CHAPTER I

INTRODUCTION

This chapter discusses the problem that faced by students in MA BAHRUL ULUM RAMBAH HILIR. Writing is a very important skill in English. This chapter explains about background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of key terms.

A. Background of the Problem

English is the most important language in the world. English is one of tools used for communication. According Niati (2019:108) English language is an international language used by each country. English has many functions for human such as for communication, giving information, teaching and learning process. English is one of the subject education in the school. There are four skills should be learned and mastering by the students, such as reading, listening, speaking, and writing. These four skills must be understood by the students. So they can learn these skills more easy.

Writing is an expression of thinking and feelings. Writing is an activity of pouring thought, idea, knowledge, opinion, and feelings in the written form. Harmer (2004) says that writing is the process to tell something that is not real or it could be our imagination and show cased in writing, writing also express their ideas, opinion, and organized them in simple sentence in short paragraph. It involves structure, vocabulary and other aspect such as spelling, capitalization,

and punctuation. Students must practice to write, it can be make their easy to express opinion and feeling the something. Must of life of students are carried out in writing forms such as homework, doing exercise, reports, and even final exam. To support students' ability in writing, students must be able to share information, to explain, to describe, to entertain, to express, to express attitude and to offer more complex analysis in their writings. Besides, students should understand what components involve in writing such as content, organization, vocabulary, language use, and mechanics.

A good writer should be able to employ and retain the grammatical form of writing in order to the reader can understand what we mean. For students, find ideas in writing is not an easy thing, one paragraph consists of many sentences and then one of sentences as main idea. Most of them who get difficulties to express their feeling, ideas, knowledge, persuading and convincing others in write recount text. In writing recount text, students retell an event, an act of past experiences or activities. It can provide to self-develop and has effect on the change of world. Moreover, writing is not easy things, but it is one of the difficult language skills. It needs hard study and much practice to develop this skill.

One of purposes of English teaching is that students are able to write their ideas effectively. Based on the researcher's observation when students study English in MA BAHRUL ULUM RAMBAH HILIR, the students' main problem is how the student's ability in learning English especially in writing recount text. The students are confused when they are assigned to write recount text and they do not know how and where to start it.

Students are also expected be able in writing based on the certain purposes which is familiarly called genre. There are some kinds of genre which can be learned by students, such as narrative text, descriptive text, recount text, and report text. Writing recount text is a text that retells events or experiences of the past. Based on researcher interview to the teacher at MA BAHRUL ULUM RAMBAH HILIR, there were some problems why the students were not successful in English subject especially in writing recount text.

First, many students do not know how to write or they have no enough time to write. The problem of the students when the teacher asked them to write recount text, they are bored because they are lazy to think and write many sentences. Second, in writing, many students are confuse to express and develop their ideas in writing recount text because they lack of organization of recount text. The cause of students' lack of organization in recount text, when the teacher asked them generic structure in their recount text the students did not know and confuse.

Third, students are mistake in writing recount text, such as poorly content, tenses, vocabulary, grammatically, and use adverb, they are luck of attention. There are many students who do not understand the procedures of writing proper grammar it can be seen from students assignment that they collected are still many grammatical errors that cause students less interested in studying writing because in their minds grammar it is complicated. Students also have poor vocabulary that make student limited to make sentence or paragraph. The teacher is often confused how to make their students creative in writing not copied other creation.

They can make recount text by their selves. Moreover, many students had low motivation in writing process especially in writing recount text. For them English is very difficult when they written, they can not understand the material. The cause of students low motivation in write recount text, when the teacher asked the students to write the text the students were puzzled and did not know how to begin.

Many strategies had used by the teacher to improve the students' writing recount text. However, the result of the strategy do not change students' creativeness in writing. For the students writing in English is not easy, many students are difficulty to express their ideas when they written. Actually a strategy that could help students in recount text. In addition, the teacher needs appropriate strategies to help her as solution for the problems.

Many strategies to improve writing skill such as: A What-Why-How Chart, Draw-Label-Caption, A-F-S in World History and others, in this research the research choose Transition-Action-Details (TAD) Strategy to improve writing skill for the students. In the application of Transition-Action-Details (TAD) strategy is can help students for describe a sequence of event especially students writing recount text. According to Peha (2003:38) states Transition-Action-Details (TAD) strategy is very useful because the chance to describe a sequence of events come up all the time such as in narrative fiction and non-fiction writing, in plot summaries for reading, in the step of solving a math problem, in social studies when students recount text an historical event, and in science when studying chemical processes. Using Transition-Action-Details strategy guides the

students' repair one of component the writing especially focuses on the organization and language use. Transition-Action-Details chart consist of "T" mean Transition, "A" means Actions, and "D" means details that describe something as a sequence of event, and also improve their writing skill. A recount text must be arranged in a sequence of events in a correct chronological order (Peha, 2003:38).

The strategy above has been developed to present writing materials in the class. The students can make recount text more easily and many ideas. Based on the background above, the researcher is interested in carry out a research entitled "**THE EFFECT OF USING TRANSITION-ACTION-DETAILS (TAD) STRATEGY ON STUDENTS' WRITING SKILL OF RECOUNT TEXT AT THE ELEVENTH GRADE OF MA BAHRUL 'ULUM RAMBAH HILIR**"

B. Setting of the Problem

Based on the background of the problem stated above, the researcher identifies problems find out by students' writing skill of recount text at MA BAHRUL 'ULUM RAMBAH HILIR as follow :

1. Students are confused to express and develop their ideas in writing recount text because they are poor of vocabulary

2. Students have low motivation in writing process especially in writing recount text

3. Students did mistakes in writing English, such as poorly content, tenses, vocabulary, pronoun, and grammatically.

C. Limitation of the Problem

Based on the setting of the problem above the researcher limits the problem. The researcher focuses on the students' writing skill is low on recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR

D. Formulation of the Problem

The formulation of the research can be formulated as the following question. "Is there any significant effect of using Transition-Action-Details (TAD) strategy on students' writing skill of recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR?"

E. Purpose of the Research

Based on the formulation mention, the purpose of the research are to find out whether Transition-Action-Details (TAD) strategy give effect on writing skill of recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR.

F. Significance of the Research

The significance of this research could be classified into three parts for the teacher, students, and researcher.

1. The Teacher

   To give information to teacher in order to know the students problems writing skill class used Transition-Action-Details (TAD) strategy.

2. The Students

   To help students are motivated in writing and to help improved their writing skill, especially in writing recount text effectively used Transition-Action-Details (TAD) strategy.

3. To Researcher

By concluding the study, the researcher knows the effect Transition-Action-Details (TAD) strategy toward students' writing skill in recount text.

G. Definition of Key Terms

There are some terms in this researcher that will be classified in order to avoid misunderstanding the terms can be seen as follows :

1. Writing

Taylor (2009:4) argues the writing is extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. It means that writing is very difficult because you have to think and find new things to create good ideas. Writing is a tool used to make language be read. In this research, writing is an activity that help students to transfer their ideas into good writing.

2. Recount text

According to Knapp (2005:224) states that recount text is written out to make a report about an experience of a series of related event. recount text use the past to retell the event. In recount text tell "what happened", the story recount has expressions of attitude and feeling, usually made by narrator about the events. In this research, recount text is one of text that retell the event or about an experience.

3. Transition-Action-Details (TAD)

According to Peha (2003:38) Transition-Action-Details (TAD) strategy is a writing strategy used Transition-Action-Details (TAD) chart which consist of columns and rows that shows a sequence of events. The columns that must be filled by participants are Transition column, Action column, and Details column. It means that, Transition-Action-Details (TAD) strategy is write the events consist of columns. In this research, Transition-Action-Details (TAD) is strategy can help students to improve their recount text on writing which consist of columns.

BAB II

REVIEW OF THE RELATED THEORIES

This chapter on the theoretical framework of the research. There are several points in this chapter which elaborate the theories as the foundation in conducting the research. This chapter consist of review of the related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consist of nature of writing, recount text, concept of Transition-Action-Details (TAD) strategy development, purpose of Transition-Action-Details (TAD) strategy development, advantages of Transition-Action-Details (TAD) strategy development, and procedure of Transition-Action-Details (TAD) strategy.

A. **Review of the Related Theories**

1. **Nature of writing**

   a. **Definition of Writing**

   There are several definitions given by linguistics about writing. Writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2004:31). He adds that writing is helping to express our thinking in the written form so that other people understand well. This statement is also supported by Harmer (2004:4) he add that writing is used for a wide variety of purpose it is product in many different form. So, writing is an activity that help students to transfer their idea into good writing.

   There are many experts whom define writing. *First*, According to Taylor (2009:4) writing is extremely difficult task if they are trying to grapple in their

language with new ideas and new ways of looking at them. writing is one of difficult skills that is mastered by students. *Second*, According to Antoni (2016:59) Writing is one of the important skills in language learning including English as a foreign language and it becomes trouble activities to the students in developing written of a paragraph. *Third*, According to Harmer (2004:79) writing as a skill, by far the most important reason for teaching writing. *Fourth* According to Donal (2015:100) writing should be mastered by the students in language learning. It is a basic language skill, just as important as speaking, listening and reading. So, writing is one the difficult skills that is mastered by students. writing is beneficial for daily life. *Fifth*, According to Nation (2009:112) writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Furthermore, writing is an activity to create a record or information. Regular writing is done on paper using tools such as pens or pencil. T. Linse (2005:98) says writing as the act of picking up a pencil and forming letters either by printing or writing them in cursive. Another expert, Bowker (2007:7) says writing is a skill that is required in many contexts throughout life. for instance, you can write an email to a friend or reflect on what happened during the day in your personal diary and Kasyulita (2015:38) writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the aboveelements in a new language. So, writing is one requirement to do our activity in daily life.

Based on the explanation above, it can be concluded that writing is a process of showing or expressing or transfer the idea, thinking, feelings, or information the mind of the writer in the writing form.

b. Writing Activities

Writing is a means communication. Through writing we can express our ideas, experiences, feelings. The purpose of writing is to give information to the reader through a written form of language. Writing is not a simple as putting on paper. It needs a long process from planning until producing the final version of the writing. Writing is the combination among the aspect of brain, ideas what a write already knows about the topic or subject and what the writer writers.

Writing process is a various stage of drafting, reviewing, re-drafting, and writing. According to T. Linse (2005:102), the process of writing consist of five steps; Prewriting, Write, Revise, Editing, Publish. In this important first step, children are given an opportunity to prepare to write and to collect their thoughts and ideas. Then the children check their written. Learners (with the help of their teacher, caregivers, or classmates) proof-read their work to make sure that three are not any content errors or grammatical or spelling errors. The writing piece is rewritten in publish or presentable form, in a student-made book, on special paper, and or on a computer so that it can be displayed or shared.

The writing process is highly successful approach to teaching the skill of effective composition to students. Antoni (2016:60) says writing skill in various level : *first*, pre-writing: this step includes students' activities in thinking, taking note, talking to others, brainstorming, outlining, and gathering the information

before they write the earliest draft document. *Second*, drating: writing the rough draft comes when learners get their ideas on paper by organizing. *Third*, revising: the process of reviewing the paper on the ideal level. *Fourth*, editing: students need to check the mechanics including the correction of spelling, grammar, transition signals and the use of punctuations. Crawford (2005:116) says most description of writing process contain five phrase, there are; rehearsing, drafting, revising, editing, and publishing. Then Boardman (2008:31) argue there are six steps in the writing process; analyzing the assignment, brainstorming, organization your ideas, writing the first draft, rewriting the final paper. Harmer (2004:4-5) state that writing process is the stages a writer goes through in order to produce something in its final written form. *First*: Planning. Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. It means such as make a list of planning in their heads. And finding the best of sequences the facts, ideas, arguments which they have to include. *Second*: Drafting. The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to be final version. It means drafting is part at a text such as assumption that it will be amended later. *Third*: Editing (Reflecting and revising). This process is intermediate of drafting. Perhaps the order of the information and not clear. Perhaps the way something is written is confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make

appropriate revision. It means this process is important to make writers known the lack of their written. *Fourth*: Final Version. Once writers have edited their draft, making the change they consider to be necessary, they produce their final version. This make look considerably different form both the original plan and the first draft, because thing have change in the editing process. It means the written is finish, and the written is now ready to send for intended audience,

Based on explanation above, it can be concluded that the process of writing are mostly linked to planning, drafting, editing (reflecting and revising), final version. Those component must be incorporated to produce a good, well written, meaningful piece of writing.

c. The Purpose of Writing

The purpose of writing is aid to critical thinking, understand and memory, to extend learning beyond lectures and another formal meetings, to improve students' communication skill, and to train students as future professionals in particular disciplines. Writing is very important of teaching English. Through writing, a person is able to express himself and express their ideas. The teacher teaching the language should give full important to it. No doubt, writing ability is given sufficient important in the school these day. The fact that the students hardly express themselves.

The purpose of writing is to inform everything both facts and events including opinions or view on the fact. So the reader gets knowledge various things and to improve their writing skill. According to Broughton (2003:119) states that writing is used to reinforce work which has been initially presented, it

often reinforce either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing. Next According to Harmer (2004:39), when teaching "writing for writing" we need to make sure that our students have some writing aim. So, after the author completes his essay, then he will present the work well and use good language.

Based on the explanation above, it can be concluded that when someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience.

2. **Transition Action Details (TAD) Strategy**

   a. **Concept of Transition Action Details (TAD) Strategy**

   Transition Action Details for writing is important for the student to make the writing process become easier. According to Peha (2003:38) states TAD (Transition-Action-Details) strategy is a writing strategy used TAD (Transition-Action-Details) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by participant, such as transition column, actions column, and details column. Then each column can be filled by several rows. After filled each rows and columns with sentence, the students can move the sentence that consist about transitional signal, sequence of events, and some details action into a new recount paragraph. According to Lester (2006:61) Transition Action Details (TAD) is a strategy that uses to make up a story or talk about the events in the writer life. Peha (2003:40) says that teaching

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writing recount text is teaching how to write or telling a sequence of events. It means that this strategy can make student become easier to write recount text.

Transition Action Details (TAD) strategy uses a chart to help students brainstorm their ideas. According to Lester (2006:62) states that structure of Transition Action Details (TAD) has three parts. *First*, Transition: these are short words or phrases, such as "Then," "After a while," or "All of a sudden," they help introduce each new action in the sequence. You do not to have a transition for each action, but transition can help your writing flow more smoothly from section to section. *Second*, Action: these are the actual events, or things that happened, listed in the order in which they occurred. *Third*, Details: this is additional information about each action. For example, for each thing that happens in a story, your readers may have two or three important questions they need like you to answer. These answer are your details. According to Peha (2003:38) Transition Action Details (TAD) strategy is very useful. By using Transition Action Details (TAD) strategy, students can organize and manage their ideas to write a recount text because this strategy uses a table that consist of three columns to manage students' ideas.

Transition Action Details very important for students to makes good paragraph. According to Nui (2013:48) states Transition-Action-Details (TAD) strategy refer to a drafting strategy that helps students to organize a sequence of events into a paragraph. It is by Transition Action Details (TAD) strategy can help students easy to make a paragraph. Based on the explanation above, it can be

concluded that Transition Action Details (TAD) strategy is one of strategy can help students to make a recount text by three columns to manage students ideas.

b. The Procedure of Transition Action Details (TAD) Strategy

Transition Action Details strategy is good for the teacher when do the teaching learning process. According to Nui (2013:48) describes the procedure of using the TAD strategy as follows: *First*, introducing a sequence of events in relation to the Transition-Action-Details (TAD) organizer. *Second*, write that happened in the box of the "Action" column. Add a few notes about what happened first in the "details" column, continue filling in the "action" and "details" colimns. *Third,* go back to the first box of the transition column and write a simple transition to introduce the first action, continue adding transitions for each action. *Fourth*, read the completed TAD organizer as a completed draft. Make sure that ideas and details are presented in the best order. *Fifth*, transfer the information from the TAD organizer into a final draft. Then Peha (2003:38) states that there six steps of applying Transition Action Details Strategy as followed: *First,* fill in the first 'Action box'. *Second*, fill in the last 'Action' box. *Third*, Fill in the middle of events sequence. *Fourth*, read over from the top to bottom of the 'Action' box. *Fifth*, fill in details (at least two per box). *Sixth*, fill in the Transition (Optional). In this research, the procedure of Transition Action Details (TAD) strategy can make students easy to writing recount text.

c. The Effect Transition-Action-Details-Strategy (TAD) Strategy on Writing

There are many effect of Transition Action Details (TAD) strategy in do writing activity. According to Nui (2013:43) states Transition Action Details (TAD) strategy has some effect in the writing process. They include: *First*, ideas-TAD strategy encourages students to develop multiple details related to one event in a sequence and to make the content of their writing more interesting and engaging. TAD will help students to put the main ideas on "action" column and develop multiple ideas on "details" column. Then, students may produce ideas with more supporting details and descriptions. *Second*, organization-TAD helps students learning how to structure a sequence of events and use transition consistently. Since students do not only concern on the appropriateness and correctness of language used grammar, they need to concern with the way how sentences and paragraph connect each other. In this way, the TAD encourage students to create an organized piece of writing through its application. *Third*, voice-students develop their voice by showing their awareness of the power of their words to impact their readers. With the TAD strategy, students demonstrate audience awareness by arranging events in different ways. It also encourages the students to show their personalities and authenticity of their story through writing. Therefore, their writing become expressive, engaging, unique, and communicative. *Fourth*, word choice-students develop their word choice when they experiment with word gathered from conversation or other authors to craft their sentence. The TAD organizer can support students as they learn to use

precise and accurate words because the organizer provides a space for students to develop details, transition, and actions. Then, According to Peha (2003:38) Transition Acton Details (TAD) strategy has some effect in the writing process as follows: *First*, Transition Action Details (TAD) strategy is useful for writing recount text. *Second*, TAD strategy will help students learn to be specific. *Third*, Transition Action Details (TAD) strategy uses a chart to help students brainstorm or ideas. *Fourth*, opportunities to describe a sequence of events come up all the time in school.

3. Recount Text

a. The Definition of Recount Text

Recount text is one of common text types that used in writing. It is usually in the order which something that happened. Recount text is a text which retell events or experiences in the past. Its purpose is to entertain or informing the reader. According to Knapp (2005:224) Recount text, basically it is written out to make a report about an experience of a series of related event. According to Hyland (2004:29) said that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. It could look at the sample of recount in personal letters, police report, insurance claims, and incident report. So, recount text is a text to retells events to entertain or informing the reader.

Recount text is contain story or experience in the past. According to Warner (2009:25) Recount text is tells the reader about something that has

happened. According to Wardiman (2008:61) Recount text is a text that telling the reader about one story, action or activity. It can be a story (fictional) recount or a factual recount its goal is to entertaining or informing the reader. A recount text can retell an event in the form of an email, a journal or a diary. In this research recount text is one type of text that retell an event in the past. From the explanation above, it can be concluded that recount text is a kind of the text that students learn in the school the meaning is to retell an event or experiences in the past.

b. The Generic Structure of Recount Text

The recount text have generic structure, it same with other genre. According to Warner (2009:25), the generic structure of recount text consist of orientation, events, and conclusion. "*First*, Orientation(beginning): the first part tells the reader who the recount is about, where it happened and when it happened. *Second*, Events(middle): in his part the writer tells the reader about the important events in the order that they happened. *Third*, Conclusion(end): at the end of the recount the writer comments about the events". Then Hyland (2004:135) says that the common grammatical features of recount text is Orientation, in this section provides the setting and produces participants. It provides information about whom, where, and when. Next is Record of Events, this section tell what happened, present event in temporal sequence. Moreover, According to Wardiman (2008:61) states the generic structure of Recount text consist of orientation, events (event 1 and event 2) and reorientation. "*First*, Orientation: tell who was involved, what happened, where the events took place, and when it happened. *Second*,

Events (event 1 and event 2): tell what happened and in what sequence. *Third*, Reorientation: consists of optional-closure of events/ending. It is usually recounted in chronological order. Personal comments or evaluate remarks, which are interspersed throughout the record of events. The last is Re-orientation, this section explain in optional-closure of events. It is rounds off the sequence of events.

In this research, the generic structure of recount text there are three. Firstly, Orientation: orientation can be found in the first paragraph that involved what happened, where the events took place, and when it happened. Secondly, events: events can be found in the second paragraph tell what happened in chronological sequence. Thirdly, conclusion: consist of optional-closure of events or ending.

c. Language Features of Recount text

Language features is very important. In the presence of it, students can find out the use of recount text. According to Wardiman (2008:70) the language features of recount text as followed: *First,* Noun as a personal pronoun, such as Martin, Simon, Aniston, etc. *Second*, individual participant, focused on specific participant's story. *Third*, past tense (simple past tense and progressive tense), such as went, ran, ate, was coming, were walking, etc. *Fourth*, time connective and conjunction to sequence of the events, such as after, before, then, that, etc. *Fifth*, action verb; a verb that shows the events or occurrence, such as stayed, climbed, killed, etc. *Sixth*, adverb and adverb phrases to show place, time and way, such as yesterday, last week, at home, slowly, carefully, etc. Then Hyland

(2004:135) states the language features of recount text are: *First*, use nouns and pronouns to identify people, animals, or things involved. *Second*, use of action verbs to refer to events. *Third*, use of action verbs to refer to events. *Fourth,* use of past tense to locate events in relation to the writer's time. *Fifth*, use of conjunctions and time connectives to sequence the events. *Sixth* use of adverbs and adverbial ph rases to indicate place and time. *Seventh*, use of adjectives to describe nouns. In this research, the language features very need for the writer, because the writer can make good paragraph.

B. Review of Related Finding

There are many studies related to this research. *Firstly*, Ana Lestiana (2018) Entitled "The Influence of Using TAD (Transition-Action-Details) Strategy Towards Students' Writing Ability in Descriptive Text at The Eight Grade of SMPN 2 Jati Agung Lampung Selatan in the Academic Year of 2018/2019" in this research the researcher used experimental design with the design pretest and posttest. The result of her research was a significant influence of using TAD (Transition-Action-Details) strategy towards students' writing ability in descriptive text at the eight grade of SMPN 2 Jati Agung Lampung Selatan in the academic year of 2018/2019.

Secondly, Mimi Rahmita (2013) Entitled "The Effect of Using Transition-Action-Details Strategy Toward Students' Skill in Writing Narrative Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency" in this research is a quasi-experimental research with the design pretest and posttest, the researcher used control – group design. The experiment and control were given pretest and

posttest, only the experiment class was treated by using Transition-Action-Details (TAD) strategy. in her research, she wanted to know the process of teaching narrative writing by using TAD (Transition-Action-Details) strategy . and this research, the writer wanted to know the effect of using TAD strategy for teaching recount text writing.

Thirdly, Wani (2015) Entitled "The Influence of Using Transition-Action-Details Strategy (TAD) Towards Students Procedure Text Writing Ability at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung in the Academic Year of 2015/2016". It was found that teaching learning process ran well. Students were active, enthusiastic and interested in writing. The result of research showed that the TAD strategy can improve students' achievement in writing procedure text. The differences between this research is this research was recount text.

Fourthly, Mira Sutrianita (2017) Entitled "The Influence of Using Transition-Action-Details Strategy Towards Students' Narrative Text Writing Ability at the First Semester of the Eight Grade of SMPN 1 Ngambur Pesisir Barat in the Academic Year of 2016/2017". This research used experimental design. The result of her research was a significant influence of using TAD strategy towards students' narrative text writing ability of the eight grade of SMPN 1 Ngambur Pesisir Barat.
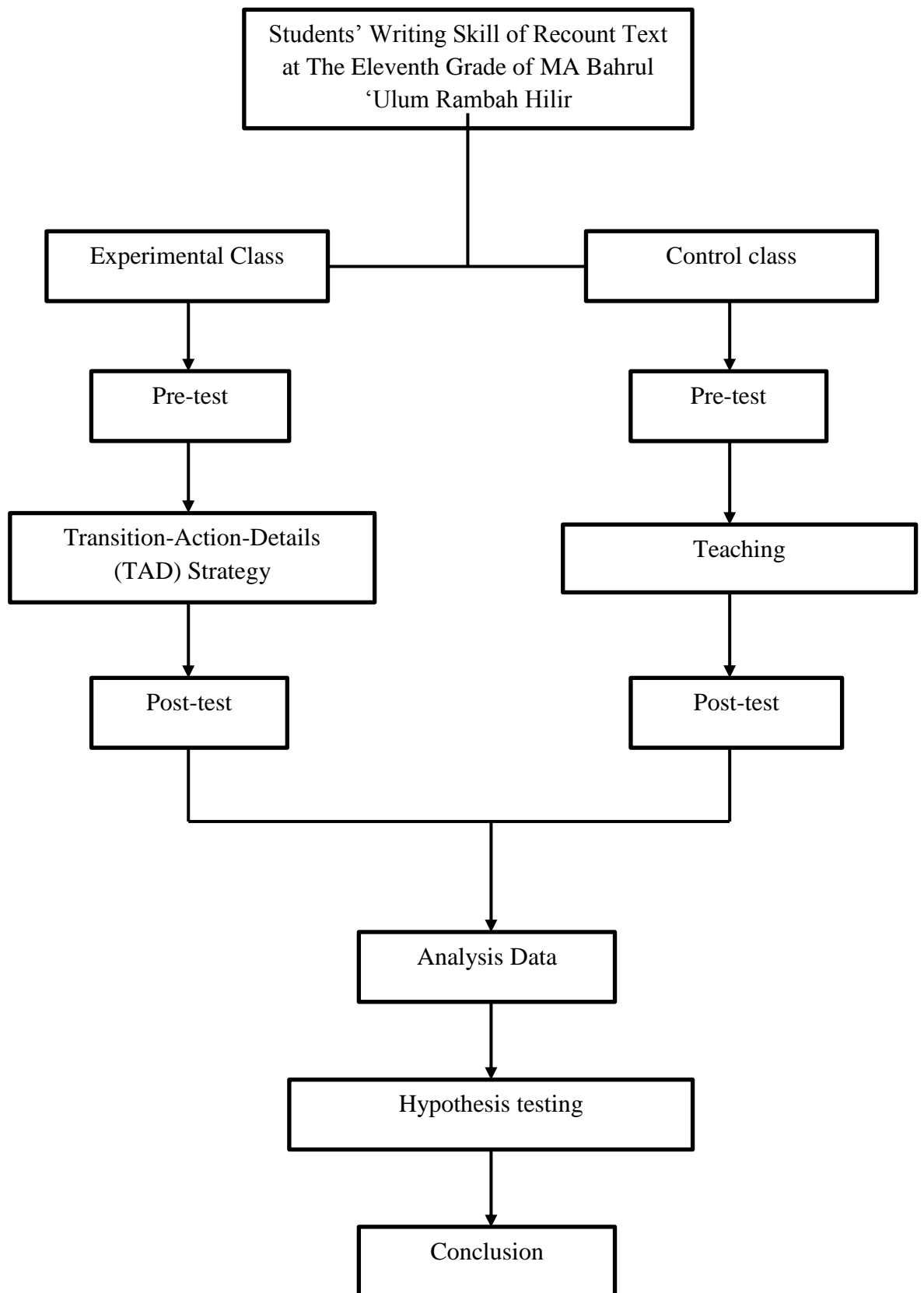
Based on the contribution of the studies above, TAD strategy was a good strategy in teaching Writing skill. Therefore, the researcher positive to conduct the research abot TAD strategy in writing skill. In this research, the researcher try to

find out the significant effect of using transition-action-details (TAD) strategy on students' writing skill of recount text at the eleventh grade of ma bahrul 'ulum rambah hilir. the researcher interested to apply TAD strategy in teaching recount text in MA Bahrul 'Ulum Rambah Hilir. The difference between the researcher's study with the researchers' above are sample and genre of the text. In this research, the researcher focus on writing recount text.

C. Conceptual Framework

Based on the review of literature, a conceptual framework is students' skill in writing recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR. On the framework, we can see the problem and purpose of the research.

Figure 1. Conceptual Framework

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        ┌─────────────────────────────────────┐
        │ Students' Writing Skill of Recount   │
        │ Text at The Eleventh Grade of MA     │
        │ Bahrul 'Ulum Rambah Hilir            │
        └─────────────────────────────────────┘
                          │
        ┌──────────────────┐        ┌──────────────────┐
        │ Experimental Class│──────│ Control class     │
        └──────────────────┘        └──────────────────┘
                │                            │
        ┌──────────────┐            ┌──────────────┐
        │ Pre-test     │            │ Pre-test     │
        └──────────────┘            └──────────────┘
                │                            │
        ┌──────────────────┐        ┌──────────────┐
        │ Transition-Action│        │ Teaching     │
        │ -Details (TAD)   │        └──────────────┘
        │ Strategy         │                │
        └──────────────────┘        ┌──────────────┐
                │                    │ Post-test    │
        ┌──────────────┐            └──────────────┘
        │ Post-test    │
        └──────────────┘
                │
        ┌──────────────┐
        │ Analysis Data│
        └──────────────┘
                │
        ┌──────────────────┐
        │ Hypothesis testing│
        └──────────────────┘
                │
        ┌──────────────┐
        │ Conclusion   │
        └──────────────┘
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Based on the figure above, the researcher starts to find out some problems in students' writing skill by doing interview. To conduct of this research, the researcher consist of two groups. They are experimental group and control group. The experimental group is give treatment and the control group is no treatment. Both of the groups are given pre-test and post-test, post-test score are compared to determine the effectiveness of the treatment. The researcher will use experimental design treatment by using Transition-Action-Details (TAD) strategy, otherwise control class will not. Before applying the strategy, the researcher will measure student's writing skill by giving pre-test. then, the researcher will conduct the researcher 3 meetings. After that, the researcher will measure students' writing skill by giving post-test to know there is the significant effect or not in experimental class and control class. Then, after the researcher gets the data, the next step is analyzing the data with formula and description of a writing skill for the raters. Finally, the researcher gets the finding, discussion, and conclusion.

After the test finished, the researcher gathers the data on test results of students. the researcher analyze the test result of the students with three steps. Firstly, the researcher use the normalize data to know the variable X and Y distribute or not. Secondly, homogenize data to know the two sets of data variance or not, finally is t-test. it is to know there is significance effect between in pre-test and post-test. to search for these result, the researcher use the SPSS program. Based on the explanation above, the researcher conclude that, researcher hope that this strategy successfully, not only that, the researcher also hope students are able to write text any type of text with learn this strategy.

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D. Hypothesis

A hypothesis is a focus which predicts an answer to the research question. Sugiono (2013) states that hypothesis is a temporary answer to the research problem formulation, where the research formulation has been state in the form of a statement sentence. A well work up hypothesis is half the answer to the research question. So, hypothesis is a temporary answer of problem that is trust mush be verified empirically. In this research, the researcher propose two hypotheses. They are:

1. The research Alternative Hypothesis (H_a)

    There is any significant effect of using Transition-Action-Details strategy on students' skill in writing recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR.

2. The Null Hypothesis (H_O)

    There is no significant effect of using Transition-Action-Details strategy on students' skill in writing recount text at the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed about the research method. It consist' of research design, research variable, time and location of the research, population and sample, instrumentation, technique of collecting the data and technique of analyzing the data. Research procedure consist' of the procedure of research for control group and procedure of research for experimental group.

A. **Research Design**

This research is quasi-experimental design pre-test and post-test design. According to Howard (2014:1) quasi-experimental research design like experimental design, test causal hypotheses. Sugiono (2013:77) shay that quasi-experimental is a development of true experimental design, has a control group but can not fully function to control the external variables that affect the experimental implementation. This research design there are two groups. They are experimental group and control group. The experimental group gives treatment and the control group is no treatment. Both of the groups are given pre-test and post-test, post-test score are compared to determine the effectiveness of the treatment.

Experimental and quasi-experimental research designs examine whether there is a casual relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). The independent variable is expected to bring about some variation or

change in the dependent variable. This research consist of two variables, there are: independent variable "X" and dependent variable "Y". Independent variable is using Transition-Action-Details strategy and dependent variable is students' writing recount text. The research design could be showed as followed:

Table 1.
Research Design

Class	Pre-test	Treatment	Post-test
Experiment	X_1	T	X_2
Control	Y_1	-	Y_2

Where :

X_1 : The students' writing skill before treatment of experimental class

Y_1 : The students' writing skill no treatment of control class

T : Teaching writing by Transition-Action-Details strategy of experiment class (treatment)

X_2 : The students' writing skill after treatment of experimental class

Y_2 : The students' writing skill after no treatment of control class

The researcher used a written test as an instrument and pre-test give before treatment by ask to written recount text, which related to use Transition-Action-Details strategy. after the researcher give pre-test and the researcher begin doing treatment, the researcher try to see the development of the students' skill in writing. The last is administering post-test. It the result of analyzing data was to know the significance effect of students writing skill on recount text at eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR.

B. **Setting of the Research**

The researcher conducted this research in MA BAHRUL 'ULUM RAMBAH HILIR, Bridgen Slamet Riyadi street, Rambah Hilir sub district, Rokan Hulu regency, at eleventh grade students this research is conduct on February 2021.

C. **Population and sample**

   1. **Population**

Population is all of the subject of the research. "population is generalization area that consist of object or subject that have certain qualities and characteristic"(Sugiono:2013). The population of this research is all of the eleventh grade of MA BAHRUL 'ULUM RAMBAH HILIR. The total of the population are two classes, they are XI.A and XI.B. So, in this research the total of the population were 23 students. Furthermore, the total of population can be seen from the table below:

Table 2.
Population of the Research

No	Class	The number of The Students		Total
		Male	Female	population
1	XI.A	11	-	11
2	XI.B	-	12	12
TOTAL		11	12	23

2. Sample

Sample is more specific than population. According to Sugiyono (2013:81) "sample is part of the characteristic number possessed by the population". Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the large group which they were selected. In this research, the researcher is use total sampling because the population of this research is limit. According to Sugiyono (2013:85) states total sampling is when all members of the population are used as samples and is carried out when the population is relatively small, less than 30 people. So, in this research the sample are 23 students, 11 students for control groups, and 12 students for experimental group. the sample of this research consist of all classes, experimental class and control class.

Table 3.
Sample of the Research

No	Class	The number of The Students		Total
		Male	Female	sample
1	XI.A	11	-	11
2	XI.B	-	12	12
TOTAL		11	12	23

D. Instrument of the Research

The research instrument in this research is written test. According to Sugiyono (2013:102) states research instrument is a tool used to measure natural and social phenomena that are specifically observed, all phenomena are called

research variables. In this research, the researcher wants to measure students'
writing skill through Transition-Action-Details strategy.

1. **Test**

The test are to know the effect of using Transition-Action-Details strategy
on students' writing skill on recount text at eleventh grade of MA BAHRUL
'ULUM RAMBAH. In this research, the researcher used written test. The
instrument is writing test. It is used to measure student's writing skill. It is also
find out the students' writing skill after applying the Transition-Action-Details
strategy. the test consist of pre-test and post-test. the pre-test not use strategy. in
this research, for pre-test is give same topic to students and the topic are Holiday,
Happy Sunday, and My Wonderful Trip.

The students wrote recount text that consist of 3 paragraph, first paragraph
is orientation, second paragraph is events and the last paragraph is reorientation.
The post-test use to find out the students writing skill after treatment given
teaching with Transition-Action-Details strategy. In control class, students only
did test with out the treatment. Based on ESL composition profile proposed by
Jacob et al. (1981) from weigle (2002:116) in Apprndix III . the writing assessing
rubric is shown bellows:

The items to be evaluated	Score
a. Content	30
b. Organization	20
c. Vocabulary	20
d. Language use	25

e. Mechanic	5
Total score	**100**

E. **Procedure of The Research**

1. **The procedure of research for control class**

   1. **Pre-test**

   The researcher gave the pre-test to the control class. Pre-test is given to know the previous students' writing skill. In pre-test, the students wrote and chose one of several topics given by the researcher. It is similar with pre-test in the experimental class. The topic about recount text are Holiday, Happy Sunday, My Wonderful Trip.

   2. **No Treatment**

   There are no treatment in control class. Students learnt essays by conventional teaching. In other word, control class did not use Transition-Action-Details strategy. the topic of learning material were the control class as same in experimental class. The students wrote recount text about Holiday, Happy Sunday, My Wonderful Trip.

   3. **Post-test**

   The post-test is done after the pre-test. it is purposed to know if there is significant effect. The researcher gave the writing test items as same in the post test of experimental class. The topic are Going To school, Watching Movie, and Experience.

Table 4.
List of Meeting in Control Class

Meeting 1	Meeting 2-3	Meeting 4
Pre-test (Recount text about Holiday, Happy Sunday, My Wonderful Trip).	No treatment Explaining about Recount text Explaining about structure of recount text Giving recount text	Post-test (recount text about Going to School, Watching Movie, Experience).

Table 5.
Teaching Activities in Control Class

No	Activity	Teacher's Activity	Students' Activity
1.	Pre-activities	-Greeting -Praying -Attendance -Apperception (telling the purpose of learning material)	-Greeting -Praying -Attendance -Open the book
2.	While activities	-The teacher gives the material -The teacher explains about Recount text -The teacher explain about generic structure in Recount text	-Students read the material -Students responses activity -Discussion

		-The teacher gives the example of Recount text -The teacher explain the example of Recount text includes generic structure clearly	
3.	Post activities	-The teacher instruct students to conclude the material -The teacher gives exercise	-Students try to conclude the material by their own word -Students done the exercise

2. The procedure of Research for Experimental Class

1. Pre-test

The researcher will gives pre-test to experimental class to measure students' writing skill before getting treatment. The strategy using in this class is Transition-Action-Details (TAD) strategy. the student will practice write and choose one of several topics given by researcher about recount text. It is similar with pre-test in the post-test. The topic about Holiday, Happy Sunday, and My Wonderful Trip.

2. Treatment (Transition-Action-Details strategy)

The treatment that the researcher will use the experimental class is Transition-Action-Details (TAD) strategy. the students will learn recount text by using this strategy. the topic of learning material in experimental class is same as in control class. The topic is recount text about Holiday, Happy Sunday, and My Wonderful Trip.

3. Post-test

The post-test is done after applying the Transition-Action-Details (TAD) strategy. it purposes to know if there significant effect or not. The researcher gives the writing test as same in the post-test of control class. the topic is recount text about Going to School, Watching Movie, Experience.

Table 6.
List of Meeting in Experimental Class

Meeting 1	Meeting 2-3	Meeting 4
Pre-test (Recount text about Holiday, Happy Sunday, and My Wonderful Trip)	Treatment Transition-Action-Details (TAD) strategy Explaining about Recount text Explaining about structure of recount text Giving recount text	Post-test (recount text about Going to School, Writing Movie, Experience)

Table 7.
Teaching Activities in Experimental Class

No	Activity	Teacher's Activity	Students' Activity
1.	Pre-activities	-Greeting -Praying -Attendance -Apperception (telling the purpose of learning material)	-Greeting -Praying -Attendance -Open the book
2.	While activities	-Students make recount text test with the strategy -first, Testing out the sequencing -second, filling in the details -third, don't worry about the translation -last, the right number of action -working with the chart	-
3.	Post activities	-The teacher instruct students to conclude the material -The teacher gives exercise	-Students try to conclude the material by their own word -Students done the exercise

F. **Technique of Collecting Data**

Data collection in this study is a test. The researcher want to know about the students' writing skill after giving treatment of Transition-Action-Details (TAD) strategy to the experimental class and no treatment to the control class. Both of the control class and experimental class will be given a pre-test and post-test to collect the information about their writing skill at the beginning. Then, the researcher will give treatment to experimental class and no treatment to control class. To find out the effect of Transition-Action-Details (TAD) strategy, the researcher will give a post-test to the students.

G. **Technique of Data Analysis**

1. **Normality Data**

Normality test is aimed to see weather the data normality distribute or not. This uses to determine the slope formula. If $sig \geq 0,05$, the data is normal and H_O was accepted. But, if $sig \leq 0,05$ the data is not normal and H_O was rejected.

2. **Homogeneity Data**

Homogeneity test is use to see whether two sets of data have homogeneous variance or not. If both the samples are normal, then continue to the second test of homogeneity of variance. If $sig \geq 0,05$, the data homogeneous and H_O accepted. But, if $sig \leq 0,05$. The data is not homogeneous and H_O rejected.

3. **T-Test**

To analyzing the data use to examine the significant effect between Transition-Action-Details (TAD) strategy and without Transition-Action-Details

(TAD) strategy in post-test. the researcher will use the independent sample T-test to measure the data. Provisions sig $\leq$ 0,05 = H$_O$ was rejected and H$_a$ is accepted and sig $\geq$ 0,05 = H$_O$ was accepted and H$_a$ is rejected, or t-value > t-table = H$_O$ was rejected and H$_a$ is accepted. But, if t-value = H$_O$ was accepted and H$_a$ is rejected.

H$_a$: to > t-table

H$_O$: to < t-table

- H$_a$ is accepts if to>t-table or there is significant effect after the researcher give the treatment Transition-Action-Details (TAD) strategy on students' writing comprehension recount text.

- H$_O$ was accepts if to<t-table or there is not significant effect after the researcher give the treatment Transition-Action-Details (TAD) strategy on students' writing comprehension recount text.

$$t_{hitung} = \frac{\overline{x_1} - \overline{x_2}}{S_{gabungan}\sqrt{\dfrac{n_1 + n_2}{n_1.n_2}}}$$

With

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

t$_o$ = The value of t-score.

$\overline{x}_1$ = The mean score/average of students' experiment class.

$\overline{x}_2$ = The mean score/average of students' control class.

n_1 = Number of students in experimental class.

n_2 = Number of students in control class.

s_1^2 = variance of experiment class.

s_2^2 = variance of control class.