

CHAPTER I INTRODUCTION

A. The Background of the Study

Language was an important part of human existence and social process that has many functions to perform the life of human beings. Language was an instrument to get information. It was used to express ideas, feeling, purposes, thoughts, and opinions in written or oral way. With language, we can share and transfer knowledge, transmit message from one to another, and from generation to the next generation. In short, almost all of human activities are conducted through the language use.

In English, there were four language skills that must be learnt and mastered by the students, They are listening skill, speaking skill, reading skill, and also writing skill. Among those skills, writing skill is the complex skill that must be learnt 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 Level-Based Curriculum or KTSP. KTSP is developed based on the condition of each school, the school characteristics, sociocultural environment, and also the learner characteristics. So, it means that the teachers in that school are given freedom to be creative in developing their students ability.

In syllabus of KTSP, there were some genres which are learnt for students grade X, such as recount, narrative, procedure, news item and descriptive. But in this study, the researcher only takes the descriptive text as the observation that has been done before.

Based on the researcher's observation in SMA AL-HIDAYAH MEDAN in year 2016, the researcher found that almost all students in one year of that schools have less enthusiastic and don't pay more attention when their teacher teaches them about writing. Furthermore, this situation is also caused by the teacher don't use one of the cooperative learning methods in teaching writing process.

The researcher encloses the students' writing score in two semesters, academic year 2015/2016 which is gotten from Students' Score List. The Minimal Completeness Criterion (known as KKM) 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- 2)

Semester	KKM	Score	Students	Percentage	Mean
1st Semester		<70	21	67,8 %	68, 5
2015/2016		>70	9	32,2 %	
2nd Semester	70	<70	24	82, 2 %	61, 5
2015/2016		>70	6	17, 7 %	

The percentage of students' writing score like the data above shows that the students that still get the score under KKM is higher than students that get score above KKM. The score of the students will be always low if the condition in the class doesn't change be better and the teaching method that teacher uses is 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 skill or thing to do in language'. It means that, in learning writing, it is needed the seriousness to express the ideas to be written based on the process and the rules. A good writing

needs mastery of vocabulary, grammar, spelling, punctuation, coherence and the process to create the ideas 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 AL-HIDAYAH MEDAN. From the interview, the researcher got some conclusion why writing skill of the students in this school is still low. The students were afraid of to start to put their ideas in the writing form. They were afraid of how the vocabulary, or the grammar is wrong. They felt shy if their writings are not as good as other students. They also felt bored, so didn't pay attention more if their teacher is explaining about writing. They were still lack in the mastery of vocabulary, grammar, and spelling. The teacher often taught by explaining the materials and tasks. The teacher didn't uses one of the cooperative learning methods in teaching process.

According to Baharuddin and Wahyuni (2007), Cooperative learning is one of the learning forms that bases constructivism concept. Philosophically, according to the constructivist theory of learning is to build knowledge little by little, which can then be expanded through a context of limited and not suddenly. Knowledge is not a set of facts, concepts, or rules that are ready to be retrieved or remembered. The human must construct knowledge and give meaning through real experiences. Cooperative learning is an learning model that promotes cooperation among the students to achieve the learning objectives. But, if this method is not used by the teacher in every teaching activity about writing especially descriptive text, it can make students become tedious and they only

play when their teacher give them the explanations and tasks. Finally, the students will never understand ho to write well, and the students will be hard and difficult to get the score over the minimum competence criteria (or KKM).

To solve this problem, the writer will try to use one of the cooperative learning method; it is Team Assisted Individualization (TAI) method. It 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 work in group to use their writing skill to do all tasks about descriptive text. This method uses system of heterogeneous group which in every group there are level of high, medium, and low in academic accomplishment. Therefore, this method can make the students can open their ideas without felt uncumbered, 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 a student that has high accomplishment, so she can help 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 researcher choses this method to solve this problem and this method can be hoped to become the suitable cooperative learning method that will be used by the teacher in teaching writing descriptive text.

Based on the explanation above, the researcher expects that students' achievement in writing descriptive text taught by Team Assisted Individualization (TAI) method can solve that problem above.

B. The Problem of the Study

Based on the background explanation above, it will be necessary to formulate the problem of this research as “Is there a significant effect of using Team Assisted Individualization (TAI) on students’ achievement in writing descriptive text ?”

C. The Scope of the Study

There are some genres which are learnt in this school, such as narrative, recount, procedure, descriptive and explanation. But in this study, it will be focused on writing Descriptive Text through the use of Team Assisted Individualization (TAI) method.

D. The Objective of the Study

The objective of the study is to investigate if the students’ achievement taught by using Team Assisted Individualization (TAI) method gives the significant effect in teaching writing Descriptive Text.

E. The Significance of the Study

Findings of this study will be expected to be useful and important for :

- Theoretically

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

- Practically
 - a. The teacher can add this teaching method as an alternative way for teaching in writing descriptive text.
 - b. The students can enlarge their ability in writing descriptive text by following this method.
 - c. For other researchers, they can use this method in teaching writing descriptive text.