

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four skills that are needed to be considered such as speaking, reading, listening, and writing in learning English. As one of the four language skills, writing is crucial for students who learn English. According to Bailey (2004), writing is an important skill in writing academic work. Writing is important because it is a skill to communicate with other people in a written form. However, writing is difficult to learn because it requires a lot of practice in creating words, phrases, and paragraph, writing is the hardest skill to learn. Moreover, nobody today would downplay their significance in the system of education. Even though, we need to highlight that the most intricate and challenging skill to master is writing. In academic writing, it is crucial to deliver a scientific information to a good form of text. The text must be informative, unity, and coherent. Therefore, writing is writing is challenging but very beneficial to be learnt.

One of the most important skills in the English language used to express ideas, emotions, and thoughts is writing. In expressing the ideas, emotions, and thoughts, writers need to know how to arrange the words into sentences, and then compose the sentence into a paragraph until it becomes an informative and meaningful. Then, writing skill used to express what they learn into textual form. Writing can encourage students to learn more about English. Students need to be able to write well in English. Writing is an active process delivering idea by using symbols and arrange it into readable form. Moreover, writing is a complex process which involves brain activity to control the flow of ideas. In conclusion, communicating with others, developing imagination, conveying information and

showing expression freely can be done through writing. In conclusion, writing is important skill because it requires a complex process.

On the other hand, writing is the most difficult skill to learn and master because writing is an active and productive skill. The students who are learning writing have to discover where and how to look for ideas and how to express them. In writing, there are many challenges faced by the student. The challenge is not only in finding the ideas or thoughts, but also in turning their thoughts into sentences until it become a meaningful paragraph that contain an idea with the supporting information in or said as a readable text. In accordance with the concepts, Brown (2004) states the difficulty in writing a well written text is found in any language even in someone's own native language. It is proved by the students in developed countries learn rudiments of writing in their native language but very view learns to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose. Indeed, writing is a challenging active and productive skill to be learnt.

Writing requires a lot of practice whether create the idea or compose it to a written form. According to Nunan (2003), writing is both a mental and physical act. Especially in making an academic work such as scientific paragraph, text, article, or a research paper. It can be said mental and physical because mentally the student must pay attention to the role of writing when they begin to express their feelings and ideas, think how to arrange the idea and make statement and paragraph clearly. Physically, student must write paragraph sequence and organize paragraphs well onto paper. For well-organized text, students must master the writing aspects such as format, mechanic and organization, content, grammar and sentence's structure,

and so on. When students write, they do more than just arrange words to make sentences; they need to follow the steps of writing. According to Zemach and Rumisek (2003), in writing process, there are several steps and process that should be done to make paragraph into become a good text, such as pre-writing, drafting, reviewing, and rewriting. In conclusion, writing is mental and physical act that required several processes to produce a meaningful product.

The importance of writing and its difficulties made the researcher interested to find problems that happened in the education fields. Therefore, the researcher conducted an interview with one of the English teachers in SMPN 5 Mengwi about students' writing skill. Based on the researcher's interview with one of the English teachers in SMPN 5 Mengwi, the students in VII B class faced difficulties in writing. The students kept struggling to arrange the word into good sentences and arrange it into a unity paragraph. Moreover, the students could not make an irrelevant content in their composition. They found it difficult to find a good idea, they lacked of vocabulary and grammar, and they did not know the correct uses of the capital letters. The problem that faced by the students that make them less interest in writing come from many factors. There are two possible factors caused the problem. It could be come from the students because they did not interest to writing or from the teacher who uses less interesting technique in teaching. In conclusion, the result of the interview found that the students have several problems that need to be solved to get the improvement in students' writing skill.

The English teacher in SMPN 5 Mengwi used ESA and Chain Drill technique in teaching writing. Where the teacher engaged the students by explaining the material to them, then the teacher lets the students to study by

themselves or in groups, at the end the teacher asked the students to ask or answer questions. The teacher already used Student-Centered Learning and Cooperative Learning where the students could explore their selves in group. The teacher used this technique combined with chain drill. In question and answer session within whilst activity on the teaching module, the teacher used chain drill technique to collect students' answer. The teacher used the techniques monotonously whatever the skill or the material. In conclusion, the English teacher in SMPN 5 Mengwi applied collaboration of students and teacher-centered approach and cooperative learning but still use monotonous techniques such as ESA and Chain Drill in teaching writing.

However, the ESA and Chain Drill technique used by the teacher cannot improve students' writing skill. This can be seen from the students' behavior and their writing skill is not achieve the learning objective. It seems to be boring for students because it used monotonous by the teacher. The teacher only provided the students material to be learnt. The teacher let the students to study by themselves even for a skill which actually need a practice in producing a product. The teacher did not provide the students a good procedure and enrichment in writing. Moreover, to get students' writing result, the teacher only provided them a text and they try to follow the structure of the text using a new topic. Therefore, the students likely looked active however they actually did not understand about what the teacher expected and it affected the students' achievement especially in writing. In conclusion, the technique that used by the teacher is not effective to make the students able to reach the learning objective especially in writing skill.

In teaching, they need something different presented by the teacher. It can be in the form of media, new teaching method or something else that support and help them in writing. In order to solve the problem in this research, the researcher used Transition Action Details (hereafter, TAD). TAD is a technique to teach students in writing skill. According to Peha (2003:38), TAD was useful to describe a sequence of events. This technique provided students template column especially in making a descriptive paragraph. Therefore, in making a whole structural descriptive paragraph students got easier when they made it step by step for each generic structure of descriptive paragraph by using the provided column in TAD. Three column that was provided must been filled by participants, such as the transition column, action column, and details column. Then, each column could be filled with several rows. After filling each row and column with sentences, the student could move the sentence that consisted of a transition signal, the sequence of events, and some detailed actions into a new descriptive paragraph. Moreover, the student in this technique had three steps and every step had a purpose in the writing process. By using TAD, it encouraged and guided the students in arranging events to be sequenced in a descriptive paragraph especially in making daily activity.

The researcher considered that the used of TAD to teach writing could help the student to create a good writing composition, since the teacher could guide the student in filling the column. The column of TAD tracked the students in express their ideas started from the action, details, then the transition to make one and other sentences connected. This writing technique had great advantages in teaching and learning process. There were some advantages in using TAD namely; it is easy to

apply to the subject that has beginner level of writing skill and efficiently help the students to clear their writing step by step, it could engage the students' imagination to express their ideas in a written form easier, it can help the students to construct and build their idea become a simple text, and it could help the students to work together. Therefore, TAD was beneficial to improve students' writing skill in especially in arrange ideas to a good form of text.

Based on the background of study, the researcher conducted TAD in teaching writing. The researcher considered that the used of TAD to teach writing could help the students to create a good writing composition, since the implementation TAD in the right guidance by teacher. By using TAD, it encouraged and motivated the students to write and they got meaningful interpretation easily. It could also give a deeper knowledge in the students' mind, retain longer and draw the students' interest. As a result, by looking at the result from observation above, the researcher was also highly interested and motivated to do research on "The Implementation of Transition Action Details to Improve Writing Skill of the Seventh-grade Students of SMPN 5 Mengwi in the Academic Year 2023/2024"

1.2 Research Problem

Based on the background of the research, the students seem that they were not interested in learning writing through ESA and Chain Drill technique and it influenced in their writing skill. It could be seen from their achievement in making a writing product. Besides of students' interest, they found difficulty in writing while learned writing used this technique. In addition, they hard to arrange the sentence into a paragraph and made an ordered organization of the paragraph. This

condition must urgently solve by applying an innovative and effective technique. Hence, it could help the students to solve their problem in writing especially in descriptive paragraph. In this study, the researcher chose a technique which had simple steps in teaching writing that was TAD. Therefore, to find out the answer of students' problems the researcher problem could be formulated as follows: can writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024 be improved through TAD?

1.3 Objective of the Study

Generally, finding the solution of the research was the main objective of the study. A scientific study was conducted to answer the research problems that had been formulated and determined. Specifically, this study will find the solution based on the researcher problem found by the researcher on the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024 that found the students did not interest in writing because of the teacher's monotonous technique and the students hard to arrange the sentences into a paragraph and made an ordered paragraph organization. Therefore, this study found a new way in solving the students' problem in writing. In conclusion, the objective of this study was certainly intended to find out a solution of the problem in the research in relation with the research problem that has been formulated. To sum up the discussion, the objective of this study was to find out whether or not writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 can be improved through TAD.

1.4 Limitation of the Study

In order to avoid broad discussion, it was important to limit the study of research. The limitation helped the researcher to focus in finding out the result of the technique used. Therefore, this study was limited on the use of TAD to improve writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024. In this study, SMPN 5 Mengwi apply Merdeka curriculum for the seventh-grade and the eighth-grade. Therefore, the teaching module and learning material were based on the Merdeka curriculum for the seventh-grade students of SMPN 5 Mengwi. According to the Merdeka curriculum of the school, the researcher focused on the writing and presenting element in Phase D about producing kinds of simple oral and written text the in the form of multimode about family and classmate. To sum up the discussion, this study limited to get the focus of the study about the use of TAD to improve writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024.

The researcher focused on the objective of the study where the students were able to write a descriptive paragraph to interact and communicate in the context of wider variation both formal and informal situation. Specifically, the descriptive paragraph was about students' daily activity at home or at school. The paragraph should be in the right form of generic structure which are consist of; introduction which told about the main character of the paragraph and kind of activity that would be told in the paragraph; descriptions which told about the sequence of activity from the beginning until the end; the last one was conclusion which told about the main character's feeling or comment in closing the activity. Moreover, the paragraph should fill the criteria in the scoring rubric that was used. That were format,

punctuation and mechanic, content, and the last one grammar and sentence structure. In conclusion, the limitation of the material is the students were able to write a simple descriptive paragraph about their daily activity at home or at school.

1.5 Significance of the Study

In the world of scientific study, there would be the significances that expected by the researcher. Whether a limit significance or a broader significance even global significance. This research was the implementation of TAD to improve writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024. This study was highly expected to provide meaningful and significant research findings. The findings of this research were expected to yield theoretical and practical importance to those who concerned how to improve student's writing skill. Theoretically was focusing on the use of this research as a reference for other relevant researches. Then, practically was focusing on the use of the technique in the educational field to get better improvement for the teachers and students especially in writing skill. The result of this study was expected to provide both theoretical as well as practical significance that will be explained more as follows:

Theoretically, the findings of the study were expected to be references or a guidance study to the theory of classroom action research, writing, and TAD. Moreover, the findings of this study were expected to support the existing empirical evidence for the next researcher. Besides, the theories of the working principles and knowledge of English language teaching could be used as guidance in improving students' writing skill by using TAD. Moreover, the result of this study was expected to support theories and empirical outcomes of the existing writing theory

in improving writing skill. The research was expected to make the students and teacher better in learning process. These findings could disclose further areas of research in foreign language acquisition and they can be expected to be used as bases of undertaking similar study in the future. In conclusion, theoretically the result of this study was expected to be useful to other researchers.

Practically, the results of this study expect to provide educational feedback for the teachers, students, and other researchers. For the teacher, this study can be implemented during in teaching learning activities in the classroom. This technique is interesting to help teacher in provided more and varied technique. For the students, this study is expecting to get the opportunities to their understanding in writing skill and help them to improve. It expects to motivation them to express their ideas in written form and they can increase their motivation and interest in learning English especially writing skill. For the other researchers, this study is expecting to use as reference and empirical review to make better study for the future researches. The other researchers can learn and comprehend more about TAD from this study. To sum up, the results of this study are expected can reach all the practical significance.

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1.6 Definition of Key Term

The title of this study was “The Implementation of Transition Action Details to Improve Writing Skill of the Seventh-grade Students of SMPN 5 Mengwi in the Academic Year 2023/2024”. In ordered to avoid misunderstanding and confusion on the parts of the reader concerning the key terms. The definition of key term would help the reader to get a clear understanding like what the researcher expected.

Therefore, the researcher defined the key term as clear as the situation that expected. This study used operational definition to make a clear understanding for the reader. The operational definition would be based on the limitation of the study. In additionally, the operational definition would be focused on the writing skill of the students and the implementation of TAD. The researcher used two key terms such as writing skill and TAD in the present study, the researcher needed to operationally define them as followed:

1. Writing Skill

Writing skill was operationally defined as the skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024 in writing descriptive paragraph which describes about the writer's personal daily activity. In addition, the paragraph should consist of 6-12 sentences and followed the generic structure of descriptive paragraph such as: identification, descriptions, and conclusion.

2. TAD

TAD was a technique used to improve writing skill of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024 especially TAD where the preparation in constructing a descriptive text was broken down into three column sections namely transitions, actions, and details which were then assembled into a draft of descriptive text. When filling out the TAD chart, started in the action column first. Filled the first box with the first thing that happens. Then, went to the last action box and wrote the end. After that, filled in the detail column. Added a couple of details for each action. Then, gave one transition word in the transition

column that introduced each action. Finally, the chart would be assembled into a unity descriptive paragraph



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concept and term from experts that is used and required in this study. Therefore, the theoretical review which used from the scientific study was expected to contribute practical significance and it had to be conducted on the basic of some relevant theoretical constructed and empirical evidence. The foundations of thought deriving from theories that were needed as demands to solve the problem in a research were referred to the theoretical review. Theoretical review was used to limit the scope of the relevant data by focusing on specific variables. As the result, the researcher discussed the theories which were relevant with this study. Therefore, the present study was based on the following theoretical backgrounds that were discussed as follows: (1) Writing Skill, (2) Descriptive Paragraph, (3) TAD, (4) Assessing Writing.

2.1.1 Writing Skill

In English language learning, there are four basic skills that should be mastered by the students. They are listening, speaking, reading, and writing. Actually, writing is one of the difficult skills to be learnt among the four skills. Writing is a procedure skill which can help the students to transfer their ideas on a piece of paper. Through writing, students can learn to express their idea into a structural form of text. Kane (2000) states that writing is complex activity. A complex activity which requires a lot of practice. Furthermore, Richards and Renandya (2002) add that writing is the most difficult skill for foreign language

learners to master. The difficulty is not only in generating and organizing ideas, but also translating the idea into readable text so that their writing would be interesting and enjoyable to read by readers.

Writer needs to pay attention to the process in write a writing product. In addition, Graham (2008) states that there are many skills which writers to learn to develop the point where they can execute with little effort or thought. This includes handwriting (or typing) and capitalization. As a complex skill, writing requires effort of language learners to master in every detail of writing component. Thus, mastering writing skill simply means that the learners are also able to deliver their felling and thought in correct grammar. Moreover, by learning writing, they are expected to be able to carry out their essential writing process like planning, draft, making, evaluation, revising, and so forth.

Writing is not a simple task and it need a special skill to make the students interested in writing and writing is one of challenging language skill that should be learn by the students. Zemach and Islam (2005) state that writing is an important form of communication in day-to-day and the most difficult to be mastered in a foreign language. Furthermore, it is important to practice every day to improve the writing proficiency such as writing a letter, message, memo, and innovation, etc. According to Ramet (2007), writing something, everything, and every day would enable students to build up the discipline and commitment required to ensure that they could produce complete paragraph writing in a whatever genre they choose for example descriptive, descriptive, narrative and so on.

Writing provides what speech can never provide the opportunity to revise the idea and the way to present them. Supported by Raimes and Jersky (2011) who

stated that writing involve several sub skills. Some of them are related to accuracy, using the correct form of language. In addition, writing accurately involves spelling correctly, forming letters correctly, punctuation correctly, joining sentences in chronological order and using paragraph correctly. Moreover, writing is not just about accuracy. However, it is also about having a message and communicating it successfully to the other people. To do this, the writers need to have enough ideas or thought, organize and arrange them well, and express them in appropriate style.

A good writing product consider many kinds of criteria that requires some skills to be master. In addition, Graham (2008) argues that there are many skills that writers need to learn to the point where they can be executed with many titles effort or thought. This includes handwriting or typing, spelling, punctuation, and capitalization skills. While sentence construction skill always requires conscious attention and effort, developing writers need to become efficient and flexible in constructing the writer's vessel that contain their ideas. Moreover, this is very important until they are mastered and these skills require considerable mental energy. In conclusion, to be a good writer there are some skills need to be master.

Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separate acts are note-taking, identifying a central idea, outlining, drafting, and editing. Both young and old people can encounter the discouraging 'writer's block' if they engage in more than one or two of these activities at once. In addition, Hyland (2003:3) adds that learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic pattern, and cohesive devices that comprise the essential building blocks of text. Furthermore,

writing is an activity of marking coherent words on paper and composing paragraph to make it flows smoothly. Writing also can be used to record their thoughts, feelings, and personal things. In addition, writing can be used to entertain others through comic, novel, article, etc.

Writing is hard to be mastered because writing is totally different from speaking. Harmer (2004:255) states that written text is different with speaking since it has issues of letter, word, and text formation manifested by handwriting, spelling, and layout and punctuation. Unlike speaking, writers are unable to directly see and give additional explanation when the readers do not understand the writing. Moreover, writers are unable to show gesture and facial expression to make readers understand more the ideas they want to convey like they can do in speaking. In addition, Writers have to give their efforts to make their writing can be easily and clearly understood by functioning punctuations, choosing appropriate words, organizing ideas in logical order and using correct grammar.

Writing as a complex process contain many steps to process a good writing product. Based on Oshima and Hogue (2007), process of writing has roughly four steps, such as: creating ideas, organizing idea, writing a rough draft, and polishing the rough draft by editing it and making revisions. All of those steps are very helpful to help the students in writing a good paragraph. Thus, the students can arrange their own ideas or thinking into a meaningful written form. Moreover, writing process become many kinds of result. Writing can be used as an entertainment. Through written entertainment, people get entertainment from reading a motivational sentence, humor paragraph, even a narrative story. People may write in different

form, such as letter, emails, messages, and essay. Most writing is the act of putting letters, symbols, word on paper or computer screen.

2.1.2 Descriptive Paragraph

Based on Merdeka Curriculum, there are some kinds of paragraph that students at junior high school need to learn, one of them is descriptive paragraph. The researcher believes that descriptive paragraph is the paragraph which is so close to the students' life. The students need to think about their daily activity and tell it in the form of written story smoothly. According to Anderson and Anderson (1997) descriptive paragraph is a piece of text that tells about general truth, usually in order in which they appearance or happen and also follow the generic structure such as identification, description, and conclusion. Furthermore, descriptive paragraph is a paragraph that tells about general truth, event, or activity in the daily usually whose purpose is either to inform or to entertain the audience.

Students are required to make written products since writing is an important skill that should be mastered, especially writing a paragraph. According to McKay (2006:246), a paragraph comprises about 6-12 sentences about one topic. It means that sentences support the main topic that would be described. A paragraph can provide information, tell an opinion, explain something or tell a short story. The sentences should be described the topic clearly in specific detail and explanations. Thus, it would let the readers easily catch the paragraph's meaning. Therefore, when the writers can arrange the paragraph appropriately and clearly, the readers will easily understand what the writers will tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It consists of more information about the topic, specific details, and an explanation. The last is the conclusion as the closing of a paragraph. It is usually showing how the writers' feelings. In brief, it assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence.

Descriptive paragraphs are paragraphs that describe places, things, and people. Furthermore, a descriptive paragraph as a collection of paragraphs about a particular object or place. To get the data and collection of information, it takes experience and involves the five senses which include eyes, heart, ears, skin, and taste. In addition, Savage and Shaffei (2007:34) write descriptive paragraphs that describe people, places, or objects so that the reader can imagine it in his mind. Descriptive paragraph commonly contains the description of an object, things or others that going to be explained involves a clear and complete explanation about the topic that has been going to be describe. So, descriptive text also tells the writes expressions about an object, things or other.

A descriptive paragraph is used to express or describe the object in clear detail that the reader can imagine to the object that will be described. The structure is divided into three stages: introduction, main body, and conclusion. Identification tells about general structure in the paragraph in there, and the writer writes some statements that show the object to be described. The main body or description talks

about the descriptions of the object, physical appearance, characteristics, etc. The last is a conclusion, which can summarize the paragraph or the writer's comment about the object. Based on Oshima and Hogue (2007:61), a description usually follows an organizational pattern in the form of spatial order. Spatial order is the arrangement of things in space. It means writers should describe something specific from the bottom to the top, far to near.

Furthermore, Oshima and Hogue (2007:61) state that a good description is a word picture; the reader can imagine the object, place, or person in their mind. Thus, specific details should be sufficiently elaborated to create images in the readers' minds. Kane (2000:351) defines that description deals with visual experience and perception over the object; thus, it aims at giving an explanation of how the object looks, sounds, and tastes which aim at giving a clear picture; hence, readers can imagine the object very clearly through ink on the paper. In other words, it is words that play a central role in replacing the object. Hence, describing something can make the reader feel clear what the writer is conveying.

Additionally, Kane (2000:351) also states that description is about sensory experience how something looks, sounds and tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. Description can give imagination and feel about something. Therefore, using kind of sensory is very important in describing something. In addition, the readers will get more vivid information based on the descriptions. The reader will try to save and imagine the description that will be read. Thus, they can easily imagine how the thing, place, or person looks on their mind. On the other hand, writing the details

can be very tough since writers should put themselves as readers too in order to know whether the details are clear or vague.

Related to the theories that had been mentioned, the researcher used theory of Anderson and Anderson (1997) which defined descriptive paragraph as a piece of text that tells the reader about general truth, usually in order in which they appearance or happen. However, in this study defined the points of descriptive organization. The organization was very useful in guiding the students to write a well-organized paragraph. Moreover, according to Anderson and Anderson (1997) in constructing a good text paragraph, the writer should follow three parts of the descriptive text as; (1) identification, (2) descriptions, (3) conclusion. In conclusion, all the theories were supported this study since it was concerned to improving writing skill in constructing descriptive paragraph.

2.1.3 TAD

Chart is a graphical representation of data, in which the data is representing by symbols; such as bars in a bar chart, line in a line chart, or slice in a pie chart (Wainer 1997). A chart can represent tabular numeric data, functions or some kinds of qualitative structure and provides different information. In addition, charts are often used to ease understanding of large quantities of data and the relationships between the parts of the data. They are used in a wide variety of fields, and can be creates by hand and if often on graph paper or by computer using a charting application. In wider field, chart has many kinds of purpose. It can be used in managing office works, accounting, marketing, polling, and also teaching.

In teaching technique, there is a chart known as T-chart. A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This graphic organizer is most commonly used to compare and contrast idea and a given topic (e.g., comparing advantages and disadvantages, problems and solution, facts and opinions, strengths and weaknesses, cause and effect, etc.) T-chart can also be used for note-taking and to organize main ideas and supporting details. When using T-charts, students begin by determining the type of information that will be recorded in each column and add details based on background knowledge, previous learning, and addition research to support each heading. Furthermore, T-charts is beneficial to help students compose their insight and record new learning in a purposeful way.

Adapted from T-chart technique, according to Peha (2003:38) TAD is a writing technique that used TAD chart consisting of columns and rows that showing a sequence of events. Three columns must be filled by participants, such as transition columns, action columns, and detail columns. And each column can be filled by several rows. After filled each row and columns with sentences, the students can move the sentences that consisted of transition signal, the sequence of events, and some detailed action into a new descriptive paragraph. All those steps guide the students in making a unity and coherent descriptive paragraph. Therefore, TAD is appropriate for students to improve their writing skill.

Every teaching technique has its own steps in apply it to the learning process. According to Peha (2003:38), there are some steps need to be followed in applying this technique such as:

- 1) the students start in the “Action” column first, fill the first box with the first thing that happens, then, go to the last “Action” box and write the end;
- 2) now add a couple of details for each action in “Details” column;
- 3) finally, come up with simple phrase in the “Transition” column that introduce each action; and
- 4) after finishing the chart, put all of the ideas inside the chart out to a good form of paragraph.

Lester (2006) states that TAD has three part such as transitions, these are short words or phrases, such as “Then” or “After a while” or “All of a sudden” that help to introduce each new action in the sequence. The students do not have to have a transition for each action, but transitions can help their writing flow more smoothly from section to section. Second part is actions, these are the actual events, or things that happened, listed in the order in which they occurred. The last is details, this is additional information about each action. For each action, can be provided probably two or three important questions that each student needs to answer. These answers are the details. Therefore, TAD is useful to make the writing process easier.

TAD is used as guidance in story planning. It works as a representation of ideas. It eases the students to develop numerous ideas and create them in an organized piece of writing. According to Nui (2013:48) proves TAD is a drafting technique that helps students to organize a sequence of events into a paragraph. By using this technique, students can develop their ideas logically and completely. It leads students to write ideas and organize them to fulfill the readers’ intention with a distinct flow of the story: complete and clear ideas. The used of TAD directly help

the students in learn to make sentences and arrange it to a paragraph. This stage beneficial for students to understand the flow of writing process. Therefore, TAD is appropriate for students and beneficial to teach them a writing process.

Moreover, the use of TAD also made the students understand the learning material better so it can ease them in writing process and fulfill the learning objective of writing a descriptive paragraph. This technique uses a chart which proposes three important parts to teach writing paragraph (Peha,2003). The charts will divide students' ideas into three columns. The column contains transition words, action words, and details for supporting the action. Therefore, this technique unintentionally leads the students to learn kinds of transition words, knowing how to use action verb in sentences to make topic sentence, and also practice them in making a supporting sentence based on the topic that they made. Indeed, this technique has many benefits to improve students writing skill.

In conclusion, this study focused on the theory of Peha (2003). It was because the TAD was beneficial to help students in making a coherent and unity paragraph. The researcher used this technique for the students to write descriptive paragraph by concerning the three basic structure such as transition column, action column, and details column. The researcher allowed the students to make the draft in the form of TAD chart and then changed the form to a good form of descriptive paragraph. It means that the researcher gave time to students to describe their events while writing a good descriptive paragraph. Therefore, this study used this technique to improve writing skill in teaching learning process.

2.1.4 Assessing Writing

Assessing students is the most important part that must be done by the teacher during the teaching and learning process, especially writing descriptive texts. Assessment is ongoing process that encompasses a much wider domain. According to Carter and Nunan (2001), assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by stakeholders in language learning program for various purpose and sometimes misunderstood term in the current educational practice. Besides, written work from a note down phrases to a formal essay that ultimately will be assess by themselves, teacher and possibly other students as a peer review is also kind of assessment of students' performance and the teacher make students assessment.

According to McKay (2006), to construct of writing assessment may be determined by the curriculum, and or by theory of the expert, in the same way as discussed for reading. It means that if the teacher assesses the students' writing to construct the assessment, the teacher should determine the curriculum and the learning objective of the study that has already been told or explained previously. Therefore, the teacher should give the test based on curriculum and topic that has been teach. Linse and Nunan (2005) stated that writing is assessed by eliciting and examining a simple of writing. Means, the learners could write simple composition that consist of sentences, paragraphs, or essays.

Assessment is not only focused on assessing students' achievement; however, it can be used to plan a better teaching and learning process for the students. Brindley (2005:56) writes that teacher assessment is an integral part of teaching learning process in the classroom. Teacher discusses with pupils, guides their work,

asks and answers question, observes, encourages, challenges, helps and focuses. In addition, they mark and review written work and other outcomes. Through these activities, they are continually finding out about their students' capabilities and achievements. This knowledge then informs plans in the future work. This is continuous process that comprises teacher assessment; it should not be seen as a separate activity necessary requiring the use of extra test.

Based on Brown (2004), whenever students respond to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes assessment of the students' performance. It means that English teacher need to assess what they have inculcated to their students. All of the activity in the classroom during the teaching learning process can be included as part of assessment. Moreover, assessment is an ongoing process. Based on that explanation, students' ability and students' achievement cannot be judge in one time. Therefore, the teacher needs to know what extent the previously formulated instructional objective has been achieved by the students in writing.

Hyland (2003) said that assessment refers to a variety of ways used to collect information on a learner's language ability or achievement. It meant that it is an umbrella term which includes such diverse practice as once only class test, short essay, long project report, writing portfolios, or large-scale standardized examination. Furthermore, assessment can be either formative which is designed to identify a learner's strength and weakness to effect remedial action or summative with concerned with summing up how much students have learned at the end of a course. Therefore, while the result of the former feedback into instruction, the latter provide information or either individual accomplishment or program outcomes.

In addition, assessment can be defined as a way for the teacher to know the students' achievement and ability to give score to the students. Every subject in teaching learning process needs to be assessed; it includes writing in English subject. As what stated by Brown (2004), assessment of writing is not simple task. It means that assessing students' writing ability need a clearance about the objective and the criterion itself. It has the role rubric used to score the writings' ability of the students. It helps the English teacher decide to move on the next material or just repeat the materials have been given to the students. Therefore, to make a good assessment for students, scoring rubric is important.

Moreover, assessment is very important in order to know and analyze whether the students have mastered in such a skill, in this case writing skill. As what stated by Oshima and Hogue (2007), a paragraph scoring rubric has five elements such as format, punctuation and mechanics, content, organization, grammar and sentence structure. In addition, each element has its own part. It means that there are five elements of writing that the writers should pay attention on while they are writing. Therefore, related to this study, the assessment only focused on assessing students' writing skill especially in writing descriptive paragraph which contain generic structures such as identification, body, and conclusion.

In conclusion, this study used the scoring rubric from Oshima and Hogue (2007) in assessing students' writing skill. Therefore, the researcher asked the students to make a descriptive paragraph that consist of six until twelve sentences. In making a descriptive paragraph, the students were given topics about their daily activity. The researcher would assess the students using paragraph construction test. This assessment would be conducted by the researcher to know whether or not the

improvement of students' writing skill through TAD. The score was given based on the scoring rubric which consist of five writing criteria. The criteria of the scoring rubric are format, punctuation and mechanics, content, organization, and grammar and sentence structure.

2.2 Empirical Review

Empirical review was the way to get information and theories about previous researches that were relevant with the present study. In addition, knowledge of empirical review evidence could help the researcher avoid unintentional replication of previous studies result, and the placed the researcher in better position for their study result. The purpose was to support the present study by considering the result and as considered whether or not this study become as successful as the relevant studies as the empirical review. There were two similar research which the researcher chose. This point was also focused on discussing about previous of two researchers; they were Pratiwi and Kinarsih, as followed:

The first study that relevant with this study was Pratiwi (2020) entitled "The Used of Transition Action Details with Short Video to Improve Writing Skill of The Tenth Grade Students of SMK PGRI 1 Badung in Academic Year 2019/2020". The objective of this study was to figure out whether or not writing skill of the tenth-grade students of SMK PGRI 1 Badung can be improved through TAD. Her research found the result that TAD with short video could improve the writing skill of the students. The result could be seen from the improvement of the scores from the pre-test, post-test cycle 1, and post-cycle 2.

The strength of her research was the media that she used to support the technique. She used short video to attract students' interest in writing. However, the implementation of TAD is not appropriate with the theory that she used. It could be said like her research just mention TAD as a theory but she did not implement the technique clearly to the students. Therefore, this case could make the researcher difficult to deliver the material, practicing the technique to the students, and it was affected to the students' improvement. Therefore, to improve the quality of the research, this study was implemented TAD as the theory from Peha (2003:38) used in the teaching module clearly. In conclusion, the implementation of TAD was in the part of whilst activity on teaching module.

The second study that was relevant with this study was Kinarsih (2019) entitled "The Use of Transition Action Details to Improve Writing Skill of the seventh-grade students of SMPN 1 Kerambitan in Academic Year 2018/2019". The objective of this study was to figure out whether of not writing skill of the seventh-grade students of SMPN 1 Kerambitan in academic year 2018/2019 can be improved through TAD. Her research found the result that TAD could improve the writing skill of the students. The result could be seen from the improvement of the scores from the pre-test, post-test cycle 1, and post-test cycle 2.

The strength of her research was in term of the scoring rubric. She used the paragraph scoring rubric was adapted from Oshima and Hogue (2007). A clear paragraph scoring made the researcher was easier to assess the descriptive paragraph that were made by the students. However, she used different instruction in the test in pre-test and post-test. The instruction in the pre-test was not explaining about the scoring criteria. It made the students confused during the pre-test and got

low score because of it. Concerning the weakness above, in this study was provided the students clear instruction. The instruction was explained completely about the scoring criteria from Oshima and Hogue (2005) whether in the pre-test and post-test to avoid the confusion of the students in doing the test.

