

The Effectiveness of a Team Accelerated Instruction Learning Model for Students' Writing Skills

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Learning writing on summarising the contents of books and writing observational reports at the elementary school level are skills that need to be improved because these skills are not obtained instantly. The application of innovative and effective learning models is needed so that students' writing skills can be better. The purpose of this study is to determine the effectiveness of the Team Accelerated Instruction learning model towards students' writing skills. Sampling was carried out with a multi-stage area random sampling technique, totalling 128 students from 12 elementary schools in Kediri, East Java, Indonesia. The research method used in this study is the experimental method. The data collection uses tests, questionnaires, and documentation. The data analysis technique used paired sample t-test with the main data in the form of pretest and post-test scores. The results showed that there was an effect of the Team Accelerated Instruction learning model towards students' writing skills. The result of the post-test was the average score of students writing skills was 76.61 higher than the pretest score of 57.98. The result proved that the Team Accelerated Instruction learning model is effectively applied in the learning process. The steps of implementing Team Accelerated Instruction learning are group formation, placement tests, curriculum materials, group learning, team scores and recognition, group learning, fact tests, and whole-class units.

Keywords: *Team Accelerated Instruction, Writing skills*

Introduction

Writing skills are complex skills and have an essential role in daily life. The development of writing skills, just like verbal skills, requires an understanding of how to incorporate components of language (vocabulary knowledge, grammar, orthography, and the structure of writing) to produce a text. In writing, an author also needs to make an accurate analysis of the topic to be written to make it interesting and understandable to the readers (Sb, 2015; Rhiantini, Sunarya, & Iswara, 2017). It applies the communicative competence as the part to develop the written language aspect in real communication context (Silawati, Arsyad, Yulistio, & Suhartono, 2020).

The findings of preliminary research indicated that the writing skills of elementary school students in Kediri, East-Java are still low. The sample test result of 111 students taken randomly showed an average score of 57.98. Of course, this score is still below the passing grade.

Referring to these problems, it can be concluded that learning to write as one aspect of learning Indonesian is not handled seriously. In general, students in elementary school never get the material on how to write correctly. Teachers tend to prioritise the mastery of the material, which directly affects the success of students in doing their final exam or national exams. Learning to write is a set of complex and difficult processes that require a clear learning methodology framework at all stages of learning. Related to these conditions, it is necessary to experiment with the learning process of writing by applying various learning models that are more innovative and effective (Astuti, & Mustadi, 2014; Malladewi, 2013).

In this research, the solutions are given to improve students' writing skills through the Team Accelerated Instruction learning model. The Team Accelerated Instruction (TAI) Model, originally called Team Assisted Individualisation (TAI). The Team Accelerated Instruction (TAI) model contains the dynamics of learners' motivation to encourage one another and assist in completing the skills presented by learners. Learners are encouraged and help one another succeed because they want their team to be successful. Individual responsibility is crucial because the only score that counts is the final test score, and learners do the test individually without the teammates' help. Learners have the same opportunity to be successful because all learners have been placed according to their initial knowledge level, which is easy or difficult. In this context, peer tutorials become an important part. The benefits are not only for those who are taught but also for those who teach. Students who teach their friends will be better in mastering the subject, while students who are taught will get the help of their peers (Widodo, 2015; Purnami, Widodo, & Prahmana, 2018).

To empower students structures in cognitive as appeared in writing skill, there are many learning models are designed (Nasir & Salehudin, 2020). Learning with the TAI model, almost all concepts are built on previous concepts. If the previous concepts are not mastered, then the next concepts will be difficult or impossible to be learnt. The Team Accelerated Instruction (TAI) model emphasises on learners' learning speed and styles so that learners can build a strong foundation of prerequisite skills first then learners will learn to find an easier way to learn higher subjects (Nurahman, 2020).

Research Method

This research was conducted in the Public Elementary Schools of the Kediri district in East-Java; the consideration is that the research location access is easy from official research assignments. This research was conducted in the even semester of the 2019/2020 academic year. The research method used in this study is the experimental method. The total sample of this research was 128 fifth grade students of State Elementary Schools, which are taken from 12 elementary schools located in three districts namely (1) Kandat District, (2) Ngadiluwih District, and (3) Badas District. Sampling was done by using a multi-stage area random sampling technique for students who locate in 26 Districts in Kediri Regency, East-Java. The independent variable of this study is the Team Accelerated Instruction learning model, while the dependent variable is writing skills. Data collection uses tests, questionnaires, and documentation. The statistical test used is a paired sample t-test which aims to find out the different average score of two interrelated samples. The data used are pretest and post-test scores. Research hypotheses are H_0 : There are no different average scores between the pretest and post-test writing skills. H_a : there is a different average score between the pretest and post-test writing skills.

Results and Discussion

Table 1: The result of Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.9844	128	15.53456	1.37307
	Posttest	76.6172	128	10.57118	.93437

Based on Table 1, the results of the pretest scores obtained an average of student writing skills was 57.98. While the results of the post-test scores obtained an average student writing skills was 76.61. Therefore, it can be concluded that the pretest score 57.98 is less than the post-test score of 76.61. This means that descriptively there are differences in average

learning outcomes between the pretest and post-test scores. Furthermore, to find out the difference is significant, it can be explained in Table 2 below.

Table 2: The result of Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	128	.289	.001

Based on Table 2, the correlation coefficient is 0.289, with a significance score (Sig.) of 0.001. Because of the value of Sig. $0.001 < \text{probability } 0.05$, it can be said that there is a relationship between the pretest and post-test variables. Correlation score of 0.289 indicates a positive relationship.

Table 3: The result of Paired Samples Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Posttest	-1.86328	16.06232	1.41972	-21.44219	-15.82344	-13.124	127	.000

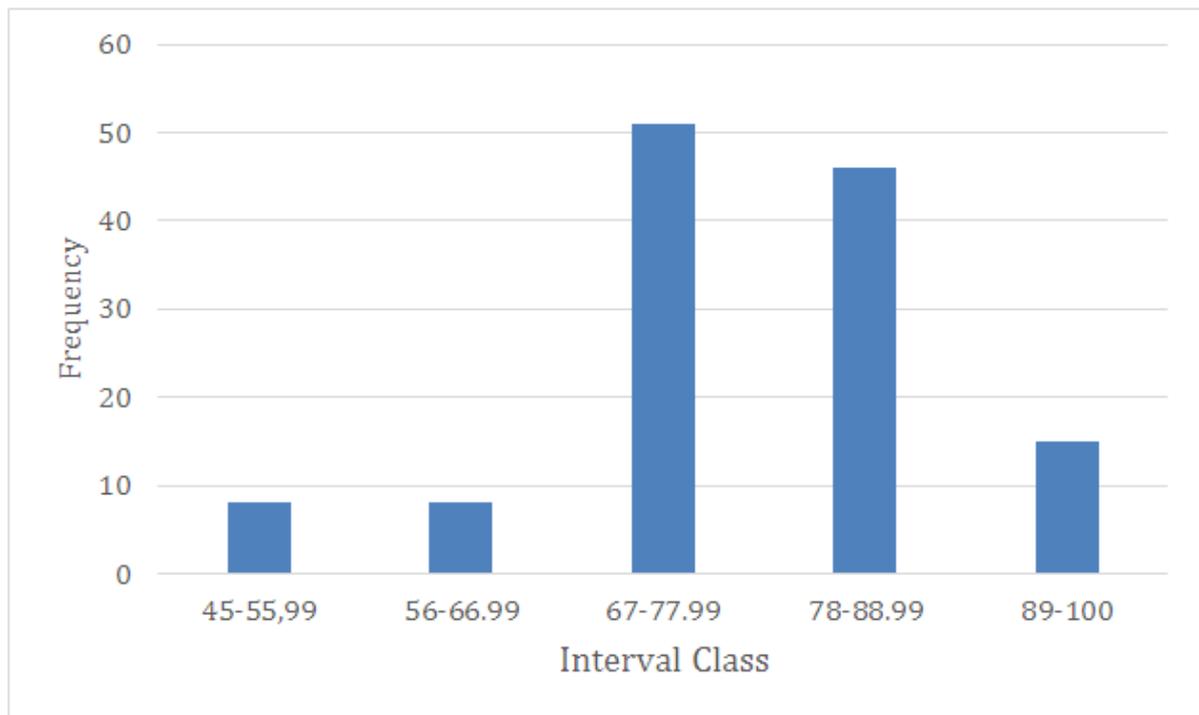
Based on Table 3, it can be seen the score of Sig. (2-tailed) of $0,000 < 0.05$. Then H_0 is rejected, and H_a is accepted. So it can be concluded that there is a different average score between pretest and post-test of writing skills. This means that there is an influence of the Team Accelerated Instruction learning model towards students' writing skills.

The data collected related to writing skills for a group of students who joined the Team Accelerated Instruction learning model showed that the highest score of writing skills was 98.75, the lowest value was 45.00, and the range of values was 45.00 - 98.75. From the descriptive statistical calculations obtained an average score of 77.0410, mode (Mo) of 82.50 medians (Me) of 77.50, standard deviation (s) of 10.68274. These scores can be described in table 4.3 as follows. Table 4. Mean, Median, Mode, and Standard Deviation Results for Writing Skills students' score who join the Team Accelerated Instruction Model

Table 4:

Group of Learners	N	Min Score	Max Score	Mean	Mode	Median	Standard deviation
PPT	128	45.00	98.75	77.0410	82.50	77.50	10.68274

Figure 1.



Accelerated Instruction Figure 1. Interval of Writing Skill Score Using Team Accelerated Instruction Learning Model

Based on Figure 1, shows that the distribution of the most scores at intervals of 67 to 77.99 were 51 students, intervals 78 to 88.99 were 46 students, and class intervals of 89 to 100 were 15 students. This figure shows that the writing skills of students have increased. These results prove that the group of students learning with the Team Accelerated Instruction learning model is effectively applied in the learning process.

Based on a modern perspective, the Team Accelerated Instruction model is an innovative model that can be used to improve writing skills (Ningrum, Purnami, & Widodo, 2017). Writing, according to the modern perspective, is an individual activity that emphasises products and processes. In its implementation, individuals will experience directly in writing activities. However, the Team Accelerated Instruction model as a model of cooperative learning still has weaknesses when applied in writing learning. The Team Accelerated Instruction Model requires each group member can master the material well from the

explanation of peer so that later the learner can master the material or do the next task. Because each member must get the material described by their peer, the tendency of a sense of seriousness, responsibility and understanding is not maximum. That means if there is a learner who is not able to explain the material well, it will have an impact on the friend who is explained by him/her (Multiati, Djuanda, & Julia, 2016).

In the implementation, the Team Accelerated Instruction model consists of eight components, namely (1) group formation, (2) Placement Tests, (3) curriculum material, (4) learning group, (5) scores and recognition team, (6) Group learning, (7) fact tests; and (8) whole-class units (Inkorery Febrina, 2014; Puspitasari, 2018). The activity steps can be explained in Table 5.

Table 5: Steps in Implementing the Team Accelerated Instruction Learning Model

The Implementation of Team Accelerated Instruction Model	Description
Group Formation	Students are divided into groups of 4-5 heterogeneous students, both male and female students.
Placement test	Before the implementation of learning, students are given a test at the beginning of learning; the test is to make a short paragraph. This test is used to measure entry-level performance, which is the competency of students in mastering certain material or in the average subject (basic competency) to be grouped with those who have the same average ability, so they can start learning within the same curricular limits, and in a balanced learning rhythm.
Curriculum Material	The learning process must be in line with the contents of the state curriculum by applying approaches, methods, techniques, and strategies that emphasise student activities. In this step, The teacher provides an explanation of the material in line with the competency standards and basic competencies that have been set. The curriculum used is the 2013 curriculum (K-13).
Learning Group	The stages carried out (1) students form groups of pairs or three in a group to do the checking, (2) read the instruction sheet and ask a group of friends, (3) Each student works on student worksheets and asks a group of friends to check answers, and (4) If a student can answer correctly on a student (individual) worksheet, the student can do the exercises on the group worksheets. Each student works

	individually to complete and works on group worksheets collaboratively.
Scores and recognition team	Score calculation. This score is based on the average number of individual development scores from the quiz conducted
Group Learning	The teacher teaches new material (main / core material) between 10 to 15 minutes classically to students who have been grouped heterogeneously
Fact test	Students are asked to take tests based on the material they have learned twice a week, with a duration of three minutes. Previously the teacher gave the main material sheets to be studied at home so that the test could run smoothly
Whole-Class units	At the end of learning the teacher stops the grouping program and explains concepts that are not understood yet by students using relevant problem-solving strategies

Based on these concepts, it can be synthesised that in learning with the team accelerated instruction model; almost all concepts are built on the previous concepts. If the previous concepts are not mastered, then the next concepts will be difficult to achieve. In the team accelerated instruction learning model, learners work at their own speed and in their own cognitive styles (Faris & Hasanah, 2013).

The Team Accelerated Instruction model combines cooperative learning with individual teaching. In the model, the learners enter a sequence of individual abilities according to the results of the test with the results of the placement test and then improve at their own speed. The students who have more ability (obtained from preliminary test results) are placed in a number of heterogeneous groups to study the material while helping other group members if they find it difficult. Team members work using prepared teaching materials and learning designs. The learners check each other's of work members using guided student worksheets and help each other in solving problems in teaching materials. The final unit test is carried out without the help of fellow teammates and scored immediately. Every week, learners count units that are completed by all team members and give team rewards, as well as monitoring small groups of learners from various teams who are working on the same subject in the order of writing lessons (Isroah, 2013; Setiani, 2018).

Conclusion

The results of this research describe the application of the Team Accelerated Instruction cooperative learning model in writing is purposed one of alternative in generating writing hobby and maximising and optimising students' writing skills. The effectiveness of Team Accelerated Instruction learning is tested through research data which shows that there is an



influence of the use of the Team Accelerated Instruction learning model on students' writing skills with a Sig. (2-tailed) of $0,000 < 0.05$.

The results of this research also lead to the view that students will learn to write well if students are given a stimulus for various innovative learning models. The implication is that teachers must (1) express basic competencies, learning objectives and the most appropriate ways to achieve them, (2) pay attention to the development of how to learn skills, (3) maintain the development of social interactions and learn to work together, (4) encourage students to accept responsibility for their own learning by allowing students to do individual and group assignments well, monitor, evaluate student learning outcomes, search and find material information from various sources.

The application of cooperative learning models in writing learning needs to be implemented with the principle of increasing and building students' knowledge. The role of the teacher in the curriculum 2013 (K13) is no longer as an instructor and the only resource but as a motivator and facilitator as well. Students are positioned as learning subjects. The application of a cooperative model that emphasises positive collaboration, collaborative learning makes a valuable contribution in implementing the Curriculum 2013 (K13).

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