

**THE EFFECTIVENESS OF TAI METHOD AND CROSSWORD PUZZLE
IN TEACHING WRITING RECOUNT TEXT AT TENTH GRADE OF
SMA NEGERI 1 GROGOL**

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ABSTRACT

The research is the effectiveness of TAI method and crossword puzzle media in teaching writing recount text at tenth grade SMAN 1 Grogol. The purpose of this study was to determine the effectiveness of using TAI and Crossword Puzzle methods as learning media in writing. This study uses quantitative methods in a quasi-experimental design. Sample classes at SMAN 1 Grogol are X-IIS 3 and X-IIS 4. There are 32 pupils each class, employing questionnaires, pre- and post-tests, and other data collection methods. Four students in both the experimental class and the control class met the criterion for success or earned the KKM score, according to the pre-test findings. Only 12.5% of people who take the pre-test succeed. And the post-test results revealed that 26 students in the experimental class were able to meet the success requirements, with a percentage of 81.25%. Only 12 students in the post-test class meet the success criteria, with a percentage of 37.5%. The value of Sig. (2-tailed) 0.000 represents the outcome of the independent sample test. According to the survey's findings, the majority of students chose "yes" to each of the four questions. It may be concluded that the TAI technique and Crossword Puzzle medium are effective for training class X SMAN 1 Grogol students to write recount texts.

Keywords: crossword puzzle, recount text, TAI method, teaching writing

INTRODUCTION

Language is a vital communication tool for people. Language enables us to communicate our ideas. English must be acquired as a language. As an international language and a foreign language in Indonesia, English is a medium of communication for people all over the world. As a result, it is crucial that English be taught in the educational system. Students need to learn four abilities in order to be proficient in English. Their capacity to understand meaning, as demonstrated by reading and listening, is their first skill. The ability to generate something, such as speaking and writing, is the following skill. Writing is a crucial skill in education since it allows one to express ideas and thoughts in

written form. This is undoubtedly difficult to accomplish because the statement must be expressed in a way that the reader can grasp what we intend. Writing instruction is crucial for kids to learn, as a result.

According to Coffin, Curry, and Goodman (2003), teaching writing entails a teacher's effort to help students comprehend the process by focusing on form and content, i.e. the language employed and texts constructed using elements such as a construction argument, grammar, and punctuation. Additionally, Bright (2007) asserts that in order to effectively teach writing, teachers must also share their personal experiences with the emotions they have while writing and any difficulties they encounter. This indicates that the rules and instructions for learning to write are not sufficient, and that the teacher must choose a strategy to help students learn to write well.

Some people consider writing to be a difficult task, especially when writing in a language other than one's own, like English. The following issues may arise for pupils learning to write in English. Writing problems in students were also uncovered by earlier investigations. In his research, Oktavian Suharyanto (2017) identifies four problems that pupils face: 1. A lack of an organizing notion; 2. A lack of vocabulary; 3. A lack of accurate grammar. This is clarified by Kaswan Darmadi (1996), who also notes that new authors frequently experience four difficulties: language, organization, starting too late, and starting too fast.

According to observations conducted during Practice of Teaching at SMAN 1 Grogol, students also encountered a number of difficulties when learning to write. The first is that kids find it challenging to turn a concept into a complete statement. Students frequently struggle with where to start their essays. The students' limited vocabulary is the second issue. This presents a challenge while writing. Third, incorrect grammar usage. This frequently occurs in English writing. They utilize poor grammar, which makes understanding difficult. Finally, students find English class boring.

Researchers employed techniques and media to help students learn to write in response to a variety of writing-related issues. TAI (Team Assisted Individualization) is the technique applied. Cooperative learning Team Assisted

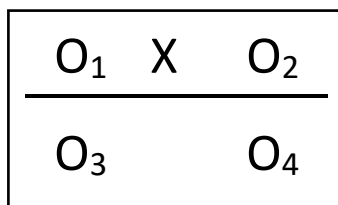
Individualization, according to (Suyitno, Arwadi 2006), is learning in the form of small groups with students who have more information and diverse perspectives to aid each other to other students who need support. This approach is used so that students can support one another as a team before being required to work individually. This study also makes use of learning media in addition to learning approaches. Crossword puzzles were the research medium. Crossword puzzles are described as puzzles with a variety of squares grouped in the 2009 version of the American Heritage Dictionary of the English Language. with the goal of creating a word by arranging the letters in the white squares. Certain boxes must be filled both vertically and horizontally using the provided hints. This medium was chosen because it requires students to utilize critical thinking to fill out the provided boxes and summarize their learning. The TAI and Crossword Puzzle approaches are supposed to help students write better, especially when it comes to creating recount texts.

METHOD

The main focus of this study is on the efficacy of the TAI approach and crossword puzzle in instructing composing recount texts. Quantitative research techniques were employed. V. Wiratna Sujarweni (2014) defined quantitative research as a type of research that employs statistical techniques or methods of measurement to arrive at a finding or achieve a goal. The quantitative research methodology chosen is quasi-experimental research. Sugiyono (2015:107) defines experimental research as a study carried out under controlled conditions to ascertain how one therapy affects another. Participants in the study were X SMAN 1 students in Grogol's class. The study's subjects have been decided upon as two classes. These classes are class X IIS 4, which is experimental, and class X IIS 3, which is the control class. The study's instrument is a test. The two tests used are the pre-test and the post-test. For the pre-test, students had to write personal narrative paragraphs for prior cartoons they had seen. The pre-test's objective is to determine the pupils' writing proficiency prior to treatment. the use of therapy after the screening examination. Treatments for the experimental class and the

control class are different. using a crossword puzzle and the TAI approach in the experimental class. The interventions used in the control group were discussion and PPT. The last test is the post-test. Students are required to write historical recount texts as part of a post-test utilizing the readings they have already completed. The goal is to ascertain whether the treatment affects the skills of the students.

Picture 1.
Research Design



Description:

O_1 : Experimental class before treatment

O_2 : Experimental class after treatment

O_3 : Control class before treatment

O_4 : Control class after treatment

X : Treatment using Crossword Puzzle media and Team Assisted Individualization Method

The researchers used SPSS to conduct analysis and computations after receiving the test results. To ascertain the efficacy of applying the TAI technique and Crossword Puzzle in Teaching Writing Recount Text, the data were analyzed using normality test, homogeneity test, and independent sample t test.

a. Normality Test

A normality test of the experimental class and the control class was run on the pre-test and post-test results. The normality test's goal is to establish whether or not the data is regularly distributed.

Table 1.
Normality Test

Tests of Normality

Code	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Result	Pre Test Experiment	.172	32	.017	.937	32	.062
	Post Test Experiment	.160	32	.036	.951	32	.149
	Pre Test Control	.127	32	.200*	.934	32	.052
	Post Test Control	.183	32	.008	.935	32	.056

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

If the sig value is more than 0.05, the data is considered normal. The Shapiro-Wilk value in the table above is sig > 0.05. Therefore, it may be said that the pre-test and post-test data distributions are regularly distributed.

b. Homogeneity Test

The next test is the homogeneity test. The purpose of homogeneity is that the two data tested have the same or homogeneous variance. It can be said to be homogeneous if the value of sig. Based on Mean > 0.05.

Table 2.
Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result Of Writing	Based on Mean	1.266	1	62	.265
	Based on Median	1.003	1	62	.321
	Based on Median and with adjusted df	1.003	1	61.927	.321
	Based on trimmed mean	1.319	1	62	.255

The preceding table shows that the sig. based on mean is 0.265. The sig. Based on Mean value is larger than 0.05, which can be inferred. As a

result, there is no difference in the variance between the experimental and control classes' data.

c. Independent Sample T Test

An alternative hypothesis (Ha) is employed in this study to support the idea that teaching students to write recount texts using the TAI method and crossword puzzles is advantageous. The independent sample t test will be used to analyse the alternative hypothesis. The independent sample t test's goal was to see if there were any differences between the experimental class's and the control class's writing results. If the value of sig. (2 tailed) 0.05, there is a substantial difference between the control class and the experimental class.

Table 3.
Independent Sample Test

		Independent Samples Test					t-test for Equality of Means				
		Levene's Test for Equality of Variances								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Result of Post Test Writing	Equal variances assumed	1.266	.265	5.303	62	.000	9.344	1.762	5.822	12.866	
	Equal variances not assumed			5.303	61.535	.000	9.344	1.762	5.821	12.866	

The information above indicates that the value of the 2-tailed sign is 0.000. This value denotes the value of sig. (2-tailed) 0.05, indicating a significant difference between the experimental class's post-test results and those of the control group. The response to the alternative hypothesis (Ha) is appropriate based on the justification provided above. The study's findings show that teaching writing recount texts using the TAI technique and crossword puzzles is successful.

RESULT AND DISCUSSION

The results and analyses of the teaching of writing recount texts using the TAI method and crossword puzzle media in the experimental class, the teaching of writing recount texts without the use of the TAI method and crossword puzzle

in the control class, and the efficiency of the TAI method and crossword puzzle in teaching writing recount text are presented below. The results and analysis of the teaching of writing recount texts using the TAI method and crossword puzzle media in experimental classes, the teaching of writing recount texts without the use of the TAI method and crossword puzzle in control classes, and the efficiency of the TAI method and crossword puzzle in teaching writing recount texts are presented below.

a. The result teaching writing recount text using TAI method and crossword puzzle in experimental class

Pre-test is carried out before giving treatment to students. The experimental class pre-test was carried out in class X IIS 4, where there were 32 students who did the pre-test. In the pre-test, students were asked to make a personal recount text. The following are the results of the experimental class pre-test.

Table 5.
Frequency of Pre-Test Experimental Class

Result of Pre Test						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	35	1	3.1	3.1	3.1	
	40	1	3.1	3.1	6.3	
	47	1	3.1	3.1	9.4	
	55	4	12.5	12.5	21.9	
	57	3	9.4	9.4	31.3	
	58	2	6.3	6.3	37.5	
	59	2	6.3	6.3	43.8	
	60	2	6.3	6.3	50.0	
	61	1	3.1	3.1	53.1	
	62	2	6.3	6.3	59.4	
	63	3	9.4	9.4	68.8	
	65	4	12.5	12.5	81.3	
	71	1	3.1	3.1	84.4	
	73	1	3.1	3.1	87.5	
	75	2	6.3	6.3	93.8	
	78	1	3.1	3.1	96.9	
	79	1	3.1	3.1	100.0	
	Total		32	100.0	100.0	

Only 4 students receive the KKM score based on the facts presented. Only 12.5% of students in the experimental class passed the pre-test. When improper grammar and vocabulary are used, students can encounter a variety of issues. Treatment is the next step. Crossword puzzles and the TAI method are used to treat students. Six students were chosen by the researcher and went on to lead the group. Students form teams with five to six people and a leader. Students are required to complete the provided crossword puzzle in groups while debating the definitions of the vocabulary words they came across. After that, each pupil is given a blank text with the words from the crossword problem and instructed to work on it. Two meetings were required to complete this treatment.

Students were required to create historical accounts from the texts they had previously studied in books for the post-test. The following table shows the outcomes of the experimental class post-test:

Table 6.
Frequency of Post-test Experimental Class

Result of Post Test						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	60	1	3.1	3.1	3.1	
	65	2	6.3	6.3	9.4	
	70	2	6.3	6.3	15.6	
	73	1	3.1	3.1	18.8	
	75	3	9.4	9.4	28.1	
	76	1	3.1	3.1	31.3	
	77	1	3.1	3.1	34.4	
	78	6	18.8	18.8	53.1	
	80	6	18.8	18.8	71.9	
	82	3	9.4	9.4	81.3	
	83	1	3.1	3.1	84.4	
	84	1	3.1	3.1	87.5	
	85	1	3.1	3.1	90.6	
	87	1	3.1	3.1	93.8	
	88	1	3.1	3.1	96.9	
	92	1	3.1	3.1	100.0	
	Total		32	100.0	100.0	

According to the data above, 26 students receive scores that are considered to be successful or above the KKM. The post-test's success percentage is 81.25%. The teaching of composing recount texts utilizing the TAI technique and crossword problem therefore comes to an end. After receiving treatment in the experimental class, students' writing recount text assessments increased by 68.75%.

b. The result teaching writing recount text without using TAI method and crossword puzzle in control class

In order to assess the students' skills before to receiving treatment, a pre-test was also administered to the control group of students. The pre-test's control class was class X IIS 3. The pre-test was completed by 32 students. The control class's assignment to create a personal recall text is the same as that given to the experimental class. The pre-test control class's findings are as follows:

Table 7.
Frequency of Pre-Test Control Class

Result Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	45	2	6.3	6.3	6.3	
	46	2	6.3	6.3	12.5	
	47	2	6.3	6.3	18.8	
	48	2	6.3	6.3	25.0	
	50	2	6.3	6.3	31.3	
	52	1	3.1	3.1	34.4	
	55	2	6.3	6.3	40.6	
	57	1	3.1	3.1	43.8	
	59	2	6.3	6.3	50.0	
	60	1	3.1	3.1	53.1	
	61	2	6.3	6.3	59.4	
	63	2	6.3	6.3	65.6	
	65	3	9.4	9.4	75.0	
	70	3	9.4	9.4	84.4	
	74	1	3.1	3.1	87.5	
	75	3	9.4	9.4	96.9	
	79	1	3.1	3.1	100.0	
	Total		32	100.0	100.0	

Only 4 students in the control group received the KKM score with a percentage of 12.5%. The control class likewise got treatment for two meetings following the pre-test utilizing various techniques and media. Discussion is the approach, and PPT is the media. Students in the control class were instructed to form groups. Five to six kids are in each group. There are 4 different sorts of recount texts in the PPT the researcher offers. The PPT asks students to work in groups to determine the type of text and its organization. Students were then instructed to write a summary of the recount text they had selected. A post-test was conducted once the two treatments were finished.

Students were required to create a historical recount text for the post-test. The outcomes of creating recount texts in the control class are as follows.

Table 8.
Frequency of Post-test Control Class

		Result Post Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	2	6.3	6.3	6.3
	56	1	3.1	3.1	9.4
	58	1	3.1	3.1	12.5
	62	1	3.1	3.1	15.6
	63	1	3.1	3.1	18.8
	65	6	18.8	18.8	37.5
	67	5	15.6	15.6	53.1
	70	3	9.4	9.4	62.5
	75	7	21.9	21.9	84.4
	76	2	6.3	6.3	90.6
	78	1	3.1	3.1	93.8
	80	2	6.3	6.3	100.0
Total		32	100.0	100.0	

Only 12 students received the KKM score on the control class post-test, according to the results. having a success rate of 37.5 percent. Therefore, it can be said that when the medication was administered, there was also a rise in the control class. However, the rise is not substantial. Only 25% more has been added to the value of the control class.

c. The effectiveness of TAI method and crossword puzzle in teaching writing recount text

From the calculation of SPSS 25, that there is a significant difference between the experimental class and the control class.

Table 9.
Independent Sample Test

		Independent Samples Test					t-test for Equality of Means			
		Levene's Test for Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Post Test Writing	Equal variances assumed	1.266	.265	5.303	62	.000	9.344	1.762	5.822	12.866
	Equal variances not assumed			5.303	61.535	.000	9.344	1.762	5.821	12.866

According to the information above, the 2-tailed sign's value is 0.000. This number represents the value of sig. (2-tailed) 0.05, indicating a statistically significant difference between the post-test results for the experimental class and the control group. Based on the justification presented above, it is appropriate to respond to the alternative hypothesis (Ha). The study's outcomes demonstrate the efficacy of employing crossword puzzles and TAI to teach writing recount texts.

CONCLUSION

The study's conclusions both identify and address the issue brought up in the framing of the problem. The results are as follows:

1. A substantial percentage of students in the experimental class failed the pre-test's writing recall text. Only 4 of the 32 students receive the KKM grade. After that, they attended two sessions of crossword puzzle and TAI therapy. The experimental class's post-test revealed an improvement in the students' writing recall text. More than 75 points were successfully attained by 26 pupils. There was a significant improvement of 68.75% between the experimental class's pre-test and post-test.
2. The findings from the pre-test control class showed that 4 students received a KKM score of 75. A different strategy, utilizing PowerPoint documents and conversation tactics, was used in the control group. After the drug was administered, a post-test was carried out. The results show that 12 of the 32

students who took the post-test scored KKM. The findings from the pre-test and post-test were only 25% different.

3. A value of sig. (2-tailed) 0.000 suggests that employing crossword puzzles plus the TAI technique to teach writing recount texts is effective. The value is sig. (2-tailed) 0.005.
4. There are four more writing-related problems that can be resolved using the TAI method and crossword puzzles.

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