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# Teaching Writing Recount Text by Using Cooperative Learning Type Team Assisted Individualization (TAI) Strategy

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## Abstract

*The objective of this study is to find out if there is a significant difference between the eighth-grade students of SMP Islam YPUI Banda Aceh who are taught writing recount text by using TAI strategy and those who are taught without using TAI strategy. This study was conducted by using quantitative approach and research design used was experimental study. The population of this study was all eight grade students of SMP Islam YPUI Banda Aceh. The total population is 60 students who are composed of two classes; VIII [Male] and VIII [Female]. Every class consisted of 30 students. While the samples of this study were the students who were taken from both classes. One class was as an experimental group and the other was as the control group. In this study, class VIII [Female] was taken as control group and class VIII [Male] was taken as experimental group. The data was analyzed by using t- test. Based on the result of the study, the writer found that there was a significant difference between the two groups. It can be proven from the result of this study where the result of post-test of the both group was 4.26, it was greater than t-table (2.00). Based on the result of the study, English teachers of SMP Islam YPUI Banda Aceh who teach writing skill especially recount texts are suggested to use TAI strategy in teaching and learning process because it can improve the students' ability in mastering writing especially writing recount text.*

**Keywords:** Writing; Recount Text; TAI Strategy

## A. Introduction

Teaching and learning process is a kind of process that contains a series of actions that conducted by teachers and students based on the reciprocal relationships that take place in the educational situation to reach a particular purpose (Johnson, 2015). A reciprocal relationship or interaction that happens between teachers and students is the main key in the learning process.

Learning conditions still dominate the learning process at teachers' center thus these problems can be solved by increasing the active participation of learners in the learning process. Furthermore, this study focuses on writing skill. Writing skills is one aspect of language that is not easy for students to master. Writing focuses more on how to produce language rather than receive it. The purpose of writing is to communicate the writers' idea, thought, and feeling through the written language form. There are many problems faced in writing, and one of them is organization of thoughts and idea. The students need time to learn every step in writing. Besides, the ability of the students in mastering the lesson is different from one and each other, especially in writing recount text.

According to Peregoy and Boyle (2001), a recount text is a piece of text that retells past events, usually in the order of what they occurred. Furthermore, since writing recount text is difficult to master, many students still get difficulties in writing recount text. Therefore, the purpose of the study is to provide the audience with a description of what occurred and when it occurred. This is one of the reasons why the writer should teach using the new strategy to make the students easy to understand the material and can organize their ideas into written form.

Then, the writer attends to conduct teaching and learning process of recount text at SMP Islam Yayasan Pembangunan Umat Islam Banda Aceh because the students  also still get difficulties in writing recount text. Based on the result of the interview with English teacher for eight grade students at SMP Islam YPUI Banda Aceh on February 12, 2019, the writer found out that the writing recount text achievement of students was low and poor.  The average score was only 48. It was under standard score and the standard score of writing skill is 65. The problems faced in the class are: sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Individually, writing also does not work optimally to improve students' writing skills. Sometimes the students feel bored and sleepy if they learn individually. Therefore, the writer proposes a strategy in order to improve the students' writing recount achievement. In this study, the writer used Team Assisted Individualization (TAI) strategy. This learning strategy is one type of cooperative learning method that provides the opportunity for students to share ideas and consider the most appropriate answer (Slavin et al.,

2003).

According to Slavin (2005), Team Assisted Individualization (TAI) is a program that seeks to adapt pedagogy learning with individual differences of students academically. In using Team Assisted Individualization (TAI), there are some purposes to teach recount text, that are (1) to reduce existing instruction on individual students that proved less effective, and also intended to improve the achievement, knowledge, skills, and motivation of students with learning groups; (2) to help the students to find the idea of what they will write; (3) make students become more active in class by discussing with their groups; (4) and it will be more interesting for students in writing.

Some studies have been conducted by other researchers. Firstly, according to Nazalia (2018), the use of cooperative learning model type Team Assisted Individualization (TAI) has an effect on the mastery of eighth grade students MT.s Ashri Jember on students' writing ability. In addition, this model can also involve more students in reviewing and checking the material understanding of the content of a lesson, thus students become more active in the learning process and learning achievement can be increased.

Next, according to Rivaldi (2013), teaching writing recount text through cooperative learning type TAI (Team Assisted Individualization) make the students' motivation and interest increased. The students were active in following teaching and learning process. Consequently, their ability in writing recount text increased. Before they were taught writing recount text through TAI, their average score in writing recount text was only 52 but after they were taught through TAI, their average score was 67. In conclusion, teaching writing recount text through TAI was effective to improve students' ability in mastering recount text.

However, no one has been researching about the writing recount text by using TAI strategy at SMP Islam YPUI Banda Aceh. Therefore, the writer tries to conduct a research about teaching writing recount text by using cooperative learning type TAI (Team Assisted Individualization) to solve the students' problem on achievement in writing, under the title: "Teaching Writing Recount Text by Using Cooperative Learning Type Team Assisted Individualization (TAI) Strategy at SMP Islam YPUI Banda Aceh (An Experimental Study)". The objective of this study is to find out if there is a significant difference between the students who are taught writing recount text by using TAI strategy and those who are taught without using TAI strategy. The problem of this study is "is there any significant difference between the eighth-grade students of SMP Islam YPUI Banda Aceh who are taught writing recount text by using TAI strategy and those who are taught without using TAI strategy?"

**B. Method**

Design used in this study was *experimental research.* According to Arikunto (2010), an experimental research was the only type of research that can test hypotheses to establish cause-effect relationships. This study is conducted by using quantitative approach. The population of this research is all eight grade students of SMP Islam YPUI Banda Aceh. The total population of this study is 60 students who are composed of two classes; VIII [Male] and VIII [Female]. Every class consists of about 30 students. The samples of this study are the students who were taken from both classes. Because this school is a boarding school, therefore, the class for female and male is separated. One class was as an experimental group and the other was as a control group. In this study, class VIII [Female] was taken as control group and class VIII [Male]  was taken as experimental group. Selecting class was done randomly. Every class consisted of 30 students thus the total sample was 60 students.

In this study, the writer needed to collect data. In collecting the data, the writer applied one technique which was considered appropriately, namely test as the instrument of this study. In this case, the writer applied two sets of test: Firstly, the writer gave pre-test to know general ability of students before teaching process. Secondly, the post-test was given after teaching and learning process. It was useful to know the students' ability in writing recount text after the teaching and learning process. Next, the data are gotten from the result of the students' test.  In the testing, the writer asked the students to create a paragraph of recount text that consisted of less than 50 words. Giving score based on Storch's rubric.

## **Table 1.** The Scoring of Writing Based on ESL

| Component | Score | Criteria |
|---|---|---|
| Content | 30-27<br>Excellent to very good | Knowledgeable, relevant to assigned topic. Substantive, development of thesis |
| | 26-22<br>Good to average | Sure knowledge of subject, mostly relevant to topic but lacks detail, Limited development of thesis, adequate range. |
| | 21-17<br>Fair to poor | Inadequate, little substance, limited knowledge of subject. |
| | 16-13<br>Very poor | Does not show knowledge of subject, not pertinent, non-substantive, or not enough to evaluate |
| Form/<br>Organization | 20-18<br>Excellent to very good | Well organized, ideas succinct, fluent expression, clearly stated/ supported logical sequencing, cohesive |
| | 17-14<br>Good to average | Somewhat choppy, logical but Non-fluent, loosely organized but main ideas stand out, incomplete sequencing, limited support. |
| | 16-13<br>Fair to poor | Lack logical sequencing and development, Ideas confused or disconnected |
| | 12-10<br>Very poor | No organization, does not communicate, or not enough to evaluate. |
| Vocabulary/<br>Style | 20-18<br>Excellent to very good | Word form mastery, effective word/idiom choice and usage, appropriate register, sophisticated range |
| | 17-14<br>Good to average | Occasional errors of word/idiom from choice, adequate range, usage but meaning not obscured. |

| | | |
|---|---|---|
| | 13-10<br>Fair to poor | Frequent errors of word/idiom form, Limited range, usage, choice, meaning confused not obscured. |
| | 9-7<br>Very poor | Little knowledge of English vocabulary, essentially translation, idiom, word form , or not enough to evaluate. |
| Grammar | 25-22<br>Excellent to very good | Few errors of agreement, complex constructions, tense, word, effective order/function, articles, number, pronoun, preposition. |
| | 21-18<br>Good to average | Effective but simple construction, several errors agreement, minor problem complex construction, tense, number, order/function, word, articles, prepositions, pronouns, but meaning seldom obscured. |
| | 17-11<br>Fair to poor | Major problems in simple/complex constructions, number, agreement, word, order/function, articles, tense, pronouns, preposition, and/or fragments, frequent errors of negation, run-ons, deletions, meaning confused or obscured. |
| | 10-5<br>Very poor | Dominated by errors, does not communicate, virtually no mastery of sentence construction rules, or not enough to evaluate. |
| Mechanic | 5<br>Excellent to very good | Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |
| | 4<br>Good to average | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |

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| 3 Fair to poor | Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
|---|---|
| 2 Very poor | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |

Source: Storch (2005)

In analyzing data obtained, the writer used t-score formula. The writer used t-score formula because the writer attended to compare two samples; experiment and control group.

## C. Research Findings

After the writer analyzed the data, the writer found out that the use of TAI strategy was effective to improve the students' ability in writing recount text. It can be proven from the students' post-test's score of experimental group was higher than control group. The t-score of two means between post-test of experimental and control group is 4.26, the t-test is higher than critical value of  t-test for the degree freedom of  60-2 = 58 sample which is 2.00 at the level of significant 0.05 between two group are significant. Thus, the null hypothesis (Ho) is denied and the alternative hypothesis (Ha) is accepted. Therefore, there is a significant difference between the eighth grade students of SMP Islam YPUI Banda Aceh  who are taught writing recount text by using TAI Strategy and those
who are taught without using TAI Strategy.

## D. Discussion

The result of post-test showed that the students' ability in writing recount text by using TAI strategy was effective to improve the students' writing of recount text. The pre-test score of both groups was 0.62, it means that the t-score is smaller than t-table (2.00). The writer found that the students' ability in writing recount text was low or not satisfying.  This condition happens because the students fell bored in following the teaching and learning process of writing recount text. The students fell bored because the teacher usually asks students to write a short paragraph of recount text. Therefore, it affects the students' ability in writing recount text.

Then improving their ability in writing recount text, the writer used TAI strategy that never used by English teachers of SMP Islam YPU Banda Aceh in teaching writing recount text. After experiment is

conducted it is found that there is a significant difference between experimental group and the control group. It is proven by the result of the post-test in which the post-test scores of experimental group (EG) were better than the post-test scores of control group (CG). The statistical analysis indicated that the post-test t-score of both groups is 4.26. The critical value of t-table for the degree of freedom 60-2 = 58 is 2.00 at the level of significance 0.05. The result indicates that t-score (4.26) is bigger than t-table (2.00). In other words, the students' scores of Experimental Group were higher than the Control Group.

Based on the fact, it is underlined that in this study, the hypothesis of this study was accepted and well proven; as the writer had previously hypothesized that that there is a significant difference between the eighth-grade students of SMP Islam YPUI Banda Aceh who are taught writing recount text by using TAI Strategy and those who are taught without using TAI Strategy. Thus, teaching writing recount text by using TAI strategy is better than without using TAI strategy.

Next, the result of this study is the same with Nazalia (2018) which resulted that the use of cooperative learning model type Team Assisted Individualization (TAI) has an effect on the mastery of eighth grade students MT.s Ashri Jember on students' writing ability.

Furthermore, the result of this study is the same as Rivaldi's research (2013) which found that teaching writing recount text through cooperative learning type TAI (Team Assisted Individualization) make the students' motivation and interest increased. The students were active in following teaching and learning process. Consequently, their ability in writing recount text increased. Before they were taught writing recount text through TAI, their average score in writing recount text was only 52 but after they were taught through TAI, their average score was 67. Thus teaching writing recount text through was effective to improve students' ability in mastering recount text.

## E. Conclusion

Based on the result of research that has been conducted by the writer, it can be concluded that the eighth grade students of SMP Islam YPUI Banda Aceh are interested in learning writing by using TAI strategy. Thus using TAI strategy in teaching and learning process of writing recount text is effective to improve students' achievement in writing the text.

Then, there is a significant difference between the eighth grade students of SMP Islam YPUI Banda Aceh who are taught writing recount text by using TAI Strategy and those who are taught without using TAI Strategy. It can be proven from the result of this study where the result of

t-score of post-test of the both group is 4.26. While the t-table for the degree of freedom 60-2 (58) is 2.00. Thus t-score (4.26) is greater than t-table (2.00).

Based on the result of the study, English teachers of SMP Islam YPUI Banda Aceh who teach writing skill especially recount texts are suggested to use TAI strategy in teaching and learning process because it can improve the students' ability in mastering writing especially writing recount text. Then, for the other researchers, the other researchers are suggested to do a research that relates to this research by enraging the area of research such as Junior High School or higher school or by using other design such as a classroom action research.

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