

JURNAL

***THE INFLUENCE OF TRASITION ACTION DETAILS STRATEGY ON
THE STUDENTS' WRITING ABILITY IN RECOUNT TEXT OF EIGHTH
GRADE STUDENTS AT SMP N 1 GROGOL
IN THE ACADEMIC YEAR 2016/2017***



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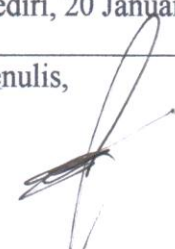
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THE INFLUENCE OF TRASITION ACTION DETAILS STRATEGY ON THE STUDENTS' WRITING ABILITY IN RECOUNT TEXT OF EIGHTH GRADE STUDENTS AT SMP N 1 GROGOL IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

The aim of this research was to know whether TAD (Transition-Action-Detail) strategy has influence on the students' writing ability in recount text or not. This is caused by the students' problems in learning English especially in writing recount text. In this research, the researcher conducted quantitative research using quasi experimental design that was nonrandomized control group design. The population of this research was the students of SMP N 1 Grogol and the samples were 8-I as experiment class and 8-J as control class which consisted of 36 students for each class. The students in both class were given pre-test afterwards students in experiment class was given a treatment using TAD strategy, then both class were given post-test as final task. The researcher continued analysing the data using t-test. The researcher took sample using cluster sampling technique and the formula of t-test. The result of this research was $t\text{-score} = 2,653 > t\text{-table } 5\% = 2,000$ at degree of freedom 70. It can be said that this research was significant. So, TAD Strategy influences the students' writing ability in recount text of eighth grade students at SMP N 1 Grogol academic year 2016/2017.

KEY WORDS : Transition-Action-Details Srategy, Writing Ability, Recount Text

I. INTRODUCTION

Writing is a communication between the writer and the reader in written form. Brookes and Grundy (2000:1) who stated that written language was thought by some to be spoken language put into written form. The writer uses many aspects to make a good communication with the

reader, such as content, vocabulary, language use. In written form, the writer must think deeply about how to organize the sentences coherently, and pay attention to grammar, structure, spelling, punctuation, capitalization, and paragraphing.

To make good writing, the writer should do several stages, those are the writer must plan what they want to write, select the topic and gathers ideas, make a draft to organize their ideas coherently and revise it. Furthermore, Harmer (2004:4) said that writing process is the stage a writer goes through in order to produce something in its final written form. It means that, writing is not only simply write words and sentences into paper but, the writer must choose appropriate words and pay attention to the steps of writing to produce a good text.

Based on the basic competence of writing in junior high school for eighth grade students is to produce the meaning of simple writing related to several text types in written form in the context of daily life and academic purposes to interact with the environment. It means that, the students must be able to comprehend and write simple and short recount text using appropriate steps. Also, to determine the topic of simple recount text, to determine main idea related to the topic, to develop main idea related to the topic, to make a draft related to the topic, to develop their draft related to the topic, and to write a simple recount text.

Furthermore, teaching writing in junior high school should be enhanced. The teacher should give the students more

practice and guide them to write. On the other hand, some students face many kinds of problems in writing text not only comes to their style in learning English but also their English teacher. Their teacher was very seldom teach writing skills, did not use effective strategy. The students often got bored in learning writing. They did not know how to write and how to start writing, they were difficult to use transitional signal when they wanted to write, and they did not understand some components of a recount text such as the generic structure and the language feature of the text. In addition, the students still found difficulties to generate and develop the idea. They were confused about what they would write. After that, they should write or produce their own text with limited guidance. Their problems were also related to spelling, punctuation marks, vocabulary, and grammar.

A strategy is also important to be done by the teachers in the classroom. If the teacher use interesting strategy it will make their student enjoy in learning English and did not get bored anymore.

TAD (Transition-Action-Detail) strategy can help the students writing text easily. The students will not get confused anymore to start writing a text because this strategy is easy to do and efficiently helps

the students to arrange their activities, steps by steps. Therefore, by doing each steps students will be easier to conduct the recount text writing because they write down the events based on the sequence of time of its happening and managebly. According to Peha (2003:38), TAD strategy is a writing strategy using TAD chart which consist of coloums and rows that shows a sequence of events. There are three coloums that must be filled by participants, such as transition coloum, action coloum, and detail coloum. Then, Margot (2006:6) stated that this strategy is easy to do and efficiently helps the students to arrange their activities, steps by steps. Moreover, in this study, the students have chances to work together and involve in a small discussion.

II. RESEARCH METHOD

The design of this research was quantitative research using quasi experimental design that was nonrandomized control group design. The researcher wanted to figure out whether TAD (Transition-Action-Detail) strategy has influence on the students' writing ability in recount text or not. This research used two sample those are experiment and control class. The experiment class was treated by using TAD strategy beside the control class was treated by using

conventional method like the English teacher used to. In this design, the researcher used pre-test and post-test. Both class experiment and control was given pre-test in the beginning of the researcher. Then, they were treated and the end of action of the research was post-test for both classes.

Population is the number of students on this research. According to Ary (2006:148), a population is all members of any well-defined class of people, events, or objects. The population of this research is 360 students. They are the eighth grade students of SMP N 1 Grogol academic year 2016/2017. Sample is part of a number and characteristics which are owned by the population. According to Ary (2006:148), a sample is a portion of a population. the researcher uses cluster sampling. In this case, the population is the eight grade students of SMP N 1 Grogol academic year 2016/2017, and the sample area are the two classes of the population that is 8-I and 8-J.

As an experimental research, the instrument that will be used in this research is tests. There are two kinds of tests those are pre-test in the beginning and post-test at the end of research. The test that the researcher choose is written text that is monolog text. The researcher chooses recount text as the type of text.

The number of the test is one task, that is the researcher ask both class experiment and control class to write a recount text consisting 100 up to 150 words. The type of the test here is essay written text. The researcher used analytic scoring as the rubric scoring to measure the students' writing.

Pre-test is the test given to the students in both class experiment and control classes. The test is conducted to know the students' writing ability in recount text before conducting the treatment to know the initial condition. In this pre-test, the researcher ask both class experiment and control class to write a recount text. The total of the students writing is 100 up to 150 words.

In this research, the researcher will give treatment to experimental class by using Transition Action Detail strategy. And the other class that is control class will be treated through conventional teaching learning strategy.

Post-test is the test that given to the students in both experiment and control classes to measure the students' writing ability in recount text. In this post-test, the researcher ask both experiment and control classes to write a recount text in the similar topic with pretest.

Moreover, post-test is to measure the students' writing scores after the

treatments. Both tests measure how the actions affect the students' writing skill. After getting the data, the researcher find out the t-test score of both classes.

After that, the researcher determined the mean score, standard deviation, and found out the t- test score adopted from Arikunto (2013:354). The formula of t-test is as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

III. RESULT AND CONCLUSSION

A. RESULT

Based on the data analysis, the researcher found that the students' writing ability in recount text increased after being taught using TAD Strategy. After the student being taught using TAD Strategy, they can solve their problems easily. The students score got better, it was known from the students' mean score increased in post-test especially in experiment class. The post-test score is higher than pre-test score in experiment class. It also proved that TAD strategy influences the students' writing ability in recount text of eighth grade students at SMP N 1 Grogol academic year 2016/2017. The students' writing ability in recount text increased because TAD Strategy has some advantages. The steps to

apply TAD strategy is easy to do and also does not need many tools. The teacher can apply this strategy on his/her to teach writing particularly in recount text. Peha (2003: 40) said that this Transition-Action-Details strategy is very useful. This strategy can be used in fiction even nonfiction writing. The result above was proven from increasing the students' mean score of pre-test in experiment class is 62,75 and 55,94 in control class. The mean of post-test in experiment class is 75,36 and 63,88 in control class. However, mean of both class experiment and control class were higher than mean in pre-test. T-score (2,653) > t-table at the level of significance 5% (2,000) at the degree of freedom 70. Therefore, it also known that alternative hypothesis is accepted and null hypothesis is rejected.

B. CONCLUSION

The researcher concludes that TAD strategy can used in teaching writing especially in recount text because it can

increase the students' score and interest in learning English in a new way. The researcher also would like to suggest the teacher to using some strategy or method in teaching writing in order that the students become active and easily to understand the material.

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