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Empowering Learning: Elevating Arabic Writing Skill Proficiency Through Team Assisted Individualization for Grade X Students

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Abstract: The differences in Arabic language proficiency in MAN 4 Hulu Sungai Tengah (HST) were attributed to students' diverse educational backgrounds and experiences. Students who received education in *pesantren* or boarding schools generally tend to exhibit better mastery of the Arabic language compared to those from MTs and SMP. This variability in proficiency posed a challenge for teachers in managing instruction and achieving the Learning Objective Achievement Criteria (LOAC). This classroom action research employed the Team Assisted Individualization (TAI) method to enhance students' skills. The outcomes of cycle 1 reveal the class average scores for each LO as follows: LO1: 95, LO2: 82, and LO3: 68.25. It was known that students had not met the LOAC for LO3, which requires a minimum score of 70. Cycle 2 entails adjustments to the TAI method by incorporating comic media, sequential imagery, and the implementation of a reward system. The evaluation results for LO3 in cycle 2 showcase significant progress, with all students achieving or surpassing the LOAC. The average score increased from 68.25 to 79. By implementing adaptations involving rewards, comic media, and serial imagery, the Team Assisted Individualization method proved effective in enhancing skills of Grade X students at MAN 4 Hulu Sungai Tengah.

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Introduction

The differences in Arabic language proficiency in MAN 4 Hulu Sungai Tengah (HST) are caused by varying educational backgrounds and experiences of the students. Students who have experienced education in Islamic boarding schools or general boarding schools generally have a deeper learning experience in Arabic due to their familiarity with the language in their daily environment. On the other hand, students from *Madrasah Tsanawiyah* (MTs) have a basic understanding of Arabic taught in their curriculum. They have learned basic vocabulary and some simple grammar rules.

However, their proficiency is limited and has not reached a higher level. Meanwhile, students from public junior high schools typically haven't studied Arabic before. They lack basic knowledge of Arabic letters, vocabulary, and grammar. Therefore, they need to start from the beginning in learning Arabic.

The differences in Arabic language proficiency in a single class can present a challenge for teachers in adapting teaching materials and methods.¹ Each student has different needs and levels of understanding, and teachers need to consider this in order to provide effective instruction.² Teachers must understand the individual needs of each student in learning Arabic. Some students might require a basic understanding of Arabic, while others need to focus on developing more complex vocabulary or grammar. By understanding the individual needs of students, teachers can adjust the learning materials and approaches.³

Recognizing the level of understanding of students is a key to adapting the learning materials. Teachers need to use diverse teaching methods to meet the needs of students with varying Arabic language abilities.⁴ These methods can include using audiovisual materials, games, group discussions, or project-based activities. With varied teaching methods, teachers can provide opportunities for each student to learn in a way that suits their style and needs. Students with higher Arabic language proficiency may need more challenging tasks or projects, while those with no basic knowledge need additional support to grasp fundamental concepts. Teachers can offer extra guidance and adjusted resources to assist students in their progress.⁵

Based on the initial observations, the commonly used teaching method at MAN 4 Hulu Sungai Tengah is "*qawaid wa tarjamah*," which mainly involves dictating texts to students, having them repeat the teacher's readings, noting important vocabulary, translating texts, and concern about language rules explained by the teacher.⁶ This

¹ Kashif Raza, "Adapting Teaching Strategies to Arab Student Needs in an EFL Classroom," *Journal of Ethnic and Cultural Studies* 5, no. 1 (2018): 16–27.

² James H Stronge, *Qualities of Effective Teachers* (Ascd, 2018).

³ Ming-Hung Lin, Huang-Cheng Chen, and Kuang-Sheng Liu, "A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome," *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 7 (2017): 3553–3564.

⁴ Heba Awadh Alharbi, "Improving Students' English Speaking Proficiency in Saudi Public Schools," *International Journal of Instruction* 8, no. 1 (2015): 105–116.

⁵ Brian J Reiser, "Scaffolding Complex Learning: The Mechanisms of Structuring and Problematising Student Work," *Scaffolding* (2018): 273–304.

⁶ Agus Riwanda, and et al., "Assessing Arabic Teachers' Assessment Methods in Evaluating Students' Literacy," *International Conference on Madrasah Reform 2021 (ICMR 2021)* (2022): 198–206.

method doesn't motivate students effectively due to its strong focus on textual learning and grammatical aspects.⁷ It has several shortcomings that can impact students' motivation to learn Arabic.

The "*qawaid wa tarjamah*" method tends to emphasize understanding the text and analyzing grammatical concepts within the text. This can make learning feel rigid and uninteresting to students.⁸ This method lacks attention to the practical Arabic in real-life contexts. Students experience the difficulties to see the relevance of Arabic in their daily lives, which reduces their motivation to learn since they do not perceive real benefits and purposes in studying Arabic.⁹ The lack of variety, interactivity, and relevance to real-life contexts can decrease students' interest and enthusiasm in Arabic learning.¹⁰ They lose interest and become bored with monotonous learning that overly focuses on texts and grammar. Less interactive methods that involve passive student participation can result in students' disengagement from learning activities.¹¹

To enhance students' motivation in Arabic learning, it is crucial for teachers to adopt a more varied, interactive, and contextual approach. By considering students' interests, creating enjoyable and meaningful learning experiences, and integrating Arabic into real-life contexts, teachers can help increase students' motivation in learning. Based on the literature reviews, the Team Assisted Individualization (TAI) method is considered suitable to address the differences in Arabic language proficiency among students and improve their motivation to learn Arabic.¹² Both methods encourage collaboration, active student involvement, and practical language application in real-life contexts.

The TAI method involves small group learning (teams) with an individualistic approach. Each team consists of students with different levels of Arabic proficiency.

⁷ Pedro Tavaréz DaCosta and Geovanny Ventura, "Effectiveness of the GT Method in EFL Monolingual Adult Classes at Private Schools Institutes in the City of Puerto Plata, DR," *Online Submission* (2018).

⁸ Vivian Cook, *Second Language Learning and Language Teaching* (Routledge, 2016).

⁹ Hristina Chobanova, "The Pedagogy of Arabic Grammar," *Handbook for Arabic Language Teaching Professionals in the 21st Century 2* (2017): 344–357.

¹⁰ Mehmood Ul Hassan Khan, "Saudi Arabia's Vision 2030," *Defence Journal* 19, no. 11 (2016): 36.

¹¹ Tuan Dinh Nguyen, Marisa Cannata, and Jason Miller, "Understanding Student Behavioral Engagement: Importance of Student Interaction with Peers and Teachers," *The Journal of Educational Research* 111, no. 2 (2018): 163–174.

¹² Georgina Maria Tinungki and et al., "Team-Assisted Individualization Type of the Cooperative Learning Model for Improving Mathematical Problem Solving, Communication, and Self-Proficiency: Evidence from Operations Research Teaching," *Education Sciences* 12, no. 11 (2022): 825.

Students work in teams and help each other.¹³ Students with better Arabic language skills can assist those with lower understanding. This creates a collaborative and supportive environment, allowing students to learn from each other. In small groups, teachers can provide individual attention to each student, offering appropriate guidance and additional support based on their proficiency levels. This enables students to learn at their own pace and feel valued in the learning process. Through collaboration and support from group mates, students feel encouraged and motivated to learn Arabic.¹⁴ They perceive their abilities as valued and can see the progress they make.

The TAI method brings a shift to Arabic language learning by promoting student engagement, real-life language application, and group collaboration. This helps overcome differences in Arabic language proficiency among students and enhances their motivation, which in turn can improve learning outcomes, especially in writing skill, which is widely considered one of the most challenging aspects of language learning. This difficulty arises from the specific goals and complexities associated with mastering this skill. Writing skill focuses on enabling students to effectively express their thoughts, ideas, and emotions through written texts while adhering to the rules of the Arabic language and maintaining correct writing conventions.¹⁵ Based on this perspective, classroom action research was conducted which related to the implementation of the TAI method in enhancing Arabic language learning outcomes and focusing on school and community topics for grade X students at MAN 4 Hulu Sungai Tengah.

Methods

Classroom Action Research (CAR) method was used in this research. It is a type of research conducted by teachers within their own classroom context. This research aims to enhance the quality of teaching and learning outcomes of students through continuous improvement efforts. Classroom Action Research involves teachers as researchers who

¹³ Huiping Ning and Garry Hornby, "The Impact of Cooperative Learning on Tertiary EFL Learners' Motivation," *Educational Review* 66, no. 1 (2014): 108–124.

¹⁴ Peter Levrai and Averil Bolster, "A Framework to Support Group Essay Writing in English for Academic Purposes: A Case Study from an English-Medium Instruction Context," *Assessment & Evaluation in Higher Education* 44, no. 2 (2019): 186–202.

¹⁵ Nur Laila Sa'idah, Sholikah Mi'rotin, and Fentin Ria Agustin, "Estafet Writing Method to Improve Arabic Writing Skills Outcomes: Experimental Study on Indonesian Middle School Students," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (2021): 205–214.

1 systematically plan, implement, observe, and analyze actions taken within the classroom to improve teaching.

48 The process of implementing Classroom Action Research (CAR) involves a systematic sequence of actions, beginning with the identification of problem areas, followed by action planning, execution, observation, analysis, and reflection. If required, subsequent cycles are designed for continuous improvement. This cyclic approach consists of key phases, such as pinpointing the issue, devising strategies, putting them into action, gathering data through observation, analyzing and interpreting the findings, and subsequently planning for further enhancements. These steps ensure a structured and dynamic process aimed at refining teaching and learning practices.

The research subjects are the 20 students of Grade X IPS (social science class) at MAN 4 Hulu Sungai Tengah. Research subjects refer to individuals or groups that are the focus of the research and undergo interventions or changes within the learning context. The research object in this case was "writing skill or the writing ability of Grade X IPS (social science class) students at MAN 4 Hulu Sungai Tengah in the theme of school and environment. Throughout the CAR process, the data of students' writing abilities were collected through various methods, such as written tests, assessment of students' writing portfolios, writing observation, or analysis of students' written pieces. The collected data were analyzed to evaluate students' progress after interventions or changes have been implemented. The results of data analysis finally served as a basis to make further improvements and developments in students' writing skill.

Results and Discussion

Cycle 1: The first step taken by the teacher before conducting CAR was to perform an Initial Assessment. This activity aimed to determine the level of students' writing abilities before CAR implementation. The initial assessment can take the form of written tests, short writing tasks, or direct observation of students during writing activities. By understanding students' initial abilities, the teacher can plan appropriate steps to improve their skills.

31 The results of the initial assessment showed that students' writing abilities in various aspects of writing were at different levels. The detailed results of the initial assessment for each aspect of writing proficiency at a specific achievement level are as follows: 1) Writing Proficiency at the "able to write vocabulary dictated by the teacher"

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achievement level is 75.5. This means that students in this aspect have a good ability to write vocabulary dictated by the teacher. It is possible that students already have a broad understanding of various vocabulary used in the language. 2) Writing Proficiency at the "able to organize and write random sentences into coherent paragraphs" achievement level is 68.00. In this aspect, the average score indicates that students have sufficient ability to organize random sentences into well-structured paragraphs. However, there is still room for improvement to make the resulting paragraphs even better. 3) Writing Proficiency at the "Able to Write Coherent Paragraphs to Express Thoughts and Feelings on the Studied Topic" Achievement Level is 52.00. In this aspect, the average score indicates that students need to improve their ability to write paragraphs that can express their thoughts and feelings related to the studied topic. Students may have difficulty organizing and expressing ideas clearly and effectively in paragraph form.

Through direct interviews with students, the teacher has effectively identified key challenges in their Arabic skills. These include a history of focusing on translation-based learning, hindrances stemming from diverse educational backgrounds, struggles with vocabulary mastery impacting sentence diversity, and difficulties in adhering to proper Arabic grammar rules during sentence construction. These insights offer a valuable foundation for implementing adjusted strategies within the Contextual Arabic Language framework, addressing these specific hurdles and enhancing students' overall proficiency in expressing themselves through written Arabic communication.

The second step undertaken by the teacher is literature review. During this phase, the teacher conducts a literature review related to collaborative improvement strategies. The teacher searches for references from books, scholarly journals, or other reliable sources discussing strategies to enhance collaborative s. Literature review assists the teacher in identifying proven effective methods for enhancing students' writing abilities.

The "Team Assisted Individualization" (TAI) teaching method is a strategy proven effective in addressing the variation in Arabic language competency among students. In the TAI method, students with better Arabic language skills assist their peers with lower skills. This enables collaboration among students with varying levels of proficiency to achieve the same learning goals. The TAI method combines two learning approaches: cooperative learning and individual-based approaches. In this method, students work in small groups (teams) consisting of individuals with varying levels of Arabic language proficiency. Each group member is responsible for achieving individual

learning objectives, but they also work together to achieve group goals. In the TAI method, each group has a leader who assists other group members in overcoming difficulties and enhancing their Arabic language skills. The group leader serves as a facilitator and provides academic support to group members needing assistance. Collaboration among students with different proficiency levels can also foster an inclusive and supportive learning environment within the classroom.

In the opening phase of the learning process, the teacher orchestrated a series of activities that foster a positive classroom ambiance and mentally prepare students for learning. This included routine greetings, attendance checks, and motivational talks that spark enthusiasm for the upcoming lesson. The collective prayer united students in seeking blessings and success, enhancing unity and harmony. The teacher's cognitive introduction and connection to previous knowledge strengthened comprehension. Engaging discussions and exploration of word types connected learning to daily life. Learning objectives set clear direction, cultivating motivation and active participation.

In the core learning activities, which form the essence of the teaching-learning process and follow the initial phase, a sequence of ten distinct steps unfolds. The journey commences by having students transcribe "*mufradat*" (singular words) as enunciated by the teacher. Collaborating with the teacher, they subsequently rectified these "*mufradat*" by writing them on the board. Employing multimedia, the teacher presented fragments of sentences on a screen to catalyze students within groups to collectively engineer well-structured paragraphs from these fragments. The primary goal is to refine students' capacity to craft logically coherent paragraphs. Following this collaborative composition, students embark on discerning the principal information within the paragraphs they have jointly crafted.

To provide structured direction, each group was given four guiding questions, which serve as scaffolds for framing four paragraphs centered on the theme of school and the environment. These questions bestow explicit guidance, facilitating the construction of paragraphs. Ensuring clarity, the teacher explained the evaluation criteria how the students' composed paragraphs are assessed. This pedagogical practice equips students with a clear understanding of the dimensions that is assessed within their written work.

In the closing phase, students reflected and responded to their learning journey. Formative assessments aimed to measure their understanding and continued to reflective discussions that enhance metacognition. The summarization was carried out to reinforce

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the key points and reinforcement strategies aimed to deepen their comprehension. Self-assessment helped to build their skills improvement and awareness. Thus, a preview of future learning aids preparation, while a collective prayer concludes activities with gratitude, hope, and a connection to greater purposes. Through reflection, reinforcement, and self-awareness, students can appreciate the learning process.

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In this Classroom Action Research (CAR), the "writing skill" has three distinct learning objectives, namely LO 1, LO 2, and LO 3. Firstly, the objective of LO 1 is for the students to be able to write vocabulary words that are read aloud by the teacher. In this phase, the students were tested on their ability to write specific words spoken or read by the teacher. This objective aimed to measure the extent to which students can recognize and practice Arabic vocabulary accurately. Secondly, the objective of LO 2 is for the students to be able to compose and write random sentences into coherent paragraphs. The students were encouraged to combine random sentences into a paragraph that has a clear structure, coherence, and unity of meaning. This objective emphasized the students' ability to organize structured text and effectively express ideas in a unified manner.

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Lastly, the objective of LO 3 is for the students to be able to write complete paragraphs in response to guiding questions. In this phase, the students were given guiding questions related to specific topics or themes. They were asked to write paragraphs containing complete and clear answers to each of these guiding questions. This objective measured the students' ability to respond to the questions with appropriate and cohesive paragraph writing. With these three distinct learning objectives, this CAR provided a comprehensive approach to developing the students' writing skill. LO 1 focused on vocabulary introduction and its practice, LO 2 emphasized the ability to compose sentences into longer and structured texts. Meanwhile, LO 3 focused on the students' ability to respond to questions and write complete paragraphs. The following is the evaluation result of the students' performance in the 3 learning objectives (TP):

Table 1. Results of the students' performance in the 3 learning objectives (TP)

No	Nama	JK	LO 1	LO 2	LO 3
1	Alya Azizah	P	100	85	70
2	Angga Ahmad Mulia	L	90	82	65
3	Antung Nor Aina Atila	P	90	78	68
4	Aulia Rahmadana	P	100	85	70
5	Aura Azdra Assyifa	P	90	82	65
6	Lina Fitriana Rahmi	P	100	85	70
7	Maryatul Jannah	P	90	82	65
8	Maulida	P	90	78	68
9	Muhammad Abrar	L	90	78	68
10	Muhammad Ridha	L	100	83	70
11	Muhammad Rifqy Syarifullah	L	100	85	70
12	Muhammad Rizki Syarif	L	100	85	70
13	Nadia Mahfuzah J	P	90	82	65
14	Nor Adila Safitri	P	90	78	68
15	Nor Rina Yulviana	P	100	83	70
16	Nur Hekmah	P	90	78	68
17	Nurhapifi	P	100	83	70
18	Reinaldy	L	100	83	70
19	Sanainah	P	90	82	65
20	Zahranur Annisa	P	100	83	70
Average			95	82	68.25

From the average class scores for each learning objective (LO 1, LO 2, and LO 3) which are LO 1: 95, LO 2: 82, and LO 3: 68.25, it can be identified that LO 3 has not yet reached the Learning Objectives Attainment Criteria (LOAC) for Arabic Language in Grade X, which is 70. This indicates that the average scores of students in LO 3 are below LOAC. It means that some students have scores below 70. From the above data, 10 out of 20 students (50%) incomplete LO 3 scores. This indicates that half of the class has not yet reached the expected level of attainment in writing complete paragraphs in response to guiding questions. These students need additional support and interventions to improve their descriptive.

Based on the results of the learning review with the students, the teacher successfully identified three main difficulties faced by the students in creating descriptive paragraphs based on guiding questions. These three difficulties are as follows: The initial difficulty faced by the students is a lack of vocabulary in the Arabic language. Students might struggle to find the appropriate and rich words to convey thoughts and detailed descriptions in paragraphs. This lack of vocabulary can hinder their ability to express ideas accurately and cohesively, resulting in limited and less varied paragraphs. The second difficulty faced by the students is the challenge of translating thoughts into the Arabic language. Even though students have an understanding of the topic they will write about, they might find it difficult to construct sentences correctly in Arabic to effectively

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and clearly express their thoughts. This can hinder the students' ability to compose coherent and cohesive paragraphs.

The third difficulty faced by the students is a lack of understanding of proper sentence grammar construction in the Arabic language. Incorrect sentence structures and inappropriate word use can make paragraphs difficult to understand and reduce the clarity of the message intended by the students. Insufficient understanding of Arabic grammar could be one of the reasons students struggle in writing good descriptive paragraphs. By recognizing these three main difficulties, the teacher can design more appropriate strategies and approaches to help students overcome these challenges. The teacher can provide exercises focused on developing vocabulary and sentence structure, along with offering constructive and beneficial feedback to enhance students' writing abilities in Arabic.

During the implementation of Cycle 1 of Arabic Language Writing skill learning, observations were conducted on the teacher's facilitation by the observer. The implementation of the Team Assisted Individualization method showcased several positive aspects. The teacher effectively organized learning teams based on students' proficiency levels, fostering collaborative learning and mutual assistance among diverse team members. Individual learning goals were set for each team member, providing clear expectations and motivation. Efforts to help students identify their learning needs and challenges, although not yet optimal, contributed to adjusted guidance. While individual guidance and support were provided to some extent, further improvement is essential for alignment with students' proficiency levels. Group discussion sessions successfully encouraged collaboration and learning among team members, nurturing trust and interaction. Although feedback provision and progress monitoring have room for enhancement, they remain crucial for guiding students towards their learning objectives.

The observation results indicated that the group leader was not maximizing their role in motivating their peers with lower writing competencies. The group leader should function as a facilitator within the group, assisting team members who are struggling and encouraging all group members to actively participate in learning. However, in this observation, the group leader did not exhibit strong motivation to assist their peers, which might lead some group members to feel less motivated and confident in overcoming their challenges.

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Additionally, the teaching approach used in the learning process tends to be monotonous, solely based on guiding questions. This could make the learning experience less engaging and innovative. Therefore, in future sessions, the teacher can adopt a more creative and interactive approach to teaching. The teacher can motivate both the group leader and group members to actively collaborate and utilize all available learning resources, especially smart phone for additional references or relevant reading materials related to the learning content.

Cycle 2: In the planning phase of Action Research Cycle 2 for writing skill with the 10th-grade students of Social Sciences 1 class, an evaluation of the results from Cycle 1 was conducted. The evaluation showed that students had achieved the Learning Objective Attainment Criteria (LOAC) in the previous two stages, which involved writing vocabulary heard and organizing random sentences into complete paragraphs. However, the majority of students had not yet achieved LOAC in the stages of composing and writing paragraphs with the assistance of guiding questions.

Based on the provided data, the average score in Stage 3 (students being able to write complete paragraphs by answering guiding questions) was 68.25, which meant the class average score was still below the Learning Objective Attainment Criteria (LOAC) of 70. Among all students, there were 10 who had not reached LOAC in Stage 3. The difficulties expressed by students regarding the lack of vocabulary in composing paragraphs were addressed by the teacher. The solution was to send an additional list of 20 vocabulary words to the WhatsApp group to assist in enhancing the students' vocabulary. With this additional vocabulary, it is hoped that students will have more flexibility and creativity in constructing paragraphs by using a variety of provided words.

Another concern was the students' difficulty in understanding the grammatical rules for sentence composition in Arabic. To cope with this difficulty, the teacher provided a solution by presenting a learning video about the rules of sentence composition in Arabic. Using videos as a learning medium is expected to enhance students' understanding and internalization of these rules, enabling them to apply them more accurately and cohesively when composing paragraphs. The application of this solution aims to increase the class's average score in Stage 3, and a higher number of students can achieve LOAC in composing paragraphs with the assistance of guiding questions. Additionally, the use of instructional videos is expected to enhance students' comprehension of grammatical rules in sentence composition.

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Based on this evaluation, some improvement notes were made to enhance the outcomes of Action Research Cycle 2. Firstly, the teacher needs to enhance collaboration within groups by providing extrinsic motivation, such as giving rewards or recognition to the best group or group leader who achieves the best results in composing and writing paragraphs with the assistance of guiding questions. Extrinsic motivation can encourage students to actively participate and assist each other in learning. Secondly, the teacher should create a more interactive and enjoyable learning atmosphere. Enjoyable learning experiences will boost students' interest and motivation in learning Arabic Writing skill. The teacher can use various teaching methods that are more diverse, such as games, simulations, and role-playing, to bring about engaging and distinct learning experiences.

Thirdly, the teacher should be creative in presenting learning media in the form of videos, comics, and images. The use of engaging learning media can stimulate students' creativity in paragraph writing. Videos can be employed to depict real-life situations or contexts. Comics and images can be used to illustrate specific stories or topics, aiding students in better comprehending and composing paragraphs with creative content. By implementing these improvement notes, it is expected that the outcomes of Cycle 2 will improve, especially in the stages of composing and writing paragraphs with the assistance of guiding questions. Furthermore, it is anticipated that students' understanding of grammatical sentence construction will also increase. Through a more interactive and creative teaching approach, students are expected to be more motivated and enthusiastic in developing their writing skill in Arabic.

In Cycle 2, the writing skill learning activities were designed to further enhance students' skills, with a focus on sentence composition in Arabic. Here is the implementation of learning activities in each stage: The opening activities played a pivotal role in setting a positive and focused tone for the entire learning experience. By beginning with routine tasks, greetings, and attendance checks, the teacher established a structured and organized classroom environment. The recitation of a collective prayer not only invoked a sense of togetherness but also sought blessings for a successful learning journey. Connecting previous learning and providing feedback bridges the gap between past and upcoming lessons, ensuring continuity in students' understanding. By prompting students to share their daily experiences, the teacher cultivated active engagement and related the lesson to their real-world contexts. Clearly stating the learning objectives guided students' attention and intention toward the session's goals.

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The core activities demonstrated an effective blend of collaborative learning and interactive strategies. Group division based on language proficiency fosters peer support and shared learning experiences. Empowering proficient students to help their peers not only reinforced learning but also encouraged a culture of assistance and mutual growth. Integrating video-based learning captured students' interest and enhances their comprehension of sentence composition. The tasks involving sentence writing and creative conversations challenged students to apply their skills practically and creatively. The collaborative creation of sequential descriptions encouraged students to think cohesively and organize their ideas systematically.

The closing activities ensured that the learning process culminated in reflection, reinforcement, and anticipation for what lies ahead. Preparing students for the formative assessment not only provided a sense of direction but also instills a level of preparedness. The formative assessment itself served as a measure of students' understanding, focusing on their ability to construct paragraphs while adhering to specific grammatical rules. Engaging in a reflective session encourages self-awareness and highlights areas for improvement, promoting a growth mindset. Summarizing the learning material reinforced key takeaways, while offering insights into the upcoming learning activities enhanced students' expectations. The collective prayer at the end underscored the sense of unity and shared commitment that underpinned the entire learning experience.

In Cycle 2, efforts were focused on enhancing collaboration among students in groups, presenting learning material with a more interactive and enjoyable approach through comics and images, and providing concrete solutions to address students' difficulties in understanding the grammatical construction of Arabic sentences. It was expected that with these steps, students would become more active, creative, and successful in achieving LOAC in Stage 3.

In Cycle 2, there was a significant change in the evaluation results of Stage 3 (LO 3) compared to Cycle 1. This change occurred following the modification of the treatment in writing skill learning. In Cycle 2, the teacher utilized comic strips, sequential images, and added vocabulary, along with explanations of how to construct sentences in Arabic through videos. Here is the list of students' scores in LO 3 and their achievement status:

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Table 2. Students' Scores in LO 3 And Their Achievement Status

No	Name	Cycle 1	Cycle 2	Status
1	Alya Azizah	70	85	Achieved
2	Angga Ahmad Mulia	65	75	Achieved
3	Antung Nor Aina Atila	68	80	Achieved
4	Aulia Rahmadana	70	85	Achieved
5	Aura Azdra Assyifa	65	85	Achieved
6	Lina Fitriana Rahmi	70	85	Achieved
7	Maryatul Jannah	65	75	Achieved
8	Maulida	68	75	Achieved
9	Muhammad Abrar	68	70	Achieved
10	Muhammad Ridha	70	80	Achieved
11	M. Rifqy Syarifullah	70	80	Achieved
12	Muhammad Rizki Syarif	70	75	Achieved
13	Nadia Mahfuzah J	65	75	Achieved
14	Nor Adila Safitri	68	80	Achieved
15	Nor Rina Yulviana	70	80	Achieved
16	Nur Hekmah	68	75	Achieved
17	Nurhapifi	70	85	Achieved
18	Reinaldy	70	80	Achieved
19	Sanainah	65	75	Achieved
20	Zahranur Annisa	70	80	Achieved
	Class Average	68.25	79	Above LOAC

The LO 3 evaluation results showed an improvement in student scores. All students achieved the set Learning Objective Attainment Criteria (LOAC), with some students showing significant score improvements. In Cycle 1, the class average was only 68.25, while in Cycle 2, the average score increased to 79, surpassing the standard of LOAC.

This improvement can be attributed to the enhanced treatment implemented by the teacher. The use of comic strips and sequential images stimulated students' creativity in writing descriptive paragraphs. The addition of vocabulary provided students with a variety of words to use in their paragraphs, addressing the previous issue of vocabulary inadequacy. The explanations of sentence construction in Arabic through videos helped students better understand grammatical structures. This became a solution for some students who previously struggled with composing accurate sentences in Arabic. Therefore, the creative and innovative treatment changes in Cycle 2 had a positive impact on enhancing students' writing skill abilities. The increase in class average scores and the number of students achieving LOAC indicated the success of implementing these changes.

This change in results demonstrated that extrinsic motivation can have a positive impact on improving students' learning achievements in writing skill. Using rewards as a

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form of recognition for students' achievements encouraged them to be more enthusiastic and motivated in completing learning tasks, especially in writing paragraphs in Arabic. Thus, implementing appropriate motivational strategies can be an effective solution for enhancing students' learning outcomes.

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The implementation of the Team Assisted Individualization method with modified comic strip and sequential image media, along with the provision of rewards, brought about a positive impact on enhancing students' writing skill learning outcomes. The evaluation results of LO 3 in Cycle 2 demonstrated a significant improvement compared to Cycle 1. All students successfully achieved the Learning Objective Attainment Criteria (LOAC) that had been set, and several students significantly improved their scores.

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Initially, in Cycle 1, the class's average score was only 68.25, which was below the LOAC of 70. This indicated that a majority of students had not reached the expected level of achievement in writing skill. However, by applying a method adjusted to the characteristics of the students, such as utilizing comic strip and sequential image media, and providing extrinsic motivation through rewards, students were more motivated and actively engaged in the learning process. In the implementation of Cycle 2, individual formative assessments were conducted by having students write paragraphs in response to four guiding questions in Arabic. These questions were related to the students' school activities, including the use of school facilities, participation in school activities, favorite subjects, and benefits gained from school activities. Through this task, students were encouraged to think critically and convey their understanding using correct Arabic language and grammatical structures.

2

In the process of writing skill learning activities in Cycle 2 using the Team Assisted Individualization method, observers noted several outcomes that demonstrated the teacher's success in implementing this method. The utilization of the Team Assisted Individualization approach in the Writing skill learning process yielded positive results. The teacher adeptly assembled diverse learning teams, catering to students of varying proficiency levels, fostering inclusivity and collaborative learning. Setting individual learning goals effectively guided students toward adjusted achievements, while efforts to address their learning needs showcased the teacher's commitment. Individualized guidance and support contributed to a nurturing learning environment, amplified by group discussions that promoted peer collaboration and shared understanding. The

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teacher's constructive feedback enhanced skill development, and vigilant progress monitoring ensured timely interventions. Ultimately, the application of this method showcased the teacher's success in cultivating an environment conducive to effective learning and achievement among students of varied abilities

Discussion

Table 3. The Assessment of Learning Outcomes (LOAC) For Two Cycles of Instruction

No	Learning Outcome	LOAC	Before CAR	Cycle 1		Cycle 2	
				Average	Achievement Percentage	Average	Achievement Percentage
1	The students are be able to write vocabulary words that are read aloud by the teacher	70	75	95	100%	-	-
2	the students are able to compose and write random sentences into coherent paragraphs	70	68	82	100%	-	-
3	the students are able to write complete paragraphs in response to guiding questions	70	52	68.25	50%	79	100%

Table 3 presents the assessment of learning outcomes (LOAC) for two cycles of instruction. In Cycle 1, the goal was to enable students to write vocabulary words spoken by the teacher and compose coherent paragraphs from random sentences, both with a target proficiency level of 70. The students exceeded expectations in Cycle 1, achieving an average score of 95 (100%) for the first learning outcome and an average score of 82 (100%) for the second learning outcome. However, in the third learning outcome, which focused on writing complete paragraphs in response to guiding questions, the students scored an average of 68.25 (50%) in Cycle 1. In Cycle 2, improvements were observed, with the average score for the third learning outcome increasing to 79 (100%). This indicates a significant enhancement in the students' ability to write complete paragraphs, showing their progress and achievement over the two cycles of instruction.

Modifying the Team Assisted Individualization method by incorporating comic and serial imagery,¹⁶ along with providing extrinsic motivation through rewards can

¹⁶ Elena Novak, "A Critical Review of Digital Storyline-Enhanced Learning," *Educational Technology Research and Development* 63, no. 3 (2015): 431–453.

significantly enhance the learning outcomes in Cycle 2.¹⁷ The introduction of comic and serial imagery engaged students visually and creatively¹⁸ and made the learning process more interactive and enjoyable.¹⁹ This imagery not only captured students' attention but also helped in understanding and retaining the content, ultimately improving their skills. Moreover, the inclusion of these visual aids catered to different learning styles, accommodating a diverse range of students.²⁰

The extrinsic motivation provided through rewards further boosts student engagement and commitment to learning.²¹ Rewards act as positive reinforcements, encouraging students to put in extra effort and excel in their assignments. This motivation created a sense of achievement and satisfaction when goals are met,²² leading to increased self-confidence and a willingness to participate actively in the learning process.²³

In Cycle 2, the results demonstrated the impact of these modifications. The average scores for the learning outcomes indicated significant improvement, particularly in the third outcome where students wrote complete paragraphs in response to guiding questions. The integration of comic and serial imagery enhanced their creativity and understanding of paragraph composition. Additionally, the rewards have incentivized students to aim for higher performance levels, resulting in improved learning outcomes.

The Team Assisted Individualization method with modified comic strip and sequential image media, along with the provision of rewards, proved and showed a positive impact on enhancing students' writing skill learning outcomes. This engaging and interactive learning process motivated students to be more enthusiastic and actively participate in learning the Arabic language, resulting in their achievement of the expected

¹⁷ Krista M Reynolds, Lindsay Michelle Roberts, and Janet Hauck, "Exploring Motivation: Integrating the ARCS Model with Instruction," *Reference Services Review* 45, no. 2 (2017): 149–165.

¹⁸ Sadam Issa, "Comics in the English Classroom: A Guide to Teaching Comics across English Studies," *Journal of Graphic Novels and Comics* 9, no. 4 (2018): 310–328.

¹⁹ Lydia Listyani, "The Use of a Visual Image to Promote Narrative Writing Ability and Creativity.," *Eurasian Journal of Educational Research* 80 (2019): 193–223.

²⁰ Asri Siti Fatimah, Santiana Santiana, and Yuyus Saputra, "Digital Comic: An Innovation of Using Toondoo as Media Technology for Teaching English Short Story," *English Review: Journal of English Education* 7, no. 2 (2019): 101–108.

²¹ Susan Headden and Susan McKay, "Motivation Matters: How New Research Can Help Teachers Boost Student Engagement.," *Carnegie Foundation for the Advancement of Teaching* (2015).

²² Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (2020): 101860.

level of competence. This step demonstrated that the right and creative approach can enhance students' learning outcomes in writing skill.

Conclusion

The Team Assisted Individualization method is effective in enhancing students' Writing skill learning outcomes. The application of this approach by forming learning teams based on skill levels, providing individual learning objectives, and offering guidance and support according to each student's needs contributed to an overall improvement in learning outcomes. Collaboration within groups through group discussion sessions fostered increased social interaction and mutual assistance among team members. This collaboration strengthened students' communication skills in Arabic and provided them with opportunities to learn from one another. The use of comic strip and sequential image media in writing skill learning had a positive impact on students' creativity and aided in increasing their participation in the learning process. This media created a more interactive and enjoyable learning environment and motivating students to engage more actively in learning. The provision of rewards as extrinsic motivation had successfully heightened students' motivation to achieve learning objectives. Rewards served as positive reinforcements for students who attain proficiency criteria, thereby positively affecting their learning outcomes.

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Author Contributions Statement

The first author MK as the lead researcher plays a role in conducting data analysis, while the second author AR plays a role in collecting data. The last author MI performed the role of checking the data display and literature review.

²³ Junita Shariza Mohd Nasir, "Reinforcement of Rewards as Motivation for Students in Art Learning: A Case Study at a Local University," in *International Conference of Innovation in Media and Visual Design (IMDES 2020)* (2020): 237–241.

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