

CHAPTER II

IMPROVING STUDENTS' WRITING ABILITY IN RECOUNT TEXT BY USING TRANSITION-ACTION-DETAILS (TAD) STRATEGY

A. The Nature of Writing Skill

Writing skill is one of English skills that learned by the students. Writing skill is a process in producing the language in written form that has a meaning. According to Henry and Rogers (2005) writing skill is a skill to express the writing into written form. It means, by writing the students can express their feeling into written form and also by writing skill the students can share their ideas.

According to Boardman (2002:1) writing is a continuous process of thinking and organizing, rethinking and reorganizing. Writing is a discovery process that involves discovering ideas, how to organize them and what do you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page.

Richard (2000:172) states that writing is functional communication, making learners possible to create imagined worlds of their own design. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. In addition Harmer (2006:79-80) in Faisal (2013:2) states that writing is a basic language skill, as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and

increasingly how to write using Electronic Media. In brief, the most recording of ours is in writing form.

A good writing skill does not come instantly, it needs more practice to develop it. The teacher needs to give more practices to the students as they feel writing is daily activities. Through writing skill, teacher can identify students' abilities in using the language because it does not only deal with list of vocabulary and the knowledge of grammar but also the ability to organize ideas into sentence. Based on the explanation above writing is an activity expressing an idea or ideas using written language as a medium of delivery in communication.

B. The Aspect of Writing

In writing skill, the students should know and understand about the aspects of writing skill. Aspect of writing is very important to students because it can make the students easy in writing. According to Hughey and Jane (2008) there are five aspects of writing, those are:

1. Punctuation

Punctuation is a sign of reading. Punctuation is placed in text to make meaning clear and to make reading easier. Punctuation is considered as important aspect of writing, because it will be influenced to the meaning of sentences itself.

2. Word Selection

In learning writing, it is a good for the students when students have already known to choose a word to make sentences. According to

Hughey and Jane (2008:15) that not all the words might be used in all sentences. It means that the students need to consider to choose a word in making sentences, because it will be useful for the readers to understand the meaning of sentence which is written before.

3. Grammar Rule

Grammar is an important rule of writing. Grammatical rule in writing is important because in written language the grammar will show the writer's knowledge of English. It means that, when do writing the students should consider in using grammar well.

4. Organization

Organization in the writing refers to the way in which element of a text are arranged to match its purpose. In this case the students should be knows about the organization of recount text because it can make the reader know what's happening as long as writers' experience.

5. Meaningful Sentence

Meaningful sentence is a semantic point of view on the sentence whether the sentence understandable or not. So, in this case, the students should used meaningful sentences to make the writing will be understood by the reader and lose of misunderstanding in meaning.

Based on the explanation above, the researcher need to measure the students' writing skill based on the aspects of writing itself. The aspects that would be measured by the researcher were punctuation, word selection, grammar rule, organization, and meaningful sentence.

C. The steps of writing

In order to write, the students need to know the procedure or the steps in writing. The steps of writing according to Grenville (2013), they are:

1. Getting Idea

Getting ideas is the first step in writing process. This allows the students brainstorming whatever the ideas in their mind. More often, it is a matter of gradually accumulating a little idea here, another idea there. The ideas will complete each other.

2. Choosing Ideas

This step is about having a look at all ideas and assessing them. This is where to start to discriminate between the ideas which can be used and ones that have come potential. To do that, ones need to remind herself or himself what her or his writing job is trying to do.

3. Outlining

An outline is a working plan for a piece of writing. It is a structure of the ideas that are going to be written or it is a list of ideas that people are going to develop.

4. Drafting

This is step where people write their ideas in piece of paper after getting ideas, choosing ideas, and outlining. They have to consider some important aspects when drafting, such as sentence structure, diction, and choice of word.

5. Revising

In this step, the writer may revise and need to move or rearrange the sentence. Revising does not mean fixing surface problems such as grammar and spelling.

6. Editing

Editing means reading thoroughly what has been written and correcting the mistakes in the sentence. In this section, the writer tries to make the writing perfect. It means that the writer making the sentences flow in a clear, easy to read and understand it.

D. The Nature of Recount Text

Recount text is the text that aims to recount the events that have passed or past in sequence. According to Anderson and Anderson (2002:3), recount text is text which list and describe past experiences by retelling events in the order in which they happened (chronological order).

The purpose of the Recounts text is to retell events with the purpose of either informing or entertaining their audience (or both).

Recount text is kinds of text tell about past experience. According to Hook (2011:2), that a recount reconstructs past event in the time. It involves telling what happened and interpreting or evaluating the experience in some way. In addition, Young (2005), that recounts are retelling of past events. They are usually written as a series of events in the order in which they happen. Based on the explanation above, recount text

is a text that telling the reader about one story, action or activity in entertaining or informing the reader.

In recount text, there are some types of recount text. According to Derewianka in Indah (2010:17), there are three types of recount texts.

Those are:

1. Personal Recount

It is retelling of an activity that the writer has been personally involved in (e.g. oral anecdote, diary entry). Its characteristics are: use of first person pronoun (I and We), personal response to be events can be included and particularly at the end, and details are often chosen to add interest or humor.

2. Factual Recount

It records the particulars of an incident (e.g. science experiment, police report, news report, historical account). The characteristics are: use of third person pronouns (he, she, it, and they), details are usually selected to help the reader reconstruct the activity or accident accurately, sometimes the ending describes the outcome of the activity, mentions of personal feelings are probably not appropriate, details of time, place, and manner may need to be precisely stated, descriptive details may also be required to provide precise information, the passive voice may be used, and it may be appropriate to include explanation and justification.

3. Imaginative Recount

Taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented). The characteristics are: usually written in the first person and it may be appropriate to include personal reactions.

From the explanation about kinds of recount text above, the researcher used the personal recount as the recount text that as the focus material in teaching writing recount text at eight grade students in Mts. M. Basiuni Imran Sambas. Because the material that learnt more by the students is personal recount text. This is the example of personal recount.

Our trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

Adopted from <http://www.matiolestari.com/2013/06/contoh-recount-text-pendek-bahasa.html>

In recount text, there has some generic structure. According to Young (2005:13), states that there are three parts in generic structures on recount text. Those are:

1. Orientation

The first stage tells us about who, what, where and when, to help the reader place the events in time and place. Orientation is the beginning from the event.

2. Event/Events

This is the retelling of the events in sequence, which is organized in time. In events here not only happen one event, sometimes more events that happen in recount text.

3. Re-Orientation

This is only used in literary recounts to 'round off' the sequence of events. The orientation in recount text is the conclusion from the event or a feel that felling by the writer.

According to Derewianka (1990:27), mention that the text organization and language feature of a recount text as follow:

1. Text organization

a. Recount generally begin with a setting or orientation that includes background information to assist the reader's understanding of the recount. There are usually details about Who? When? Where? Why?.

b. Important events are then elaborate and usually arranged in cronologically order first to last. The events are presented in an interesting way and may include personal comments.

- c. May recount have a concluding statement talking about the authors personal feelings.

2. Language features

- a. Introducing personal participant; I, We, etc.
- b. Using cronological connection, then, first, etc.
- c. Using linking verb; was, were, saw, heard, etc.
- d. Using action verb; look, go, change, etc.
- e. Using simple past tense.

E. The Nature of Transition-Action-Details (TAD) Strategy

Transition-Action-Details Strategy is one of strategy in teaching writing process. Peha (2006:58) states that TAD is a writing strategy used transition action details chart which consist of columns and rows that shows a sequence of event. In addition, Lester (2006:5) in Susilawati states that Transition Action Detail is a strategy that uses to make up story or talk about event in the writer life. This strategy can help the student to make a story or to tell about themselves to other by using writing skill. This strategy can use in narrative and recount text, because this strategy can retell about the events in the story.

There are three columns that must be filled by participant, such as transition columns, action columns, and details columns, and each column can be filled by several rows. According to Peha (2003:38), a recount text must be arranged in a sequence of events in a correct chronological order.

To help the writer developing their writing, Peha provides an effective strategy. This strategy has three parts:

1. Transitions. These are short phrases like “Then” or “After a while” or “In the beginning” that help to introduce each new action in the sequence. It is not necessary to add a transition for each action, but they can be very helpful at making your sequence flow smoothly.
2. Actions. These are the actual events (the things that happened) listed in the order in which they occurred.
3. Details. This is additional information about each action. For each action, the reader will probably have two or three important questions you need to answer. These answers are your details.

Steps in the TAD Writing Process According to Peha (2003:38), there are six steps of applying the Transitions – Actions – Details (TAD) strategy. These steps are also can be applied in teaching recount writing in the classroom. They are explained as below:

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 mean to help

the students to see the wide angle of their story before they go to the specific details.

3. Fill in the middle of narrative sequence The Top and the bottom action box are filled, and then it is time to fill the actions between the beginning and the end of the 'Actions' box. It should be easier because of the first two steps can help 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.

F. Teaching Writing Skill on Recount Text by using Transition-Action-Details (TAD) Strategy

In teaching writing using transition action details strategy, the teachers use procedure about TAD. The teacher can use TAD for students to write recount text concerning three basic structures such as transition action details. It means that the teacher gives time to students to describe their events, they must use basic structure TAD. Freesoul in Nofriyanti (2012) explains about procedure of Transition-Action-Details Strategy:

1. **Transition Columns:** In this column the students write the time of the events that had taken place. The students in transition column, they must write time and place so that helps students to introduce each new action in the sequence transition action details.
2. **Action Column:** In this second column the students write the corresponding action to the transition time. The students write corresponding action in action column, so that they can describe what happened.
3. **Details Column:** In this column the students write any information and details to support the action. The students write any information and details, so that the audience understand what information from event that students story.

While, the procedure that would be implemented by researcher as below:

1. Make a lesson plan

In teaching and learning process, the teachers need a lesson plan as a guiding to make clear in teaching and learning. In this research the researcher made a lesson plan to make the researcher easy in explaining the material effectively and efficiently, because lesson plan is formation in teaching and learning process. In lesson plan, the researcher will wrote the topic, the material, the question and also time distribution of teaching and learning process.

2. Prepare the materials,

Before teaching and learning process, the teacher had to prepare materials for teaching and learning in the classroom, like the material about recount text and designing the test to measure students' archievement in writing recount text.

3. The implementation

- a. The teacher greeted and checked the students' presence;
- b. The teacher divided the students into groups. Every group consists of 4 or 5 students to discuss about the materials;
- c. The teacher gave some questions to students and explained about recount text by using TAD on the white board;
- d. The teacher told the important aim of learning recount text and the indicators that should be learn by students;

- e. The teacher gave example about event that happened, and wrote the transition action details in white board based on event, then the teacher explained to the students;
- f. After that, the teacher asked the students to make a recount text by individual;
- g. The teacher asked the students to write event or story that happened and asked the students to write structure of TAD based on the story;
- h. The teacher asked the students to write again the story into paragraph.

4. Closing

- a. The teacher checked their writing recount text for accuracy;
- b. The teacher made conclusion about recount text;
- c. The teacher informed the students about the next topic that should be discussed.

Based on the explanation the procedure of teaching writing skill on recount text through Transition-Action-Details strategy, the researcher concluded that the implementation of strategy can get a good result and improve students' writing ability in recount text.