THE EFFECT OF USING TRANSITION – ACTION – DETAILS (TAD) STRATEGY TOWARD STUDENTS' SKILL IN WRITING NARRATIVE TEXT OF THE SECOND YEAR OF SMAN 1 KAMPAR TIMUR KAMPAR REGENCY

UIN SUSKA RIAU

BY

MIMI RAHMANITA. A

NIM. 10814002332

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1434 H/2013 M

THE EFFECT OF USING TRANSITION – ACTION – DETAILS (TAD) STRATEGY TOWARD STUDENTS' SKILL IN WRITING NARRATIVE TEXT OF THE SECOND YEAR OF SMAN 1 KAMPAR TIMUR KAMPAR REGENCY

Thesis

Submitted as a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd.)

UIN SUSKA RIAU

By

MIMI RAHMANITA. A

NIM. 10814002197

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1434 H/2013 M

ABSTRACT

MIMI RAHMANITA A (2012): **The effect of Using Transition – Action – Details (TAD) Strategy toward Students' Skill in Writing Narrative Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency**

Based on the writer' preliminary study, found that some of the students are not able to write narrative paragraph. This problem was caused by some factors. For Example, some of the students are not able to write good tenses in a sentence based on the types of text and not able to do develop narrattive paragrpah. So, the writer was interested to carry out a research about this problem.

The aim of the research is to find out the significant effect in using *Transition – Action – Details (TAD) Strategy* toward students' writing narrative paragraph skill at the second year of SMAN 1 Kampar Timur of Kampar Regency. There are three formulations of the problem in this research that are how is the students' writing narrative paragraph skill taught by using Transition – Action – Details (TAD) Strategy , how is the students' writng narrative paragraph skill taught witout using Transition – Action – Details (TAD) Strategy, and is there any significant effect on students' writing narrative paragraph skill between the class who is taught by using Transition – Action – Details (TAD) Strategy and the class who is taught without using Transition – Action – Details (TAD) Strategy.

This Research was conducted in SMAN 1 Kampar Timur of Kampar Regency. The subject of the Research was the secon years students of SMAN 1 Kampar Timur, and the object of the research was the effect of using *Transition – Action – Details (TAD) Strategy.* The research was included to *Quasi – Experiment.*

The population of the research was all the second year students. The total Number of the second year students was 298 students. The writer used *Cluster Random Sampling* that take two classess as the sample: XI IPA 2 consisted of 30 students as the control class, and XI IPA 4 consisted of 30 students as the experimental class. So, the total number of the sample was 60 students. To analyze the data, the writer used t-test formula by using SPSS 17 Version.

After analyzing the data, the writer found that the significant effect of *Transition – Action – Details (TAD) Strategy* to improve the skill of writing narrative paragraph of the second year students SMAN 1 Kampar Timur, where was T obtained 14.409. Because of t obtained (14.409) < t table at significant level 5% (2.00) and 1 % (2.65) it means that the Null Hypothesis (H_o) was rejected and the Alternative Hypothesis (H_a) was accepted.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

16. All who has helped her in completing this thesis.

Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru, June   2012

Mimi Rahmanita A

NIM.10814002332

LIST OF CONTENT

APPENDIX

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one activitiy done by language learner and one of the language skills. Through writing, the writers share their idea, information, thought and experience to the readers. Writing will not be produced without mastering the aspects of writing itself, especially for English writers even research learner. Doing writing needs to follow the rule because writing also has rules. This statement is also stated by Harmer that writing has rules too, which we need to recognise and follow or purposefully float[1]. As one skill of language, writing has important roles as if the house comodity that is consumed by everyone, especially for literate society. Writing has an important role as the Hughey's statement that writing is also a means of reinforcing other language skills[2].

In teaching learning process of English in Indonesian school, especially on every educational level, writing is categorized as the last language skill that should be mastered by all students because the good writing skill the students have will help them in their academic success and their future. This statement is also stated by Richard "yet good writing skills are essential to academic success and requirement for many occupations and proffesions"[3].

In order to accomplish students' needs toward writing, school based curriculum (KTSP) provides writing as one of the English standard competences

[1]Jeremy Harmer. *The Practice of English Language Teaching*. Edinburgh: Longman. 1991. P 247

[2] Jane B Hughey et aL. *Teaching ESL Composition: Principles and Techniques*. Rowley. Massachucetts: Newbury House Publishers, Inc. 1983. p. 4

[3]Jack C Richard. *The Language Teaching Matrix*. Cambridge: Cambridge University Press. 1990. p. 100

that must be taught and learned in educational level especially in senior high school from the regulation of goverment. Based on school based curriculum (KTSP)[4] the purpose of teaching English are as follow:

1. Developing communicative competence in oral and written form to achieve information level.

2. Having awareness about the sense and the significance of English in order to increase national competence in global society.

3. Developing understanding of students about the relationship between language and culture.

State Senior High School (SMAN) 1 Kampar is one Senior High School in Kampar. As a formal school, it also provides English to the students, especially writing skill. There are some types of genres that the second year students learn. They can be seen on the standard competence stated in the syllabus of SMAN 1 Kampar for the second year is that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition[5]. In this research, the writer focuses on narrative text. The passing score (KKM) of English subject, especially for writing in SMAN 1 Kampar is 70. Based on the statement above, it is clear that writing skill is one aspect has to be mastered by the students.

---

[4] Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP).* Jakarta: Unpublished,2006. P. 307
[5]Evi Yarnismin, S.Pd, *Silabus Bahasa Inggris SMAN 1 Kampar Timur 2011-2012,* (Unpublished) . p.6

Based on the writer's prelimanary study in SMAN 1 Kampar, English is taught two times in a week. Each meeting is in 90 minutes. According to the English teacher for the second year students at the school, writng was taught by several ways, but mostly using Three-phase technique.

The procedure of this technique is at the first activity, teacher asks the students to review all aspects in a text, for example narrative text (its purpose, organization, and linguistic feature). Then, the students write a narrative text and get the feedback from the teacher and rewrite. And at the last of teaching and learning activity, the teacher assesses the students' work.

Every meeting, the teacher reviews the previous material in order to remain students what they have learned. Based on the description above, writing was taught maximally. In fact, some of students still face the problems and difficulties in writng, especially developing narrative text. The writing skill of the students is still far from the expectation of the curriculum. The difficulties can be seen in the following phenomenas:

1. Some of students are not able to write the good tenses in a sentence based on the types of text.

2. Some of students are not able to express their ideas in form Narrative text.

3. Some of students are not able to develop the detail in Narrative text.

4. Some of the students do not have many vocabularies so that they have difficulty in writing text, especially narrative text.

5. Some of students have difficulties to determine the sequence of events in Narrative text.

To improve the students' writing skill, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve the students' skill in writing, especially writing Narrative texts. The strategy is called "Transition-Action-Details (TAD)" strategy. This strategy is good for narrative texts. It is corrected by Peha "The Transition-Action-Details strategy is very useful. Opportunities to describe a sequence of events come   all the time in school: in narrative fiction and non-fiction writing"[6].

From the theory above, this strategy will help students in writing narrative text. The students will be easy to arrange the events or stories with the right order by writing the suitable transition of the story. By adding the details of the story, the students will be easy to develop their writing in Narrative. Therefore, the writer was interested to carry out a research entitled: **The Effect of Using Transition-Action-Details (TAD) Strategy toward Students' Skill in Writing Narrative Text of the Second Year of SMAN 1 Kampar Timur Kampar Regency.**

B. The Definitions of The Terms

   1. Transition-Actions-Details Strategy

         a. Transition: These are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence.

---

[6]Steve Peha and Margot Carmichael Lester. *Be a Writer*. Bend: The Laverage Factory, Inc. 2006. p. 61

Its mean that transitions are short phrases to connect two or more actions or ideas.

b. Actions: These are the actual events (the things that happened) listed in the order in which they occurred.

c. Details: This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.

From the definitions above, the writer concluded that transition-Actions-Details is a strategy for writing that use Transitions-Actions-Details chart to help students to write narrative text.

2. Writing, based on Sturm and Koppenhaver in Nation, "tell us that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription"[7]

Based on the explanation above, it can be concluded that writing is an activity we do to express our ideas writtenly and it can be in different type and different purpose. It has multiple components to do this activity, they are the topic, choice of words, organisation, purpose, audience, clarity, sequence, cohesion, and transcription.

3. Skill, according to Richard, "is an acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes

---

[7] I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. New York: Roudledge. 2009. p.113

and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently"[8].

In the term of this research, the skill focused on the writing skill as one of the language skills. In writing, there are many processes should be followed by the students and the process of writng are integrated each other. In short, the students should have a good skill in writing in order to produce the good text, especially for narrative text.

4. Narrative text: the text about events in order that they happend. In other words, you use time order to organise your sentences.[9] Based on the Pearson Education Asia Pte. Ltd stated "narratives are the text type we use when we want to entertain or to instruct"[10].

Based on the definitions above, it can be concludes that narrative text is one kind of text tells about events in past time and it purposes to entertain the readers.

Based on the definition of writing and narrative text, the writer concludes that writing Narrative text is an activity the students do in expressing their ideas to entertain or amuse the reader. In writing narrative paragprah, the students must pay attention in making the time order to organise the sentence.

---

[8]Jack C Richard, Richard Schimdt. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited. 2002. p.489

[9]Alice Oshima and Ann Hogue. *Introduction to Academic Writing. Third Edition.* New York: Pearson Education, Inc. 2007. p.23

[10]Pearson Education Asia Pte. Ltd. 2002. *A Lower Secondary Guide: English in Focus*. First Lok Yang Road, Singapore: Pearson Education Asia Pte Ltd. p. 1

C. Problem

1. Identification of the Problem

Based on the background and phenomena of the skill in writing narrative of the second year students at State Senior High School 1 Kampar Timur Kampar Regency, there were many problems that make students are difficult in reading text. The problems of this research are identified as follows:

a. The Students' skill to write correct sentences in good tenses based on the types of the text.

b. The students' skill to express their idea in form Narrative Text

c. The students' skill to develop the detail in Narrative Text

d. The students' vocabulary mastery so that they have difficulty in writing narrative text, especially narrative text

e. The students' difficulties in determining the sequence of events of Narrative text

b. Limitation of the Problem

Because of the limitation from the time and financial of the writer, therefore, the writer needed to limit the problems in this research. The writer focused on narrative text and using Transition – Action – Details (TAD) Strategy to solve the students' problem in writing.

c. Formulation of the Problem

The problem of this research is formulated in the following questions:

a. How is the students' skill in writing narrative text taught without using Transition-Action-Details (TAD) strategy of the Second Year of SMAN 1 Kampar Timur?

b. How is the students' skill in writing narrative text taught by using Transition-Action-Details (TAD) strategy of the second year of SMAN 1 Kampar Timur?

c. Is there any significant effect of using Transition-Action-Details (TAD) strategy toward the students' skill in writing narrative text of the second year of SMAN 1 Kampar Timur?

D. The Objective and the Significance of the Research

1. The Objective of the Research

This research has some objectives, as follows:

a. To obtain the information about the students' skill in writing Narrative text without using Transition-Action-Details (TAD) strategy of the second year of SMAN 1 Kampar Timur Kampar Regency.

b. To obtain the information about students' skill in writing Narrative text by using Transition-Action-Details (TAD) strategy of the second year of SMAN 1 Kampar Timur Kampar Regency.

c. To obtain the information the significant effect of students' skill in writing Narrative text between the students who are taught by using

Transition-Action-Details and the students who are not of the second year of SMAN 1 Kampar Timur Kampar Regency.

2. **The Sifnificance of the Research**

   a. This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as novice researcher.

   b. These research findings are also expected to give a positive contributions regarding with the process of teaching and learning English, especially in writing Narrative text to the students and the teacher/s at the second year students of SMAN 1 Kampar Timur, Kampar Regency.

   c. This research finding is also expected to support the existence of theories on teaching and learning English as a foreign language especially in writing, and postive contribution for those who are concerned very much in language teaching and learning in general.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is an activity that we always do. It can be for private or public purpose. Diary is one of the writing activities we do in our daily life. Writing is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message[1]. With writing, will helps students to express their ideas in form of meanigful words to interact with the readers.

Writing is not the same as speaking. This statement agrees with Broughton and friends that The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along.[2] From the theory, the difference between speaking and writing can be seen from the action when we these activities.

Writing is an activity that needs some resources to support our ideas and rarely it is done spontaneous. The author or the writer needs to consider some aspects, for example the audience. In writing, we do not comunicate with the audience directly, so the writer or the author needs to show what his/her ideas

---

[1] SIL International. *"What are Writing Skill?"* 1999.p.1 (retrieved on October 20,2012
www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm
[2] Broughton, Geoffrey. et al. *Teaching Engsish as a Foreign Language*. London: Routledge. 1980.
p.116

from his/her writing. In short, the writer or the author makes the audience understand some from written material.

In addition, Hughey, in his book, also stated that writing differs from speech inseveral important ways[3]. His statement was supported by Vygotsky's idea, that is composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal development requires a high level of abstraction[4].

From the statements above, it can be concluded that writing is different from speaking, because writing is not spontaneous act. It needs some preparation in doing it. There are some points to be concerned for those who want to write. So, writing is not an easy job because the writer must show his/her ideas from written material. Differ from speaking, when the audience do not understand what the topic, they can ask the speaker directly until they get it. But, a writer should convince his/her idea from writing to the reader in order to avoid a misunderstanding.

Writing, as the productive skill, requires students to produce a written material. As the writer said above, writing is not an easy job because the job of the writer is not only telling, but also showing in order that the readers are interested to our written material. Reid stated

---

[3]Hughey. Jane B et aL. *Teaching ESL Composition: Principles and Techniques*. Rowley. London. Tokyo: Newbury House Publishers, Inc. 1983. p.3
[4]*Ibid*

telling your reader what you want to communicate may be easy, but it is rarely very interesting or even very believable. In order to support your statements, you will need to specify them by adding details and examples. In other words, showing your reader that what you have presented is valid will make your essay more interesting and more believable.[5]

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

In addition, Canale and Swain in Hyland stated "writers need, at least:

a. *Grammatical competence* – knowledge of grammar, vocabulary, and the language system.
b. *Discourse competence* – knowledge of genre and the rhetorical patterns that create them.
c. *Sociolinguistic competence* – the skill to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
d. *Strategic competence* – the skill to use a variety of communicative strategies.[6]

From the statement above, every writer should have at least the four competencies in writing. The competencies are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Through writing, students can express their ideas, their feelings, their hopes, and etc. Writing for some writers has different purpose. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the

---

[5] Reid. Joy M. 1988. *The Process of Composition*. New Jersey: Prentice-Hall, Inc. p.4
[6] Ken Hyland. *Second Language Writing*. Cambridge: Cambridge University Press, 2004. p. 32.

purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a purpose of their writing.

There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Kane, in his book, stated that, the various effects a writer may wish to have on his or her readers—to inform, to persuade, to entertain—result in different kinds of prose[7]. It means that there are three kinds of purpose in writing, they are To inform, to persuade, and to entertain.

In the other theory about the purpose of writing, Grenville stated in her book that there are three basic purpose in writing[8], they are:

a. Writing to entertain

If the writer's purpose to write is to entertain, the writer should think that the reader can be entertained (emotionally gipped) by something very serious, even sad or funny. Writing to entertain generally takes the form of so – called imaginative writing of creative writing. For examples novels, poems, plays, screenplays, stories and song lyrics.

b. Writng to Inform

These kinds of writing can also be 'entertaining' in the sense that they are a good read. But entertaining the reader isn't their main purpose— that's just a bonus. Examples of writing to inform are newspaper

---

[7] Kane, Thomas S. *The Oxford Essential Guide to Writing*. New York: Oxford University Press. 1988. p.366

[8] Kate Grenville. *Writing Start to Finish: A Six Step Guide.* New South Wales: National Library of Australia. 2001. p.1

articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writng to Persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the writer's opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the writer's feelings.

From the two theories above, the writer concluded that there are three purposes in writing; they are to inform, to persuade, and to entertain.

2. The Importance of Writing

Writing well is very importance for us. It is unavoidable that writing has importance in our life, especially in term of academic. According to Graham "Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy."[9] As Graham said that the good writing will lead us to the success in term of academic. This statement is equal with the phenomena in university. The university requires the students to make research paper to finish their study. It means that writing will determine our graduation from a university. In short we can conclude that the writing is important.

---

[9]Graham, Steve and Dolores Pin. Writing Next. *Writing Next* New York: Carniege Corporation. 2007. p. 3

3. The Steps of Writing

As the writer said before, writing is not an easy job. It need some process in producing the written material. Actually, there are some differences in determing the step of writing from the expert. According to Graves' statement that is quoted by Johnson, there are five steps in writing they are

a. *Prewriting*. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas.

b. *Drafting*. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

c. *Revising*. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread texts and move things around.

Generally, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

d. *Editing*. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

e. *Publishing and sharing*. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class

books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting[10],

Grenville, in her book, stated there are six steps in writing. They are[11]:

a. *Getting ideas* (in no particular order).
b. *Choosing* (selecting the ideas you think will be most useful).
c. *Outlining* (putting these ideas into the best order—making a plan).
d. *Drafting* (doing a first draft from beginning to end, without going back).
e. *Revising* (cutting, adding or moving parts of this draft wherenecessary).
f. *Editing* (proofreading for grammar, spelling and texts

While, according to Galko she stated that there are three processes of writing[12]. The first process is preparing to write. In this stage, consist of two step, Prewriting and Outlining. The secon process is writing. In this stage the writer makes a draft of his/her writing. And the last is evaluating the writing. In this stage, consist of revising and editing.

From the three theories above, the writer concluded that the proceeses or the steps of writing hav some similarities in the aplication among the experts although there is the difference in the name of the step. It is a natural phenomenon that some experts have different ideas about something-in this case the steps of writing. But, in this research the wrtier conclude the steps of wrting are prewriting, drafting, revising, editing and rewriting.

---

[10] Johnson, Andre. P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Maryland: Rowman & Littlefield Education. 2008.
[11] Kate Grenville. *Op.cit*. p. vii
[12] Francine D. Galko. *Better Writing Right Now: Using Words for Your Advantage.* New York: Learning Expree. LLC. 2001.

4. The Component of Writing

Hughes, in his book, stated that there are some aspect of making a good writing, they are:

a. Grammar

Grammar is pattern of form and arrangement of the knowledge. It is important for the students to master because it is basic to understand a language. It can help students in composing a text.

b. Vocabulary

Vocabulary plays an important role in developing sentence become a text or text, even vivid words for description. In order to make the writing process flows significantly, the ability in expanding and choosing appropriate vocabulary should be mastered. So the students can explore more deeply about what ideas they want to express properly.

c. Mechanics

Mechanics include some matters such as spelling, punctuation, and capitalization. Spelling is very important in order to make a meaningful writing. Meaning of one word can be changed if a word misspelled. Both capitalization and punctuation are signal that help readers to understand what the writer means.

d. Fluency

Fluency can be stated as the use of correct structure and appropriate vocabulary to make the composition easy to understand.

e. Organization

It is important for a text to have organization. It has function to differenciate between introduction text, body text, and closing text. [13]

From the theory above, these component of writing are should be considered for those want to write in order to produce the good written material.

---

[13] Arthur Hughes,. *Testing for Language Teachers*. Cambridge: Cambridge University Press. 1986. P. 91-93

5. The Concept of Students' Writing Skill

In writing, having a good skill is the important thing to produce a writen material. Skill can be called as the power in writing. In this research, the skill proposed by the writers (students) is to be capacity in developing narrative text.

In order to develop the narrative texts, the students should have skill in writing. Skill in writing reflects overall achievement in language and learners who have developed the skill to communicate effectively in the written of a language.

According to Richard, "skill is an acquired skill to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently"[14]. Based on this statement, the writer concluded that writing skill is one of the language skill to express the ideas and information in form of meaningful words to interact with the readers by coordinating the process and considering the component of writing itself.

6. The Nature of Writing Skill in Narrative Texts

Narrative is the texts about the order of event. It is same as Kane's idea in his book "A *narrative* is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always

---

[14] Richards. Jack C, Richard Schimdt. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited. 2002. p.489

involves an arrangement in time (and usually other arrangements as well)"[15]. Kies also stated:

> narrative offers us the opportunity to think and write about ourselves, to explain how our experiences lead to some important realization or conclusion about our lives or about the world, in general. Each of us has had meaningful experiences that have taught us lessons about ourselves or others or the world. Through the narrative essay, we have the chance to record and share those experiences as a means to substantiate our new understanding[16].

In narrative text, the writer used time order to tell what the first, what happen next, what happen after that, and so on. A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it." [17]

Its social function is to amuse or entertain the readers. In order to make the readers are entertained. The writer has to do more than tell us the truth he/she sees in the story; he must manifest that truth in the characters and the action.

According to Knapp and Watkins, "the generic structures of narrative are Orientation, Complication and resolution."[18] In writing narrative text, all of the generic structure should exist in our writing. It is very important because if we do

---

[15]Kane, Thomas S.. *The Oxford Essential Guide to Writing*. New York: Oxford University Press. 1988. p.366

[16]Kies, Daniel.. *The Narrative Essay*. Department of EnglishCollege of DuPage:http://papyr.com/hypertextbooks/comp1/narrativ.htm. 2007. Retrived: January 3rd, 2012.

[17]Ibid. p. 366

[18] Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Sydney: University of New South Wales Press Ltd. 2005. p.235

not put one of the generic structures, our writing will not be a good writing and makes the reader confuse about aour writing.

The standard competence of English language for second year of senior high school have stated that students are able to communicate oral and written language in text of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition. It means that the teacher should teach the students to write some kind of texts: descriptive, narrative, anecdote, analytical exposition, and hortatory exposition. But in this research, the Writer only will focus on writing narrative text.

Teaching writing in the classroom means that the teacher give the explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing.

Assessing students' achievement in writing is not easy as assessing reading skill. In assessing writing, the teacher can not measure the students' skill by giving them multiple choice, or short answer that can be done in assessing reading. The teacher should ask the students to write in order to know students' achievement. In this research, the writer used the writing assessment from the school. Regarding with the kind of the text in this research, the students' writing is assessed relating to the aspects of narrative text. Based on the component of writing, the students' writing will assessed by considering five components as follow:

a. Content. In this aspects, the students should be able to develop their ideas in writing narrative text

b. Organization. In this part, students should be able to put chronological order correctly. (Orientation, complication and resolution)

c. Vocabulary. In writing narrative text, the students should be able to use choice of words correctly.

d. Language use. Students should be able to use simple past tense correctly.

e. Mechanics. Students should be able to use correct punctuation and spelling.

In assessing students' writing, the students' writing narrative text was measured by using writing assessment used by English teacher of SMAN 1 Kampar Timur.

Table II.1
Writing Assessment[19]

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				

2	Organization
	   a. Orientation
	   b. Complication
	   c. Resolution				

3	Vocabulary				

4	Grammatical Features
	   a. The use of simple past tense
	   b. The use of pronoun
	   c. The use of Time connectives and conjuction
	   d. The use of noun phrase				

5	Mechanism (Spelling and Punctation)				
	Total				
	Maximum Score	20			

Explanation of score:

1 = incompetent

2= competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

7. The Factors Influencing Students' Writing Skill

Fauziah Hassan in his research found that there are three factor why the students are weak in wrting. The Factors are:

   a. Limited opportunities to use English outside classroom

   b. Negative attitude toward English

---

[19] Evi Yarnismin, S.Pd, *Silabus Bahasa Inggris SMAN 1 Kampar Timur 2011-2012,* (Unpublished) p.38

c. Lack of confident.[20]

From the three factors above, there is one external factor and two internal factors. These are factor why the students' writing skill are weak.

Melgis Dilkawaty Pratama, in her research, also discussed about the factors influencing ability in writing. She found that there are actually four factors influence the students' skill in writing.[21] They are

a. Fear factor, the students are afraid to write . Burckardt, in Melgis, there are kinds of factor that make someone afraid to write. They are have poor graphmotor skills, poor expressive skill, cannot seem to organize their thought, they afraid to spell word correctly, have trouble with syntax and trouble retrieving vocabulary word.

b. Reading. Reading can also influence the students' writing skill because reading becomes one of media for writers to gain information that they will deliver it to their text. It also can enrich the writers' experience so that the more content can be delivered to the readers.

c. Writing Environment. If the environment of students is mostly in literacy environment, the students will be accostumed to write. When the writing become their habit, it will be useful to improve their writing skill.

d. Teaching Technique. Not only from the students, but also the way the teacher technique in teaching writing will influence the student's

---

[20] Fauziah Hassan and Nita Fauzee Selamat. *Why Arent' Students Proficient in Esl: The Teachers' Perspective.* University of Putra Malaysia. 2001. [Retrieved on October 19th 2012]

[21] Melgis Dilkawaty Pratama. *The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru.* Unpublished Thesis: 2012. P.4

writing skill. Rijilaarsdam in Melgis said "there are many lesson and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insight but in general wiriting lesson are uninspired and not stimulating . Because of that, the students are not intereseted in writing. Based on this idea, the teaching technique used by the teacher takes important role in developing students' ability in writing.

Based on the theories above, the writer classified the factors influence the students' writing skill into two sides; external factor and internal factor.

The External factors are:

   a. Opportunities to use English outside the classroom

   b. Writing environment

   c. Teaching technique

The Internal Factors are:

   a. Students attitude toward English

   b. Students' confidence

   c. Fear Factor of Writing

   d. Reading Habit

8. The Concept of Transitions-Actions-Details Strategy

TAD strategy is one of writing strategy. The Transition-Action-Details strategy is very useful. Opportunities to describe a sequence of events come up all the time. This strategy consists of three words, they are:

   a. Transition: These are short phrases like "Then" or "After a while"

or "In the beginning" that help to introduce each new action in the sequence.

Its mean that transitions are short phrases to connect two or more actions or ideas.

b. Actions: These are the actual events (the things that happened) listed in the order in which they occurred.

c. Details: This is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.[22]

It means that this stratgey will help students to identify the Transitions, Actions and Details of Narrative text that will be used before they write a narrative text. Based on this theories, the writer concluded that Transition – Action – Details (TAD) Strategy is one of writing strategy that used Transition – Action – Details chart to make students easy to order the sequence of event from the story by using transition and also develop the content of the story by adding some details for every action.

9. The Advantages of TAD Strategy

TAD strategy is included in prewriting activity. As the explanation in steps of writing, prewriting is the first activity in writing. Peha stated that "Pre-writing is any activity that helps writers figure out what to write about. Many things qualify as prewriting activities"[23]. This strategy is very useful for describing the sequence

---

[22] Steve Peha and Margot Carmichael Lester. *Be a Writer*. Bend: The Laverage Factory, Inc. 2006. p. 61

[23] Steve Peha. *The Organizers*. www.ttms.org:Teaching that Makes Sense, Inc. 1995-2003.

of event of narrative text. From this statement, it is clear that this strategy is good for writing Narrative text.

10. Teaching Writing by using TAD Strategy

TAD is an organizing concept which directs the learner to identify the Transitions, Actions, and the Details in writing Narrative text. There are some steps in conducting TAD strategy in the classroom, especially in teaching and learning writing. Based on Peha, the steps are (the figure shown after the steps)[24]:

a. The Teacher prepares the TAD Chart for the students

b. Filling out the actions box first.

    Its mean that, after making the TAD chart, the students are asked to fill out the fisrt actions box. Fill the first box with the first thing that happens

c. Then, go to the last "Action" box and write the end. The students are asked to fill the last action in the last box of the action column.

d. Now, fill in everything in between. The rest action column between the firts box of actions column and the last box of action column.

e. When you finish the "Action" column, add a couple of details for each action. After finishing fill the action box, the students continue to write a couple of details for more explanation of the action.

---

[24] Steve Peha. *The Writng Strategy Teacher's Guide.* www.ttms.org:Teaching That Makes Sense, inc.2003. p.38

f. Finally, come up with simple phrases in the "Transition" column
    that introduce each action. The last activity is fill the transitions
    box to introcduce the action.

Table II.2
Transition-Action-Details Chart

Transition (introduce the action)	Action (describe what happend)	Details (answer audience questions)
LastSummer,	I went on vacation with my family to the ocean	• We go almost every year • It's fun because there's a lot to do • I get to do a lot of exploring with my dog
(The Last Trasition)	(The last Activity)	(The details of the last action)

B. Relevant Research

Based on Syafi'i, "relevant research is intended to avoid the plagiarism toward the designs and findings of the previous researchers"[25]. The following are some relevant researches in reference to this research project.

The first research is a research that was concluded by Dina Maya Sari[26] Entitled "Using Picture Story to Motivate Reluctant Students in Writing of the Second Year Students at SMPN 21 Pekanbaru". The type of her research was

---

[25]Syafi'i S. M. *From Paragraph to a Research Report: A Writing of English for Academic Purposes.* LBSI: Pekanbaru. 2011. p.122

[26] Dina Maya Sari. "Using Picture Story to Motivate Reluctant Students in Writing of the Second Year Students at SMPN 21 Pekanbaru". (Pekanbaru: Unpublished, 2008)

classroom action research. She tried to find out the effect of using Picture Story to motivate reluctant students in writing. This research was conducted in SMPN 21 Pekanbaru and the subject of this research was the second year students. She concluded that there is significant difference between students given treatment and without treatment and the students were motivated in writing by using Picture Story. It can be shown from the average of both classes and t obtained of data analysis. The students' average of experimental research was 75 and the average of control class was 59.69. From the t obtained of data analysis, the result was 15.2. The t obtained was higher than t table. Thus, Null Hypothesis was rejected and Alternative Hypothesis was accepted.

The second research was conducted by Yenny Monica Hartanto [27]entitled "The Analysis of Transitional Signals in The English Departement Students Writing 3 at Petra Christian University". Her research design was qualitative descriptive research. She tried to analyze the use of transition signals by the students of Writing 3 at English Departement of Petra Christian University. She concluded that there were 10 types of transition signals which used in the essay of Writing 3's students. Furhermore, she found that most of the use of transition signals in the students' essay is correct. It took 93.19% whic was correct and 6.18 was not. This research is the same as the writer's in ivestigating transition signal in writing,

---

[27] Yenny Monica Hartanto. "The Analysis of Transition Signals in the English Department Students Writing 3 at Petra Christian University." [Unpublished Thesis: 2003.]

The researches above are different with the research that is conducted by the writer. The first research was about effect of using It says I say and So toward students' reading comprehension. It was different with the writer' research. The writer's was about writing skill. The Second research was about qualitative descriptive research. It was different with the writer's research design. The writer's research design was Quasi Experimental Design and focused on Non Equivalent control group Design.

C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. It is necessary to explain briefly the variabels of this research. There are two variables; they are independent variable (X) and dependent (Y) variable. Variable X is the using Transition-Action-Details (TAD) strategy. Variable Y is the students' skill in writing narrative texts.

1. The indicators of variable X (The using TAD Strategy), the procedures are[28]:

   a. The teacher prepares the TAD chart for the students.

   b. The Students Fill out the Transition-Action-Details chart, start in the "Action" column first. The students fill in the first box with the first thing that happens.

   c. After filling out the "Action" column with the first action, then the students write the last "Action" box and write the end.

   d. The students fill in everything in between.

---

[28] Steve Peha. *Op.cit.* p 38

e. After writing all actions of the story in "Action" column, the students add a couple of details for each action.

f. Finally, the students write the simple phrases in "Trasition" column with the suitable time order that introduce each action.

2. In this research, the variable Y (dependent variable) is the students' writing skill and the kind of the text is narrative. So, the indicator related to students' writing Skiil in narrative text. The indicators of variable Y (Students' Skill in writing narrative text)[29] :

a. The students are able to express their ideas in writing narrative text.

b. The students are able in making narrative texts that contains content, organization, vocabulary, language use and mecahnic.

c. The students are able to write narrative pragraph that contains orientation, complication and resolution.

D. Assumption and Hyphothesis

1. Assumption

a. Narrative text has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of SMAN1 Kampar Timur, Kampar regency are able to write the narrative text well.

b. The better Transition-Action-Details (TAD) strategy is applied, it is assumed that the students' writing skill in writing narrative text will be better.

---

[29] Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP): Silabus Bahasa Inggris.* Jakarta: Unpublished. 2006. P23

2. Hypothesis

Ha : There is a significant effect of using Transition-Action-Details (TAD) strategy toward students' skill in writing narrative text.

Ho : There is no significant effect of using Transition-Action-Details (TAD) strategy toward students' skill in writing narrative text

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of this research is Quasi - experimental research. Creswell stated that in experiment we test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable[1]. The quasi experimental research is identified by giving treatment to the sample as the independent variable. This quasi experimental design was focused on Nonequivalent Control Group Design.

In conducting this research, the writer used two classes. The first class was used as experiment class which was taught by using the Transition-Action-Details (TAD) strategy and the other class used as control class. In this research, the writer used control – group design.

The experiment and control class were given pre – test and post – test. Only the experiment class was treated by using Transition-Action-Details (TAD) strategy.

---

[1] Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education International. 2008. p. 299

The research design simply schematized as follow:[2]

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	—	Y_2

E = Experimantal Group

C = Control Group

Y = Test

X = treatment by using the Transition-Action-Details (TAD) strategy

B. The time and the Location of the Research

This research was conducted at SMAN 1 Kampar Timur, Kampar regency. The research was conducted for three months, from March to May.

C. The Subject and the Object of the Research

The subject of this research was the second semester of the second year students of SMAN 1 Kampar Timur, Kampar regency in the academic year 2011/2012. The object of this research was the effect of using Transition-Action-Details (TAD) strategy toward students' skill in writing Narrative text.

---

[2]Tuckman, Bruce W. *Conducting Educational Research Fifth Edition*. New York: Harcourt Brace College Publisher. 1999. p.141

D. The Population and the Sample of the Research

1. Population of the Research

The population in this research was the second semester of second year students at State Senior High School 1 Kampar Timur, Kampar regency in academic year of 2011/2012. There are eight classes of second year student. Five classes are scientific program and three classes are social program. The total number o the second year students at SMAN 1 Kampar Timur are 298. The total number of the students can be seen in the following table:

Table III.1
The Population of the Second Year Students of State Senior High School 1
Kampar Timur Kampar Regency

No	Class	Number of Student
1	XI IPA 1	30
2	XI IPA 2	37
3	XI IPA 3	38
4	XI IPA 4	35
5	XI IPA 5	40
6	XI IPS 1	40
7	XI IPS 2	38
8	XI IPS 3	40
TOTAL		298

2. Sample of the Research

Based on the design of the research, the researcher took only two classes as the sample of this research. The classes were XI IPA 2 and XI IPA 4. The Classes were choosen by using cluster random sampling. The writer used cluster random sampling, because of the subject of this research have the same material, the same

grade, and the teacher in teaching these classes. Having the sample, the write used lottery technique by passing out small roiled paper marked by the sequence name of the class. Then, after passing out the paper, the samples for the research are class XI IPA 4 as experimental class and XI IPA 2 as the control class. Actually, the classes consist of 37 and 38 studens. But, not all of them could be the sample of the research because there were some of students did not attend during the meeting so that the sample of the research was 30 students for each class. The data of the sample was shown below:

Table III.2
The Sample of the Research

No	Class	Male	Female	Number of Student
1	XI IPA 4	8	22	30
2	XI IPA 2	9	21	30
TOTAL		17	43	60

E. The Techniques of Collecting Data

In this research, the writer will use test as the technique of collecting data. The test was used to find out the students' skill in writing narrative text. The data of this research were the score of students' skill in writing narrative text obtained by using composition test. The test was done twice, before and after giving the treatment. The writer used pre-test and post-test to experiment class and control class in order to knows the effect of using the Transition-Action-Details(TAD) strategy toward the students' skill in writing narrative text at the second year of senior high school 1 Kampar. After doing the test, the students' work will be

assessed by two raters. The raters assessed the students' writing by using writing
assessment used by the English teacher of SMAN 1 Kampar Timur.

TABLE III.3
Writing Assessment of Narrative Text

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				

2	Organization
	    a. Orientation
	    b. Complication
	    c. Resolution				

3	Vocabulary				

4	Grammatical Features
	    a. The use of simple past tense
	    b. The use of pronoun
	    c. The use of Time connectives and conjunction
	    d. The use of noun phrase				

5	Mechanism (Spelling and Punctuation)				
	Total				
	Maximum Score	20			

Explanation of score:
1 = incompetent
2= competent enough
3 = competent
4 = very competent

$$\text{Final Score} = \frac{Total\ Score}{Maximum\ Score} \times 80$$

F. The Technique of Data Analysis

In order to find out whether there is significant effect of Transition – Action
– Details (TAD) Strategy toward the students' skill in writing narrative text of
SMAN 1 Kampar Timur, the writer used post test score of experimental class and

control class. The writer used Indpendent Sample T – Test from SPSS.17 version to analyze the effect of using TAD Strategy of students' skill in writing narrative text of SMAN 1 Kampar Timur.

The t-table is employed to see whether there is a significant effect toward the mean score of both experiment and control group. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = $(N_1+N_2) - 2$ statically hypothesis:

1. H_o is accepted if $t_o<t$ – table or there is no significant effect of using the Transition-Action-Detail (TAD) strategy toward students' ability in writing Narrative text

2. H_a is accepted if $t_o > t$- table or there is any significant effect of using the Transition-Action-Details (TAD) strategy toward students' ability in writing narrative text.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the significant effect of using TAD Strategy toward skill in writing Narrative text of the second year students of State Senior High School 1 Kampar Timur.

The data of this research was the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In the test, the students were asked to write narrative text. Then the test was evaluated by concerning the five components of writing in that text: content, organization (orientation, complication, resolution), vocabulary, grammatical features (action verbs, transitional words, past tense), and spelling and punctuation. Each component had its score.

B. The Data Presentation

The data of this research was the students' score of writing test both of pre – test and Post test in Experimental class and Control Class. The data were collected through the following procedures:

1. The writer, as the teacher, asked the students either experimental or control class to write a narrative text.

2. The writing was written in the blank sheet. Then, it was collected to evaluate the appropriate of content, organization, vocabulary, language use (grammar), and spelling.

3. The students' writing results were evaluated by two raters.

4. The writer added the scores from the raters and divided it.

1. **The Students' Writing Skill in Narrative Text Taught by Using Transition – Action – Details (TAD) Strategy.** .

<div align="center">

TABLE IV.1
THE STUDENTS' SCORE OF PRE-TEST
OF EXPERIMENTAL CLASS

</div>

No	Ss	Content			Organization			Vocabulary			Grammar			Mechanics			T	S
		Rater		T	Rater		T	Rater		T	Rater		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
2	S2	2	2	2	2	2	2	2	3	2,5	2	2	2	2	2	2	10,5	42
3	S3	2	3	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
4	S4	3	2	2,5	3	3	3	3	3	3	2	2	2	1	2	1,5	12	48
5	S5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
6	S6	2	2	2	2	2	2	3	2	2,5	2	2	2	1	2	1,5	10	40
7	S7	2	2	2	3	3	3	2	2	2	2	3	2,5	2	1	1,5	11	44
8	S8	2	2	2	2	2	2	2	3	2,5	2	2	2	2	1	1,5	10	40
9	S9	2	2	2	3	2	2,5	1	2	1,5	2	2	2	2	2	2	10	40
10	S10	2	3	2,5	2	2	2	2	3	2,5	2	2	2	2	1	1,5	10,5	42
11	S11	2	3	2,5	2	2	2	2	2	2	3	2	2,5	2	1	1,5	10,5	42
12	S12	2	2	2	2	3	2,5	2	3	2,5	2	2	2	2	1	1,5	10,5	42
13	S13	2	3	2,5	3	2	2,5	3	2	2,5	3	3	3	2	2	2	12,5	50
14	S14	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
15	S15	2	2	2	2	3	2,5	3	3	3	2	2	2	1	1	1	10,5	42
16	S16	2	2	2	2	2	2	2	3	2,5	2	2	2	2	2	2	10,5	42
17	S17	3	3	3	3	3	3	3	2	2,5	2	2	2	1	1	1	11,5	46
18	S18	2	2	2	3	2	2,5	3	3	3	2	3	2,5	1	2	1,5	11,5	46
19	S19	2	2	2	2	2	2	3	3	3	2	2	2	1	2	1,5	10,5	42
20	S20	2	2	2	2	2	2	2	3	2,5	2	2	2	2	2	2	10,5	42
21	S21	3	3	3	2	3	2,5	2	2	2	2	2	2	2	2	2	11,5	46
22	S22	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10,5	42
23	S23	2	3	2,5	3	2	2,5	2	2	2	3	3	3	2	1	1,5	11,5	46
24	S24	2	2	2	2	2	2	2	2	2	2	3	2,5	2	2	2	10,5	42
25	S25	2	2	2	3	2	2,5	3	3	3	3	2	2,5	1	2	1,5	11,5	46
26	S26	2	3	2,5	3	2	2,5	2	2	2	2	2	2	2	2	2	11	44
27	S27	3	2	2,5	2	2	2	2	2	2	1	2	1,5	2	2	2	10	40
28	S28	2	3	2,5	3	2	2,5	2	3	2,5	2	2	2	2	1	1,5	11	44
29	S29	2	2	2	3	2	2,5	3	3	3	1	2	1,5	1	2	1,5	10,5	42
30	S30	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
Mean				2,23			2,30			2,35			2,12			1,65	10,65	42,60

Based on the table of writing components of students' writing skill at experimental class above, it can be seen that the students' writing skill in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and mechanics(spelling and punctuation). Among the five components that have been mentioned, the lowest mean score was mechanics; 1.65 and the highest mean score was the vocabulary; 2.35. While the content, organization and grammar was 2.23, 2.30 and 2.12

According to the writing assessment of State Islamic Senior High School 1 Kampar Timur, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. According to assessment, *the score of students' writing above was categorized into incompetent to competent enough*, so this indicates that the students had low skill in using those components that had important role in writing. However, the total of mean score of students' writing skill at pre-test of experimental class was 42.6.

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF EXPERIMENTAL CLASS

	Students' score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	3	10.0	10.0	10.0
	40	5	16.7	16.7	26.7
	42	12	40.0	40.0	66.7
	44	3	10.0	10.0	76.7
	46	5	16.7	16.7	93.3
	48	1	3.3	3.3	96.7
	50	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it shows that there was 1 student who got score 48 (3.3%) and 50 (3.3%), 3 students who got 38 (10.0%) and 44 (10.0), 5 students who got 40 (16.7%) and 46 (16.7), and 12 students who got 42 (40.0%).

From the table above, it can be seen that the total number of students was 30 students. The highest score was 50 and the lowest score was 38. The highest frequency was 12 at the score of 42. While, the statistic of these data is in the following table:

TABLE IV.3
STATISTICS

N	Valid	30
	Missing	0
Mean		42.60
Std. Error of Mean		.535
Median		42.00
Mode		42
Std. Deviation		2.931
Variance		8.593
Range		12
Minimum		38
Maximum		50
Sum		1278

TABLE IV.4
THE STUDENTS' SCORE OF POST-TEST
OF EXPERIMENTAL CLASS

No	Ss	Content			Organization			Vocabulary			Grammar			Mechanics			T	S
		Rater		T	Rater		T	Rater		T	Rater		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S1	3	3	3	3	4	3,5	3	3	3	3	2	2,5	3	3	3	15	60
2	S2	4	4	4	3	4	3,5	2	2	2	3	2	2,5	3	3	3	15	60
3	S3	3	3	3	3	4	3,5	4	4	4	4	3	3,5	2	3	2,5	16,5	66
4	S4	4	3	3,5	3	3	3	3	3	3	3	3	3	3	4	3,5	16	64
5	S5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2,5	14,5	58
6	S6	3	4	3,5	3	3	3	3	3	3	3	3	3	3	2	2,5	15	60
7	S7	3	4	3,5	4	3	3,5	3	3	3	3	3	3	3	2	2,5	15,5	62
8	S8	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15	60
9	S9	3	3	3	3	3	3	4	3	3,5	3	3	3	3	3	3	15,5	62
10	S10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15	60
11	S11	3	2	2,5	3	3	3	3	3	3	3	3	3	2	2	2	13,5	54
12	S12	3	4	3,5	4	3	3,5	3	3	3	3	3	3	3	3	3	16	64
13	S13	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14	56
14	S14	4	3	3,5	3	4	3,5	3	2	2,5	2	3	2,5	2	1	1,5	13,5	54
15	S15	4	3	3,5	3	3	3	3	3	3	3	4	3,5	3	2	2,5	15,5	62
16	S16	3	3	3	3	4	3,5	3	3	3	3	3	3	3	2	2,5	15	60
17	S17	4	3	3,5	3	3	3	3	3	3	3	3	3	3	3	3	15,5	62
18	S18	2	3	2,5	3	3	3	3	3	3	3	3	3	2	2	2	13,5	54
19	S19	4	3	3,5	3	3	3	3	3	3	3	3	3	2	3	2,5	15	60
20	S20	4	4	4	3	3	3	3	3	3	2	2	2	2	3	2,5	14,5	58
21	S21	4	3	3,5	3	3	3	3	3	3	2	2	2	3	4	3,5	15	60
22	S22	3	4	3,5	4	3	3,5	3	3	3	2	3	2,5	2	2	2	14,5	58
23	S23	4	4	4	3	4	3,5	3	3	3	3	3	3	3	3	3	16,5	66
24	S24	3	4	3,5	4	4	4	3	3	3	3	3	3	3	2	2,5	16	64
25	S25	3	3	3	3	3	3	3	2	2,5	2	3	2,5	3	3	3	14	56
26	S26	3	3	3	3	2	2,5	3	3	3	3	3	3	2	2	2	13,5	54
27	S27	4	4	4	3	3	3	3	3	3	3	3	3	3	2	2,5	15,5	62
28	S28	3	3	3	3	3	3	4	3	3,5	2	3	2,5	2	3	2,5	14,5	58
29	S29	4	4	4	3	3	3	3	3	3	3	3	3	2	3	2,5	15,5	62
30	S30	4	3	3,5	3	3	3	4	3	3,5	2	3	2,5	2	3	2,5	15	60
Mean				3,37			3,17			3,02			2,85			2,57	14,97	59,87

According to the table of writing components of students' writing skill at experiment class above, it can be seen that the students' writing skill in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and mechanics(spelling and punctuation). Among the five components from the table, the lowest mean score was mechanics; 2.57 and the highest mean score was content; 3.37 while organization of students' writing was 3.17, vocabulary was 3.02, and grammar was 2.85.

According to the writing assessment of SMAN 1 Kampar Timur, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, *the score of students' writing above was categorized into competent enough to competent*, so this indicates that the students still had average skill in using those components that had important role in writing. However, the total of mean score of students' writing skill at post-test of experimental class was 59.87.

TABLE IV.5
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF EXPERIMENT CLASS

	Students' score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	4	13.3	13.3	13.3
	56	2	6.7	6.7	20.0
	58	4	13.3	13.3	33.3
	60	9	30.0	30.0	63.3
	62	6	20.0	20.0	83.3
	64	3	10.0	10.0	93.3
	66	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Referring to the table above, it shows that the students who got 56 and 66 were two students for each score and the percentage was 6.7%. Then, the students who got 54 and 58 were 4 students for each score and the percentage was 13.3%. There were 9 students who got 60 (30%), 6 students who got 62 (20%) and 3 students who get 64 (10%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 66 and the lowest score was 54. The highest frequency was 9 at the score of 60. While, the statistic of these data is in the following table.

TABLE IV.6
STATISTICS

N	Valid	30
	Missing	0
Mean		59.87
Std. Error of Mean		.621
Median		60.00
Mode		60
Std. Deviation		3.401
Variance		11.568
Range		12
Minimum		54
Maximum		66
Sum		1796

2. **The Students' Writing Skill in Narrative Text Taught without Using Transition – Action – Details (TAD) Strategy.**

TABLE IV.7
THE STUDENTS' SCORE OF PRE-TEST
OF CONTROL CLASS

No	Ss	Content			Organization			Vocabulary			Grammar			Mechanics			T	S
		Rater		T	Rater		T	Rater		T	Rater		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S1	2	1	1,5	2	2	2	1	3	2	2	2	2	2	1	1,5	9	36
2	S2	3	2	2,5	2	3	2,5	2	2	2	2	2	2	2	2	2	11	44
3	S3	3	3	3	3	2	2,5	2	2	2	2	2	2	3	3	3	12,5	50
4	S4	3	2	2,5	2	2	2	2	3	2,5	2	3	2,5	2	2	2	11,5	46
5	S5	2	2	2	2	3	2,5	3	2	2,5	2	2	2	1	1	1	10	40
6	S6	3	3	3	3	2	2,5	2	2	2	2	2	2	1	1	1	10,5	42
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2,5	10,5	42
8	S8	2	2	2	3	3	3	2	2	2	2	3	2,5	2	2	2	11,5	46
9	S9	2	2	2	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10	40
10	S10	2	2	2	2	1	1,5	2	2	2	2	2	2	3	2	2,5	10	40
11	S11	2	3	2,5	2	2	2	2	2	2	1	2	1,5	2	2	2	10	40
12	S12	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	2	2	11	44
13	S13	2	2	2	2	2	2	2	2	2	1	2	1,5	3	2	2,5	10	40
14	S14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
15	S15	3	3	3	3	2	2,5	3	3	3	2	2	2	1	1	1	11,5	46
16	S16	2	2	2	2	2	2	2	3	2,5	2	2	2	2	2	2	10,5	42
17	S17	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
18	S18	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
19	S19	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
20	S20	2	2	2	2	2	2	2	2	2	3	2	2,5	2	2	2	10,5	42
21	S21	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10,5	42
22	S22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10	40
23	S23	2	2	2	2	3	2,5	3	3	3	2	3	2,5	2	2	2	12	48
24	S24	3	2	2,5	2	3	2,5	2	3	2,5	2	3	2,5	2	1	1,5	11,5	46
25	S25	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10,5	42
26	S26	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1,5	9,5	38
27	S27	2	1	1,5	2	2	2	2	3	2,5	2	3	2,5	2	2	2	10,5	42
28	S28	3	2	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
29	S29	3	3	3	2	2	2	2	3	2,5	2	2	2	2	1	1,5	11	44
30	S30	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10,5	42
Mean				2,27			2,22			2,17			2,07			1,85		42,27

Based on the table of writing components of the students' writing skill at control class above, it can be seen that the students' writing skill in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and mechanics(spelling and punctuation). Among the five components that have been mentioned, the lowest mean score was mechanics; 1.85 and the highest mean score was content; 2.27 while the organization of students' writing was 2.22, vocabulary was 2.17 and grammar was 2.07.

According to the writing assessment of SMAN 1 Kampar Timur, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Based on that assessment, the score of students' writing above was *categorized into incompetent to competent enough*, so this indicates that the students had low skill in using those components that had important role in writing. However, the total of mean score of students' writing skill at pre-test of control class was 42.27

TABLE IV.8
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF CONTROL CLASS

	Students' score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3.3	3.3	3.3
	38	1	3.3	3.3	6.7
	40	9	30.0	30.0	36.7
	42	10	33.3	33.3	70.0
	44	3	10.0	10.0	80.0
	46	4	13.3	13.3	93.3
	48	1	3.3	3.3	96.7
	50	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the table above, it shows that the students who got 36, 38, 48, and 50 only one student for each scores, and the percentage was 3.3%. There was 3 students who got 44 (10%), 4 students who got 46(13.3%), 9 students who got 40 (30%) and 10 students who got 42 (33.3%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 50 and the lowest score was 36. The highest frequency was 10 at the score of 42. While, the statistic of these data is in the following table:

TABLE IV.9
STATISTICS

N	Valid	30
	Missing	0
Mean		42.27
Std. Error of Mean		.549
Median		42.00
Mode		42
Std. Deviation		3.005
Variance		9.030
Range		14
Minimum		36
Maximum		50
Sum		1268

TABLE IV.10
THE STUDENTS' SCORE OF POST-TEST
OF CONTROL CLASS

No	Students	Content			Organization			Vocabulary			Grammar			Mechanics			T	S
		Rater		T	Rater		T	Rater		T	Rater		T	Rater		T		
		1	2		1	2		1	2		1	2		1	2			
1	S1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1,5	9,5	38
2	S2	2	2	2	3	3	3	2	3	2,5	3	2	2,5	2	2	2	12	48
3	S3	3	3	3	2	3	2,5	3	3	3	2	3	2,5	3	2	2,5	13,5	54
4	S4	2	2	2	2	3	2,5	3	2	2,5	3	3	3	2	2	2	12	48
5	S5	3	2	2,5	3	2	2,5	2	2	2	2	2	2	2	2	2	11	44
6	S6	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11	44
7	S7	3	3	3	3	2	2,5	2	3	2,5	2	2	2	2	2	2	12	48
8	S8	3	3	3	2	3	2,5	2	2	2	2	2	2	3	3	3	12,5	50
9	S9	2	2	2	2	3	2,5	3	2	2,5	2	2	2	1	2	1,5	10,5	42
10	S10	2	2	2	3	2	2,5	2	3	2,5	3	3	3	2	2	2	12	48
11	S11	2	3	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
12	S12	3	2	2,5	2	3	2,5	2	3	2,5	2	2	2	2	1	1,5	11	44
13	S13	3	2	2,5	2	3	2,5	2	2	2	2	2	2	2	1	1,5	10,5	42
14	S14	2	1	1,5	2	1	1,5	2	3	2,5	2	2	2	2	2	2	9,5	38
15	S15	2	2	2	3	3	3	3	3	3	2	3	2,5	2	1	1,5	12	48
16	S16	3	3	3	2	2	2	3	2	2,5	2	3	2,5	2	2	2	12	48
17	S17	2	3	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
18	S18	2	2	2	2	2	2	2	2	2	2	3	2,5	2	2	2	10,5	42
19	S19	2	2	2	2	3	2,5	2	2	2	3	2	2,5	3	3	3	12	48
20	S20	2	3	2,5	2	3	2,5	3	2	2,5	2	2	2	3	2	2,5	12	48
21	S21	2	2	2	2	2	2	2	3	2,5	2	2	2	2	2	2	10,5	42
22	S22	2	3	2,5	2	2	2	2	2	2	2	2	2	2	2	2	10,5	42
23	S23	2	2	2	3	3	3	3	3	3	3	3	3	2	2	2	13	52
24	S24	3	2	2,5	2	2	2	3	2	2,5	3	3	3	2	3	2,5	12,5	50
25	S25	2	3	2,5	2	3	2,5	2	2	2	2	2	2	2	3	2,5	11,5	46
26	S26	2	2	2	2	2	2	2	3	2,5	2	1	1,5	2	1	1,5	9,5	38
27	S27	2	3	2,5	2	3	2,5	2	2	2	2	2	2	1	2	1,5	10,5	42
28	S28	3	3	3	3	2	2,5	3	2	2,5	2	3	2,5	2	2	2	12,5	50
29	S29	3	3	3	2	2	2	3	2	2,5	3	2	2,5	2	3	2,5	12,5	50
30	S30	3	3	3	2	2	2	2	2	2	3	2	2,5	2	3	2,5	12	48
Mean				2,42			2,32			2,33			2,27			2,05		45,53

Based on the table of writing components of students' writing skill at control class above, it can be seen that the students' writing skill in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and mechanics (spelling and punctuation). Among the five components from the table, the lowest mean score was mechanics; 2.05 and the highest mean score was content; 2.42 while vocabulary was 2.33, organization of students' writing was 2.32, and grammar was 2.27.

According to the writing assessment of SMAN 1 Kampar Timur, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above *was categorized into incompetent to competent enough*, so it means that the students still had low skill in using those components that had important role in writing. However, the total of mean score of students' writing skill at post-test of control class was 45.53

TABLE IV.11
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF CONTROL CLASS

	Students' score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	3	10.0	10.0	10.0
	42	8	26.7	26.7	36.7
	44	3	10.0	10.0	46.7
	46	1	3.3	3.3	50.0
	48	9	30.0	30.0	80.0
	50	4	13.3	13.3	93.3
	52	1	3.3	3.3	96.7
	54	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referrring to the table above, it can be seen that the students who got 46, 52, and 54 was only 1 student for each score and the percentage was 3.3%. The students who got 38 and 44 were 3 students for each score and the percentage was 10%. There was 4 students who got 50 (13.3%), 8 students who got 42 (26.7%) and 9 students who got 48 (30%)

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 54, and the lowest score was 38. The highest frequency was 9 at score of 48. While, the statistic of these data is in the following table:

TABLE IV.12
STATISTICS

N	Valid	30
	Missing	0
Mean		45.53
Std. Error of Mean		.777
Median		47.00
Mode		48
Std. Deviation		4.257
Variance		18.120
Range		16
Minimum		38
Maximum		54
Sum		1366

3. **The Significant Effect on Students' Writing Skill in Narrative Text between the class who is taught by Using Transition – Action – Details (TAD) Strategy and The Class who is Taught without Using Transition – Action – Details (TAD) Strategy.**

The different of students' writing skill in narrative between the classes who is taught by using Transition – Action – Details can be shown below:

Table IV.13
The Students' Writing Pre – Test and Post – Test Score both of Experimental Class and Control Class

No	Students	Students' Score			
		Experimental Class		Control Class	
		Pre - Test	Post - Test	Pre - test	Post _ Test
1	Student 1	38	60	36	38
2	Student 2	42	60	44	48
3	Student 3	42	66	50	54
4	Student 4	48	64	46	48
5	Student 5	40	58	40	44
6	Student 6	40	60	42	44
7	Student 7	44	62	42	48
8	Student 8	40	60	46	50
9	Student 9	40	62	40	42
10	Student 10	42	60	40	48
11	Student 11	42	54	40	42
12	Student 12	42	64	44	44
13	Student 13	50	56	40	42
14	Student 14	38	54	40	38
15	Student 15	42	62	46	48
16	Student 16	42	60	42	48
17	Student 17	46	62	40	42
18	Student 18	46	54	40	42
19	Student 19	42	60	42	48
20	Student 20	42	58	42	48
21	Student 21	46	60	42	42
22	Student 22	42	58	40	42
23	Student 23	46	66	48	52
24	Student 24	42	64	46	50
25	Student 25	46	56	42	46
26	Student 26	44	54	38	38
27	Student 27	40	62	42	42
28	Student 28	44	58	42	50
29	Student 29	42	62	44	50
30	Student 30	38	60	42	48
	Total	**1278**	**1796**	**1268**	**1366**
	Mean	**42,60**	**59,87**	**42,27**	**45,53**

Based on the table above, it can be seen there is a difference between experimental class and control class. Below the Statistical description both of the class.

TABLE IV.14
STATISTICAL DESCRIPTION BOTH PRE AND POST TEST
OF EXPERIMENTAL AND CONTROL CLASS

	Pre.Con	Pre.Exp	Post.Con	Post.Exp
N Valid	30	30	30	30
Missing	0	0	0	0
Mean	42.27	42.60	45.53	59.87
Std. Error of Mean	.549	.535	.777	.621
Median	42.00	42.00	47.00	60.00
Mode	42	42	48	60
Std. Deviation	3.005	2.931	4.257	3.401
Variance	9.030	8.593	18.120	11.568
Range	14	12	16	12
Minimum	36	38	38	54
Maximum	50	50	54	66
Sum	1268	1278	1366	1796

According to the statistical description table above, it shows the detail description of all the data. It can be seen from the differences of mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

C. The Reliability and Validity

1. Reliability

The test used for testing students' writing skill had to have reliability and validity. According to Gay, reliability is the degree to which a test

consistently measures whatever it is measuring.[1] It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the students' writing skill. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 17 Version:

TABLE IV.15

CORRELATIONS

		Rater.1	Rater.2
Rater.1	Pearson Correlation	1	.511[**]
	Sig. (2-tailed)		.004
	N	30	30
Rater.2	Pearson Correlation	.511[**]	1
	Sig. (2-tailed)	.004	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

---

[1] L.R. Gay . Op.cit.. P. 169

From the output above, it can be seen that r calculation is 0.511 will be correlate to r table, df=58. Because df=58 was not found from the r table, so the writer took df=60 to be correlated either at level 5% or 1%. At level 5% r table is 0.250, while at level 1% r table is 0.325. Thus, the r calculation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is moderate.

R calculation	R table (df=60)
0.511	0.250 (5%), 0.325 (1%)

2. Validity

Every instrument of the research should be valid. In this research, to know the validity of the test, the writer used content validity. According to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.[2] It means that the test had fulfilled the content validity of the test. In other words, the materials of the test had been taught at the second year of SMAN 1 Kampar Timur. It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. In addition, the materials were taken from the guide book for the students and other related resources.

---

[2] Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif.* Edisi Pertama. Yogyakarta: Graha Ilmu.2006. P.23

Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote a narrative text based on topic chosen.

D. The Data Analysis

The data analysis presents the statistical result followed by the discussion about how students' skill in writing narrative text by using TAD Strategy is, how students' skill in writing narrative text without using TAD Strategy is, and the significant effect of using TAD Strategy toward skill in writing narrative text at the second year students of SMAN 1 Kampar Timur. The writer used T-Test formula from SPSS.17 version to analyze the effect of using TAD Strategy toward skill in narrative text at the second year students of SMAN 1 Kampar Timur.
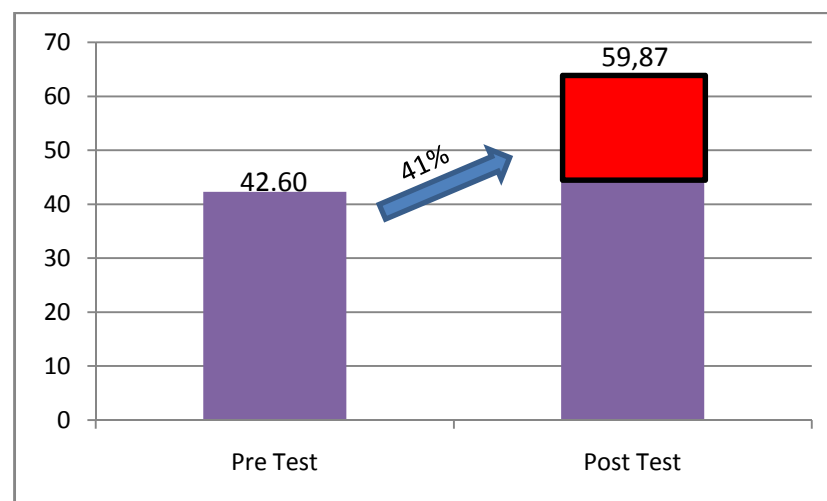
1. **The Data Analysis of Students' Skill in Writing Narrative Text by Using TAD Strategy**

<div align="center">

TABLE IV.16

THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

</div>

No	Students	Pre - Test	Post - Test	Dif.Score	Percentage
1	S 1	38	60	22	58%
2	S 2	42	60	18	43%
3	S 3	42	66	24	57%
4	S 4	48	64	16	33%
5	S 5	40	58	18	45%
6	S 6	40	60	20	50%
7	S 7	44	62	18	41%
8	S 8	40	60	20	50%
9	S 9	40	62	22	55%
10	S 10	42	60	18	43%
11	S 11	42	54	12	29%
12	S 12	42	64	22	52%
13	S 13	50	56	6	12%
14	S 14	38	54	16	42%
15	S 15	42	62	20	48%
16	S 16	42	60	18	43%
17	S 17	46	62	16	35%
18	S 18	46	54	8	17%
19	S 19	42	60	18	43%
20	S 20	42	58	16	38%
21	S 21	46	60	14	30%
22	S 22	42	58	16	38%
23	S 23	46	66	20	43%
24	S 24	42	64	22	52%
25	S 25	46	56	10	22%
26	S 26	44	54	10	23%
27	S 27	40	62	22	55%
28	S 28	44	58	14	32%
29	S 29	42	62	20	48%
30	S 30	38	60	22	58%
Mean		**42.6**	**59.87**	**17.27**	**41%**

The table above describes about the differences between students' writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about 42.6, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' writing skill improved. It was 59.87. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.

CHART IV.1
The Students' Pre – Test and Post Test Writing Score of Experimental Class

Based on the chart above, the students' writing score improved. It means that the students' skill in writing Narrative Text became better after using TAD Strategy. The students' writing score at the pre-test to post-test is improved 41%.
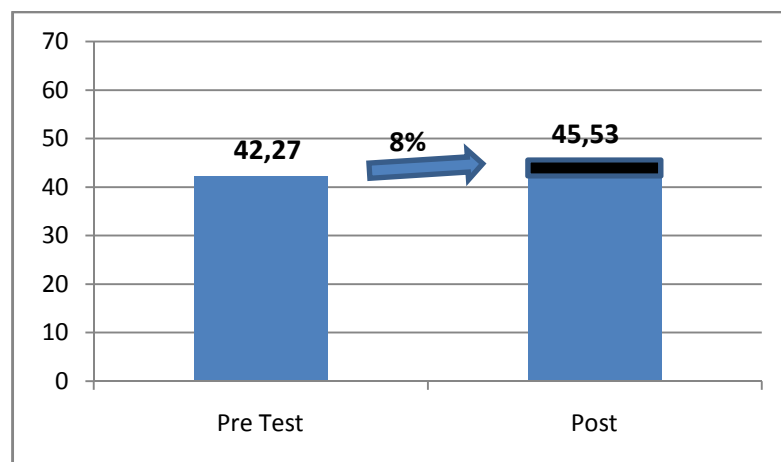
2. The Analysis of Students' Skill in Writing Narrative without Using TAD Strategy

TABLE IV.17

THE STUDENTS' WRITING SCORE
AT PRE-TEST TO POST-TEST AT CONTROL CLASS

No	Students	Pre - Test	Post - Test	Dif. Score	Percentage
1	S 1	36	38	2	6%
2	S 2	44	48	4	9%
3	S 3	50	54	4	8%
4	S 4	46	48	2	4%
5	S 5	40	44	4	10%
6	S 6	42	44	2	5%
7	S 7	42	48	6	14%
8	S 8	46	50	4	9%
9	S 9	40	42	2	5%
10	S 10	40	48	8	20%
11	S 11	40	42	2	5%
12	S 12	44	44	0	0%
13	S 13	40	42	2	5%
14	S 14	40	38	-2	-5%
15	S 15	46	48	2	4%
16	S 16	42	48	6	14%
17	S 17	40	42	2	5%
18	S 18	40	42	2	5%
19	S 19	42	48	6	14%
20	S 20	42	48	6	14%
21	S 21	42	42	0	0%
22	S 22	40	42	2	5%
23	S 23	48	52	4	8%
24	S 24	46	50	4	9%
25	S 25	42	46	4	10%
26	S 26	38	38	0	0%
27	S 27	42	42	0	0%
28	S 28	42	50	8	19%
29	S 29	44	50	6	14%
30	S 30	42	48	6	14%
Mean		42,27	45,53	3,27	8%

The table above describes about the differences between students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 42.27. While at the post-test, the mean score of students' writing skill improved. It was 45.53. The improvement of each student was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.

CHART IV.2
The Students' Pre – Test and Post – Test Writing Score
of Control Class

Referring to the chart above, the students' writing score improved. The students' writing score at the pre-test to post-test improved 8%. It means that the students without using TAD Strategy had low improvement.

3. The Analysis of Significant Effect of Improvement of Students' Writing Skill by Using TAD Strategy and without Using TAD Strategy

TABLE IV.18
THE STUDENTS' WRITING SCORE
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS

No	Students	Score					
		Experimental Clas			Control Class		
		Pre - test	Post - test	Dif. Score	Pre - Test	Post - test	Dif. Score
1	S 1	38	60	22	36	38	2
2	S 2	42	60	18	44	48	4
3	S 3	42	66	24	50	54	4
4	S 4	48	64	16	46	48	2
5	S 5	40	58	18	40	44	4
6	S 6	40	60	20	42	44	2
7	S 7	44	62	18	42	48	6
8	S 8	40	60	20	46	50	4
9	S 9	40	62	22	40	42	2
10	S 10	42	60	18	40	48	8
11	S 11	42	54	12	40	42	2
12	S 12	42	64	22	44	44	0
13	S 13	50	56	6	40	42	2
14	S 14	38	54	16	40	38	-2
15	S 15	42	62	20	46	48	2
16	S 16	42	60	18	42	48	6
17	S 17	46	62	16	40	42	2
18	S 18	46	54	8	40	42	2
19	S 19	42	60	18	42	48	6
20	S 20	42	58	16	42	48	6
21	S 21	46	60	14	42	42	0
22	S 22	42	58	16	40	42	2
23	S 23	46	66	20	48	52	4
24	S 24	42	64	22	46	50	4
25	S 25	46	56	10	42	46	4
26	S 26	44	54	10	38	38	0
27	S 27	40	62	22	42	42	0
28	S 28	44	58	14	42	50	8
29	S 29	42	62	20	44	50	6
30	S 30	38	60	22	42	48	6
Total Score		$\sum$1278	$\sum$1796	$\sum$518	$\sum$1268	$\sum$1366	$\sum$98
Mean		42,6	59,87	17,27	42,27	45,53	3,27

The table above describes about the comparison between students' writing score of both experimental and control class after giving treatment. The mean of score of experimental class is 58.97 while the mean score of control class is 45.53. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' writing skill at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment. The score of experimental class was better than control class.

Besides, from the analysis at table 15 and 16 above, it can be seen that there is a different improvement of students' writing skill at Experimental and Control class. It showed that the difference of mean score improvement at the experimental class was 17.27 by percentage 41% while at control class was 3.27 by percentage 8%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of TAD Strategy on students' writing skill is higher than control class. It means that the TAD Strategy is one of the factors that give the influence toward students' writing skill. It can be proved from the influence of improvement of TAD Strategy itself was 41%, while the students without using TAD Strategy influenced 8%.

After knowing about the percentage of different improvement from both of the classes, to know clearly and to know the significant effect of

both classes, then the writer analyzed it by using independent sample T-Test.

TABLE IV.19
Group Statistics

X		N	Mean	Std. Deviation	Std. Error Mean
Y	1	30	45.53	4.257	.777
	2	30	59.87	3.401	.621

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 30 students; while for the experimental class consisted of 30 students. The mean of control class was 45.53, and mean of experimental class was 59.87. Standard deviation from control class was 4.257, while standard deviation from experimental class was 3.401 Standard error mean from control class was 0.777, and experimental class was 0.621.

As the writer wrote in the chapter I, the passing score of students writing in SMAN 1 Kampar Timur was 70. From this fact, the students' score did not passed the passing score. It might be caused by limitation of time in doing the research. The research was only conducted in 8 meetings. The writer stopped the research because of the school needs to continue the other material, and the school will not allowed to take more time to discuss the same material. However, after giving treatment, the students' score was improved from 42.6 to 59.87. It showed that there is significant effect on students' writing narrative text by using TAD Strategy.

The following table is the output of SPSS.17 version in analyzing data by using T – Test.

TABLE IV.20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	4.341	.042	14.409	58	.000	14.333	.995	16.325	12.342
	Equal variances not assumed			14.409	55.306	.000	14.333	.995	16.327	12.340

From the output SPSS above, Independent Sample T Test shows that t result is 14.409, mean difference is 14.333, standard error is 0.995 and its df is 58 significant is 0.000.

Based on the score of t-obtained gathered from SPSS 17, it shows that t_o is higher than t-table. The finding of t_o is 14.409 while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2,65. It can be read that 2.00<14.409>2.65. Thus, the writer can conclude that ***Ha is accepted and Ho is rejected.*** In other word, there is significant effect of using Transition – Action – Details (TAD) Strategy toward students' skill in writing narrative text of the second year of SMAN 1 Kampar Timur Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' skill in writing Narrative Text by using TAD Strategy is drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 42.6. After giving the treatment, the mean score of students' writing is 59.87. The students' score improves 17 by percentage 41 %. It means that students at experimental class using TAD Strategy have better score.

2. Students' skill in writing Narrative Text without using TAD Strategy is not drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 42.27. While at the post-test, the mean score of students' writing is 45.53. The students' score only improves 3.21 by percentage 8 %. It means that students at control class without using TAD Strategy still have low score.

3. From the analysis of T Test by using SPSS 17 version, there is a significant effect of using TAD Strategy toward students' skill in writing Narrative Text at the second year students of SMAN 1 Kampar Timur. From the output of SPSS 17 version the t obtained (t_0) is 14.409. If the t –

obtained (t_0) higher than the t – table either at 5% and 1 %, alternative hypothesis (H_a) is accepted. Because of 2.000< 14.409>2.65, it can be concluded that alternative Hypothesis was accepted. Besides, the mean of students' score at experimental class improved drastically. The mean score of students' writing at pre-test is 42.6. After giving the treatment, the mean score of students' writing is 59.87. The students' score improves 17 by percentage 41 %. While, at the control class, the mean score of students' writing at pre-test is 42.27 and the post-test is 45.53. The students' score only improves 3.21 by percentage 8 %. It means that the students using TAD strategy toward writing skill have better score than students not using it. Using TAD Strategy gives significant effect on students' skill in writing Narrative Text.

B. The Suggestion

Pertaining on the research finding, the writer would like to give some suggestion to the teacher, students and the school.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material. In teaching writing, especially in writing Narrative Text, teacher should teach the students about how to use the variables in TAD Strategy. The teacher should make the students involve in the learning process. The teacher should have the students write. By using TAD Strategy, the students will create their own writing based on their perspective of the variables (Transition, action and

details) of TAD Strategy. Therefore, the students will be easy in writing Narrative Text. So, it is better for the teacher to implement the TAD Strategy in his/her classroom.

2. For the students, they have to have hard effort to improve their writing skill. The students have to have much practice. In writing, the students should know to whom they write, and in what form that their writing are good. The students should consider the variables of TAD (Transition – Action - Details) Strategy in their writing.

3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities.

BIBLIOGRAPHY

Arthur Hughes. *Testing for Language Teachers, Second Edition.* Cambridge: Cambridge University Press. 2003

Broughton, geoffrey. Et all. Teaching Engsish as a Foreign Language. USA and Canada: Routledge. 1980.

Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Education International. 2008.

Dina Maya Sari. "Using Picture Story to Motivate Reluctant Students in Writing of the Second Year Students at SMPN 21 Pekanbaru". (Pekanbaru: Unpublished, 2008)

Evi Yarnismin.S.Pd *Syllabus of SMAN 1 Kampar 2011-2012.* (Kampar: Unpublished, 2011).

Ferguson, George A. *Statistical Analysis in Psychology and Education.* Singapore: B&JO Enterprise PTE Ltd. 1986.

Galko, Francine D. *Better Writing Right Now: Using Words for Your Advantage.* New York: Learning Expree. LLC. 2001.

Graham, Steve and Dolores Pin.. *Writing Next.* New York: Carniege Corporation. 2007

Grenvill, Kate. *Writing Start to Finish: A Six Step Guide.* New South Wales: National Library of Australia. 2001.

Harmer, Jeremy. *The Practice of English Language Teaching.* Edinburgh: Longman. 1991

Hartono. *Statistik untuk Penelitian.* Yogyakarta: Pustaka Pelajar, 2008

Hassan, Fauziah and Nita Fauzee Selamat. *Why Arent' Students Proficient in ESL: The Teachers' Perspective.* University of Putra Malaysia. 2001. [Retrieved on October 19th 2012]

Hughey. Jane B et aL. *Teaching ESL Composition: Principles and Techniques.* Rowley. London. Tokyo: Newbury House Publishers, Inc. 1983.

James Dean Brown. *The Elements of Language Curriculum.* Boston: Heinle and Heinle Publisher. 1995.

Johnson, Andre. P. *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. Maryland: Rowman & Littlefield Education. 2008.

Kane, Thomas S. *The Oxford Essential Guide to Writing*. New York: Oxford University Press. 1988.

Knapp, Peter and Megan Watkins. *Genre, Text, Grammar: Technologies for teaching and assesing writing*. Sydney: University of New South Wales Press Ltd. 2005

L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall. 2000.

Nation, I.S.P . *Teaching ESL/EFL Reading and Writing*. New York: Roudledge. 2009.

Oshima, Alice and Ann Hogue. *Introduction to Academic Writing. Third edition.* New York: Pearson Education, Inc. 2007.

Pearson Education Asia Pte. Ltd. *A Lower Secondary Guide: English in Focus*. First Lok Yang Road, Singapore: Pearson Education Asia Pte Ltd. 2002.

Peha, Steve and Margot Carmichael Lester. *Be a Writer*. Bend: The Laverage Factory, Inc. 2006

Pratama, Melgis Dilkawaty. "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at The Second Year Students of SMAN 4 Pekanbaru". Unpublished Thesis: 2012.

Richard. Jack C. *The Language Teaching Matrix*. Cambridge: Cambridge University Press. 1990.

Richards. Jack C, Richard Schimdt. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited. 2002

Syafi'i S. M.2011. *From Text to a Research Report: A Writing of English for Academic Purposes.* LBSI: Pekanbaru.

Yenny Monica Hartanto. "The Analysis of Transition Signals in the English Departement Students Writing 3 at Petra Christian University." [Unpublished Thesis: 2003.]