

Improving Students' Writing Ability Through Team Assisted Individualization (TAI) Technique At Grade VIII.B of SMPN 2 Wawotobi

Umar

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Lakidende, Indonesia

Email : umarumar87@gmail.com

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ABSTRACT

This research is aimed to improve students' writing ability through Team Assisted Individualization (TAI) technique at grade VIII.B of SMPN 2 Wawotobi, in language use and organization aspect. The research question in the research as follows: 'How to improve students' writing ability through Team Assisted Individualization Technique at grade VIII.B of SMP Negeri 2 Wawotobi?' and 'Can Team Assisted Individualization Technique improve students' writing ability at grade VIII.B of SMP Negeri 2 Wawotobi?'. This research took the design of classroom action research because it aimed at improving the existing condition in carrying out this research, the researcher acted as the teacher and the English teacher of SMPN 2 Wawotobi acted as an observer. Design of this research was an action research where this research was carried out in two cycles containing of four steps such as planning, action, observation and reflection. The subject of the research was all students of Grade VIII.B which consist of 25 students: 13 females and 12 males who registered in the academic year 2016/2017. The data were collected through third research instruments: writing test, observation sheet, and field note. All of the data were analyzed: quantitatively and qualitatively, and the result of the analysis was compared to the criteria of success defined in this research to see whether yes or not they were achieved. The target of the research was students comprehended the writing if minimally 75% of them got standard score 70. The result of the research shows that Team Assisted Individualization (TAI) technique could improve the students' writing ability. It indicates that students at Grade VIII.B of SMPN 2 Wawotobi achieve the target on cycle II. It means that students' writing ability in language use and organization aspect can improve by using Team Assisted Individualization technique. In the cycle I, students who get standard score ≥ 70 only 10 students (40%). It means that it do not get standard indicator of successfulness. Then researcher continues the research at the cycle II for get standard indicator of successfulness. In the cycle II, students who get standard score ≥ 70 were 20 students (80%). It means that they get standard indicator of successfulness. This result indicates that Team Assisted Individualization Technique can improve students' writing ability on language use and organization aspects.

Keywords: *Improving Students, Writing, Ability, Team Assisted Individualization.*

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INTRODUCTION

English as an international language can be used in many occasion involving people of different language. In Indonesia one of the subject that is taught in education curriculum particular at junior high school, senior high school and university level in English subject. As we know that English is tool international communication has an important role in all activities.

Teaching English has four skills that must be mastered by students in order to become successful language learners. They are listening, speaking, reading, and writing. Fourth of those skills must be covered by a student in language teaching. Writing is one of skills which are learned in school curriculum on Junior High School.

Writing is used express the idea through the written from in many kinds of activities, such preparation for formal speech and application letter. The ability to write is not comes naturally in a language learner. Therefore, writing skill is considered more effective in communicative system because the expression which is used tend to address on grammatical structure.

In Junior High School 2 Wawotobi, writing is included as one of the skills in English subject. The implementation of English teaching especially teaching writing have not yet good. The students faced some problems. As the result of pre-observation, most of the students are difficult to write a good writing. Their writing is very poor in terms of language use, and organization.

Language use is also become the problem here. There are many grammatical inaccuracies covered their writing, such words use and subject-verb agreement. We know that grammar is one of the crucial things in writing, when we can't organize the sentence structurally, it can bring misunderstanding to the reader. It can say that their writing is still far from a good desired writing

Another problem appeared is the teaching of writing is still using conventional method. The students are given the topic and they asked to write in limited time. Then the teacher collects their draft without giving them explanation about the procedure of writing. Teacher did not explain the students about the ways to solve their problems in those processes of writing. Giving an explanation about stages of writing is a must in teaching writing, because the students can produce a good writing when the teacher allows them to experience to those process of writing.

Based on all of the problems above, researchers concluded that the major problems faced by students in this school in the teaching of writing is that they have difficulties in solving the problem of some aspects of writing, namely language use, and organization they also still experienced with the conventional technique in their teaching process.

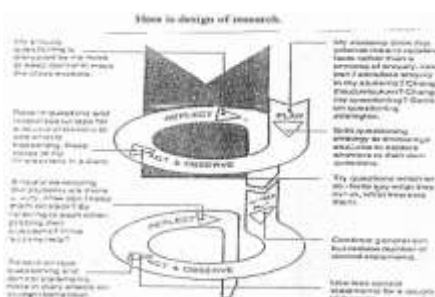
One of the method able to be selected to increase students' writing ability is 'Team Assisted Individualization Technique. Team Assisted Individualization (TAI) have rationale that is for the adaptation of study to individual difference relate to ability of student and also attainment of student achievement. This type combine excellence of study model individual and co-operative, this study model is designed to overcome difficulty learn students individually, therefore activity of its study more used for trouble-shooting.

Team assisted individualization technique in cooperative learning that can used in teaching writing to help students' effort to improve students' writing ability especially in recount text.

METHODOLOGY OF THE RESEARCH

Design of Research

This research used mixed method design. It means that both of qualitative and quantitative is applied. Quantitative method is used to know the students' writing ability on recount teks under Team Assisted Individualization Technique, while for qualitative method is aims to know the implementation of Team Assisted Individualization. The research applies for action research approach. It is consists of planning, action, observing and reflection. The figure can be seen as follows:



Picture 1. Source: Kemmis and Taggart (1988)

Subject of the Research

This research conducted at first year students (VIII.B) of SMP Negeri 2 Wawotobi in academic year 2016/2017. The total number of this class is 25 students: 13 females and 12 males.

Instrument of Research

1. Writing test

The researcher gave the written test for measuring the student writing ability. The students could be written a recount teks in paragraph (around 50-100 words).

2. Observation Sheet

The observation sheet used to observed the implementation of Team Assisted Individualization Technique in Improving Students' Writing Ability on Recount Text.

3. Field Note

Field note used to take data about the activity in learning process.

Procedure of Action Research

1. Planning

This research would be done in some procedures. The first procedure is to arrange the planning that conducted as the following steps:

- a. The researcher discussed with the teacher to prepared the lesson plan, materials and the instruments which are used during the research. Those instruments were observation sheet, note taking, and writing test.
- b. Procedure of assessment in this session.

2. Action and observation

The action applied based on the planning that had made by researcher. In the action of teaching writing, the researcher followed all the procedure of Team Assisted Individualization method.

3. Reflection

In reflection step, researcher tried to evaluate the previous activity in that classroom. It means that in reflection, researcher know the strength and the teacher would be cooperated to analyze the result of the writing test to make sure about the strength and the weaknesses of the first cycle and what be revised for the next cycle.

Technique of Collecting Data

In collecting the data, the researcher would do the following procedures:

1. Observation

The observation aimed to collect the data about the activities would be done by the researcher and the students while teaching and learning process. The observation activity would be done and checked by the observer had been chosen by researcher.

2. Test

The researcher gave writing test to students to know the first score of students' ability in writing before getting the treatment.

Technique of Data Analysis

The finding of this research analyzed under qualitative and quantitative. The researcher analyzed the data qualitatively based on the observation while teaching and learning proses in each meeting per-cycle. It means that the data was described into words. Then, there searcher analyzed the data quantitatively after conducting the action. It means that the researcher will use percentage technique to know the improving students score.

Marking Scheme

To measured the students' writing ability on recount text team assisted individualization technique, the researcher applied a band score suggested by Jacob et al (1981). The reason for using this system are: (1) Analytic scoring systems separate various factors and skills, So the teacher will be able to diagnose writing strength and weaknesses. (2) Analytic scoring system is more comprehensive and are widely used by ESL teachers. The quality of writing is evaluating in the following categories: language use, and organization. The assessment criteria can be seen in the following:

Table 1. Assessment Criteria for Writing Element

Writing Components	Scores Scales	Levels	Indicators
Language Use	25 – 22	Excellent to very good	Effective complex construction, few errors of agreement tense, number word order / function, article, pronoun, preposition.
	21 – 18	Good to average	Effective but simple construction, minor problems in complex construction, article, pronoun, preposition, but meaning seldom obscured.
	17 – 11	Fair to poor	Major problems in simple / complex construction, frequent errors of negation, agreement, tense, number, word order, / function, article, pronoun, preposition, and / or fragments, deletions, meaning confused or obscured.
	10 – 5	Very poor	Virtually no mastery of sentence construction rules, dominated errors, does not communicate, or not enough to evaluate.
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated / supported, succinct, well organized, logical sequencing, cohesive.
	17 – 14	Good to average	Some what choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	Fair to poor	Non - fluent, ideas confused, or disconnected, lacks logical sequencing and development.
	9 – 7	Very poor	Does not communicate, no organization, not enough to evaluate.

Achievement Criteria

In this achievement criteria is take from result of evaluation, in this matter students as a subject of this research. If minimally 75% students got standard score or KKM (Kriteria Ketuntasan Minimal) is 70.

To analyze the students' writing ability, the researcher used descriptive statistic by using following formula:

$$P = \frac{x}{n} \times 100\%$$

Where:

P = Percentage of student ability

X = Frequency of students' score

N = Total students

Based on the percentage of writing scores, the following criteria was used.

Table 2. The Criteria of Composotion

Classification	Score Interval
Excellent to very good	88 – 100
Good to average	75 – 87
Fair	64 – 74
Poor	49 – 63
Very Poor	34 – 48

Jacob et al (1981:67)

FINDINGS AND DISCUSSION

Activities on the first cycle

a. Planning

Based on the result of the pre-observation was conducted by the researcher, it found most of students at grade VIII.B of SMPN 2 Wawotobi had difficult to organize the sentence in writing paragraph. Thus, the researcher wants to solve the problem through Team Assisted Individualization method.

The researcher started the planning activities in cycle I by asking permission from head master of SMPN 2 Wawotobi, and discussed with the English teacher related to the research. Then the researcher and teacher planned the first would be conducted in three meetings and the researcher focus on language use and organization of students' writing ability, through Team Assisted Individualization method.

The activities in the first cycle were:

- Researcher prepared the lesson plan and the teaching material.
- Researcher prepared the instrument of the research to collect data, such as observation sheet, writing test, and note taking.
- Researcher planned to explain about Team Assisted Individualization method, and the procedures teaching of Team Assisted Individualization method.
- Researcher set the criteria of success in terms of language use and organization (target was 70 based on school's Kriteria Ketuntasan Minimal) on 75% students.

b. Action and Observation.

1) First meeting

The first meeting was started on Tuesday, November 22nd, 2016 at 10.50 – 12.10 pm. The researcher started the learning activity by greets and asks students condition, and tells her aim, she has done research in this class and research about the writing ability. The researcher checked the student attendance this day. After that, the researcher began to explain about Team Assisted Individualization method. The students were very enthusiasm with the researcher explain because it was the new method and never conducted at the school before.

After the researcher explained all about the method the researcher started to explained the material to the students. At the time, the material was talking about recount text. The researcher explained the definition, generic structure, language features, and the kind of recount text. After the students believed that they had understood about the material and the procedure to of Team Assisted Individualization method. The researcher gave them a topic recount text to discuss about "My Adolence". The researcher identified the major understanding about process of writing and explained the recursive writing process. The researcher gave example of recount text for students, after that gave assignments for students to learn the material individual learning. The researcher gave a quiz individually for the students to get a score of basic. After that, the researcher devided the students into some group and provides students opportunity to asked question and give comment about the process writing.

As the researcher did an observation the researcher found that some students still confused about implementation Team Assisted Individualization method and some students had not paid attention be well in discuss the writing text. Some students also no do the task that given by the teacher student. In the stage, the researcher also found that not all students discuss with their

friends. The researcher also found some students that confused how to combine the opinion with their members of the group. Some of them were just talking to their friend. So that other students didn't focus again with their activity.

At the last activity in teaching, the researcher was give conclusion during the class and asked students difficult, and close the study.

2) Second meeting

The second meeting was done on Wednesday, November 23rd, 2016 at 07.50 – 09.10 am. The researcher started the learning activity by greets and asks students condition and built the students' motivation and given apperception to the students, the researcher checked the student attendance this day.

Next, the researcher reminded the students about the topic at last meeting and reminded about Team Assisted Individualization method. In this time, the researcher continuous the topic. The researcher gave example of recount text for students, after that gave assignments for students to learn the material individual learning. Then researcher provided twenty minutes for each student to write relate the topic. The same problems back up to show up. The students made mistakes in terms of organization and language use point. They write "yesterday, *wen* I stay. . . .", "*suddenly*...", "*nex ready*...". In the case, researcher gave students' error correction directly and sometimes indirectly.

After the writing process has been completed, researcher gave feedback to the student then researcher give conclusion of the material that is recently learned.

3) Third meeting

Researcher did evaluation on Tuesday, November 29th, 2016 at 10.50 – 12.10 pm by give the instrument to student to write about students' experience. Each student had thirty minutes to arranged their experience. In this activity, researcher found some problems. For example, in language use and organization, some students write, "day happy", "to gether", and so on. In grammar, some students write "slapy", "atention", "vary", "headsome" and so on.

Based on the students' test result on cycle I, achieved data could be seen at the following table :

Table 4. Evaluation in Cycle 1

Resp.	L. Use		Organization		Score		Total Score	Students Score	Classification
	R1	R2	R1	R2	R1	R2			
1	16	15	18	19	34	34	141	70	Improved
2	17	18	17	17	34	35	138	69	Not improved
3	14	11	11	11	25	22	94	47	Not improved
4	10	10	11	11	21	21	84	42	Not Improved
5	9	11	10	11	20	22	83	41	Not improved
6	20	18	17	17	37	35	144	72	Improved
7	12	13	14	16	26	29	110	55	Not Improved
8	20	21	18	18	38	39	154	77	Improved
9	9	12	13	13	22	25	94	47	Not improved
10	15	14	15	14	30	28	116	58	Not Improved
11	20	20	17	17	37	37	148	74	Improved
12	12	10	14	14	26	24	100	50	Not improved
13	10	10	13	13	23	23	92	46	Not Improved
14	18	20	17	17	35	37	144	72	Improved
15	9	10	12	12	21	22	86	43	Not improved
16	9	10	11	12	20	22	84	42	Not Improved
17	13	14	10	10	23	24	94	47	Not improved
18	20	17	17	17	37	34	142	71	Improved
19	13	15	13	13	26	28	108	54	Not Improved
20	16	15	18	19	34	34	141	70	Improved
21	10	10	9	9	19	19	76	38	Not improved
22	16	15	18	19	34	34	141	70	Improved

23	13	10	13	13	26	23	98	49	Not improved
24	21	21	18	18	39	39	156	78	Improved
25	18	18	17	17	35	35	140	70	Improved
SUM								1452	10 Students got standard score / 40%

c. Reflection

Based on the process of action that was conducted in three meetings, the researcher found that the teaching and learning process in the first cycle had not given an optimal result. It was provided by the result of students' score in this cycle after they conducted an evaluation in writing test. There was no student who got scored 88-100 with excellent to very good category, students got scored 75-87 in good to average category were 2 students or 8%, students who got scored 64-74 by category Fair were 9 students or 28%, students who got score 49-63 with poor category were 6 students or 32%, and the students who got score 34-48 with very poor category were 8 students or 32%. From 25 students who did the test, just 10 students who passed the test and 18 students who did not pass the test. The

Table 5. Students' problems found and solution on first cycle

No	Problem	Solution
1	Some students still confused and didn't understand the implementation of Team Assisted Individualization method.	The teacher explained the implementation of Team Assisted Individualization in front of the class before beginning discussion.
2	The students have difficult to arranged their idea to write a paragraph.	The teacher always guide them, to arranged their idea correctly.
3	The students had poor vocabulary to arrange their idea.	The teacher gives them facility (dictionary) and also write some vocabulary on the whiteboard.
4	Most of students were noisy in the classroom	The teacher asked the students to join the class quietly.

1. Activities on the Second Cycle

a. Planning

Based on reflection in the first cycle, the researcher and the teacher planned some changes for improvement on the second cycle. In this activity, the researcher and teacher also cooperatively made the lesson plan for the second cycle that reflected to the first cycle. Besides, the researcher and teacher provided the topic for teaching material. The researcher also did not forget to prepared the new observation sheet to observe the teaching and learning process through Team Assisted Individualization method in the second cycle after faced some problems in the first cycle.

b. Action and Observation.

1) First meeting

The first meeting in the second cycle was done on Wednesday, November 30th, 2016 at 07.50 – 09.10 am. The researcher still acted as the teacher who carried out the lesson plan of teaching writing through Team Assisted Individualization method. While the teacher acted as the observer. The researcher started class activity by greets and asks students' condition. Then the researcher didn't forget checked the student attendance this day and gives motivation at the beginning of the lesson which was to raise students' intention. The researcher gave general explanation about the topic. Then, the researcher explained the procedure of Team Assisted Individualization method, the researcher always guided them when they implementation of this method. After the students believed that they had understood about the material and the procedure of Team Assisted

Individualization method. The next activity, the student seat down based on their group. Then researcher provided twenty minutes for each student to write relate the topic. The same problems back up to show up. The students made mistakes in terms of organization and language use point. During the writing process, the researcher found the students who write still make mistakes such as write “day happy (should be *happy day*)”, “she felt unconfor(should be *she feel uncomfortable*). In the case, researcher gave students’ error correction directly and sometimes indirectly.

At the end of presentation in front of the class then the researcher gave feedback to the students. The researcher also gave conclusion about teaching and learning, and gave them motivation to write better than before. And close the class by greeting the students.

2) Second meeting

The second meeting in the second cycle was done on Tuesday, December 06th, 2016 at 10.50 – 12.10 pm. The researcher started the learning activity by greets and asks students condition. The researcher didn’t forget checked the student attendance this day and built the students’ motivation and given apperception to the students. In this time, the researcher continuous the topic.

At the end of presentation in front of the class then the researcher gave feedback to the students. The last the researcher with the students made conclusions.

3) Third meeting

Researcher did evaluation on Wednesday, December 07th, 2016 at 07.50 – 09.10 am by give the instrument to student to write about students’ experience. Each student had thirty minutes to arranged their experience. In this activity, researcher found some problems. For example, in some word from some students write “wen” (when), “til” (tells), and so on.

Based on the students’ test result on cycle II, achieved data could be seen at the following table:

Table 6. Evaluation in Cycle 2

Resp.	L. Use		Organization		Score		Total Score	Students Score	Classifications
	R1	R2	R1	R2	R1	R2			
1	20	19	17	17	37	36	146	73	Improved
2	20	20	18	17	38	37	150	75	Improved
3	15	12	13	13	28	25	106	53	Not Improved
4	13	11	13	13	26	24	100	50	Not Improved
5	15	15	18	20	38	35	141	70	Improved
6	22	23	18	18	40	41	162	81	Improved
7	15	15	18	20	38	35	141	70	Improved
8	21	21	18	18	39	39	156	78	Improved
9	15	15	18	20	38	35	141	70	Improved
10	17	20	18	18	35	38	146	73	Improved
11	21	21	17	17	38	38	152	76	Improved
12	16	15	18	19	34	34	141	70	Improved
13	10	10	13	13	23	23	92	46	Not Improved
14	22	23	19	19	41	42	166	83	Improved
15	13	13	15	14	28	27	110	55	Not Improved
16	15	15	18	20	38	35	141	70	Improved
17	18	19	17	17	35	36	142	71	Improved
18	22	20	18	18	40	38	156	78	Improved
19	21	21	17	16	38	37	150	75	Improved
20	20	22	17	18	37	40	154	77	Improved
21	17	17	13	13	30	30	120	60	Not Improved
22	20	20	18	18	38	38	152	76	Improved
23	18	17	18	18	36	35	142	71	Improved
24	24	25	20	20	44	45	178	89	Improved
25	22	22	20	20	42	42	168	84	Improved

SUM	1765	20 Students got standard score / 80%
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c. Reflection

The researcher found that during implementations of Team Assisted Individualization metho, there was improvement. It seemed that in the second cycle there was no significant problems were found since the solution from the researcher and the teacher was successful useful for students. The weakness in the first cycle had covered on the second cycle by applying the advantage of Team Assisted Individualization methoand gave example how to build and write out their idea. The researcher gave opportunity for students to build their idea that related the topic. Then the researcher asked the students to discuss with their friends in the group, most of students had do the discussed process well and also the researcher always helped students when they want arranged their idea, so the students become enthusiasm in the teaching and learning process.

There was one student or 4% got scored 88-100 with excellent to very good category, students got scored 75-87 in good to average category were 10 students or 40%, students who got scored 64-74 by category Fair were 9 students or 36%, students who got score 49-63 with poor category were 4 students or 16%, and one student got score 34-48 with very poor category or 4%. From 25 students who did the test, there were 20 students who passed the test and just 5 students who did not pass the test.

CONCLUSIONS

Based on the result that the researcher had found during action was conducted in two cycle, the researcher concludes that Team Assisted Individualization technique can improve students writing ability, in language use and organization aspect. It can be seen from the students' score evaluation after applying the technique from the first cycle to the second cycle. Total score on the cycle 1 was 1452 or 10 students (40%) meanwhile on the cycle 2 the students score was 1765 or 20 students (80%). Related to the students score, it was found that there was improving score from the first cycle until the second cycle. In the first cycle the percentage of students score ≥ 70 was 40% and at the second cycle reached 80% it means that the improvement score was 40% compared to the first cycle. It indicates that Team Assisted Individualization technique can improve students writing ability in language use and organization aspect.

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