

ABSTRACT

Agniya, Naufal (2023): Students' Responses toward the Implementation TAD (Transition-Action-Detail) in Enhancing Students' Writing Skills of Narrative Texts: A Case Study at Senior High School in Bandung

One of the four primary skills in the English language is writing. Writing helps improve sentence structure, spelling, and vocabulary. However, because writing requires complicated linguistic and cognitive skills, students need assistance understanding it. Therefore, this study aimed to explore TAD (Transition-Action-Detail) as a strategy for enhancing students' writing abilities.

This study explored how students respond to applying the TAD strategy to improve their narrative text-writing abilities. A qualitative case study design was utilized as a method. It was selected because Yin (2003, p. 13) stated that a case study is an empirical investigation of a current phenomenon within its actual environment, mainly when the borders between phenomenon and environment are ambiguous. The researcher used observation, document analysis, and interviews to gather data.

The study examined every phase of the TAD strategy, which has three stages: modeled writing, guided writing, and independent writing. The writing outcome showed that the better students' academic achievement, the better their narrative text writing using the strategy was. The researcher also discovered the students' responses to the TAD strategy. The students thought it was simpler to write narrative texts, were actively engaged in class, had favorable attitudes about the teacher and the material, and, finally, gave the activities a positive rating.

Implementing the TAD strategy can help students produce more accessible narrative text. Their responses toward using the TAD were positive because the teaching and learning activities were fun. Moreover, the TAD strategy is recommended for producing a story with sequences of events.

Keywords: Writing, Narrative Texts, TAD Strategy, Students' Responses