TEACHING RECOUNT WRITING BY USING TAD (TRANSITION ACTION DETAILS) STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 16 PALEMBANG



UNDERGRADUATE THESIS

Submitted as a fulfillment of requirements to get

a bachelor's degree of Sarjana Pendidikan (S.Pd)

by

Indah Purwati

NIM. 11250025

TARBIYAH FACULTY OF

STATE ISLAMIC UNIVERSITY (UIN)

RADEN FATAH PALEMBANG

2016

Hal : Pengantar Skripsi

Kepada Yth. Bapak Dekan Fakultas Tarbiyah UIN Raden Fatah Palembang di Palembang

Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "TEACHING RECOUNT WRITING BY USING TAD (TRANSITION ACTION DETAILS) STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 16 PALEMBANG", ditulis oleh saudari Indah Purwati (11250025) telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I

Palembang, Desember 2016 Pembimbing II

M. Holandiyah, M. Pd NIP. 197405072011011001 Winny Agustia Riznanda, M,Pd

TEACHING RECOUNT WRITING BY USING TAD (TRANSITION ACTION DETAILS) STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 16 PALEMBANG

This thesis was written by Indah Purwati, Student Number: 11250025 was defended by the writers in the Final Examination and was approved by the examination committee on 28th December, 2016

> This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)

Palembang, 28thDecember, 2016 State Islamic University Raden Fatah Palembang Tarbiyah and Teacher Training Faculty

Examination Committee Approval,

Chairperson,

Secretary,

<u>Hj. Lenny Marzulina, M.Pd</u> NIP.19710131 201101 2001 <u>M. Holandiyah, M.Pd</u> NIP.19740507 201101 1 001

Member	: Hj. Lenny Marzulina, M.Pd	()
Member	: Nova Lingga P., M.Pd	()

Certified by, Dean of Tarbiyah Faculty

Prof. Dr. Kasinyo Harto, M.Ag

STATEMENT PAGE

I hereby,

Name	: Indah Purwati
Place and Date of Birth	: Palembang, May 15 th 1994
Study Program	: English Education Study Program
Student Number	: 11250025

state that

- 1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
- The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, December 2016

The writer

Indah Purwati NIM. 11250025

ACKNOWLEDGEMENTS

First of all, the writer intends to thank to Allah subhanahu wata'ala, for guiding and blessing her that she could finish this thesis entitled **"Teaching Recount Writing by Using TAD (Transition Action Details) Strategy to the Eighth Grade Students of SMPN 16 Palembang"**. This thesis was written to fulfill of the requirements for attending the Sarjana Degree (S1) in English Education Study Program, Tarbiyah Faculty, UIN Raden Fatah Palembang.

In the process of doing this study, many people got involved in helping the writer. The writer would like to express her great gratitude to the Dean of Tarbiyah Faculty and all of his staff members, the head of English Education Study Program, for the administrations matters. The greatest gratitude is also given to all lecturers who had taught her. Then the writer would like to express her great appreciation to her best advisors: M. Hollandyah, M.Pd and Winny Agustia Riznanda, M.Pd for their patience in guiding the researcher in writing this thesis. In addition, the writer would like to express her thanks to the headmaster, teacher, administrative staff, and very special thanks to Suhaibah, S.Pd as the teacher of English at SMPN 16 Palembang and the students, especially those in the class VIII 2 and VIII 4 for their assistance and cooperation during the research. The writer would not forget to express appreciation to her beloved parents, sisters, brother, her best friends, and also all friends especially in academic year 2011.

Finally, the writer hopes that this thesis would be useful for the teachers of English, the readers who are interested in English. However, the writer realizes that this thesis is still far from being perfect, therefore any critic, comment and suggestion are warmly received.

> Palembang, December 2016 The Writer,

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Nowadays in Indonesia, English is expected to be mastered by the students of primary education since it is becoming a compulsory subject. Therefore, English takes special place in educational system in Indonesia. Moreover, according to Lauder (2008, p. 10), it is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language.

In the process of teaching and learning English, students are required to master four basic skills; they are speaking, reading, writing, and listening. Harmer (2004, p. 79) states that writing as a skill, by far the most important reason for teaching writing. It is a basic language skill, just as important as speaking, listening and reading. In addition, according to Keeling, Chapman, & Williams (2013, p. 6), writing is important for helping the students to learn, and help the students to explore their own reasons for wanting to write. Moreover, 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, facial expression, or speaking tone. As a result, these mistakes will result in different understanding. After all, being a good writer

requires the competency in writing theory. So that, the information can be completely delivered to the reader.

Furthermore, Brown (2001, p. 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 himself. 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. According to Langan (2008, p. 14), to believing that writing is a natural gift, many people falsely believe that writing should flow in a simple, straight line from the writer's head onto the written page. But writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey. Very often, the students do not discover just what they want to write about until they explore their thoughts in writing.

Related to teaching writing to junior high school students, there were still many schools in Indonesia that apply KTSP 2006 (School-Based Curriculum) for teaching and learning process. The students must be able to write and comprehend the text of descriptive, narrative, procedure, and recount. Specifically for the eighth grade students, the lesson about recount text 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. In this study, the writer focused on recount text. Recount text is a text which retells events or experiences in the past. According to Anderson (1997, p. 48), recount text is a piece of text which retells past events, usually 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. Warner (2009, p. 25) states that recount text is important to discuss in class, particularly student's personal recounts so that they can understand and identify the different parts of this text type before they start to write their own.

Based on preliminary study at SMPN 16 Palembang, the researcher distributed questionnaire and conducted interview. The researcher found that there were some problems occurred in writing process. The first problem is the students were difficult to construct the idea in writing. They still found difficulties to generate and develop the idea. The second problem is the students often made some mistakes in grammar in their writing. It was very common when students write because they were undeveloped in grammatical mastery. In addition, their problems are also related to the punctuation mark and vocabulary. Then, the students said that they did not understand some components of a recount text such as the generic structure and the language feature of the text. They informed that they did not really know how to produce a recount text. Afterwards, they did not organize the sequence of paragraphs well, because they did not know the conjunction to sequence of the events. As a result, the students could not compose a good sentence in paragraph, so they were lazy to write and were not motivated to follow teaching and learning process.

Based on those problems, in improving the students' recount writing, it needs an appropriate strategy for helping them to solve their problems. One of the strategies that can be used by the teacher in teaching writing recount text is TAD (Transition Action Details) strategy. This strategy as a means to overcome the obstacles found in the field. It is based on the assumption that the strategy used provides the students with the joyful ways in doing the task. Lester (2006, p. 65) defines TAD as a strategy that uses to make up story or talk about event in the writer life. This strategy can help the students to make a story or to tell about themselves to others. This strategy can be used for teaching recount text and narrative text, because this strategy can retell about the events in the story. Manurung (2013, p. 5) explains that TAD strategy was suitable to be used for students in writing recount text. 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. In addition, Budiani (2014, p. 97), the implementation of the TAD strategy in the teaching and learning process of writing was proved to improve the ability of the eighth grade students in writing recount text.

Those statements about TAD strategy encourage the writer to propose the title **"Teaching Recount Writing by Using TAD (Transition Action Details) Strategy to the Eighth Grade Students of SMPN 16 Palembang".**

1.2 Problems of the Study

Based on the background above, the problem of this study will be formulated into two questions:

- Is there any significant improvement on the eighth grade students' recount writing achievement who are taught by using TAD Strategy at SMPN 16 Palembang ?
- 2. Is there any significant difference between the eighth grade students' recount writing achievement those who are taught by using TAD Strategy and those who are not at SMPN 16 Palembang?

1.3 Objectives of the Study

Based on the question above, the objectives of this study are :

- To find out whether or not there is a significant improvement on the eighth grade students' recount writing achievement who are taught by using TAD Strategy at SMPN 16 Palembang.
- 2. To find out whether or not there is a significant difference between the eighth grade students' recount writing achievement those who are taught by using TAD Strategy and those who are not at SMPN 16 Palembang.

1.4 Significance of the Study

The result of this study will be expected to give the beneficial contributions to the teachers of English, students, and the other researchers.

1. To the teacher of SMPN 16 Palembang

It will be useful for English teacher to add knowledge about teaching writing effectively. They can use this strategy for their students so that they can improve their students' ability in writing and also student's achievement in writing activity, especially in recount text.

2. To the eighth grade students of SMPN 16 Palembang

It will give advantages for students in motivating them in learning English and in improving their ability in recount writing. It can help the students to practice their recount writing by using this strategy.

3. To the next researchers

It can give contribution to all readers who are interested in this research. Then, it can be a reference and information for next researchers who are also investigating the using TAD Strategy in writing especially in recount text.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching, (2) the concept of writing, (3) the concept of recount text, (4) the concept of TAD strategy, (5) previous related study, (6) research setting, (7) hypotheses, and (8) criteria of testing hypotheses.

2.1 The Concept of Teaching

Teaching means to share knowledge and help students to understand what they learn by giving an instruction. According to Westwood (2008, p. 1), teaching is the imparting of knowledge or skill, the giving of instruction, similarly the instruction of this context is usually defined as furnishing others with knowledge and information, especially by systematic method. Furthermore, Brown (2000, p. 8) states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. It concluded that teaching is interaction between teacher and learner.

Coe, Aloisi, Higgins, and Major (2014, p. 2), great teaching is defined as that which leads to improved student progress. It means a great teaching as that which leads to improve student achievement using outcomes that matter to their future success. A good teacher will teach a great teaching and will make the students become a good learner. Because of that, Allah gives some degrees to people that share the knowledge with others. It is in Al- Qur'an (Surah Al-Mujadalah :11) :

Means : "Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do".

From the holy verse of Al - Qur'an above. It can be interpreted that there is anyone who would be raised by Allah, those who believe and those who have knowledge, if the knowledge is utilized for the benefit of the people, but if the knowledge is only used to harm or danger to others so it is not justified.

2.2 The Concept of Writing

According to Brown (2000, p. 335), a written product is a product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to organize them coherently, how to use discourse makers 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. Furthermore, Harmer (2001, p. 79) states that writing is a form of communication to deliver thought or to express feeling through written form. In addition, writing involves communicating a message with a sign or symbol on a page (Spratt, Pulverness, and Williams, 2005, p. 26). It needs to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that has to be developed

by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

In Alqur'anulkarim Allah has stated on surah Al – Alaq : 4-5

بِسْمِ اللهِ الرَّحْمَٰنِ الرَّحِيمِ

ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ (٢

In the Name of Allah, the Most Gracious, the Most Merciful "... that teach human to write and read". (Surah Al-Alaq verse: 4). And additionally



"... God teaches human what human do not know". (Surah Al-Alaq verse: 5)

Based on the verses above, God teaches human to read everything that can increase human's science. In order they know about something that they never know before. And then, human write what they have found or known.

The writing process is about how the stages of writing applied by writers. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. Writer should think the topic that they want to write down on a paper. Harmer (2004, p. 4) proposed the stages of the writing process as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In the last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

2.3 The Concept of Teaching Writing

According to Harmer (2004, p. 79), the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language writen down. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

2.3.1 The Principles of Teaching Writing

Brown (2000, p. 346) proposes there are some principles in teaching writing:

1. Incorporate practices of "good" writers.

This part guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if teacher technique includes some of these pratices. For example, good writers:

- a. Focus on a goal or main idea writing,
- b. Perceptively gauge their audience,
- c. Spend some time (but not too much) planning to write,

- d. Easily let their first ideas flow onto the paper,
- e. Follow a general organizational plan as they write,
- f. Solicit and utilize feedback on their writing,
- g. Are not wedded to certain surface structures,
- h. Revise their work willingly and efficiently,
- i. Patiently make as many revisions as needed.

2. Balance Process and Product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. This includes careful attention to teacher own role as a guide and as a responder.

3. Account for Cultural/Literary Backgrounds

Make sure that teacher techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand what its is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4. Connect Reading and Writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5. Provide as Much Authentic Writing as Possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity.

6. Frame Teacher Techniques in Terms of Prewriting, drafting, and Revising Stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways such as: reading extensively a passage, skimming and scanning a passage, conducting some outside research, brainstorming, listing in writing individually, clustering, discussion a topic or question, instructor-initiated questions and probes, and freewriting.

2.3.2 The Procedures of Teaching Writing

According to Muralikrishna and Mishra (2011, p. 107), any kind of writing can be seen as a process in three stages. They are pre-writing, writing, postwriting. But it should also be in mind that writing is too complicated a process to broken up into three neat stages. It is and has to be full of overlaps. It is recursive often starts, stops, loops backward and goes forward again. These stages can be seen as rough break points that are to be kept as guiding principles while writing.

1. Pre-Writing

This is probably the most crucial stage in the writing process. It involves forming a thesis statement and an outline. At this point, one has to formulate a clear idea about the purpose of writing, the audience and generate ideas about the kind of information one wants to pass on.

Some of the commonly used techniques during this stage are brainstorming, clustering, and clubbing of ideas. Techniques like mind mapping or using any other way of branching and organizing would help in sequencing and forming idea clusters in the mind.

2. Writing

The next stage is the actual process of writing, elaborating and filling out the frame prepared in the prewriting stage. The important concerns here are, dividing the writing into the introduction, the body, and the conclusion. In the introduction, it is important to: introduce the subject, set the direction of the writing, capture the imagination of the reader.

In the body of the writing, one has to pay attention to the sequencing of ideas, the logicality and coherence of presentation and a strong sense of direction. The body of the writing should contain at least one fully developed paragraph about each of the central ideas listed out in the prewriting phase. The students could follow any logic in the order of presentation (either from the least important to the most important or any other).

In presenting the main idea and the sub-points, the students could either proceed from the general to the specific or from the specific to the general. Very often people prefer moving from the general to the specific. It is called the funnel method of presentation. The conclusion is largely responsible for giving the reader a sense of completion, a feel of tying up the loose ends. It could be a summary or an evaluation of the ideas previously presented. A conclusion is largely responsible for reinforcing and concretizing the argument of the writing. It also makes clear the writer's position on the issue being discussed. One has to be careful therefore about the way it is worded.

3. Post-Writing

This is the third and last step in writing process. It includes the task of rereading the paper to see what revisions might need to be made. This often means more than just proofreading for minor mechanical errors, such as spelling and punctuation. A good writer will always be critical of his/her writing at this stage. Here, it is important to be objective, keep the purpose of writing that you had developed in the prewriting stage, and keep in mind the audience and their expectations.

Along with these factors, you have to focus on the appropriate formatting paying attention to the space, margin, and font. Finally, before submitting, it is important to once again check for spelling, punctuation, omissions or any other careless mistakes.

2.4 The Concept of Recount Text

Recount text is used to tell an experience in the past, obviously recount text uses past form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events, and re-orientation. Knapp and Watkins (2005, p. 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 post modern narratives play with these conventions. Besides, Warner (2009, p. 25), a recount tells the reader about something that has happened. A recount text can retell an event in the form of an email, a journal or a diary. The generic structure of recount text :

1. Orientation (beginning)

The first part tells the reader who the recount is about, where it happened and when it happened.

2. Events (middle)

In this part the writer tells the reader about the important events in the order that they happened.

3. Re-orientation (a closing statement)

At the end of the recount, the writer comments about the events.

The language features of recount text commonly consist as follow:

- a) Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
- b) Individual participant, focused on 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 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 stayed, climbed, killed, etc.
- f) Adverb and adverb phrases to show place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

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

1) Personal Recount

Personal recount is a recount that retells an activity that 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 recording the particulars of an accident. (For example: report of a science 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 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 in probably not appropriate.
- e. Details of time, place, and manner may be need to be precisely stated (For example: at 2.35 pm, 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, 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 taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

2.5 The Concept of TAD Strategy

According to Peha (2003, p. 38), Transition-Action-Details(TAD) is a writing strategy used Transition-Action-Details(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. And each column can be filled by several rows. After filled each rows and columns with sentences, the student can move the sentences that

consisted about transitional signal, sequence of events, and some details actions into a new recount paragraph.

Lester (2006, p. 62) states that T-A-D strategy has three parts:

1) Transitions

These are short words or phrases, such as "Then" or "After a while "or "All of a sudden" that help to introduce each new action in the sequence. The students don't have to have a transition for each action, but transitions can help their writing flow more smoothly from section to section.

2) Actions

These are the actual events, or things that happened, listed in the order in which they occurred.

3) Details

This is additional information about each action. For each action, can be provided probably two or three important questions that each student need to answer. These answers are the details.

2.5.1 Steps in the TAD Writing Process

According to Peha (2003, p. 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 the 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.

2.5.2 Tips on Transition Action Details strategy

According to Peha (2003, p. 46), there are 5 tips on TAD strategy, they are:

1. Testing out the sequences. The best thing about this strategy is that it lets the students test out their story little by little so they can make sure it's right. It start by filling in the first and last "Action" boxes. This way is to know for sure how the story starts and end. Then, fill in the boxes in the middle. Finally, read it over from top to bottom to make sure that things are in the right order and that haven't left anything out. At this point, it's easy to make a change if it has to switch something around, add in something new, or take something out. Once the "Action" column is good, it will be confident that the rest of the story will work out well, too.

2. Filling in the details. This is just like filling in the details of an Idea-Details chart. Use the same approach, too. Look at the "Action" and then think about the questions of the audience would ask about it. Or, share the writing with the class or with a partner and see what questions people will be asked. The difference between the "Details" column in this strategy and the "Details" column in Idea-Details is that not to need as many details for things to work out. Try to come up with two to four really good details for each action. That will usually be plenty.

3. Don't worry about the transitions. If it is difficult to think of any transitions, or if it does not need, leave those boxes blank. First of all, not every action needs to be introduced with a transition. Second, when to start to draft, put some transitions in naturally without thinking about it. There are only two things that have to watch out for: (a) Using the same transition over and over - that's boring. And (b) Using too many of those traditional "school" transitions like "First of all," "Another reason why...," "In conclusion," "As you can see," and so on. These transitions aren't wrong, they just sound a little strange because they're not the normal transitions most people use when it is written authentically. In truth, the best writing uses no transitional phrases at all. Instead, the writer uses logic to move the reader from one action to the next.

4. The right number of actions. At a minimum, the actions are three in order to have a beginning, a middle, and an end. There is no maximum but most of the actions can only keep track of seven or so. If they have more than seven or eight actions, the story might begin to feel as though it is a bit long or too complicated.

5. Working with the chart. If the students have more actions in their story than there are rows on the chart, just get another piece of paper and continue. If there are more rows on the chart than they have actions in their story, just

leave the ones they don't use blank. If they'd like to create extra rows on the same page, just draw a horizontal line across the chart and split any single row into two. Use the chart in whatever way makes sense to them. There's no one right way to do it. Better yet, draw the own Transition-Action-Details chart on the paper.

2.5.3 TAD (Transition Action Details) Chart

TRANSITION	ACTION	DETAILS
(Introduce the	(Describe what happened)	(Answer audience
action)	(Deseniee while happened)	questions)
Last summer	I went on vacation with my	• We go almost every year
Last summer,	family to the ocean	• It's fun because there's a
	family to the occan.	lot to do
		• L get to do a lot of
		avalaring with my dog
On the third days		exploring with my dog.
On the third day,	I was walking with my dog	• We were about 75 feet up
	along a cliff overlooking	from the beach.
	the beach below.	• We were on a path with
		trees and brush and big
		piles of rocks by the edge.
As we got up to the	We saw a small animal	• It startled me at first but
highest point on the	scurry under some rocks.	then I realized that it was
cliff,		probably more afraid of us
		than we were of it.
		• I just kept on walking.
All of a sudden,	My dog ran after the	• He likes to chase things.
	animal and jumped over	• I was amazed at how fast
	the rocks to try to get it.	he ran.
		• He got close to the rocks
		but didn't stop. He just
		went right over.
[No Transition]	I ran after him, looked over	• I was so scared.
	the edge of the cliff, and	• I thought he'd gone over
	found him clinging to some	the cliff and had fallen all
	brush hanging by his paws.	the way down.

Peha (2003, p. 40) provides an example of TAD, as follow:

		• He looked scared, too.
At first I didn't know what to do. Then,	I tried to reach over the rocks to pull him up.	 I grabbed a piece of the branch and pulled him up with it. I just kept telling him to hold on and not move. I could tell that he was just as scared as I was.

The first step, fill in the first action box. Write the story or the preface of how the story begun. The second step, fill in the last action box. After that, fill the action between the beginning and the end of the action box. Then, read over the sequence of actions. Check whether the actions are already in a correct chronological order. Next, go to the details box. Fill in the details box with the additional information about every action of the story. The last, fill in the transition box. Put the transitions in the story when it is needed to be attached.

2.5.4 The Advantages of TAD Strategy

This strategy is easy to do and efficiently help the students to clearing the sequences of the event, steps by steps. Lester (2006, p. 33) states that transitions help readers move easily from part to part without getting confused. To do this, readers have to know three things: when one part ends, when the next part begins, and what the relationship is between the two parts. Budiani (2014, p. 99), the use of TAD strategy improved the students' motivation in the English teaching and learning process of writing. In addition, TAD strategy created the situation that was more enjoyable than before. It can make the students enthusiastic to do the tasks because the column attract their attention.

2.6 Previous Related Study

There are some researchers that have done the research related to Transition Action Details (TAD) strategy, some studies related to this topic are found as follows:

The first study was 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" by Budiani in 2014. This study investigated the use of TAD Strategy on students' ability in writing recount text. The objective of the study was to improve the eighth grade students' ability in writing a recount text through TAD Strategy. The results of the study showed that the use of the TAD strategy is believed to be effective to improve the students' ability in writing recount texts. The students' writing problems can be minimized by applying the TAD strategy. The TAD strategy also facilitated the students to construct and build their own ideas to become a recount text, then explore their words into a systematic schema. The similarity between this study and present study are TAD strategy, writing skill, teaching recount text. The differences are the population and the sample.

The second study was entitled "Improving Students' Achievement in Writing Recount Text by Using Transitions-Action-Details (TAD) Strategy" by Manurung in 2013. This study investigated the effectiveness of TAD Strategy on students' achievement in writing recount text. The objective of the study was to improve students' achievement in writing recount text through TAD Strategy. The results of the study showed that the use of the TAD strategy is believed to be effective to improve the students' achievement in writing recount text. It could be seen by quantitative and qualitative data. From the quantitative data, it showed that students' score improved from Test I to Test III. Then, from the qualitative data, 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 at the first meeting, but in interview in the last meeting showed that the students were interested in recount text by applying TAD strategy. The similarities between this study and present study are TAD strategy, writing skill, teaching recount text. The differences are the population and the sample.

The third thesis was written by Nofriyanti which was entitled "*Teaching Writing of Narrative Text by Using Transition Action Details (TAD) Strategy for Junior High School*" in 2013. This study investigated the effectiveness of TAD strategy on students' ability in writing narrative text. The objective of the study was to improve the eighth grade students' ability in writing narrative text through TAD strategy. The results of the study showed that the use of the TAD strategy is believed to be effective to improve the students' ability in writing narrative text. TAD strategy can be used to increase the student's ability and motivation in learning and also students can more quickly for creation idea in make a text. The similarities between this study and present study are TAD strategy and writing skill. The differences are teaching narrative text, the population and the sample.

2.7 Research Setting

SMPN 16 Palembang is located at JL. Mahameru, 16 Ulu. And the certificate of accreditation for SMPN 16 is rated A. Furthermore, SMPN 16 Palembang has a vision, and mission. Its vission is good attitude, excellence and scientific achievement. The mission is education oriented to be creative and innovative.

It has 53 teachers, 12 administration staffs and 1 security staff. The students divided into three grades. Seventh grades have 314 students, eighth grades have 266 students, and ninth grades have 262 students. So the total of the students of SMPN 16 Palembang are 842 students.

It also has twenty eight rooms consisting of ten classes for seventh grade, ten classes for eighth grade, and eight classes for ninth grade. There are eleven other rooms consisting of one headmaster room, one teachers room, one library room, one computer room, one science laboratory, one TU room, three toilets, one UKS room, and one Musholla.

2.8 Hypotheses

According to Fraenkel, Wallen, and Hyun (2012, p. 83), hypothesis is a prediction of the possible outcomes of a study. Hypotheses of this study are proposed as Null Hypothesis (**Ho**) and Alternative Hypothesis (**Ha**) as follows:

(Ho)₁ : There is no significant improvement on the eighth grade students' recount writing achievement who are taught by using Transition Action Details Strategy.

- (Ha)₁ : There is a significant improvement on the eighth grade students' recount writing achievement who are taught by using Transition Action Details Strategy.
- (Ho)₂ : There is no significant difference between the eighth grade students' recount writing achievement those who are taught by using Transition Action Details Strategy and those who are not.
- (Ha)₂ : There is a significant difference between the eighth grade students' recount writing achievement those who are taught by using Transition Action Details Strategy and those who are not.

2.9 Criteria of Testing Hypotheses

The criteria for testing hypotheses are formulated as follows:

- 1. a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0639 (with df = 24), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.
 - b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0639 (with df = 24), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.
- 2. a. If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0106 (with df = 48), the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_a) is accepted.
 - b. If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2,0106 (with df = 48), the null hypothesis (H_o) is accepted, and the alternative hypothesis (H_a) is rejected.

CHAPTER III

METHODOLOGY AND PROCEDURES

This chapter presents: (1) research design, (2) variables of the study, (3) operational definition, (4) population and sample, (5) technique for collecting the data, (6) research schedule, (7) research instrument analysis, and (8) technique of analyzing data.

3.1 Research Design

This research used quasi experimental research. According to Nunan (2001, p. 25), experiment is carried out in order to explore the strength of relationship between variables. Furthermore, Fraenkel, et. al. (2012, p. 7) state that experimental research is the most conclusive of scientific methods. Because the researcher actually establishes different treatments and then studies their effect, results from this type of research are likely to lead to the most clear-cut interpretations.

The design of the research was pretest and posttest non equivalent group design, which used two groups as a sample giving pre-test at the beginning in order to know their abilities in writing. After that they were given the treatment in the middle and post-test in the last. In this research, pre-test and post-test were compared in order to determine the student's writing by using Transition Action Details Strategy. According to Creswell (2012, p. 310), the design can be seen as follows:

01 02		02	Control Group
03	Х	04	Experimental Group

Where :

- ----- : the control and experimental groups that have not been equated by randomization
- O1 : pre-test of control group
- O2 : post-test of control group
- O3 : pre-test of experimental group
- O4 : post-test of experimental group
- **X** : treatment for experimental group

3.2 Variables of the Study

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012, p. 112).

There were two kinds of variables in this study: independent and dependent variables. Independent variable is a variable believed to affect the dependent variable. Dependent variable is what will be measured. In this study, the independent variable was Transition Action Details Strategy, and the dependent variable was the eighth grade student's writing recount achievement at SMPN 16 Palembang.

3.3 Operational Definitions

The title of this thesis is "Teaching Recount Writing by Using Transition Action Details Strategy to the Eighth Grade Students at SMPN 16 Palembang"

1. Writing

Writing is the skill or activity to express ideas, opinion, feeling, and thought into a written word. It is the way in which you use written words of forming visible letters or characters that serve as visible signs of ideas, words, or symbols. Writing is the act or process of producing and recording words in a form that can be read and understood.

2. Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. The generic structure of recount text is orientation, events, and reorientation.

3. Transition Action Details Strategy

TAD Strategy is a useful strategy that can be used for teacher in teaching writing, especially for writing recount text. This strategy used 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. And each column can be filled by several rows. After filled each rows and columns with sentences,

the student can move the sentences that consisted about transitional signal, sequence of events, and some details actions into a new recount paragraph.

3.4 Population and Sample

3.4.1 Population

According to Fraenkel et. al. (2012, p. 92), the population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Moreover, Dowdy, Wearden, & Chilko (2004, p. 25) state that population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects. In this study, the population were all of the eighth grade students at SMPN 16 Palembang in the academic year 2016/2017. The total number of population was 266 students comprising in eight classes. Table 1 shows the population of study.

Class	Number of	students	Tatal
Class	Female	Male	- I otai
VIII 1	16	11	27
VIII 2	13	12	25
VIII 3	13	14	27
VIII 4	11	14	25
VIII 5	11	16	27
VIII 6	13	13	26
VIII 7	12	14	26
VIII 8	12	15	27
VIII 9	13	14	27
VIII 10	13	14	27
	266		

Table 1The Population of the Study

(Source: SMPN 16 Palembang in Academic Year 2016/2017)

3.4.2. Sample of Study

According to Fraenkel et. al. (2012, p. 91), sample is a group of subjects on which information is obtained. In this study, two classes were needed as a sample to collect the data. The sample was taken by using purposive sampling method. Fraenkel et. al. (2012, p. 100) state that purposive sampling is technique in selecting the sample based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample. The sample was chosen by considering the similarity or closely similar in terms of the total number of the students in the class, the same teacher among those target classes. There were two classes that were chosen, they were VIII 2 and VIII 4. Basically, to be more convincing, those classes were given a pretest to know which class became control and experimental group. To conducting the pretest to both VIII 4 and VIII 2, the mean score of VIII 4 was higher than VIII 2. Therefore, VIII 4 was chosen as the control group and VIII 2 was choosen as the experimental group.

Table 2

The Sample of the Study

No	Class	Group	Total
1	VIII 2	Experimental	25
2	VIII 4	Control	25
	Total of stude	50	

3.5 Data Collection

In the research, the data was collected by using some techniques, they were:

1. Test

To obtain the students' recount writing by using Transition Action Details Strategy, a test was administered. The test was used to collect the data and it used twice as an instrument: for pre-test and post-test. The purpose of this test was to know the progress of student's recount writing achievement by using TAD Strategy. The form of the test was writing test and the students wrote three recount paragraphs about 100-150 words by choosing one of five topics, such as holiday, best experience, bad experience, birthday party and traffic jam (can be seen in appendix A). Before the test was given to the samples, the test was tried to the eighth grade students of SMPN 16 Palembang (VIII 1). To evaluate the students' writing test, three raters scored it by using assessment rubric. After doing the test, the validity and reliability of writing test were estimated before being given to the samples.

2. Scoring

In giving score to the students' writing, the scoring rubric can be seen in Appendix (iRubric: Recount Assessment for Year 3/4 rubric-R4W486: RCampus). The rubric provides five aspects of writing namely structure, language, editing, spelling, and paragraphs in which each of them is scaled from 1 to 5 (can be seen in appendix B).

3.6 Data Instrument Analysis

3.6.1 Validity Test

Validity as one of the characteristics of a good test is used to measure whether the test is legally acceptable term related to variables treated in the research. According to Fraenkel et. al. (2012, p. 148), validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Moreover, validity is an important key to effective research. If a piece of research is invalid then it is worthless (Cohen, Manion, & Morrison, 2007, p. 133). In this study, two kinds of validity was used as follows:

1. Construct Validity

According to Fraenkel et. al. (2012, p. 148), the construct validity refers to the nature of psychological construct or characteristic being measured. Moreover, according to Sugiyono (2010, p. 125), in order to estimate the construct validity, expert judgments is required, and the experts to estimate the instruments at least three experts. In doing this measurement, there were three validators to validate the instruments whether they are valid or not. The validators checked all instruments of this research whether this instruments were connected to this study or not. The pre-requisite of a validator is the TOEFL score and the teaching experience. The TOEFL score is minimum 550 and the teaching experience is minimum 2 years. The first validator is Amalia Hasanah, M. Pd. The result analysis of instrument and also lesson plan could be used without revision. The second validator is Beni Wijaya, M. Pd. The result analysis of instrument and lesson plan could be used with some revision. And the third validator is Janita Norena, M.Pd. The result analysis of instrument and lesson plan could be used with some revisions. Overall, it was good and appropriate to be applied for the sample.

2. Content Validity

The content validity was analyzed. To know if the contents of the test items given were appropriate, the writer checked the test materials to the curriculum. According to Gay and Diehl (1996, P. 157), content validity is the degree to which a test measures an intended content area. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus.

Table 3

Test Specification

No	Basic Competency	Indicator	Questions
			Number
1	6.2 Expressing meaning and rhetorical stages of a simple, short essay by using a variety of written language accurately, fluently and thankful to interact with the surrounding	Writing essay of recount text	1
	recount text		

Table 4The Result of Validity Test

No	Topics	Total of Students	Valid	Invalid		
1	Holiday	22 students	Valid	-		
2	Good Experience	-	-	Invalid		
3	Bad Experience	3 students	Valid	-		
4	Birthday Party	2 student	Valid	-		
5	Traffic Jam	-	-	Invalid		
-		0				

(Source: based on the criterion assessment of expert judgments or validators.)

From the result above, it could be concluded that three topics were valid to be used for the research instrument, based on the criterion assessment of expert judgments or validators, it could compare among the topics that how many students chosen those topics. Whereas, the total of students VIII .1 as try out class were 27 students, in this try out test, there were five topics that be used. They were holiday, good experience, bad experience, birthday party and traffic jam. After finishing the try out test, holiday was chosen as a topic by 22 students, bad experience was chosen by 3 students and 2 students for birthday party. Meanwhile, there was no student chose the topic of good experience and traffic jam.

3.6.2 Reliability Test

Reliability is a measure of degree to which a test gives consistent result or scores. According to Fraenkel et. al. (2012, p. 154), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this study, inter rater reliability was used to know whether the test is reliable or not. Inter-rater reliability is degree of agreement among raters. Landis and Koch (1977, p. 159) state that inter-rater reliability is a measure used to examine the agreement between two people (raters/observers) on the assignment of categories of a categorical variable. It is an important measure in determining how well an implementation of some coding or measurement system works. Furthermore, Brown (2004, p. 21), inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students, or simple carelessness.

A try out was conducted and the result of try out was score by three raters by using iRubric: Recount Assessment for Year 3/4 rubric-R4W486: RCampus. It was found that the reliability of the writing test items by using Spearman rankorder was 0,76. Fraenkel and Wallen (2012, p. 156) state that the reliability should be at least 0,70 and preferably higher. Therefore, it could be stated this instrument was considered reliable for this research (can be seen in appendix C).

3.7 Research Teaching Schedule

The study was conducted in 12 meetings for treatments excluded pre test and post test. Each meeting is 90 minutes.

		•		
No	The Dates	Topics	Kinds of	Time Allocation
			Writing	
		Pre-Test		
1	September 20 th , 2016	Unforgettable Experience	Recount	2x45 Minutes
2	September 21 st , 2016	Horrible Experience	Recount	2x45 Minutes
3	September 22 nd , 2016	An Embarrassing Experience	Recount	2x45 Minutes
4	September 27 th , 2016	First Day in Junior High School Experience	Recount	2x45 Minutes

Table 5 Teaching Schedule

5	September 28 th , 2016	Sport Event or Experience	Recount	2x45 Minutes	
6	September 29 th , 2016	Birthday Party	Recount	2x45 Minutes	
7	October 4 th , 2016	Rainy Season Activity or Experience	Recount	2x45 Minutes	
8	October 5 th , 2016	Unforgettable Match/Competition	Recount	2x45 Minutes	
9	October 6 th , 2016	Camping Experience	Recount	2x45 Minutes	
10	October 11 th , 2016	Funny Experience	Recount	2x45 Minutes	
11	October 12 th , 2016	Ride a Bicycle Experience	Recount	2x45 Minutes	
12	October 13 th , 2016	Best Experience	Recount	2x45 Minutes	
Post-Test					

3.8 Data Analysis

After all the data needed in this research collected in form of students' grade in writing recount text and the total number of students in each group, the writer then analyzed whether there were a significant improvement and a significant difference between the ability in writing recount text of the eighth grade students of SMPN 16 Palembang in the academic year 2016/2017 of those who were taught by using and without TAD strategy. In order to analyze the data, the rater was given score to the writing ability of the students. To know the students's score in pre-test and post-test, the writer was used T-test. It was calculated by using SPSS version 16.

3.8.1 Data Descriptions

3.8.1.1 Descriptive Statistics

In descriptive statistics (1) distribution of frequency, (2) the minimum score, (3) the maximum score, (4) standard deviation, and (5) standard error of mean are obtained. Descriptive statistics are got from students' pre-test and posttest scores in experiment group, and students' pretest and posttest scores in control group.

3.8.2 Pre-requisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtained was normal and homogen. The following is the procedures in pre-requisite analysis.

3.8.2.1 Normality Test

Normality test was used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pre-test and post-test in experimental and control group. Moreover, Flynn (2013, p. 17) also stated that the data that have normal distribution is the score of significancy higher than 0.05. In analyzing the normality test, 1-Sample Kolmogorov-Smirnov Test was used.

3.8.2.2 Homogeneity Test

Homogeneity test was used to measure the scores obtained whether it was homogen or not. According to Flynn, (2013, p. 17), the data was categorized homogen whenever it was higher than 0.05. In measuring homogeneity test, the researcher will use Levene Statistics in SPSS software application.

3.8.3 Hypotheses Testing

In measuring significant improvement and significant difference on students' writing recount text achievement by using TAD strategy, as follows:

- a. in measuring a significant improvement, paired sample t-test was used for testing the students' pre-test to post-test scores in writing recount text by using TAD strategy in experimental groups. A significant improvement was found whenever the p-output was lower than 0,05 and t-obtained was higher than t-table 2,0639 (with df = 24).
- b. in measuring a significant difference, independent sample t-test was used for testing the students' post-test scores in writing recount text in control and experimental groups. A significant difference was found whenever the p-output was lower than 0,05 and t-obtained is higher than t-table 2,0106 (with df = 48).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings and (2) interpretations of the study.

4.1 Findings

The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistic were analyzed.

1. Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were acquired from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

a. Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency, and percentage. Based on the result analysis of students' pretest scores in control group, it showed that there were three students got 6 (12%), one student got 8 (4%), four students got 9 (16%), one student got 10 (4%), one student got 11 (4%), three students got 12 (12%), two students got 13 (8%), four students got 14 (16%), two students got 15 (8%), three students got 16 (12%), and one students got 17 (4%). The result of the pretest score in control group was described in Table 6.

Distribution of Data Frequency on Pretest Scores in Control Group

	-	Frequency	Percent	Valid Percent	Cumulative
	-	Trequency			
Valid	6	3	12.0	12.0	12.0
	8	1	4.0	4.0	16.0
	9	4	16.0	16.0	32.0
	10	1	4.0	4.0	36.0
	11	1	4.0	4.0	40.0
	12	3	12.0	12.0	52.0
	13	2	8.0	8.0	60.0
	14	4	16.0	16.0	76.0
	15	2	8.0	8.0	84.0
	16	3	12.0	12.0	96.0
	17	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Pretest_Control

b. Posttest Scores in Control Group

In distribution of data frequency, it was found that there were one student got 6 (4%), two students got 7 (8%), three students got 8 (12%), two students got 9 (8%), three students got 10 (12%), three students got 11 (12%), four students got 12 (16%), two students got 13 (8%), three students got 15 (12%), one student got 16 (4%), and one student got 19 (4%). The result of the posttest scores in control group was described in Table 7.

Distribution of Data Frequency on Posttest Scores in Control Group

	-	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	4.0	4.0	4.0
	7	2	8.0	8.0	12.0
	8	3	12.0	12.0	24.0
	9	2	8.0	8.0	32.0
	10	3	12.0	12.0	44.0
	11	3	12.0	12.0	56.0
	12	4	16.0	16.0	72.0
	13	2	8.0	8.0	80.0
	15	3	12.0	12.0	92.0
	16	1	4.0	4.0	96.0
	19	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Posttest_Control

c. Pretest Scores in Experimental Group

In distribution of data frequency, it was found that there were three students got 5 (12%), one student got 8 (4%), two students got 9 (8%), two students got 10 (8%), two students got 11 (8%), three students got 12 (12%), five students got 13 (20%), two students got 14 (8%), two students got 15 (8%), and three students got 16 (12%). The result of the pretest scores in experimental group was described in Table 8.

Distribution of Data Frequency on Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3	12.0	12.0	12.0
	8	1	4.0	4.0	16.0
	9	2	8.0	8.0	24.0
	10	2	8.0	8.0	32.0
	11	2	8.0	8.0	40.0
	12	3	12.0	12.0	52.0
	13	5	20.0	20.0	72.0
	14	2	8.0	8.0	80.0
	15	2	8.0	8.0	88.0
	16	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Pretest_Experiment

d. Posttest Scores in Experimental Group

In distribution of data frequency, it was found that there were two students got 9 (8%), one student got 11 (4%), one student got 12 (4%), one student got 13 (4%), three students got 14 (12%), one student got 15 (4%), four students got 16 (16%), seven students got 17 (28%), and five students got 18 (20%). The result of the posttest score in experimental group was described in Table 9.

 Table 9

 Distribution of Data Frequency on Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	2	8.0	8.0	8.0
	11	1	4.0	4.0	12.0
	12	1	4.0	4.0	16.0
	13	1	4.0	4.0	20.0
	14	3	12.0	12.0	32.0
	15	1	4.0	4.0	36.0
	16	4	16.0	16.0	52.0
	17	7	28.0	28.0	80.0
	18	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Posttest_Experiment

2. Descriptive Statistics

In this descriptive statistic, the total of sample (N), minimum score, maximum score, and standard deviation were analyzed. The score were acquired from; (a) pretest score in control group, (b) posttest score in control group, (c) pretest score in experimental group, and (d) posttest score in experimental group.

a. Pretest Scores in Control Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 6, the maximum score was 17, the mean score was 11.84, and the standard deviation was 3.37. The result analysis of descriptive statistics in control group was described in Table 10.

Descriptive Statistics on Pretest Scores in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	25	6	17	11.84	3.37
Valid N (listwise)	25				

Descriptive Statistics

b. Posttest Scores in Control Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 6, the maximum score was 19, the mean score was 11.16, and the standard deviation was 3.18. The result analysis of descriptive statistic in control group was described in Table 11.

Table 11

Descriptive Statistics on Posttest Scores in Control Group

Descriptive	Statistics
--------------------	------------

	Ν	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	25	6	19	11.16	3.18
Valid N (listwise)	25				

c. Pretest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 5, the maximum score was 16, the mean score was 11.60, and the standard deviation score was 3.32. The result analysis of descriptive statistics in experimental group was described in Table 12.

Descriptive Statistics on Pretest Scores in Experimental Group

					Std.
	Ν	Minimum	Maximum	Mean	Deviation
Pretest_Experimen t	25	5	16	11.60	3.32
Valid N (listwise)	25				

Descriptive Statistics

d. Posttest Scores in Experimental Group

In descriptive statistics, it showed that the total number of sample was 25 students. The minimum score was 9, the maximum score was 18, the mean score was 15.36, and the standard deviation score was 2.72. The result analysis of descriptive statistics in experimental group was described in Table 13.

Table 13

Descriptive Statistics on Posttest Scores in Experimental Group

Descriptive	Statistics
-------------	-------------------

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experimen t	25	9	18	15.36	2.72
Valid N (listwise)	25				

4.1.2 **Pre-requisite Analysis**

In the pre-requisite analysis, normality and homogeneity were analyzed.

1. Normality Test

In the normality test, the total of sample (N), One-Sample Kolmogorov-Smirnov Test, significance and result were analyzed. The scores were obtained from: (a) pretest scores in control group, (b) posttest score in control group, (c) pretest scores in experimental group, and (d) posttest score in experimental group.

a. Pretest Scores in Control Group

After acquiring the data from the scores of the 25 students in control group, it was found that the significance level was 0.695. From the result of the output, it could be stated that the students' pretest control group was normal since it was higher than 0.05. The result of analysis was figured out in Table 14.

Table 14

Normality	Test on	Pretest	Scores i	in	Control	group
1 (of many	I COL OII	IICCOL	Dedicol		Control	Stoup

		Pretest_Contr ol
Ν		25
Normal Parameters ^a	Mean	11.8400
	Std. Deviation	3.37491
Most Extreme	Absolute	.139
Differences	Positive	.120
	Negative	139
Kolmogorov-Smirnov	Z	.695
Asymp. Sig. (2-tailed)		.720
a. Test distribution is l	Normal.	

One-Sample Kolmogorov-Smirnov Test

b. Posttest Scores in Control Group

After acquiring the data from the scores of the 25 students in control group, it was found that the significance level was 0.580. From the result of the output, it could be stated that the students' posttest experimental group was normal since it was higher than 0.05. The result of analysis was figured out in Table 15.

Table 15

One-Sample Kolmogorov-Smirnov Test				
	-	Posttest_Cont rol		
Ν	-	25		
Normal Parameters ^a	Mean	11.1600		
	Std. Deviation	3.18434		
Most Extreme	Absolute	.116		
Differences	Positive	.116		
	Negative	086		
Kolmogorov-Smirnov	Z	.580		
Asymp. Sig. (2-tailed)		.890		
a. Test distribution is I	Normal.			

Normality Test on Posttest Scores in Control group

c. Pretest Scores in Experimental Group

After acquiring the data from the scores of the 25 students in control group, it was found that the significance level was 0.739. From the result of the output, it could be stated that the students' pretest control group was normal since it was higher than 0.05. The result of analysis was figured out in Table 16.

Normality Test on Pretest Scores in Experimental Group

		Pretest_Experim ent
Ν	-	25
Normal Parameters ^a	Mean	11.6000
	Std. Deviation	3.32916
Most Extreme	Absolute	.148
Differences	Positive	.096
	Negative	148
Kolmogorov-Smirnov Z		.739
Asymp. Sig. (2-tailed)		.646
a. Test distribution is N	Normal.	

d. Posttest Scores in Experimental Group

After acquiring the data from the scores of the 25 students in experimental group, it was found that the significance level was 1.165. From the result of the output, it could be stated that the students' posttest experimental group was normal since it was higher than 0.05. The result of analysis was figured out in Table 17.

Normality Test on Posttest Scores in Experimental Group

	-	Posttest_Experim ent
Ν	_	25
Normal Parameters ^a	Mean	15.3600
	Std. Deviation	2.72152
Most Extreme	Absolute	.233
Differences	Positive	.166
	Negative	233
Kolmogorov-Smirnov Z		1.165
Asymp. Sig. (2-tailed)		.133
a. Test distribution is N	Normal.	

O	ne-Samp	le K	olmogo	prov-Si	nirnov	Test
$\mathbf{\mathbf{v}}$	ne Sump	IC IL	JIIIOSC			

2. Homogeneity

In the homogeneity, Levene statistics analysis was used to analyze the students' pretest and posttest scores in control and experimental groups.

a. Pretest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.716. From the result of the output, it could be stated that the students' pretest in control and experimental group was homogenous since it was higher than 0.05. The result of homogeneity test was figured out in Table 18.

Table 18

Homogeneity Test on Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	25	124	716	Homogonous
2	Experimental Group	25	.134	./10	nomogenous

b. Posttest Scores in Control and Experimental Groups

Based on the homogeneity test, it was found that the significance level was 0.520. From the result of the output, it could be stated that the students' posttest in control and experimental group was homogenous since it was higher than 0.05. The result of homogeneity test was figured out in Table 19.

Table 19

Homogeneity Test on Posttest Scores in Control and Experimental Groups

No	Students' Pretest	Ν	Levene Statistics	Sig.	Result
1	Control group	25	420	520	Hamaganana
2	Experimental Group	25	.420 .5		nomogenous

4.1.3 Hypotheses Testing

In this result of hypothesis testing, measuring means significant difference was presented (can be seen in appendix D).

a. Measuring a Significant Improvement on Students' Recount Writing by Using TAD Strategy

Based on the table analysis, it was found that the p-output was 0.000 with df=24 (2.0639), and t-value= 6.174. It could be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught using TAD strategy since the p-output was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. The analysis result of paired sample t-test was figured out in table 20 below.

Result Analysis of Paired Sample T-test

	Paired Sample T-Test			На
TAD Strategy	t	Df	Sig. (2-tailed)	
	6.174	24	0.000	Accepted

b. Measuring a Significant Difference on Students' Recount Writing

In this study, independent t-test was used to measure a significant difference on students' recount writing score taught by using TAD strategy and those who were not at SMPN 16 Palembang. The analysis result of independent sample t-test was figured out in table 21 below.

Table 21

Using TAD Strategy	Independent Sample T-test			На	
Taught Using	t	Df	Sig.(2-tailed)		
Teacher's Method	5.013	48	0.000	Accepted	

Result Analysis of Independent Sample T-test

From the table analysis, it was found that the p-output was 0.000 since the poutput was lower than 0.05 level and the t-value 5.013 was higher than critical value of t-table (2.0106). It could be stated that there was a significant difference on students' recount writing score taught by using TAD strategy and those who were not at SMPN 16 Palembang.

4.2 Interpretations

Based on the findings which have been described in the previous section, some interpretations were made as follows:

In doing this research the samples of study were given the pretest by two reasons, the first was to know the mean score of their recount writing before the treatments was given and the second was to know which the group would become control and experimental groups. From the result of the pretest, class VIII 4 as the control group because the mean score was 11.84. Meanwhile, class VIII 2 as the experimental group because the mean score was 11.60. The writer chose class VIII 2 as the experimental group because the mean score of class VIII 2 was lower than class VIII 4.

During the pretest in control and experimental groups, the writer found students difficulties in writing, such as the students were difficult to construct the idea in writing. They also made some mistakes in grammar in their writing because they were undeveloped in grammatical mastery. Then, the students could not write the recount text well based on the generic structure, the tense of recount text, sometimes the students used other tenses such as the simple present tense. Afterwards, they did not organize the sequence of paragraphs well because they did not know the conjunction to sequence of the events. As a result, the students could not compose a good sentence in paragraph, so they were lazy to write and were not motivated to follow teaching and learning process.

To solve those problems, the writer did a treatment in experimental group by using TAD strategy. There were twelve different topics was provided for each meeting. The treatments had been done in twelve meetings. Then, the writer gave examples recount text for every meeting. The purposed was to activate students' prior background knowledge about recount text.

At the beginning during the treatment, when the writer implemented TAD strategy in experimental group, the students' difficulty was found that they got confused to follow the direction of TAD strategy because they thought recount writing just about writing their prior experience in the past without doing prewriting like TAD Strategy. To overcome this problem, the writer explained more about the steps of TAD strategy. This step was suggested as the icebreaker of TAD strategy where the researcher gave an example by creating TAD chart to the students while the students make a copy in their paper that had been given. After I did this way, it could make the students more understand and interested in writing. They knew every steps in writing by using TAD.

Second, the students were difficult to arrange sentences into a good paragraph because they had lack ability in writing their ideas with the use of correct grammar and punctuation. By conducted the teaching and learning process by using TAD, the students could be stimulated to explore their writing skills. They focused on arranging some events into a good recount text. It would be easier to write a recount text if they had already had the appropriate arrangements.

Third, for the control group had difficulty to answer the test. They could not write recount well, most of them write less than one paragraph. It could be supported by the mean scores posttest between the two groups that obtained. Although these two groups of students had progress, the progress of the students in control group was not so as high as the students in experimental group.

Fourth, for scoring the students' pretest and posttest in control and experimental groups had been scored by three raters. The first rater scored several students in pretest posttest control and pretest experimental groups gave one score for some points, she thought that almost of students' pretest posttest control and pretest experiment recount writing did not agree with the direction of the item test because the students should write three paragraphs consist of orientation, event, and re-orientation. Then, she said that based on the scoring rubric, the text was not structured, no use of correct tense, not edited, and most familiar words were spelt incorrectly. In addition, some of them only wrote less than one paragraph. It was the reason the first rater gave one for several students who wrote recount text less than one paragraph. And for the other raters such as the second rater and the third rater, they gave score 1-5 whereas 1 was minimum score and 5 was maximum score. In distribution of data frequency pretest-posttest in control and experimental groups were described and categorized into the criteria of recount rubric writing taken from <u>www.iRubric.com</u> Recount Assessment for Year 3/4.

After getting treatment and posttest, it was found that there was significant improvement between pretest and posttest in experimental group. Those facts were the result between maximum pretest score in experimental group was 16 and the maximum posttest score was 18. Moreover, the students" pretest score to posttest score in experimental group have a p-output 0.000 with t-value - 6.174 since the p-output was lower than 0.05 level.

Finally, it was inferred that the use of TAD strategy significantly improved the students' recount writing to the eighth grade students of SMPN 16 Palembang. It could be stated that TAD strategy was appropriate to be used in teaching writing or improving students' recount writing. It was related to Lester (2006, p. 33) who says that transitions help readers move easily from part to part without getting confused. To do this, readers have to know three things: when one part ends, when the next part begins, and what the relationship is between the two parts. In addition, Budiani (2014, p. 99), the use of TAD strategy improved the students' motivation in the English teaching and learning process of writing. TAD strategy created the situation that was more enjoyable than before. It can make the students enthusiastic to do the tasks because the column attracted their attention.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretations presented in the previous chapter, the researcher concluded that based on the result of pretest to posttest, there is a significant improvement on the eighth grade students' recount writing achievement taught by using TAD strategy. It could be seen that the mean score of the posttest in the experimental group (15.36) was higher than the mean score of the pretest in the experimental group (11.60). The significant improvement in mean score of pretest to posttest was 3.76. Then, based on the calculation of paired sample t-test was found that the p-output was 0.000 with df = 24 (2.0639) and t-value = 6.174. It could be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught using TAD strategy since the p-output was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

There was a significant difference on the eighth grade students' recount writing achievement between those who are taught by using TAD strategy and those who are not at SMPN 16 Palembang. The use of TAD strategy was very useful as one of strategy on teaching writing process. The students who were taught by using TAD strategy got higher score than the students who were not. It could be seen that the mean score of the posttest in the experimental group (15.36) was higher than the mean score of posttest in the control group (11.16).

Based on the calculation of independent samples test on the posttest score the t-value (5.013) exceeded of t-table (2.0106). Hence, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. From the explanation above, it means that there was a significant difference between the students who were taught by using TAD strategy and those who were not. Therefore, it can be inferred that teaching recount writing by using TAD strategy can be considered as one alternative strategy to be used in teaching recount writing.

5.2 Suggestions

Based on the conclusion above and based on the study that had been done, the researcher would like to offer some suggestions to English teachers, the students of SMPN 16 Palembang and for other researchers:

1. For Teachers of English

For teachers of English of SMPN 16 Palembang can use TAD strategy as an alternative strategy to improve recount writing. It can be useful to improve their English teaching and learning especially for teaching recount writing. Second, they may use this strategy to make students are more interested in writing recount, and TAD strategy can be guidance for the students to write recount well based on the generic structure. Then, teachers of English should encourage the students to

write and express their ideas, experience, thought and feeling by giving them motivation and increasing the frequency of the students' writing activities.

2. For Students

For the students, the writer suggests the students to be more active in expressing themselves and more interested to learn recount writing. Then, the students should increase their knowledge of English grammar, vocabulary and other aspects of writing in order to have a good writing and can be understood well by reader. The students should ask the teacher if they do not fully understand about the materials. The last, they should review the material in order that they will not forget the materials that have been explained before.

3. For Other Researchers

For other researchers who want to conduct the research in recount writing, they can use the result of this research as a basic way for conducting the research and as an additional references for further research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

REFERENCES

- Brown, H. D. (2000). *Teaching by principles an interactive approach to language pedagogy (2nd ed.)*. Santa Barbara, CA: Addison Wesley Longman, Inc.
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. Santa Barbara, CA: Addison Wesley Longman, Inc.
- Budiani, V. (2014). 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 2013/2014 (Unpublished Undergraduate Thesis). Universitas Negeri Yogyakarta, Yogyakarta, Indonesia.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching: Review of underpinning research*. Washington, WA: Centre for Evaluating and Monitoring, Durham University, The Sutton Trust.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge Taylor & Francis Group.
- Cresswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.).* Boston, MA: Pearson Education, Inc.
- Derewinka, B. (1990). *Exploring how text work*. Wellington, AU: Primary English Teaching Association.
- Dowdy, S. M. et. al. (2004). *Statistic for research (3th ed.)*. Hoboken, NJ: John Wiley and Sons, Inc.
- Flynn, D. (2003). *Students guide to spss.* Retrieved from website: <u>https://barnard.edu</u> -default -files –inline.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.).* New York, NY: Mcgraw Hill Companies, Inc.
- Gay, L. R., & Diehl, P. L. (1996). Research methods for business and management. Singapore, SG: Printice Hall International, Inc.

- Harmer, J. (2001). *The practice of English language teaching (3rd ed.)*. New York, NY: Addison Wesley Publishing Company.
- Harmer, J. (2004). *How to teach writing*. New York, NY: Addison Wesley Publishing Company.
- Keeling, J., Chapman, H. M., & Williams, J. (2013). *How to write well*. New York, NY: McGraw-Hill Education.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney, AU: University of New South Wales Press.
- Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33(1), 159-174.
- Langan, J. (2005). *College writing skills (6th ed.)*. New York, NY: McGraw-Hill Education.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora, 12*(1), 9-20.
- Lester, M. C., & Peha, S. (2006). *Be a better writer*. America, UK: Leverage Factory, Inc.
- Manurung, C. D. (2013). Improving the students' achievement in writing recount text by using transitions-action-details (TAD) strategy. Medan, Indonesia.
- Muralikrishna, C., & Mishra, S. (2011). *Communication skills for engineers (2nd ed.)*. New Delhi, India: Dorling Kindersley (India) Pvt. Ltd.
- Nunan, D. (2001). *Designing tasks for the communicative classroom*. New York, NY: Cambridge University Press.
- Peha, S. (2003). Teaching that makes sense. Inc. Carrboro: www.ttms.org.
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge, UK: Cambridge University Press.
- Sugiyono. (2010). Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D. Bandung, ID: Penerbit Alfabeta.
- Warner, M. (2009). Easy text types. Green Wood, WA: Ready-Ed Publications.
- Westwood, P. S. (2008). What teachers need to know about teaching methods. Camberwell, AU: ACER Press.