

Improving Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy

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ABSTRACT

This research concerned on Improving Students' Achievement in Writing Recount Text by Using Transitions – Actions – Details (TAD) Strategy. In this research, the writer conducted classroom action research. The subject of this research were the second year students of SMP Swasta Immanuel, Medan, class VIII-A which consisted of 36 students. This research was conducted in two cycles. Each cycle was organized in four steps, namely Planning, Action, Observation, and Reflection. Cycle II was the improvement of Cycle I. There are two kinds of data collected during the research, qualitative and quantitative data. The instruments for the quantitative data was writing test while the qualitative data was gathered through Observation Sheet, Interview Sheet and Diary Notes. Findings showed that students' score improved from Test I to Test III. Based on the 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 can improve students' achievement in writing recount text.

Keywords: *TAD Strategy, Writing, Recount*

INTRODUCTION

English is an international language and spoken by many people in the world. English is an important language in the world, since there are many scientific books printed in English. In general use, English is used in formal and non-formal communication in the world.

In the process of teaching and learning English, students are required to master four basic skills; they are speaking, reading, writing, and listening. Writing is different with other basic skills in English. In writing, writer does not face the reader directly. So, if there are mistakes or structural error, writer cannot overcome it with body language, face expression, or speaking tone. These mistakes will results in different understanding. After all, being a good writer requires the competency in writing theory. Therefore, the information can be completely delivered to the reader.

Byrne (1979:1) states that writing involves the encoding of a message of some kind; that is translated writers' thoughts into language. It means that in writing writer transfer their thoughts into a written form by following some certain rules according the type of text writer want to create.

Brown (2001:334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

Based on the Educational Unit Curriculum (KTSP : Kurikulum Tingkat Satuan Pendidikan) of English, students in junior high school are expected to be able to use English both in written and spoken. For written, students are expected to be able to write a text of description, narration, exposition, procedure, etc. Specifically for the eighth grade students, the lesson about recount text is appeared in the first and second semester in the curriculum. Therefore, they must be able to write a correct recount text after finishing their second grade.

Based on the direct observation that was done by the writer in the Field Teaching Experience (Praktek Pengalaman Lapangan: PPL) in SMP Negeri 1, Lubuk Pakam, many students have difficulties in writing recount. The first problem, the students have difficulties when they have to generate and develop ideas to tell the sequences of events. It makes them often just put one or two events in their writing. Second, they cannot arrange the events in a correct chronological order.

To solve their problems in writing recount, the teacher has to find the effective and interesting strategy. So many strategies are popular to make teaching in writing recount more effective and interesting. These strategies are expected to be useful to improve the students' achievement in writing recount text. Applying Transitions – Actions – Details (TAD) strategy is one of the effective strategies that are recommended to be applied.

Based on the explanation above, writer would like to do a study on writing recount by using the Transitions – Actions – Details (TAD) strategy that is expected to improve students' achievement in writing recount text.

In examining the effectiveness of the TAD strategy, the research question is formulated as follows:

- *Does the Application of Transitions - Actions - Details (TAD) strategy improve students' achievement in writing recount?*

TAD Strategy

According to Peha (2003:38), a recount text must be arranged in a sequence of events in a correct chronological order. To help the writer developing their writing, Peha provides an effective strategy. This strategy has three parts:

- **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 at making your sequence flow smoothly.

- **Actions.** These are the actual events (the things that happened) listed in the order in which they occurred.
- **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 guide the writer to deliver the information of experiences they have to the reader in a better way.

Steps in the TAD Writing Process

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 follow:

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 help the students to see the wide angle of their story before they go to the specific details.
3. Fill in the middle of narrative sequence
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 easier because of the first two steps helped the students to remind or create every events in between.
4. Read over from the top to 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 actions 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.

METHODOLOGY

This study was conducted by using classroom action research design with orientation test, test I and test II design. According to Stringer (2007), a classroom action research is a systematic approach of inquiry or investigation that provides people with the means to take systematic action to resolve specific problems. This design was applied in order to investigate the effect of Transitions – Actions - Details (TAD) strategy on the students' achievement in writing recount text.

The Population and Sample

The population of this study was the second year students of SMP Swasta Imanuel class VIII-A on Jalan Slamet Riyadi no. 01, Medan. This class consists of 36 students.

The Instrument of collecting data

The data of this study was collected through quantitative and qualitative data. Quantitative data, the researcher has been used the writing test to the students as the instruments and for qualitative data the researcher has been used the observation sheet, interview sheet and diary note.

The Procedures of Research

In this study, there were four procedures are hold to collect the data. They were representatively as follows:

1. Planning

Planning means systematic arrangement of elements or important program. Planning was done to arrange and prepare everything that was needed in action in the classroom. Planning depended on the curriculum and the circumstance in the class.

The arrangement of the planning are:

- 1) Making the lesson plan
- 2) Preparing the research instrument, such as observation sheet, questioner sheet, and diary note.
- 3) Planning and designing the application model of teaching and learning scenario of writing strategy, Transitions – Actions – Details (TAD).
- 4) Designing the test to measure students' achievement in writing recount text.

2. Action

Action means process of acting or doing. In action, all points that had been designed earlier in planning would be implemented properly. In this step, it was so important to have flexibility to the possible change happened because of the situation and condition that was found in the classroom.

3. Observation

Observation means the result or the record of the plan. The purposes of this step are to see how the teaching and learning process has run, whether the planning of teaching and learning design has been implemented as a whole or not, then whether the result is good or not. In this step, the researcher was helped

by the English teacher as the collaborator. The data were collected from questionnaire sheet, observation sheet and diary notes which were used as the basic reflection. It was used to observe the situation in the class while teaching learning process, the behaviour of students to do all the directions of the teaching, and found the problem when they were writing recount.

4. Reflection

Reflection means a feedback process of the action. In this step there were indications why things could result as what had been found during the observation. It was made as the feedback of the running cycle that had been conducted. In this step, all the weaknesses and the strength were written on the diary, the data were taken from questionnaire sheet, observation sheet, and the tests were conducted. They were used as the basic for the new design that was planned and implemented in the next cycle in order to bring improvement to the teaching learning process and the students' writing scores.

RESULTS AND DISCUSSION

The finding of this research proved that TAD strategy could improve the students' achievement in writing report text. It could be seen by quantitative and qualitative data. From quantitative data, it showed that the mean of the students in test III (82.66) was higher than in test II (62.13) and also in Test I (44.33). The improvement was not only happened in the mean of students' score but also in the percentage of students who got or higher than 70. The percentage was improved from 8.3% in the test I to 38.88% in the test II and 94.44% in the test III.

COMPETENCE	(Cycle I)		Test III (Cycle II)
	Test I	Test II	
Total Score	1596	2201	2976
Mean	44.33	61.13	82.66
Number of students who got point ≥ 70	3	14	34
Percentage of students who got point ≥ 70	8.3 %	38.88 %	94.44 %

The students' improvement was also showed from the qualitative data (interview sheet, observation sheet, and diary notes). It could be seen on the students' activities during the teaching process. From the observation sheet, the data showed that the students in teaching learning process seemed enjoy and had good response in writing recount text. From the interview sheet, the data showed that the students had difficulties in writing recount text at the first meeting, but interview in the last meeting showed that the students were interested in recount text by applying TAD strategy. The teacher also agreed that the TAD strategy was suitable to be used for students in writing recount text. From the diary note, the data showed that the students were enthusiasm to follow the writer's instructions in teaching the steps of TAD strategy.

From the quantitative and qualitative data, it can be concluded that the TAD strategy can improve the students' achievement in writing recount text.

CONCLUSIONS AND SUGGESTIONS

Based on research findings, the researcher concludes that the application of TAD strategy significantly improved the students' achievement in writing recount text. It is shown by the mean of the students in test I (44.33), test II (61.13), and test III (82.66). Based on the result study, the suggestions are stated as following:

1. It is suggested that English teachers to improve his teaching strategy by applying TAD strategy in teaching writing recount text since this technique can improve the students' achievement in writing recount text.
2. It is suggested that the students apply TAD strategy while writing recount text so they can find out their idea and get more information about the topic that they want to write.
3. It is suggested that readers apply TAD strategy in writing recount text.

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ARTIKEL

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**Telah diverifikasi dan Dinyatakan Memenuhi Syarat
Untuk Diunggah Pada Jurnal Online**

Medan, Januari 2013

Menyetujui :

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