

THE EFFECT OF TEAM ASSISTED INDIVIDUALLY MODEL IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMP NEGERI 1 BARUS IN 2021/2022 ACADEMIC YEAR

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Abstract : The purpose of this research to know 1) the application of team assisted individually model in writing narrative text, 2) the students' ability to write narrative text before and after using team assisted individually model, 3) whether there are any significant effect of using team assisted individually model on students' writing narrative text. This research used experimental model with the pre-experimental design by using one-group pretest and posttest design. The sample of this research is 28 students of class VIII-B by using purposive sampling. In collected data the researcher used questionnaire and test, the result of research are: 1) application of team assisted individually model was 90 (very good categorized), 2) the mean score of students' writing narrative text before and after using team assisted individually model was 43 (bad categorized) and 75,5 (good categorized). Differential analysis using "t-test" formula. The result of the analysis show that t_{test} bigger than t_{table} ($t_{test} 7.06 > t_{table} 2.05$). Therefore, the hypothesis is accepted. It means that there is any significant effect of team assisted individually model in writing narrative text at the eighth grade of SMP Negeri 1 Barus.

Key Words : Writing, Narrative Text, Team Assisted Individually Model.

Abstrak : Tujuan penelitian ini untuk mengetahui 1) penerapan model *team assisted individually* dalam menulis teks narasi, 2) kemampuan siswa menulis teks narasi sebelum dan sesudah menggunakan model *team assisted individually*, 3) apakah ada pengaruh signifikan penggunaan model *team assisted individually* terhadap menulis narasi siswa. Penelitian ini menggunakan metode eksperimen dengan desain *pre-experimental design* dengan menggunakan *one-group pretest and posttest design*. Sampel penelitian adalah 28 siswa dari kelas VIII-B dengan menggunakan *purposive sampling*. Dalam pengumpulan data peneliti menggunakan angket dan tes, hasil dari penelitian ini adalah: 1) penerapan model *team assisted individually* adalah 90 (kategori sangat baik), 2) rata-rata skor menulis teks narasi siswa sebelum dan sesudah menggunakan model *team assisted individually* adalah 43 (kategori buruk) dan 75,5 (kategori baik). Analisis differensial menggunakan rumus "t-test". Hasil analisis menunjukkan bahwa thitung lebih besar darit tabel ($7.06 > 2.05$). Dengan demikian hipotesis diterima. Artinya ada pengaruh yang signifikan model *team assisted individually* model dalam menulis teks narasi pada siswa kelas VIII SMP Negeri 1 Barus.

Kata Kunci: Menulis, Teks Narasi, Model Team Assisted Individually

I. INTRODUCTION

Writing is one of the four language skills that must be achieved in the learning process. This skill is defined as the ability to use language to express ideas, thoughts or feelings to others. Students are expect to be able mastering some types of writing, such as recount text, narrative text, procedures text and other of variety.

Narrative text is a story about event. The purpose of narrative text is to entertain the reader. The purpose of narrative text besides entertaining is to provide an aesthetic experience to the reader, increase the knowledge, information, and insight of the reader. In writing narrative text, students must know the definition of narrative text and indicators of writing narrative text, it will help the students to write narrative text.

In fact, at SMP Negeri 1 Barus, there students who have difficulty in writing, especially writing narrative text. It can be seen based on the researcher's observation and pretest on March 2nd 2022. The researcher see that the students were not interest in writing narrative text, they think writing narrative text is difficult.

There are several efforts that have been made by teachers in improving students' ability in writing narrative text, such as approaching students, providing motivation, providing books as learning media. However, in fact it does not get positive responses from students in the learning process. Students still find it difficult to write text and they are increasingly bored to follow English lessons. This can be a problem and if this problem cannot be solved, it can make their writing skills lower, especially in writing narrative text, therefore to improve their ability in writing narrative text they must understand the definition of writing narrative text and indicators of writing narrative text.

Based on the previous explanation, researchers interest to conduct a research in writing narrative text. There are many learning models that can be done in narrative text learning, such as the inquiry model, the jigsaw model, and the team assisted individually model. In this research, the researcher would focus on the team assisted individually model.

Team assisted individually model is problem solving methods in the form of groups where students are formed in groups with differences in students' abilities to solve student learning difficulties individually. The researcher chose the team assisted individually model because this model would make a fun learning atmosphere. Team assisted individually can help students understand the material presented by the teacher by involving other students.

1. Writing Narrative Text

a. Definition of Writing Narrative Text

Writing is a communication activity carried out with assembling words into an essay using certain rules. According to Alice Oshima and Ann Hogue (2006:265) "Writing is a process of creating, organizing, writing and polishing."

According to Wahidi (2009:16) "Narrative is a text focusing specific participants." On the other hand, according to Djuharie (2007:41) "Narrative text is kinds of text about story of legend and resolution to amuse and to give entertain to reader." Furthermore, Ratnaningsih (2016:8) says that "Narrative is a text that tells a story and has functions to entertain or educate the reader or listener."

Based on the previous definitions, researcher can conclude that narrative text is a story or legend that tells an event which contains a moral message and aims to entertain the reader or listener.

b. Indicator of Writing Narrative Text

According to Brown and Abeywickrama (2010: 286-287) there are five significant elements of writing, they are :

- 1) Organization: the process of organization is introduction, body and conclusion is supporting.

- 2) Content: is a part of logical development of ideas. in order to have a good content of writing, the ideas are concrete and thoroughly developed.
- 3) Grammar: correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing.
- 4) Mechanics: the use of mechanics is due to, punctuation, and mechanics.
- 5) Vocabulary: style and quality of expression. Use of parallel structures; concise; register good.

According to Djuharie (2007:41) to write narrative text, there are five components that shall be care:

- 1) Orientation: are introduction or opening the form of introduction to characters, time and place.
- 2) Complication/crisis: the development of conflicts or the emergence of problems.
- 3) Resolution: conflict resolution or steps taken to respond to problems.
- 4) Re-orientation: closhing phrases that show the story has ended, this is optional.

- 5) Coda: changes the occur in the characters and lessons to be learned from the story ; is optional.

2. Team Assisted Individually Model

Team assisted individually is a problem solving model in the form of groups. This model is one way for teachers to teach students to understand the material presented by the teacher through problem solving. Furthermore this model not only makes students active in thinking and able to explore the material themselves, this model also involves other students so as to improve the relationship between students in an attitude of helping, therefore this model is expected to be able to create a pleasant learning atmosphere, increase students' insight and be able to establish relationships or students collaboration in completing their assignments. According to Ngalimun (2014:168) "Team Assisted Individually model is individual assistance in groups with the characteristic that the responsibility for learning is on the students." Next, Slavin (2005:187) explain that "The rationale for the Team Assisted Individually model is to adapt teaching to individual differences with regard to student abilities and student achievement."

Based on the previous definition, researcher concludes that the team assisted individually model is a combination of cooperative learning that involves other individuals in a group to solve a problem.

The are steps of team assisted individually according to Slavin in Ngalimun (2014:168) define, the syntax of team assisted individually are : (1) create heterogeneous groups and provide teaching materials in the form of modules, (2) students study in groups with the help of smart students individual group members, exchange answers, share with each other so that discussions occur, (3) group rewards and reflection and formative test.

II. METHODOLOGY OF THE RESEARCH

Research method is a way or technique in carrying out research to achieve problem solving goals by using regular steps. Research method would make the researcher easier to analyzed the data. According to Suryani and Hendryadi (2015:40) "A method is a specif steps (or action, steps, steps-by-step approach) that must be taken in a certain order during the study." Next, according to Saebani and Sutisna (2018:26) "research method is a method used in research activities, for example students conducting research to compile a thesis, or dissertation."

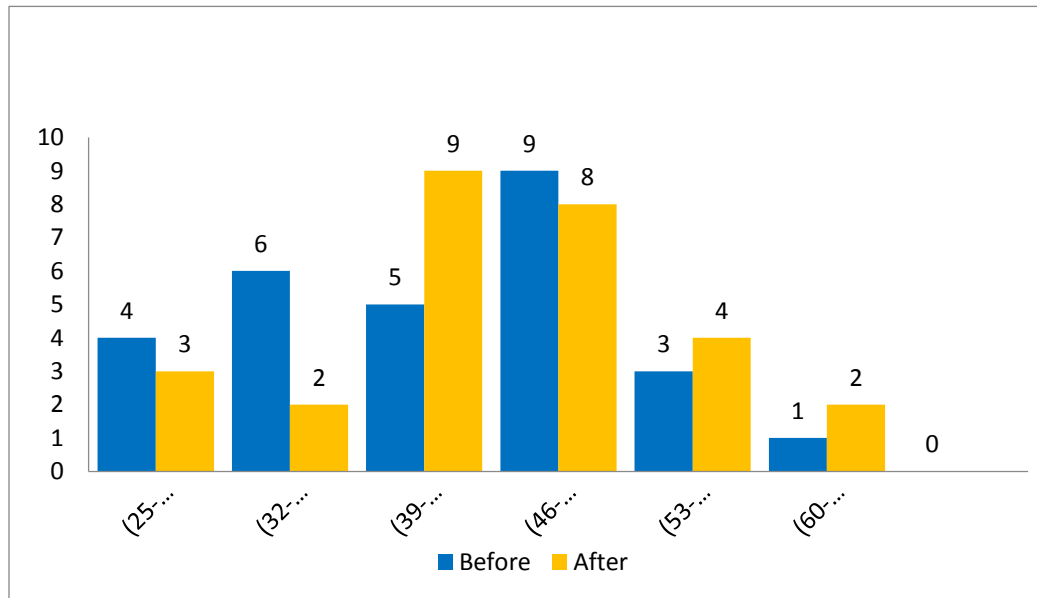
In this case, the researcher chose experimental method as the research method. Furthermore, Sugiyono (2014:72) says that "The experimental research method can be interpreted as a research method used to find out the effect of certain treatments on others in controlled condition." To make this research more effective, it is necessary to have a research design. Based on the previous explanation, the research can conclude that the experimental research method is a kind of research which has the purposes to know the cause-effect between two variables. This is also the reason the researcher chose this method.

The populations in this study were all students of class VIII SMP Negeri 1 Barus which consisted of four classes, each class having a certain number of students. The total population is 112 students. The researcher would choose purposive sampling technique to get the sample in this research. The reason of the researcher chose this purposive sampling technique because the researcher saw that the population in this study is so large. The population also have different characteristics therefore the researcher is sure to use purposive sampling as a sampling technique in this study. The number of sample are 28 students.

III. RESULT

After conducting the research by giving questionnaire and test to eighth graders to see the effect of Team Assisted Individually Model in writing narrative text. Then, the researcher describe the calculated data using statistical analysis which can be described in the data description. The researcher analyzed the score of indicator application of Team Assisted Individually model at the eighth grade of SMP Negeri 1 Barus with 10 aspect. Based on the results obtained from the questionnaire analysis on the application of the Team Assisted Individually model in writing narrative text at the eighth grade of SMP Negeri 1 Barus, the researcher obtained score 90. Therefore, that number is included in the "Very Good" criteria.

The test which gave by the researcher to measure the students' writing narrative text before and after using team assisted individually model. The the lowerst score before and after using team assisted individually model was 25 and 64, then the higerst score before and after using team assisted individually model was 65 and 85. The researcher presented the following histogram comparison before and after using team assisted individually model.



IV. DISCUSSION

Based on the previous explanation, researcher found the result of this research of $t_{\text{test}} 7.06$, while the samples were 28 students. Therefore, $t_{\text{test}} 7.06$ and t_{table} number 2.05 at 5% significant level with degree of freedom (df) $28-1=27$. From the previous calculation, t_{test} was bigger than t_{table} ($7.06 > 2.05$)

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that the application of team assisted individually model in writing narrative text at the eighth grade of SMP Negeri 1 Barus categorized “Very Good” because it shows that the mean score of the researcher got 90, The

students' ability to write narrative text before and after using team assisted individually model at the eighth grade of SMP Negeri 1 Barus was bad (43) and good (75,5). There is any significant effect of using the team assisted individually model on students' writing narrative text at the eighth grade of SMP Negeri 1 Barus. The calculation of t_{test} is 7,06 and the score of t_{table} is 2,05. Therefore, t_{test} calculation is higher than t_{table} ($7,06 > 2,05$). It means that there is any significant effect of using the team assisted individually model in writing narrative text at the eighth grade of SMP Negeri 1 Barus, it means the hypothesis is accepted.

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