

USING THE TAD (TRANSITIONS-ACTIONS-DETAILS) STRATEGY IN TEACHING WRITING RECOUNT TEXT TO JUNIOR HIGH SCHOOL STUDENTS

Karunia Rahmani Oftiza¹, Saunir Saun²
English Department
Faculty of Languages and Arts
State University of Padang
e-mail: karuniarahmani24@yahoo.com

Abstrak

Artikel ini bertujuan untuk memaparkan dan menjelaskan tentang cara menggunakan strategi **TAD** (*Transitions-Actions-Details*) untuk meningkatkan keterampilan siswa dalam menulis teks recount untuk siswa sekolah menengah pertama. Strategi **TAD** adalah suatu strategi dimana siswa diminta menuliskan kembali bagian-bagian penting yang terjadi dalam cerita sesuai dengan urutannya. Strategi ini menggunakan sebuah tabel untuk memudahkan siswa menyusun kejadian-kejadian sesuai urutannya. Penggunaan strategi ini dibagi kedalam tiga langkah pengajaran. *Pertama* yang dilakukan dalam *pre-teaching activities* yaitu guru mengaktifkan pengetahuan siswa tentang recount text. *Kedua* pada *whilst-teaching activities*, siswa diminta untuk membuat sebuah tabel yang terdiri dari tiga kolom. Kolom pertama berlabel “transitions”, kolom yang kedua berlabel “actions” dan kolom terakhir berlabel “details”. Guru menjelaskan apa maksud dari setiap kolom agar siswa mengerti apa yang akan dikerjakan. *Terakhir* pada *post-teaching activities*, siswa diberikan sebuah pekerjaan rumah untuk mengisi tabel **TAD** masing masing secara berkelompok.

A. INTRODUCTION

English becomes an important subject that should be mastered by the students at junior high school. English has four main skills, which are listening, speaking, reading, and writing. Among these four skills, writing is assumed as one of difficult skill. In writing, the main goal is to help the students be able to transfer their ideas in written form whether it is academic or non-academic writing that can be read by others. It is important because writing is the first basic that is used to estimate someone's work, intellect, workplace and community. In junior high schools, there are some genres of text that should be learned by the students like: descriptive text, procedure text and recount text. These three texts should be taught by the teachers well. Among these texts, recount text is one of difficult texts that is learned by the junior high school students. There are some significant problems that the students find in writing a recount text. *First*, the problem that

¹The writer of paper from English Department of FBS UNP graduated on September 2014

²Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

becomes students' problem is motivation. Many students are lack of motivation in writing. The reason is they lack of vocabulary because the students are used to use their mother tongue in communicating, so they have to re-collect vocabulary in English and also in writing.

The *second*, the strategy that is used by the teachers in teaching writing recount text also influences much in students' way in understanding the text. This reason is the most important thing that influence students' comprehension. Many English teachers sometimes do not care about this case. They keep teaching by using the old strategy like ask the students about their personal experiences directly then ask them to write in form of paragraphs. *Third*, the junior high school students are difficult to develop and manage their ideas. They do not know how to put their ideas in the correct place. They do not know how to relate their ideas each other to make their sentences are coherence each other in order to make their writing good. Thus, in writing a recount text, students should be provided with a special strategy because recount text is not easy to be understood.

Therefore, the teachers have to use a suitable strategy that can be used in order to make the students become easily in understanding the text then be able to write it down later based on their ideas. In this case TAD strategy is applied to solve these problems above. This strategy can help students in developing their ideas about the topic, the time of event is happened, the main action or event happened and the supporting details that support the main event. This paper focuses in developing and organizing students' ideas in writing a recount text.

According to Boardman (2002: 11), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The process of thinking of people in doing writing will not stop after they satisfied with the result. So, in writing, writer starts from thinking and organizing, rethinking, and reorganizing, then end the writing with the result. Harmer (2004:3) says that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. It is also worth mentioning that many exams are taken in written form and consequently students are evaluated according their written performance. It means that writing is important for students because many exams are taken in written form so that students need increase their ability in writing.

According to Sofyanda et al (2007: 95), recount text is a text that reports of event or activity in the past and functions to inform, to retell or to entertain the readers. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative. (1) Personal recount– retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter, (2) Factual recount– reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts, (3) Imaginative recount– applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium, (4) Procedural recount – recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings, (5) Literary recount–

to retell a series of events for the purpose of entertaining. Wardiman (2008: 70) adds the generic structures of recount text describe as followed: (1) Orientation is function as the setting and to introduce participants. Normally, it informs the reader about the doer, the place, the time, or the activity that was happened, (2) Events in time order tell the sequence or the chronicle of some activities that was passed, (3) Re-orientation is an optional which function to close a recount text. It may also appear in the form of concluding sentences.

Then, Wardiman (2008: 70) also adds the language features of a recount text as followed: (1) Noun as a personal pronoun, such as Martin, Simon, Aniston, etc, (2) Individual participant, focused on specific participant's story, (3) Past tense (simple past tense and past progressive tense), such as went, ran, ate, was coming, were walking, etc, (4) Time connective and conjunction to sequence of the events, such as after, before, then, after that, etc, (5) Action verbs; a verb that shows the events or occurrence, such as stayed, climbed, killed, etc, (6) Adverb and adverb phrases to show place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

Junior high schools in Indonesia now is applying the Character Based Curriculum or Kurikulum Berkarakter (*Kurikulum 2013*) as a reference to teach English. Dorn and Soffos (2010: 20) say that in teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Based on Decree of the Minister of National Education No.69 year 2013 (Kepmendiknas No.69/2013), there is a standard process in teaching and learning in the classroom. There are some procedures that the teacher can use in teaching writing at Junior High School. They are pre-teaching activity, whilst-teaching activity and post-teaching activity. In this curriculum, the whilst-teaching activity will consist of observing, questioning, exploring, associating and communicating.

Using a specific strategy in teaching writing each kind of genre text are good because it may help students and can increase their ability in writing. As Graham & Perin (2006) say devote most of our attention to planning strategy instruction, since it is a more powerful approach to improve the quality of students' writing. Thus, for the teachers it is better to use such a strategy in teaching writing because writing is not easy in order to improve students' ability on it.

According to Peha (2003: 38) TAD (*Transition-Action-Details*) strategy is a writing strategy used TAD (*Transition-Action-Details*) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by participants, such as transitions column, actions column, and details column. Then each column can be filled by several rows. After filled each rows and columns with sentences, the students can move the sentences that consisted about transitional signal, sequence of events, and some details actions into a new recount paragraph. In addition, Peha (2003: 40) says that teaching writing recount text is teaching how to write or telling a sequence of events. For example, you have to retell a story that you have read, you even have to write a steps that you use in solving problems in math. All of these are the same in one important way because they all involve describing sequence of events.

The first is Transitions. These are short phrases like “then” or “after a while” or “at the beginning” that help to introduce each new action in the sequence. This one is seen simple but this simple one is often being forgotten by the writers. Moreover, the writers get difficulty in defining which one is the transition. Then, especially for middle students, they may not understand about the transitions yet because in the previous lesson there will be no explanation about what transition is. The second is Actions. These are the actual events (the things that happened) list in order where it occurred. And the third is details. Here, the whole additional information details about each action. Peha (2003: 40) says that this *Transitions-Actions-Details* strategy is very useful. This strategy can be used in fiction even nonfiction writing.

Margot (2006) says that TAD strategy easy to do and efficiently helps the students to clearing their activities, steps by steps. Therefore, by doing each steps students will be easier to conduct the recount text because they write down the events based on the sequence of time of its happened and manageably. Therefore, it can be conclude that TAD strategy is very helpful for the student to organize their idea in order to write a recount text. It is because TAD strategy use a table which help the students in grouping the activity and the steps that should be written in their recount texts.

B. DISCUSSION

In teaching writing, there are some steps that are suggested. In this article, using the TAD strategy in teaching writing recount text to junior high school student will make the writing process become easier. By using the TAD strategy, students can organize and manage their ideas to write a recount text because this strategy uses a table that consist o three column to manage students’ ideas. The TAD strategy can help the students in managing and distributing their ideas clearly. In applying this strategy, it is needed to draw a table which consists of three numbers of columns. On the heading of the first column, it is written as transitions. The second as the column for actions, and the last column for the details or expanding information about it. The use of table in this strategy also more helpful because the students can see their works clearly and understand what parts it is. Thus, after they work with the table they can see the parts and then it will help them when they write it down into a text form just like recount text. Therefore, it is possible for the students to get clearer understanding and comprehension of their ideas that they will write later on.

To get a good result in using the TAD strategy in teaching writing a recount text, the teacher has to have a plan before come to class and start to teach the students. It starts from preparation, implementation, and closing.

1. Preparations

A. Teaching Preparation

A good teacher has to prepare anything that they need like material, media and exercise in order to make the leaning process run well. All of them are included in a lesson plan that will guide teacher in the class. It is better to use a material that close to the students to make the students easy to understand the materials. Then,

Media that teacher has to prepare are: (1) LCD, (2) Laptop and infocus. Exercise is used to evaluate students comprehension about the topic that is taught by the teacher. From the exercise teacher can know whether the students have understood or not about recount text.

B. Procedure Using The TAD (Transitions-Actions-Details) Strategy in Teaching Writing Recount Text to Junior High School Students

There are three steps that are followed by teachers in teaching writing. They are pre-teaching activity, whilst-teaching activity and post-teaching activity. In pre-teaching activity, teacher tries to activate students background knowledge about the recount text. The teacher has to try to connect the students to their past experiences which will help them in writing a recount text later on because recount text is about past experiences. In whilst teaching activity, the strategy is used by the teacher in teaching writing and it is the main learning process which purposes to help the students in organizing their ideas so that they can write a good recount text. Then, in post teaching activity, teacher discussed about the lesson with the students together.

1. Pre-teaching

This is the first activity that should be done by teacher in teaching. In this phase teacher prepares the students to face learning process. This process includes activities like greeting, checking the students' attendance may also be done in this stage but it is suggested to be done at the end of lesson. In pre-teaching activity, the teacher should activate students background knowledge. Teacher may ask some questions that related to their past experiences like what they did in last weekend. Another way, teacher may also use some pictures that tell a story that the students' may have ever had the same story. After the students know what they are going to learn, the teacher tells the students about what they are going to learn and tell them what is the purpose of the lesson. Therefore, the students will be more focus in learning process itself.

2. Whilst-teaching

Whilst teaching activity is the main activity of teaching procedure where the topic is introduced, and practiced during the class. There are five steps in whilst-teaching:

a. Observing

Observing is a process which the teachers observe how far does their students' knowledge about recount text. Here, the teachers start to tell a story which displayed in the screen. . It might be a personal experience or it may be taken from the books. The teachers have to explain why a story is chosen may be the story familiar to the students so that they will be easier to understand it. After listening to the story that has been told by the teachers, students are asked to read the text together. After that, the teachers and the students discuss what the text is told about. What event that happened in the text.

b. Questioning

In questioning process teachers may ask the students whether they have questions the generic structures of the text, the language features, the grammar, the vocabulary. Thus, the teachers should give the students time to ask question.

Thus, if the students do not know about the generic structures or language features of the text the teacher have to explain it. Here, the teachers are supposed to explain what the *orientation* is? What *sequence of events* is? Then what *re-orientation* is?

c. Experimenting

Experimenting process is a process where the students are starting to write. Here, the students are asked to work in a group first. The teachers divide the students in several groups. They are going to make a recount text by using TAD strategy. *First*, the students are asked to draw a table with three columns. *Then*, at the top of the first column the students have to label with “Transition”. It means that anything that relates to time or transition is written in the first column. *Next*, in the second column the students have to label with “Actions”. It means that every important events that happen in the event have to be written in the second column. *After that*, in the third column the students have to label with “Details”. It means that every additional or supporting ideas that related to the actions have to be written in the third column. *Finally*, when the whole columns have been fulfilled the teachers ask the students to change it into a paragraph form.

d. Associating

Associating process is to relate about what they have learned just now with the last materials. Here, they have already learned about recount text so with the teachers guidance they are asked to relate this recount text and the previous material for example descriptive text .

e. Communicating

Communicating process is to activate the students to participate in the learning process. The teachers may ask the students to come front the class and share their experiences that they have made before. Meanwhile the others are giving feedback such a question that related to the experiences. The teachers and the students have to give confirmation about the other student’s performance. The teachers may check the students writing while he/ she reads their story in front of the class.

3. Post-teaching

In the post teaching teachers may get confirmation and clarification from the students whether TAD strategy can help them become easier in writing and making recount text or not. The teachers may ask the difficulties that the students found in writing recount text. After that, the teachers conclude the lesson and confirm again about what they have learned with the students. In order to make the students more understand about the recount text, the teachers may give homework by asking them to write down any unforgettable moment in their life by using TAD table.

C. CONCLUSION AND SUGGESTION3

Using TAD strategy in teaching writing recount text will help students in making the text become easier, because this strategy uses a table which consist of three columns which help students in organizing and dividing their ideas in the right position. . This strategy will help them to develop their writing skill and

make writing is not as difficult as they thought.. The first column is labeled with (*Transitions*) which means that students have to write anything related to the transitions or time that connect to the event or actions that happened. Next, the second column is labeled with (*Actions*) which means that students have to write each important events that happened while the third column is labeled with (*Details*) which means that in this column the students have to write each supporting ideas that confirm the actions. In this paper, the writer expects that the teachers help the students in writing process by using TAD strategy. It is suggested that the teachers use the TAD (*Transitions-Actions-Details*) strategy to help the students in writing recount text. Teachers can guide and help the students in filling the column to complete the information that is needed based on the characteristics of each column. Afterwards the teachers can help the students in finding, organizing and managing the ideas for constructing a good recount text at the end of the lesson.

Note: This article is written based on the the writer's paper under the supervision of her advisor, Drs. Saunir Saun, M.Pd.

BIBLIOGRAPHY

- Badan Standar Nasional Pendidikan. 2013. *PERMENDIKNAS RI No. 69 tahun 2013*. <http://www.4shared.com/>. Retrieved on May, 17th 2014. (Published)
- Boardman, C. A. 2002. *Writing to Communicate: Paragraph and Essay*. New York: Longman.
- Departemen Pendidikan Nasional. 2006. *Kurikulum Bahasa Inggris SMP/M.Ts*. Jakarta: Depdiknas.
- Department for Education and Child Development of Government of South Australia. 2012. *Engaging in and Exploring Recount Writing*. Journal of Practical Guide for Classroom Teachers. Retrieved on November, 18th 2013. (Published)
- Dorn, L. J. and Soffos, C. 2001. *Scaffolding Young Writers*. Maine: Stenhouse Publisher.
- Harmer, 2004. *How to Teach Writing*. Essex: Longman Pearson Education Limited.
- Hyland, K. 2003. *Second language Writing*. UK: Cambridge University Press.
- Margot, Carmichael, L and Peha, S. 2006. *Be a Better Writer*. Leverage Factory: www.thewordfactory.com. Retrieved on November, 18th 2013. (Unpublished)

- Marpaung, D. and Aruan, R. 2012. *Using Transition-Action-Details (Tad) Writing Strategy to Improve the Ability of the Second Year Students of Smp Darma Yudha Pekanbaru In Writing Recount Text*. Retrieved on November, 18th 2013. (Unpublished).
- Ngabut, C. Y. 2003. *Instructional Material of Writing II*. Palangka Raya: The Faculty of Teacher Training and Education of University of Palangka Raya.
- Oshima, A, and Hogue, A. 1997. *Writing Academic English*. New York: Addison Wesley Longman.
- Peha, S. 2003. *Teaching That Makes Sense, Inc*. Carrboro: www.ttms.org. Retrieved on November, 5th 2013. (Unpublished).
- Sofyanda, A. 2007. *Competence-Based English: Developing Competencies in English for Grade VIII*. Bandung: Grafindo Media Pratama.
- Wardiman, A. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Retrieved on November, 18th 2013. (Unpublished).