

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature. It covers four major sections. They are the definition of writing, the process of writing, the descriptive text, and TAI (Team Assisted Individualization) method.

#### A. The Definition of Writing

Writing is a process through which we discover, organize, and write about our thoughts to communicate with a reader. When we speak, we have tone of voice and facial expressions to help us get our point across. We also have the chance to clarify miscommunications quickly. But, in writing activity we are as writer is not in face to face condition with the reader as target information. We have only words and punctuation to form our message. Therefore, when there is misunderstanding of readers' misinterpreting the text, it will be error information.

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.<sup>1</sup> Writing can be very enjoyable as long as we have the ideas and the means to achieve it. In the first thing when the writers will write an essay or text is to decide about a topic. Topic will help the writers to stay

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

focused on what they write. The writers' focus can depend of the situation in around them, but different writers have their own way of writing.

A realistic attitude about writing must build on the idea that writing is a skill can be learned. Many people find it difficult to do the intense, active thinking that clear writing demands. But, writing is not an automatic process and competent writing comes from the writers' plain. Moreover, the skill of writing can be mastered, and if the students are ready to work, they will learn what they need to know. In addition to believe that writing is a process of expressing ideas, many students believe mistakenly. They assume that writing is seldom an easy process to express ideas.

## **B. The Process of Writing**

The process of writing approach involves the process steps necessary to produce a good quality final piece of writing. The general steps in writing process include prewriting, drafting, revising, and editing.<sup>2</sup> Each step has different activities that will help you to get ideas from your mind to the paper in an organized fashion. The steps include prewriting, drafting, revising, and editing. Then, the explanations of each step are presented below:

### 1. Prewriting

Prewriting is the first major step in the writing process. It is as basic step for the writer to begin writing. Generally, the students as the writer often have difficulty to think of an interesting topic or a point to

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<sup>2</sup> John Langan. English Skills with Readings (Seventh Edition). (New York: McGraw-Hill Book Companies. 2008). Page 18.

make about their topic. It causes the students will face the difficulty to express their ideas. The prewriting process can be simple process into a discussion between the teacher and the students.

There are useful prewriting techniques that will help the students as writer to think and develop their ideas. The prewriting techniques include freewriting, questioning, making a list, clustering, and preparing a scratch outline. The prewriting techniques are freewriting, questioning, making a list, clustering, and preparing a scratch outline.

a. Freewriting

Freewriting is writing anything that comes to mind about a subject or a topic. In prewriting technique can be used when you are trying to find something to write about or are trying to get more ideas about a chosen topic.

Freewriting involves writing ideas in sentences form. The students as the writer do not have to worry about the mistake, they can focus on discovering about what they want to say in writing form about a subject or topic. The initial ideas and impression will be clearer after they write them on the paper, and they may lead to other impression and ideas.

b. Questioning

Questioning is the process of writing words or phrases that occur to us spontaneously. This free association can be done individually or in a group. Questioning and freewriting are similar in

that they both produce idea. In questioning, the students as writer can generate ideas and details by asking as many questions as they can think of about their subject or topic. It can be done by such questions include why, when, where, who, how, in what ways, etc. Therefore, in questioning, the writers will probably create a list of very general word that interests them.

c. Making a list

Making a list is also known as brainstorming. The students as writer can create a list of ideas and details that relate to their subject or topic. In this process, the students are assumed to write the accumulation of material by making up a list of everything about their subject or topic. To get a sense of making a list, use a sheet of paper to list a series of details about one of the best or worst in your subject or topic. You do not be worry about deciding whether the details are major or minor.

d. Clustering

Clustering is also known as diagramming or mapping. It is another strategy that can be used to generate material for a paragraph. This strategy is used to help the students as writer who likes to think in a visual way. In clustering, the writer can use lines, arrows, and circles to show the relationships among the ideas and details about the subject or topic.

In the process of clustering, the students as writer can begin by stating the subject in a few words in the center of a blank sheet of paper. Then, write some words (minor and major ideas) in boxes or circles around the subject and draw lines to connect them to each other and to the subject. In minor ideas is written in smaller boxes or circles, and use connecting lines to show how they relate as well.

e. Preparing a scratch outline

A scratch outline is the most helpful technique for writing in essay. A scratch outline often follows freewriting, questioning, making a list, or clustering, but it may also gradually emerge in the midst of these strategies. A scratch outline is a good way to see if the writer needs to do more prewriting. The scratch outline is a plan to help the writers' achieves a unified, supported, and well-organized paragraph.

2. Drafting

Drafting means begin to write what you want to describe. After you have done prewriting, the next step is to get thoughts and ideas down on paper. It is the first draft of your writing. Therefore, the students need to know in this drafting is the point of writing process. The students can write down any idea related to the topic. The ideas can be rearranged, added to, and edited later on.

Generally, the students are be embarrassed to write down about their think are funny but completely unrelated to the writing topic. The

teacher is assumed to help the students' confident to write about topics which are of interest to them. The students should write each sentence on a different index card, then they can put their sentences in a different order without having a copy everything over.

### 3. Revising

Revising means making changes to clarify wording and organization the revision of a paragraph which should be done several times, until the writers are satisfied that it is the best they can do. It is all right even recommended, that you let other people read your paper and make suggestion for changes for you. It is not all right, however, to have other people actually make the changes for you.

Revising occurs when a writer looks for feedback from a teacher or another students (Vaca, Vaca, and Gove, 2000).<sup>3</sup> The students as writers have a tendency to think that once words are down on paper, they are finished writing. The students often see the teachers' role as either saying that everything is fine or being copy editor and fixing all spelling and grammar errors. The teacher is assumed to give comments for students' writing, but it should focus on content, not grammatical or spelling errors.

Revising a paper can be started by reading and re-reading the paper slowly. The students can revise a paper is by reading it out loud at a slow pace rather than just reading by heart. There are three main areas that a writer should pay attention to while revising his paper. Firstly, the writer

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<sup>3</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill Book Companies, 2006). Page 107.

has to pay attention to the content and organization of his paper. Secondly, the writer has to pay attention to the style. And thirdly, the writer needs to check the format of the paper.<sup>4</sup>

#### 4. Editing

In editing process, the students as writers consider their paper finished, check for any problems in mechanics. The items that they have to find and check are spelling, punctuation, capitalization, grammar usage, errors in sentence structure, consistency in verb tense, consistent point of view, abbreviations and number.

In editing, the teacher is assumed to correct the students' error and help them to find and correct their own errors. The students need to know how to write a descriptive text using standard conventions of spelling, grammar, and punctuation. The teacher can have a checklist which reminds students to make sure that their descriptive text has a good content.

### C. The 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>5</sup> The

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<sup>4</sup> Sutanto Leo, dkk. *English for Academic Purpose: Essay Writing*. (Yogyakarta: CV. Andi Offset. 2007). Page 150.

<sup>5</sup> Pardiyo. *12 Writing Clues for Better Writing Competence*. (Yogyakarta: CV Andi Offset. 2006). Page 166.

writing focus of descriptive text is to give description about quality, characteristics and conditions of objects.

Descriptive text is the process you describe someone or something, you give a picture in words to your reader. To make the reader images about your writing, you must observe and record specific details that interest to the readers' senses (sight, hearing, taste, smell, and touch).<sup>6</sup> Therefore, in descriptive text, the writer has to describe more than any other type of text, in descriptive text needs colorful details.

In conclusion, descriptive text is a text, which has the purpose is to give information. It is differ from report text which describe about things, animals, persons, or others in general. But, the social function in descriptive text is to describe a particular person, place, or thing. For example describe about our pets or a person we know well. Descriptive text stretch out many information about certain people, things, and place clearly and details.

The student should master the generic structure of descriptive text before they write the descriptive text. The structure for descriptive text follows some particular stages the beginning, middle, and the last part of the text. Descriptive text include two general structures, they are identification and description. The explanation of each general structure is presented below:

#### 1. Identification

Identification is identifies the person, place, or thing to be described. Generally, there are two purposes of identification in

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<sup>6</sup> John Langan. *College Writing Skills with Readings*. (New York: McGraw-Hill Book Company. 2006). Page 180.

descriptive text. First, the identification is a statement or a short paragraph that identifies the object that is going to be described. Second, the identification is usually interesting and able to provoke the reader to be eager to read the text.

## 2. Description

Description is describes parts, characteristics, or physical features of the person, place, or thing to be described. In the description of descriptive text, there are two purposes that the researcher resumed. First, the description may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned identification part. Secondly, the description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

### **D. 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 in learning process.<sup>7</sup> TAI is one of cooperative learning methods. Cooperative learning is an ideal solution to the problem of providing students of different ethnic groups with opportunities for nonsuperficial, cooperative interactions.

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<sup>7</sup> Mifthul Huda. *Cooperative Learning: Metode, Teknik, Struktur dan Model Penerapan*. (Yogyakarta: Pustaka Pelajar. 2011). Page 125.

Team assisted individualization (TAI) shares with STAD and TGT that use of four member mixed ability in learning teams and certificates for high performing teams. However, STAD and TGT use a single pace of instruction for the class, but in TAI combines cooperative learning with individualized instruction.

In Team assisted individualization (TAI), the students enter an individualized sequence according to a placement test and then proceed at their own rates. In this method, the students work at their own group. They encourage and help one another to work hard because they want their group to succeed. However, in this method the students work at their own levels, so if they lack prerequisite skills they can build a strong foundation before going on. Then, if they can progress more rapidly, they need not to wait for the rest of the class.

To know the points in implementation of this method, the writer would show how this method implements. 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>8</sup> Then, the explanations of each point is presented below:

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<sup>8</sup> Robert E. Slavin. *Cooperative Learning: Theory, Research, and Practice*. (America: Library of Congress Cataloging in publication Data. 1995). Page 102.

## 1. Placement Test

In placement test, the students are pre-tested by the teacher. They are placed at the appropriate point in the individualized program based on their performance on this test. But, the teacher can place the students based on their daily value or their last value. Moreover, the teacher has known the weaknesses of students in certain material.

## 2. Teams

In teams, the students are placed in a group based on their value. In this step, the students are assigned to four until five member each group which is heterogeneous teams. The advantages and disadvantages' differences of heterogeneous teams and random teams presents below:

**Table 2.1**

Team Formation Methods <sup>9</sup>

	<b>Heterogeneous Teams</b>	<b>Random Teams</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Maximum cross-race, cross-sex, and cross-ability team contact</li> <li>• Low achievers carefully placed to maximize tutoring</li> <li>• Language ability grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Side-step stereotypes</li> <li>• Class building and networking</li> <li>• Built-in roles and building</li> <li>• Quick and easy</li> <li>• Can form teams without knowing students' status (beginning of year)</li> </ul>

<sup>9</sup> Spencer Kagan. *Cooperative Learning*. (San Juan Capistrano:Kagan Cooperative Learning. 1992). Page: 6.11

	<ul style="list-style-type: none"> <li>• Management (student aid for each three)</li> <li>• High achiever for every team</li> </ul>	<ul style="list-style-type: none"> <li>• Variety, stimulation, and fun</li> <li>• Avoid resistance, perception of fairness</li> <li>• Many transference opportunities</li> <li>• Leadership opportunities</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Teacher time</li> <li>• Fewer transference opportunities</li> <li>• No high-high and low-low contact</li> <li>• Possible teammate overdependence</li> <li>• Implicit tracking</li> <li>• Negative stereotypes</li> <li>• Negative meta communication (we cannot work with everyone).</li> </ul>	<ul style="list-style-type: none"> <li>• Team where no one knows content well</li> <li>• Possible intense conflicts</li> <li>• Language incompatibilities</li> <li>• Teams of one sex or one race</li> <li>• Limited bonding opportunities; weaker team identity</li> <li>• Limited opportunities to learn how to learn</li> <li>• Imbalance: “winner” and “loser” teams.</li> </ul>

### 3. Teaching Group

The teacher uses specific concept lesson provided with the program.

The purpose of this session is to introduce major concepts to the students.

Teacher makes extensive use of manipulative, diagrams, and

demonstrations. The lessons are designed to help the students understand the connection between the material (descriptive text) which are doing and familiar, and also real life problems. In general, the students have concepts introduced to them in the teaching groups before they work in their individualized units.

#### 4. Curriculum Materials

Curriculum materials is called student creative. In this step, the teacher explains to the students that individuals' success is determined by teams' success.

#### 5. Team Study

In team study, the students study together in their teams. The teacher gives a task to students and they must finish it by working in their own teams. In this step, the students are given a starting place in an individualized material. The teacher helps the student individually and will be helped by other student in that team.

#### 6. Team Score and Team Recognition

In this step, the teacher computes a team score. This score is based on the average number of units covered by each team member and the accuracy of the unit tests. Criteria are established for teams' performance. A high criterion is set for a team to be a super team, a middle criterion for a team to be a great team, and a low criterion for a team to be a good team. The super team or great team criteria will receive the reward.

## 7. Facts Tests

In this step, the teacher gives some test to the students. The students answer individually because this purpose is to know how far the students' understanding about the material (descriptive text). The test can be given as quiz. This step hopes the students will participate to answer the question from the teacher. To make students' participation, the teacher can added value to student who answer the question.

## 8. Whole-Class Units

Whole-Class Units is the last step of Team assisted individualization (TAI) method. The teacher stops the individualized program and repeats the material about descriptive text in the last meeting. This step is made by students' problem-solving in that class.