes assignments but not random assignment of participants to group (Creswell, 2002). Because the experimenter cannot artificially create groups for the experiments. It means that, we do not have opportunity for random assignment of students to special groups in different conditions. In this case, the researcher treated the experiment group by using Team Assisted Individualization Method. The control group, (which cannot be influenced by other variable) would be taught by using Team Assisted Individualization.

In this research, the research gave pre-test to know students' basic skills in writing skills of Recount text. After writer gave pre-test, the researcher gave treatment to experimental class and control class. Treatment by using Team Assisted Individualization method would be used to experimental class and control class no treatment by using Team Assisted Individualization Method. At the end of the research, the research gave post-test in order to know students' skill after using Team Assisted Method.

According to Neuendorf, population was the set of units being studied, the set of units to which the researcher wishes to generalize (Neuendorf, 2017). This group refers as target population or universe. Johnson and Christensen state that, population is large group where the researcher take sample from (Johnson & Christensen, 2019). The population of this research was taken from eight grade students of SMPN 4 Kelapa year 2021/2022, which consisted of two classes, VIII A consisting of 26 students and VIII B was made up of 27 students. So the total of population of this research are 53 students.

In this study, the researcher chose purposive sampling because as stated by Fraenkel, purposive sampling is based on prior knowledge about a population and the specific purpose of the study, the researcher uses personal judgment to select the sample. The researcher used two classes, one class as the experimental group and one class as the control group. They are students of class VIII A and VIII B.

Based on several considerations, namely; (1) from the results of the interview; the researcher chose class VIII A and VIII B as samples because the teacher's statement through interviews stated that class VIII B students got the lowest average score than VIII A, and class VIII B students had low motivation in

writing activities; (2) the results of the preliminary test showed that of the 53 students who were given the pre-test had difficulties in writing, especially recount texts (VIII A had an average score of 75 and VIII B had an average score of 60); (3) The results of the pre-test showed that class VIII B students had the lowest scores compared to class VIII A students in learning English. So the researchers chose class VIII B as the experimental group and class VIII A as the control group. There were 27 students in the experimental group and also 26 students in the control group. So the total number of students is 53 students.

In the study there were three kinds of data to be analyzed in this research. They were test, the research would give the pre-test and post-test to the students of experimental group and control group. The pre-test was given before teaching learning process and post-test were given after teaching learning process. The observation in this study was used as the instrument to know the improvement of students' writing skills by Team Assisted Individualization. Documentation may refer to particular individuals, as with school recorders and reports about pupils, or may concern more 'macro' issues, as with one of inspectorate reports on the physical state of schools, it can have a number of features. Documentation is made up exclusively of written words, or they may include statistic, as in a survey research report. It includes students' attendance list, and documentation (Nuan & Bailey, 2009).

The researcher used four elements in scoring students' writing text. There are: content, organization, structure, and mechanics. Content refers to idea of paragraph, organization refers to paragraph organization, Structure refers to grammar, and mechanics refers to punctuation, capitalization and spelling. The scoring scale of writing recount text will show in the table form based on Cynthia A. Boardman and Jia Frydenberg's book (Klingner, Vaughn, & Boardman, 2015)

Therefore, this method would use find whether or not is a significant difference between pretest and posttest score of students. To analyze the data, researcher would conduct the calculation use SPSS (*Statistical Package for Social Science*) (Muijs, 2022)

In this study, before the researcher gave a trial, the researcher matched the topic of the recount text with the syllabus of the eighth graders. First the writer uses three topics. It means that the recount text already covers the content, so the test questions must be in accordance with the material discussed in the course.

The writer calculated the result of the test by using SPSS 16 (Statistical Package for the Social Science), especially by using *Pearson Product Moment Correlation Coefficient* to know validity of the test instrument. To know whether any significance or not, r-count should be compare with r-table. If the value of r-count is greater than or equal to the value in r-table, it means the item is valid. After doing try-out, the writer found that the third topics of try-out test were valid. There were My past experience at School was 0,970 My past experience at Home was 0,971, My past experience in Society/Community was 0,987. The r-table of critical value for tailed significance at 0,05 of 30 students was 0,361. If t-count is higher than r-table is valid. Thus the third topics could be used for the instrument of test (Muijs, 2022).

The scores obtained by using Cronbach's Alpha Because Ary et, al., defined that is especially useful for attitude scales or essay tests (Ary, Jacobs, Razavieh, & Ary, 2010). The calculation conducted by SPSS 16. The reliability coefficient of the test of "My past experience at School" was 0.930, "My past experience at Home" was 0.947 and "My past experience in society/community was 0.952.

Results and Discussions

In this part, the researcher presented and analyzed the observation in experimental group and control group. There were three indicators had observed by the researcher, they were students participation, students' cooperation, and students' concept.

a. The Result of Observation in Experimental Group

The researcher got the score of observation based on three aspects; participation/interaction, cooperation, and concept. Then, the researcher accumulated the score of observation from the second until the twelfth the meeting. The result of observation in experimental group could be in the following table

Table 1 The Result of Observation in Experimental Group

Meeting	Number of Students	Participation			Cooperation			Concept			
		Always Participated	Sometimes Participated	Never Participated	Always Cooperated	Sometimes Cooperated	Never Cooperated	Very Good Understanding	Good Understanding	Poor Understanding	No Understanding
2	27	37% (10)	37% (10)	26% (7)	56% (15)	33% (9)	11% (3)	26% (7)	30% (8)	33% (9)	11% (3)
3	26	41% (11)	30% (8)	22% (6)	48% (13)	33% (9)	15% (4)	30% (8)	33% (9)	19% (5)	15% (4)
4	26	46% (12)	31% (8)	35% (9)	69% (18)	31% (8)	12% (3)	23% (6)	42% (11)	35% (9)	4% (1)
5	26	38% (10)	38% (10)	12% (3)	62% (16)	27% (7)	8% (2)	42% (11)	38% (10)	12% (3)	12% (3)
6	27	52% (14)	37% (10)	15% (4)	70% (19)	33% (9)	4% (1)	59% (16)	30% (8)	22% (6)	7% (2)
7	27	56% (15)	33% (9)	15% (4)	74% (20)	37% (10)	0% (0)	67% (18)	30% (8)	11% (3)	19% (5)
8	27	59% (16)	67% (18)	4% (1)	81% (22)	33% (9)	15% (4)	74% (20)	37% (10)	19% (5)	4% (1)
9	26	65% (17)	35% (9)	8% (2)	92% (24)	15% (4)	8% (2)	96% (25)	27% (7)	4% (1)	4% (1)
10	26	73% (19)	0% (0)	0% (0)	100% (26)	4% (1)	4% (1)	100% (26)	35% (9)	4% (1)	0% (0)

Based on the result above, the table showed that most of results of participation/interaction, cooperation, and concept were improved for several meetings. It could be seen from the percentage of participation indicator namely the students always participated in discussion in the sixth, eighth, ninth, tenth, eleventh. Meanwhile, the percentage of participation indicator namely the students always participated in discussion for the fifth, were decreased.

In the aspect of cooperation, it could be seen from the percentage of cooperation namely the students always cooperate with their friends in their group for the fourth, sixth, seventh, eighth, ninth, tenth and eleventh. Meanwhile, the percentage of cooperation indicator namely the students always cooperated in discussion for the third, and fifth were decreased.

And then the aspect of concept, it could be seen that the percentage of concept indicator namely the students had a good understanding in learning the concept for the third, fifth, ninth, sixth, seventh, eighth, ninth, tenth and eleventh. Meanwhile, the percentage of cooperation indicator namely the students always cooperated in discussion for the fourth, and fifth were decreased.

Researchers get a concept score based on three aspects; participation/interaction, cooperation, and concepts. Then, the researcher collected the observation scores from the second meeting to the eleventh. The results of observations in the experimental group can be seen in the following table:

No	Students	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8	Meeting 9	Meeting 10	Meeting 11
1	S1	45	50	55	50	50	45	65	70	70	75

2	S2	40	45	45	50	65	70	70	80	75	80
3	S3	40	40	45	55	50	60	65	70	75	80
4	S4	55	60	60	65	65	70	75	75	75	80
5	S5	45	40	55	50	50	65	70	75	70	80
6	S6	50	55	65	55	60	70	75	80	85	90
7	S7	40	40	45	55	50	70	60	70	70	75
8	S8	65	60	65	60	60	70	75	80	80	95
9	S9	60	60	65	70	70	65	80	85	90	100
10	S10	55	60	65	70	70	60	70	75	80	85
11	S11	50	55	60	60	70	70	75	80	85	90
12	S12	45	50	55	60	60	65	70	70	75	80
13	S13	60	60	65	70	70	75	80	85	90	100
14	S14	50	55	65	60	70	70	65	75	80	85
15	S15	45	50	55	60	60	65	60	70	70	75
16	S16	55	60	60	65	65	70	75	80	85	90
17	S17	45	50	60	65	70	70	75	80	80	85
18	S18	60	60	65	65	70	75	80	85	90	100
19	S19	65	60	65	60	70	75	80	80	90	95
20	S20	40	45	50	60	65	70	75	70	75	80
21	S21	50	55	50	60	65	70	75	85	90	95
22	S22	55	60	65	60	70	75	65	70	75	80
23	S23	40	45	50	60	65	70	75	80	90	100
24	S24	60	60	65	70	70	65	70	75	75	80
25	S25	50	55	60	65	65	70	75	70	75	80
26	S26	55	60	60	65	70	70	75	80	90	95
27	S27	60	65	65	70	70	75	80	85	90	95

b. The Result of Observation in Control Group

The researcher got the score of observation based on three aspects; participation/interaction, cooperation, and concept. Then, the researcher accumulated the score of observation from the second until the twelfth the meeting. The result of observation in experimental group could be in the following table:

Table 2 < The Result of Observation in Control Group >

Meeting	Number of Students	Participation			Cooperation			Concept			
		Always Participated	Sometimes Participated	Never Participated	Always Cooperated	Sometimes Cooperated	Never Cooperated	Very Good Understanding	Good Understanding	Poor Understanding	No Understanding
2	26	54% (14)	38% (10)	8% (2)	42% (11)	42% (11)	15% (4)	12% (3)	19% (5)	31% (8)	38% (10)
3	26	58% (15)	38% (10)	4% (1)	42% (11)	38% (10)	19% (5)	15% (4)	35% (9)	31% (8)	23% (6)
4	25	56% (14)	44% (11)	0% (0)	60% (15)	24% (6)	8% (2)	12% (3)	44% (11)	32% (8)	0% (0)
5	26	50% (13)	46% (12)	19% (5)	50% (13)	38% (10)	4% (1)	23% (6)	15% (4)	19% (5)	12% (3)
6	26	65% (17)	38% (10)	0% (0)	69% (18)	35% (9)	0% (0)	23% (6)	15% (4)	54% (14)	23% (6)
7	25	64% (16)	36% (9)	12% (3)	64% (16)	32% (8)	0% (0)	68% (17)	20% (5)	40% (10)	0% (0)
8	25	48% (12)	28% (7)	16% (4)	56% (14)	40% (10)	8% (2)	60% (15)	48% (12)	12% (3)	8% (2)
9	26	72% (18)	32% (8)	0% (0)	80% (20)	40% (10)	12% (3)	92% (23)	36% (9)	12% (3)	0% (0)
10	26	73% (19)	19% (5)	8% (2)	85% (22)	19% (5)	15% (4)	35% (9)	31% (8)	4% (1)	0% (0)
11	26	100% (26)	4% (1)	0% (0)	100% (26)	0% (0)	0% (0)	96% (25)	4% (1)	8% (2)	0% (0)

c. The result of Concept in Control Group

The researcher got the score of concept based on three aspects; participation/interaction, cooperation, and concept. Then, the researcher accumulated the score of observation from the second until the eleventh the meeting. The result of observation in control group could be in the following table:

Table 3 <The Result of Concept in Control Group >

No	Students	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8	Meeting 9	Meeting 10	Meeting 11
1	S1	40	45	50	55	60	65	70	70	75	80
2	S2	55	60	65	60	70	75	80	85	80	90
3	S3	60	55	65	70	65	70	80	70	75	85

4	S4	60	65	70	70	60	80	80	85	90	100
5	S5	45	55	60	65	70	60	75	70	75	80
6	S6	55	65	60	65	70	65	70	75	75	85
7	S7	50	55	60	60	65	70	70	75	75	85
8	S8	55	65	70	60	75	75	80	75	70	85
9	S9	50	55	65	60	70	75	80	85	90	95
10	S10	50	55	60	60	70	75	80	90	95	100
11	S11	55	60	65	70	65	70	75	80	90	95
12	S12	50	55	60	65	70	60	75	70	80	85
13	S13	60	65	70	65	70	75	80	80	85	90
14	S14	60	60	65	70	65	70	75	80	80	85
15	S15	65	60	65	70	75	70	80	85	90	95
16	S16	55	60	65	70	75	80	85	90	95	100
17	S17	60	65	70	65	70	80	75	80	85	90
18	S18	45	50	55	60	65	70	75	80	85	90
19	S19	55	60	60	65	65	70	65	70	70	75
20	S20	50	55	55	60	60	65	70	75	80	85
21	S21	65	60	60	65	70	70	75	75	80	85
22	S22	40	45	50	55	60	65	70	75	75	80
23	S23	60	50	55	60	65	60	65	70	70	75
24	S24	55	60	55	65	55	60	70	70	75	80
25	S25	60	50	55	60	65	60	65	70	70	75
26	S26	55	50	55	60	65	60	55	65	70	70

d. The Result Pre-test and Post Test of the Experimental Group

To find out the results of the pre-test and post-test for the experimental group, it required data analyzed as follows;

Table 4 <The Result of The Pre-Test for The Experimental Group>

Mean	Median	Std Deviation	Minimum	Maximum
56.7407	56.0000	7.92558	44.00	76.00

Table 5 < The Result of The Post-Test for The Experimental Group>

Mean	Median	Std Deviation	Minimum	Maximum
56.7407	56.0000	7.92558	44.00	76.00

e. The Result Pre-Test and Post Test of the Control Group

To find out the results of the pre-test and post-test for the experimental group, it requires data analyzed as follows;

Table 6 <The Result Pre-Test of the Control Group>
Report

Pre Test

Mean	Median	Std Deviation	Minimum	Maximum
60.4615	60.0000	7.53249	48.00	80.00

Table 7 <The Result Post-Test of the Control Group>
Report

Pre Test

Mean	Median	Std Deviation	Minimum	Maximum
60.4615	60.0000	7.53249	48.00	80.00

After completing the implementation and the observation of this research, the researcher could interpret that the process of teaching and learning writing skill on recount text by using TAI Method was running well it could be seen from the result of observation that the researcher did when the researcher implemented the TAI Method.

Firstly, the treatment is carried out effectively, and then it ran efficiently. The students were able to follow the method step by step. They were able to complete assignments in less time for some students or longer for some students. In some steps they can easily write using the TAI method because they can already write correctly using English. Furthermore, most of the students were interested in understanding writing skills by using the Team Assisted Individualization (TAI) method.

From the observations of the experimental group, in the aspect of participation, the average student was low on the concept for the fifth meeting, this was caused by several factors such as, some students were lazy to answer questions. However, some students were more enthusiastic.

In the aspect of cooperation, most students work together with their groups. This is caused by several factors such as, students are interested in the topic of the material and students enjoy the learning process.

Then on the concept aspect, most students have very good understanding and understanding. This was due to several factors because the topic of the text was not difficult for them to understand in writing.

After conducting the experiment in teaching writing skill by using TAI Method, the researcher concluded that TAI Method is an effective technique in improving reading comprehension. The researcher interpreted that there was a significant difference in comprehension between students who were taught by using TAI Method and the students who were not taught by using TAI Method.

Based on the result of the test, it could be inferred that the students who were taught by using TAI Method got better than those who were not taught by using TAI Method. The highest score of pre-test in experimental group was 44 and the highest score was 78. Then, the average of students score in pre-test was 56.74. While in post-test, the lowest score 76 and highest score was 90. And then, the average score was 81.40. Therefore, it could be concluded that the score of all students in the experimental group were increased.

Then, from the result of paired sample t-test analysis, it could be proved that there was a significant difference between students' writing skill before and after treatment. The mean of pre-test in the experimental group was 56.74 and the mean of control group was 60.23. While, the mean of post-test in the experimental was 81.40 and the mean of control group was 73.42. It means that, before getting treatment the mean of control group pre-test was higher than experimental group. However, in the post-test the mean of experimental group was higher than control group. It showed that the students had progress in writing skill. It was by the similar form between pre-test and post-test and number of questions consisted 5 essay question.

After that, based on the result of independent sample test of students' post-test between experimental and control group, the t -obtain was 4,98 and the significant (2-tailed) was 0.01. Since t -obtain was than table (4,98 > 2.05) and the significant (2-tailed) was lower than computation with level (0.01 < 0.05). Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It could be concluded that there was a significant difference in the students' writing skill between the students' whowere taught by using TAI Method and those were not taught by using TAI Method.

Conclusions

Based on the implementation process of the TAI method in the experimentalgroup, it can be concluded that students who are taught using the TAI method make students comfortable in learning and enjoy writing. This can be seen from their participation not only paying attention to the teaching and learning process in classbut also interacting with learning activities. They become more active and eager tojoin the class. This can increase students' motivation in learning activities to share information or opinions on their stories. Judging from their participations/interactions, collaboration, and concept.

There was a significant difference between student achievement in writing skill between the experimental and control groups. It can be seen that the t -obtain result is 4.98 and significant (2-tailed) is 0.01. Because t -get is smaller than the table (4.98 > 2.05) and significantly (2-tailed) lower than the calculation with a level (0.01 < 0.05). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be concluded that there is a significant difference in students' writing skill between students who are taught using the TAI method and those who are not taught using the TAI method.

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