

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, research purposes, research significance, theoretical framework, and previous studies. The background, research questions, and research purposes are discussed in this chapter, which provides a thorough theoretical framework for the research. It highlights the importance of the study and offers a conceptual framework. The chapter ends with a summary of previous studies.

A. Background

Writing is one of the four basic skills in the English language. Writing offers an effective way to correct vocabulary, spelling, and sentence structure patterns. It also enhances the grammar and other aspects of the language. However, students need help to grasp writing since it needs complex language and cognitive techniques. This study, therefore, aims to investigate TAD (Transition-Action-Detail) as a strategy for improving students' writing skills.

Students require assistance with writing, especially with writing narrative texts. The narrative texts is text that contains a sequence of events in the past. Based on the researcher's teaching experience, students always complain when instructed to write in English, especially when writing narrative texts. They always need ideas and learn how to organize their narrative texts. To solve this problem, teachers should apply strategies to motivate students in writing. As Chamot, Barnhardt, El-Dinary, & Robbins (1999) said, strategies are more powerful when used in appropriate combinations, making them useful for writing.

Several strategies have been used to help students write narrative texts, including pre-writing, whilst-writing, and post-writing, story pyramid, slicing PIE (Point, Illustration, Explanation), collaborative writing strategies, etc. Based on those strategies, this study finds that teachers still need more creativity in implementing them, so the strategy was not fully applied. Putri and Fitrawati (2020) claimed that students feel bored with the story of narrative texts, so

teachers should improve their creativity to give more varied stories. For this reason, this study examines the use of the TAD strategy, which Steve Peha invented as an effective strategy for writing narrative texts. According to Peha (2003), the TAD strategy can help students arrange or make narrative texts, considering that learning narrative texts requires to be arranged in a sequence of events in the correct chronological order. Pardyono (2007, p. 93) adds that “narrative texts” is a type of writing that accounts for previous actions or occurrences, describes difficult situations, and offers amusing resolution solutions, intending to teach moral lessons to the readers. Overall, TAD can be applied to help students write narrative texts.

This research investigates students’ responses in enhancing writing skills of narrative texts using the TAD strategy. Its methodology used a qualitative case study design. This is used because, as Yin (2003, p. 13) said, a case study is an empirical inquiry investigating a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident. The object of this study is a senior high school teacher and students. The researcher collects the data by using observation, document analysis, and interviews.

There are some research related to the TAD strategy. Irsa, Jufrizal, & Ratmanida (2021) researched the influence of TAD strategy and students' self-confidence in writing recount texts. It was discovered that the highly self-confident students in the TAD strategy could write appropriately because they had high motivation when writing. In line with the research findings, the strategy is a suitable method to help students understand the text since they can retell it using the TAD strategy's chart. The students of tenth grade who have self-confidence can then be drawn to the resources provided since they are motivated and enthusiastic from when they independently authored a text due to their self-confidence. Thus, the TAD technique and students' confidence have a beneficial impact on recount text composition.

The analysis examined how the TAD strategy affected students' ability to write narrative texts, building on the research by Rahmanita (2013). Second-

year senior high school students were the focus of Rahmanita's study, which used them as the subject matter for its investigation. The study's findings made a startling discovery: using the TAD technique profoundly transformed students' narrative writing abilities. Notably, the data showed that students who used the TAD strategy had an outstanding 41% gain in their writing abilities compared to students who did not, who only saw an 8% improvement. This stark difference draws attention to a noteworthy pattern: the TAD strategy's application helped students' abilities to write narrative essays noticeably improve. This supports the assertion that the TAD strategy works well for encouraging significant progress in students' narrative writing abilities, hence supporting the educational value of the strategy.

Sari & Suhono (2017) investigated the application of the Transition-Action-Detail strategy to the written texts of young EFL learners. The result shows that the TAD was a suitable strategy to increase a student's narrative texts in the English course at Payakumbuh. It also discovered that since the TAD strategy was used in their classroom, the students' writing issues have decreased because it taught them to construct associated sentences and recognize the primary theme through transition, action, and detail.

While the previous studies above have examined the TAD strategy in narrative and recount texts conducted in high schools for junior and senior-level contexts, the present study explores narrative texts at the senior school level. The previous studies on narrative texts focused on students' writing self-confidence. Meanwhile, the present study needs to focus on enhancing a writing strategy. Instead, it centers on students' processes and responses toward a writing narrative text strategy, a TAD strategy for improving their writing skills.

Although there have been many reports about effective TAD strategies for learning to write narrative texts and developing students' writing skills, the present research is focused on students' responses to a writing strategy in senior high school. Thus, this factor is the gap in this research. Therefore, this research is expected to fill the gap using this TAD strategy. This study looks at how the

TAD technique can enhance students' ability to write narrative texts. It also investigates how students feel when using the TAD strategy.

B. Research Questions

This study explains how the TAD (Transition-Action-Detail) strategy might improve students' narrative text writing skills in senior high school. As a result, the following questions are formulated as follows:

1. How is the implementation of the TAD strategy in enhancing students' writing skills in the narrative texts?
2. How is the students' writing narrative text performance using the TAD strategy?
3. What are students' responses toward the TAD strategy in enhancing their writing skills in the narrative texts?

In order to examine the TAD strategy's implementation, the first study topic uses observation as an instrument. As defined by Creswell (2012), observation is the unstructured process of gathering firsthand information about people and situations at the research site. The researcher then uses document analysis to get information regarding students' writing abilities. The practice worksheets for narrative writing that the students completed are the focus of this examination. In order to answer the third research question, an interview is conducted to round up this methodological trio. The interview provides a venue for learning more about students' thoughts and experiences regarding the TAD strategy.

C. Research Purposes

This study has reasons by three separate goals that are in line with the research questions that direct the line of investigation. The main goal is to thoroughly explain how the TAD strategy is used in practice in a classroom context. In order to measure students' success in writing narrative texts, the second goal will employ the TAD strategy. The third objective, which entails

analyzing the subtleties of students' feelings and responses while using the TAD technique, is the conclusion of these goals.

The TAD approach is used in this study to teach senior high school students in the 11th grade how to write narrative texts. This gives them a platform to improve their narrative writing abilities while providing teachers various instructional strategies for instructing narrative text production. Applying this method allows teachers to see how it affects students' abilities to write narratives, giving them a helpful perspective from which to assess the strategy's effectiveness as a teaching tool.

D. Research Significance

For teachers and students, this study is critical both practically and theoretically. The study's results could be used as an evaluation by a curriculum designer to improve the efficiency of their English language teaching activities and deliver better results. The study expands teachers' practical pedagogical expertise. It offers guidance to teachers on how to teach writing, especially narrative texts, in an efficient manner. In particular, when utilizing TAD, teachers may assess if introducing the method to the students yields good progress in producing narrative texts.

Students can improve their writing for narrative texts with the insights from this research. Students also investigate other narrative writing strategies based on their personal experiences. Additionally, this study increases students' freedom in identifying the best study techniques for advancing their ability to produce narrative texts. This initiative anticipates that students' writing abilities will advance after meeting these goals.

E. Theoretical Framework

This research explores students' responses toward implementing the TAD at the senior high school level. This study discusses key issues in TAD as seen

from the implementation and students' responses. Therefore, the researcher draws the theoretical framework from the following scheme:

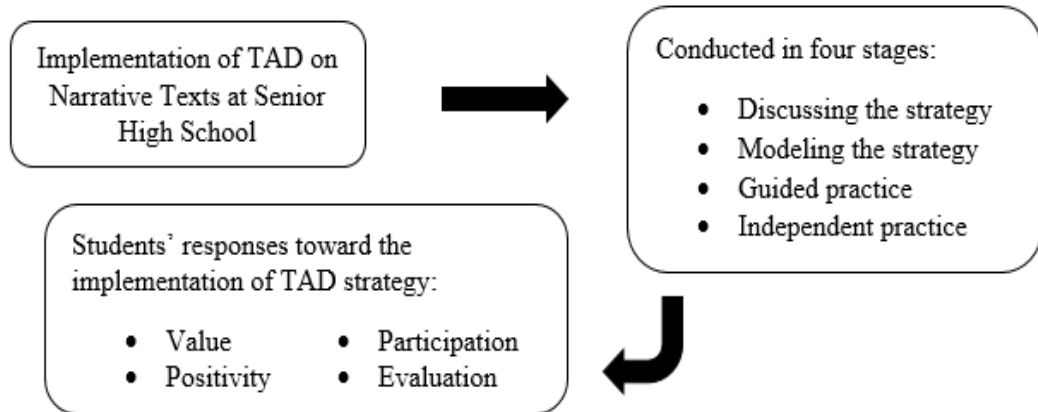


Figure 1.1 Theoretical Framework

The TAD strategy involves several sequential practices. As explained by Ur (1996), teachers frequently give thorough definitions or explanations of concepts or processes, which are essential for students to perform their own independent learning tasks. Exercises are frequently used in class to make sure that students thoroughly understand the subject matter. Beginning with discussion or introduction, modeling, guided practice, and concluding with independent practice (Kettel and Defaw, 2018). Writing has many complexity and is a dynamic, creative talent. In order to succeed academically in a variety of scholarly activities, including assignments, essays, and exams, teaching writing is a fundamental ability. In order to unlock academic accomplishment and promote all-around student success, writing proficiency is essential.

According to DeMonbrun, Finelli, Prince, Borrego, Shekhar, Henderson, and Waters (2017), four aspects are analyzed to examine students' responses to using the TAD strategy. They are value, positivity, participation, and evaluation. Value is how much students think the activity is worthwhile (cognitive). Students' attitudes toward the activity are measured in terms of positivity or negativity (affective-emotional). Students' participation, non-participation, and resistance levels are measured (behavioral). After the term, students evaluate the teacher or course.

Oshima and Hogue (2007) explain that a narrative is the physical manifestation of a tale, a literary style that painstakingly stitches together a sequence of events involving people. Writing in this style serves the dual purposes of retelling historical events and engrossing and amusing readers with real or made-up experiences portrayed in various shades of intrigue. Orientation, complication, and resolution make up the tripartite framework through which the anatomy of a story develops, with each stage adding to the overall coherence.

Narratives naturally use the past tense due to their retrospective character, creating vivid pictures of events that have already happened. This literary style encompasses various topics, including fictional stories, nonfictional reports, and seamless hybrids that combine aspects from both worlds. In essence, narratives serve as the vehicle through which writers take readers into the worlds of reality and fantasy, engrossing them in a tapestry of experiences covering the breadth of human existence.

TAD is one of the various writing strategies. Lester (2006) stated that TAD is a strategy writers use to invent stories or recount personal experiences. Students might use this strategy to tell others a narrative about themselves. Peha (2003) defines the TAD strategy as a writing strategy that uses a TAD chart with columns and rows to depict a timeline of events. This strategy works well with narrative literature. In academic writing, both narrative fiction and nonfiction, there are several chances to achieve this. It was evident in how the students interacted with the material. TAD is categorized by Lester (2006, p. 62) into three categories:

a) Transition

A few words like "then," "after a time," or "at first" are used to help introduce each new action in the sequence. In other words, transitions are succinct sentences that join two or more acts or ideas.

b) Action

The actual events (the things that happened) are detailed below in the chronological order in which they took place.

c) Detail

These details provide more details on each action. The reader will likely have two or three key questions the writer needs to address for each activity.

Peha (2003) claims that the TAD strategy is a writing method based on a chart with columns for transition, action, and detail. These columns combine to provide a chronological framework showing how events develop. Each column can hold several rows, including a wealth of data. Students then engage in the process of rearranging sentences as they fill up these rows and columns in order to clarify event progression, emphasize certain activities, and inject coherence via the use of transitional signals.

The TAD strategy is particularly appropriate to improve students' writing abilities since narrative texts are sequential (Oshima & Hogue, 2007). This strategic framework performs exceptionally well in texts full of sequential occurrences, like narrative compositions. The TAD strategy becomes an invaluable tool for developing students' writing abilities in narrative texts since it promotes a strategy that naturally coincides with the fundamental structure of these materials.

F. Previous Studies

Studies on the TAD strategy and narrative texts both exist. The effect of the TAD approach and students' self-confidence in producing recount texts was studied in 2021 by Irsa, Jufrizal, and Ratmanida. This study used experimental methods. The experimental class, designated as X-MIA 1, was taught using the TAD strategy, while the control class, designated as X-MIA 2, was instructed using the PPP (Presentation-Practice-Production) strategy. In the TAD method, highly self-assured students were shown to write better because they were strongly motivated to do so. According to research findings, as students may recount the text using the TAD technique's chart, the strategy is an excellent way to help them comprehend the content. As they are driven and eager to create a text because of their self-confidence, the confident students in tenth grade

might subsequently be drawn to the resources offered. As a result, the TAD approach and students' confidence positively affect recount text's composition.

Rahmanita (2013) looked at the impact of the TAD strategy on students' ability to write narrative texts. This study is a quasi-experimental research. Students in their second year of senior high school were subjected to this methodology. As a sample for this study, the researcher only attended two classes. XI IPA 2 and XI IPA 4 were the classes. Cluster random sampling was used to choose the classes. This study demonstrated a significant improvement in students' ability to write narrative texts utilizing the TAD strategy. This is evident from the fact that students who used the TAD technique had an effect of 41%, compared to only 8% for those who did not. Therefore, this indicates that students' abilities to write narrative texts improved after implementing the TAD strategy.

Sari & Suhono (2017) investigated the application of the TAD approach to the written texts of young EFL learners. The researchers used a real experimental design with control and experimental groups. The results show how the TAD successfully improved the students' narrative text-writing abilities in the Payakumbuh English course. Because of this, they may formulate connected sentences and pinpoint the core idea using transitions, actions, and details. This shows that the first action column describes the situation. A few details for each action were added once the action column was finished. Taking into account the possibility of further explanation for each phase. Each action in the transition column should have a succinct statement to introduce it. It was also discovered that their writing difficulties decreased after the TAD strategy was used in the student's classes.

In the senior high school in Pariaman, Wahyuni (2021) discussed the impact of the TAD strategy on students' first-grade recount text writing skills. The population studied in experimental research consisted of class X IPS students at SMAN 6 Pariaman. This study sought to determine how the TAD strategy affected students' writing abilities. The researcher obtained test results from experimental classes, compared them, and then conducted an analysis.

According to the study of the data, $t_{\text{calculate}}=3,33$ and $t_{\text{table}}=1.67$. Because H_0 was rejected and H_1 was accepted, it can be inferred that using the TAD strategy at SMAN 6 Pariaman substantially impacts students' writing skills more than using the conventional strategy.

Based on Yulianti, Andriani, and Zulaikah (2020), teaching writing skills, particularly utilizing the TAD strategy, may enhance students' writing abilities. In this study, a quasi-experimental design was adopted as an experimental approach. Through purposive sampling, 47 students from SMP Muhammadiyah 1 Rawabening were selected; 24 were from the experimental group, and 23 were from the control group. During an interview with an English teacher there, the researchers discovered specific issues with the student's writing skills. The obstacles include the fact that students do not know how to start writing in English, are unable to construct effective sentences while producing a text, and consistently believe that writing in English is very challenging. Grammar, vocabulary, spelling, and punctuation errors are further contributing factors. The outcome of computing the independent t-test of the post-test score in the experimental and control groups (0.006–0.05). This indicates that there were substantial disparities between the students utilizing the TAD strategy and those who were not. Also, the TAD was proven to be an effective strategy for helping students have a deeper comprehension of the subject, which helped students with their writing issues.

While the research mentioned above looked at the TAD strategy in narrative and recount writings written for junior- and senior-level contexts in high schools, the current study focuses on senior-level narrative texts. Prior research on narrative texts strongly emphasized students' writing confidence. The current study concentrates on improving the writing approach. It focuses on how students interact with a TAD strategy for creating narrative texts and how they process and respond to it.

The present study focuses on students' reactions to a writing technique in senior high school. However, there have been several reports regarding an effective TAD strategy for teaching students to produce narrative texts and

improving their writing abilities. In light of this, the research gap is knowing the students' responses toward the TAD strategy. Hence, this research likely uses the TAD strategy to close the gap. This study examines how the TAD strategy can help students compose narrative texts. It also looks at how students feel while utilizing the TAD strategy.

In short, earlier research has demonstrated that the TAD strategy boosts students' self-confidence while producing recount and narrative texts. The current study examines how students engage with and process the TAD strategy using senior-level narrative texts. Understanding students' responses to the TAD strategy is an area of study that needs to be filled, and the TAD strategy can do so.

