

A TEAM ASSISTED INDIVIDUALIZATION (TAI) CHANGING WRITING SKILL FROM STUDENTS' CREATIVITY POINT OF VIEW.

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A TEAM-ASSISTED INDIVIDUALIZATION (TAI): CHANGING WRITING SKILL FROM STUDENTS' CREATIVITY POINT OF VIEW

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Abstract: This research aims at investigating whether: (1) Team Assisted Individualization (TAI) method is more effective than Guided Writing method; (2) the students having high creativity have better writing skill than those having low creativity; (3) there is an interaction between teaching method and creativity in teaching writing. This experimental research was conducted in SMAN Tulakan Pacitan in the academic year of 2018/2019. The population of this research was the tenth grade students. One class was to be the experimental group and another class was to be the control group. Each of the classes consists of 30 students. The experimental class was treated using Team Assisted Individualization (TAI) method, while the control class was treated using Guided Writing method. The data analysis shows the following findings: (1) Team Assisted Individualization (TAI) method is more effective than Guided Writing method in teaching writing; (2) The students who have high creativity have better writing achievement than the achievement of those who have low creativity; (3) There is an interaction between teaching methods and creativity of the students in teaching writing. It means that the effect of teaching methods on writing skill depends on the level of students' creativity.

Keywords: team assisted individualization, writing, creativity

INTRODUCTION

To enable students to possess English communication skills in both oral and written forms is the objective of English teaching and learning. Therefore, the emphasis of it is on developing students' four language skills, they are listening, speaking, reading, and writing. Out of the four fundamental language skills in the language learning process, "competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners." (Hamp & Heasley, 2006: 2). By writing, one is able to express his ideas in delivering some information to the readers. It means that writing is an activity that is productive and expressive. Writing is not only the action of jotting down words or sentences into a written language, but also arranging them into well-organized product. In order to make well organized writing, students must comprehend several aspects of writing. Brown (2000: 335) proposes a good deal of attention on how well a student's final product has the characteristics of the four criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations (spelling and punctuation). Meanwhile, Hughes (1996: 91) states that there are five aspects in writing: grammar, vocabulary, mechanics, fluency, and form (organization).

In teaching writing, sometimes the students have problems to follow the writing process which has been delivered by the teacher. The data in the preliminary research were taken from the observation showed that the students still encountered difficulties in writing. It was proven by the result of students' writing score in pre-test which was still considered far from being expected. When a teacher taught writing course, the students got silent and felt confused on how to start writing. These factors would influence it, whether the teacher who uses method or technique is not engaging, or the students who is not creative in writing. Both of them were the things that did not trigger the students to write, so that some students always think of resistances in writing, such as: first, they are still confused to organize their ideas when they begin to write. Second, they must use good grammar to make a good sentence. Third, the choice of vocabulary is sometimes not appropriate in writing paragraph. Fourth, they are still confused to write relevant topics with the content of the paragraph. In addition, they lack of self-confidence to ask whenever they still had something they did not understand.

Referring to the cases above, to create excitement among the students, the teacher needs appropriate method for learning writing skill. TAI method is able to be an alternative to teach writing course. It is a method that include of cooperative learning model. TAI method was designed by Slavin and his associate in the early 1980s



(Slavin, Leavey, & Steven, 1989: 22). It is designed primarily for grades 3-6, but it has been used at higher grades levels (up to the community college level). TAI method was developed for several reasons. First, TAI would provide a means of combining the motivational power and peer assistance of cooperative learning with an individualized instructional program—one that would provide all students with materials appropriate to their levels of skill and allow them to proceed through these materials at their own rates. Second, TAI was developed to apply cooperative learning method to solve many of the problems of individualized instruction. Third, TAI was developed as a means of producing the well-documented social effects as the characteristic of cooperative learning while meeting diverse needs. In this research, classroom is divided into small groups to work together in achieving the learning objectives. Previously, each student has been given a subject matter by the teacher to be studied individually. Furthermore, the students joined into the group to learn together, to discuss the subject matter that has been studied individually, and match the answers about the questions that had been given by the teacher. It can increase an individual's understanding of the subject matter, cooperation, and have a responsibility for individual and group.

Besides, Guided Writing method is one of methods that used to help the students in teaching writing skill. According to Oczkus (2007: 6), it is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process. The aim is to provide support that is going to help students to improve their writing and to work with increasing independent.

In writing, creativity plays an important role to produce a good and understandable writing. Creativity itself is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concept. Munandar (1999: 28) stated that creativity is a process that manifest in itself, in fluency, in flexibility as well in originality of thinking which are proven through the skill to create some words given based on the beginning of word, find out some words based on the letters in one word, form the sentences based on the available words, find out the objects of double characteristics, and find out the unusual usage of the daily things. So, it can be concluded that verbal creativity is a skill to form and create new ideas and then combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality.

METHOD

The experimental research is applied in this study. The purpose is to investigate the effectiveness of Team Assisted Individualization (TAI) method in fostering writing skill from students' creativity point of view. It involves three variables. The first is independent variable. In this study, the independent variable is teaching methods. The second variable is dependent variable. The dependent variable in this study is writing skill. The third variable is a secondary independent variable or attributive variable. It is creativity.

The population of this research was the tenth grade students of SMAN Tulakan Pacitan, in the academic year of 2018/ 2019. The total number of the population in this research is 126 students who are divided into 4 classes. Meanwhile, the writer decided to take only 60 students or two classes from all of population as the sample of this study. One class was experimental group and the other was control group. The sample of this study was chosen randomly from the population of cluster which is usually called cluster random sampling. It means that all the members of cluster must be included in the sample.

FINDINGS AND DISCUSSION

The hypothesis testing is to know whether the null hypotheses (H_0) is rejected or accepted. ANOVA is used to measure the data. Statistically, the H_0 (null hypotheses) is accepted if F_0 is lower than or the same as F_t ($F_0 \leq F_t$). On the other hand, H_0 (null hypotheses) is rejected if F_0 is higher than F_t ($F_0 > F_t$). The result can be seen on the table as follows.

Table 1. The summary of Analysis of Variance 2 x 2

Source of variance	SS	df	MS	F _o	F _{t(.05)}
Between columns (teaching methods)	481.67	1	481.67	13.93	4.01
Between rows (level of creativity)	777.60	1	777.60	22.49	4.01
Columns by rows (interaction)	273.07	1	273.07	7.90	4.01
Between groups	1532.33	3	510.78		
Within groups	1936.27	56	34.58		
Total	3468.60	59			

From the table above, it can be interpreted that: (a) because the value of F_o is 13.93, while the value of F_{table} is 4.01, it means that H_o is rejected. Therefore, it can be concluded that TAI method differs significantly from Guided Writing method in their effect on the students' writing skill. Based on the mean score, it is seen that the mean score of the students who are taught by using TAI method (79.53) is higher than the mean score of the students who are taught by using Guided Writing method (73.87). It means that TAI method is more effective than Guided Writing method to teach writing; (b) because the value of F_o is 22.49, while the value of F_{table} is 4.01, it means that H_o is rejected. Therefore, it can be concluded that the difference between students' writing skill of those subjects with high creativity and those with low creativity is significant. Based on the mean score, it is seen that the mean score of the students who have high creativity (80.30) is higher than the mean score of the students who have low creativity (73.10). It means that the students who have high creativity have better writing skill than the students who have low creativity; (c) because the value of F_o is 7.90, while the value of F_{table} is 4.01, it means that H_o is rejected. Therefore, it can be concluded that there is an interaction effect between teaching methods and creativity upon students' writing skill. Thus, the effect of teaching methods on performance of writing depends on the degree of creativity.

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

Table 2 The Result of Tukey Test.

No	Data	Sample	Tukey (q_o)	$q_t(.05)$	Status
1	A1 - A2	30	5.278	2.89	Significant
2	B1 - B2	30	6.707	2.89	Significant
3	A1B1 - A2B1	15	8.415	3.01	Significant
4	A1B2 - A2B2	15	-0.118	3.01	Not significant

According to the table, it can be explained that: (a) because q_o (5.27) is higher than q_t (2.89), Team Assisted Individualization (TAI) method differs significantly from Guided Writing method to teach writing. The mean score of the students who are taught by using Team Assisted Individualization (TAI) method (79.53) is higher than the mean score of the students who are taught by using Guided Writing method (73.87). Therefore, it can be concluded that Team Assisted Individualization (TAI) method is more effective than Guided Writing method to teach writing; (b) because q_o (6.71) is higher than q_t (2.86), the students who have high creativity are significantly different from the students who have low creativity in writing skill. The mean score of the students who have high creativity (80.30) is higher than the mean score of the students who have low creativity (73.10). Therefore, it can be concluded that the students who have high creativity have better writing skill than the students who have low creativity; (c) because q_o (8.41) is higher than q_t (3.01), the students who have high creativity and taught by using Team Assisted Individualization (TAI) method are significantly different from the students who have high creativity and taught by using Guided Writing method in writing skill. The mean score of the students who have high creativity and taught by using Team Assisted Individualization (TAI) method (85.27) is higher than the mean score of the students who have high creativity and taught by using Guided Writing method (75.33). Therefore, it can be concluded that the students who have high creativity and taught by using Team Assisted Individualization (TAI)



method have better writing skill than the students who have high creativity and taught by using Guided Writing method; (d) because q_0 (-0.12) is lower than q_1 (3.01), it means that the students who have low creativity and taught by using Team Assisted Individualization (TAI) method are **not significantly different** from the students who have low creativity and taught by using Guided Writing method in writing skill. Therefore, it can be concluded that the students' writing skill between the students who have low creativity and taught by using Team Assisted Individualization (TAI) method and the students who have low creativity and taught by using Guided Writing method is **not significantly** different.

After knowing the findings of the study, a discussion is presented as follows: 1). Team Assisted Individualization (TAI) method is more effective than Guided Writing method to teach writing. English teachers can implement this teaching method in teaching and learning to improve students' writing skill. Team Assisted Individualization (TAI) method can help to overcome student learning difficulties individually. Therefore, learning activities are more widely used for problem solving. The characteristic of TAI is that each student individually learns learning materials that have been prepared by the teacher. Individual learning outcomes are brought to groups to be discussed and mutually discussed by group members. Meanwhile, a Guided Writing Method is a method of teaching writing which focuses on guiding and explicit in the specific skills and strategies that are necessary for writing ability. Because it is less controlled by the teacher, most of activities in the teaching learning process are mostly done by students. Therefore, the students have to accept what the teacher gives passively. They have no change to express their own idea on some topics and of course they have no way to create new strategy in learning process. That is why TAI method is more effective for teaching writing than Guided Writing method; 2). The students who have high creativity have better writing ability than the students who have low creativity. Students with high creativity have a combination of playfulness, discipline, and also responsibility. They like to alternate between imagination and fantasy at one end, and rooted sense of reality at the other. Besides, they do not like to be bound. They like to be given freedom to think and to express themselves in many ways. This kind of characteristics, in the end, leads the students who have creativity to get better score since they have better flexibility, fluency, and originality of thinking which are important in producing a piece of writing. On the contrary, the students with low creativity tend to be passive. They do any kinds of tasks only based on the instruction given and do not really like if they are asked to think beyond what is given. These are some of the reasons why their writing scores are less than those having high creativity. Their low creativity makes them unable to express their ideas better. This can be seen from the results of their writing ability in which the scores of both control and experimental groups are lower than those having high level of creativity from both groups given treatment; 3) There is an interaction between teaching methods and students' creativity in teaching writing. Students having high creativity are better taught by using TAI method than Guided Writing method. TAI method is suitable for students having high creativity. But, for students having low creativity, TAI method and Guided Writing method are not suitable used. In other words, for students having low creativity both methods had same condition.

CONCLUSIONS

Based on the description of the data analysis, some findings of the research are: (1) Team Assisted Individualization (TAI) method is more effective than Guided Writing method to teach writing for the X grade students of SMAN Tulakan Pacitan, in the academic year of 2018/ 2019; (2) The students having high level of creativity have better writing skill than those having low level of creativity for the tenth grade students of SMAN Tulakan Pacitan, in the academic year of 2018/ 2019; (3) There is interaction between teaching methods and creativity to teach writing for the tenth grade students of SMAN Tulakan Pacitan, in the academic year of 2018/ 2019. So, it can be concluded that Team Assisted Individualization (TAI) method is an effective method to teach writing for the tenth grade students of SMAN Tulakan Pacitan, in the academic year of 2018/ 2019. The effectiveness of the method is influenced by the students' creativity. Team Assisted Individualization (TAI) method is proved as an effective method to teach writing. In order to achieve a good result, it must be applied properly in the teaching learning process.



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