

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching strategies were the methods that teachers employed in the realm of teaching and learning strategies. Dick and Carey (2013) defined a learning strategy as a set of instructional resources and techniques used to help students achieve the learning outcomes they desired. When it came to teaching approaches, educators, practitioners, and language educators frequently employed strategies, which embodied a perspective toward the fulfillment of a goal. A teaching strategy was a methodical plan of action intended to accomplish a particular objective or set of goals, and it consisted of the instructional activities that were carried out to ensure effective teaching and learning (Hasanova, 2021). Teaching was usually defined as an interactive process that involved classroom communication between the teacher and students, taking place during certain measurable activities (Amidon in Rajagopalan, 2021).

There are connections and influences between how professors teach and how pupils perceive the world. Students' understanding may be impacted by the methods teachers employ in the classroom, such as talking or engaging in activities. Additionally, the classroom atmosphere and the way teachers

interact with their students are important. Students benefit from classroom activities when they participate and are engaged. It's crucial for teachers to provide constructive criticism so that students may recognize when their learning is on track. Additionally, during the learning process, teachers anticipate that their students will be able to master the material they are given, particularly for the text lesson on writing recounts. Teachers must consider and ensure that all students can study and comprehend the materials thoroughly because each student has unique characteristics. Teachers employ a variety of tools to aid students in their learning, such as computers and movies, which can make the process enjoyable.

Perceptions of students throughout the classroom activity of learning recount texts are crucial because it is necessary to understand how students believe the teacher's approach enhances their writing skills, particularly when it comes to producing recount texts. Since perception is the process of taking in stimuli like things, attributes, and connections (Irwanto, 1989;1). It is a method by which people choose, arrange, store, and analyze the data acquired from these senses. One's perspective is influenced by a variety of events and does not emerge spontaneously. This explains why, although though everyone sees or encounters the same object, their interpretations differ.

The four language skills include speaking, writing, listening, and reading. The pupils need to master all four of the language skills. One of the most important skills to acquire is writing, which is similar to using a

screen or paper to communicate with words. It is a means of communicating ideas, facts, tales, and opinions to other people. Similar to a discussion with friends or family, sentences and paragraphs are tools for self-expression and message delivery in writing. Writing makes it easier to communicate with people, no matter how far away they are or how much time has passed.

The process of writing a recount text aids students in expressing their ideas, feelings, and thoughts in a logical way (Smith, 2020). Students are encouraged to arrange their memories in a sequential manner by thinking back on previous experiences or events, which guarantees a coherent and understandable flow of information. By adapting the narrative to the expectations and interests of the audience, this technique also helps students to think about the viewpoint of their readers. Students gain valuable writing skills by narrating personal stories or historical events, including how to properly structure writing and draw readers in with vivid descriptions and pertinent data.

When it comes to writing, recount texts are a basic component that students must master before exploring other writing genres. "Speaking or writing about past events, or piece of text that retells past events, usually in the order in which they occurred" is how Anderson (1997) describes a recount text. Sentences in a recount narrative are often arranged chronologically. Students will first learn the objective of a recount text while they are writing this one. They will next be given examples from the

text, and finally, they will be asked to answer questions about the entire material.

Teachers must, however, use students' perceptions to reflect the learning technique during the teaching process. Every teacher in this situation needs to view the students' grades and use them as a means of evaluating the teaching strategy, even if they believe that the method they employed has already been effective in the learning process. As a result, the researcher must determine how the TAD technique enhances the learning outcomes of the pupils.

The researcher conducted interviews with the English teacher and students at SMA Negeri 11 Medan in August 2023 to learn more about the issues with the teaching techniques used by the teachers when instructing writing recount texts and how the students perceive these strategies. According to the findings of their interviews, students generally concur that the TAD techniques their teachers employ are beneficial to them. Therefore, taking into account the previously described study setting, the research's goal is to investigate the teacher's instructional methodologies and the students' perceptions of them when teaching writing recount texts at SMA Negeri 11 Medan. Consequently, the goal of this study is to investigate the methods that teachers employ when instructing students in writing recount texts as well as how students perceive these methods.

The teacher has used the Transitions – Action – Details (TAD) technique to close this gap and give the children a more engaging and

accessible learning environment. This is demonstrated by the fact that pupils who are more capable of passing the KKM have higher scores than those who are not. It was demonstrated by the rise in student scores that were able to surpass the 75-point English minimal completeness (KKM) score.

Table 1. 1. Students Score in Writing Recount text Examination

No	Students Initial	Score
1	Students 1	81
2	Students 2	82
3	Students 3	83
4	Students 4	75
5	Students 5	74
6	Students 6	78
7	Students 7	80
8	Students 8	81
9	Students 9	76
10	Students 10	85
11	Students 11	82
12	Students 12	80
13	Students 13	76
14	Students 14	76
15	Students 15	83
16	Students 16	84
17	Students 17	78
18	Students 18	72
19	Students 19	89
20	Students 20	78
21	Students 21	78
22	Students 22	81
23	Students 23	84
24	Students 24	78
25	Students 25	86
26	Students 26	82

27	Students 27	83
28	Students 28	73
29	Students 29	76
30	Students 30	80
31	Students 31	82
Total Score		2476
Average		79.8709

It is clear from the aforementioned evidence that the TAD technique benefits both teachers and kids. Some earlier research on the TAD strategy can demonstrate this. Ria (2022) conducted the initial study. Students in this study report feeling bored when learning English in class and having little enthusiasm in learning the language. Thus, the focus of this study was on examining how teachers determine the best approach for teaching students to write recount texts. According to that study, teachers employ four different strategies when instructing students in producing recount texts. According to the study's findings, the teacher acknowledged that this method is highly beneficial for instructing students in producing recount texts, particularly when using the TAD strategy. because when the teacher uses the TAD approach, the children respond favorably.

Another study was conducted by Matondang (2022). The author of this research also possesses the four skills that are included in this study. However, this study primarily focuses on the TAD technique and how it affects students' learning of writing recount texts. Based on the four skills identified in this study, the author concludes that TAD has a greater influence on students' learning of writing recount texts since students

respond favorably to employing the TAD technique more often than three other strategies.

Since kids apply this method in a variety of situations, it would be simple for teachers to implement, particularly during class learning activities. Additionally, because it aids in learning activities, this method is simple for pupils to adopt. Additionally, the teacher merely needs to prepare the materials for the upcoming learning exercise before putting the method into practice.

The primary goal of this study is to examine how students perceive the use of the TAD technique in teaching writing recount texts, as well as how the instructor uses the strategy when instructing students in writing recount texts in class.

B. The Problem of the Study

Based on the background of the study, the problem of the study were formulated as follows:

1. What were the students' perception on TAD strategy in teaching writing recount text at SMAN 11 Medan?
2. Why the students perceive that TAD strategy in learning writing recount text as the way they do?

C. The Objectives of the Study

The objectives of the study were as followed:

1. To identify the students' perceptions on TAD strategy in teaching writing recount text at SMAN 11 Medan.

2. To determine the reason of students' perception towards the TAD strategy in learning writing recount text.

D. The Scope of the Study

The scope of this study has been determined by the researcher in relation to the topic as stated above. The TAD strategy teachers employed and how students viewed their approach to teaching writing recount texts are the only limitations of this study. The sole focus of the study is on examining how students perceive the methods used by teachers to help them become better recount text writers.

E. The Significances of The Study

The significances of this research expected to give benefit both theoretically and practically :

1. Theoretically
 - a. The result of this study can be used as input in the process of teaching English based on how students' perception about teachers' strategy in teaching writing.

2. Practically

- a. For the Students

The result of the study was expected to make students have self – confident and expected that students can understanding values of character education.

b. For the Teachers

The result of the study was making teachers be a creative teacher in teaching writing and implementing the right strategies in class to make the students more comfortable in writing and to explore their ideas in more depth based on students' perception.

c. For Other Researchers

The result of this research may be helpful and hopefully this thesis can be provided some information for the next researcher about the strategies that the teachers' used in teaching writing. The result if the research was expected to contribute to future researcher, teachers, and students.