

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

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Abstract: The objectives of the study are: 1) 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, and 2) to find out whether or not there is a significant difference between 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 population of the study was the eighth grade students of SMPN 16 Palembang in the academic year of 2016/2017. The sample of the study was taken by using nonrandom sampling method. The writer selected class VIII.4 as the control group and VIII.2 as the experimental group. It consisted of 50 students, 25 students for control group and 25 students for experimental group. In this study, the writer used quasi experimental design. The test was used as pretest and posttest for both groups. The result showed that teaching recount writing by using TAD (Transition Action Details) Strategy had a significant effect on the students' writing achievement. It can be seen from the result of the posttest of each group. The achievement of the experimental group was higher than control group. Based on the independent sample t-test analysis, it was found that t-obtained was higher than t-table. The t-obtained was 5.013 and t-table was 2.0639 at the significance level $p < 0.05$ in two tailed testing with the degree of freedom. It means that there was significant difference in writing achievement between the students who were taught by using TAD than those who were taught by using teacher's method. From the result of the test, it implies that TAD strategy could be used as an alternative strategy in teaching writing. In addition, the students' writing problems can be minimized by applying the TAD strategy. The TAD strategy created the situation that was more enjoyable than before. It made the students enthusiastic to do the tasks because the column attracted their attention. Those reasons made the students easier to improve their writing skill.

Key words : *TAD strategy, teaching recount writing.*

INTRODUCTION

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 (2000, 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. 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".

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 ?
- Is there any significant difference between 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

LITERATURE REVIEW

The Concept of Teaching

Teaching means to share knowledge and help students to understand what they learn by giving an instruction. 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) :

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

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".

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. 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.

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, post-writing. 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 logicity 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.

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.

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...)

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.

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.

RESEARCH METHOD

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.

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.

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 chosen as the experimental group.

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. 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.

FINDINGS AND DISCUSSION

Result of 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 students' pretest and posttest in experimental and control groups. The result showed that the pretest in control and experimental groups were 0.695 and 0.739. Then, in posttest in control and experimental groups were 0.580 and 1.165 . It can be concluded that the data were considered normal since they are higher than 0.05.

Result of Homogeneity Test

In the homogeneity, Levene statistics analysis was used to analyze the students' pretest and posttest scores in control and experimental groups. was used. According to Flynn (2003, p.18), the data can be categorized homogen whenever it is higher than 0.05. The result showed that the pretest scores was 0.134 and posttest scores 0.420. It can be concluded that the data was homogeneous since the score was higher than 0.05.

Result of Hypotheses Testing

A significant improvement was found from testing students' pretest to posttest scores in experimental group using paired sample t-test. Based on the table analysis, it was found that the p-output was 0.000 with $df=24$ (2.0639), and $t\text{-value}= 6.174$. 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 (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Table 1. Result Analysis of Paired Sample T-Test From Pretest to Posttest Scores in Experimental Groups

Using TAD Strategy at SMPN 16 Palembang	Paired Sample t-test			Ha
	t	df	Sig.(2-tailed)	
	6.174	25	.000	Accepted

A significant different was found from testing students' posttest to posttest score in control and experimental group using independent sample t-test. From the table analysis, it was found that the p-output was 0.000 since the p-output 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.

Table 2. Result Analysis of Independent Sample T-Test From Posttest Scores in Experimental and Control Groups

Using TAD Strategy and those who were taught by using teacher's method	Independent Sample t-test			Ha
	t	df	Sig.(2-tailed)	
	5.013	50	.000	Accepted

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 www.iRubric.com 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.

CONCLUSION

Based on the findings and interpretations presented in the previous chapter, the researcher concluded that based on the result of pretest to posttest. First, there is a significant improvement on the eighth grade students' recount writing achievement taught by using TAD strategy. Second, 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. 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.

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