

## CHAPTER 1

### INTRODUCTION

This chapter consists six major points; background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of the Study

The goal of teaching a foreign language in Indonesia, especially teaching English, as stated in the 2006 Standard of Content is directed to develop the four English skills, they are listening, speaking, reading, and writing. As an international language, some people use written text in English to deliver written information, such as magazine, newspaper, brochure, book, novel, etc. Not only for communication, English is also used in science, medical, trade, cultural and technology.<sup>1</sup> Therefore, as one of four language skills, writing tends to play a very important role in the context of teaching English as a foreign language in Indonesia.

The 2006 Standard of Content indicates that writing competence includes the competence in writing short functional texts, monolog texts or essay. It is described in the Standard of Competence. Among other things, the standard of competence for the second semester of the first grade SMA/ MA

---

<sup>1</sup> Departemen Pendidikan Nasional. *Peraturan Menteri Pendidikan Nasional No. 22*. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2006

in writing skill is the ability to express a meaningful idea in short functional written texts and simple essays.<sup>2</sup>

Writing skills is one of the linguistic competence forms which are expressed in written forms, other than in oral forms. In category of language skills, the students assume that writing is too difficult. They are more difficult than speaking and reading.<sup>3</sup> In writing activity, the writer is not in face to face condition with the reader as target information. It means that when there is misunderstanding of readers' misinterpreting the text, it will be error information.<sup>4</sup>

Based on the curriculum of senior high school which recommended by the government, there are some texts which have to be mastered by the students at senior high school in the second semester. One of the texts is descriptive text.

Writing descriptive text is one of the genres in writing text. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use methods or new ways to teach the students. Therefore, the students seems to be unmotivated, bored, and have difficulties

---

<sup>2</sup> Departemen Pendidikan Nasional. *Peraturan Menteri Pendidikan Nasional No. 22*. Jakarta: Direktorat Pendidikan Dasar dan Menengah. 2006

<sup>3</sup> Pardiyo. *12 Writing Clues for Better Writing Competence*. (Yogyakarta: CV Andi Offset. 2006). Page 161.

<sup>4</sup> Sutanto Leo, dkk. *English for Academic Purpose: Essay Writing*. (Yogyakarta: CV. Andi Offset. 2007). Page 1.

in learning descriptive text. They also are not able to recall and to describe the things in systematic order. Moreover, they cannot describe the part, qualities, and characteristic of the things completely.<sup>5</sup>

In addition, Gebhard points out that there are three problems faced by the English as a Foreign Language (EFL) or English as Second Language (ESL) teachers and students in writing instructions. First, it deals with the teaching of the less-proficient students. The less-proficient students tend to use ineffective writing strategies, and the teacher is faced by showing the students how to write. Second, it deals with the students who think that they cannot write in English. They do not have more confidence as the writers. They usually complain English. Third, it deals with the teachers' response. The students generally do not pay attention to the teachers' comments and corrections to their written work. Consequently, the teachers should find an effective way of building students' self-confidence by which can change their negative attitude toward writing activities.<sup>6</sup>

The students of MA Al-Manar Prambon Nganjuk face some problems in writing instructions, they are some students have negative attitudes on writing or lack confidence in themselves as the writers, the students are confused how to develop their idea, and the students have many faults in the generic structures of descriptive text.

Many kinds of learning method could make the students' learning becomes independent, creative, and active in the learning process, especially

---

<sup>5</sup> D.Byrne. *Teaching Writing Skill*. (London: Longman Group UK Limited Company. 1987)

<sup>6</sup> J.G. Gebhard. *Teaching English as a foreign or Second Language: A teacher Self-Development and Methodology guide*. (Ann Arbor: The University of Michigan Press. 2000). Page 235.

in writing English. Among some of learning method supposed to be used in English learning and to get learning process well is TAI (Team Assisted Individualization) learning method. TAI (Team Assisted Individualization) method is used to overcome the problems faced by the students of MA Al-Manar Prambon Nganjuk.

Team Assisted Individualization is a cooperative learning technique applied by group. The group must consist of four to six students and heterogeneous ability.<sup>7</sup> In this method, each group is given exercise to be finished together where TAI combines cooperative learning with individualized instruction.

Some researches concerning the learning by TAI (Team Assisted Individualization) method are: (1) Nur Khasanah (2012)<sup>8</sup>, in her research with the title *“Peningkatan Kemampuan Menulis Melalui Metode Team Assisted Individualization (TAI) Siswa Kelas III SDN Darungan 01 Kecamatan Yosowilangun Kabupaten Lumajang Tahun Pelajaran 2011/2012”*, (2) Murtianis (2011)<sup>9</sup>, in her research with the title *“Upaya Meningkatkan Keterampilan Menulis Teks Deskriptif Melalui Penerapan Metode Pembelajaran Team Assisted Individualization (TAI) pada Siswa Kelas VIII-D SMP Negeri 1 Plaosan Magetan Tahun Ajaran 2010/2011”*.

---

<sup>7</sup> Robert E. Slavin. *Cooperative Learning: Theory, Research, and Practice*. (America: United States of America. 1995). Page 7.

<sup>8</sup> Nur Khasanah.2012. *Peningkatan Kemampuan Menulis Melalui metode Team Assisted Individualization (TAI) Siswa Kelas III SDN Darungan 01 Kecamatan Yosowilangun Kabupaten Lumajang Tahun Pelajaran 2011/2012*. (Jember: Universitas Negeri Jember, Fakultas Keguruan dan Ilmu Pendidikan).

<sup>9</sup> Murtianis.2011. *Upaya Meningkatkan Keterampilan Menulis Teks Deskriptif Melalui Penerapan Metode Pembelajaran Team Assisted Individualization (TAI) pada Siswa Kelas VIII-D SMP Negeri 1 Plaosan Magetan Tahun Ajaran 2010/2011*. (Solo: Universitas Negeri Solo, Fakultas Pendidikan Bahasa dan Sastra Indonesia).

TAI (Team Assisted Individualization) method in those researches can be applied successfully and have positive result. That is why, in this research, the researcher is going to try to apply TAI (Team Assisted Individualization) method in English teaching, to overcome the problems faced by the first grade students at MA Al Manar Prambon Nganjuk. Therefore, the researcher conducts a study entitled **“The implementation of TAI (Team Assisted Individualization) method to improve the students’ skill in writing descriptive text of the first graders of MA Al-Manar Prambon Nganjuk”**.

## **B. Problems of the Study**

Based on the background above, the statements of the problem of this study are:

1. How is the implementation of TAI (Team Assisted Individualization) method in teaching writing descriptive text of the first graders class X-4 at MA Al-Manar Prambon Nganjuk?
2. How can the implementation of TAI (Team Assisted Individualization) method improve the students’ skill in writing descriptive text of the first graders of MA Al-Manar Prambon Nganjuk?

## **C. Objectives of the Study**

Based on the statements of the problems above, the purposes of this research is:

1. To describe the implementation of TAI (Team Assisted Individualization) method in teaching writing descriptive text at MA Al-Manar Prambon Nganjuk.
2. To improve the students' skill in writing descriptive text of the first graders of MA Al-Manar Prambon Nganjuk by implementation TAI (Team Assisted Individualization) method.

#### **D. Significance of the Study**

This research gives some informations about the implementation of TAI (Team Assisted Individualization) method to improve the students' skill in writing descriptive text of the first graders of MA Al-Manar Prambon Nganjuk. Hopefully, the result of this study is useful for the students, the teachers, and the further researchers.

1. For the students

The method of this research is implemented in writing learning for the first students of MA Al-Manar, especially for class X-4. The students get some ideas easily to write and be able to develop their writing in descriptive text. The students have self-confidence to convey their ideas in writing too.

2. For the teacher

This research is expected to provide teacher with information about teaching writing descriptive text by using TAI (Team Assisted Individualization) method. Therefore, the teacher hopefully will get input

about the ways of improving the students' skill in writing descriptive text by implementation TAI (Team Assisted Individualization) method.

### 3. For the further researchers

The researcher hopes the result of this study as a reference to conduct the further researches which focus on the broader field, that is about the implementation of TAI (Team Assisted Individualization) method to improve the students' skill in writing descriptive text for Senior High School students.

## **E. Scope and Limitation of the Study**

The study of this research is conducted to improve the students' skill in writing descriptive text through TAI (Team Assisted Individualization) method. The subject of this study is limited for the first grade students of MA Al-Manar Prambon Nganjuk. The researcher wants to develop the students' writing skill by using TAI (Team Assisted Individualization) method, so that they can be motivated to study hard in the second grade.

## **F. Definition of Key Terms**

Concerning to the title of this study, the researcher shows the definitions of some key terms in order to avoid misunderstanding and make the readers clear about what the researcher means. Those key terms are:

## 1. Descriptive Text

Descriptive text is the text that refers to paragraph or a short essay dealing with describing person, place, or thing. The aim is to tell about the subject by describing its feature without including personal opinions.<sup>10</sup> The writing focus of descriptive text is to give description about quality, characteristics and conditions of objects.

## 2. TAI (Team Assisted Individualization) method

TAI is an acronym of team assisted individualization, sometimes is called team accelerated instruction. Team assisted individualization (TAI) has been found effective in facilitating performance.<sup>11</sup> TAI combines cooperative learning with individualized programmed instruction, it is developed at Johns Hopkins University by a team led by Bob Slavin and Nancy Madden.<sup>12</sup>

There are some points in implementation of TAI (Team Assisted Individualization) method. The points have to be done to get the good result. The points include placement test, teams, teaching group, curriculum materials, team study, team score and team recognition, facts tests, and whole-class units.<sup>13</sup>

---

<sup>10</sup> Pardiyono. *12 Writing Clues for Better Writing Competence*. (Yogyakarta: CV Andi Offset. 2006). Page 166.

<sup>11</sup> Mifthul Huda. *Cooperative Learning: Metode, Teknik, Struktur dan Model Penerapan*. (Yogyakarta: Pustaka Pelajar. 2011). Page 125.

<sup>12</sup> Robert E. Slavin. *Cooperative Learning: Theory, Research, and Practice*. (America: Library of Congress Cataloging in publication Data. 1995). Page 102.

<sup>13</sup> Ibid. Page 102.