CHAPTER I
INTRODUCTION

A. Background of the Problem

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 is natural outlet for the student’s reflection on their speaking and reading expression. Writing means developing ideas and gathering the information. Writers have responsibility the express their idea written, because the core of writing process is show writer’s ideas clearly and make readers understand it. Because of that, writer should consider many elements to make the result of writing understandable. The elements are lack of vocabulary, often make some mistakes in grammar, and also their comprehension in writing still low.

Writing skill is important in the process of language learning. As complex and systematic activity, writing process involved higher level of cognitive competence. It called “phase of thinking” included: knowledge, competence, application, analysis, synthesis and evaluation. When English as foreign Language, there were many students have many weaknesses in writing skill, most of the students were not interested in writing, in other word it seems not
easy to do. To solve the weaknesses of students’ writing skill, need the focus of learning process to develop their writing skill.

In learning writing, the students should know some aspects to be improved such as content, organization, language use, vocabulary, and mechanics (Jacob 1981:90). Content is the substance of writing. It will be the main point to the reader. Organization refers to generic structure of the text, which organize a text well. Vocabulary refers to the use of choice of words that use in written product. Language use refers to the structure of the language or correct use grammatical pattern and structural words. Mechanics refers to the use of graphic conventional of the language, such as punctuation and the use of capital letter.

The students thought that English was difficult subject make them got difficulties in expressing their ideas in writing English. Students did not know how to start their writing. Then, they also still 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 give a model first because by giving model students got an impression what kind of writing they will produce. After giving the model the teacher should assist the students through discussion about what are needed in this kind of writing.

Based on the preliminary observation in MAN 4 Pasaman Barat by giving test for the students to make a recount text in the first grade. The researcher found that students’ skill to produce a written was still weak and the students could not write well in english. Most of students’ think 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 it is not a matter if they do not understand the lesson because it’s not their language.

Related to the fact above, it is important to the teacher to provide good teaching in making the students understand about what they will write and making students enjoy the learning process without think that English is a difficult subject. The teacher has to find the effective and interesting strategy to solve their problems in writing recount. So many strategies are popular to make teaching in writing recount more effective and interesting. This strategy was 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 are recommended to be applied.

According to Peha (2003;38) TAD strategy is very useful. 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 writing.

Based on the function, definition and implementation of TAD strategy, it believed that this strategy able to cover the components of writing. In content, By using TAD chart students idea in writing be more fluency because it leads students to write steps by steps so that they think directly and as the result their written be knowledgeable and relevant to assigned topic. In TAD chart there is also details column, it makes students thinking about details of their story in each action, indirectly students’ writing be substantive by giving additional information.

In organization component, by using TAD strategy students was learned the kinds of transition and how to using it in the right way so that their writing be well-organized in the right sequence because they have logical relation between sentences. By using TAD chart there is a clearly stated controlling idea because in each action column are supported by some details that clear the story of each action. It also enables students to write more about the relevant information and to enhance their fluency in writing a story. Students’ vocabulary and language feature will getting better in writing because this strategy lead to write steps by steps, points by points in TAD chart and it makes students more concern in their sentences such as effective words to use, agreement, tenses and so on.
Based on the problems above, the writer 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 (TAD) writing strategy focuses not only on creating a new writing product, but also activating students’ interactions.
Table 1.1
Example of Students’ Writing

<table>
<thead>
<tr>
<th>No</th>
<th>Student Writing</th>
</tr>
</thead>
</table>
| 1  | Adilla Dewi Cahyani  
X IPA  
Play with friend  
My and I went to river. We play  
there lot is cook while eat. My  
Friends swimming in afternoon  
(Kiri) my friend want I and  
friend other go to garden (Kiri).  
We take rambutan I clam then I fell  
I so sick. I back home about  
clock 12:00. u walk home. My  
mother angry to me.  
C : 16  
U : 15  
V : 10  
W : 10  
M : 4  
S : 5 |
| 2  | Nama Tri Anggia Lesmana  
Kls : 8 IPA  
“Pari Recount.”  
Last week. I went to water fall in my  
village with my friends. We went to the  
here buy walk, hour purpose was  
so the beautiful in water fall. We  
spent the hours but 1:00 sirved. First  
mode we where is happy because  
beautiful in water fall.  
C : 26  
O : 15  
V : 13  
W : 12  
M : 4  
S : 5 |
Based on those reasons, researched interested to research about: “The Effect of Transition Action Details (TAD) Strategy Toward Students’ Writing Ability in Recount Text at the First Grade MAN 4 Pasaman Barat”.

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 occurs because some reasons such as the students often make some mistakes in grammar. It means that they did not have capability in using grammar well. The students were also lack of vocabulary. So that they didn’t know how to start their writing. It made them difficult to generate what they have in their mind in writing product. Because of
that, the writer wanted to assist the students to solve their problem. In this research, the researcher focused on teaching strategy. The strategy was Transition-Action-Details strategy.

C. Limitation of the Problem

In this research, the writer focused on the process of teaching writing that is enjoyable and interesting for students. The main problems were students’ difficulties in developing and explore their writing process. It will be easier to write a recount text if they have already had the appropriate arrangements. Due to the lack of time, the writer limited the study only with the implementation effect of Transition Action Details (TAD). It is impossible for the writer to handle all problems identified above because of the broad scope of the study and the Limited skill of the writer herself. Therefore the writer limited the research only on:

1. The use of Transition Action Details of teaching writing in recount text.

2. The sample is limited to X IPA of MAN 4 Pasaman Barat.

3. The material is limited only for writing recount text.

D. Formulation of the Problem

Based on the background and the delimitation of the problem above, the writer formulated the problem of this research in the following question:

Does Transition-Action-Details strategy give significance effect towards students’ writing ability in recount text at MAN 4 Pasaman Barat?
E. **Purpose of the Problem**

Generally, the objective of this research is to find out the effect of transition action details strategy towards students’ writing ability in recount text at the first grade MAN 4 Pasaman Barat. Specifically are: To find out the effect of transition action details strategy in recount text to improve: content, organization, vocabulary, language use and mechanics.

F. **Significance of the Research**

This result of this study is expected to be benefit for:

1. The students: This research is expected to solve the students’ problem in writing and they can be interested to study using strategy especially writing of a recount text.

2. The teacher: The result of the research hopefully will give contribution to the teacher to improve the students’ writing ability and teacher also can apply transition action details strategy in teaching recount text.

3. The researcher: The researcher can apply this strategy in teaching English and become a good English teacher. The researcher also hopes that this study can be improved to another research that related to this study and can be an alternative strategy which promotes students’ writing ability for the future.

G. **Definition of Key Terms**

In this research, there several key terms to make easier in understanding that are defined and specified and as follows:
1. Writing skill is a skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

2. Recount text means the form of the text telling about someone experience in the past, there for the experience of the reader themselves, such as their adventure and their day’s activities.

3. Transition-Action-Detail strategy is a writing strategy that used TAD chart which consist of columns and rows that describe something as a sequence of events.