The Effect of TAI (Team-Assisted Individualization) Method on Mechanical Engineering Students' Achievement in Writing Narrative Text

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan metode TAI (Team-Assisted Individualization) terhadap penulisan teks narasi pada mahasiswa Teknik Mesin kelas satu Politeknik Negeri Sriwijaya. Populasinya adalah seluruh siswa kelas satu yang berjumlah 160 siswa. Sampel berjumlah 40 siswa yang diambil secara cluster random sampling. Penelitian ini dilakukan melalui metode eksperimen untuk mengetahui hubungan sebab akibat. Kemudian data dikumpulkan dengan menggunakan bingkai narasi sebagai instrumen penelitian. Berdasarkan analisis data yang dianalisis dengan menggunakan rumus Uji-t diperoleh t0 lebih besar dari tt (6,33>2,00) yang berarti metode TAI (Team-Assisted Individualization) secara nyata memberikan trend yang positif dibandingkan metode Konvensional dalam meningkatkan kemampuan siswa. dalam menulis teks narasi.

Kata kunci : *Metode TAI, Pembelajaran Kooperatif, Penulisan Narasi*

Abstract

The purpose of this research was to find out the significant effect of TAI (Team-Assisted Individualization) method toward writing narrative text at the first grade Mechanical Engineering students of State Polytechnic of Sriwijaya. The population was all of those first grade students with 160 students. The sample was 40 students taken by random cluster sampling. This study was conducted through experimental method to discover the cause and effect relationship. Then the data was collected by using narrative frames as the research instrument. Based on the data analysis which was analyzed by using t-Test Formula, it was obtained that t0 was greater than tt (6.33>2.00) which means TAI (Team-Assisted Individualization) method vividly gives positive trend than Conventional method in increasing student's ability in writing narrative text.

Keywords: *TAI Method, Cooperative Learning, Narrative Writing*

INTRODUCTION

English is commonly known as an international language to bridge intercultural communication. Communication skills incorporate in four language skills namely listening, speaking, reading, and writing. Specifically for writing which one of the productive skills, different age range of students usually regard it as perplexing to master. They frequently bewail of not being involved in communicating their thoughts and ideas in written English (Amelya, Samtidar, & Baa, 2022). In term of effective communication, writing also promotes students with opportunities to sharp thinking abilities. Upon those notions, writing can be regarded a prominent language skill that they must attain properly. Learning how to write in English is beneficial for many language learners since writing will also help them mastery other language skills. Their skill in writing depicts how they are capable to communicate in written language. Moreover, student's writing can provide meaningful particulars for language educators of how far their students comprehend the lesson material. In teaching writing, Wua & Buripakdib (2022) agreed that it is generally confined to genre-based. Byrnes (2009) delivered that Genre-Based Pedagogy provides the classroom to focus "on the meaning-making or functional quality of language as a semiotic system and of contextualized language use" in which Xeketwana's (2018) study about the development of teachers' linguistic awareness of genre in Xhosa in South African schooling discovered that the Genre-Based Approach was effective. Genre highlights on the study of text which is not only to read but also to write. Pardyono (2007) classified genres into twelve categories namely Narrative, Spoof, Recount, Description, Explanation, Report, Discussion, Exposition, Procedure, Anecdote, Hortatory Exposition, and News item. These various kinds of genres offer its identic and unique scope that students can explore.

Narrowed it to narrative text, it refers to genre which is composed to retell a story. Narrative text talks about legend, fable, or anything in which Isa (2013) proposed its aim is predominantly to satisfying and entertaining the readers with moral goals. In general, narrative text has three structures namely Orientation, Complication, and Resolution. Along with Marsilah (2014), the Orientation consists of a sequence of events where something goes awry, the Complication tells unfavorable event that leads to the enormous suspense as the story climax, then the Resolution refers to a situation which is portrayed in the final of the story. Anderson and Anderson (in Anisa, Amri, & Ardan, 2023) advocated that besides theme and its plot, the story in narrative text is also built by other specific main elements which are character, event, and setting. Character, both protagonist and antagonist, plays a critical part to run the storyline. Meanwhile, event comes with a series of episodes to engage reader's attention and grow excitement as the story progresses. For the setting, it informs the story's location and story's time. To begin narrative text, it is necessary to be aware about the use of Simple Past Tense and language features of narrative. Besides these elements, writing a narrative text also undergo common stages of composition process, Sze & Hamid (2023) delivered that writing and revising provides students with a step-by-step strategy in completing a written task. Although writing is one of the skills given emphasis in the classroom, students are still challenged to write including narrative writing. Despite language educators have tried to teach narrative writing, students are still not capable enough to compose it properly. The common obstacles usually lay on how to compose and organize

ideas into a readable piece of written form. Writing itself has been condemned difficult which is then worsened by composing narrative text that also demands a set of imagination incorporating in language features. In line with this, it is proved from the score on analytic scoring in Pre-Test at the first grade students majoring in Mechanical Engineering at State Polytechnic of Sriwijaya. Their average score was only around 60. Unfortunately, it was still unsatisfactory. However, their narrative writing skills need an improvement.

Improving writing skill is closely related to effective writing which refers to the ability of the writer to write with coherence and organization in an accurate grammar. Generally, the challenge in mastering writing is caused by internal and external factors. The internal factors are students' limited vocabulary (Telaumbanua, 2020), grammar error in tenses (Sinaga, 2020), and lexicogramatical features. In addition, Ariyanfar & Mitchell (2020) delivered that the non-native EFL (English as Foreign Language) learners have already learnt various aspects of writing and rhetoric in their first language and then tended to transfer those aspects in their native writing traditions while written English. This phenomenon also commonly occurs in Indonesian students' English writing such as at Mechanical Engineering students at State Polytechnic of Sriwijaya. Meanwhile, the external factors are learning method, teaching media, and teaching approach. Puspita, Asri, & Ardana (2019) stated that language educators should prudently select and determine learning strategies in order to acquire learning objectives optimally. If the method of teaching and learning process is based on necessity, the result of learning would be better. Unfortunately, conventional teaching approaches typically require individual work, very demanding tendency, and learning circumstances to be monotone (Wilujeng, Sukamto, & Subekti, 2020; Berzener & Deneme, 2021). This state then also impacts on the students' psychological difficulties to inculcate writing skill due to low motivation (Humairoh, 2021). Language educators execute a principal role in managing the classroom so that students will be motivated to learn. According to Sariasih (2019), motivation takes part in achieving successful for students in learning process and both intrinsic and extrinsic motivations are equal to heighten students' endeavor and willingness in writing. This motivation then develops into their learning behavior so that learning is not merely treated as a compulsion but more as a habit. It goes naturally. Classroom management that is still teacher-centered will highly lead to passive students. Consequently, students do not get their most out of the skills. Therefore, instead of leaving students individually work alone, it needs to shift to a more team-based learning as in cooperative learning where each member can be a hand for each other.

It has been several methods which can be used in teaching writing. There are Cooperative Integrated Reading and Composition (CIRC), Survey, Question, Read, Recite, and Review (SQ3R), Probing-Prompting Learning Method, TAI (Team-Assisted Individualization), and so on. Drawbacks that students are encountering in writing are basically how to write, what to write, and how to begin which all then lead to the challenge of producing a well-composed writing. Widdowson (2007) in Yacon & Cruz (2022) proposed that "an individual is communicatively competent if he has the ability to connect a number of ideas together appropriately in order to interpret and exchange messages". In line with this, research conducted by Siwi, Sudrajat, & Wardana (2019) discovered that TAI (Team-Assisted Individualization) method was favorable to improve learning outcomes in the realm

of Cooperative Learning model. Cooperative Learning refers to learning methods in which students work together in small groups and help each other in doing the task (Slavin, 2008; Jatmiko & Wilujeng, 2017; Erdisna et al, 2020) which is potential to escalate learning conditions so that students can achieve learning objectives (Wedyawati & Lisa, 2019). TAI (Team-Assisted Individualization) method encourages students to be more active in teaching and learning process which can also particularly be implemented in composing narrative text. In addition, Fernández-Espínola, et al (2020) suggested that cooperative learning as a potent alternative to increase the motivation of young people. Along with this, motivation is regarded prominent factor to guide, inspire, and maintain positive attitude towards students' goal in accomplishing their writing. Cooperative learning facilitates a motivational stimulus for students to seize in active learning behaviors. During cooperative learning activities, each member in one team is provided with a fair chance to share their insights to build the narrative story. Students comply with their ideas into a solid product of writing. Due to these benefits, in regard of the first grade Mechanical Engineering students of State Polytechnic of Sriwijaya's narrative writing achievement, the researchers are interested to propound a cooperative learning strategy through TAI (Team-Assisted Individualization) method as a suitable method in teaching narrative writing.

According to Slavin (2008), TAI (Team-Assisted Individualization) adapts to individualization which is deemed necessary because students enter the classroom with very diverse knowledge, abilities, and motivations in achieving student achievement. In addition, Tinungki, et al (2022) and Najoan, et al (2024) advocated that TAI (Team-Assisted Individualization) was like a tie to provide adaptive and inclusive learning process since it emphasizes interaction between students and active involvement surrounding. As a result, classroom atmosphere then grows more dynamic with the focus on mutual support of joint exploration in a team. This application of cooperative learning model prioritizes the formation of student groups. Through group collaboration, students support and interact with each other, enhance their comprehension about material concepts, and sharpen their analytical and problem-solving ability in order to complete the task which is particularly narrative text for this study. In line with this notion, Najoan, et al (2014) promoted that the TAI (Team-Assisted Individualization) model represents a form of cooperative learning that provides proficient students to take the role as mentors for their peers in a team who may be struggling accomplishing the lesson material. Istarani (2011) proposed TAI (Team-Assisted Individualization) method into several steps which basically are teacher informs the learning objectives, forms small groups of heterogeneous students' abilities, guides each group and supervises the discussion, and then evaluates learning outcomes based on the material discussed by students. In other words, the role of teacher in TAI (Team-Assisted Individualization) is likely more as facilitator where students are more occupying in active learning in a student-centered setting. As a part of Cooperative Learning Model, it can be seen that TAI (Team-Assisted Individualization) is regarded as a way to improve not only students' learning performance but also social interaction because they have to build and bond a solid team to accomplish their writing project.

Hence, based on the privies, the researchers conducted a research entitled "The Effect of TAI (Team-Assisted Individualization) Method on Students' Achievement in Writing

Narrative Text: A Study at the First Grade Students of Mechanical Engineering in State Polytechnic of Sriwjaya" to elevate writing proficiency as it is a need to acquire this productive language skill for a better communication objectives by finding out whether TAI (Team-Assisted Individualization) is better than the Conventional method.

METHOD

The writers prudently decided to implement experimental method. This method was regarded the most appropriate method for finding out the cause-effect relationship between two factors in this research. According to Belnaves and Caputi (2001), "Experimental Method is controlled observations of the effect of manipulated independent variable on some dependents variables." In similar perspective, Arikunto (2009) argued that experimental method is the way to find out the relation of cause and effect (cause relation) between two factors that is raised by the writers with eliminating the other factors. In the other words, this method is aimed at discover the relation of cause and effect between two factors by minimizing the other factors that are able to influence it.

Arikunto (2006) defined population is all subject involved in the experiment while the sample is part of the population. For this study, the population was all first grade Mechanical Engineering students of State Polytechnic of Sriwijaya. It was 160 students from eight classes. The sample of this study was 40 students that were selected by implementing cluster random sampling technique. Sugiyono (2012) proposed that cluster random sampling technique can be used to determine the sample if the object to be studied is very large. The researchers divided the population into several separate clusters and then randomly selected two of eight classes as the sample in this study. For the instrument at collecting the data in this study, the researchers utilized one type of instrument namely written test particularly in form of narrative frame. The written test were delivered to measure students' narrative writing skill based on the indicator of a good writing skill. In line with this, Brown (2002) argued that there are five components in writing which are content, organization, vocabulary, grammatical features, and mechanics.

This experimental method was conducted while teaching narrative text that was academically scheduled on March 2024. In order to increase the efficacy of the narrative frame, students were given a comprehensive explanation of its aim and steps. Hence, before beginning teaching and learning process, the experimental group attended an orientation session in which the aim of narrative frame was explained. During the teaching and learning process of narrative writing in Mechanical Engineering at State Polytechnic of Sriwijaya, students are classified as non-control group and control group. Non-control group students were taught narrative writing by applying Conventional method meanwhile control group students were learnt narrative writing by implementing TAI (Team-Assisted individualization) method. In detail, the control group students were trained to incorporate narrative frame through TAI (Team-Assisted individualization) method. Moreover, experimental method needed research design to make the research effectively. The experimental method in this research used one Pre-Test and one Post-Test designed by Arikunto (2009) as follow:

The Research Design		
O1	X	O2

The pattern shows:
O1   = Pre-Test Experimental Group
O2   = Post-Test Experimental Group
X   = Represent the Experimental Group Treatment

By looking at the pattern above, it could be seen that the observation was done two times which were before the experiment (by using Conventional method) and after the experiment (by using TAI (Team-Assisted Iindividualization)). Observation that was done before the experiment was Pre-test (O1) meanwhile observation that was carried out after the experiment was Post-Test (O2). Based on the observation, the writers then found out the effect of independent and dependent variable and whether there was a significant effect of TAI (Team-Assisted Iindividualization) method on State Polytechnic Sriwijaya's Mechanical Engineering students' achievement in writing narrative text.

RESULT AND DISCUSSION
Result

Based on the scores which students had gotten in the Pre-Test, the mean score of State Polytechnic Sriwijaya's Mechanical Engineering students' achievement in writing narrative text by using Conventional method was 66.66 (while the maximum value which must be gotten was 100). The scores of students that had been collected were calculated by applying statistical analysis. This result was categorized as "Enough". This result was likely strengthen the findings from Mack (2012) who discovered that a lack of writing skills was influenced by passive learning in traditional teaching techniques. This Table 1 below provided the detailed result of those mean, median, and mode.

**Table 1. The score of mean, median and mode of
writing narrative text by using conventional method**

Name	Score
Mean	66.66
Median	64.90
Modus	66.18

Further, the researchers also provided the table of data frequency distribution of using Conventional method in writing narrative text in Table 2 below. It could be seen that there were eight numbers of classes and the interval was five of writing narrative text by using Conventional method. It was found that the students who got the score 60 - 63 were 29.03%, while the students who got the score 64 – 67 were 32.26%, the score 68 - 71 were 25.81%, the score 72 – 75 were 35.45%, and the score 76 – 79 were 6.45%.

Table 2. The frequency distribution of teaching writing narrative text by using conventional method

No.	Interval	xi	fi	fixi	Percentages
1	76 – 79	77.50	2	155	6.45%
2	72 – 75	73.50	2	147	35.45%
3	68 – 71	69.50	8	556	25.81%
4	64 – 67	65.50	10	655	32.26%
5	60 – 63	61.50	9	553.5	29.03%
sum			31	2066.5	100%

The writers then conducted an experimental method on control group students by implementing TAI (Team-Assisted Individualization). The scores that students had gotten in the Post-test were improved. Those positive impacts are applied in all kind of scores namely mean, median, and modus. Particularly for mean score of the students' achievement in writing narrative text by using TAI (Team-Assisted Individualization) method, it was 80.67. It was categorized as "Good". In line with this improving result, Zakaria, Batubara, & Bukit (2021) also found that applying TAI (Team-Assisted Individualization) method in the learning process of teaching writing builds advantage impacts for students because they do not only learn from their teacher but also from their peers. In other words, this result also represents that TAI (Team-Assisted Individualization) as cooperative learning model does not only offer a solution to overcome learning challenges particularly for narrative writing but also can be adapted to students' predominance and individual unique needs. It is probably due to the flexibility and adaptability of TAI (Team-Assisted Individualization) in dealing with various learning situations including writing skill for narrative text. In detail, this Table 3 below provided the detailed result of those mean, median, and mode of the using of TAI (Team-Assisted Individualization) for the control group.

Table 3. The score of mean, median and mode of writing narrative text by using TAI (Team-Assisted Individualization)

Name	Score
Mean	80.66
Median	77.65
Modus	78.06

Furthermore, the researchers also served out the table of data frequency distribution of using TAI (Team-Assisted Individualization) method in writing narrative text in Table 4 below. It could be seen that there were eight numbers of classes and the interval was five of writing narrative text by using TAI (Team-Assisted Individualization) method. It was found that the students who got the score 70 - 73 were 9.68%, while the students who got the score 74 - 77 were 12.90% the score 78 - 81 were 32.26%, the score 82 - 85 were 29.03%, and the score 86 – 89 were 16.13%.

Table 4. The frequency distribution of teaching writing narrative text by using TAI (Team-Assisted Individualization) method

No.	Interval	xi	fi	fixi	Percentages
1	86 – 89	87.50	5	437.50	16.13%
2	82 – 85	83.50	9	751.50	29.03%
3	78 – 81	79.50	10	795	32.26%
4	74 – 77	75.50	4	302	12.90%
5	70 – 73	71.50	3	214.50	9.68%
sum			31	2500,50	100%

Narrative writing does not only consist of composing written task. The aspect of students' competencies at identifying social function, generic structure, and lexicogrammatical features are also taken into account. Susanti (2019) argued that these aspects are prominent elements which are inseparable from the narrative text itself. Therefore, the researchers then analyzed State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in writing narrative text based on those specific indicators of the data. The results are served as follows:

a. The first grade State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in determining the social function of narrative text was categorized as "Good". It was shown by the score of 550/31 = 17.74

b. The first grade State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in determining the generic structure of narrative text was categorized as "Good". It was portrayed by the score of 780/31 = 25.16

c. The first grade State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in determining lexicogrammatical features of narrative text was categorized as "Good". It was represented by the score of 728/31=23.48

Hypothesis testing was done to know what the hypothesis which created acceptable or unacceptable by using t-test. However, the testing hypothesis could be found after finding the score of each variable in mean, median, mode. The data which was taken in accordance to the participants score on the instrument test responses were tabulated as the purpose of testing the hypothesis that was mentioned previously.

Based on the result of calculation in testing hypothesis, it was found that the score of t-test was 6.33. The total sample was 31 students. The number of variable of this research was two variables. So, (N1 + N2) - 2 = 31 + 31 - 2 = 60. The value of t-table at 5% significant level of 60 was 2.00. After finding the value of the calculation and t-table, both of scores were compared. It was found that to calculation was bigger than t-table (ttest>ttable = 6.33 > 2.00). Comparing the value between t observed and "t-test" table, it found that State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in writing narrative text by using TAI (Team-Assisted Individualization) method was higher than by using the Conventional method. Hence, the hypothesis in this research was accepted.

Discussion

After giving the t-test to the students, the researchers discovered the result of State Polytechnic of Sriwijaya's Mechanical Engineering students' achievement in writing narrative text which was different from both of scores in Pre-Test and Post-Test. The mean score by using TAI (Team-Assisted Individualization) method was 80.66 meanwhile the mean score by using Conventional method was only 66.66. Based on that increasing score, it could be interpreted that students successfully gained constructive development of their writing skill when the TAI (Team-Assisted Individualization) method was applied in teaching narrative text. It was due to the benefits of this method that guided and facilitated them at comprehending lesson material in a more cooperative activity. In addition, they also got accustomed to joint training where they shared their thought in a team-based setting. Pertaining to the explanation previously in testing hypothesis, it could be seen that score of t-test was higher than score of t-table. In detail, the score of t-test was 6.33 meanwhile the score of t-table was 2.00 at 5% significant level with degrees of freedom (df) 60 (t-test > t-table = 6.33>2.00) so that the hypothesis was accepted.

CONCLUSION

This study is primary aimed at discovering the impact of TAI (Team-Assisted Individualization) method to improve the narrative writing ability particularly for young adults. This study demonstrates that TAI (Team-Assisted Individualization) method was better than Conventional methods in teaching narrative writing. Based on the result of statistical data analysis, it was obtained that t0 was greater than tt (6.33> 2.00) and the hypothesis was accepted. Moreover, the findings of this study imply that TAI (Team-Assisted Individualization) method can result in positive attitudes in learning narrative through cooperative team. Hence, narrative frame through TAI (Team-Assisted Individualization) might be considered as a favorable method for boosting students' narrative writing skills. In addition, the researchers suggest English language educators, both English lecturers and English teachers, to prudently select the suitable method related to the lesson material in order to improve the learning achievement effectively and efficiently. Finally yet importantly, to the next researchers, this research is expected to be useful and can be used as reference to expand research for the similar topic in the future.

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