

CHAPTER II

THEORY REVIEW, FRAME OF THINKING, AND HYPOTHESIS

2.1 Theory Review

2.1.1 Concept of Writing Ability

Writing is one of the skills that must be learnt in teaching learning English. Writing is an act of communication. Writing is a process allowing writer to explorer thoughts and ideas, make them visible and concrete. Writing encorrages thinking and learning. It motivates communication and makes thought available for reflection (Sangkala, 2012:83). According to Brown (2007:396) writing is primarily for the display of students knowledge.

In addition, according to Suparno and Yunus (2007:13) writing is an action to share and convey information by using written language as the media. Therefore, writing means that the student can communicate their ideas and their thought to others through written from such as letters, message or invitation for communication. Good writing is that has organization that is logical and effective, using the right choice of words, and conventions that are correct and communicate in order that reader can easily to read and comprehend writing content.

According to Tarigan (2008:3), writing is an indirect communication media, or it is called a productive and expressing activity. Moreover, according to Dalman (2013:1) writing is systematically organize ideas and express them explicitly to make reader easy to understand the message or ideas that are said, the writer must have good ability in writing.

Based on the explanation above, it can be concluded that writing is the process of students in teaching learning of writing in class to share an information or another thing to other person and expressing ideas for communication by written as a result of writing process. Good writing ability can help the reader to understand the purpose of the writer to convey the message or thought in a text.

According to Dimiyati and Mudjiono (2006:3), ability is the result of interaction between learning activity and teaching activity which is seen behavior. According to Sudjana (2010:22) students achievement is the ability of the students after he received a learning experience. Ability can be said a competence, capacity, capability, and mind power. Ability is also defined as cleverness or intelligence.

From the explanation it can be concluded that the ability is the action of the students from their skills in learning process in classroom which is the result of activity in teaching learning process. In the teaching and learning process in the classroom, it can be seen that every skill that students have is different. So, to assess one's skills can be seen from the actions and results obtained.

Writing activity is a form of manifestation of language competence most recently mastered by language learners after the competence of listening, speaking, and reading. Writing competence is more difficult than the three other language competencies (Nurgiyantoro, 2013:422). Writing ability is the skill or intelligence to communication about something in written and to express ideas, thoughts, and feelings.

In conclusion, writing ability is skill or good competence owned by the students to express ideas and thought by using the right aspect of writing in paragraph or text. Moreover, written result has structure and coherent organization that are purposed to readers in order that the readers will be easily to understand what the writer means. Writing is active ability to produce a text or paragraph, which can be used as a tool of indirect communication to express ideas and thinking.

2.1.2 Purpose of Writing

According to Setyati (2010:23) there are four purposes of writing, such as:

a) To express ideas

A writer express his feeling, expressions, personality, likes, and dislikes in his writing in order to make the readers understand something within the materials.

b) To provide information

It means to give information and explain it. This purposes is to focus on the materials being discussed.

c) To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers point of view.

d) To create literary work

It means a work which is based on one point of view (opinion, attitude, and observation) of other matters accoring in one environments.

In principle, the main purpose of writing is as an indirect communication tool. Writing is very important for education because it makes easier for students to think. To think critically, to feel and enjoy relationships, deep one's responsiveness or perception, solve problems that one faces, and to help someone explain his thoughts (Tarigan, 2008:22).

In conclusion, the purpose of writing is to help each human to express feelings and thoughts in the form of written. Such a in messages, magazines, announcements, newspaper, and others. Besides, writing also aims to share information to someone for a particular purpose.

2.1.3 Writing Assesment

Assesing writing is important to measure students' writing ability. According to Uno and Koni (2012:2) assement is a process to measure and non measure to get students characteristics with certain arrangement. According to Brown (2004:243) there are five components to asses writing, namely; content, organization, vocabulary, grammar, and mechanic. This assessment is used by the writer to assess the ability of students in writing descriptive text.

1. Content

Content is the main point in text or paragraph. Content should explore all information relate to the topic which unity one into another. Through content, the reader can imagine the topic that the writer discussion in the text. Content refers to the substance of writing, the experience of the main idea. The scoring system of content can be seen in the following table:

TABLE 2
THE SCORING SYSTEM OF CONTENT

Score	Description
20-18 (excellent to good)	Essay addresses the assigned topic; the ideas are concrete and thoroughly develop; no no extraneous material; essay reflects thought
17-15 (good to adequate)	Essay addreses the issues but misses some points; ideas couldbe more fully develop; some extravenous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
11-6 (fair to poor)	Ideas incomplete, essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5-1 (poor to very poor)	Essay is complete inadequate and no apparent effort to consider teh topic carefully.

2. Organization

Organization refers to the logical organization of the content whether the content of the text is coherence or not. Organization relates to the introduction, body and conclusion in the text. So, the text will be coherence, and make reader easily to know appreciate the mean of the text. The scoring system of organization can be seen in the following table:

TABLE 3
THE SCORING SYSTEM OF ORGANIZATION

Score	Description
20-18 (excellent to good)	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangementof material shows plan (could be for outlined by reader); supporting evidence given for generalization, conclusion logical and complete.

17-15 (good to adequate)	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused.
14-12 (adequate to fair)	Mediocre or scant in introduction or conclusion; problem with the order or ideas in body; the arguments may not be fully supported by evidence given; problems of organization interfere.
11-6 (fair to poor)	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort in organization.
5-1 (poor to very poor)	Absence of introduction or conclusion; no apparent organization of body, severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

3. Vocabulary

Vocabulary is one of the important aspects in writing skill. According to Suyanto (2010:47) vocabulary is a collection of words that is owned by a language and give meaning when we use the language. Vocabulary can not be separated with the words, it can be a message or an idea. In this case, vocabulary should be mastered a lot in order that the writing is developed. Furthermore, it can be concluded that vocabulary is a group of words to make a sentence structure in conveying idea or message to the readers. The scoring system of vocabulary can be seen in the following table:

TABLE 4
THE SCORING SYSTEM OF VOCABULARY

Score	Description
20-18 (excellent to good)	Precise vocabulary usage; use of parallel; structures concise; register good.
17-15 (good to adequate)	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
14-12 (adequate to fair)	Some vocabulary missed; lack awareness of register; may be too wordy.
11-6 (fair to poor)	Poor expression of ideas; problem in vocabulary; lack variety of structure.
5-1 (poor to very poor)	Inappropriate use of vocabulary; no concept of register or sentence variety.

4. Grammar

Every language has different grammar. Grammar is patterns and rules that must be followed if people want to learn language correctly. Moreover, according to Suyanto (2010:44) grammar is currently viewed both in theoretical and applied linguistic, and in language learning and language teaching. Furthermore, grammar has been central to language teaching and assessment historically. The scoring system of grammar can be seen in the following table:

TABLE 5
THE SCORING SYSTEM OF GRAMMAR

Score	Description
20-18 (excellent to good)	Native-like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragment or run-on sentences.
17-15 (good to adequate)	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
14-12 (adequate to fair)	Ideas are getting to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present

11-6 (fair to poor)	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
5-1 (poor to very poor)	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

5. Mechanic

Mechanic refers to use of graphic conventional of the language. It requires in using left and right margins, capitalization, punctuation, and spelling. Mechanic is one of important part in writing because using good mechanic in writing can make reader easier and not misunderstand to the meaning of the text. For example, wrong in using punctuation in one sentence can make different meaning in the sentence. The scoring system of mechanic can be seen in the following table:

TABLE 6
THE SCORING SYSTEM OF MECHANIC

Score	Description
20-18 (excellent to good)	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph intended, punctuation and spelling; very neat.
17-15 (good to adequate)	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
14-12 (adequate to fair)	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
11-6 (fair to poor)	Serious problems with format of paper, part of essay not legible. Errors in sentence punctuation and final punctuation; unacceptable to educated readers.
5-1 (poor to very poor)	Complete disregard for English writing convention; paper illegible; obvious capital missing; no margins; severe spelling problems.

2.1.4 Concept of Descriptive Text

Descriptive text is one of the text that must be teach for the students. Descriptive text is one of kind the text that students learn in the school. According to Dalman (2018:94) descriptive text is describe an object or certain object with words clearly and in detail so that the reader seems to feel directly or experience directly what is described by the author. It also convey the physical or abstract image or person, place, and object. According to Suparno and Yunus (2008) descriptive text is describes something in accordance with the actual situation, so that the reader can see, hear, and feel what is described in accordance with the actual contents of the story.

The characteristic of descriptive writing, according to Dalman (2018:94) as follows:

- a. Descriptions show more details or details about objects.
- b. Decription influences sensitivity and shapes the reader's imagination.
- c. Descriptions are delivered in an attractive style and with a choice of evocative words.
- d. Description describes something that can be heard, seen, and felt. For example: objects, nature, animals, colors, places and humans.

From the explanation previously, it can be concluded that descriptive text is a text which says what a person or a thing is like. Descriptive text has the function to identify particular person, place, or thing. Besides, it has specific language features which make it different from other type of text. Descriptive text is describing something like person, animals, thing and place in detail describe by using generic structure.

According to Knapp and Watkins (2005:100) the generic structure of descriptive text into two structures or stages as follows:

1. Classification: Language enables classification of the concrete world of experience through its ability to apply names to things.
2. Description: Contains description detail about the object that is meant in classification. It is divided into: appearance, behaviour, habitat, attributes, properties, location and reproduction.

The descriptive text consist of two structures or stages, first, the students must find the general information. Second, the students must find specific information for example the characteristics of the students look. The students must have ability to decide which one the general information and specific information.

The descriptive text is using the simple present, for example: my cat has four legs, my father is handsome. Focus on specific participants, for example: my father, my bag, and his car. Then using relating verb to provide information about the subject, for example: it is very small, it is around. Then using a variety of adjectives that are describing, numbering and classifying, for example: beautiful girl, unique face. Figurative language, for example: let the girls as white as chalk.

In conclusion, descriptive text is a text that describes something like a place, person or animal. The descriptive text is using the simple present, focus on specific participants, variety of adjectives and another to make descriptive text. For make a good descriptive text the students must use it in their writing process.

Knapp and Watkins (2005:106) mentions that descriptive text is firstly began by making description as the first steps to describe thing that will be described. Then, for the second stages is making description. Example of descriptive text can be seen in the following table:

TABLE 7
Example of Descriptive Text

Text	Generic Structure
Borobudur Temple	Title
<p>Borobudur is Hindu – Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom.</p> <p>Borobudur is located in Magelang, Central Java, Indonesia.</p> <p>Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India.</p>	Classification
<p>The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.</p>	Description

2.1.5 Concept of Team Assisted Individualization 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 development 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 ineffective, besides also aimed to improve the knowledge, ability and motivation of students with learning groups.

Besides, according to Slavin (2015: 189) Team Assisted Individualization (TAI) method is a learning that focuses on the process of group learning, where students work in cooperative learning teams to help each other in solving the problems and encourage each other to go forward. Classroom is divided into small groups to work together in achieving the learning objectives. Previously, each student has been given a subject matter by the teacher to be studied individually.

Furthermore, the students joined into the group to learn together, to discuss the subject matter that has been studied individually, and match the answers about the questions that had been given by the teacher. It can increase an individual's understanding of the subject matter, cooperation, and have a responsibility for individual and group.

In other word, according to Tinungki, (2015:79) Team Assisted Individualization (TAI) method is a group learning which puts the students in small groups consisting of two or more heterogeneous students to help each other in learning the material. This model also emphasize on the positive interdependence among students, their individual responsibility, face to face meeting, intensive communication, and group evaluation process so that the classroom management becomes more effective.

So, by using Team Assisted Individualization (TAI) method, it will be facilitative and effective especially in teaching writing. So, it can improve students' writing ability. The succesful of students in every group in doing a task can be the determinant for group itself.

2.1.6 The Teaching Procedures of Writing Descriptive Text by Using Team Assisted Individualization (TAI) Method

According to Slavin (2015: 195), in cooperative learning with Team Assisted Individualization (TAI) method, there are some steps that are adopted from the elements of Team Assisted Individualization (TAI) method to teach in class, like the following :

1. Teacher will prepare the material that will be finished by group of students.
2. Teacher gives pre-test or see the daily grades of students so the teacher detects students weaknesses in certain area
3. Teacher forms little heterogeneous group but harmonic group based on the students' grades in pre-test or daily grades. Every group consists of

four till five students with varying ability (high, medium, low). If possible, the group members come from different culture and ethnic group.

4. Teacher gives material according to the curriculum.
5. Every students does the task from teacher in the form of student worksheet (LKS) that has been designed by the teacher, and the teacher gives aid individually or to the group that need, every member of group investigate their friends answer in the group.
6. Group chairman reports the result of discussion and then presents the result of their work and ready to be given some suggestion from the teacher.
7. Teacher gives post-test to be done individually.
8. Teacher decides the best group until the less group based on the result of correction of the test.
9. Teacher gives the formative test as according to competence which is determined by the teacher.

So, by following these steps, we can do teach by Team Assisted Individualization (TAI) method harmoniously and can get the best result that can improve the students' achievement in writing descriptive text.

2.1.7 Advantages of Team Assisted Individualization Method

According to Shoimin (2018:200) there are several advantages of Team Assisted Individualization method as follows:

1. The weak students can be helped in solving his/her problem.
2. The clever students can develop his/her ability and performance.
3. There is a responsibility in the group in solving the problem.

4. The students are taught how to work in team.
5. Reduction of anxiety.
6. Drown the feeling of isolated and panic.
7. Change the competition become cooperation.
8. Make the students to be active in teaching learning process.
9. They can discuss, debate, or convey ideas, concept, and performance until they really understand it.
10. They care, take responsibility to other friends in learning process.

The conclusion about the advantages of Team Assisted Individualization Method is that the method can help students work individually or in groups. In this method if any students who do not understand can also be assisted by another students who already understand about the material being taught.

2.1.8 Disadvantages of Team Assisted Individualization Method

According to Shoimin (2018:200) there are several advantages of Team Assisted Individualization method as follows:

1. There is no competition between groups.
2. The weak students may be depend on the clever students.
3. Need the long period.
4. Something that should be learnt and understood can't be reached by the students overall.
5. If the teamwork can't be done well, only the clever and active students that will work.

So, the conclusion about the disadvantages of this method is that the students who have not understood depends on the students who have understood the material are linked from the incorporation stage between the students who are not understood and who have understood about the material. Many times are required because of the phase used in this method diverse and must be well passed, and if the students do not work as well as well discussed then the students who are active and understandable.

2.1.9 Previous Related Research

Previous related researches using Team Assisted Individualization (TAI) method show that it is influential in teaching writing. Priyono Teguh (2017), in his research entitled “The Effect of Using Team Assisted Individualization (TAI) Method On Students’ Achievement in Writing Descriptive Text at the Tenth Grade of SMA Al Hidayah Medan. This research an experimental method, which is consisting of two group there are control group and experimental group. This research aimed to find out the influence of using Team Assisted Individualization method on writing achievement. He found that there is a significant effect and percentage of the effect of using Team Assisted Individualization method. From the explanation above can, it can be conclude that using Team Assisted Individualization method is able to influence students’ writing

In addition, the research of Setiadi (2015) that has entitled “Improving The Students Writing Ability In Argumentation Paragraph Through Team Assisted Individualization at SMU Negeri 1 Bontonompo Selatan.”, this research is a classroom action research. This research aimed to find out the improving of

using Team Assisted Individualization Method on writing ability. He found that there is a significant improvement and percentage of the improving of using Team Assisted Individualization Method. From the explanation above can, it can be conclude that using Team Assisted Individualization Method is able to improve students' writing ability.

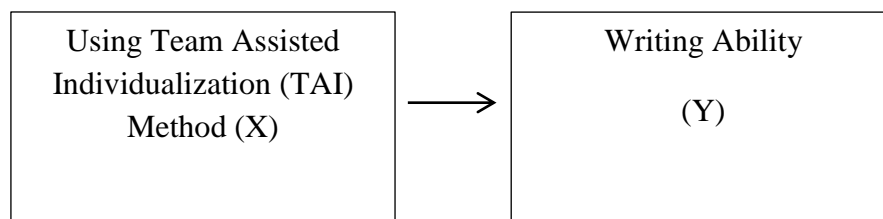
In other hand, the research of Susilawati (2016) that has entitled "The Effectiveness of Team Assisted Individualization (TAI) Towards Students Writing at The Eight Grade of SMP 4 Praya Academic Year 2015/2016", This research is a quasi experimental research. This research aimed to find out the effectiveness of using Team Assisted Individualization Method Towards Students Writing. He found that there is a significant Effective and percentage of the effectiveness of Team Assisted Individualization Method. From the explanation above can, it can be concluded that using Team Assisted Individualization Method is able to improve students' speaking ability.

In short, according to previous related researches, it can be concluded that teaching using Team Assisted Individualization Method can give contribution in teaching writing ability and it is hope that Team Assisted Individualization Method can give good contrubution as same as previous research in teaching learning.

2.2 Frame of Thinking

In learning English especially in the ability to write descriptive texts students in schools are still not optimal. The use of learning strategies used by teachers is still conventional, which allows students to have difficulty learning to write descriptive texts. The use of appropriate strategies can help these obstacles,

The method is Team Assisted Individualization (TAI) Method for learning to write descriptive text in English compared to using the lecture method only. This is the schema of the research:



Picture 1
The Frame of Thinking about the use Team Assisted Individualization (TAI) Method toward Writing Ability in Descriptive Text

2.3 Hypothesis

Based on the theory review and frame of thinking above, the researcher formulate the hyphotesis

Ho: There is no Influence of Using Team Assisted Individualization (TAI) Method Writing Ability in Descriptive text at The Tenth Grade of SMA Negeri I Kotabumi North Lampung Academic Year 2019/2020.

Ha: There is Influence of Using Team Assisted Individualization (TAI) Method Ability in Descriptive text at The Tenth Grade of SMA Negeri I Kotabumi North Lampung Academic Year 2019/2020.