

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of study, formulation of research, the purpose of the study, significance of study, scope and limitation of the study, definition of key term and organization of the study.

### **A. Background of the Study**

Teaching and learning process is a process that contains a series of actions conducted by teachers and students based on the reciprocal relationships that take place in the educational situation to achieve a particular goal. Interaction or reciprocal relationship between teachers and students is a main key for the continuity of the learning process.

The learning process implies the existence of unity of activity that is inseparable between students and teachers. In this case, the teacher should be a facilitator, motivator, and a series of other tasks so the teacher can make the students being actively involved in the learning process in order to achieved the learning objectives. The students are not regarded as passive organisms that just as recipients of information, but they are seen as an active organism, which has the potential to developed Sanjaya (2011: 99). But in reality these conditions can not be achieved, because there is still a conventional learning. The old paradigm in the learning process is the teacher to give knowledge to the students passively. Such learning conditions, still dominates the learning process at most levels of

education. In order to overcome these problems can be done by increasing the participation of learners actively in the learning process.

This study would be focused in writing skill. Writing skill is considered as one of the aspects of language that is difficult to master by the students. Writing is focus on how to produce language rather than receive. As writing has purpose to communicate the writers idea, thought, and feeling through the written language form. There are many problem faced, and one of them is organization of thoughts and idea. It one of caused the students have low score. The students need time to learn it every step in writing. Besides that, each student in the class entered with different ability backgrounds (skills, gender, religion, knowledge and so on) so that the ability of the students in mastering the lesson is not the same as well, especially in writing recount text. This is one of the many reasons why the researcher should teach using the new strategy to make the students easy to understand the material and can organize their idea into written form.

One of the alternative strategies that can be used to solve the problem in teaching writing recount text is cooperative learning type of Team Assisted Individualization(TAI). Cooperative learning is one of the group learning method in which students form small groups and each teaching one another to achieve a common goal. While Team Assisted Individualization(TAI) is a program that seeks to adapt pedagogy learning with individual differences of students academically (Huda, 2013 : 200). The purpose of using Team Assisted Individualization(TAI) in teaching recount text are (1) to minimize the individual instruction that proved to be less effective, but it is also intended to improve the

achievement, knowledge, skills, and motivation of students with learning groups. (2) to help the students find the idea or what they will be written (3) the student are active in the writing class by discussing with their group.(4) It will be more interesting for the students.

According to Sharan (2009:28) Team Assisted Individualization strategy is a program which combines cooperative learning and teaching individual to fill up the need of diverse classes. This strategy was improved to apply cooperative learning method to solve the problems during individualization technique. The teaching model which forms heterogeneous groups with different background of students' thinking ability in order they can help one another. This means a smart students' is responsible to their teammates.

Based on the result of interview with English teacher for eight grades at MtsN Langkapan, Blitar. The writer finds out that the writing recount text achievement of students still low and poor. This caused by two factors, the students and the teacher. From the students, they tend to have less of imagination, expressing their feeling and idea and then try to write what they are thinking. They are not able to combine the words into the sentences and the sentences into the paragraphs. They also lack of attention to use the suitable verbs based on the past verbs that use in the recount text. Some of the students have less motivation to write. Meanwhile based on the observation, the teacher does not have creativity to teach the writing skill to the students. In addition, the teacher uses traditional method that is writing individually or teacher centered and it ensued less stimulate students' activity in writing. The teacher asks the students to write or to make

paragraph individually. And the problems faced in the class are : sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Writing individually does not work optimally to increase the students' writing ability. Sometimes the students feel bored and sleepy if they do individual. Therefore, the writer pruposes a method in order to improve the students' writing recount achievement. In this research, the researcher used Team Assisted Individualization (TAI) strategy. This learning strategy is one type of cooperative learning method that provides the opportunity for students to share ideas and consider the most appropriate answer.

To improve the students' achievement in writing recount text, the writer has a suggestion the English teacher for eighth grade of MtsN Langkapan to use a strategy in teaching writing recount text by Team Assisted Individualization(TAI). The writer hopes that the innovative teaching learning can implementation in that school.

This is also supported by research Indar Efriani (2014: 44-45) that the use of cooperative learning model type Team Assisted Individualization (TAI) have an effect on the mastery of eighth grade students Mts Ashri Jember on students writing ability. In addition, this model can also involve more students in reviewing and checking the material understanding of the content of a lesson, so that students become more active in the learning process and learning achievement can be increased. Team Assisted Individualization (TAI) is the technique could help the students learn English. The students felt interest and enthusiastic when the teacher implemented the technique to teaching writing. The

students enjoyed the assignment by team work and help each other. And the end, they can finish the assignment delivered by the teacher quickly.

Therefore, in this study the researcher tries to conduct the research used cooperative learning type TAI (Team Assisted Individualization) to solve the students' problem on achievement in writing recount text under the title “**Improving the students' achievement in writing recount text by using cooperative learning type Team Assisted Individualization (TAI) strategy of eight grade at MtsN Langkapan**”

#### **B. Formulation of Research Question**

Based on the background above, the research problem is formulated as follows: How can Team Assisted Individualization (TAI) strategy improve the students' achievement in writing recount text of eighth grade at MtsN Langkapan Srengat in academic year 2015/2016?

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

The purpose of this study is to describe how can Team Assisted Individualization(TAI) strategy can be used to improve the students' achievement in writing recount text of eighth grade at MtsN Langkapan Srengat in academic year 2015/2016.

## **D. Significance of the Study**

### **a. For the Teacher.**

The writer hopes that this research will increase the teacher's ability in the teaching - learning process, especially in teaching writing. The teacher can use Team Assisted Individualization (TAI) in teaching writing.

### **b. For the English Students.**

1. The teacher can stimulate the students to increase their writing achievement.
2. Train and guiding students to be dare to express their idea based on their understanding.
3. Train students to have a mutual cooperation with another students.

### **c. For the next Researcher.**

The result of this research can be used as a reference for those who want to conduct a research in English teaching - learning process.

## **E. Scope and Limitation of the Study**

The scope in this study is teaching writing to the students of eight grades, which contains many kinds of texts. They are descriptive, narrative, recount text and others. The researcher limits and focused on students' achievement in writing recount text because the students get difficulty to write the stories or experiences in the past and the score was low.

In this study the reseacher uses Team Assisted Individualization (TAI) as the new strategy because it is rarely used by the English teacher and it can make the students to understands and improve their achievement in recount text.

## **F. Definition of Key Terms**

To avoid misunderstanding of the readers, it is important to define the key terms.

1. Writing is an activity to create some scripts and give information to another people using it.
2. Recount Text is a text which retells events or experiences in the past.
3. Team Assisted Individualization (TAI) is to minimize the individual instruction that proved to be less effective, but it is also intended to improve the knowledge, skills, and motivation of students with learning groups.

## **G. Organization of Study**

This study is divided in five chapter, those are :introduction, review of related literature, research methodology, research finding and discussion, conclusion and suggestion.

Chapter I is introduction. Consists of background of the study, formulation of problem, purpose of the study, significance of the Study, scope and limitation of the study, definition of key term and organization of the study.

Chapter II is review of related literature. Consists the nature of writing, type of recount text, explanation about cooperative learning type TAI (Team Assisted Individualization), assessing writing and previous study.

Chapter III is Reserach Method.Covers, reserach design, setting and subject of the study and procedure of the study.

Chapter IV is research findings and discussion. Deals with presentation data and discussion.

Chapter V is conclusion and suggestion. Presents conclusion of the analyzed and suggestion related to the research finding.