The Effect Of Transition Action Details (TAD) Strategy Toward Students' Writing Ability Of Recount Text At Senior High School 6 Pariaman

Pengaruh Strategi Transition Action Details (Tad) Terhadap Kemampuan Menulis Teks Recount Siswa Di SMA Negeri 6 Pariaman

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ABSTRACT

The purpose of this research was to find out the Effect of Transition Action Details strategy toward Students' writing ability of recount text to the first Grade at SMAN 6 Pariaman. The kind of This researches in the form of experiment, especially pretest and posttest control group design. The research population was all students in class X IPS SMAN 6 Pariaman school year 2018/2019 that consist of 100 students. The samples were X IPS_1 class as the experimental class that consist of 25 students and X IPS_2 class as the control class that consist of 25 students. This research used cluster random sampling technique.Experimental class was taught by using transition action details, and control class was taught by using conventional strategy. The instrument of collecting the data that used by the researcher was writing test. The technique of analyzing data was the hypothesis test was t-test formula, which was used test the difference in mean and standard deviation of the two samples.Based on the analysis of data obtained, $t_{calculate}$=3,33 and t_{table}=1.67 .Because $t_{calculate}$ (3,33) > t_{table} (1.67), then H_0 was rejected and H_1 was accepted, it can be concluded that the application of Transition Action Details strategy provides a significant effect on students' writing ability of class X rather than conventional strategy at SMAN 6 Pariaman.

Key words: *transition action details, wrriting, recount text*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan strategi Transition Action Details terhadap kemampuan menulis siswa dari teks recount untuk kelas X di SMAN 6 Pariaman. Jenis penelitian ini berbentuk eksperimen, khususnya berbentuk pretest dan posttest control group design. Populasi penelitian ini adalah seluruh siswa kelas X IPS SMAN 6 Pariaman tahun pelajaran 2018/2019 yang terdiri dari 100 orang siswa. Sampel penelitian ini adalah kelas X IPS_1 sebagai kelas eksperimen yang terdiri dari 25 orang siswa dan kelas X IPS_2 sebagai kelas control yang terdiri dari 25 orang siswa. Teknik pengambilan sampel adalah cluster randomly sampling.Kelas experimen diajarkan dengan menggunakan stategi Transition action details, dan kelas kontrol diajarkan menggunakan strategi konvensional. Instrumen pengumpulan data digunakan oleh peneliti adalah writing test. Teknik analisis data yang digunakan untuk menguji hipotesis adalah uji t (t-test), yang digunakan untuk menguji perbedaan rata-rata dan standar deviasi dari dua sampel. Berdasarkan analisis data diperoleh T_{hitung} = 3,33. Dan t_{tabel} 1.67. Oleh karena t_{hitung} (3.33 > t_{tabel} 1.67), maka H_0 ditolak dan H_1 diterima, sehingga dapat disimpulkan bahwa penggunaan strategi Transition Action Details memberi efek yang signifikan dalam kemampuan menulis siswa kelas X di SMAN 6 Pariaman dibandingkan dengan konvensional strategi.

Kata Kunci: *transition action details, wrriting, recount text*

1.   Introduction

Writing is one activity done by language learner and one of the language skills. Through writing, the writers share their idea, information, thought and experience to the readers. In addition, Harmer states that writing is always formed part of syllabus in the teaching of English. From the statements above, it is obvious that writing is important and useful part which we have to master. Furthermore, school based curriculum (Kurikulum 13) provides writing as one of the English standard

competences that must be taught and learned in educational level especially in senior high school from the regulation of government.

Writing will not be produced without mastering the aspects of writing itself, especially for English writers even research learner. Doing writing needs to follow the rule because writing also has rules. According to brown (2004:224) a good writing is a writing which fulfills five aspects of writing; they are content, organization, vocabulary, grammar, and mechanics. In other words, to be a good writer the writer must know the aspects of writing.

Based on the researcher's experience during teaching practice at Senior High School 6 Pariaman, 2017, the researcher found some problems related to learning writing in the field. The problems are explained as follows. *First,* some students had difficulties to express their ideas in the writing activity especially in writing recount text because they had something in their mind to write on the paper. *Second*, some of the students were not able to write correct tense in a sentence based on the type of the text. Sometimes the students used simple present tense when they were asked to write something happening in the past especially when writing narrative and recount text. For example, *"I go to Pariaman yesterday"*. In the example, the student used present tense to talk about her activity that has been done in the past.

Third, when the students want to wrote, they translated Indonesia into English word by word and they did not attention the grammatical rule of the sentence. Therefore, the students often committed grammatical errors such as using the wrong tenses. For example, *The house looks different with mine"*. In the sentence, the students wrote sentence in English but he used wrong preposition after the word *"different"*. The correct sentence should be *"the house looks different from mine"*.

Fourth, the students also had problems in vocabulary. So the students could not express what they have in their mind in English. Moreover, they had difficulty in differentiating the form of word, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class so that they had difficulty in writing text, especially recount text.

Based on the problem above, the researcher uses "Transition Action Details" (TAD). The strategy is called *"Transition Action Details"* (TAD) strategy. This strategy is good for Recount texts. It is supported by Peha & Lester (2006: 61) who state that the Transition Action Details strategy is very useful. Opportunities to describe a sequence of events come all the time in school: in narrative fiction and non-fiction writing. 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.

Based on the problem above, the researcher used Transition Action Detail strategy to help students in writing recount text. The students can be easy to arrange the events or stories with the right order by writing the suitable transition of the story. By adding the details of the story, the students would be easy to develop their writing in Recount Text.

2. Research Method

Design of this research is an experimental research. According to Gay and Airasian (2012:250) state that experimental research is a type of research that can test hypothesis to establish cause effect relationship. In this experimental design, the researcher used quasi experimental design. The quasi experimental research is identified by giving treatment to the sample as the independent variable. This quasi experimental design was focused on Non equivalent Control Group Design. Therefore, when randomized designs are not feasible, the writer must make use of quasi-experimental design.The population this research was students of Class X IPS of SMAN 6 Pariaman. The total number of population in this research is 100 students consist of 4 classes.

Table 1

The population of X Grade of SMAN 6 Pariaman

Class	Gender		Number of Student
	Male	**Female**	
X IPS1	**20**	**7**	**25**
X IPS2	**15**	**10**	**25**
X IPS3	**17**	**11**	**25**
X IPS4	**14**	**11**	**25**
Total	**66**	**39**	**100**

Source : English Teacher of Senior High School 6 Pariaman

3. Findings And Discussion

In the result pre-test was calculated for both experiment and control group. The pre-test score for experiment class had the highest score was 75 and the lowest score was 26 whereas, in control class, the highest score was 69 and the lowest score was 20. The standard deviation of experimental class was 16.08 and the total score was 1173 whereas the standard deviation of control class was 14.60 and the total score was 1099.

Table 2
The summary of pre-test score in experimental and control class

Pre-test	Max	Min	$\overline{X}$	S	Σ
Experimental Class	75	26	46.92	16.08	1173
Control Class	69	20	43.96	14.60	1099

While the result of post-test score for both groups experiment and control group could be seen on the table below:

Table 3
The summary of post-test score in experimental and control class

Post-test	Max	Min	$\overline{X}$	S	Σ
Experimental Class	86	49.5	66.96	12.16	1674
Control Class	74	37	55.40	12.63	1385

Based on the data above, the result of post-test for experiment class, the average score was 66.96 whereas in control class, the average score was 55.40. In experimental class, the highest score was 86 and the lowest score was 49.5 whereas, in control class, the highest score was 74 and the lowest score was 37. The standard deviation of experimental class was 12.16 and the total score was 1674 whereas the standard deviation of control class was 12.63 and the total score was 1385.

4. Conclusion

The purpose of this research was to find the effect of applying transition action detail strategy toward students' writing ability. The researcher collected the result of the test from experimental classes and then compared and analyzed the result of the test. As stated In the hypothesis testing above, the researcher used t-$_{critical}$ 1.67 at the degree of freedom 48 and level significant 0.05. H_1 is accepted if T$_{oserved}$ is higher than t-$_{critical}$ or (t-$_{observed}$ > t-$_{critical}$). H_0 is rejected if T-$_{observed}$ is lower than t-$_{critical}$ or (t-$_{observed}$ < t-$_{critical}$). Since 3.33 > 1.67, then there was a significant effect of Transition Action Details strategy towards students' writing ability of recount text.

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