

**IMPROVING STUDENTS' WRITING SKILL USING
TRANSITION-ACTION-DETAIL METHOD IN NARRATIVE TEXT AT
EIGHTH GRADERS OF SMP AL-HIDAYAH TUBAN
IN ACADEMIC YEAR 2022/2023**

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

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THESIS

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By

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**ENGLISH EDUCATION DEPARTMENT
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IKIP PGRI BOJONEGORO
2022**

APPROVAL SHEETS

THESIS

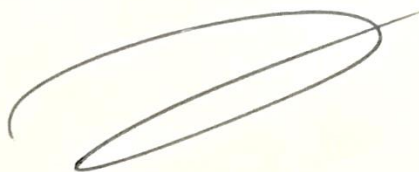
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AL-HIDAYAH IN ACADEMIC YEAR 2022/2023

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LEGITIMATION




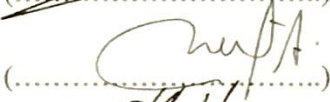

THESIS

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If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanction for such actions with the applicable provisions

Bojonegoro, July 26, 2023

The researcher



Agus Syaifudin

ABSTRACT

Syaifudin, Agus. 2023. Improving Students' Writing skill Using Transition-Action-Detail In Narrative Text At Eighth Grader of SMP Al-Hidayah Tuban. Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini T.R., M.Pd., (II) Dr. M. Zainudin, M.Pd.

Keywords-writing skill, narrative text, Transition-Action-Detail (TAD)

Classroom Action Research on class VIII students of Al-Hidayah Tuban Junior High School is motivated by initial observations that show low student learning outcomes, which can be seen based on the average value of the results of the narrative text writing skills test which is 66.66. The average score is still below the minimum completeness criteria (KKM) set by the school which is 75. This shows the low student learning outcomes in narrative text writing material. Therefore, the Transition-Action-Detail (TAD) learning method can be used as a tool to improve students' writing skills. The purpose of this study was to determine the use of learning methods and media in improving student learning outcomes in each cycle, and to determine the improvement of the learning process in class VIII Al-Hidayah Tuban Junior High School through the use of the Transition-Action-Detail (TAD) method on narrative text writing material.

The research method used was Classroom Action Research (CAR). The research was carried out in three cycles, each cycle consisting of planning, action implementation, observation, and reflection. The subject of this research was conducted on VIII grade students of Al-Hidayah Tuban Junior High School, totalling 18 students. Data collection used in this research is descriptive and quantitative data. Descriptive data in the form of observation sheets of the application of the Transition-Action-Detail (TAD) method, and teacher and student interviews. While quantitative data is in the form of data obtained from the improvement of students' writing skills results obtained from the test results.

The results obtained from this study include: 1) the use of the Transition-Action-Detail (TAD) method in narrative text writing material is very good, 2) student learning outcomes in narrative text writing material in each cycle have increased, after using the Transition-Action-Detail method). The learning result of cycle 1 was 73.33 with an increase of 6.67. The result in cycle 2 was 87.5 with an increase in test results by 14.17. This shows that there is an increase from pre-cycle, cycle I and cycle II. It can be concluded that there is a significant effect of using Transition-Action-Detail on students' narrative text writing ability.

ABSTRAK

Syaifudin, Agus. 2023. Improving Students' Writing skill Using Transition-Action-Detail In Narrative Text At Eighth Grader of SMP Al-Hidayah Tuban. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Dr. Ima Isnaini T.R., M.Pd., (II) Dr. M. Zainudin, M.Pd.

Kata kunci-keterampilan menulis, teks narrative, Transition-Action-Detail (TAD)

Penelitian Tindakan Kelas pada siswa kelas VIII SMP Al-Hidayah Tuban yang dilatarbelakangi observasi awal yang menunjukkan rendahnya hasil belajar siswa, dapat dilihat berdasarkan nilai rata-rata hasil tes keterampilan menulis teks narrative yaitu 66,66. Rata-rata nilai tersebut masih di bawah kriteria ketuntasan minimal (KKM) yang ditetapkan sekolah yaitu 75. Hal ini menunjukkan masih rendahnya hasil belajar siswa pada materi menulis teks narrative. Oleh karena itu, metode pembelajaran *Transition-Action-Detail (TAD)* dapat digunakan sebagai alat meningkatkan keterampilan menulis siswa. Tujuan penelitian ini untuk mengetahui penggunaan metode dan media pembelajaran dalam meningkatkan hasil belajar siswa pada setiap siklus, dan mengetahui peningkatan proses pembelajaran di kelas VIII SMP Al-Hidayah Tuban melalui penggunaan metode *Transition-Action-Detail (TAD)* pada materi menulis teks narrative.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Penelitian dilaksanakan dalam tiga siklus, pada setiap siklus terdiri atas perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian ini dilakukan pada siswa kelas VIII SMP Al-Hidayah Tuban yang berjumlah 18 siswa. Pengumpulan data yang digunakan penelitian ini adalah data deskriptif dan kuantitatif. Data deskriptif berupa lembar observasi penerapan metode *Transition-Action-Detail (TAD)*, dan wawancara guru dan siswa. Sedangkan data kuantitatif berupa data yang diperoleh dari peningkatan hasil keterampilan menulis siswa yang diperoleh dari hasil tes.

Hasil yang diperoleh dari penelitian ini antara lain: 1) penggunaan metode *Transition-Action-Detail (TAD)* dalam materi menulis dalam teks narrative sangat baik, 2) hasil belajar siswa dalam materi menulis teks narrative setiap siklus mengalami peningkatan, setelah menggunakan metode *Transition-Action-Detail*. Hasil belajar siklus 1 adalah 73,33 dengan peningkatan sebesar 6,67. Hasil pada siklus 2 adalah 87,5 dengan peningkatan hasil tes sebesar 14,17. Hal ini menunjukkan bahwa adanya peningkatan dari prasiklus, siklus I dan siklus II. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan *Transition-Action-Detail* terhadap kemampuan menulis teks naratif siswa.

MOTTO

“Belajarliah dari kemarin, hiduplah untuk hari ini, berharaplah untuk besok. Yang penting adalah tidak berhenti untuk bertanya”

(Albert Einstein)

DEDICATION

1. My God, Allah SWT.
2. My beloved parents whom I much loved
3. All my family who always supporting me
4. My lectures of English Department
5. My advisors of the research
6. My beloved friends

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Bojonegoro, 26 July 2023
The Researcher

Agus Syaifudin
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TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
LEGITIMATION	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
CHAPTER I	1
INTRODUCTION	1
A. Background of the study.....	1
B. Research Question	4
C. Research Objective	4
D. Significance of Research	4
E. Definition of Key terms.....	5
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
A. Writing.....	7
1. Definition of Writing	7
2. Types of Writing	9
3. Teaching Writing	11
B. Narrative Text.....	13
1. Definition of Narrative Text	13
2. Generic Structure of Narrative text.....	14
3. Language Feature of Narrative Text	15
C. Transition Action Detail (TAD)	16
1. Definition of Transition Action Detail.....	16
2. Learning Steps Using the TAD Strategy	17
3. Advantages of the TAD Strategy.....	18

D.	Review of Relevance Research	19
E.	Conceptual Framework	20
CHAPTER III	24
RESEARCH METHODOLOGY	24
A.	Research Approach.....	24
B.	The Writer’s Role in the Research	25
C.	Object of the Research	25
D.	Subject of the Research	26
E.	Research Setting	26
F.	The Criteria of Success Action	26
G.	Research Procedure	26
H.	Sources of Data	30
I.	Instruments of the Research.....	30
J.	Technique of Data Collection	33
K.	Technique of Data Analyzing.....	34
L.	Data Analysis, Evaluation and Reflection.....	36
CHAPTER IV	37
RESEARCH FINDING AND DISCUSSION	37
A.	Data Research Finding	37
1.	Finding of Pre-Cycle.....	37
2.	Cycle I.....	38
3.	Cycle II	44
4.	Result	50
B.	DISCUSSION	53
CHAPTER V	54
CONCLUSION AND SUGGESTION	54
C.	CONCLUSION	54
D.	SUGGESTION	55
REFERENCES	57

LIST OF TABLES

Table 3. 1 Observation Students' Activities	30
Table 3. 2 Observation Teacher' Activities	31
Table 3. 3 Questionnaire Test	32
Table 3. 4 Indicator of Success KKM.....	35
Table 3. 5 Indicator of Success Percentage.....	36
Table 4. 1 Result of Pre-Test.....	37
Table 4. 2 Result of Post-Test I.....	40
Table 4. 3 Students' Activities.....	41
Table 4. 4 Teacher's Activities	42
Table 4. 5 Result post-Test 1	47
Table 4. 6 Students' Activities 2.....	47
Table 4. 7 Teacher's Activities 2.....	48
Table 4. 8 Mean Students' Writing Score	54

LIST OF FIGURES

Figure 2. 1 Conceptual Framework.....	22
Figure 3. 1 CAR Design by Kurt Lewin	25
Figure 5. 1 First Meeting.....	77
Figure 5. 2 Second Meeting	78

LIST OF APENDIXES

APENDIX 1 Rencana Pelaksanaan Pembelajaran	58
APENDIX 2 Result of Test	63
APENDIX 3 Result of Questionnare	66
APENDIX 4 Observation For Students	68
APENDIX 5 Observation For Teacher	70
APENDIX 6 Pre Questionnare	72
APENDIX 7 Students' Writing	74

CHAPTER I

INTRODUCTION

A. Background of the study

Writing is the process of describing a language for the writer to transmit a message to the reader. Writing is a "thing" that exists independently of specific circumstances, writers, or readers, and being a competent writer is essentially a question of mastering grammar (Cahya Kusuma, 2021). Writing is one of the most essential talents to learn when learning English since it is both an academic skill and a skill that can be applied to any job sector (Bou et al., 2015).

The main categories of writing are expository, descriptive, persuasive, and narrative. There is a particular use for each of these writing techniques. Many different writing styles can be found in one text (Jeffrey, 2016). A text that tells a story and aims to develop a worldview while entertaining or informing the reader or listener is referred to as a narrative text (Ramadhani & Yanda, 2022). According to the definition given above, a narrative text is one that recounts events in chronological order. Because it is the result of the author's imagination, the narrative text also demonstrates imagination.

Students must pay special attention to detail and obtain a knowledge of grammatical structure, vocabulary, grammar, spelling, and good paragraph development to write properly. However, the difficulties pupils experience include beginning to compose, organizing.

thoughts, communicating their views, producing effective paragraphs, and making numerous grammatical and spelling errors. Writing is a talent that is useful not just for writing in English, but also for significantly improving other skills. The teacher's goal in an English learning classroom is to help students develop four skills: understanding, speaking, reading, and writing. (Bou et al., 2015). Writing is one of the most essential abilities second-language learners must acquire, and the ability to instruct writing is vital to a language teacher's competence (Hyland, 2003).

There are two problems that exist when writing narrative texts, namely the teachers and students. Students' interests will be impacted by teachers who do not place much emphasis on writing instruction. Students believe that learning to write is crucial but find it intimidating because they are unsure of how to begin or when to do so (Khairunnisa, 2019). When writing narrative text, students still occasionally make mistakes. Error analysis in tenses, clauses, verbs, pronouns, commas, or apostrophes refers to grammatical mistakes (Hamsia, 2018).

Based on observations of the teaching and learning process in class, it is known that SMP Al-Hidayah Tuban, particularly class VIII students, have not demonstrated learning achievement in English lessons according to the standards set for the 2022/2023 academic year. KKM is firmly established, particularly in writing. Researchers' observations of the learning process show that the implementation of the teaching and learning process has not made students active in learning, so students' abilities have not been fully explored.

However, in practice found in class, students of class VIII SMP Al-Hidayah Tuban experience difficulties in writing. These students often find it difficult to collect and create essay ideas. Neither their dexterity, interest, encouragement, or seriousness in the learning process is given much attention. Students said that this happened due to several factors, such as the teacher's method of teaching writing was not interesting and boring, and students were not motivated to know about learning materials. In addition, the environmental and classroom conditions are inadequate to facilitate teaching and learning optimally. Seeing the obstacles above, the researcher tried to find a strategy so that the writing Skill of class VIII students of SMP Al-Hidayah Tuban increased and could be developed in the hope that students would not have difficulty understanding it.

Based on what has been said, it is important to use the right strategies to help students in class VIII at SMP al-Hidayah learn to write better narrative texts. The TAD strategy can help students in this class who have trouble putting together and developing the main ideas of their essays. Fill out the Transition-Action-Details chart beginning with the "Action" column. Fill in the first box with the first occurrence. Then, in the last "Action" box, write the conclusion. Fill in the blanks with whatever you choose. Finish the "Activity" column by adding a handful of details for each action. Finally, in the "Transition" column, create brief sentences that introduce each action(Peha, 2003). Writing in the action column helps people put events in order while writing in the details column helps students put events together and describe them.

Based on the challenges and potentials of Transition Action Detail (TAD) in improving students' writing skills, the researcher planned to improve students' writing skills using Transition Action Detail (TAD). As a result, this research is critical for SMP Al-Hidayah to improve the students' writing skills during the teaching and learning process.

B. Research Question

1. How can the TAD strategy improve students writing in narrative text?

C. Research Objective

1. To describe whether using TAD can improve students' writing skill.

D. Significance of Research

There are three kinds of significance in this research, which are theoretical, practical, and pedagogical.

1. Theoretical

Theoretically, the results of this study are expected to be useful, namely:

a. Student

This research is expected to help Students in terms of increasing knowledge about how to write a narrative text. Researchers can help students to understand and gain better knowledge about writing narrative texts.

b. Teachers

This research is expected to be a useful reference in conducting research on written works, especially in narrative texts.

2. Practical

Practically, the results of this study are expected to be useful, namely:

a. Student

Students' ability to write better can benefit from the learning outcomes of the TAD strategy.

b. Teacher

It is hoped that this research will serve as inspiration for teachers to come up with fresh, original ideas that will help students and English education majors develop as individuals.

3. Pedagogical

a. Student

Teachers can use this research to get advice on what they should accomplish, what to do, and how well their students are doing.

b. Teacher

Teachers can use this research to get advice on what they should accomplish, what to do, and how well their students are doing.

E. Definition of Key terms

1. Writing

writing as a communication activity in the form of delivering messages in writing as communication activities in the form of delivering messages in writing to other parties.

2. Narrative

A narrative is a text that tells a series of events chronologically or is connected to each other. Narrative texts are generally imaginative or unreal from the imagination of the writer.

3. Transition Action Detail (TAD)

Transition Action Detail (TAD) is a writing learning method using columns to make it easier to compose written works, especially writing narrative texts. Transition Action Detail (TAD) consists of three columns, namely the Transition column, the Action column, and the Detail column.