

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as the first foreign language at junior and senior high school has been obliged by the Indonesian government since 1945, Sahiruddin (2013). Moreover, teaching English as a subject at schools has been regulated in the Indonesian curriculum. Kemendikbudristek (2022) stated in Merdeka curriculum, English teaching and learning aims to develop four aspects: students' English communicative skills in different text types, intercultural competence to understand and respect Indonesian and foreign cultures, students' self-confidence to express themselves as independent and responsible individuals, creative and critical thinking skills. The government has stated that the main focus of the English learning process should be on improving the six integrated English skills, listening, speaking, reading, viewing, writing, and presenting in a variety of text types, including narratives, descriptives, expositions, procedures, argumentatives, discussions, short messages, advertisements, and authentic texts in an effort to accomplish those goals. Writing becomes an essential skill in English language teaching and learning that students should be mastered in vocational school. In these institutions, students are expected to be well-prepared for the workplace, where effective written communication is often required. Siregar et al. (2022) emphasized that students in vocational programs must possess English writing skills in accordance with industry standards.

Writing is also a fundamental skill in the English language for any educational level. Furthermore, writing is the activity of comprehending the meaning of words, using proper grammar, and organizing ideas and mechanics into a coherent and cohesive form, Hidayati (2022). In addition, according to Patel and Jain (2008), writing is a skill that necessitates to be practised and learned. Writing provides a variety of vocabularies, spelling, punctuation, and sentence structure. Writing becomes an essential element of students' thinking at a high performance level. Additionally, Harmer (2004) stated that writing is essential; it is created in various ways and is used for many purposes. Moreover, the students should apply the general elements of the writing process, suchlike grammar, content, form, mechanics, and vocabulary, because writing is also one of the productive skills that students should acquire, Sari & Sukirlan (2014).

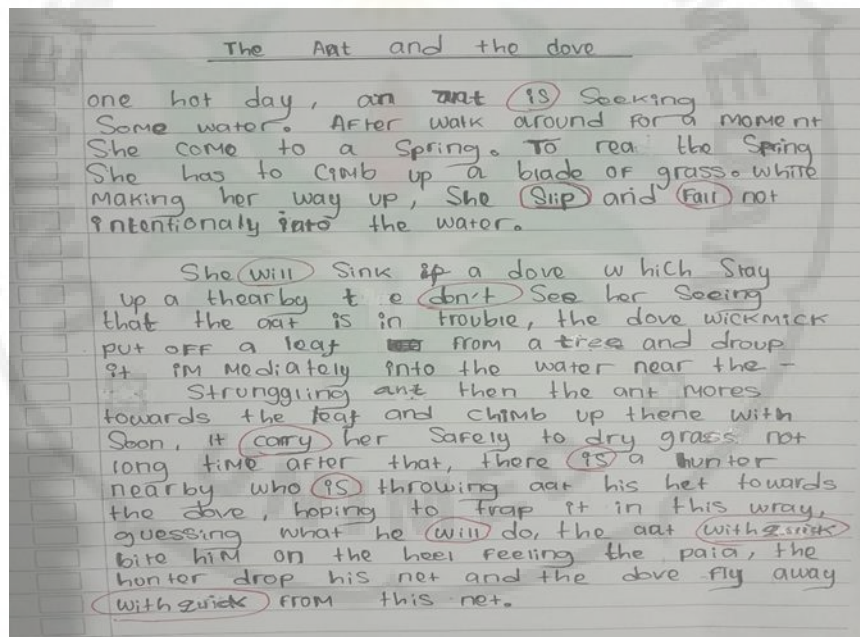
People must improve their abilities to demonstrate their existence as social beings. Writing is one of such abilities. People could preserve their life history or all of the things that motivated them by writing. Writing is one of the four fundamental language abilities that language learners must comprehend. In learning English as a foreign or second language, four fundamental language skills are commonly recognized: listening, speaking, reading, and writing. According to Brown (2007), these skills are essential for effective communication and language proficiency. Writing is often considered productive and complex, requiring not only knowledge of grammar and vocabulary but also the ability to organize ideas coherently.

Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production. Writing is not the same as the other fundamental English skills. When writing, the author does not look directly at the reader. Therefore, the writer cannot use body language, facial expressions, or tone of voice to cover up flaws or structural errors. These errors may lead to disparate interpretations of the information or meaning. Therefore, the writer needs to be proficient in writing for the reader to understand the content. Heaton (1990) says that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements. Harmer (2007) says that writing gives them, more 'thinking time' than they get when attempt spontaneous conversation. From this explanation, it can be concluded that students will pay more attention about the topic, suitable title, choice of words (diction), etc. They will do revising again and again to get the satisfying result expected.

From the statement above, one of the most important language skills that children should acquire is writing. Students will get more knowledge, learn how to write effectively, articulate ideas, and sell their knowledge to everyone if they learn and practice writing on a regular basis. In this study, the researcher will focus on the students' skill in writing narrative text. A narrative text is a type of writing that tells a story, often involving a sequence of events that includes characters, a setting, and a plot. It is designed to entertain, inform, or convey a moral lesson to the reader. Narrative texts typically follow a structured format that includes an introduction, a series of events, and a conclusion, allowing the reader

to engage with the characters and their experiences. According to Pardyono (2007), narrative text is a kind of text that tells the activities or events in the past, showing problematic experiences and resolutions, often meant to amuse and provide moral lessons to the readers.

The researcher found that many students struggled with writing. This finding is based on observations and teaching experiments conducted by the researcher.



The picture above shows an example of a student's narrative writing. From the student's work, it can be seen that the learner still encounters several difficulties in constructing a well-organized narrative text. One noticeable problem appears in the sequencing of events. For instance, the sentence "She will sink up a dove which stay up a thearby to don't see her" shows confusion in expressing cause-and-effect relationships. The student attempts to describe that the dove helps the ant, but the idea is not presented clearly and logically. In addition, the transition

between events is not smooth. After describing how the ant falls into the water, the story suddenly moves to the appearance of a hunter without a clear connector or explanation. This indicates that the student struggles to arrange events chronologically and to connect one event to another coherently.

Furthermore, some expressions such as “*with quick from this net*” and “*will sink up*” demonstrate difficulty in expressing ideas clearly. Although grammar errors are visible, the more fundamental issue lies in how the student develops and links ideas within the narrative. The story lacks clear transitions, detailed elaboration, and logical flow, which are essential elements of a narrative text. These conditions suggest that students need guidance not only in language accuracy but also in organizing and structuring their ideas effectively

In addition, there are students who show low motivation and interest in writing activities, even though writing narrative text has been taught by the teacher. This lack of interest often results in students not achieving the expected learning outcomes. According to Harmer (2004), one of the reasons students find writing difficult is because it requires them to generate ideas, organize them logically, and apply accurate grammar and vocabulary at the same time. When students are not guided through appropriate strategies, they tend to lose focus and feel less confident in expressing their thoughts. Therefore, teachers need to apply strategies that not only help students organize their ideas but also encourage their participation and creativity during the writing process. To overcome these difficulties, teachers need to apply effective strategies that can help students

organize their ideas more clearly. One of the strategies that can be used is the Transition Action Detail (TAD) strategy.

According to Peha (2003) TAD strategy is a perfect strategy for narrative sequencing. It also works well for summaries and procedural writing of all kinds including step by step instructions. In means that TAD is the writing strategy that can be used in several kinds of text including narrative, summaries and procedure. It can be concluded that TAD strategy is one of strategy which can be used to teach writing text, such as narrative text and procedure text. In this researcher the writer focused on the using of TAD to teach narrative text.

According to Robbins & Judge (2013) state that perception is defined as conscious mental processes of observing, viewing, responding, and understanding in which someone give a meaning on the stimulus he received. According to Sidhu (2003), students' perception is the student's view of what happened during the learning process. Therefore, students' perception can be said as a process of how the students think and react to what they have done and what they have learned.

Preliminary data show that students often find it challenging to write narrative texts, indicating a need for effective writing strategies that can engage their interest. One such strategy is the TAD approach. This strategy not only supports narrative writing but is also effective for summarizing and procedural writing, including step by step instructions. The TAD strategy helps students organize their writing by focusing on transitions between ideas, the actions being described, and

the details that enhance their narratives. This versatility makes the TAD strategy a useful tool for various types of writing, encouraging students to become more interested and confident in their writing skills, especially in narrative texts.

The TAD strategy is effective to be implemented in teaching learning writing. A study conducted by Siregar (2020), focuses on the challenges faced by students in writing recount texts, which narrate past events. The study aims to determine the effectiveness of the TAD strategy in improving students' writing mastery. The findings reveal that students struggled with understanding the structure and language features of recount texts, grammar, and connecting ideas. After implementing the TAD strategy, the experimental class showed a significant improvement in their mean score. This research highlights the positive impact of the TAD strategy on students' writing skills and offers valuable insights for educators on effective teaching methods for recount texts.

Another previous study that was conducted by Lukman (2020). Lukman conducted a descriptive quantitative study to investigate students' perceptions of the teaching strategies employed by their English teachers. The study involved 172 participants and utilized a questionnaire consisting of 30 items that were statistically tested for validity and reliability. The findings revealed that students at SMPN 2 Parepare had a positive attitude towards the teaching strategies used, indicating a very positive classification of their perception. The study highlights the critical role of effective teaching strategies in enhancing students' learning experiences and engagement in the classroom.

Based on previous studies no one has ever researched about students' perception on TAD strategy in writing narrative text. Therefore, researcher aimed to analyze students' perception on TAD strategy in teaching narrative text to tenth grade students of SMK Negeri 1 Percut Sei Tuan deeply.

B. The Problems of the Study

Based on the background of the study above, the problems of the study formulated as follows:

1. What are the students' perceptions of the TAD strategy in teaching writing narrative text at SMKN 1 Percut Sei Tuan?
2. Why do the students perceive the TAD strategy in learning writing narrative text in the way they do?

C. The Objectives of the Study

The objectives of the study are as follows:

1. To identify the students' perceptions on TAD strategy in teaching writing narrative text at SMKN 1 Percut Sei Tuan.
2. To determine the reason of students' perception towards the TAD strategy in learning writing narrative text.

D. The Scope of the Study

The scope of this study focuses on students' perceptions of the use of the TAD strategy in learning to write narrative texts. This research was conducted with tenth grade students at SMK Negeri 1 Percut Sei Tuan. The participants of this study were students from class X DPIB 1.

E. Significance of the Study

1. For the students

It can help the students to know their strengths and weakness in writing and will encourage them to improve their writing competence. They are also known to what extent they can understand the use of the TAD strategy in narrative text. They can study to write hard to prove that they can write better.

2. For the teacher

By TAD strategy, the teacher can use TAD strategy in teaching writing narrative text.

3. For the next researcher

The results of this study are expected to be one of the resources to get the larger knowledge and experience about how to teach English by using a TAD strategy, especially to teach the tenth grade students of vocational school.