

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Writing has important contribution for human's live because people can express and transfer the ideas and feelings by using words on a paper. Writing is also important because by expressing ideas, people can communicate with others. Writing is one of four important skills which should be learned by students in learning language. In term of language learners, as a means of communication, writing shows the students mastering of the language being learned. It means that in practicing writing, students show their skill in many aspects of language. Furthermore, the students must use the language aspects correctly, such as in term of tenses, vocabulary, sentence patterns, types of sentences, paragraph, kinds of text, and so on.

The students are expected to be able to master writing skills. It means, students must be able to use their language knowledge and then put it on their writing. By writing, students can express their ideas and knowledge by writing on a blank paper to make a text, story, poem, history, dialogue and so on. In addition, students also learn about some types of text at school. Especially in senior high school students, they will learn about some text of English, such as recount text, report text, procedures text, narrative text, descriptive text and so on.

Based on the interviewed that the researcher did to the English teacher of SMAN I Kotabumi North Lampung on Monday, April 29th 2019, the researcher found out that the students' English score, especially in writing ability is low. It can be seen in the table about the writing score of tenth grade students from interview between the researcher and the English teacher. From interviewed, the researcher can conclude that the students are difficult in writing English and get low score. It can be seen in following table:

TABLE 1
WRITING ENGLISH OF TENTH GRADE STUDENTS OF IPA 6 AND IPA 7
OF SMA N 1 KOTABUMI NORTH LAMPUNG ACADEMIC YEAR 2019/2020

Interval	Class		Total	Percentage
	X IPA 6	X IPA 7		
35 – 40	1	2	3	4,55%
41 – 46	3	3	6	9,10%
47 – 52	4	4	8	12,12%
53 – 58	6	5	11	16,66%
59 – 64	6	7	13	19,69%
65 – 70	6	6	12	18,18%
71 – 76	7	6	13	19,69%
Σ	33	33	66	100%

Source : English Teacher of SMAN 1 Kotabumi North Lampung Academic Year 2019/2020

The standard of English score in SMAN 1 Kotabumi North Lampung is 65, but 62% of the students still get under 65 from table above, it is known that there are 25 students who have successfully achieve the school passing grade. Meanwhile, 41 students have not achieve the school passing grade. It means that students writing ability is still low. It is due to the fact the students has a lot of problem. In general, the first problem of writing ability is lack of vocabulary, the second problem is understanding about mechanics or the generic structure, the

third problem is the mastery of grammar is not optimal yet. The last problem is lack of student motivation in learning writing.

The first is lack of vocabulary to understand and the process of making text as a result of writing activities cannot be said good. The lack of students in vocabulary mastery is caused by a lack of memorizing students to increase students' mastery of vocabulary in English.

The second problem is understanding about mechanics or the generic structure. Understanding the generic structure in writing descriptive text can affect the results of writing. The students who do not understand generic structure or mechanics in writing descriptive text will find the difficulties to start writing the text that the teacher instructs. In writing, students must combine the idea with many things like content, organization, grammar, vocabulary, and mechanic, and another important aspect of language when they write.

The third problem is mastery of grammar that must be mastered by students is not optimal yet. The grammar that students have had still not optimal, it can also influence the results of the writing done, because every writing must have good and correct grammar in the rules of grammar in English.

The last problem is lack of student motivation to write in English. The different motivation of students can affect learning activities in writing. So, most of the students are difficult in writing ability and get low score. In addition, the learning method is also one of the factors that causes students to feel difficulties in learning to write.

Learning method is considered as a procedure whose success in learning, or as a tool that makes teaching effective. Therefore learning methods is one of the main aspects of education. In this context, the intended learning method is an active learning process, which is a method that can make students become more active in the learning process so that learning can be more active and enjoyable and the achievement of learning objectives.

The use of appropriate method is expected to create an atmosphere that causes students to be actively motivated in learning. So, to develop the students writing ability, the researcher introduces one learning method that can be used for teacher in teaching English, especially writing. One alternative learning method that is expected to activate and improve learning achievement students is Team Assisted Individualization (TAI) Method.

According to Robert Slavin in Huda (2014:200) Team Assisted Individualization (TAI) method is a pedagogic program that attempts to adapt the teaching to individual differences of students academically. Team Assisted Individualization (TAI) method can support classroom practices, such as grouping students, the grouping capabilities in the classroom, programmed instruction, and computer-based teaching. The purpose is to minimize individualized teaching which proved to be in effective. Besides, it also aims to improve the knowledge, ability and motivation of students with learning groups.

In senior high school, especially at the tenth grade students, one of the materials that have to be learned by students is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Students must understand, the generic structure of the descriptive text in order to make descriptive text good and correct. So, the researcher will apply Team Assisted Individualization to solve students' problems in writing descriptive texts, because Team Assisted Individualization can help students be more active in the teaching process of writing.

Based on the situation as explained above a research entitled "The Influence of Using Team Assisted Individualization (TAI) Method Toward Writing Ability in Descriptive Text at the tenth grade of SMAN 1 Kotabumi North Lampung Academic Year 2019/2020".

1.2 Identification of the Problem

Based on the background described above, several problems can be described, as follows.

1. The student lack of vocabulary.
2. The understanding about mechanics or generic structure of descriptive text is still low.
3. The mastery of grammar in learning writing is not yet optimal.
4. The students lack motivation to write descriptive text.

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher limits the research on “the influence of using Team Assisted Individualization (TAI) Method toward writing ability in descriptive text of the tenth grade students of SMAN 1 Kotabumi North Lampung academic year 2019/2020”.

1.4 Formulation of the Problem

Based on the background above the problem can be formulated "Is there significant influence of using Team Assisted Individualization (TAI) Method toward writing ability in description text at the tenth grade of SMAN 1 Kotabumi North Lampung academic year 2019/2020”.

1.5 Objective of the Research

Based on the formulation of the problem, the purpose of this research is to find out if there is influence of using Team Assisted Individualization (TAI) Method toward writing ability in descriptive text at the tenth grade of SMAN 1 Kotabumi North Lampung academic year 2019/2020.

1.6 Uses of the Research

1.6.1 Theoritically

The result of this research will support the existing theories on Team-Assisted Individualization Method and its influence toward students writing ability in descriptive text.

1.6.2 Practically

This research is hoped to be useful for following:

a. For the teacher

This research can motivate teacher for using this strategy and motivate the students to think systematically and directed especially material about writing descriptive text.

b. For next researchers

The result of this research is hoped to be useful as a reference to share information for other researcher about the influence of using Team-Assisted Individualization (TAI) method toward writing ability in descriptive text at the tenth grade.