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CHAPTER I INTRODUCTION

I.1 Background of the Problem

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. Jack C. Richard and Theodore S. Rodgers (1986) in their book, they said “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today”. It is used to communicate both in written and spoken languages. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different backgrounds of cultures and languages around the world. English can be implemented in science, business, technology, and education. It is easy to understand that a foreign language student will meet with difficulties in his learning process. Referring to Ramelan (1999:5) the degree of difficulty in learning can be determined by the degree of differences between the two languages.

In Indonesia, English is treated as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject. Harmer (2007:19) explained that “*EFL described situations where students were learning English in order to use it with any other English speaker in the world...*” The program of teaching and learning English as a foreign language aims to

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Provide the students with four language skills, they are: listening, speaking, reading and writing. Speaking and writing refer to productive skills, while reading and listening refer to receptive skills (Harmer, 2007). One of the productive skills is writing. It is a skill in which students can express their ideas or opinions to others in written language form by arranging sentences and eventually constructing paragraphs. The students are expected to achieve competence in understanding oral and written text and to be able to express their thought and ideas weather in oral or written form effectively and creatively (Depdiknas, 2006:48).

Writing skill is more complex and difficult than the other skills which not only require the mastery of linguistic component such as grammar, vocabulary, punctuation, intonation, etc. but also require the conceptual and judgmental element. It is indicated by Heaton's statement that "the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical, but also of conceptual and judgmental elements" (Heaton, 1988.p.135). According to the description above, grammar is one of language components which take the important role in writing ability. Grammar is the structure and meaning system of language. Each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of the language, which is the rule of making meaning.

Zemach and Rumisek (2005: 54) state that the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom and vocabulary that teacher has been working within

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the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers. So, the importance of writing for the students is to make them understand that writing is an essential part of one's life for communicating and get satisfy personal and academic needs, to recognize the students that oral language needs to be adapted for specific purposes such as communication messages for a variety of activities and events, to continue the students enjoying writing and understanding that writing can be used for a variety of purposes. The students can also write a variety of simple and complex sentences grouped into paragraphs, Simon and Schuster (1978).

Peter Elbow (1998: 7) states that Writing is a process of thinking in expressing ideas of someone. The ideas are coming from the trusted references, especially in academic writing. . It means that writing is a skill of a writer to communicate information or message to the readers. By writing people can explore their ideas, thoughts, and feelings in ways to compete with envisioning readers' expectations. Writing skill in all education level is said as the one of the important goal in learning English. The students should be able to write well as drawn from the curriculum or even more.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It means that writing cannot be separated with genres, especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. Furthermore, there are many

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kinds of texts that the students should know in generating the ideas. But, in Indonesia curriculum, writing has many genres. One of the genres is recount text which included in the current school curriculum as its Kompetensi Dasar (basic competence) in the second year level junior high school that Indonesia students are expected to comprehend any kinds of writing genres such as descriptive, recount, and narrative writing (Kementerian Pendidikan dan Kebudayaan, 2014:23). One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time, it differs from narrative text which the climax and the resolution of the problem must be created in the story. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Therefore, the writer decided to choose recount text as students' writing activity in this research.

English has been learned by students. But, most students get difficulties when the teacher instructs them to write in English. The conditions above, especially happened in the eighth grade students of MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. So, this condition must be solved, why it happened and how to solve it. In order to, students get good writing in English.

Based on preliminary study conducted on December Thursday 8th, 2016 at the eighth grade students of MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency in the academic year 2016- 2017, when the teacher explained about teaching and learning process in the class, the students in majority faced many difficulties when they began to write a writing especially in recount text. Dealing

with the students' writing ability and found some phenomenon concerning the students' problems in writing; students got difficulties in generating their ideas, the students spent much time to think what they had to write; writing mechanic, student were confused to start what they wanted to write; students couldn't express their ideas spontaneously; students lacked of vocabulary, lacked of exercises to use English; students failed to use correct grammar; students often got bored with English, because English was not their mother language. Furthermore, Riyanto as cited in Syakir (2003: 2) reports that the students' problems in writing are done by some factors, such as the lack of vocabulary, the lack of understanding of English grammar, and the lack of practice. Besides, the teacher's strategy or method in teaching writing is not varied so the result of the student achieves bored and low motivation.

Unfortunately, the students' skills in writing were still far from what was being expected. In the teaching and learning process, the teacher should be creative and innovative to apply some methods to make the students interested in teaching and learning process, especially in English subject. Teaching and learning by using traditional methods was just giving more explanation and only hearing without doing the action. It was not effective, because it only makes the students get bored.

In order to improve students' ability in writing a recount text paragraph, there was a strategy that would help them to do the writing activity. Two particular strategies, namely Transition Action Details (TAD) strategy and (PBI) Problem Based Instruction strategy were both strategies to solve this problem.

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facing. On the basis of this assessment, students decide to know what additional information they need and develop plans to address these deficiencies. As they gather new information, they use information to solve the problem that they're encountering. If the information is sufficient and their goal is met, the problem is solved. If it is not, students reformulated new learning strategies. The teacher assists in the process by asking facilitative questions (Kauchak and Eggen, 2007: 350). Besides, this method is able to contribute students' self-directed learning.

By using TAD Strategy and PBI, the writer hopes they will be able to write the teacher's material based on the text. Hopefully, this method will help students easy to remind story and to create their own story. Based on the problem above, the writer decides that it is necessary to conduct classroom action research at this school and to make the students interested in writing also help them to explore their ideas easily and the writer hopes that this method will able to improve students' writing skill.

Based on the problems above, it is necessary to carry out a research entitled "*A Comparative Study on The Effect of Using Transition Action Details (TAD) and Problem Based Instruction (PBI) Strategies on Students' Writing Ability at Mts Daarun Najah Teratak Buluh Siak Hulu Kampar Regency*".

I.2 Statement of the Problem

Regarding to the background of the problems, the problems deal with students writing ability in teaching- learning process, especially teaching learning of writing a recount text. Thus, the problems in this research were identified as follows: the students were not able develop their idea in writing ability. Even

identifying the generic structure of their writing? Why do the students also get difficulties in generating the ideas? Is TAD or PBI able to solve the students' problems in writing ability? Which of these strategies provides more benefits to the students in writing ability?

Transition Action Detail strategy can give many advantages to the students and the teacher in teaching writing to improve students' writing skill. Peha (2003:28) states that Transition Action Details strategy is very useful. Opportunities to describe a sequence of events come up all the time in school; in narrative fiction and non-fiction writing, in social studies when you recount an historical event, in science when you study chemical processes and so on. If the writer wants to share their writing, but they do not know how to write it well, Transition Action Detail strategy can be done for having a good writing.

Problem Based Instruction (PBI) as cooperative learning methods. Kauchak and Eggen (2007: 348) state that Problem Based Instruction (PBI) is a collection of teaching strategies that include project by instruction, problem solving, inquiry, and the teaching of critical thinking skills. Here, the writer will apply Problem Based instruction (PBI) to improve students writing skill.

Writing is one of the most powerful communication tools we use today and for the rest of our life. Writing is one way, making meaning from experience for us and others. It is the process of transforming thoughts and ideas into written form. There are many types genre of writing such as recount, narrative, procedure, descriptive, and news items in the context daily life.

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Hylan (2002) states that writing is central to our personal experience and social identities, and we are often evaluated by our control on it. Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. Writing involves transferring a message from our thoughts using language in the written form and it is a communicative competence that must be read and comprehended in order to communicate.

The teaching of English to students is intended to master the four language skills. Moreover, according to the Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) 2006 of Junior High School, that there are four skills that should be achieved by the students. One of the four skills is writing. Students are expected to be able to write simple text of descriptive, narrative and recount text. At the eighth grade of Junior High School, there are three genres are taught, they are descriptive, narrative and recount. From the previous investigation, the teacher said the most difficult genre taught at Junior High School is recounted.

Hyland states that recount is a kind of genre that has a social function to retell an event for the purpose of informing or entertaining. The tense that used in recount text is past tense. The social purpose of the recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of the recount in personal letters, police report, insurance claims, and incident reports.

It can be recognized that Transition Action Details (TAD) and Problem Based Instruction (PBI) are intended to enhance students' writing ability.

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Transition Action Detail (TAD) and Problem Based Instruction (PBI) can be considered as strategies that can solve the problems above. Transition Action Detail (TAD) and Problem Based Instruction (PBI) are chosen from the previous studies that many researchers have investigated.

1.3.Limitation of the Problems

This study investigated the comparison between the effect of using Transition Action Details (TAD) and Problem Based Instruction (PBI) on the students' writing ability. The writing test focussed on students' experience. This study was carried out at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. The Sample of this study was taken from the second year students. Class VIII.A was chosen as the experimental group 1, VIII.B was as the experimental group 2, whereas, VIII.C was as the control group. Type of the test in this research was limited into a subjective test, which consisted of writing pretest and writing posttest.

1.4 Purpose and Objectives of the Research

The main purpose of this research was to compare the use of Transition Action Details (TAD) and Problem Based Instruction (PBI) on students' writing ability of thesecond year students ofMTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. Deeply, this study is carried out to uncover the objectives of the study as stated as follows:

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1. To find out the significant difference of students' writing ability before being given a treatment between the experimental group 1 and the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
2. To find out the significant difference of students' writing ability before being given a treatment between the experimental group 1 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
3. To find out the significant difference of students' writing ability before being given a treatment between the experimental group 2 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
4. To find out the significant difference of students' writing ability after being given a treatment between the experimental group 1 and the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
5. To find out the significant difference of students' writing ability after being given a treatment between the experimental group 1 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
6. To find out the significant difference of students' writing ability after being given a treatment between the experimental group 2 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.

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7. To find out the significant difference of students' writing ability before and after being given a treatment of the experimental group 1 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
8. To find out the significant difference of students' writing ability before and after being given a treatment of the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.
9. To find out the significant difference of students' writing ability after being given a treatment between the experimental group 1 and the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.

I.5 Research Questions

Based on objectives above, there were nine research questions that might be investigated in this research. The formulation of the problem is specified in the form of the research questions as stated below:

1. Is there any significant difference of students' writing ability before being given a treatment between the experimental group 1 and the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
2. Is there any significant difference of students' writing ability before being given a treatment between the experimental group 1 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?

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3. Is there any significant difference of students' writing ability before being given a treatment between the experimental group 2 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
4. Is there any significant difference of students' writing ability after being given a treatment between the experimental group 1 and the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
5. Is there any significant difference of students' writing ability after being given a treatment between the experimental group 1 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
6. Is there any significant difference of students' writing ability after being given a treatment between the experimental group 2 and the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
7. Is there any significant difference of students' writing ability before and after being given a treatment of the experimental group 1 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
8. Is there any significant difference of students' writing ability before and after being given a treatment of the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?
9. Is there any significant difference of students' writing ability after being given a treatment between the experimental group 1 and the

experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency?

I.6 Significance of the Research

For the English teacher, Transition Action Detail (TAD) and Problem Based Instruction (PBI) strategies provides students with an incentive, more effective, enjoyable, and efficient to help each other within the group. Through the appropriate approach of teaching English, teachers will have a particular success in their teaching presentation. The appropriate approach that is used also hoped useful to the English language students in order to have better learning strategy or technique on students' writing ability on recount texts. So, it can improve teachers in science and technology in order to be a professional teacher.

For the students at the school where this research was conducted, it can improve students' achievement in writing ability and help the students in generating ideas, they will enjoy learning languages and develop a positive attitude to learn writing resulting in the improvement of writing mastery and the students will be more motivated to increase their motivation, desire, and interesting learning writing. Furthermore, they can transfer what they know cognitively about language features of recount text especially in generic structure.

To school, especially to the headmaster of MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency, this research may bring valuable experiences to improve teaching and learning process, as well as knowledge of innovative

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teaching technique for teachers who teach at the school itself in order to achieve the optimal instructional goals.

I.7 Rational of the Study

This study was conducted to find out which strategy was better to implement in teaching and learning process of writing ability between using Transition Action Detail (TAD) and Problem Based Instruction (PBI) strategies at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. In writing ability it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. To master writing skill, the students need good vocabulary and grammar in writing activity. It is not only related to understand about what writing is but also to fulfill the meaning of communication in writing. It means the writing involves the thinking process. Many teachers had problem in teaching writing, because their strategies in teaching and learning process are monotone. Some options were needed by the teacher to teach writing. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

The research finding support previous researches (e.g. Oxford 1990; O' Malley & Chamot, 1990; Mohamed Amin 1996; Drozdial Szelest 1997; Cohen

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1998) that successful language learners are those who utilize a wide range of key language learning strategies. Finding an effective strategy is one of solution in facing students' problem became a high concern for all educators, particularly students at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. This study proposed Transition Action Detail (TAD) and Problem Based Instruction (PBI) strategies to improve the students' writing ability.

Today's learning educators and researchers are of the belief that the learning of a second language should be meaningful, reflective and learner-focused so that students can develop learner autonomy in lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn, but also 'how to learn' through the teaching of learning strategies (Dickinson: 1987; Littlewood: 1996).

Moreover, teachers are as a facilitator in the class. The students will discover or gain the knowledge facilitated by the teachers. It is known as a student center. When the students get high achievement, it signs that the students get success in achieving or gaining their goal. When the students gain, low achievement, it shows that the students do not get success in reaching their goal.

Because of the change, and the phenomena about achievement above some problems appear especially for the students. The students must have good motivation as well as strategy in learning to get good writing in English and to gain the best achievement in English. Because of that, the significant of motivation and language learning strategy are important to be known, as an effort form to get a fact about language learning strategy. It is supported by (Elliot and

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Fryer, 2008), they stated that motivation, the powerful force behind our behavior, take place in every field of our lives, especially academic achievement, pertinent to the success in the world of knowledge, is critical in various areas such as education, business, human resources, sports and so on. Another theory by Yu-mei (2009), she said that motivation is one of several important factors that may influence the students' English achievement. Another theory states by Green & Oxford, 1995; Khaldieh, 2000; Wharton, 2000 stated that language learning achievement or proficiency has also been consistently linked to strategy use.

In short, Transition Action Details (TAD) and Problem Based Instruction (PBI) strategies would be able to give significant effect in order to improve the students' writing ability.

1.8 Definition of Key Terms

To avoid misunderstanding in reading this research, it is important to explain the terms used in this research. They are:

1. Comparative Study

In general, Exo Crew states that the effect is produced by an agent or cause; the event which is followed immediately from an antecedent, called the cause; result; consequence; outcome; fruit; as, the effect of luxury. And Hornby state that," the effect is the result or outcome"(Hornby: 1995).in this research, comparative study refers to compare the different things (population); that is between X1 and X2. X1 refers to use Transition Action Details (TAD) strategy, X2 refers to use

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Problem Based Instruction (PBI) strategy. Both of them would be measured in students' writing ability, especially in writing recount text of students grade VIII at MTs Darun Najah Teratak Buluh Siak Hulu Kampar Regency.

2. Transition Action Details (TAD)

Transition Action Details (TAD) Strategy is a strategy is very useful strategy to write the story which has sequences in it. Lester (2006:5) defines that Transition Action Detail strategy describes something as a sequence of event, first transitions are short phrase like “then” of “after while” or “in the beginning” that help to introduce each new action in the sequence. Second, action is the actual events (that thing that happened) listed in order in which they occurred. The last, detail are additional information about each action. So, in TAD strategy, students are required to write their story in a table that helps them to write their story and it helps the student to divide the sequence of events from their story.

3. Problem- Based Instruction (PBI)

Glazer (2007:34) defines that Problem – Based Instruction is one of teaching and learning strategies which proposes and effort to challenge the students to address real- world problems and resolve realistic dilemmas. Such problems create opportunities for meaningful activities that engage students in problem solving and higher- ordered thinking in authentic setting. In the research, the writer solves the students' problems

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with components of writing, such as in grammar/ structure, mechanics, choice of words and completing the writing task. The students are grouped based on their problems (difficulties) in the components of writing.

4. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message (SIL International, 2012:1). In this research, it refers to students' ability in writing text at the second year students of MTs Darun Najah Teratak Buluh Siak Hulu Kampar Regency, particularly in the form of recount text by giving full consideration to the types of the text, the purpose of the text, the text organization, and the language features used.

5. Recount Text

Knapp (2005: 224) states that Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text was text function as for telling an incident in the past. A recount is to tell "what happened". A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of events and evaluates their significance in some way. It is also to give the audience a description of what occurred and when it occurred.

The stories recount has expressions of attitude and feeling, usually made by narrator about the events.



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