

Improving the Students Learning Outcomes through the TaRL Learning Model on Discussion

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Improving Student Learning Outcomes Through the TaRL Learning Model on Discussion Text

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Abstract: The primary aim of this research was to enhance students' learning outcomes by implementing the Teaching at The Right Level (TaRL) learning model in the context of Discussion Text Material. The TaRL model is an innovative approach to improving learning outcomes for students, with a particular emphasis on foundational skills like literacy and numeracy. This model encompasses three key stages: Assessment, Grouping, and Remediation. The research employed Classroom Action Research (PTK) methodology and consisted of two cycles conducted in March and May 2023. The participants in this research were 36 students from Class X.4 at SMA Negeri 1 Palembang. Data collection involved the use of observation techniques and written tests. Descriptive analysis, employing percentage techniques, was utilized to analyze the collected data. The research findings clearly demonstrated the positive impact of applying the Teaching at The Right Level (TaRL) learning model on students' learning outcomes. The test results revealed a significant improvement, with scores increasing from the initial stage (pre-cycle) of 39% to 72% in 1st Cycle (representing a 33% increase), and further rising to 97% in 2nd Cycle (a 25% increase compared to 1st Cycle). These results strongly indicate that the implementation of the Teaching at The Right Level (TaRL) learning model effectively enhances students' ability to comprehend English discussion texts Class X.4 students at SMA Negeri 1 Palembang during the 2022/2023 Academic Year.

Keywords: Teaching at The Right Level (TaRL); Learning Outcomes; Students

Peningkatan Hasil Belajar Peserta didik Melalui Model Pembelajaran TaRL Pada Teks Diskusi

Abstrak: Tujuan utama penelitian ini adalah untuk meningkatkan hasil belajar peserta didik dengan menerapkan model pembelajaran Teaching at The Right Level (TaRL) dalam konteks materi Teks Diskusi. TaRL adalah pendekatan inovatif untuk meningkatkan hasil belajar siswa, dengan penekanan khusus pada keterampilan dasar seperti membaca dan berhitung. Model ini meliputi tiga tahap utama: Penilaian, Pengelompokan, dan Remediasi. Penelitian ini menggunakan metodologi Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus yang dilaksanakan pada bulan Maret dan Mei 2023. Partisipan dalam penelitian ini adalah 36 peserta didik dari kelas X.4 SMA Negeri 1 Palembang. Pengumpulan data menggunakan teknik observasi dan tes tertulis. Analisis deskriptif dengan menggunakan teknik persentase digunakan untuk menganalisis data yang terkumpul. Temuan penelitian tersebut secara jelas menunjukkan dampak positif penerapan model pembelajaran Teaching at The Right Level (TaRL) terhadap hasil belajar peserta didik. Hasil tes menunjukkan peningkatan yang signifikan, dengan skor meningkat dari tahap awal (pra-siklus) dari 39% menjadi 72% pada siklus I (mewakili peningkatan 33%), dan selanjutnya meningkat menjadi 97% pada siklus II (25% meningkat dibandingkan siklus I). Hasil ini menunjukkan dengan kuat bahwa penerapan model pembelajaran Teaching at The Right Level (TaRL) efektif meningkatkan kemampuan pemahaman teks diskusi bahasa Inggris pada peserta didik Kelas X.4 SMA Negeri 1 Palembang Tahun Pelajaran 2022/2023.

Kata Kunci: Teaching at The Right Level (TaRL); Hasil Belajar; Peserta Didik.

1. Introduction

Education is an activity with the aim of forming a future generation who is knowledgeable and has Pancasila character. In practice, the notion of education has various meanings according to the context. According to Muslim (2022), education is an emphasis on basic mastery that can form a meritorious society or a society that is willing to spend more time learning in an effort to master certain subjects. Furthermore, Kurniati (2022) states that with education it is hoped that it will be able to create creative and innovative things and give birth to a generation of renewal. So, we can conclude that teachers must be able to create some learning that favors students through the use of appropriate strategies or models to maximize learning outcomes. As Sudrajat (2008) said that to carry out their duties professionally, a teacher must have adequate understanding and skills in developing various effective learning models.

Teachers can utilize a variety of models when carrying out the learning process to improve the standard of instruction and learning outcomes. The term "learning model" refers to a group of systematic steps or patterns that serve as a roadmap for achieving learning goals. According to Afandi et al. (2013), it consists of strategies, approaches, methodologies, resources, media, and tools for learning assessment. In contrast, according to Trianto (2010), a learning model is a pattern or strategy used to organize learning in tutorial or class settings. According to Djalal (2017), the learning model is a conceptual framework that outlines methodical methods for setting up learning experiences to accomplish learning objectives. Its major purpose is to act as a manual for teachers and instructional designers so they may swiftly and successfully carry out the learning process. Asyafah (2019) claims that the learning model is a crucial element in learning activities as a result.

Based on the researcher's observations in the English learning process for Discussion Text material at SMA Negeri 1 Palembang, it is known that differences in students' ability to master English become a problem for teachers and students in achieving optimal learning outcomes and indicated by students learning outcomes that were not reached the learning completeness criteria.

Learning outcomes reflect the individuals' learning outcomes which are involved in active

and positive interactions with the surrounding environment. Hamalik (2006) argues that learning outcomes occur when there is a change in behavior in individuals after carrying out the learning process. Winkel (1987) emphasizes that learning outcomes are the internal abilities possessed by individuals and enable them to take action according to their abilities. Sudjana (2011) explains that learning outcomes are competencies or skills that can be achieved by students after going through a learning process designed and implemented by teachers in certain schools and classes. Nurrita (2018) states that learning outcomes are assessments given to students after they participate in the learning process, aiming to evaluate the knowledge, attitudes, and skills students possess and see changes in their behavior.

Based on the explanation, it can be concluded that the learning outcomes reflect the learning outcomes of individuals who are involved in active interaction with the environment, involving changes in behavior, internal abilities, competencies, or skills achieved, as well as an assessment of the knowledge, skills, and attitudes of students.

Teaching at the Right Level (TaRL) is one of the teaching models that can be used to address these issues. To enhance student learning results, this model has been highlighted.

The term Teaching at The Right Level (TaRL) was first introduced by a learning innovation organization from India. The research they conducted showed that students still did not understand literacy and numeracy, even though they went to school but did not really learn. Banerji, et al (2020) stated that the TaRL model is an appropriate model for students who have attended school but do not yet have basic reading skills. TaRL is a learning model that does not refer to class level but looks at students' initial abilities. According to Meishanti, et al (2022), TaRL is a learning model that involves levels appropriate to the cognitive abilities possessed by students. In the TaRL learning process, students are required to be more active so it emphasizes more on student-centered learning processes. In the process, students are classified according to their initial level of ability. In this technique, regardless of age or grade level, teaching takes place at the level of understanding of the learner's initial abilities. The teacher uses interactive tactics to teach to the level of each group. When children's learning abilities

improve, they can be transferred to more advanced groups according to their abilities.

In the research that was carried out by Cahyono (2022) at MAN 2 Payakumbuh for the 2021/2022 academic year, the research aims were to increase students' motivation and learning outcomes in Craft and Entrepreneurship Subjects KD. 3.2 /4.2 Topic of Preserved Food Processing Business Planning from Foodstuffs. This research shows that the TaRL learning model increased students' motivation and learning outcomes.

Another research conducted by Ningrum (2023) at SMA Negeri 21 Surabaya, with the aim of the research to increase students' learning motivation in physics learning also shows TaRL model can increase students' learning motivation. In addition, another research was also conducted by Ahyar, et al (2022) which was conducted at SD Negeri Inpres Tolotangga which also showed that there was a significant increase in students' reading skills through the use of the TaRL model.

Based on the findings of the aforementioned studies, it can be said that the TaRL learning model can be applied to students in senior high school (SMA), as well as those who are in elementary school (SD).

Based on the problems the researcher encountered in the English learning process with Discussion Text material and also previous explanations regarding TaRL, the researcher is interested in conducting Classroom Action Research (PTK) with the title "Improving Student Learning Outcomes Through the TaRL Learning Models on Discussion Text". Berbeda dari penelitian sebelumnya, this research focuses on the Discussion Text material in English, a specific aspect of language learning that requires reading, comprehension, critical thinking, and expression skills. By focusing on this specific material, the researcher aims to demonstrate the effectiveness of the TaRL model in improving students' performance in this challenging language learning area, and the main objective of this research is to improve students' learning outcomes in the Discussion Text material.

2. Method of The Research

The research was conducted using a quantitative approach with a research model in the form of Classroom Action Research (PTK).

According to Arikunto (2006), Classroom Action Research (PTK) is research with the aim of improving the learning process carried out by teachers in learning activities. The procedures carried out in this research were planning, implementing, observing, and reflecting. This research was also conducted through 2 learning cycles to see if there was an increase in students' learning outcomes starting from the pre-cycle to the 2nd cycle. This research was conducted at SMA Negeri 1 Palembang, tahun ajar 2022/2023 from March to May 2023. The subjects of the research were Class X.4 students of SMA Negeri 1 Palembang with a total of 36 students who had good initial abilities. diverse.

Furthermore, the techniques of data collection used in this research were observation and written tests. First, the researcher makes initial observations on students during the learning process and gives written tests before applying the TaRL model to determine students' initial knowledge. Furthermore, the researchers divided the students into 6 groups based on the results of the test, 2 groups with high scores, 2 groups with moderate scores, and 2 groups with low scores. During the learning process with the application of the TaRL model, the researcher observed the development of students' understanding of the Discussion Text through observation and also written tests. The data collected over the two learning cycles was then examined using descriptive analytic techniques in the form of percentages and analyzed using the average classical completeness formula, namely:

$$p = \frac{\text{Students complete learning} \times 100\%}{\text{Students}}$$

The achievement of a minimum completeness score of 75 with an average classical score obtained reaching a minimum of 75% on the written test score after the implementation of the TaRL model is the indicator of the success of this research when the learning outcomes obtained by students through the application of the TaRL model show an increase from 1st Cycle to 2nd Cycle. According to the Ministry of National Education (2004), a class is considered to have finished its learning (classical completion) if at least 75% of the pupils have finished their coursework.

3. Result and Discussion

In this section, the data obtained from all cycle stages will be explained. Students' learning outcomes at the pre-cycle stage are shown in Table 1 below.

Table 1. Pre-cycle Result

Keterangan	Nilai
Highest Score	100
Lowest Score	40
Average Score	68,3
Completed Students	14
Incomplete Students	22
Average Mastery Classical	39%

Based on the table presented above, it is known that before the application of the TaRL learning model, the average score obtained from 36 students only reached 68.9 and the average classical completeness obtained was 39%. The results obtained, of course, still do not meet the completeness criteria and the average classical completeness, namely 75 and 75%.

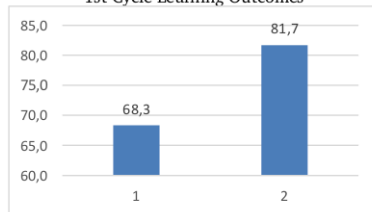
The comparison between pre-cycle results and first-cycle are shown in table 2 below.

Table 2. Comparison of pre-cycle results with 1st Cycle

Cycle	Pre-cycle	1st Cycle
The highest score	100	100
Lowest Value	40	40
Value average	68,3	81,7
Students complete	14	26
Students do not complete	22	10
Classical completeness average	39%	72%

The comparison of average pre-cycle and first-cycle learning outcomes are shown in graph 1 below.

Graph 1. Comparison of Average Pre-Cycle with 1st Cycle Learning Outcomes



The comparison of average pre-cycle completeness Learning of Students with first-cycle are shown in graph 2 below.

According to Table 2 and Graphs 1 and 2, there is an increase in student learning outcomes before the implementation of the TaRL learning model compared to student learning outcomes after the application of the TaRL learning model. The average value obtained in 1st Cycle is 81.9. This figure meets the completeness criterion of

75. However, when the results are calculated using the average classical completeness formula, they are 72%, which falls short of the 75% average classical completeness average used.

After carrying out 1st Cycle which did not meet the average classical completeness, the researchers reflected together and realized that in applying the model used, the researchers were not careful in grouping students according to their initial abilities, and also the researchers realized that it was still unclear in providing learning instructions.

Graph 2. Comparison of the Average Pre-Cycle Completeness Learning of Students with 1st Cycle

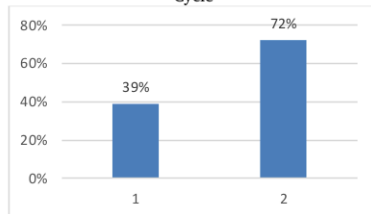


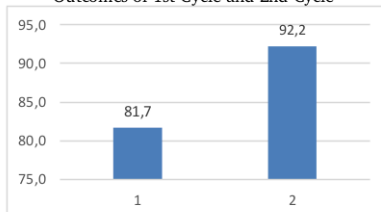
Table 3 below are shown the comparison between 1st Cycle and 2nd Cycle.

Table 3. Comparison between 1st Cycle and 2nd Cycle

Cycle	1st Cycle	2nd Cycle
The highest score	100	100
Lowest Value	40	60
Value average	81,9	92,2
Students complete	26	35
Students do not complete	10	1
Classical completeness average	72%	97%

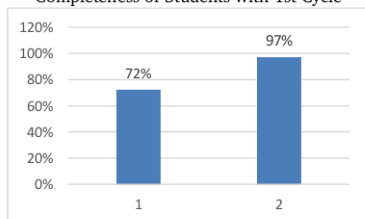
The graph 3 below are shown the comparison of the average learning outcomes of 1st cycle and 2nd cycle.

Graph 3. Comparison of the Average Learning Outcomes of 1st Cycle and 2nd Cycle



Then, graph 4 below are shown the comparison of the average pre-cycle completeness of students with 1st cycle.

Graph 4. Comparison of the Average Pre-Cycle Completeness of Students with 1st Cycle

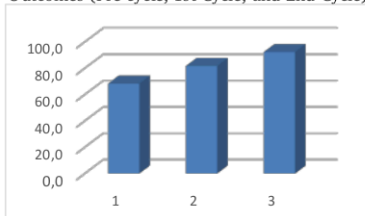


After making improvements to the things that were still lacking in the 1st Cycle and implementing these improvements in the 2nd Cycle, then based on Table 3 and graphs 3 and 4, the comparison between student learning outcomes in 1st Cycle and 2nd Cycle above, there is a significant increase. In 1st Cycle, initially, the average value obtained was 81.9, and 26 students who completed it became 92.2, and as many as 35 students completed it. Meanwhile, the average percentage of classical completeness, which initially only reached 72% in 1st Cycle, increased to 97% in 2nd Cycle. The results in 2nd Cycle have exceeded the completeness criteria (75) and also the average percentage of classical completeness (75%).

Below the researcher includes a comparative graph of learning outcomes obtained by students and also a graph of the average classical completeness of students through the application of the TaRL learning model in the pre-cycle, 1st Cycle, and 2nd Cycle.

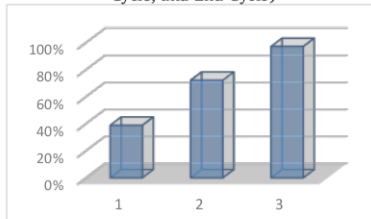
The graph 5 below are shown the comparison of students' learning outcomes (pre-cycle, 1st cycle, and 2nd cycle).

Graph 5. Comparison of Students' Learning Outcomes (Pre-cycle, 1st Cycle, and 2nd Cycle)



The graph 6 below are shown the comparison of students who complete the learning (pre-cycle, 1st cycle, and 2nd cycle).

Graph 6. Comparison of the Results of Students Who Complete the Learning (Pre-Cycle, 1st Cycle, and 2nd Cycle)



Based on Graph 1 and Graph 2 above, it can be seen that there was a large increase between the Pre-Cycle and 1st Cycle, as well as the 1st Cycle and 2nd Cycle. So that is why this research ended in 2nd cycle, because the 1st cycle were not meet the completeness criteria and the average classical completeness, namely 75 and 75%. While the 2nd cycle were meet all criteria.

Reviewing the learning outcomes acquired by students, both the average value and also the average classical completeness, there was a considerable rise after implementing the TaRL learning model. These findings suggest that the TaRL learning model can improve the learning outcomes of SMA Negeri 1 Palembang class X.4 students in the 2022/2023 academic year.

This is in line with research conducted by Peto (2022) at MAN 2 Payakumbuh with the aim of the research to improve character strengthening and student learning outcomes in KD English Subjects. 3.4/4.4 Narrative Text Material in Class X.IPK.3 MAN 2 Payakumbuh City Even Semester 2021/2022 Academic Year and shows that the use of the TaRL model can improve character strengthening and also learning outcomes from students.

4. Conclusions and Suggestions

Based on the findings and analysis presented above, the researcher has arrived at the conclusion that class X.4 students at SMA Negeri 1 Palembang can achieve better learning outcomes by implementing the TaRL learning model during the academic year 2022–2023. This is shown by rising student learning outcomes and rising average levels of classical completion. In 1st Cycle, the average student learning outcomes increased to 81,9, which is above the value of 75.

However, in the average aspect of classical completeness, the average student who has completed their studies has not reached 75%, that is, only 72% of students have completed their studies and the other 27% still get a score below 75. This is caused by several errors. in the application of learning, models carried out by researchers.

Furthermore, in the 2nd Cycle, after the researcher made improvements to the mistakes in the 1st Cycle, the learning outcomes of students and also the average of students who had completed their studies increased. The average learning outcomes of students who initially scored 81,9 increased to 92,2. Furthermore, for the average classical completeness, initially, the average of students who completed their studies got 72% of students who completed their studies, then increased to 97% of students who completed their studies in the 2nd Cycle. Thus, it can be concluded that the application of the TaRL learning model can improve the learning outcomes of class X.4 students of SMA Negeri 1 Palembang for the 2022/2023 academic year.

In addition, researchers also found that there are advantages and disadvantages in the TaRL learning model, namely. First, TaRL allows teachers to adjust learning to the level of understanding of each student. This helps each student learn at their own pace. Furthermore, TaRL can increase student participation and motivation in learning. Learning materials that are relevant to their level of understanding make them feel more engaged and motivated. This model also places an emphasis on understanding fundamentals. By strengthening students' knowledge base, TaRL helps them build a solid foundation for more complex learning in the future. In addition, the use of data and evaluation in TaRL allows teachers to plan and direct student learning effectively. This approach helps identify areas that need improvement and optimizes the learning process. However, there are some drawbacks to the TaRL model. Implementation requires considerable time and resources, as well as challenges in grouping students based on similar understanding levels. Flexibility in the curriculum can also be an obstacle, especially if there are limitations in the existing curriculum arrangements. Moreover, measuring progress in complex aspects can also be difficult in this model.

Furthermore, based on the discussion result of the research that has been done, the researcher provides the following suggestions, (1) Understand and study well the basic principles and characteristics of the TaRL learning model.

Understand that this model emphasizes adjusting learning according to students' level of understanding so that students can learn effectively. (2) Conduct an initial assessment to identify the level of understanding and ability of students in the field that the teacher will teach. This will help the teacher to understand the level of student needs and determine the appropriate level of learning, (3) Group students based on their level of understanding. In each group, students should have a similar level of understanding so that you can provide learning materials that suit their needs (4) Carry out periodic evaluations, use the evaluation data to identify areas that still need to be improved, and adjust future learning, lastly (5) collaborate with colleagues (if possible).

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