THE EFFECT OF USING TEAM-ASSISTED INDIVIDUALIZATION (TAI) METHOD ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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ARTIKEL

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THE EFFECT OF USING TEAM-ASSISTED INDIVIDUALIZATION (TAI) METHOD ON STUDENTS ACHIEVEMT IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

Priyono, Mhd. Teguh. 2121121005. *The Effect of Using Team-Assisted Individualization (TAI) Method on Students' Achieveement in Writing Descriptive Text.* **A Thesis. Faculty of Languages and Arts. State University of Medan. 2017**

This study was aimed to find out the effect of Team Assisted Individualization (TAI) method on students' achievement in writing descriptive text. It was conducted by using experimental research design. The population of this research was the first (X) grade students of SMA Al-Hidayah Medan. It consisted of 104 students with 3 parallel classes. Students were chosen as the sample by using random sampling technique. There were two randomized groups, namely experimental group and control group. Class X-1 with 36 students became the experimental group while class X-2 with 36 students became control group. The Experimental group was taught by using Team Assisted Individualization (TAI) method and the control group was taught without a treatment. The instrument which was used for collecting the data was writing test. The data was analyzed by using t-test formula. The result showed that the mean of score in post-test for experimental group (68.48)) was higher than control group (66.53). The value of $t_{observed}$ (2.94) is higher than the value of t_{table} (1.994) ($\alpha = 0.05$) with the degree of freedom (df) = 70. So, alternative hypotheis (Ha) was accepted and the Team Assisted Individualization (TAI) method significantly affected students' achievement in writing descriptive text.

Keywords : *Team-Assisted Indiividualization, Writing Descriptive Text*

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INTRODUCTION

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 mstersed 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 leass 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 2015/2016		<70	21	67,8 %	68, 5
		>70	9	32,2 %	
2nd Semester 2015/2016	70	<70	24	82, 2 %	61, 5
		>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 taugt 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 unecumbered, 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.

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 ?"

REVIEW OF LITERATURE

Students' Achievement in Writing

Students' achievement is one of the important things to be measured as to know how far the effort and the skills that students reach after they have done the learning activity. According to Linn et. Al (2000), student achievement is the status of subject-matter knowledge, understanding, and skills at one point in time. It means that, the result of learning process that students have done, can be said a good one if students can master the knowledge, understanding and skill in the final of learning process.

It can be concluded that students' achievement is the real result that the students get from their learning process. To measure it, it can be measured by scores during students' follow learning process. It can be done by observing their scores.

In this study, the researcher only focuses on the students' achievement in writing. Writing is one of the four skills in English language. Harmer (2007:33) states that writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. It shows that from the simple activities, writing can be the important one. And almost all the activities need writing in doing it.

In writing, the students don't only result a form of written but they have to be understood how to organize the written so it can be understood easily by the reader and also it has a good language indeed. "F`or both native speakers and new learners of English, it is important to note that writing is a process, not a "product" (Oshima and Hogue, 1998:3).

Academically, writing is important for students. There is no reasons for a students to be lazy to learn about writing. From that, writing is useful for their academic reasons.

According to Harmer (2004: 31-32), there are many advantages of writing, those are : writing encourages students to focus on accurate language use, writing may well provoke language development, and writing can be used to reinforce the students' English mastery. It gives more explanation that writing is very useful and everybody must master every elements in writing so they can create a good written text.

Writing

    a)   Definition of Writing

Writing is one of the most important skills that the students need to develop as it is a communication process. Koross (2013) states that writing is fundamental to effective communication. Peha (2010: 58) also points out that writing is the communication of content for a purpose to an audience. It means that the students must learn writing seriously, as if they can develop this skill, they can create a good language and make a good communication with other people.

According to Harmer (2004:86), writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activiities. It is become important to give supporting to the students to build the writing habits based on the genres that always coherent with daily activities but still must give attention in the process of writing.

Brown (2000:335) elaborates that writing is the result of thinking, drafting, and revising procedures. The process requires an entirely different set of competencies; i.e generating ideas, organizing them coherently, udsing discourse markers and rhetorical conventions to put them cohesively into a written text, revising text for clearer meaning, editing text for appropriate grammar, and producing a final product.

Process of Writing

A teacher is an investigator of the writing processes employed by the students, using observation and discussion to identify succesful methods to teach different aspects of the writing process (Koross, 2013).

Oshima and Hogue (1998:3-14) also state that there are four main stages in writing process, which are:

1.   Prewriting

Trying to make the limitation or narrow the topic which is chosen to a particular aspect of that general subject and then generate ideas by brain-storming

2.   Planning (Outlining)

Organizing the ideas which had been generated by brainstorming into an outline.

3.   Writing and revising drafts

Writing and revising several drafts until procedure a final copy to hand in. Each time write new draft, it will refine and improve the writing.

4.   Writing the final copy to hand in

After writing in several stages, now the written ready to write in the final copy to hand in.

So, we can conclude that, generally, in writing process, there are some stages that must be followed to produce a good written.

Descriptive Text

Descriptive Text is a text that has function to describe things (living or non-living) and persons such as human and animals. According to Knapp and Watkins (2005: 323), the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. In Pardiyono (2007: 33), descriptive text is a type of written text, which has the specific function to give description about an object (human or nonhuman). Before writing a descriptive text, the writer must know well the object or thing being made a description. Well-written descriptives are typically solid, precise, factual, short, and to the point.

Based on statement above, decriptive text tells how something or thing and also person are described based on the steps that have been arranged in a good way so the readers can understand it well and easily. In descriptive text, there some materials like picture or photo to give the reader what something or thing is being described in that descriptive text.

a. The Generic Structure of Descriptive Text

Knapp and Watkins (2005: 100) elaborates that in descriptive text there are two structures or stages in writing descriptive text and formal description, they are :

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, locations and reproduction.

b. Grammatical Features (Lexicogrammar) of Descriptive Text

In descriptive text also there are some grammatical features to make the descriptive text is to be a good text. The following are the grammatical features features of a descriptive text according to Knapp and Watkins (2005: 98-100), namely :

1. When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim.

2. Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example, had, was, enjoyed, seemed, sparkled

3. Relational verbs are used when classifying and describing

appearance/qualities and parts/functions of phenomena (is, are,has, have); for example,

My favourite toy *is* a teddy bear because it *is* cuddly and friendly.

It *is* my friend too.

Turtles do not *have* teeth, they *have* a sharp beak instead.

Eric the Red *is* an old man. Eric the Red *has* a greatcoat.

4. Action verbs are used when describing behaviours/uses; for example,

   An ant has three body parts.

   Ants *live* in colonies.

5. In literary and commonsense descriptions, action verbs are used metaphorically to create effect; for example,

   Mia *bubbled* with enthusiasm. Declan *smashed* the record.

6. Mental verbs are used when describing feelings in literary descriptions; for example,

   She *felt* unhappy. He *liked* dancing.

7. Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example,

   Possums are *nocturnal.* Technical

   It is *grey* and *brown*. Everyday

   Her appearance was *majestic*. Literary

8. Often adjectives used in literary descriptions can be considered to be affective due to the emotive impact they have on readers. This can also be the case with the way that some verbs and adverbs are used.

9. Adverbs are used to add extra information to verbs to provide more detailed description; for example,

   She was *always* hassling her mother.

   He could think *clearly*.

10. Adverbial phrases are used in descriptions to add more information about the manner, place or time; for example,

    Walruses have hair *on their lips*. Place

    The student only worked diligently *just before exams*. Time

11. Literary descriptions use a range of devices to create effects such as similes, metaphors, personification and alliteration; for example

    Sally's face shone *like a beacon* when she Simile

    heard that she'd won the competition.

    The experience was *a nightmare* and something Metaphor

    James would remember for the rest of his life.

    The wind *whistled* through the trees and Personfication

    Harry found it difficult to sleep.

    Tired, torn and troubled, the old man Alliteration

    stumbled through the door.

Example of Descriptive Text :

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 stage is making description.

Here is the example of descriptive text from Knapp and Watkins (2005: 106) that is about 'Turtles'.

Table 1. Turtles

Text	Generic Structure
Turtles	**Title**
Turtles are reptiles and are cold blooded. They depend on their surroundings for their body heat.	**Classification**
Turtles are covered with a hard box-like shell which protects the soft body and organs. It is composed of an upper section called a carapace and a lower plate called a plaston. The head, tail and legs of turtles are covered with scales. Turtles withdraw them inside the shell for protection. Turtles have four paddle shaped flippers which help them to swim. Turtles do not have teeth, they have a sharp beak instead.	**Appearance**
Turtles can breathe on land and under water. They mainly eat jellyfish, sea snails and other soft-bodied, slow-moving sea animals.	**Behaviours**
Female turtles lay their eggs in the sand on beaches. Once the eggs are covered the	**Reproduction**

female returns to the sea. When the eggs hatch the baby turtles crawl down to the sea and take care of themselves.	

Team Assisted Individualization (TAI) Method

According to Slavin in Huda (2013:200), Team Assisted Individualization (TAI) method is a pedagogic program that attempts to adapt the teaching to individual differences of students academically. TAI 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.

In addition, Slavin (2008:189) defines that Team Assisted Individualization method is a method that can make the students work in team and have responsibility to manage and investigate routinely, the result of studies in individual is brought to group for being discussed together and all members in group responsible on overall answers, student help each other in facing the problem, support each other to progress, so teacher can free him/herself and give direct instruction to a group of homogenous students that comes from heterogeneous groups. In other words, in Team Assisted Individualization (TAI) method, the succeful of students in every group in do a task can be the determinant for group itself.

So, by using Team Assisted Individualization (TAI) Method, it will be facilitative and effective method especially in teaching writing. So, it can improve students' writing achievement.

a. Advantages and Disadvantages of Team Assisted Individualization Method

1. Advantages

Shoimin (2013) mentions that there are several advantages of Team-Assisted Individualization method as follows :

a. The weak student can be helped in solving his/her problem.

b. The clever student can develop his/her ability and performance.

c. There is a responsibility in the group in solving the problem.

d. The students are taught how to work in team.

e. Reduction of anxiety.

f. Drown the feeling of isolated and panic.

g. Change the competition become cooperation.

h. Make the students to be active in teaching learning process.

i. They can discuss, debate, or convey ideas, concept, and performance until they really understand it.

j. They care, take responsibility to other friends in learning process.

k. They can learn to appreciate the differences in ethnicity, performance level, and disability.

2. **Disadvantages**

Besides the advantages, this method also has some disadvantages (Shoimin, 2013) as follows :

a. There is no competition between groups.

b. The weak student may be depend on the clever student.

c. Need the long period

d. Something that should be learnt and understood can't be reached by the students overall.

e. If the teamwork can't be done well, only the clever and active students that will work.

f. The clever students will feel objection because the score is decided by the attainment of the group.

b. Teaching Procedure of Writing Descriptive Text by Using Team Assisted Individualization (TAI) Method

According to Slavin (2008: 195), in cooperative learning with TAI method, there are some steps that is adopted from the elements of TAI method to teach exist in class, likes following :

1. Teacher will prepare the matter that will be finished by group of students.

2. Teacher gives pre-test or see the daily value of students so the teacher detect students weakness in certain area.

3. Teacher forms little group heterogeneous but harmonic based on the students' value in pre-test or daily value. Every group consists of four till five students with vary ability (high, medium, low). If enable, the group member comes from different culture and ethnic group.

4. Teacher gives matter according to the curriculum.

5. Every students do the task from teacher in the form of student worksheet (LKS) that has been designed by the teacher, and the teacher gives aid individually ot to the group that need, every member of group investigate their friends' answer in oen group.

6. Chairman group reports the result of discussion and the present 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 TAI method harmoniously and can get the best result that can improve the students' achievement in writing descriptive text.

RESEARCH METHOD

This study was conducted by applying quasi experimental research. It was one of types in experimental research design. Ary et. al (2002: 30) stated that experimental research was important because it determined the study's internal validity, which was the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. It means that, the result of the research depends on how the effect of the experimental treatment on the dependent variable. Ary et. al (2010: 316) said that quasi experimental design was chosen because Quasi-experimental designs were similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. This study purposes to find the effect of Team Assisted Individualization (TAI) method on students' achievement in writing descriptive text, Which TAI method as experimental treatment or independent variable and writing descriptive text as dependent variable.

For collecting the data, a writing pre test was used as the instrument. The writing test was given to the experimental and control group. Both of them were asked to write the descriptive text.

RESULT AND DISCUSSION

Result

This study had been done in quasi experimental research design so the data which was obtained was quantitative data. In this study, there were two groups involve, they were namely experimental and control group. In exsperimental group was taught by using Team Assisted Individualization (TAI) Method and control group wias taught without a treatment. The sample of this study was the students at 10th grade in SMA Al-Hidayah Medan. There were two classes which were consists of 68 students that has taken as the sample. They were X-1 as the experimental group and X-2 as the control group.

The data was obtained by giving the writing test in both of the groups to know their achievement in writing descriptive text. It was done after pre-test and post-test are given in experimental group and control group. This data was intended to get the significant effect in writing descriptive text. The students' score that had been gotten will be computed and measured by applying t-test formula to prove the hypothesis in this study.

Below is the pre-test and post-test students' score, the total and means students' score from experimental and control group is described in table 4.2 as follows :

Table 1.1 Students' achievement scores in pre-test and post-test

Statistical Calculation	Experimental Group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
$\bar{X}$	61.2	68.48	59.87	66.53

Min	40	80	40	75
Max	50	90	50	85
Sum	2205	2700	2155	2470
N	36	36	36	36

Based on table 4.1, it shows that the students' score in pre-test (61.2) and post-test (68.48) in experimental group was higher than students' score in control group which pre-test (59.87) and post-test (66.53).

The mean scores of both groups are significantly different, namely 68.48 for the experimental group and 66.53 for the control group. It means that the students who had been taught by using Team Assisted Individualization (TAI) method get better result and significant effect in writing descriptive text than those students who had been taught without a treatment. So, from the result table above, there is an improvement in students' achievement when they are taught to write descriptive text by using Team Assisted Individualization (TAI) method.

The Data Analysis

   1. The Reliability of The test

In collecting the data, the same test had been given to experimental group and control group. The researcher and the teacher gave the score to the students. There are two kinds of scores, namely 'X' score and 'Y' score.

In this study, Pearson's Product Moment formula is applied to know whether the test is reliable or not.

The calculation by applying Pearson Product Moment shows that the reliability of the test is 0.11. Based on the Best and Khan (2002:308), the category of the reliability of the test $0.00 \leq r \leq 0.20$ is negligible, so 0.11 is negligible reliability or realtionship.

2. Analyzing the Data

The analysis is needed to get the significant effect between students who were taught by Team Assisted Individualization (TAI) method and no treatment. The analysis of the data through pre-test and post-test in both group: exsperimental and control groups were computed by using t-test formula (see Appendix F and G). the formula was as follows :

Where :

$\bar{X}_1 = 13.75$ $\Sigma d_1^2 = 2825.02$

$\bar{X}_2 = 8.75$ $\Sigma d_2^2 = 1418.7527$

$N_1 = 36$ $N_2 = 36$

The researcher analyzed the data applying t-test formula to prove the hypothesis of this study. It was obtained that the value of $t_{observed}$ was (2.941) (see Appendix F).

Testing Hypothesis

In testing the hypothesis, the formula of t-test and distribution of table t-critical were used to establish whether the hypothesis was accepted or rejected. Because the value of t-observed (2.941) exceeded the value of t-table (1.994) with $\alpha = 0.05$ and df = 70 (see Appendix F), the null hypothesis (H_0) was rejected.

So, formulated hypothesis, stated "Students' achievement taught by using Team Assisted Individualization (TAI) Method gives a significant effect that is really true and it can be received in this research.

Discussion

It had been explained that Team Assisted Individualization (TAI) method would be an effective way to improve students' writing achievement before. Students would be helped because in every group there was students that had more knowledege so he/she could helped his/her friend to solve their problem in writing. It was proved in experimental class, that the technique especially for the students who had no courage and still fell shy to learn and to ask the teacher directly. Students had opportunities to work with their friends in the group so they could be more enthusiastic in learning process. The students' anxiety became lower and learning motivation became higher.

Meanwhile, without a treatment, it took along time to manage the students. Then, the class would be not condusive because students in every group would be busy to go to other group to find the other information about the task. The students would get confusion because they had to change the information about

the material. It was proved in control group that the students was no noisy and not condusive. It had impact to their scores. Their score were lower than those students inthe experimental class.

Rahmawati (2012) found that in teaching by Team Assisted Individualization (TAI) method showed the significant increases to the result of reading comprehension ability in narrative text for eighth grade students. Teaching by this method can make students have more spirit to solve a problem because they do it with their friend. So, from this research the writer can know that Team Assisted Individualization (TAI) Method affects the enthusiasm and friendships between students to be better. Purnama Sari (2016) in her research proved that It can motivate the students to write and make them easily to understand the component and process of writing. It can make the atmosphere of teaching learning process in the class become more active and gladden. Kustina and Karlina (2014) also do the research about writing by using this method, she finds that the score of the students after she teaches writing by using TAI Method is high. It can be seen from studentsn that can get high score in writing undergo the increasing than before. Meanwhile, Tinungki (2015) said that by using Team Assisted Individualization (TAI) method, it can give significant correlation to students' mathematic communication ability. Also, students can help each other, discuss and argue mutually. Thus, the mathematic communication will be done.

Based on the explanations above, the researcher conclude that Team Assisted Individualization (TAI) method had significantly affected to be applied for teaching and learning process to improve students' achievement in writing.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis, it is concluded that there is a significant effect of using Team Assisted Individualization (TAI) on students' achievement in writing descriptive text is accepted (t-observed > t-table, $\alpha = 0.05$). Students who were taught by using Team Assisted Individualization (TAI) method shows the significant effect and become braver, not shy, paying more attention in writing descriptive text.

The calculation of the test is 2.941 > 1.994 with df 70 and level of significance 0.05. Students' achievement in writing descriptive text also become higher after they get treatment by using Team Assisted Individualization (TAI) method, they are braver, not shy, and paying more attention.

Suggestion

Related to the conclusion, the suggestions can be stated by the writer as the follows :

1. It is suggested to the English teachers to apply Team Assisted Individualization (TAI) method in teaching learning process, especially in teaching about writing because it can help students become easier in understanding the material as their friend can help them and also improve their self-confidence in writing a good text

2. It is suggested to students to enlarge their ability in learning writing because this method makes them discuss freely with their friends and also make them

become brave and self confident to write a good text by following Team-Assisted

Individualization (TAI) method.

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