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## The Impacts of the Team-Assisted Individuality Method Based on Problem-Based Learning and Students Paragraph Writing Skills

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### Abstract

This research aimed to describe the paragraph-writing skills of the first-semester students at STIFARM Padang before and after implementing the PBL-Based TAI method and analyze the influence of implementing the PBL-based TAI method on the paragraph-writing skills of the first-semester students at STIFARM Padang. This research was quantitative with a descriptive-analytical approach. The population in this research was 210 students of all the first-semester students of STIFARM Padang in the 2023-2024 academic year. Meanwhile, the sample was 60 students of class I2 STIFARM Padang. The instrument used in this research was a performance test. The results showed that first, the persuasive paragraph-writing skills of the first-semester students at STIFARM Padang before the PBL-based TAI method was applied were at a "Enough" qualification (60.09), and after implementing the PBL-based TAI method was in the "Good" qualification (78.98). Furthermore, there is an influence of the PBL-based TAI method on the paragraph-writing skills of the first-semester students at STIFARM Padang.

### Keywords

Influence, PBL-Based TAI method, and persuasive paragraph writing skills

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## Introduction

Language activities cover four aspects of skills. These four aspects are listening, speaking, reading, and writing. Writing skills are in last place. Writing has a paramount function and role because it is a combination of listening, speaking, reading, and then expressing oneself in the writing process (Brookes & Grundy, 1998). Learning to write requires students to think about ways to express ideas in written form based on their knowledge and experience (Florio-Ruane & Lensmire, 1990). This activity requires seriousness in processing, organizing, and critically reviewing the ideas expressed in written form. Therefore, teaching writing to students is very important, and writing must be an enjoyable activity for students. However, the reality shows that writing is still complicated for students (Carney, 2013). A lesson that is difficult for students to master is writing persuasive paragraphs. Based on the results of observations, STIFARM Padang students in the first semester of Indonesian language lectures show that the learning process is not going well. It is shown by student learning outcomes that do not meet standards, which causes the low ability to write persuasive paragraphs in class, which are (1) students lack interest and understanding when writing persuasive paragraphs, (2) students lack knowledge about using EBI, (3) students feel bored in writing persuasive paragraphs. The method used in the teaching and learning process is still less diverse.

Therefore, the researcher wants to overcome this problem by applying the Team Assisted Individuality method in writing persuasive paragraphs based on Problem-Based Learning. The researcher chose this method so that students can find practical solutions based on problems faced in groups by facing problems directly, with curiosity, and wanting to find ways to solve problems that will arise in groups because group support in the Team Assisted method Individuality emphasizes individual success in groups, so there will be discussions regarding the application of this approach. In addition, the lecturers will provide individual assistance to students who need it. As an alternative material to improve students' writing skills, especially in writing persuasive paragraphs, the researcher tried to apply the Team Assisted Individuality (TAI) method based on Problem-Based Learning. This method will help students to express their ideas in writing persuasive paragraphs. Therefore, the researcher conducted research entitled "The Influence of the Team Assisted Individuality (TAI) Method based on Problem-Based Learning on the Paragraph Writing Skills of the First Semester Students at STIFARM Padang". According to Ramadansyah (2010), persuasive is a paragraph that persuades, encourages, and convinces the reader so that the reader wants to follow or act as the author wishes. Furthermore, Atmazaki (2007) stated that persuasion is the same as persuasion, invitation, and seduction. Someone who ideally wants other people to follow him tries to persuade (persuade, invite/seduce) that person with convincing words and sentences.

Therefore, it means that a persuasive paragraph is a paragraph that aims to persuade, invite, or influence other people about something you want to convey and must contain evidence. From evidence and facts, readers are convinced by what the author conveys and act according to his wishes. The characteristics of persuasiveness are (1) not forcing people to accept firmly, (2) trying to avoid conflict with the reader, (3) requiring strong evidence, (4) trying to create trust towards the reader, (5) propaganda, and (6) usually stems from a situation

where the reader is doubtful (Ramadansyah, 2010). Furthermore, Atmazaki (2007) stated a good persuasive paragraph has the following characteristics: (1) contains facts, (2) contains an invitation, (3) the sentences are logical, and (4) it is trustworthy or suitable for the topic to its development. These characteristics are possible only if the diction is correct and the use of punctuation is inviting. Based on the expert opinions above, the characteristics of a persuasive paragraph are (1) contains facts and data, (2) contains an invitation, (3) the sentences are logical and trustworthy, (4) there must be arguments (reasons and evidence), (5) there are no contradictions, (6) paragraphs must be coherent and cohesive, (7) the sentences are logical and systematic, and (8) there is only one main idea. According to Sudrajat (2008), the Team Assisted Individuality method is individual assistance in groups (Bidak) with the characteristic that the responsibility for learning is on the student. Therefore, students must build knowledge and not accept it in finished form from the teacher. The lecturer-student communication pattern is negotiation and not imposition-instruction. According to Slavin (1989), Team-Assisted Individualization (TAI) is a pedagogical program that seeks to adapt learning to individual student differences academically. Based on the experts' opinions mentioned above, the Team-Assisted Individualization (TAI) method is a learning model that groups students whose abilities are heterogeneous so that students have the same responsibility, that success is a shared responsibility. Smart students can develop their knowledge, and weak students will be helped to understand problems solved in groups.

Previous research was conducted by Mawarni and Amalita (2019) with the title "The effect of implementing the Team-Assisted Individualization (TAI) type cooperative learning model on the understanding of mathematical concepts of class VII students at SMPN 13 Padang. The research results show that students' understanding of mathematical concepts has increased after implementing the Team-Assisted Individualization type cooperative learning model, which means that the TAI-type cooperative learning model has a good influence on students' understanding of mathematical concepts. According to Edens (2000), Problem-Based Learning (PBL) is learning obtained through a process toward understanding the resolution of a problem. Meanwhile, according to Sudrajat (2008), Problem-Based Learning trains and develops the ability to solve problems oriented toward authentic problems from students' actual lives to stimulate high-level thinking abilities.

### **Methodology**

This type of research was quantitative research with a descriptive and analytical approach. The design of this research is a one-group, pretest-posttest design. The procedure in this research consists of three main steps, which are: (1) Pretest, (2) Treatment, and (3) Posttest. The population of this research was all the first-semester students of STIFARM Padang, totaling 210 students. Meanwhile, the research sample was class 12, totaling 60 people. The instrument was a performance test. The data collection procedure followed the following steps. (1) students took a pretest to write a persuasive paragraph before applying the Team-Assisted Individuality method based on Problem-Based Learning and then collect student worksheets. (2) carrying out treatment by applying the Team Assisted Individuality method based on Problem-Based Learning. (3) Posttest (final test). The steps in the data analysis

procedure were: (1) selecting data, (2) scoring data, (3) converting scores into grades, (4) frequency distribution of persuasive paragraph writing skills, (5) describing the value of persuasive paragraph writing skills, (6) classifying grades, (7) making bar charts, (8) testing data analysis prerequisites, and (9) hypothesis testing.

## **Results and Discussions**

In this section, the researcher describes the results of the persuasive paragraph writing skills test of the first-semester students at STIFARM Padang before and after the Team Assisted Individuality Problem-Based Learning method was implemented and the influence of the Team Assisted Individuality Problem-Based Learning method on paragraph writing skills on the first-semester students at STIFARM Padang before and after implementation.

### ***Persuasive paragraph writing skills for the first semester students at STIFARM Padang before implementing the Team-Assisted Individuality (TAI) method Based on Problem-Based Learning (PBL)***

Students' persuasive paragraph writing skills before applying the Team Assisted Individuality method based on Problem-Based Learning generally consist of 3 classifications. (1) "Good" qualifications with a total of 8 students (13.13%), (2) "Enough" qualifications with a total of 30 students (50%), (3) Qualifications "Almost Enough" with a total of 22 students (36.67%). Students' persuasive paragraph writing skills before applying the Team Assisted Individuality method based on Problem-Based Learning for fact indicators consist of 6 classifications. (1) "Good" qualifications with 1 student (3.33%), (2) "More than Enough" qualification with 14 students (23.33%), (3) "Enough" qualification with 12 students (20%), (4) "Almost Eufficient" qualification with 23 students (43.33%), (5) "Slightly Enough" qualification with 4 students (6.67%), (6) "Very Poor" qualification with 2 students (3.33%).

Students' persuasive paragraph writing skills before applying the Team Assisted Individuality method based on Problem-Based Learning for logical sentence indicators consist of 6 classifications. (1) "Good" qualifications with 6 students (10%), (2) "More than Enough" qualifications with 8 students (13.33%), (3) "Enough" qualifications with 12 students (20%), (4) "Almost Enough" qualifications with 30 students (50%), (5) "Slightly Enough" qualifications with 2 students (3.33%), (6) "Very Poor" qualifications with 2 students (3.33%).

Students' persuasive paragraph writing skills before applying the Team Assisted Individuality method based on Problem-Based Learning for indicators containing invitations consisting of 5 classifications. (1) "Very Good" qualifications with 6 students (10%), (2) "Good" qualifications with 2 students (3.33%), (3) "More than Enough" qualifications with 18 students (30%), (4) Qualifications are "Enough" with 22 students (36.67%), (5) Qualifications are "Almost enough" with 12 students (20%).

The results of data analysis on students' persuasive paragraph writing skills before implementing the Team Assisted Individuality method based on Problem-Based Learning can be classified into three categories. The majority of students have "Enough" qualifications at 50%, followed by "Almost Enough" qualifications at 36.67% and "Good" qualifications at

13.13%. When looking at the fact indicators, there is variation in qualifications, with most students getting "Almost Enough" qualifications at 43.33%, followed by "More Than Enough" at 23.33%. Meanwhile, on the logical sentence indicator, most students got "Almost Enough" with 50%, followed by "Enough" with 20%. In terms of indicators containing invitations, most students have "Enough" qualifications at 36.67%, followed by "More than Enough" at 30%. Thus, it shows before implementing the Team Assisted Individuality method based on Problem-Based Learning, students' persuasive paragraph writing skills showed variation and potential for improvement, especially on particular indicators.

***Persuasive paragraph writing skills of the first semester students at STIFARM Padang after implementing the Team Assisted Individuality (TAI) method Based on Problem-Based Learning (PBL)***

Students persuasive paragraph writing skills after applying the Team Assisted Individuality method based on Problem-Based Learning generally consist of 4 classifications. (1) "Very Good" qualification with 10 students (16.67%), (2) "Good" qualification with 32 students (53.33%), (3) "More than Enough" qualification with 10 students (16.67%), (4) "Enough" qualification with 8 students (13.33%). Students' persuasive paragraph writing skills after applying the Team Assisted Individuality method based on Problem-Based Learning for fact indicators consist of 5 classifications. (1) "Very Good" qualification with 4 students (6.67%), (2) "Good" qualification with 16 students (26.67%), (3) "More than Enough" qualification with 22 students (36.67%), (4) "Enough" qualification with 10 students (16.67%), (5) "Almost Enough" qualification with 8 students (13.33%).

Students' persuasive paragraph writing skills after applying the Team Assisted Individuality method based on Problem-Based Learning for logical sentence indicators consisting of 5 classifications. (1) "Perfect" qualifications with 2 students (3.33%), (2) "Very Good" qualifications with 22 students (36.67%), (3) "Good" qualifications with 20 students (33.33%), (4) "More than Enough" qualification with 14 students (23.33%), (5) "Enough" qualification with 2 students (3.33%). Students persuasive paragraph writing skills after applying the Team Assisted Individuality method based on Problem-Based Learning for indicators containing invitations consisting of 5 classifications. (1) "Perfect" qualifications with 12 students (20%), (2) "Very Good" qualifications with 18 students (30%), (3) "Good" qualifications with 10 students (16.67%), (4) "More than Enough" qualifications with 18 students (30%), (5) "Enough" qualifications with 2 students (3.33%).

Overall, after implementing the Team Assisted Individuality method based on Problem-Based Learning, students' persuasive paragraph writing skills experienced a significant improvement and can be divided into four main classifications. Most students showed improvement with the qualification "Good" at 53.33%, followed by "Very Good" at 16.67%. An increase was also seen in the qualifications "More than Enough" by 16.67% and "Enough" by 13.33%.

In fact indicators, after implementing this method, there was an increase in the qualification "More than Enough", which reached 36.67%, followed by "Good" at 26.67%. The qualification "Very Good" also showed an increase of 6.67%. In the logical sentence



indicator, most students achieved the qualifications of "Good" and "Very Good" at 36.67% and 33.33% respectively. Invitation indicators showed an increase in "Excellent" and "Very Good" qualifications of 20% and 30% respectively, while "More than Enough" reached 30%.

Thus, it shows the Team Assisted Individuality method based on Problem-Based Learning is effective in improving students' persuasive paragraph writing skills, especially in certain aspects such as the use of facts, logical sentence structure, and the ability to compose persuasive invitations. Afrilianto (2019) also showed that the Team Assisted Individualization method based on Problem-Based Learning in the experimental class resulted in an increase in students' scoring abilities compared to conventional learning in the control class. Experimental class students showed superiority in solving problems related to the concepts taught, while control class students showed lower results. These findings support the general view that the Team Assisted Individualization type cooperative learning model is more effective than conventional approaches. In addition, Suyitno (2002) stated that this learning model can make students with high thinking abilities more developed. On the other hand, students with low thinking abilities are also helped when solving problems that they find difficult. Therefore, it is hoped that it will build students' positive attitudes in the academic field to improve their achievement in obtaining learning scores.

***The influence of applying the Team-Assisted Individuality (TAI) method Based on Problem-Based Learning (PBL) on the persuasive paragraph writing skills of the first semester students at STIFARM Padang***

The highest score for persuasive paragraph writing skills for the first semester students at STIFARM Padang before the Team Assisted Individuality method based on Problem-Based Learning was implemented was 30, with a score of 83.33, while the lowest score was 17.5 with a score of 48.61. The highest score for students' persuasive paragraph writing skills after applying the Team Assisted Individuality Method based on Problem-Based Learning was 32.5, with a score of 90.28, while the lowest score was 23.5, with a score of 65.28. The average value before, in general, is 60.09, while the average value after is 78.98. Hypothesis testing through measurement using the t-test at the 0.95 level obtained  $t\text{-count} > t\text{-table}$ , namely  $8.43 > 1.70$ . Therefore,  $H_0$  is rejected, and  $H_1$  is accepted. It means that there is a significant influence on the application of the Team Assisted Individuality Method based on Problem-Based Learning on the persuasive paragraph writing skills of first-semester students at STIFARM Padang.

The results of the research showed that the highest score for the persuasive paragraph writing skills of the first semester students at STIFARM Padang before implementing the Team Assisted Individuality method based on Problem-Based Learning was 30, with a value of 83.33, while the lowest score was 17.5 with a value of 48.61. After this method was applied, the highest score increased to 32.5 with a value of 90.28, and the lowest score became 23.5 with a value of 65.28. The average score before applying the method was 60.09, while the average score after was 78.98. Through hypothesis testing with the t-test at a significance level of 0.95, it was obtained that  $t\text{-count} > t\text{-table}$ , namely  $8.43 > 1.70$ . Therefore,  $H_0$  is rejected, and  $H_1$  is accepted. These results show that the Team-Assisted Individuality method based

on Problem-Based Learning has a significant influence in improving the persuasive paragraph writing skills of the first-semester students at STIFARM Padang.

Thus, the conclusion is learning using the Team Assisted Individuality method based on Problem-Based Learning (PBL) helps students achieve optimal learning goals. This approach does not only rely on memorizing and understanding but also involves students in developing thinking skills. The Team Assisted Individuality PBL method teaches students to connect, combine, analyze, evaluate, and create ideas, thoughts, or procedures learned to develop problem solutions (Rusman, 2014). This learning activity involves students investigating, developing, and presenting the results of their writing skills. This process not only trains students' thinking skills but also connects and combines the information, ideas, methods, or procedures that have been learned, as well as honing students' abilities in solving problems.

Additionally, Fauzia (2018) also conducted research that showed a significant increase in students' cognitive learning outcomes at SMA Negeri 3 Barabai, South Kalimantan. Firda (2016) also showed similar findings that applied the Team Assisted Individualization model combined with Problem-Based Learning and portfolio preparation. This research shows a significant increase in student's conceptual understanding (cognitive learning outcomes) of class XI MIA 4 SMAN 6 Malang. Furthermore, Shofyan et al. (2020), also showed the implementation of the Team Assisted Individuality (TAI) learning model combined with Problem-Based Learning (PBL). The metacognitive skills of students taught through the PBL model combined with TAI are significantly higher than students' skills taught using PBL, TAI, and conventional models. The average difference between the PBL learning model combined with TAI and PBL reached 7.38%, with TAI was 28.42% and conventional was 29.93%. Not only that, the high cognitive learning outcomes of students who receive learning through the PBL model combined with TAI are also significantly higher than the TAI and conventional models, although they are not significantly different from the PBL model. The average difference between the PBL learning model combined with TAI and PBL reached 1.55%, with TAI 25.23%, and with conventional was 27.23%. Furthermore, the retention of students who received learning through the PBL model combined with TAI showed significantly higher results than the PBL, TAI, and conventional models. The average difference between the PBL learning model combined with TAI and PBL reached 5.89%, with TAI 29.19%, and with conventional was 15.85%. Thus, the PBL learning model combined with TAI has proven to be effective in training students' metacognitive abilities, showing more positive results compared to other approaches used in this research.

Therefore, learning using the Team Assisted Individuality method based on Problem-Based Learning (PBL) is proven to influence learning to write paragraphs and helps students achieve optimal learning goals. This approach does not only rely on memorizing and understanding but also involves students in developing thinking skills. The Team Assisted Individuality PBL method teaches students to connect, combine, analyze, evaluate, and create ideas, thoughts, or procedures to develop problem solutions and provide more positive results than conventional approaches.

## Conclusion

Based on the results of research conducted by the researcher, the conclusions are: first, the level of persuasive paragraph writing skills of the first semester students at STIFARM Padang before the Team Assisted Individuality (TAI) method based on Problem-Based Learning was 60.09. From the results obtained, it means the persuasive paragraph writing skills of the first semester students at STIFARM Padang before implementing the Team Assisted Individuality (TAI) method based on Problem-Based Learning were classified as sufficient because (M) was at a mastery level of 56-65% on a scale of 10 and was below the standard KKM SMA Negeri 1 Padang Sago (75). Second, the level of persuasive paragraph writing skills of the first semester students at STIFARM Padang after implementing the Team Assisted Individuality (TAI) method based on Problem-Based Learning was 78.98. From the results obtained, the persuasive paragraph writing skills of the first semester students at STIFARM Padang after implementing the Team Assisted Individuality (TAI) method based on Problem-Based Learning are classified as "good" because (M) is at a mastery level of 76-85% on a scale of 10. Third, there is an influence of the Team Assisted Individuality (TAI) method based on Problem-Based Learning on the persuasive paragraph writing skills of the first-semester students at STIFARM Padang. It can be seen from the t-test, which obtained a t-count of 8.43 and a t-table of 1.70 at P 0.95. It shows that HO is rejected and H1 is accepted because the test results prove that the t-count is greater than the t-table, which is  $8.43 > 1.70$ .

## Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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