CHAPTER I

INTRODUCTION

This chapter presents the background of the research to describe the reason of the writer conduct the study. It contains of research problem, research objectives, research hypothesis, scope and limitation of the research, the siginificance of the study, and definition of key term.

A. Background

Writing is an activity to express ideas, thoughts, experiences and knowledge in the form notes using characters, symbols that are systematically can be easily implemented by others. Writing is complex activity that includes integrated finger, hand, arm and eye moevements. Hedge (2000 p.302) stated that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.

In process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Nunan (2003) stated that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statement and paragraph that will be clear to a reader. In writing, the main goal is to help the students be able to transfer their ideas in written from wheter it is academic or non-academic writing that can read by

others. It is important because writing is the first basic that is used to estimate someone's work, intellect, workplace and community.

Junior high schools in Indonesia now is applying the Character Based Curriculum or Kurikulum Berkarakter (Kurikulum 2013) as a reference to teach English. Dorn and Soffos (2010 p.20) say that in teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Based on Decree of the Minister of National Education No.69 year 2013 (Kepmendiknas No.69/2013), there is a standard process in teaching and learning in the classroom. There are some procedures that the teacher can use in teaching writing at Junior High School. They are pre-teaching activity, whilst-teaching activity and post-teaching activity. In this curriculum, the whilst-teaching activity will consist of observing, questioning, exploring, associating and communicating. Using a specific strategy in teaching writing each kind of genre fext are good because it may help students and can increase their ability in writing. As Graham & Perin (2006) say devote most of our attention to planning strategy instruetion, since it is a more powerful approach to improve the quality of students' writing. Thus, for the teachers it is better to use such a strategy in teaching writing because writing is not easy in order to improve students' ability on it.

In mastering writing, even in the highest level of education, the students still find many difficulties. When they are asking to write, they are thinking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. The lack of idea or limited

knowledge on something new can fall the desire and even the enthusiasm to write. Ningrum et al (2013) states that writing is a complex skill to learn and to teach, as it necessitates the acquisition of many other skills.

In junior high school there four types of text should be taught by teachers well. Those are procedure, descriptive, recount, and narrative text. Among these texts, recount text is one of difficult texts that is learned by the junior high school students. They do not know how to put their ideas in the correct place. They do not know how to relate their ideas each other to make their sentences are coherence each other in order to make their writing good. Derewianka (2004) stated that as any writing teacher has experienced, students are frequently worried about the prospect of writing in English. They worry about paragraph writing almost as much as about longer research papers in English. They worry about expressing their ideas clearly within the boundaries of correct usage, grammar, spelling, and punctuation. Often in the initial years of their language learning, there is little focus on the creative aspects of writing because exams generally focus more on grammar, spelling, or punctuation. Because of this, students develop a fear of writing and think that everything they write is riddled with errors.

According to Oftiza and Saun (2014 p.274) states that there are some significant problem to the students find in writing a recount text. First, the problem that becomes students' problem is motivation. Many students are lack of motivation in writing. The reason is they lack of vocabulary because the students are used to use their mother tongue in communicating, so they have to re-collect

vocabulary in English and also in writing. The second, the strategy that is used by the teachers in teaching writing recount text also influences much in students' way in understanding the text. This reason is the most important thing that influence students' comprehension. Many English teachers sometimes do not care about this case. They keep teaching by using the old strategy like ask the students about their personal experiences directly then ask them to write in form of paragraphs. Third, the junior high school students are difficult to develop and manage their ideas. They do not know how to put their ideas in the correct place. They do not know how to relate their ideas each other to make their sentences are coherence each other in order to make their writing good. Thus, in writing a recount text, students should be provided with a special strategy because recount text is not easy to be understood.

Based on the phenomena above, the researcher want to apply this strategy, perhaps it could encourage and motivate them in the writing recount text, and also could improve their writing skill. Langan (2011) states that as writing is a skill, it makes sense that the more they practice to write, the better their writing will be. One of strategy which can use in teaching recount text is TAD (Transition – Action – Details) Strategy.

TAD (Transition – Action – Details) strategy is a writing strategy used TAD (Transition – Action – Details) chart which consist of column and rows that shows a sequence of events. There are three columns that must be filled by participants such as transition column, action column, and details column. Then each column can be filled by several rows. After filled each rows and column with

sentences, the students can move the sentences that consisted about traditional signal, sequence of events, and some details actions into a new recount paragraph.

According to Margot, Carmichael, L and Peha (2013) TAD (Transition – Action – Details) strategy easy to do and efficiently helps the students to clearing their activities, steps by steps. Perhaps, by doing each steps students will be easier to conduct the recount text because they write down the events based on the sequence of time of it is happened and managebly. Marpaung (2012) TAD Strategy shows a lot of words or ideas among the events on the story and keeps them loosely connected where the writer can draw picture to be displayed . Wani (2016) stated that TAD strategy can improve students' achievement in writing procedure text. Also he stated that students were active, enthusiastic and interested in writing. Sutriana (2017) stated that The students who were taught by using Transition - Action - Detail (TAD) strategy have increased their writing ability. The result of her research is t-observed is higher than t-critical (3.1707 > 1.6759). It means that there is a significant influence of using Transition Action Detail (TAD) strategy towards students' narrative text writing ability.

Based on the explanation above, the researcher wants to know about the effectiveness of TAD (Transition – Action – Details) strategy in teaching writing recount text to the second grade students of MTs. Al-Falah, Sawahan Nganjuk. Therefore, the researcher can formulate the tittle of research is :

" **The Effectiveness of Using TAD (Transition – Action – Details) Strategy in Teaching Writing Recount Text at Mts PSM Loceret.**"

B. Research Problem

Based on the background of the study above, the researcher wants to apply TAD (Transition – Action – Details) strategy in teaching recount text. This methode is applied to face students' problem in writing recount text at MTs. PSM Loceret. The general question of this research is " Is the use of TAD (Transition – Action – Details) strategy effective in teaching writing recount text to the second grade students of MTs. PSM Loceret?

C. Research Objective

Based on the research problem, the objectives of this study is to find out the effectiveness of using TAD (Transition – Action – Details) strategy in teaching writing recount text to the second grade students of MTs. PSM Loceret.

D. Research Hypothesis

The researcher considers hypothesis to make purposes of the study clear. The researcher has two hypothesis, these are :

1) The null hypothesis (H_0)

There is no significant difference between the students taught using TAD (Transition – Action – Details) strategy and the students taught using Mind Mapping strategy in teaching writing recount text to the students of MTs PSM Loceret

2) The alternative hypothesis (H_a)

There is significant difference between the students taught using TAD (Transition – Action – Details) strategy and the students taught using Mind Mapping strategy in teaching writing recount text to the students of MTs PSM Loceret

E. The Scope and Limitation of The Study

The scope and limitation of this study is writing skill of the students. In this study, the researcher is focused on students writing skill in recount text using TAD (Transition – Action – Details) strategy in second grade of Mts PSM Loceret.

F. The Significance of The Study

The result of this study are supposed to be useful for both theoretically and practically as follow below:

1) Theoretically

The result of the research are supposed to support theories dealing   with TAD (Transition – Action – Details) strategy.

2) Practically

The result of the research are supposed to give information to the English teachers, especially in guiding students to write recount text.

G. Definition of Key Term

It is important for researcher to make clear the term used in this paper as this following:

1) Effectiveness

Effectiveness is the degree to which objective are achieved and the extent to which targeted problems are solved. It means that effectiveness is when the use of strategy can enhance or improve the students' point or score of writing skill. The effectiveness can be measured by the score of pre-test and post-test. This study meant for effectiveness as an treatmen goal.

2) Writing

Writing is an activity of expressing ideas, opinions, feelings and emotions that use symbol to communicate in readble form. Writing combine process and product. Writing is a complex process and it seems reasonable to expect. The processes presented with gathering ideas and comprehend word into sentences or products of writing contain complexity process in writing.

3) Recount text

Recount text is a reconstruction of something that happened in the past. This text is one of types that must be mastered by the learners in junior high school. The recount text is taught firstly at the second grade. Thus, the students have to know what the purposes of the text, organizational structure of the text types and language feature that can be used in recount text.

4) TAD (Transition – Action – Details) strategy

TAD (Transition – Action – Details) writing strategy is a writing strategy that uses TAD chart consisting of columns and rows showing a sequence of events. There are three columns that must be filled by participants, such as transitions columns, action columns, and details columns.

5) Mind Mapping strategy

Mind Mapping is strategy that visually organized of ideas and concepts. Many schools has used this strategy. After determining a big theme, mind mapping can help you outline the details of the theme and understand the concept as a whole.