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**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**

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**Abstract**

This action research was purposed to study about the improvement on the ability of the second year students of SMP Darma Yudha Pekanbaru in writing recount text by performing the Transition-Action-Details (T-A-D) Writing Strategy. This study also aimed to identify the factors that caused the improvement on students writing after performing the Transition-Action-Details (T-A-D) Writing Strategy. In this study, the writer implemented two cycles, in which one cycle consisted Planning, Action, Observation, and Reflection stage. The treatment also designed two meetings in each cycle. To identify the competence of the students, the writer used Pre-test and Post-tests. Besides that, there were some observation sheets and field notes used to record of the classroom activity during implementing Transition-Action-Details (T-A-D) Writing Strategy. The subjects were 20 students from class VIII.C at SMP Darma Yudha Pekanbaru that selected randomly. After two cycles of the Transition-Action-Details (T-A-D) Writing Strategy treatment, it was found that the subjects indicated a good writing in each post-tests. In the end of the cycles, the writer found that 100% of the students have reached the minimum criteria of achievement score of English subject in writing recount text. In addition, during performing Transition-Action-Details (T-A-D) Writing Strategy, the students's activeness increased from the first until the last meeting. As the results of this study through the writing strategy, the observation sheets and field notes attested that the students gain positive progress towards the Transition-Action-Details (T-A-D) Writing Strategy and that this writing strategy could improve them to write and make the class more fascinating.

*Keyword* : *Transition-Action-Details (T-A-D) Writing Strategy, recount text, improve*

**INTRODUCTION**

Writing is one of the most important language skills in English. People use this skill in a variety of formal communication such in newspapers, magazines, company reports, and even in the daily journal of a student. Since childhood, people are taught to write. They deepen their writing skills with the goal they'll be able to express ideas, share many things to many people and became famous through their writings.

One place to enhance writing skill is the school. Teacher teaches students at all levels of education how to write with appropriate systems and formal language to support their

academic work. Teachers lead and guide the student to master the skill of writing start from explaining, giving examples of correct writing, provide training and evaluation. At the level of Junior High School, writing skills often cause serious problem for students if compared to reading skills, speaking, and listening because writing ability influenced by the mastery of vocabulary, language structure and capabilities of students to create a text acceptable.

Patel (2008), states writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

According to Morley (2007:28), writing is a form of knowledge creation, as it is in science and other forms of knowledge. In the class, teachers teach students to make them be able in discovering and applying this knowledge creation. Generally, teachers start to teach writing from explaining the writing materials and the methods of writing then giving so many kinds of exercises to the students and evaluating them in the examination day. All of activities above called teaching writing.

Most of students think that writing is very difficult. They are unfamiliar with writing in English style and limited of knowledge of the meaning and function of writing. Moreover, Oshima and Hogue (2006:265) stated that writing is a process of creating, organizing, writing, and polishing. It means in the first step, students create ideas. In the second step, they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revisions.

School in Indonesia applied School-Based Curriculum (KTSP 2006) in Junior High School's Curriculum. Students must be able to write, and comprehend the text of recount, narrative, procedure, and recount. Furthermore, in the syllabus mentioned precisely in the Writing Competency Standards, students must be skilled in expressing the meaning of short simple functional text essay written to interact with the immediate environment. Thoroughly described in the basic competencies that students should express the meaning and rhetorical steps in a short simple essay by using a variety of written language accurately, fluently and thankful to interact with the immediate environment in the form of recount text and narrative. 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. The structure of recount text usually consists of orientation, report of event or activity, and reorientation. Additionally, Wardiman et al (2008: 70), the generic structures of recount text describe as follow:

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. Reorientation is an optional which function to close a recount text. It may also appear in the form of concluding sentences.

The language features in recount text commonly consists as the following:

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.

As written on the School Based Curriculum (KTSP 2006), the students required to mastery recount text both oral and written in the form of interactional and monolog by using the generic structures and language features of recount text acceptably. They also emphasized to comprehend the characteristics of recount text. In the other hand, the teacher facilitates students to gain the goal of the teaching learning process.

Based on the data evaluations from the teacher concluded that only about 40% of students who can pass 75 (the minimum criteria of achievement / KKM) and only one or two students who really can master this material. It showed that 60% of the students in that class got the mark below the minimum criteria of school standard.

From the fact above, the writer hypothesized that there were some inhibiting factors faced by the students in the writing class. The students have limited competence in organizing sentence by sentence become a good paragraph and rarely to check their writing. In addition, the teacher also not often applied new writing methods that can attract students' interest in improving writing skills. Therefore, it made the students were not motivated enough to write. The students even could not find out if there was any mistake or errors they made in their writing.

As one of the four skills of reading, speaking, listening and writing, writing also can be used for a variety of purposes. According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is 'writing-for-writing', where students directed to learn and write in various genres using different registers. Urquhart and McIver (2005:21-23) says the main purpose of writing is to convey information to others and how to express knowledge as thoughtfully and as clearly as the students can. In this paper, writing means the students express their ideas about their personal experiences in written form, especially in form of recount text.

Based on the problems above, the writer believes that the use of an appropriate writing strategy is the best way to improve the writing ability. Therefore, in this study the writer offering a new writing strategy called Transition-Action-Details (T-A-D) Writing Strategy which developed by Steve Peha.

According to Peha, (2003:38). Transition-Action-Details (TAD) Writing Strategy is a writing strategy used Transition-Action-Details (TAD) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by participants, such as transitions column, actions column, and details column. And each column can be filled by several rows. After filled each rows and columns with sentences, the student can move the sentences that consisted about transitional signal, sequence of events, and some details actions into a new recount paragraph.

The writer applied this writing strategy because he found that Margot in her book “*Be a Better Writer*” in 2006 stated that this strategy easy to do and efficiently help the students to clearing their activities, steps by steps. Moreover, in this study, the students can have chances to work together and involved in a small discussion. So, Transition-Action-Details (T-A-D) Writing Strategy was not only focused on created a new writing product, but also activated student’s interactions.

The writer hopes, through the implementation of Transition-Action-Details (T-A-D) Writing Strategy will give good contribution for both teachers and students in improving the writing ability of the second year of the students in SMP Darma Yudha Pekanbaru.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books.

## **METHODOLOGY**

The writer applied Transition-Action-Details (T-A-D) Writing Strategy in composing recount text and as the subjects of this study, the writer choose 20 students from VIII.C of SMP Darma Yudha Pekanbaru. In addition, this classroom action research consisted of two cycles, where in each cycle the writer give treatment and post-test. Every score of the cycle would be analyzed whether students showed the improvement or not. As the evaluation for each cycle, post test was given and it would become a reflection for the result.

Refers to Donato (2003:1-2) states that action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that particular school operates, how the teachers teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes. Additionally, Azhar (2006:2) states the purpose of action research is also to improve students’ ability or as a solution of problems in teaching learning process.

This study started by giving a pre-test about recount text to observe the comprehension and to know the base score of the students about recount text before being introduced to the Transition-Action-Details (T-A-D) Writing Strategy. The writer followed the topic according to the school curriculum where recount text was one kind of the short text that must be gained by the students in the school. In the first cycle, the writer also prepared lesson plan, teacher and students observation sheets and field notes as the research instruments while the teaching and learning process.

After carrying out the pre-test, the writer began implementing Transition-Action-Details (T-A-D) Writing Strategy through treatment activities which is recount text as the main topic for writing tasks. The steps or procedures for implementing the technique during treatment activities were done as pre-teaching, while-teaching and post-teaching.

Afterwards, the researcher conducted treatment in writing recount text by applying Transition-Action-Details (T-A-D) Writing Strategy. The steps of implementing this writing

strategy were also collaborated with the process wheel (planning, drafting, editing, final version) by Harmer (2004:4-6). According to Harmer (2004:99-100), the whole procedure illustrated as follows:

1. Planning

Firstly, teacher divided students in groups and asked them to talk about their childhood memories based on their own experiences. Then, they asked to discuss about freewriting (a type of writing where students freed to write or keep writing what they want to write). The next activities, teacher gave explanation about Transition-Action-Details (T-A-D) Writing Strategy and elaborated some sample of the childhood memories and the discussion about freewriting.

2. Drafting

The students created and developed their own experiences into a recount text paragraph by using Transition-Action-Details (T-A-D) Writing Strategy.

3. Editing

In this part, the students involved in a discussion where everybody has to read and give comment about recount texts they written.

4. Final Version

In the final version, students continued the activity to revise their work in another draft. After checked their works personally, the student finally have their good recount text.

While conducting the class activities, the teacher should put his observation result into student's observation sheets and the collaborator put his comments and suggestions into teacher's observation sheets and gave a record of field notes through the situation in teaching learning activities.

After giving the treatment and observing the teaching learning process accomplished, the writer continued the activity to hold the post-test 1 in the class where he needed 2 raters to give the score for students' worksheets. They used a scoring from Brown's scoring system to score the students' writing in order to assess students' competency in a certain features. Then, the results would be analyzed to find out whether the students had a good improvement in writing recount text or not. In the post-test 1, students should write in the form of a recount text according to the treatment that they had from the teacher.

Then, the writer collected and analyzed the data observation and result score from each rater. After that, the writer compared the pre-test result to the post-test result. As an reflection, there were so many students who have low participation in the discussion during the treatment and there were still many students who didn't achieve the minimum criteria of achievement (<75) in cycle1. Therefore, the writer decided to conduct cycle 2 to get the satisfying result.

In cycle 2, the writer still implemented Transition-Action-Details (T-A-D) Writing Strategy during the process of collecting the data based on the reflection in cycle 1. The writer also tried to make the class more interested by applied good motivation ways to attract the students.

The writer also described the quantitative data of this research that was collected through the writling test (pre-test and post-test), and the qualitative data that was collected by the recording of activity during the treatment by using the observation sheets and field notes from the collaborator. For the rating scales, both assigned raters had used the scoring from

Brown (2006), in which the holistic scoring rubrics are used to assess the students' competency in certain features of writing: content, organization, grammar, vocabulary, mechanics.

## DISCUSSION OF THE FINDINGS

### A. Qualitative Data

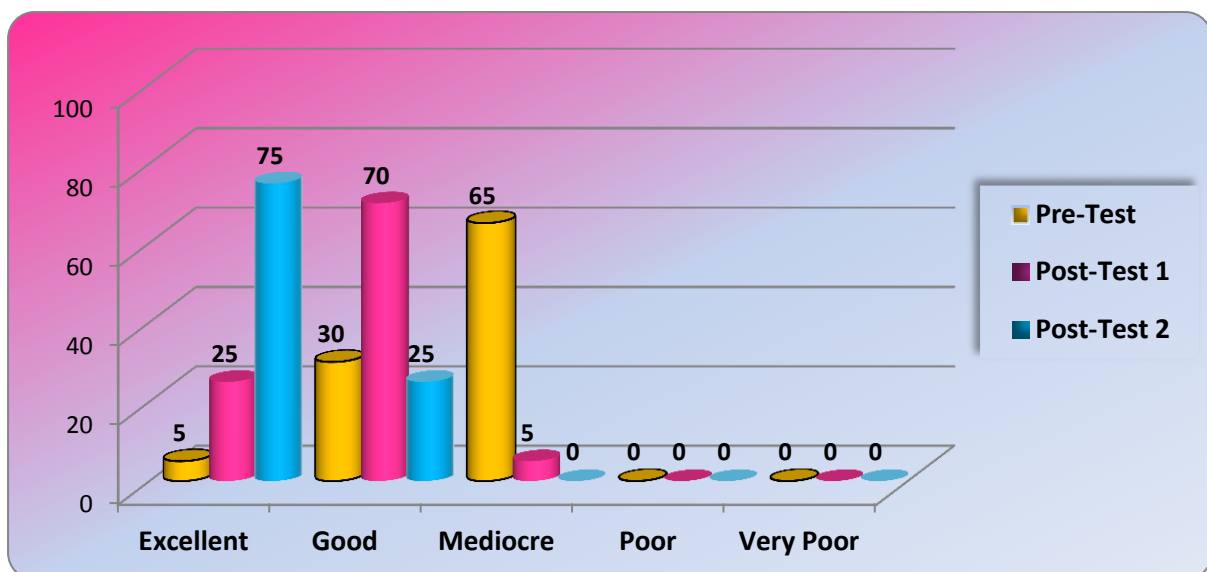
The data below is the result of the improvement of students' writing ability from cycle 1 to cycle 2:

**Table 1. The Improvement of Students' Writing Ability from Cycle 1 to Cycle 2**

Score	Level of Ability	Pre-Test (%)	Post-Test 1 (%)	Post-Test 2 (%)
81 – 100	Excellent	5	25	75
61 – 80	Good	30	70	25
41 – 60	Mediocre	65	5	0
21 – 40	Poor	0	0	0
0 – 20	Very Poor	0	0	0

This table could also be interpreted as the chart below:

**Chart 1. The Improvement of Students' Writing Ability from Cycle 1 to Cycle 2**



Based on the table and chart above, displayed that there was an increasing in improvement of students' writing ability after implementing Transition-Action-Details

(TAD) Writing Strategy. The base score of the students in writing a recount text were dominated by mediocre level of ability pre-test and there was only 1 student achieved level of 'Excellent' (5%), in the post-test 1 it increased up to 5 students (25%), and in the post-test 2 15 students were in excellent level (75%).

Then, for level of 'Good', there were 6 students (30%) in pre-test who achieved it, then increased 40% into 14 students (70%) in post-test 1. Finally, for the level of 'Mediocre', there were 13 students (65%) of the students reached it in pre-test, then the number was decrease into 60% where only one students (5%) who still considered as Mediocre in Post-Test 1 by the raters. The number decrease again totally in post-test 2 into 0%. Actually, there were no students who got 'Poor' and 'Very Poor' level from the pre-test until post-test 2.

## ***B. Qualitative Data***

### *o Cycle 1*

According to the result of the observation in the cycle 1, the writer concluded that the teacher's and students' performance were not satisfied. The weaknesses on the teacher's and the students' performance could be seen from the observation sheets and field notes that was recorded by the observer during the treatment in cycle 1. From that result of qualitative data and discussion between the researcher and observer, then the process of teaching and learning in cycle 1 could be interpreted as below.

After giving the guidance, the writer noticed that the students quickly learn to practice this new writing strategy. Nevertheless, not all of the students seriously pay attention while their asked to work in group, some of them still could not concentrate to do the discussion. In the end of the treatment, the research found that there was an increasing of motivation from the students, however there were a number of students who still gave low involvement in the discussion. The writer noticed that the research was still not success, because the participation rate of students in the non-individual activities and group discussions was still low.

The writer noticed that the teaching learning process in cycle 1 was not running really well and most of students' had not shown a good development yet. The number of class participation in discussing was still not good. It was not satisfying yet for the writer because it had not reach 75 or the Minimum Criteria of Achievement (KKM). The writer concluded that this because the students' motivation to do discussion was still very low.

In the other hand, the observer noticed that the writer still too much focusing in applying this writing strategy to the students. The writer too fast to explain the Transition-Action-Details (TAD) Writing Strategy without giving a good attention to the students who has low interaction to the class process. The writer tend to guide the smart students without engage the other students to join the class discussion. The writer also felt that his actions to encourage the students to implement this new writing strategy were still not maximal. The writer determined to do better in encouraging students to get involved in class discussions.

### *o Cycle 2*

In cycle 2, the writer still applied Transition-Action-Details (TAD) Writing Strategy to class VIII.C SMP Darma Yudha Pekanbaru and still used two meetings with 2x40 minutes for each meeting. During the implementation of cycle 2, the writer still developed planning, acting, observation and reflection as the steps of teaching learning activities. The writer had

given new spirit and motivation to the whole students how to work in a small group and big group. In addition, the writer also gave more intense to the student who found obstacles in teaching learning process.

In this cycle, the writer found that the teacher's and students' performance in the teaching and learning process was progressively better compared to the cycle 1. This progress in the teaching and learning process could be seen from the observation sheets and field notes that was recorded by the observer during the treatment in cycle 2. From that result of observation, then the process of teaching and learning in cycle 2 could be appreciated that finally, the students' achievement in writing recount text by using Transition-Action-Details (TAD) Writing Strategy was successfully improved student's ability. The observer noticed that the writer had repaired his weakness in cycle 1. The observer also evaluated that the writer had already given a good performance to the students who had low capability in writing by guided them with good encouraging and tried hard to make them attracted and involved to learn together. It can be proven from the increasing score of students' participation from pre-test, post-test 1 and post-test 2.

Briefly, the activity of the students in the third meeting in cycle 2 was getting better if compared from the last two meetings in cycle 1. This was because the teacher clearly explained what the students should do in every writing stage, and caught the students attention in Pre-Writing activity by showing picture to help the students brainstorm the ideas. The teacher made the students ready enough to write. Also, the topic that the teacher gave to the students was not too difficult and closer to their surrounding environment, so they could easily elaborate their writing and share their ideas to other friends in group. Although there were some students who were not concentrate and focus in the group, it did not disturb the activity of writing. The students' focus during the treatment was also getting better, so the teacher could do the treatment without having additional meeting.

The table below explained the improvement of students' activity in writing during the treatment by using Transition-Action-Details (TAD) Writing Strategy by from cycle 1 to cycle 2:

No	Student's Activities		Cycle 1						Cycle 2					
			1 <sup>st</sup> Meeting			2 <sup>nd</sup> Meeting			1 <sup>st</sup> Meeting			2 <sup>nd</sup> Meeting		
			F	%	%	F	%	%	F	%	%	F	%	%
1	Planning	1. Listen and pay attention to the teacher's explanation.	20	100	83.25	20	100	87.5	20	100	92.5	20	100	96.25
		2. Listening to the teacher's explanation about the roles.	17	85		18	90		19	95		20	100	
		3. Forming and sitting in a group of four.	20	100		20	100		20	100		20	100	
		4. Listening to the teacher's explanation about their activities in groups.	15	75		16	80		18	90		19	95	
		5. Discussing and giving any improvement about memories from their childhood or experience	10	50		12	60		15	75		17	85	



		6. Looking at the teacher's sentences and then write down like teacher's sentences	20	100		20	100		20	100		20	100	
		7. Discussing and giving any improvement	13	65		14	70		16	80		18	90	
		8. Listen to teacher's explanation and looking at the Transition-Action-Details (TAD) chart	18	90		20	100		20	100		20	100	
2	Drafting	1. Making own Transition-Action-Details (TAD) chart based on the topic and fill the columns one by one	20	100	100	20	100	100	20	100	100	20	100	100
		2. Writing a recount text based on the given topic and Transition-Action-Details (TAD) chart in groups.	20	100		20	100		20	100		20	100	
3	Editing	1. Read friend's works	10	50	40	12	60	50	14	70	65	17	85	82.5
		2. Asking for comments and explanations about their written work in order to improve their understanding in writing a good recount text.	6	30		8	40		12	60		16	80	
4	Final Version	1. Involving in class discussion to talk about their written work with the teacher.	7	35	67.5	9	45	72.5	13	90	82.5	16	90	90
		2. Rewriting their work based on their improvement comments and class discussion.	20	100		20	100		20	100		20	100	
Total			214	1080	290	220	1145	310	247	1235	340	263	1315	368.75
Average			15.43	77.14	72.66	16.36	81.78	77.5	17.64	88.21	85	18.78	93.93	92.18
Percentage			77.14	77.14	72.66	81.78	81.78	77.5	88.21	88.21	85	93.93	93.93	92.18

Shortly, if compared from the last meeting, there was a good progress in these two cycles. The students' activeness in following the writing stage in the group was showing good progress, so the students who have lower ability in writing could improve their writing through sharing ideas and comments from their friends. In addition to this, the choice of the topic also being one factor that improve the students' writing; the appropriate topic to the students' experience helped them to created a good writing.

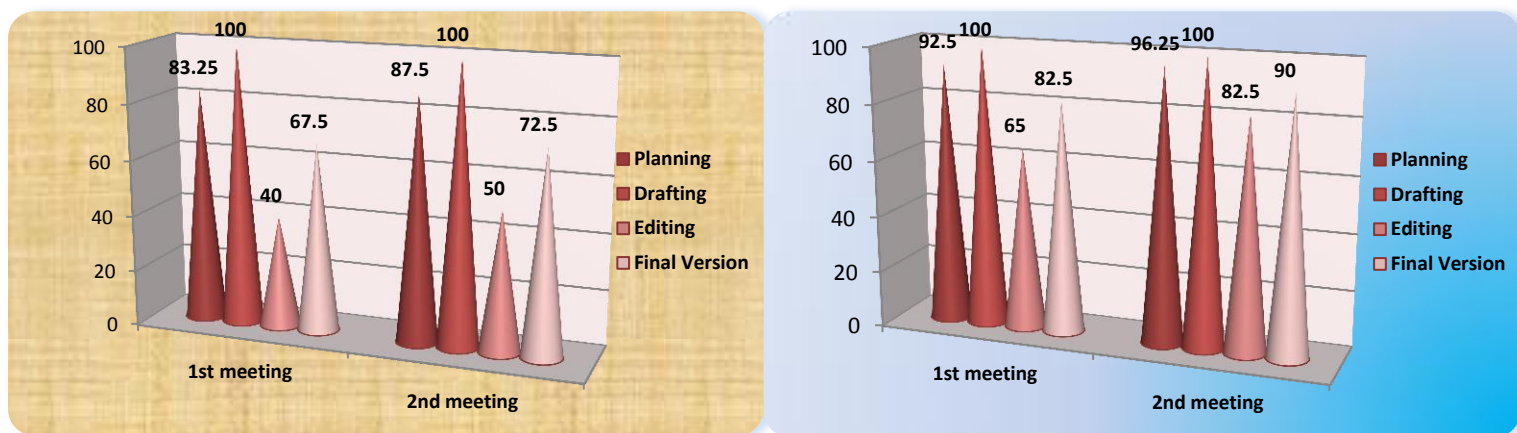
According to the result Transition-Action-Details (T-A-D) Writing Strategy for two meetings in cycle 2 with all efforts and improvement from cycle 1, the writer found that the number of students' involvement during class activities was increase from 15.43 point or 72.66% in 1<sup>st</sup> meeting to 16.36 point or 77.5%. So, it can be concluded there were some improvements of students' activities during teaching and learning process in cycle 1. From

the table above, it also can be seen the increasing number of students' involvement during cycle 2 activities from 17.64 point or 85% in 1<sup>st</sup> meeting to 18.78 point or 92.18 %. So, it can be concluded there were good improvements of students' activities during teaching and learning process in cycle 2. The writer also satisfied because the research was success, in the other hand, the participation rate of students in the non-individual activities and group discussions was better that result in cycle 1.

The writer had executed all efforts in implementing this Transition-Action-Details (T-A-D) Writing Strategy, and the result was so satisfying. So, the writer decided to stop this research until cycle 2 and began to write the report. At the end of this cycle, the writer concluded that Transition-Action-Details (T-A-D) Writing Strategy gave good improvement into writing ability of the second year students at SMP Darma Yudha Pekanbaru.

Here are the compilation data of the improvement on students' activity in writing while being treated by Transition-Action-Details (T-A-D) Writing Strategy from cycle 1 to cycle 2:

**Chart 2. Students' Activities from Cycle 1 up to Cycle 2**



After implementing all steps of Transition-Action-Details (T-A-D) Writing Strategy activity to the second year students of SMP Darma Yudha Pekanbaru, the writerer found some strengths and weaknesses during the process. The strengths were as listed below: After conducting the research by applying Transition-Action-Details (TAD) Writing Strategy to the class VIII.C students of SMP Darma Yudha Pekanbaru, the writer found some strengths and weaknesses. The strengths were listed as follow:

1. This writing strategy helps students to construct and build their own ideas become a simple text. They were also helped to explore their words into a systematical schema as well as knowledge works.
2. The students were more active while studying with Transition-Action-Details (TAD) Writing Strategy because they were free and fun to express their ideas that related to the main topic.
3. This writing strategy helps students to compose recount text to be well-organized and it also had solved their big problem in writing efficiently.

While, the weakness of applying this approach were as followed:

1. At the first meeting, the students did not follow and ignorance the class discussion. Then, they also got difficulty to express their ideas to be well-constructed because of lacking of grammar, vocabulary and writing mechanic.

2. Students lost their focus as they lost their interests in criticizing their friends' writing and students spent most of their time for social talk.
3. The teacher had to be able to provide good teaching performance through the strategy that used and the ways of the teacher to teach which is packed as attractive as possible so that students are more motivated to write.
4. The teacher as a good partner, motivator and facilitator for students because the students sometimes tent to indifferent and uncontrolled.

The use of Transition-Action-Details (TAD) Writing Strategy only supports with a simple text. Actually, the teacher had to control each process of Transition-Action-Details (TAD) Writing Strategy because the students sometimes tent to indifferent and uncontrolled. The teacher had to be able to provide good teaching performance through the strategy that used and the ways of the teacher to teach which is packed as attractive as possible so that students are more motivated to write.

## **CONCLUSION**

Based on the result of this research, the researcher can take the conclusion that the implementation of Transition-Action-Details (T-A-D) Writing Strategy gives a better improvement to the students of class VIII.C of SMP Darma Yudha Pekanbaru writing ability. Transition-Action-Details (T-A-D) Writing Strategy is one of strategies in teaching writing that the teacher can use it to train students in improving their writing and motivate them to write. It can be proved by the quantitative data that showed the percentage in cycle 1, where there are 70% of the students achieved the minimum score which is more than 75 (75–89.375). Moreover, in cycle 2 it increases significantly into 100% of the students already reach satisfying score between 75–98.125. So, the implementation of Transition-Action-Details (T-A-D) Writing Strategy to improve students' writing ability in the second year students at SMP Darma Yudha Pekanbaru is categorized as a succesfull classroom action research.

In addition to this, based on the result of qualitative data during the observation in cycle 1 and 2, there are some factors that influence the improvement of students' writing in class VIII.C of SMP Darma Yudha Pekanbaru. This improvement happened because this writing strategy was so appropriate to be implemented to the class. The motivation that always given by the writer in every meeting to the students were also increasing meeting by meeting, good cooperation between the writer with the students and between students with each other. The other factor like the suitability of the application and good classroom management in order to solve the problem of the students also has given positive impact for them. Moreover, this writing strategy also helps to improve the students' interest and motivation in writing, especially in writing recount text.

## **IMPLICATION**

The result of this research shows that the implementation of Transition-Action-Details (T-A-D) Writing Strategy activity can improve students' writing skill. Therefore, it is needed to spread this approach to other English teachers, as one of the approach that can improve students' writing skill. It also stimulated their motivation in writing. The innovation in teaching is needed and teacher must explore and find out the students' interests and ways of learning. Moreover, the topic for writing should be related to their lifestyle, level of thinking, and current issues. In the end of this study, teacher should become a good partner for students.

## SUGGESTION

Based on the data that have been found in this research, there are some suggestions that the writer gives in implementing Transition-Action-Details (T-A-D) Writing Strategy in the classroom. First, it would be better to highly pay attention to the students activity in the group, and the time consuming in doing this approach, since it has a quite long stage to do. It is also suggested to the teacher for also seeking the students interest, finding the topic that is closer to the students environment and not limiting to one big topic, in order to make the students not boring in writing. Moreover, it is very useful to give rewards for every students' or group's achievement which can highly motivate them to learn more.

- Transition-Action-Details (TAD) Writing Strategy technique could improve students' writing ability.
- The Transition-Action-Details (TAD) Writing Strategy boosted the students' willingness in writing.
- All of the aspects in writing could be improved well by this writing strategy.

Transition-Action-Details (TAD) Writing Strategy was very beneficial and helpful to improve second year students' writing ability in SMP Darma Yudha Pekanbaru -academic year 2012/2013.

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