

ABSTRACT

Martha Yosepin Simorangkir, NIM 2211121007, Students' Perception on Transition Action Detail (TAD) Strategy in Teaching Narrative Text to Tenth Grade Students of SMK Negeri 1 Percut Sei Tuan, A Thesis, English Education Program, Faculty of Languages and Arts, Universitas Negeri Medan, 2026.

This study aimed to identify students' perceptions of the Transition Action Detail (TAD) strategy in teaching writing narrative texts and to determine the reasons behind their perceptions. This research applied a descriptive qualitative design to describe students' views toward the use of the TAD strategy in learning narrative writing. The participants of this study were 30 tenth grade students from class X DPIB 1 at SMK Negeri 1 Percut Sei Tuan. The data were collected through a questionnaire and interviews. The questionnaire was used to identify students' perceptions, while the interviews were conducted to explore the reasons behind those perceptions in more depth. The results of the study showed that students had positive perceptions toward the use of the TAD strategy in learning to write narrative texts. Most students were able to understand the components of Transition, Action, and Detail and apply them in organizing their ideas when writing a narrative text. The strategy helped students arrange events in sequence, develop ideas more clearly, and add relevant details to support the story. In addition, students felt that the TAD strategy made the writing process easier, more organized, and more interesting. The positive perceptions were influenced by several factors, including students' motivation and interest, the clear and systematic steps of the TAD strategy, and a supportive learning environment. Therefore, it can be concluded that the TAD strategy gives a positive contribution to students in learning to write narrative texts.

Keywords: *students' perception, TAD strategy, narrative text writing*