

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in Chapter IV, it can be concluded that:

1. Students have positive perceptions toward the use of the TAD strategy in learning to write narrative texts. The results of the questionnaire and interview data show that students are able to follow the learning process well when the TAD strategy is applied. In terms of absorption, most students can pay attention to the teacher's explanation, understand the examples given, and focus during the writing lesson. They are able to recognize the components of Transition, Action, and Detail and identify their functions in narrative writing. In terms of understanding, students demonstrate comprehension of how to apply the TAD steps when writing narrative texts. They feel that the strategy helps them arrange ideas in sequence, develop events clearly, and add relevant details to support the story. In terms of evaluation, students assess the TAD strategy positively because it makes the writing process easier, more organized, and less confusing than the writing methods they used before. Students also feel more motivated and confident when writing narrative texts using the TAD strategy. Although a few students still experience difficulties in some aspects of writing, the overall findings indicate that students' perceptions toward the TAD strategy are dominantly positive.

2. Students' positive perceptions toward the TAD strategy are influenced by several factors related to the students themselves, the characteristics of the strategy, and the learning situation. From the students' internal factors, motivation, interest, prior experience in writing, and expectations influence how students respond to the use of the TAD strategy. Many students previously felt confused and lacked confidence when writing narrative texts, but after using the TAD strategy, they feel more confident and motivated because the writing steps are clearer and easier to follow. From the characteristics of the strategy, students perceive the TAD strategy as different from their previous writing methods. The clear and systematic steps of Transition, Action, and Detail help students organize ideas logically, develop the storyline more smoothly, and write more effectively. In addition, the learning situation also plays an important role in shaping students' perceptions. Adequate time allocation, a supportive and conducive classroom atmosphere, clear explanations from the teacher, and assistance from teachers and classmates help students understand and apply the TAD strategy better. These factors work together in influencing how students perceive the TAD strategy, which explains why most students form positive perceptions toward its use in learning narrative writing.

B. Suggestion

Researcher suggestion is below:

1. For English Teachers and Students: English teachers are encouraged to apply the TAD strategy in teaching narrative writing by explaining each component (Transition, Action, and Detail) clearly and providing sufficient examples, as this strategy helps students organize ideas more systematically and increases their motivation in writing. At the same time, students are suggested to actively practice using the TAD strategy in their writing to develop more coherent narratives. Both teachers and students should work together to create an effective learning process, where teachers provide guidance and a supportive classroom atmosphere, while students actively participate, ask questions, and seek help when facing difficulties. This collaboration can enhance students' understanding, confidence, and engagement in learning narrative writing.
2. For Future Researchers: Future researchers are recommended to conduct further studies related to the use of the TAD strategy in different contexts, such as other text types, different grade levels, or different research designs. In addition, future studies may explore other factors influencing students' perceptions or combine perception studies with experimental research to examine both students' perceptions and writing performance more deeply.