

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This study focuses on improving the students' ability in writing recount text by using cooperative learning type TAI (Team Assisted Individualization) strategy. This chapter discusses some relevant theories which are related to the study as they used to strengthen the framework of the study. Those are divided into: writing, cooperative model, Cooperative Learning Model Type Team Assisted Individualization (TAI) and relevant study.

A. Writing

1. The Nature of Writing

Writing involves communicating a message with a sign or symbol on a page (Spratt et al, 2005 :26). It needs to make series of words or sentences in writing process to communication in the writing language. Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

Writing is productive skills. It is one of the four language skill, reading listening, speaking, and writing. According to Heaton (1989:135) Writing skill is complex and sometimes difficult to teach. Writing is focuses on how to produce language rather than receive. Therefore, writing has several steps to do. Oshima&Houge (1997 : 2) state that writing is progressive activity which is open with the result of thinking what the writer going to say. After finishing writing a

text, the writer should read the draft of writing and make correction. So, writing is not one-step action.

Writing needs some process of thinking. It means that students need to gather ideas to write a good story or text. Sparrt et all (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing drafting, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. In addition, Brown (2001:335) states that *“The one major theme in pedagogical research on writing is the nature of the composing process of writing.”*

2. The Writing Process

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing, and final drafting. The writer should think the topic that they want to write down on a paper. Harmer (2004 :11) explains the some stage of the writing process. The stages are presented as follows :

a.) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

b.) Drafting

After the students have a list of ideas related to the topic, it is stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

c.) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works where it does not. The purpose of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find correct their mistakes in writing.

d.) Final version

In this stage, the students re-write their draft after revising with peers and teacher. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown (2001:348) describes that writing process tend to be framed in three stage of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions and free writing. Then, the drafting and revising stages are the core process of writing in traditional approach to writing instruction.

3.Aspects in Teaching Writing Process

The writing process actually begins at the very moment a paper is assigned. As the writer's mind begins to think of a subject, certain idea and thoughts are already being formed (3). Here are some aspects that need in the teaching writing process;

a. Organization

The definition of organization is a key ingredient to a good story or essay. A well-structured paper will be much more logical to the reader, as well as more effective in its goals. Information in a story, especially key information, should be delivered at just the right time, and with an inviting lead. An organized paper makes sure that ideas are linked together with smooth transitions.

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. The flow of a piece of writing affects how readers interpret ideas. If the organization does not provide readers with the information they are looking for in an orderly manner, they will quickly lose interest. Unorganized writing makes readers search for the information they need.

Good organization is fundamental to effective legal writing. No matter how well the writers have stated the question and the significant facts, how thoughtfully the writers have analyzed the problem or how skillfully they have used language; their work will be wasted unless it is organized intelligently (Denbarch and Singleton II, 1994:107).

Good organization begins with advance planning and some writers find that advance planning requires a detailed outline. Outlining may help you think through a problem and avoid omitting important points. Outlining may also help to spot organizational deficiencies (Denbarch and Singleton II, 1994:107).

b. Grammar

English grammar consists of a set of rules or convention that helps to guide the use of correctly written and spoken English. Good grammar is like good table manners. It varies with circumstances but something about it always remains constant. If the same set of grammatical rules is understood by all individuals, then written and spoken expression became much easier. Knowledge of the English language is more than just the understanding of words and their meaning. Grammar is a technical vocabulary, which gives added meaning and functions to words (REA, 2003:1).

c. Vocabulary

Writing is a form of communication and simply enough, the most effective writing is clear and concise. That is why a writer must continually strive for precise expression and economy of language by finding the exact word to express a specific meaning (REA, 2003:8).

1) Similar forms and sound

The complex nature of language sometimes makes writing difficult. Words often become confusing when they have similar forms and sound. Indeed, an author may have a correct meaning in mind but an incorrect word choice can

alter the meaning of a sentence or even make it totally illogical for example the word accent, ascent assent and accept, except (REA, 2003:8).

2) Correct meaning

Often a writer uses a word that seems correct in a particular context but that actually does not express the author's true meaning for example, in the sentence 'He had illusions of grandeur' and 'He had delusions of grandeur'. That is why it is always helpful to use the dictionary (REA, 2003:15).

3) Denotation and connotation

Language can become even more complicated. Not only can a single word have numerous definitions and subtle meanings, but it may also take on added meanings through implication. The denotation of a word is the direct explicit meaning. The connotation is the idea suggested by its place near or in association with other words or phrases (REA, 2003:15).

d. Mechanics

It used correct punctuation, spelling and capitalization in every sentence. Mechanics are conventional rules such as the one requiring capitalization for the first word of a sentence and the spelling of the words. The first letter of sentence should be capitalized.

B. Recount Text

There are many types of English text that taught in the level of junior high school such as descriptive, narrative, procedure and recount. In this study, the researcher focuses on recount text.

1. Definition of Recount Text

A recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Mark and Kathy, 1998:24). Recount texts include experience, eyewitness, diary, newspaper reports, letter, television interviews and speeches.

2. Features of Recount Text

A recount text usually has three main sections. The first paragraph gives ground information about who, what, where and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have concluding paragraphs; however this is not always necessary.

Recounts usually include the some grammatical features: they are (a) proper nouns to identify those involved in the text; (b) descriptive words to give details about who, what, when, where and how; (c) the use of the past tense to retell the events and (d) words that show the order of the events (for example, first, next, then).

C. Cooperative Learning Model

1. The Understanding of Cooperative Learning Model

The learning models a pattern used as a guideline in planning the learning in the classroom as well as tutorials. Suprijono (2010: 46),stated that there are three learning models that can used in manage the learning process, they are : (a) Direct learning model (b) cooperative learning model and (c)problem-

based learning model. Through the model of learning, the teacher could help students to get the information, ideas, skill, ways of thinking and expressing their idea. A model of learning can be used as a guideline for teacher in planning the activity of teaching and learning.

Cooperative learning model is a learning model that involves the social competence of students to work together and respect each other. Arends (2008 :4) stated that cooperative learning models are demanding the cooperation and interdependence of the students in the structure of task, objectives and rewards.

Lie (2008: 12) argued that the cooperative learning is a teaching system which gives the opportunity to students to cooperative classroom; students are expected to help each other, mutually discuss and argue to sharpening their knowledge and close the gaps each abilities to understand the learning material.

From the understand of cooperative learning according to the expert above, it can be concluded that cooperative learning is a learning model that puts their students in small groups with diverse backgrounds and expected the students to be capable in interacting and cooperating in a group to achieve a common goal.

2. The Characteristics of Cooperative Learning

Cooperative learning is different from the other learning strategy. The characteristics of cooperative learning according to Sanjaya (2011: 244-246) are explained as below :

a) Team-based-learning

Cooperative learning is team-based-learning. Team is used as a media to reach the goal. For that reason, team should make every members learn. Every member must help each other to reach the goal. The success of the learning is determined by the success of them. Every team is set as heterogenic to make the students get experience from others, give and accept other, so every students will give contribution for the success of the team.

b) Cooperative-management based

Management has 4 functions. They are planning, organizing, implementing, and controlling. Planning shows that cooperative learning need a good planning to make the teaching and learning process runs effective. While organizing shows that cooperative learning is about doing the task together. So it is important to distribute the job and the responsibility for every member. Implementing here shows that cooperative learning must be done based on the planning includes the teaching and learning steps agreed. And the function of controlling shows that in the cooperative learning the teacher can determine the criteria of successful learning in accordance with the subject matter and students' condition.

c) Willingness to cooperate

The success of cooperative learning is determined by the success of the group or team. So, the principles of cooperation have to be encouraged in cooperative learning process.

d) Cooperation skill

The willingness to cooperate then is practiced through the activity which is showed in cooperation skill. Thereby, students need to be encouraged to be able to interact and communicate with another member. The students should be helped to face the obstruction in interacting and communicating, so that they can express their idea, express their opinion, and give contribution on the success of the group.

Arends (in Trianto, 2010: 65-66) stated that learning stated that learning that uses cooperative learning has the following characteristics:

- a) Students work in groups cooperatively to complete learning materials.
- b) Group was formed from the students who have the capability of high, medium, and low.
- c) Whenever possible, members of the group derived from different race, culture, ethnicity, gender, and
- d) The awards are more oriented to the group rather than the individual

3. The Elements of Cooperative Learning Model

Roger and Johnson (in Lie 2008: 14) stated that not all kinds of group work can be considered as cooperative learning model. To achieve the maximum results, there are five elements of cooperative learning model that must be implemented, the elements are: (a) positive interdependence, (b) individual responsibility, (c) face to face, (d) communication between members, (e) evaluation of group process.

Positive interdependence means that the success of the group is very depends on the efforts of each member. To create an effective working group, the tasks need to be arranged to make each member of the group finish their work by themselves in order to achieve their goals.

Responsibility is the direct element of the positive interdependence element, as it has been explained, in cooperative learning, the group's success is determined by the efforts of every member of the group. If they want to be the best group, the members should be responsible for learning seriously and trying to get the best score.

Face-to-face means giving an opportunity for the students to meet and discuss. This is important make the member of the group know each other. This not only as names recognition, but the most important thing is to know the advantages and disadvantages of each member. Thus, it will awaken an atmosphere of mutual respect differences and capitalize on strengths and fill the shortfall.

Communication between members means any group members communicate and interaction each other. The communication is intertwined from many directions, meaning that there is reciprocity between group members. Generally, not every student is good at communicating. Therefore, it is important for teachers to train students the ways of communicating. For example the way to express an idea, refute the opinions of friends and respond to the friend's opinions.

The evaluation process of the group means that students in one group evaluate the learning of the groups together. Format of the evaluation can be varied, depending on the level of education of its students. Things that need to be evaluated for example, cooperation, participation of each member of the group, communication between members, and so on. This is very important, because with any evaluation process, each member of the group is pushed to increase the effectiveness of group cooperation.

4. Various Models of Cooperative Learning

There are some variations in the types of cooperative learning models developed by educational experts and practitioners, especially by the experts of Student Team Learning at Johns Hopkins University in Slavin (2009: 11), but only about ten types that get a widespread attention, namely:

a) Learning Together

In this type of cooperative learning model, the teacher divides the students into small groups heterogeneously. Each group worked together to complete the tasks assigned by the teacher. One group is only received and did a set of assignments sheets. Assessment is based on the result of the group work.

b) Teams-Games-Tournament (TGT)

After learn together with their group, the members of the group will compete with other group members according to their respective ability levels. This cooperative learning model is one type or model of cooperative learning

that involving the students as peers and contains elements of role play and reinforcement.

c) Group Investigation (GI)

Group Investigation (GI) is the most complex and the most difficult model of cooperative learning to implement. This approach requires the norm and class structure which is more complicated than an approach that centered to the teacher. In its implementation, the teacher divides the class into groups of 5-6 students with heterogeneous members. The group can be formed by considering the familiarity of friendship or a similar interest in a particular topic. Furthermore, students choose a topic that will be investigated, and conduct a thorough investigation over the selected topic. Furthermore, they prepare and presented their report to the entire class.

d) Academic-Constructive Controversy (AC)

In this cooperative learning model, each group members are required to be in an intellectual conflict situation that were developed based on the results of each study. This learning was focuses on the achievement and development of the quality of problem solving, critical thinking, judgment, interpersonal relationships, psychological health and harmony. Assessment is done based on the ability of the member or group in maintaining their position that have been chosen.

e) Jigsaw Procedure (JP)

Basically, in this model the teacher split large units of information into smaller components. The teacher divides students into cooperative learning groups consisting of four students, so each member is responsible to mastered each component or sub-topics assigned by the teacher, as well as possible. Students from each group who is responsible on the same subtopic with another then make a group again that consisting of two or three people.

f) Student Teams Achievement Division (STAD)

This is a type of cooperative learning using small groups with a total membership of each group of 4-5 students heterogeneously. Beginning with the delivery of learning objectives, delivering the learning material, group activities, quizzes, and give an award to the best group. Its focus is on the success of a student that will be affected the success of the group, as well as the success of the group will affected the success of students individually.

g) Complex Instruction (CI)

This type of learning model is emphasizes on the implementation of a project which is oriented to the inventions, particularly in the fields of science, mathematics, and social sciences. Its focus is to develop the interest of all members of the group about a particular subject. This type is generally used in the bilingual learning and among the students who are very heterogeneous. This research was based on the processes and outcomes of the group's work.

h) Team Assisted Individualization (TAI)

Team Assisted Individualization (TAI) is a combination of cooperative or collaborative learning with the individual learning. Gradually, each member of the group was given an exercise that they have to do individually first. After that, did the assessment in a group. If the question of the first phase has been completed correctly, each student has to do the next stage. However, if a student is not able to resolve the problem correctly in the first stage, he still had to resolve another problem at the same stage. Each stage of exercises are arranged by the difficulty level of question. Assessment is done based on individual and group learning outcomes.

i) Cooperative Learning Structures (CLS)

In this type, the students are divided into several groups, each group was consist of two students (in pairs). A student acting as a tutor and others became a tutee. When the tutee give the correct answer, he gained points or scores that have been determined previously. During the intervening period has also been established earlier, the two students who were paired are have to switch roles each other.

j) Cooperative Integrated Reading and Composition (CIRC)

This type of learning model is similar to TAI. As its name, this study is emphasizes on the learning of reading, writing, and grammar. In this study, the students are assessed each student's ability in reading, writing, and grammar, both written and oral in their group.

D. Cooperative Learning Method Type Team Assisted Individualization (TAI)

Team Assisted Individualization (TAI) is a branch of cooperative learning method which emphasizes the team work. Also, the team involves some heterogenous students which should be work together to finish the assignments. Here are some explanations about cooperative learning method type Team Assisted Individualization (TAI);

1) The Definition of Cooperative Learning Model Type Team Assisted Individualization (TAI)

Cooperative learning model type TAI (Team Assisted Individualization or Team Accelerated Instruction), initiated by Robert E. Slavin is a combination of cooperative learning and individualized instruction. According to Slavin (2009: 186), learning is designed to help overcome the learning difficulties faced by individuals, and then be brought into the group. Within the group, the individual can learn and solve problems or questions that have been given by the teacher with friends in their group. Cooperative learning model type TAI (Team Assisted Individualization) 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 (Slavin, 2009: 189).

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.

With the combination of cooperative and individual learning, it can be obtained two advantages at once in TAI: (a) The advantages of cooperative learning, that the cooperative learning is an effort to empower peers, improving the interaction among students, as well as bring a mutual beneficial relationship among students. Students in the group will learn to hear ideas of others, discuss agree or disagree, offer, or receive constructive criticism, and students do not feel overwhelmed when their work result is incorrect. Students work in groups to help each other to master the teaching materials. (b) The advantage of individual learning, that individual learning is educate students to learn independently, not only receive lessons from a teacher. Through this individualized learning, students will be able to explore their own knowledge and experience to learn the subject matter, so the students will have a meaningful learning.

2) The Components of Cooperative Learning Model Type TeamAssisted Individualization (TAI)

TAI learning model has eight components (Shoimin, 2014:20). The eight components are as follows:

Table 2.1 Eight Components Cooperative Learning type TAI

NO	The components in cooperative learning type TAI	Learning Steps
1	Placement test	<ul style="list-style-type: none"> • By giving a pre-test to students or look at the average score of students so the teachers know the weaknesses of students in a particular field.
2	Teams	<ul style="list-style-type: none"> • Namely the formation of a heterogeneous group consisting of 4-5 students.
3	Teaching group	<ul style="list-style-type: none"> • Distribution of handouts and worksheets for each student. • Let's briefly the subject material to be discussed at the meeting by the teacher before the group work.
4	Students creative	<ul style="list-style-type: none"> • Teachers need to define and create the perception that the success of each individual is determined by the group's success.
5	Team study	<ul style="list-style-type: none"> • Students discuss the material and correct the assignment with friends in the group. • This stage of learning actions that will be implemented by the teachers and the group of students who need a help.
6	Fact Test	<ul style="list-style-type: none"> • Teachers provide small testes based on facts obtained by the students, such as giving a quiz.
7	Team score and team recognition	<ul style="list-style-type: none"> • Teachers give a score on the group's work and provide a "title" award to the successful group is "brilliant" and the less successful groups, such as the "good", "group OK" and so on.
8	Whole-class units	<ul style="list-style-type: none"> • The teacher presents back the material at the end of the chapter with the problem-solving strategies for all students in class.

3) The Procedures Cooperative Learning Model Type Team that Assisted Individualization (TAI)

Cooperative learning model type Team Assisted Individualization (TAI) is done in a series of actions in one cycle. Widyantini (2006: 12) explains that this type of learning can be done through the following procedures:

- a) Teachers give assignments to students to study the learning materials that have been prepared, individually.
- b) The teacher gave a quiz individually to students to get a base score or initial score.
- c) The teacher divides students into groups. Each group consists of 4-5 students with different abilities. If it is possible, the members of the group come from different races, cultures, ethnic and gender.
- d) Student's individual learning outcomes are discussed in the group. In the group discussions, each member of each group is checking the answers of their friends in their group.
- e) The teacher facilitates the students in making a summary, directing, and giving reinforcement on learning materials that have been studied.
- f) The teacher gave an individual quiz to the students.
- g) The teacher gave an award to the group based on the acquisition score of the increase in individual learning outcomes from the initial score to the next score of the quiz (latest).

4) Establishment and Team Recognition on Cooperative Learning Model Type Team Assisted Individualization (TAI)

Cooperative learning type Team Assisted Individualization (TAI) is identical to the heterogeneous division of the groups. This group is focused on the differences based on the level of academic distinction. The group differences meant that the students are complementary deficiencies of each individual. Students who have a good academic level are expected to provide an information for students who have low academic level.

The assessment consists of individual and team scores. Students will earn points if the progress of the quiz scores (post-test) is excess the initial score (pre-test) obtained previously at the beginning of each cycle for each individual.

According to slavin in Fathurrohman (2015:76) teachers give awards to a group based on the increasing score of learning results from the basic score (early) to the score of a quiz after the students work in groups. Ways of determining the score of the award to the group described as follows:

- a) Determines the basic score of each student. The basic score can be either score of pre-test or use the score of previous examination.
- b) Determine the score of the test that has been implemented after the students work in groups, for example, the score of the test I, test II, or the average score of test I and II to every student that we refer to the score of the current test.

- c) Determines the score of an increase in the learning results based on the difference in the score of the current test and basic score of each student using the following criteria:

After adjusting for the increase in individual, then performed the awards groups, the determination of the points of the group is as follows:

$$\text{PIG} = \frac{\sum \text{Points Improvement Each Class Member}}{\sum \text{Members of the group}}$$

Explanation :

PIG :Points Improvement Group

To Choice groups based on the average score of the group's progress obtained rate category awards such as the following table:

Table 2.2 Award Level Group

points group	Level group award
$70 \leq \text{PIG} \leq 75$	Good
$75 \leq \text{PIG} \leq 80$	Great
$80 \leq \text{PIG} \leq 85$	Super

(Source :Fathurrohman, 2015:76)

5. The Advantages and Disadvantages of Cooperative Learning Model Type Team Assisted Individualization (TAI)

Each type of learning has some advantages and disadvantages. According to Shoimin (2014:202) some of the advantages of TAI are:

1. Students who have low academic ability will be assisted in understanding the learning material.
2. Students who have high academic ability are responsible to assist students who have low academic ability in his group. Thus, students who have high academic ability can develop their abilities and skills.
3. Replaces the form of competition with cooperation.
4. Engaging students to be active in the learning process.
5. Students can discuss, debate, or convey ideas, concepts and expertise to really understand it.
6. They have a sense of caring, a sense of responsibility towards other friends in the learning process.
7. They can learn to respect ethnic differences, differences in abilities and physical disabilities.
8. Reducing student anxiety.
9. Eliminate the feelings of isolation or panic.

Besides some of the advantages above, there are some disadvantages of the TAI, which is as follows:

1. Students who have low academic ability will indirectly depend on students who have high academic ability.
2. There is no competition between groups
3. Some of the members of the group are passive and do not want to try to be active, they just rely on their friends in group

4. If this model is a new learning model that is already known, the students may be feel confused, some of them was lost their self-confidence, and the other were disturbing their friends in group.

D. Previous Study

There was a relevant study related to the use of Cooperative Learning Model Type Team Assisted Individualization (TAI) to teaching writing. An action research study is written by Indar Efriani (2014) entitled “The effect of TAI (Team Assisted Individualization) cooperative learning technique on the eighth grade students’ writing ability at MTs.Ashri Jember” This study proved that using TAI (Team Assisted Individualization) cooperative learning technique have significant effect on eighth grade students’ writing achievement.

She used Team Assisted Individualization (TAI) cooperative learning technique as the strategy to help the students to understand the meaning of the word easily, especially in improving the students’ ability in writing ability. The result of this study showed that using TAI (Team Assisted Individualization) cooperative learning technique has effect improve the students’ ability in writing at Mts. Asri Jember.

Based on the previous study the writer tries to find the similarities and differentces of the research. The similarities of this research with previous research are : first,the researcher uses Cooperative Learning type Team Assisted Individualization as the strategy. Second, the researcher tried to improve the

students' ability in writing skill. The differences of this research with previous research are : first, the subject of only focus on one class and the previous research were class VIII A was chosen as the experimental group while class VIII B was chosen as the control group because both of the classes had the closest mean score compared with other classes. Second, the research design, in this study the researcher used class room action research to know the students' improvement in writing recount text achievement more closely in every meeting was observed. Third, this research focuses on writing recount text.