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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 Nature of Writing

Generally, writing is a way in sending messages from the writer to the reader. Similar to Donald Hall said on his book “*Writing Well*” that writing is pretentious and wordy, but a message comes through. Writing is also a way the writer think or a way of thinking which is shared with the reader, like Robert Scholes and Nancy R. Comley (1985) state that writing is a way of thinking as well as a means of communication. Fred D. White (1986) has also said that writing is more than public communication; it is a way of thinking.

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Students can find it challenging to find ideas to include in their writing and its culture has its own style of organizing academic writing. Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is many ways an individual, solitary activity.

Similarly, Trisha Phelps- Gum and Diana Phelps-Terasaki (1982) state that writing is a useful, effective, enjoyable, and above all necessary components of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. They also said that writing is the most complex language mode, being four



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times removed from inner language, and adds the component of written expression to the earlier abilities. To Myklebust (1960), writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components.

Flower and Hayes in Armana (2011:28) describe that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. The writing processes include planning, translating, and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising.

Miles Myers in Chicaiza (2009:3) states that one purpose of writing is making text and one way to learn how to do anything is to have a model, either for duplication or for triggering one's own ideas.

Brown (2000:335) states that a written is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text appropriate grammar, and how to produce a final project.



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Writing is one of the productive skills in which the students can express their ideas or feelings by using symbols or letters, so that the readers can read the intention or point of view that the writer delivers. Writing activity deals with the activity to arrange sentences into paragraphs which are chronologically ordered from the beginning until the end in relation to develop one main idea. Therefore, writing needs the ability to construct words into sentences and sentences into a paragraph. It also needs continuous practice in order to be a professional writer. Harmer (2004:31) states that “Writing is often not time-bound in the way conversation is. It means that when writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.”

Having good comprehension of the aspects of writing was important by every writer. The writer must know the grammatical and structural rules before constructing sentences, choice of words in context while expressing the idea, unity, coherence and so on. So those, reader is desired to read his/her paragraphs in the efforts of getting the writer's point of view.

Henry Guntur Tarigan (1994:7-8), suggested that good writing was that: a) the writer knows what to do deliver in written form, b) the writer knows about how to construct sentences structures based on his/her opinion, and c) the writer knows how to express his/her self in good manner, that was of how to express his/her opinion in harmonious language style. Good writing will generate the readers' desire to read it.



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The good readers always seek for reading materials with high content quality. Therefore, it is clear that the emotional correlation between the writer and the readers.

Again, Henry Guntur Tarigan (1994:21) suggested writing was delivering or employing language symbols through letters, which are understandable by the readers, so that the readers can read those symbols. Furthermore, Jhon Reid (1982:84) stated that the process of writing a paragraph like; choose a subject that you know about, identify your audience, narrow your subject to a topic that will interest your audience, collect some ideas about your topic, list detail about some of your ideas that will interest your audience, limit the ideas to the most important one you want to communicate, stated the main idea of the paragraph in your topic sentence, and the point paragraph.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt et al (2005: 27) describes that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proofreading or editing again. Those stages can help the students in writing process. In addition, Brown (2001:335) states that *“The one major theme in pedagogical research on writing is the nature of the composing process of writing.”*

Based on the explanation above, it can be inferred that writing needs complex skill to make it comes into being. The writer should have an idea in mind before writing a point, recognize the audience, have good comprehension of writing

components; constructing draft, and arrange the idea into chronological in the right order. In addition, the writer should keen on writing, practicing it sustainable interval, aptly in choosing the topic that makes the readers are interested in reading writing outcome. Writing is knowledge, so that it should provide some valuable information, values and norms that can be adopted by the readers for better individual characteristics. Writing can be in the form of suggestion, report, warning and so forth, which is useful for the readers.

II.1.1 Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Martha Heasley Cox (1962) on her book that is *Writing Form Process*, Purpose, she said that the purposes of writing are:

- a. To inform you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.
- b. To amuse when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.
- c. To satirize, satire is often a form of humor, but it is always humor with a serious purpose- to effect reform.
- d. To persuade if your purpose in writing is to persuade you desire to influence your reader's thoughts or action.

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The explanation above is the purpose of writing for general writer, but the purpose for students is learning. Fred D. White (1986) states that writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are:

- a. Writing can improve a student's academic performance.
- b. Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.
- c. Writing enhances personal and community relationships.

II.1.2 The Process of Writing

In teaching writing, a teacher should make writing more interesting to students because they are easier to get bored with writing subject like what researcher states before. This is one of the teachers' works to get the students' interest in writing. And the teacher is recommended to give suggestion and guidance in the writing process. The teacher should guide their students to overcome students' mistakes. It would give great benefit to the students.

According to Oshima and Hogue (1999: 3) there are four main stages in the writing process; prewriting, planning, writing and revising drafts, and writing the final copy to hand in. It means that in writing is needed steps to make a written work.

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In addition walter in zaurah (2012:12) describes the processes involved in this writing approach as follows:

1) Pre-writing

Its experiences help students to tap into background knowledge and experience and develop the need desire to write. Prewriting activities involve students in collecting a resource pool of possible writing ideas, vocabulary, and language structures. These experiences can include a shared field trip, cooking, discussion, brainstorming, creating a graphic organizer, and responding to literature.

2) Drafting

Students can jot down their thoughts using scribbles, drawings, letters, or more conventional writings. The purpose here is to get ideas and thoughts down on paper.

3) Sharing and responding to writing

Students share their writing with a partner, group, or teacher. They can do so informally, collaboratively, or as part of a writer's conference.

4) Revising writing

Students incorporate feedback from the responses and make correction, additions, or deletions to their writing. This stage concern itself on both content and mechanic.

5) Publishing

It is the culmination of a significant work. Students writing can be published in poster, charts, letters or email messages, brochures, and books of all sorts big books, little books, accordion books, puppet or shape books, pop-up books, or bound books.

II.1.3 Aspects of writing

There are three aspects of writing skills that have to be outlined in this discussion. The first aspect is about micro and macro skill of writing, the second is mechanical and components of writing and the last is cohesion and coherence of writing.

The first aspect is micro and macro skill of writing. Brown (2001: 342-343) states a list of micro and macro skills of written communication which focuses on both the form of language and the function of language. The micro skills apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Micro skills of writing mentioned by Brown are producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tense, agreement, patterns, and rules); expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

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Meanwhile, macro-skills of writing have other components, such as: use the rhetorical forms and conventions of written discourse; appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meanings when writing; correctly convey cultural specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting, peer and instructor feedback, and using feedback for revising and editing (Brown, 221:2004).

In conclusion, the earlier micro skills apply more appropriate to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, and etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. Thus, it is not only about a word but it is about the whole written text.

Mechanical components are the second important matter of writing. Strakey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writing, but in language as a



system of communication in general. Having a good knowledge of the parts speech, the structure of the language and its rhetorical devices, and knowing how to write correctly are what writing requires. Capitalization and punctuation marks are integral parts of written English. Murray and Hughes (2008: 185) state that a well punctuated and capitalized piece of writing should make your work easier to read and understand and make a more favorable impression on your readers. Similarly, spelling is an important aspect in writing because it is an aspect that teachers focus on when evaluating students' work. Correct spelling gives one's work credibility. Not only will the reader know that one is educated, but also that he is careful about his work.

The last aspect of this discussion is about cohesion and coherence. The two aspects have an important role in writing process and cannot be separated each other. According to Richard (2007:21), sentences also need to be cohesive and the whole text needs to be coherent. Thus, students also have to be supplied with the knowledge of cohesiveness and coherence. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in a structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference and article reference). On the other hand, coherence is defined in a slightly different way that is, whether the writing works can easily be read and understood. Murray and Hughes (2008: 45) notice that a good writer is the one who sticks his ideas together as links in

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a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.

In summary, the micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing are important aspects of writing. All of them have contributions in producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their students' writing works more accessible.

II.1.4 Component of Writing

Hughes states that there are some aspects of making a good writing, they are:

a. Grammar

Grammar is important for students to master , because it is the basic to understand the language.

b. Vocabulary

Appropriate vocabulary should be mastered in order to make the writing process flow significantly.

c. Mechanics

Mechanics included such as spelling, punctuation, and capitalization.

d. Fluency

Fluency is the use of correct structure and appropriate vocabulary to make the composition easy to understand

- e. Form (organization)

II.1.5 Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a „backup“ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all, in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus

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on the accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are written to help them learn better.

II.1.6. The Role of the Teacher in Teaching Writing

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007:330), there are three roles of English teachers in teaching writing.

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resourcer

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the student progresses, offer advices and suggestions in a constructive and tactful way.

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3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering a correction, the teacher should choose what and how much to focus on based on what the students need at their particular stage of their studies, and on the tasks they have undertaken.

II.1.7 The Principles of Teaching Writing

According to Brown (2001:343-346), there are five principle categories of classroom writing performance, such as imitative writing, intensive writing, self-writing, display writing, and real writing. They are explained as follows:

- 1) Imitative or writing down, which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code.
- 2) Intensive or controlled which loosens the teacher's control, but still offers a series of stimulators. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. is note taking
- 3) Self-writing, which leads students to write in an element of display writing or writing with only the self in mind as an audience. The

activities of this category in classrooms are note-taking, diary, and journal.

- 4) Display writing, which leads students to write in an element of display writing. Written exercises and short answer essays are the examples of activities in this category.
- 5) Real writing, which aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

Every beginner writer starts to write from the basic activity such as imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next is intensive writing, which focuses on grammar, vocabulary, or sentence formation, and not necessary to convey the meaning. Then in next levels, the students are allowed to produce their written products in the form of texts of several pages which require better skill than the previous ones.

II.2 Transition Action Details (TAD) Strategy

Transition Action Detail (TAD) Strategy is very useful strategy to write the story which has sequences in it. Lester (2006:5) states 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

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action in the sequence. Second, action is the actual events (that thing that happened) listed in order in which they occurred. The last, detail is 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.

Transition Action Detail strategy can give many advantages to the students and the teacher in teaching writing to improve students' writing skill. According to Peha (2003:28) 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. This strategy helps the writer to write what they want to write usefully. This strategy has three parts:

1. Transitions. These are short phrases like “Then” or “After a while” or “In the beginning” that help to introduce each new action in the sequence. It is not necessary to add a transition for each action, but they can be very helpful in making your sequence flow smoothly.
2. Actions. These are the actual events (the things that happened) listed in the order in which they occurred.

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3. Details. This is additional information about each action. For each action, the reader will probably have two or three important questions you need to answer. These answers are your details.

The Transition-Action-Details strategy is the best strategy to convey information in a particular order. This strategy is a good revision tool too. This strategy guides the writer to deliver the information of experiences they have to the reader in a better way.

According to Peha (2003:38), there are six steps of applying the Transitions Actions Details (TAD) strategy. These steps are also can be applied in teaching recount writing in the classroom. They are explained as follows:

1. Fill in the first 'Actions' box

To make the recount writing easier, students are guided to start with the first 'Actions' box first. The first Action box is to be filled with the first action of the story or the preface of how the story begun.

2. Fill in the last 'Actions' box

After filling in the first action box, go straight to the last 'Actions' box. This is needed to be done, so students can clearly see how the story ends. The first two steps are meant to help the students to see the wide angle of their story before they go into the specific details.

3. Fill in the middle of narrative sequence

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The Top and the bottom action box are filled, and then it is time to fill the actions between the beginning and the end of the ‘Actions’ box. It should be easier because of the first two steps helped the students to remind or create every event in between.

4. Read over from the top to the bottom of the ‘Actions’ box The ‘Actions’ boxes are already filled. Then read over the sequence of actions. Check whether the actions are already in a correct chronological order.

5. Fill in the details (at least two per box)

Actions are fulfilled and already put in a correct chronological order. Then, go to the ‘Details’ box. Fill in the ‘Details’ box with the detailed or additional information about every action of the story. Put at least two details for every action to serve a better understanding.

6. Fill in the Transitions (Optional)

First of all, not every action needs a transition signal. Put the transitions in the story naturally when it is needed to be attached. Do not use the same transitions over and over again, because it would be boring to the reader. In truth, the best writing uses no transitional phrases. Instead, students better use logic to move from one action to the next.

Margot in her book “Be a Better Writer” in 2006 stated that this strategy easy to do and efficiently help the students to clear their activities, steps by steps. Moreover, in this study, the students can have chances to work together and involve

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in a small discussion. So, Transition-Action-Details (T-A-D) Writing Strategy was not only focus on creating a new writing product, but also activated student's interactions.

II.3 Problem Based Instruction (PBI) Strategy

The application of Problem- Based Instruction should be achieving the major objective of the teaching, including the skill that the teacher wants the students to achieve during learning and teaching process. The application of the strategy emphasizes upon the students' needs, not the teacher's desire. Therefore, the strategy was centered on the students' necessities, including their problems and weakness in particular English skills in order to settle their problems down completely which in turn they can get the better learning achievement.

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 (Glazer, 2007:34). In the research, the writer solves the students' problems 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.

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Sunandar (2009:3) stated that the setting of Problem- Based Instruction (PBI) was the students – centered instruction in which they are generated to inquire openly and think freely. Whole teaching and learning process was intended to help the students to be independent learners. The independent learners with high self-confidence are born on intellectual competency, which needs active involvement into inquiry settings. Despite the syntax of Problem – Based Instruction (PBI) so clear, the norms of its application was flexible and free on the basis of the skill or competency.

In addition, Sunandar (2009:4) suggested that Problem – Based Instruction (PBI) was constructed in the basis of cognitive physiology. Its instructional focus was not merely on what the students are doing (behavioral), but what they are thinking (cognitive) during the learning process. Therefore, the teacher’s major roles are to guide and facilitate them to think over the solution to their problems or difficulties in certain subject matter.

Problem – Based Instruction (PBI) was essentially developed in order to give some helps for the students to generate their power of thinking and collaboratively solved their learning problems in groups based on their difficulty. It reflects the autonomous learning activities under the teacher’s supervision. In addition, the teachers put the students in groups in order to easy the process of solving the students’ problem or difficulties, because every student has different learning problems. So, the students with the same learning problems or difficulties are put

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together in order to simplify their learning problem accommodation to be solved during learning and teaching process.

In the meantime, Richardson (2008:5) stated that Problem – Based Instruction (PBI) was primarily developed to help the students to enhance their power of thinking, overcoming their learning difficulties, improving their intellectual skill, playing various roles by inviting them to real learning experience through stimulus. It also drives them to be autonomous or independent learners. The primary purposes of Problem – Based Instruction (PBI) are as follows: a) energize the students to possess the power of thinking and the skill for solving the learning difficulties, and generate inquiry; b) possess social competency, c) autonomous or independent learning activities.

Maryellen Weimer (2007:2) suggested that Problem – Based Instruction (PBI), the instructional approach in which carefully constructed, open- ended problems are used by groups of students to work through content to a solution, has gained a foothold in many segments of higher education. Originally Problem – Based Instruction (PBI), as it's usually called, was used in some business curricula for majors. But now it was being used in a wide range of disciplines and with students at various educational levels. The article (reference below) from which material was about to be cited makes a critical assessment of how Problem– Based Instruction (PBI) was being used in the field of studies.



Furthermore, Hendry Young (2006:3) suggested that Problem – Based Instruction (PBI) will provide you with opportunities to: a) examine and try out what you know , b) discover what you need to learn, c) develop your people skills for achieving higher performance in teams, d) improve your communications skills, e) state and defend positions with evidence and sound argument, f) become more flexible in processing information and meeting obligations, and g) practice skills that you will need after your education.

Problem – Based Instruction (PBI) provides the students to recognize their learning problems along with the solutions. After getting recognized the problems and solutions, then the students may present and make conclusion about the solutions. The students may also summarize the process used and noted all difficulties encountered during learning process in order to simplify the process overcoming the learning problems.

Henry Young (2006:5) suggests that Problem – Based Instruction (PBI), presenting and defending your conclusions: the goal was to present not only your conclusions, but the foundation upon which they rest prepare to: a) State clearly both the problem and your conclusion, b) Summarize the process you used, options consider, and difficulties encountered, c) Convince, not overpower bring others to your side, or to consider without prejudice your supporting documentation and reason, d) Help others learn, as you have learned, and e) If challenged and you have an answer, present it clearly and you don't have an answer, acknowledge it and refer



it for more consideration. Sharing your findings with teachers and students was an opportunity in demonstrating that you have learned. If you know your subject well, there will be evident. If a challenge arises that you cannot respond to accept it as an opportunity to be explored. However, take pride in your attention to quality when you present.

Based on the explanation above, it can be explained that Problem – Based Instruction (PBI) was one of teaching strategies that provides the students' solution to their learning problems, because the students are grouped based on their similarity in learning problems, not based on gender or achievement. The application of Problem – Based Instruction (PBI) enables the teachers to ease or simplify to solve the students' learning problems or difficulties. In addition, Problem – Based Instruction (PBI) was contextual problem solving strategy for the students because the strategy was applied directly solve the students' problems in the learning process.

Patricia Kemp (2005:47) stated that Problem – Based Instruction (PBI) naturally comprises of six major phases, in which the teacher takes the students in the state of orientation to their learning problems or difficulties and ended up with their presentation of problem solving. If their problems are categorized into medium degree, it can be naturally accomplished by the students with few helps, vice versa, as the problems categorized into complex ones, sustainable helps need to be given for solution.

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Furthermore, Patricia Kamp (2005:51) elaborated the teaching phases applying Problem – Based Instruction (PBI) as in table bellow:

Table II.1
The Phase of Application of Problem – Based Instruction (PBI)

Phases	Teacher's Positions
PHASE 1 : The students are confronted to the subject matter	The teacher elaborates the teaching objectives, explaining any equipment needed, presenting the phenomenon/problems, and motivating them to actively involved in finding out the solution.
Phase 2: The students are regularly organized into groups for learning activities	The teacher helps the students to define/redefine the subject matter and organizes them to think of the problem for better solution.
Phase 3: The students are guided for further group discussion and analysis of the subject matter for solution	The teacher energizes the students to gather some relevant information to the subject matter/ problem.
Phase 4: The students' analysis are analyzed on subject matter (Some revision to the students' analysis was likely given for completion)	The teacher guides them as the students' group discussion was apparently stagnant for solution.
Phase 5: The students' presentation or performance are given time	The teacher demands the students in groups to present their findings or solutions.
Phase 6: The students' results of discussion are analyzed and evaluated.	The teacher analyzes the students' findings/ solutions and giving them scores, including the evaluation during the discussion process.

In the meantime, Hendry Young (2006: 9-10) suggested that seven steps are naturally going through and may be repeated and reviewed as new information becomes available and redefines the problem. Step six may occur more than once, especially when teachers place emphasis on going beyond “ the first draft”

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1. Explore the issue: The teacher introduces an “ill- structured” problem for students. Discuss the problem statement and list its significant parts. Students may feel that they don’t know enough to solve the problem, but that was the challenge! Students will have to gather information and learn new concepts, principles, or skills as students engage in the problem- solving process.
2. List “What do students know”? What do students know to solve the problem? They include both what students actually know and what strengths and capabilities each team member has. Consider or not everyone’s input, no matter how strange it may appear: it could hold a possibility!
3. Develop and write out, the problem statement in students' own words: A problem statement should come from students/ the group’s analysis of what students know, and what students will need to know to solve it. Students will need: a) a written statement, b) the agreement of students’ group on the statement, and c) feedback on the statement from the students’ instructor. (many be optional, but was a good idea).
4. List out possible solutions: List students all, then order them from strongest to weakest. Choose the best one, or most likely to succeed.
5. List actions to be taken with a timeline: a) What do students have to know and do to solve the problem?, b) How do students rank these possibilities?, and c) How do these relate to the students’ list of solutions?

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6. List “ What do students need to know”?: Research the knowledge and data that will support students’ solution, students will need to information to fill in missing gaps: a) Discuss possible resources, b) Expert, books, websites, etc., and c) Assign and schedule research tasks, especially deadlines. *If your research supports your solution, and if there was general agreement, go to (7). If not, go to (4).*
7. Write up your solution with its supporting documentation, and submit it:

You may need to present your findings and or recommendations to a group or your classmates. The findings should include the problem statement, questions, data gathered, analysis of data, and support for solutions or recommendations based on the data analysis: in short, the process and outcome.

John Dewey in WinaSanjaya (2006:21) stated that six steps of Problem-Based Instruction (PBI) in teaching process, they are: 1) formulating the problem; determining the problems to be solved, 2) Analyzing the problem; observing critically the problem from the different points of views, 3) Hypothesizing; formulating any possible solutions to the problems, 4) Collecting data; searching some relevant information and sources for solution, 5) Concluding or testing hypothesis; formulating the conclusion of the problems solving, and 6) Formulating recommendation; describing the process of problem solving.

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Based on the explanation above, the writer concludes that the application of Problem- Based Instruction (PBI) in teaching process refers to the subject matter and the problems encountered by the students in learning activities. Therefore, the procedures of its application depend on the lesson in which the students have problems.

In general, its application must be in groups and based on the students' problem. By doing so the students' problems can be simply solved based on their problems characteristic.

There are some theories which describe the benefits of applying Problem-Based Instruction (PBI) during learning and teaching process. Among those theories are as follows.

Maryellen Weimer (2007:4) states that the benefits of Problem- Based Instruction (PBI) are for the students, instructors and institutions, they are:

1. For students; a) it's a student- centered approach; b) Typically, students find it more enjoyable and satisfying; c) it encourages greater understanding; d) Students with Problem- Based Instruction (PBI) experience rate their abilities higher; and e) Problem- Based Instruction (PBI) develops lifelong learning skills.
2. For instructor; a) Class attendance increase; b) The method affords more intrinsic reward; c) it encourages students to spend more time studying; and d) It promotes interdisciplinary.

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3. For institutions; a) It makes student's learning priority; b) It may aid student's retention; and c) It may be taken as evidence that an institution values teaching.

Problem- Based Instruction (PBI) is one constructivism instructional strategy that has shown many promises in its application to disciplines and domains where learners have to tackle complex problems in ambiguous situations. The approach to instruction “structures courses and entire curricula on problems rather than on subject content” Smith and Ragan (1999:145).

In the meantime, Barrows (1996) in Cindy V. Beacham (2007:36) suggested that the core characteristics of Problem- Based Instruction (PBI) provide a teacher with a checklist of features to be designed into courses. These characteristics include the following:

1. Learning was student- centered;
2. Learning occurs in small groups;
3. A teacher was presented as a facilitator or guide;
4. Authentic problems are presented at the beginning of the course;
5. The problem encountered are used as tools to achieve the required knowledge and problem solving skills necessary to solve the problem;
6. New information was acquired through self directed learning;
7. Learning was achieved by analyzing and solving.



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While Abbas (2000) in FitriYuni (2007:20) stated that the usefulness of Problem- Based Instruction (PBI) are as follows: a) Authentic; it means the problems must be relevant to the real students' difficulties in learning certain discipline of field of the study, b) Clarity; it means the problems must be formulated clearly in order not to call up other learning problems, c) Understandable, it means that the problems given to the students are understandable, it means that the problems should be in the line with their learning development, d) Suitable with the instructional objective, it means the problems should be formulated based on the objective of teaching, e) Useful, it means that after the problems are completely solved, it brings some usefulness for the students to improve their power of thinking and energize their learning motivation, and f) Focus on inter disciplinary, it means despite the problems given in certain lesson, it can be correlated to the other subject matters.

WinaSanjaya (2006: 21) suggested that the benefits of Problem- Based Instruction (PBI) are: a) Problem solving technique was one of the best teaching and learning technique to solve the students' problem in learning process, b) Problem solving technique can challenge the students' comprehension and it serves them new knowledge, c) It can improve the students' learning activity and creativity, d) it helps them to transfer knowledge of how to solve their learning problems with their real life difficulties, e) it helps the students to develop their new knowledge and be responsible for their own learning activities, f) It illustrates to them that every lesson was basically depending on the way of thinking, understandable by them, not merely



about learning from the teachers or any books, g) It was considered more interesting and attractive for the students, h) It develops the students to think critically and helps them to adjust with new knowledge, i) It provide chance for the students to apply their knowledge of their own in real life, and j) It can develop the students' interest to sustain learning activity despite their formal education if over.

II.4 The Nature of Recount Text

According to Anderson (1997:48), recount text is a piece of text retells past events, usual in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Besides, Knapp and Watkins (2005:223) explain that recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narrative splay with these conventions.

The structure of recount text usually consists of orientation, report of an event or activity, and reorientation. Additionally, Anderson (1997:53) the generic structures of recount text was described as follows:

- 1) Orientation
- 2) Events

It gives background information about who, what, where, and when.

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It consists of paragraphs which retell the events in the order in which they happened.

3) Conclusion or optional

It is a paragraph that contains a personal comment which function to close a recount text. It may also appear in the form of concluding sentences. The language features of recount text commonly consistas follows:

- a) Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
- b) Individual participant, focused on the specific participant's story.
- c) Past tense (simple past tense and past progressive tense), such as went, ran, ate, was coming, were walking, etc.
- d) Time connective and conjunction to the sequence of the events, such as after, before, then, after that, etc.
- e) Action verbs; a verb that shows the events or occurrence, such as stated, climbed, killed, etc.
- f) Adverb and adverb phrases to show the place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

In exploring how text works (Derewinka, 1990: 15-17) there are three types of recount. They are:

1) Personal Recount

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Personal recount is a recount that retelling of an activity that the writer or speaker has been personally involved in (e.g. Oral anecdote, diary entry). Language features of personal recount are:

- a. Use of first pronoun (I, we).
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

2) Factual Recount Text

Factual recount is a recount that is recording the particulars of an accident. (For example: report of a scientific experiment, police report, news report, and historical recount). Language features of factual recount are:

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader to reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (For example: in a science experiment).
- d. Mention of personal feelings is probably not appropriate.

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- e. Details of time, place, and manner may be needed to be precisely stated (For example: at 2.35 p.m., between John st, and Park rd, the man drove at 80 kbp).
- f. Descriptive details may also be required to provide precise information (For example: a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (For example: The breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

II.5 Teaching Writing of Recount Text by Using Transition Action Detail (TAD) Strategy.

According to Peha (2003:38), Transition Action Detail (TAD) Strategy is a writing strategy 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 participants, such as transitions column, actions 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 consist about transitional signal, sequence of events, and some details actions into a new recount paragraph. In addition, Peha (2003:40) says that teaching writing recount text is teaching how to write or telling a sequence of events.

II.5.1 The Procedures of Transition Action Detail (TAD) Strategy

Steps of implementing TAD strategy were also collaborating with the process wheel (planning, drafting, editing, final version) by Harmer (2004:4-6). According to Harmer (2004:99-100), the whole procedure illustrated as follows:

1) Planning

Firstly, the teacher divides students into groups and ask them to talk about their personal experiences in the past. Then, they will be asked to discuss about free writing (a type of writing where students freed to write or keep writing what they want to write). The next activities, the teacher gives an explanation about Transition-Action Details (T-A-D) Writing Strategy and elaborate some samples of the experiences in the past and the discussion about free writing.

2) Drafting

The students create and develop their own experiences into a recount text paragraph by using Transition-Action- Details (T-A-D) Writing Strategy.

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3) Editing

In this part, the students are involved in a discussion where everybody has to read and give comments about recount texts they written.

4) Final Version

In the final drafting, students continue the activity to revise their work in another draft. After checking their works personally, the students finally have their good recount text.

II.6 Teaching Writing of Recount Text by Using Problem Based Instruction (PBI) Strategy.

According to Kauchak and Eggen (2007: 348), 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, to apply Problem Based instruction (PBI) to improve students writing skill, especially in recount text.

II.6.1 The Procedures of Problem Based Instruction (PBI) Strategy

Yusra L Vissel (2007:45) suggested that the typical learning process followed in a Problem- Based Instruction (PBI) environment was as follows:

1. Students begin the problem “cold” without any prior experience in dealing with like problems. Each group of students will meet with a facilitator to discuss the problem.

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2. The facilitator presents a limited amount of information about the problem, and the group was charged with the task of identifying the different aspects of the problem by asking the facilitator questions to elicit information relevant to the problem.
3. Students work with the facilitator to generate and refine hypotheses related to the problem's potential solution. The facilitator's role is to model hypothesize- driven reasoning skills.
4. Students determine "learning issues" that the group decides are relevant and that they need to learn more about to find an acceptable solution to the problem.
5. The group is then asked to assign tasks to each member of the group for researching each of the different "learning issues" they have identified.
6. Group members engage in self- directed learning by gathering information related to the assigned learning issues from a variety of different sources.
7. After each of the group members has conducted the necessary research related to the "learning issues" they were assigned, the group members report their findings to each other. They reconvene and re- examines the problem, applying newly acquired knowledge and skills to generate a formal solution to the problem.

8. Once the formal solution has been presented to the class and the facilitator, students reflect on what they have learned of the problem and in the process used to resolve the problem presented.

11.7 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researcher, as follows:

- a. Firstly, a study conducted by Kurnia Valentina (2016) entitled "The Influence Of Tad Organizer, Journal Writing Strategy, And Writing Apprehension Level On Recount Writing Achievement Of The Tenth Grade Students Of Sma Bakti Ibu 8 Palembang". It was an experimental research which involved all of the tenth students as the participants. It focused on the application of TAD Organizer, Journal Writing Strategy, and Writing Apprehension in the teaching of Recount Text. Here, the researcher found there was significant difference in writing achievement between TAD and Journal group (mean difference = 4.20, p -value = 0.054) and there was not a significant interaction effect of the strategy and the level of apprehension on students' writing achievement. To conclude, TAD Organizer and Journal writing strategies were effective for improving student recount writing achievement.

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The similarities between Kurnia's study and this research are both focusing on teaching writing recount text. In addition, the research design used in her research was similar to this study; experimental research. Yet, the difference between the proposed researches with this research was in x2 variables; the grade and the number of variables.

- b. The second research was conducted by Christian D. Manurung, (2013) entitled: "Improving the Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy". It was a classroom action research. This research concerned on Improving Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy. The subject of this research was the second year students of SMP Swasta Immanuel, Medan, class VIII-A which consisted of 36 students. He tried to find the effect of learning English by Using TAD. Based on her data analysis. Students' mean in Test I was 44.33, in Test II was 61.13, and Test III was 82.66. The conclusion is that the Transitions – Actions – Details (TAD) Strategy could improve students' achievement in writing recount text.

The similarities between Christian's and this research were both focusing on teaching writing recount text with the same strategy, it was TAD Strategy. Furthermore, the research design was different. The previous research used an action research while this study used a quasi-experimental design.

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- c. The third research was done by Ristiawati (2012) entitled: “Implementation of Cooperative Learning by Using PBI (Problem Based Instruction) Method to Improve Writing Skill at The Eight Grade Students of SMP Negeri 1 BabadanPonorogo in The Academic Year of 2011/2012”. This research was an action research design; the researcher applied the method for students of class VIIIA. Ristiawati, Eva (2012). carried out a research entitled: “Implementation of Cooperative Learning by Using PBI (Problem Based Instruction) Method to Improve Writing Skill at The Eight Grade Students of SMP Negeri 1 BabadanPonorogo in The Academic Year of 2011/2012”. This research was an action research design; the researcher applied the method for students of class VIIIA. The research was done in two cycles. The result of the first test in cycle 1 got average score 68, 4. The scores were not reached the average score yet. But, after the researcher made improvements in cycle 2, the score increased become 85, 2. The result of observation sheet showed that the students were being active in teaching and learning process. The data from the questionnaire showed that the students interested in writing recount text by using PBI (Problem Based Instruction). The similarities of Ristiawati’s research and this research used the same treatment as the research that were conducted. That was Problem Based Instruction (PBI) as X variable; and writing ability in Y variable. The difference between this research was the grade of the class and the number of variables.

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- d. Forthly, a study written by Veranita Budiani (2014) entitled “Using Tad (Transition Action-Details) Strategy To Improve The Eighth Grade Students’ Ability In Writing Recount Texts At Smpn 2 Depok In The Academic Year Of 2013/2014. She used pre-Experimental design using a quantitative approach with one group pre-test and post-test design. She administered three steps, they are pretest, treatment and posttest. To get the data, the researcher used two tests; there were pretest and posttest of one class, VIII B. After getting the result of the score between pretest and posttest, the data were counted by using SPSS to find t-test. It was used to find out whether there was any significant difference before and after being taught by using PBI Strategy. It was proved by the mean score of their recount text writings on the post-test (73.96), which was higher than that in the pre-test (63.64). Furthermore, the students’ activeness increased during performing the Transition-Action-Details (TAD) Strategy from the first until the last meeting. They were free to express their ideas that related to the topic. The similarities between Veranita’s research and this research were both focusing on teaching writing skill in recount text, this research used the same treatment as the proposed research. That was Transition Action detail (TAD) as X variable; and writing ability in Y variable. The differences between Veranita’s research and this research were in collecting the data and the number of variables.

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- e. Fiftly, a study was conducted by Eni Yusnita, Clarry Sada and Dewi Novita (2012), entitled; “Improving Students’ Recount Text Writing By Using Picture Series”. It was a classroom action research which consisted of 2 cycles. The result of this research has shown that the student's progress in improving writing in each cycle. First cycle was 61.5 (less than 65, not achieved). The second cycles, was 66.0 (Achieved) which was higher than the KKM score. It was found out that using picture series improved the students’ writing recount text. The similarities between Eni’s research and this research were both focusing on teaching writing skill in recount text. But, her research consists of two variables, while this research were utilized which comprised three variables. Furthermore, the research design was different. Her research used an action research while this study used a quasi-experimental design and also in the strategy was used.
- f. Next, a study was conducted by Herlina Tanjung (2011) entitled “The Effectiveness of Learning Simple Present Tense of English through a descriptive paragraph in writing at The Second Year of MAN 1 Pekanbaru”. She tried to investigate the students’ achievement in using simple present tense between students who were taught by using descriptive paragraph in writing and who were taught by using conventional one (traditional grammar lesson). Here, the researcher found the T-table that $t_{t.ts5\%} = 2.03$ and $t_{t.ts1\%} = 2.27$. It means there is a significant difference on students’ achievement on

using simple present tense between students' taught by using descriptive paragraph in writing and who by using a conventionalone (traditional grammar lesson) at MAN 1 Pekanbaru. Based on the result of her research descriptive paragraph writing was effective to improve students' ability in using simple present tense.

The similarities between Herlina's study and this research were both focusing on teaching writing. In addition, the research design used in her research was similar to this study; experimental research. And the differences werethe gradesof the class and the number of variables.

- g. NurHidayati (2010) carried out a research entitled“*The effect of Learning English by Using Picture Map toward the students' abilityin writing descriptive paragraph at MTs.Nurul Wahid Bukit Kapur, Dumai*”. He tried to find the significant effect of Learning English by Using Picture Map toward the students' abilityin writing descriptive paragraph. Based on her data analysis, the coefficient of t-test was 3.31 to prove there is significant effect or not $5\% = 2.02$ level of significance, or at the $1\% = 2.72$. It was found that t_0 was higher than t-table both in 5% or 1%.it could be read $2.72 < 3.31 > 2.02$. And her research was concluded that there was a significant effect of Learning English by Using Picture Map toward the students' ability in writing descriptive paragraph at MTs.Nurul Wahid Bukit Kapur, Dumai.

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The similarities between NurHidayati's and this research are both focusing on teaching writing. In addition, the research design used in her research was similar to this study; quasi experimental research. Yet, the differences were from the research, treatment; her study focused on using Picture Map, while this study was on TAD and PBI Strategy in writing ability.

- h. Suryana (2012). The objective of this research was to find out whether or not teaching writing by using a Direct Method teaching approach can improve students' writing ability. The research used quantitative research method. The instrument used in this research was tested (pretest and posttest). The population of this research was 32 of the first grade students of SMPN 2 Pedes-Karawang and the sample was the entire population. The data were collected from tests (pretest-posttest) to the students' sample. The collected data were analyzed by using t test formula. The results of data analysis showed that: the mean score of pretest was 51.41, the mean score of posttest was 73.63 and the t observed was 21.57. The t critical value with degree of freedom 32 and level of significance at 5% (0, 05) is 2.02. Based on the data analysis above, the alternative hypotheses were accepted because the t observed was higher than t table ($21.57 > 2.02$). It also meant that teaching writing descriptive text by Using Direct Method was effective to improve students' writing ability. The similarities between Suryana's research and this research were both focusing on teaching writing skill. And the differences

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come from the research, treatment; her study is focused on using Direct Method, while this study was TAD and PBI Strategy in writing. It also the sample used for each research. Besides, the research design used in her study was quantitative research, while this research design was quasi experimental research

- i. DelgusriWiyanti (2012) entitled “The Effect of Using Pow+Tree Strategy TowardStudents’ Writing Skill At Eleventh GradeStudents OfSMA N 4 Padang”. In this research, the samples were 36 students and to collect the data by using the test with the aspect of the test were grammar, vocabulary, mechanics, fluency, and form (organization). DelgusriWiyanti found that the eleventh grade students of SMAN 4 Padang had fair level with the score was 53.33.

The similarities betweenDelgusri’s research and this research were both focusing on teaching writing skill. And the differences were from the research, treatment; her study focused on usingPow+Tree Strategy, while this study wasusing TAD and PBI Strategy in writing. Her research chose the Senior High School level while this study was involving the Junior High School level.

- j. The last previous research was the thesis entitled The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMP NurulIslamiMijen Semarang in the Academic Year of

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2009/2010) written by I'ina Ainauz Zahroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010). The researcher said that, the main objective of this study was to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there was a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It was shown the mean of experimental class was higher than control class. The test of hypothesis using t-test formula showed the value of the t-test was higher than the value of the t-table. The hypothesis was accepted. Based on the result, the researcher concluded that diary writing was effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.

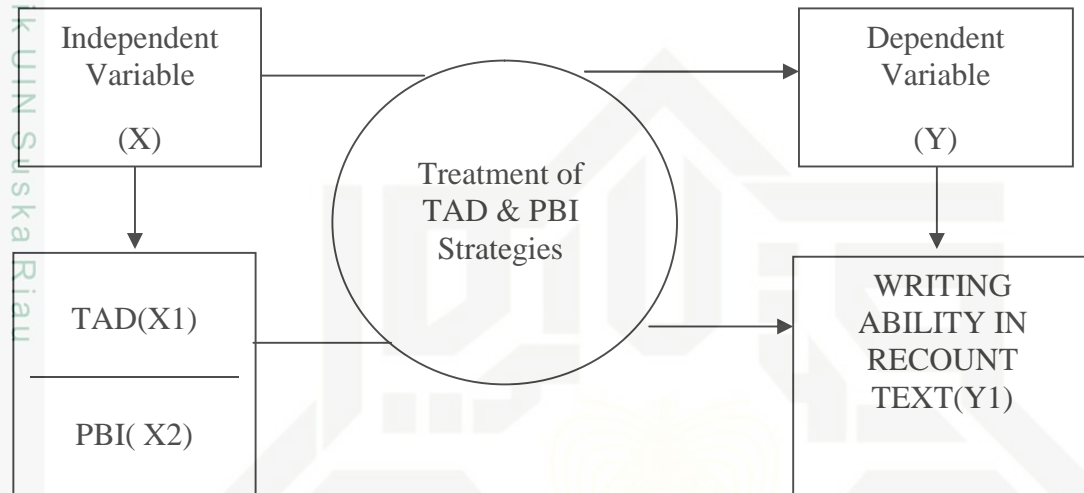
The similarities between Ainatus' research and this research were that the research focus was writing skill in recount text. Then, the differences between her research with my research were using strategies.

II.8 Operational Concept and Indicators

II.8.1 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an

abstract of the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:



II.8.2 Indicators

A. Indicators of Transitions – Actions – Details (TAD) Strategy (X1 Variable)

1. The teacher explains to the students about the strategy.
2. The teacher tells the students to write a paragraph about a topic given to students.
3. The teacher asks to the students to write without stopping during the allocated time.
4. The teacher divides and guides students into several groups.
5. The teacher asks students to share about his/her experiences in the past with their group.

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6. The teacher gives students a piece of paper to write on their writing recount text.
7. The teacher asks students to put the paragraph separately into two paragraphs.
8. The teacher asks students to create and develop their experience into a recount text paragraph by using Transition Action Detail (TAD) Strategy.
9. The teacher asks students to submit their task, because time is over to write.
10. The teacher checks the students' writing task and discuss their mistakes with students.
11. The teacher asks the students to conclude what they have just learned.

B. Indicators of Problem- Based Instruction (PBI) Strategy (X2 Variable)

1. The teacher reviews the material about recount text to the students.
2. The teacher divides the students into groups based on their problems (difficulties) in the components of writing.
3. The teacher introduces writing by using Problem- Based- Instruction (PBI) Strategy.
4. After introducing the strategy to the students, the teacher gives other topics to the students and let them "Problem Based Instruction Strategy" it with other topics which is almost the same.

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5. The teacher asks students to write a recount text on the paper that has been given by the teacher.
6. The teacher asks students to put the paragraph separately into two paragraphs.
7. The teacher asks the students to write as much as they can about the topic.
8. The teacher asks the students to collect their paper when time is over.
9. The teacher discusses of students' task, and takes one sample to know their mistakes in writing ability, especially in recount text.
10. The teacher asks the students to conclude what they have just learned.

C. The Indicators of Writing Ability on Recount Text (Y Variable)

1. The students are able to write a recount text with correct grammar.
2. The students are able to write a recount text with appropriate vocabulary.
3. The students are able to write a recount text with a good mechanic (punctuation or spelling)
4. The students are able to write a recount text with a good fluency (style and ease of communication)
5. The students are able to write a recount text text with a good form (organization)

To measure the students' writing ability, ESL Composition will be used

Profile taken from Hughey, *et al*:

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Table II.2
ESL Composition Profile (Assessment Aspects of Writing Recount Text)

Aspects	Range	Criteria
Content	30-27	Excellent to Very Good: Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26 – 22	Good to Average: Some knowledgeable of subject,adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21 -17	Fair to Poor: Limited knowledge of subject, little substance, inadequate development of Topic
	16 -13	Very Poor: Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	20 – 18	Excellent to Very Good: Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive
	17 – 14	Good to Average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to Poor: Non fluent, ideas confused or disconnect, lacks logical sequencing and Development
	9 – 7	Very Poor: Does not communicate, no organization, not enough to evaluate
Vocabulary	20 -18	Excellent to Very Good: Sophisticated range, effective word or

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		idiom choice and usage, word form mastery, appropriate register
17 -14		Good to Average: Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured
13 -10		Fair to Poor: Limited range, frequent errors of word or idiom form, choice, usage, meaning Confused or obscure.
9 -7		Very Poor: Essentially translation , little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	25 -22	Excellent to Very Good: Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, Prepositions
	21 -18	Good to Average: Effective but simple constructions, minor problem in complex constructions, several errors oof agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never Obscured
		Fair to Poor: Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	17 -11	
10- 5		Very Poor: Virtually no master of sentence construction rules, dominated, by errors,

		does not communicate, not enough to Evaluate
	5	Excellent to Very Good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Very Good to Average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
Mechanics	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or Obscured.
	2	Very Poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting Illegible, pr not enough to evaluate.
Total Score:		Comment

II.9 Assumptions and Hypotheses

II.9.1 The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. It was assumed that using Transition Action Detail (TAD) strategy and Problem Based Instruction (PBI) strategy are suitable strategies to teach writing ability, especially writing recount text. Using both strategies, students can increase their capability in writing ability.

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II.9.2 Hypotheses

There are two kinds of hypotheses in this research, null hypotheses and alternative hypotheses. The research hypotheses are formulated as the following:

- Ho1** : There is no significant difference of students' writing ability pretest mean score between an experimental group 1 and an experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ho2** : There is no significant difference of students' writing ability pretest mean score between an experimental group 1 and a control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ho3** : There is no significant difference of students' writing ability pretest mean score between an experimental group 2 and a control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ha4** : There is a significant difference of students' writing ability posttest mean score between an experimental group 1 and an experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ha5** : There is a significant difference of students' writing ability posttest mean score between an experimental group 1 and a control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency

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- Ha6 : There is a significant difference of students' writing ability posttest mean score between an experimental group 2 and a control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ha7 : There is a significant difference of students' writing ability between pretest and posttest mean score of the experimental group 1 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ha8 : There is a significant difference of students' writing ability between pretest and posttest mean score of the experimental group 2 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency
- Ho9 : There is a significant difference of students' writing ability between pretest and posttest mean score of the control group at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.