

CHAPTER II

LITERATURE REVIEW

This chapter several theories through reviewing some literatures related to research. The theoretical build up as follow:

A. Writing

1) Definition of Writing

English becomes important subject that should be mastered by the students at junior high school. English has four main skills listening, speaking, reading, and writing. Among these four skill writing is assumed as one of difficult skill. Writing is skill to communicate information to readers. Siswita (2014 p.63) writing is a process of transfer the word that comes from our mind effectively, writing is considered as difficult subject. According to Heaton (1988 p.135), writing is a means of communication which the writer uses the language to express his or her ideas, thought and feeling. It means that writing is an activity where the people express their ideas and thought in written form.

In the other hand, Nunan (2003 p.88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It means that writing is a process which someone express their idea on paper in written text and in writing activity people have already been what are going to say and how to express their idea. When writing, we should understand and know what the idea that will be expressed in our writing.

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Budi stated (2015 p.3) writing activities are not only steps to scratch ink but require a process in which there are steps in it. Harmer (2004 p.33) states, that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. It means that writing is an activity, which is the student can do to think their idea.

From these explanation, the researcher can conclude that writing is a process of expressing ideas, thought, opinions, and emotions that delivered in written form. Also writing is an activity using characters or symbols that communicate thought and ideas in a readable form.

2) **Kinds of Writing**

Gerot and Wignell (1994 p.220) classified the genre of the text into thirteen kinds, those are :

- a) Spoof
Spoof is a text to retell an event with a humorous twist.
- b) Recount
Recount is a text to retell events for the purpose of informing or entertaining that happened in the past
- c) Report
Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.
- d) Analytical Exposition
Analytical exposition is a text to persuade the reader or listener that something in the case.
- e) News item
News item is a text to inform readers, listener or viewer about events of the day which are considered newsworthy or important.

- f) Anecdote
Anecdote is a text to share with other an account of an unusual or amusing incident.
- g) Narrative
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
- h) Procedure
Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
- i) Description
Description text is a text to describe a particular person, place or thing.
- j) Hortatory Exposition
Hortatory exposition text is a text to persuade the reader or listener that something should not be the case.
- k) Explanation
Explanation text is text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- l) Discussion
Discussion text is a text to present (at least) two points of view about an issue.
- m) Reviews
Reviews are a text to critique an art work or event for public audience.

Based on the definitions above, the writer concludes that there are many kinds of text in teaching writing for students of junior high school and each student must be able to understand the generic structure and language features of the text. In this research the writer only focus on recount text as the form of writing that will be investigated.

3) **Writing Process**

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts.

Objectives of the teaching of writing skill can be achieved through some approaches. The writing approaches, including a process approach, are applied to

get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989 p.36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002 p.303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not poccupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

B. TAD (Transition – Action – Details) strategy

1) Definition of TAD (Transition – Action – Details) strategy

Transition-Action-Detail (TAD) strategy is a one of strategy in teaching writing used Transition-Action-Detail (TAD) chart which consist of

columns and rows that shows a sequence of events. There are three columns that must be filled by the participants, such as transition column, action column, and detail column. Each column can be filled by several rows. After filling each row and column with sentences, the students can develop the sentences that consist of transitional signal, sequence of events, and some details actions into a new recount text.

2) The Process of TAD (Transition – Action – Details) strategy

According to Peha (2003), to achieve the purpose in writing process there are three structures in Transition-Action-Detail (TAD) strategy:

a) Transition

To make a text be coherence, it needs a transition. Transition is used to make the reader can understand the content of the text easier. Peha states that transition is short phrase like “Then” or “After that a while” or “In the beginning” that helps to introduce each new action in these sequences. We do not have to a transition for each action, but transition can help our writing flow more smoothly from section to section. It means that transition can be a connector which connects one sentence into another sentence.

b) Action

Peha states that action is actual events (the things that happened) listed in order in which they occurred. So, in this sequence the writer need the event to describe the action in order to know what happen is. It

can be concluded that action is the process event which is done by the people based on their sequences of events.

c) Details

Detail is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These actions are your details. It means that detail is the way to support information of an action is one or several sentences to be completed. Without details, it is hard for the readers to know exactly what the writer is trying to say. It is way detail is important point in writing

Those are the process of using TAD (Transition – Action – Details) strategy in teaching recount text. Students should to know step above well. Without knowing it, students would not get good result.

3) The advantages and Disadvantages of TAD (Transition – Action – Details) strategy

According to Lestiana (2018) There are some advantages and disadvantages of using TAD in teaching writing.

- a. There are some advantages of using Transition-Action-Detail strategy, namely:
 1. TAD strategy is easy to do and efficiently help the students to clear their writing, step by step.
 2. TAD strategy can engage the students' imagination to express their ideas in written form easier.

3. TAD strategy can have chances to work together and involves in a small discussion.
4. TAD strategy helps students to construct and build own ideas become a simple text

Based on the explanation above, it can be said that Transition-Action-Detail (TAD) can help the students to engage students' ideas easier to construct recount text from their ideas step by step become a simple text. Furthermore, this strategy can engage students' imagination to make easier to write recount text.

- b. There are some disadvantages of using Transition-Action-Detail strategy, namely:
 1. TAD strategy only supports a simple text.
 2. TAD strategy make students spend most their time for doing the stages

Based on the explanation above, this strategy only supports a simple text and needs a long time to do it. So, to solve the problem the teacher should prepare the material based on the students' need and use the time effectively and efficiently.

C. Mind Mapping

To increase the creativity of students in learning english, especially writing recount text. Teachers should build an active, creative, and fun learning. One of them is using mind mapping strategy. This learning is active, innovative, creative and fun.

Mind mapping is a note-taking strategy that developed by Tony Buzan that based on research on how the brain works. This strategy can increase students' ideas and make students to remind easily. Therefore, the process of learning should be use mind mapping as a way of learning that can be used to train students. The learning steps using mind mapping are:

Basically by using this strategy students are led to make plans before writing text.

1. Students write down one key word from that theme selected in the middle of circle paper
2. Then the theme these are described in branches in the form of written elements that include vocabulary that involved in the story.
3. Next students should arrange the sentence take from the vocabulary in the branches.

Mind mapping makes students more active and creative in the learning process, especially writing recount text material. Overall, this method can improve the learning outcomes of students.

D. Previous Studies

Transition-Action-Detail strategy is effective to be implemented in teaching learning writing. It has been revealed by first previous research conducted by Wani (2016) about "The Influence of using Transition-Action-Detail (TAD) towards Students' Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic

Year of 2015/2016.” It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that the TAD strategy can improve students’ achievement in writing procedure text.

The differences between this first previous research and this research were the writer used different genre of the text, in the previous research was procedure text and in this research is recount text. The subject of this research and previous research are similar, eight grade of junior high school.

The second previous research was conducted by Sutrianita (2017) about “The Influence of using Transition-Action-Detail Strategy towards Students’ Narrative Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017”. The students who were taught by using Transition - Action - Detail (TAD) strategy have increased their writing ability. This previous research had been done at SMPN 1 Ngambur Pesisir Barat and she used Transition-Action-Detail strategy to teaching narrative text. Meanwhile, this research used Transition-Action-Detail strategy for teaching recount text at MTs PSM Loceret.