

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In English there are four skills that must be mastered especially by students, they are listening, speaking, reading, and writing. Among all skills, writing is the complex skill that must be learned seriously by the students, as there are so many difficulties in writing.

Based on the rule of the government of Indonesia, the curriculum which is used for this academic year is the school Level-Based Curriculum or it is known as KTSP. KTSP is developed based on the condition of each school, the school characteristic, sociocultural environment, and the learner characteristic. So, it means that teachers in that school are given the freedom to be creative in developing the students' ability.

In the syllabus of KTSP, there are some genres which are learned for grade X, such as recount, narrative and procedure. But in this study, the writer only takes the procedure text as the observation that has been done before.

Based on the researcher's observation in SMA SWASTA AR-RAHMAN MEDAN in year 2015, the researcher found that almost all students in one year of that schools have less enthusiastic and don't pay more attention when the teacher teaches them about writing. Furthermore, this situation is also caused by the method that the teacher uses when taught this skill always be same. The teacher

always uses Two Stay Two Stray method in teaching her students about writing, and it makes the condition in the class become tedious.

The researcher encloses the students' writing score in two semesters, academic 2014/2015 which is gotten from Students' Score List. The Minimal Completeness Criterion is 70. Here is the students' writing score in the first and second semester.

**Table 1.1 The Percentage of Students' Writing Score in Grade X (X-3)**

Semester	KKM	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester	70	< 70	25	83.3%	62.5
2014/2015		≥ 70	5	16.6%	
2 <sup>nd</sup> Semester		< 70	20	66.7%	67.5
2015/2016		≥ 70	10	33.3%	

The percentage of students' writing score like the data above shows that the students that get score under KKM still high than students that get score above KKM. The score of the students will always low if the condition in the class doesn't change be better and the method that teacher uses still same.

As according to Nunan (1999:271) writing is not a spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language'. It means that, in learning writing, it is needed the seriousness to express the idea to be the written based on the process and rules. A good writing needs the mastery of vocabulary, grammar, spelling, punctuation, coherence and the process to create an idea become a good one. If all of those are difficult to master, automatically writing is difficult to be mastered too.

Besides by looking the students' writing score, the researcher also does the observation by interviewing the teacher that teaches in grade X of SMA SWASTA AR-RAHMAN MEDAN. From the interviewing, the writer gets some conclusion why writing skill of the students in this school still low. The students' are afraid of to start to put their idea in the writing form. They are afraid of how the vocabulary, or the grammar is wrong. They are shy if their writing is not as good as other students. They feel bored, so they don't pay attention if the teacher explain about the writing. They are still lack in the mastery of vocabulary, grammar, and spelling. . The teacher often teaches by explaining the materials and then tasks. The teacher always uses the method namely Two Stay Two Stray method to teach writing.

Two Stay Two Stray method is a one of the method in cooperative learning which students are divided into some groups consist of four-five students, then in applying it, two students in each group have to go to other groups to find any informations about the material, meanwhile the other students stay in their group while discussing. This method make the students can change the information with the other groups, so it can make them easily in doing their task and they can know the material easily without ask to their teacher. But, if this method always be used by the teacher in every teaching about writing especially procedure text, it can make students become bored and they only will play when their teacher give them the explanations and tasks. And finally students will never understand how to write well, and the students will be hard to get the score over the minimum competence criteria.

To solve this problem, the writer will try to use one of the cooperative learning; it is Team Assisted Individualization (TAI) method. Team Assisted Individualization method is one of the method in cooperative learning which the students must work in group to make a group project that has given by the teacher. In this case, surely the students must be work in group to use their writing skill to do all tasks about procedure text. This method uses system of heterogeneous groups which in every group there are level of high, medium, and low in academic accomplishment. Therefore, this method can make the students can unfold their ideas without felt unencumbered, progress at their own rate, improve students' intention, caring about and encouraging the progress of team-mates.

In this method, every group consists of four-five students, and in every group, there must be student that has high accomplishment, so he/she can help his/her students to solve the problem that they get from the assessment sheet that they get. So, other students that still confuse about the material can be helped and understand it. This is why the writer chooses this method to solve this problem and this method is hoped can change the Two Stay Two Stray method that always be used by the teacher in writing procedure text.

Based on the explanation above, the researcher expects that students' achievement in writing procedure text taught by using Team Assisted Individualization method are higher than taught by using Two Stay Two Stray method.

## **B. The Problem of the Study**

Based on the background above, it will be necessary to formulate the problem of this research as “Is there a significant effect of Team Assisted Individualization method on students achievement in writing procedure text?”

## **C. The Objective of the Study**

The objective of the study is to investigate if the students’ achievement taught by Team Assisted Individualization Method is higher than the students’ achievement taught by Two Stay Two Stray Method in writing procedure text.

## **D. The Scope of the Study**

There some genres which are learnt in this school, such as narrative, recount, procedure, hortatory exposition, procedures. But this study will be focused on writing Procedure Text through Team Assisted Individualization Method.

## **E. The Significance of the Study**

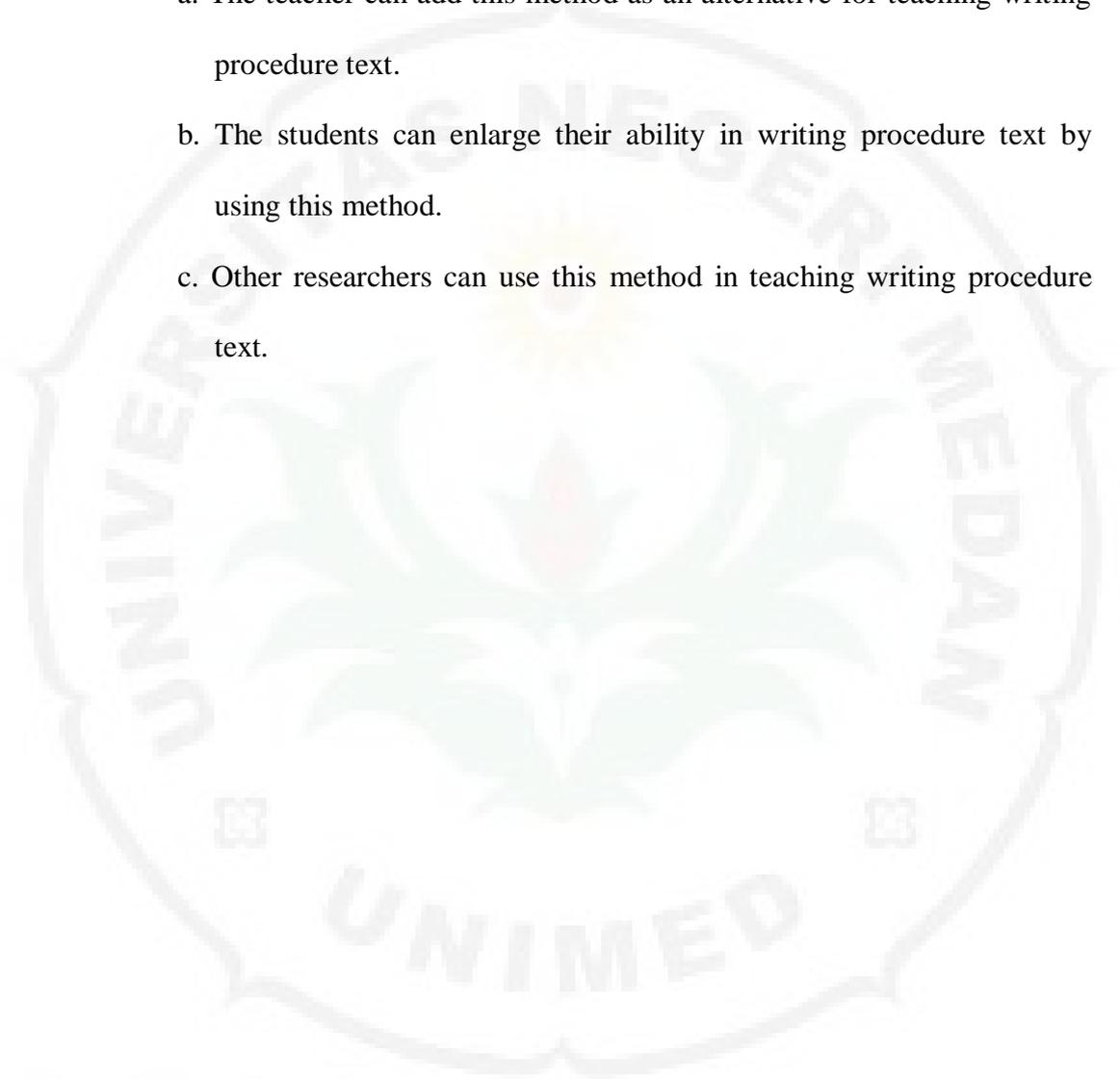
Findings of the study will be expected to be useful for:

- **Theoretically**

The result of this study can be the reference for other teacher so it can enlarge and develop their knowledge about teaching method in teaching writing especially writing procedure text.

- **Practically**

- a. The teacher can add this method as an alternative for teaching writing procedure text.
- b. The students can enlarge their ability in writing procedure text by using this method.
- c. Other researchers can use this method in teaching writing procedure text.



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