

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English lesson in Indonesia is implemented as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject. Teaching English as a Foreign Language (EFL) involves four language skills: listening, reading, speaking, and writing.

Based on the competence-based curriculum, the goal of teaching and learning process of English is to develop students' productive skill in oral and written. As a productive skill, writing is one of important in teaching and learning English. Writing means developing, exploring ideas, and gathering the information. Writer has responsibility to express their idea written, because the core of writing process is showing writer's ideas clearly and make reader understand about it. By writing, the students also acquire their imaginative and critical thinking ability. Because of that, writer should considered many elements to make the products of writing understandable and have the ability in writing skill to face the globalization era.

The 2013 curriculum is one that was prepared in this globalization era by the government and it has already implemented in schools. Based on the 2013 curriculum the effective learning process is by using scientific approach ( Problem Based Learning, Discovery and Project Based Learning) that put forward students' personal experience by observing

(collect, observe, read and listen), questioning, exploring, associating and communicating to reach the goal in learning. The different in the 2013 curriculum is in learning process which students are usually told by the teacher be the students have to find out by their own selves. Students are demanded to be more active in learning process so that the national learning objective in law number 20 can be achieved.

Writing is the fourth skill after listening, speaking and reading that has to be taught at Senior High schools both in *SMA* and *MA*, that the students should develop their competencies in both spoken and written communication to be able to achieve informational literacy level as many schools' regulations all over the world that also demand their students to have good commands in writing to pass the course academically.

Writing involves some components that must be mastered such as content, organization, vocabulary, language use, and mechanics. All of them are important aspects to be considered in order to be able to write well.

Harmer (2007:257) said that there are a number of different approaches to the practice of writing skills both in and outside the classroom. The teachers need to be aware of the different roles they can and should assume for writing activities.

Nowadays, there are many students who have bad capability in writing. Most of students have trouble in developing their ideas in writing. Most students also have lack of grammar that made them unable to write the sentences well.

According to the psycholinguist theory, Eric Leneberg, in Brown (2001: 334) in a discussion of species specific, states that writing is like swimming. All people are walking and speaking naturally but swimming as well as writing is a learnt behavior which needs extra efforts. It can be said that writing skill is gotten by hard exercise over and over and also has techniques to get success for it, so that the best way of teaching writing must always be investigated.

There are three purpose of paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve. The three most common goals of academic writing are : to inform the readers, to persuade the readers and to entertaining the readers. Recount text is one of the type of text and one of the materials in learning English that have to be matered by students in school. The purpose of recount text is to entertain the readers.

Based on the preliminary research by researcher in Islamic Senior High School 4 Pasaman Barat by giving test for the students to make a recount text in third grade, the researcher found that students' skill to produce a written was still weak. Most of students thought that English is one of the difficult subjects besides mathematics, so that they were less interested in English subject. As we know, English is not a mother tongue and students have to study hard to understand English especially for the village students. However, in the fact most of them had conservative

thinking. Students thought that it is not a matter if they do not understand the lesson because it's not their language.

Students thought that English is a difficult subject make them got difficulties in express and direct their ideas into a good English writing. It was proved by the result on students' writing in recount text. They did not know how to start their writing. Then, they were confused to develop their vocabulary, to organize their ideas by considering the five components of writing skill. Meanwhile, before asking the students to write, the teacher should gave a model first because by giving a model students got an impression what kind of writing they will produce. After giving the model the teacher should assisted the students through discussion about what are needed in this kind of writing.

Based on students' writing in recount text in generally researcher found that students got confused direct their idea into a good sequence. Students made mistake in language use especially in grammar, so that sometimes their sentences was hard to understand (ex: "*we were looked nature very beautiful*", it should be "*we saw the beautiful nature/scenery*"). Students also made mistake in choosing words (ex : "*we return home hour 15.00*", it should be "*we returned home at 15.00*" . "*I sweep at mushola to reach clean*", it should be "*I swept the mosque until it is completely clean*"). Researcher also found that there were some students who only made three sentences and even one sentence in their written. Students also cheated, they cheat from the book and their friend.

**Table 1.1**  
**Students' Writing Score (Preliminary Observation)**

<b>N = 16</b>	<b>Components of Writing</b>					<b>Total</b>
	<b>C</b>	<b>O</b>	<b>V</b>	<b>LU</b>	<b>M</b>	
Mean	14.1	8.6	8.8	8.2	2.3	42

Related to the fact above, it is important to the teacher to provide good teaching in making the students understand about what they write and making students enjoy the learning process without think that English is an difficult subject. According to Hyland (2003: 12), teacher needs to find good technique to facilitate of writing process. The teacher has to find appropriate strategy that can be applied in order teaching and learning process run successfully. With the appropriate strategy, the teacher can make students interested in teaching and learning process. It will be required students to be successful in writing process. So, they are easier to share their ideas and opinion through writing.

To solve their problems in writing recount, the teacher has to find the effective and interesting strategy. So many strategies are popular to make teaching in writing recount more effective and interesting. These strategies were expected to be useful to improve the students' achievement in writing recount text. Applying Transitions – Actions – Details (TAD) strategy is one of the effective strategies that is recommended to be applied.

According to Peha (2003: 38) TAD strategy is very useful. Opportunities to describe a sequence of event come up all the time in school

: in narrative fiction and non-fiction writing, in plot summaries for writing, in the steps of solving a math problem, in social studies when you recount an historical event, in science when you study Chemical processes and so on. Applied TAD strategy as a means to overcome the obstacles found in the field. It is based on the assumption that the strategy used provides the students with the joyful ways in doing the task. The students have chances to work together and involved in a small discussion. So, Transition-Action-Details (T-A-D) writing strategy focuses not only on creating a new writing product, but also activating student's interactions. When filling out the Transition-Action-Details chart, start in the "Action" column first. Fill in the first box with the first thing that happens. Then, go to the last "Action" box and write the end. Now, fill in everything in between. When you finish the "Action" column, add a couple of details for each action. Finally, come up with simple phrases in the "Transition" column that introduce each action. It believed that this strategy able to cover the components of writing.

Based on those reasons, researcher interested to research about :  
 "The Effect of Transition Action Details (TAD) Strategy Toward Students' Writing Ability in Entertaining Readers at Third Grade of Islamic Senior High School 4 Pasaman Barat. The main problem to be answered in this research was "what are the effects of Transition Action Details (TAD) Strategy to students' writing skill?"

## **B. Identification of the Problem**

The students had some problems in writing skill. They were difficult in turning their ideas into the written form. The problem may occur because of some reason such as the students were lack of vocabulary, students had bad grammar and the teacher's technique or strategy were not appropriate with the students' interest. Students also less interested in English lesson and they less in pay attention when study English. It made them difficult to generate what they have in their mind in writing product. Because of that, the researcher wanted to assist the students to solve their problem. In this research, the researcher focused on teaching strategy. The strategy were Transition-Action-Details strategy.

## **C. Limitation of the Problem**

In this research, the researcher focused on the process of teaching writing that is enjoyable and interesting for students. The main problem was students' difficulties in developing and exploring ideas into paragraph. It was easier to write a recount text if they already have the appropriate arrangements. Due to the lack of time, the researcher limited the study only with the implementation effect of Transition Action Details (TAD). It was impossible for the researcher to handle all problems identified above because of the broad scope of the study and the Limited skill of the researcher. Therefore, the researcher limited the study in writing the Research paper only on:

1. The use of Transition-Action-Details of teaching writing in recount text.
2. The sample was limited to XII IPK of Islamic Senior High School 4 Pasaman Barat.
3. The material was limited only for writing recount text.

#### **D. Formulation of the Problem**

Based on the background of the study above, the writer formulated the problem as following questions:

“Does ‘The Transition-Action-Details’ give significant effect towards students’ writing ability in recount text?”

#### **E. Purpose of the Study**

Based on the Research problem, the purpose of this study was to identify whether or not the transition-action-details strategy give significant effect towards students’ writing ability in recount text. It was described by students’ scores of each component such as content, organization, vocabulary, language use and mechanics on students’ writing skill in recount text.

#### **F. Significance of the Research**

The researcher hopes that this research has some benefits in English teaching learning process, especially in improving writing skill. There were two kinds of significance for this research. They were theoretical significance and practical significance.

1. Theoretical Significance



- a The result of the research can be useful for other researchers who want to conduct the research related to the same case that is improving writing skill.
- b The result of the research will give clear description on the implementation of the TAD strategy in improving students' writing skill.

## 2. Practical Significance

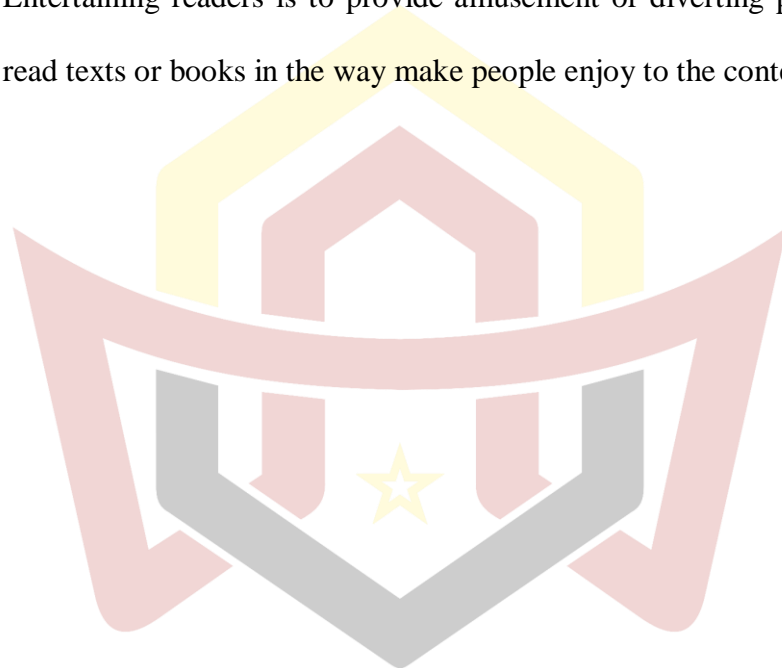
- a The result of the research gives some contributions to teachers of English to find appropriate strategy to teach writing, especially recount text.
- b The result of learning through TAD strategy can be useful for the students in improving their writing skill.
- c The researcher gets clear description of students' writing skill through TAD strategy.

## G. Definition of Key Term

To avoid misunderstanding between the researcher and the reader about this research, some definitions used in this study are clarified as follows:

1. Effect is the result of Transition-Action-Details on students' writing to improve students' ability in entertaining readers by using recount text at third grade of Islamic Senior High School 4 Pasaman Barat.
2. Writing is the students' process to produce the words to a sentence and produce sentences to be a paragraph.

3. Students' ability in writing is determine how well students in producing writing process at the third grade of Islamic Senior High School 4 Pasaman Barat.
4. Transition-Action-Detail strategy is a useful strategy with opportunities to describe sequence of events when you recount an historical event.
5. Entertaining readers is to provide amusement or diverting people who read texts or books in the way make people enjoy to the content.



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