THE USE OF TEAM ASSISTED INDIVIDUALIZATION IN TEACHING WRITING (PENGGUNAAN TEAM ASSISTED INDIVIDUALIZATION DALAM PENGAJARAN MENULIS)

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Abstract

In teaching writing the teacher should be creative in preparing and delivering writing materials. One alternative technique is Team Assisted individualization. The objective of this study is to explain the use of T.A.I as a teaching technique to teach writing. This study used Qualitative research methodology. The data was derived from the observation field note and interview guide line. There are some stages in conducting team assisted individualization: the teacher explaining the material, dividing the heterogeneous group, asking the students finished the assignment through team work, checking the students answer, giving the individual test and giving the solution about the difficulty material that faced by the students in teaching learning process.

Key words: Teaching Writing, Team Assisted Individualization

Abstrak


Kata Kunci: Pengajaran Menulis, Team Assisted Individualization

Introduction

“Writing is a form of communication to deliver through or to express feeling through written form” (Harmer, 2001:79). By writing, one is be able to express his ideas in delivering some informations to the readers. One can use his language to express the ideas, thoughts and feeling by writing sentence when he have difficulties to say orally.
In teaching writing, sometimes the students feel difficult to follow the writing materials which have been delivered by the teacher. As same as the students, sometimes, the teacher also felt difficult in delivering the materials because of the complex organization in writing skill. Heaton (1989:135) said, “Writing skill is complex and sometimes difficult to teach.” Therefore, the teacher should be creative in preparing and giving writing materials to students. In giving materials, it must be fun, detail and understandable.

The researcher tries to use the technique which involves some aspects to solve some the difficulties in writing class. This technique is Team Assisted Individualization. Slavin (1984) stated, “Team Assisted Individualization is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments.” Team Assisted individualization is a branch of cooperative learning method which emphasize the team work. Also, the team involves some heterogeneous students which should be work together to finish the assignment.

There are eight stages in implementing team assisted individualization included: placement test, teams, teaching group, students creative, team study, fact test, team score & recognition and whole class unit.
1. Placement test is giving pre test to know the students achievement
2. Teams is shaped the heterogeneous groups
3. Teaching Group is the teacher give a short materials before ask the students do the assignment through team work
4. Student creative is the smart student can be a peer tutoring in their group
5. Team study is the students do assignment together in group
6. Fact test is the teacher give simple test based on the fact which conveyed by the students
7. Team Scores and Team Recognition is the teacher scoring of the students assignment and give a appreciation for the best team and give appreciation too for all of group based on the score
8. Whole class units is the teacher give a material in the end of learning process by giving the problem solving strategy

These stages implemented to get a goal in teaching learning process, and the goal of this technique is make the students easy understanding in accepting the materials which has been taught in the class and to create the active students in learning process.

Here, the researcher decide to use descriptive qualitative research methodology to explain the use of team assisted individualization in teaching writing. And collected the data
through observation field note and interview guideline when teaching learning process was conducted.

**Finding and Discussion**

During observation and interview, the researcher found out the result of the teaching learning process conducted by the teacher. In the first stage, when the students followed the learning process they look confused, because the teacher did not give the pre explanation about the technique that used in teaching learning process. But by the time the students enjoyed in followed the learning process. Advisable, the teacher should giving pre explanation about the technique that will be used in teaching learning process in order to anticipate the students’ bedevilment in following the learning process.

When implementing the technique, the teacher shaped the students as heterogeneous groups that included various students score level. Some students complained about the teacher’s making the groups since students usually make group of their own.

Each group consisted of eight until nine students whereas the rules in used this technique a group consist of 4-5 students. Slavin (1984) stated:” each group consists of 4 – 5 students with different competency level shaped as a heterogeneous group in implemented T.A.I” it means in applying steam assisted individualization the teacher should divide the students in some group, each group consist of 4-5 students.

But based on the finding, when the teacher divided the group, each group included 8-9 students. It happened because the student number was in great quantity and the teacher tried to adapt the class situation in order to focus for the students’ activity in learning process.

The teacher decided the good decision, in making group the teacher should be know the students situation and class condition in order to create the comfortable class when teaching learning process conducted.

When the students did the assignment by group, the smart students can be a peer tutoring who helps the other partner in a group, in order to help the passive students in done the assignment. Even though the assignment was made by team work, the student had to answer the assignments on their own paper. This point in line with the statement from Slavin (1984) argues: “Team assisted individualization is a cooperative learning system whereby heterogeneous groups of individual work together to master individual assignments.” The goal of team assisted individualization is to help the students in solve the difficult problem
when do the assignment in learning process, in here the teacher should gave the interpretation for the smart students to be peer tutoring in their group. So the goal of teaching learning process can materialize maximally.

The all students enjoyed following the team assisted individualization. The students were not bored with the material and did not consider the material too difficult anymore. It could be seen from their response and enthusiastic when the activities were being conducted. Learning narrative text by using team assisted individualization in teaching learning process was interesting and enthusiastic. Because the activities which had been conducted in teaching and learning process is liked by the students, students enjoyed in did assignments through team work thus it made what they learned can be understood easily by helping each other.

The teacher said that team assisted individualization technique could help the students did the assignment in learning activity. The activities did not make the students were bored and difficult to study the materials given. The students could show their feeling, expression and their skill of writing which they were studying by team work.

Early, the teacher never gave the certain activity when he taught writing. After conducting team assisted individualization technique which was applied to teach narrative text, the teacher stated that the activities of team assisted individualization could make the students interesting and enthusiastic to study. And the students can solve the difficult materials in the assignments by discussing in team work. This point in line with the statement by Slavin (1984) said “One instructional procedure that may be successful with adjudicated youth in promoting academic, behavioral and affective skills is Team Assisted Individualization” that meant team assisted individualization can promote the students academic and behavior in solve the problem in did the assignment that faced by the students in writing narrative text.

The students looked to enjoy the class and applied the technique well. The technique was very useful to help the students did the individual assignment. Advisable, the teacher should give the extra guidance in applying this technique, firm every technique components have been conducted in teaching learning process in order to found out the gratified result in teaching learning process.

Based on the researcher, team assisted individualization is technique which could help the students learn English. The students felt interest and enthusiastic when the teacher implemented the technique to teach narrative text. It was proved when the technique applied
in teaching and learning process. The students enjoyed the assignments by team work and helped each other. And they can finish the assignments delivered by the teacher quickly.

Related to the significance of this research, this technique gave advantages to the teacher and the students in teaching and learning process. The teacher can use this technique as a way to teach writing easily and raise the students’ interest in learning English especially in study narrative text.

This technique can help the students to solve the problem faced by the students when doing the assignments especially in narrative text. It helps the students finish the assignments by doing the assignments through team work. And it is also interesting for students to study writing. Therefore, Team Assisted Individualization can be used as a learning technique to teach English especially in teaching writing.

Conclusion

In line with the research findings and discussion which answering the statement of the problem that how is the use of team assisted individualization as a teaching technique to teach writing? From the result of observation and interview, in order to derive the objective of the study it can be conclude:

There are some stages in conducting team assisted individualization technique in teaching learning process. In the first stage, the teacher gave explanation about the materials that will be delivering in teaching learning process. After that, the teacher gave simple test to know the students capability about the materials given in order to divide some group that consist of heterogeneous group. In this stage, the teacher can decide the students capability by observing the students score from the last assignments that have given. After shaping the group, the teacher gave the assignments for the students. The teacher asked the students to do the assignments through team works that consist of some heterogeneous students. Here, the smart students as a peer tutoring who helped the other partner in did the assignments. After the students finished their assignments, the teacher asked the students to check the result of assignments by checking together. Then, the teacher gave a solution about the difficulty materials that faced by the students in finished their assignment. Next, the teacher gave the last assignments related to the materials given that ought to be done by individually. It was used in order to know the students understanding about the material given. In the final stage,
after the students submitted the individual assignment, the teacher gave the appreciation to the best group in order to motivate the students in following teaching and learning process.

From the teaching process, the use of team assisted individualization in teaching writing using narrative text could help the students to solve the difficulty individual assignment. So, team assisted individualization can be used as a technique in teaching writing.

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