

**THE EFFECT OF TRANSITION-ACTION-DETAILS (TAD)
STRATEGY ON THE WRITING ABILITY ON RECOUNT TEXT OF
THE SECOND YEAR STUDENTS OF SMPN 1 SUNGAI APIT, SIAK
REGENCY**

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Abstract: *This research aimed to investigate the effectiveness of using Transition Action Details Strategy to teach writing recount texts to the second year students of “SMPN 1 Sungai Apit, Siak Regency” in Academic Year 2018/2019. This research was a pre experimental research with one group pre-test and post-test design. The sample of this research was VIII.I which consisted of 26 students. The technique of data collecting is measurement, the tool of which a written tests. The mean score of pre-test was 61.40 and the mean score of post-test was 68.53. The data calculation showed that the value of t-test was -1.672. The values of t table on the df (degree of freedom) 25 is 2.060 with the level significance (α)=5%. Then, the t-test was large than the t-table on significant level 5%. The level significance was $-1.672 < 2.060$. Thus, teaching writing ability recount texts using TAD strategy to the second year students of “SMPN 1 Sungai Apit, Siak Regency” in Academic Year 2018/2019 could be categorized as “no effect”.*

Key Words: *Transition Action Details Strategy, Recount Texts*

PENGARUH STRATEGI TRANSITION-ACTION-DETAILS (TAD) PADA KEMAMPUAN MENULIS PADA TEKS RECOUNT SISWA KELAS DUA SMPN 1 SUNGAI APIT, KABUPATEN SIAK

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Abstrak: Penelitian ini bertujuan untuk menemukan keefektifan dari penggunaan Transition Action Details strategi dalam mengajarkan menulis teks recount pada siswa kelas 8 di SMPN 1 Sungai apit, kabupaten Siak pada tahun ajaran 2018/2019. Penelitian ini adalah penelitian eksperimen dengan model grup pretest dan post-test. Sampel dari penelitian ini adalah kelas VIII.I yang terdiri dari 26 siswa. Teknik pengumpulan data adalah pengukuran, dimana instrumennya adalah tes tulis. Nilai rata-rata dari pre-test adalah 61.40 dan nilai rata-rata dari post-test adalah 68.53. Perhitungan data menunjukkan bahwa nilai t-test adalah -1.672. Nilai t-tabel pada df (derajat kebebasan) 25 adalah 2,060 dengan tingkat signifikansi (α) = 5%. Kemudian, t-test lebih kecil dari t-tabel pada level signifikan 5%. Tingkat signifikansi adalah -1.672 < 2.060. Dengan demikian, kemampuan menulis teks recount menggunakan strategi TAD kepada siswa tahun kedua “SMPN 1 Sungai Apit, Kabupaten Siak” pada Tahun Akademik 2018/2019 dapat dikategorikan “tidak berpengaruh”.

Kata Kunci: Strategi Transition Action Details, Teks Recount

INTRODUCTION

Writing is a way of thinking to express our ideas into a language. It means that writing is a skill of a writer to communicate information or message to the readers. By writing people can explore their ideas, thoughts, and feelings in ways to compete by envisioning readers' expectation. Writing skill in all education levels is said as the one of important goals in learning English. The students should be able to write well as drowned by the curriculum or even more in Rahmat Proposal (2015).

According to School-Based Curriculum (Kurikulum Tingkat satuan pendidikan 2006), English is the optional subject for elementary school but become one of the compulsory subjects for junior high school and senior high school. Furthermore, Harmer (2007) describes that students of English as a foreign language learn English in order to use it when travelling or communicating with other people, from other countries, who also speak English.

Based on School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006), students are expected to be able to write simple text on descriptive, recount, narrative, procedure and report. For especially the second year, it is limited on descriptive, narrative and recount text.

The researcher was chosen a recount text in research because based on syllabus the School-Based Curriculum (Kurikulum Tingkat Pendidikan 2016), recount text is one of text that should be mastered at second year students of junior high school.

One of the potential strategies to teach recount text is Transition Action Details (TAD). According to Peha (2003:38), the Transition-Action-Details (TAD) strategy is very useful because the chance to describe a sequence of events come up all the time such as in narrative fiction and non-fiction writing, in plot summaries for reading, in the steps of solving a Math problem, in Social Studies when students recount an Historical event, and in Science when studying chemical processes. Using Transition Action Details strategy guides the students' repair one of the component the writing especially focuses on the organization and language use. The Transition Action Details Chart consist of: "T" mean transition, "A" means Actions, and "D" means details that describe something as a sequence of event, and also improve their writing skill.

Teaching recount texts writing by using Transition Action Details Strategy may be interesting for the students. According to Peha (2003:38), a recount text must be arranged in a sequence of events in a correct chronological order. To help the writer developing their writing, Peha provides an effective strategy. This strategy has three parts:

1. **Transitions.** These are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence. It is not necessary to add a transition for each action, but they can be very helpful at making your sequence flow smoothly.
2. **Actions.** These are the actual events (the things that happened) listed in the order in which they occurred
3. **Details.** This is additional information about each action. For each action, the reader will probably have two or three important questions you need to answer. These answers are your details.

The Transition-Action-Details strategy is the best strategy to convey information in a particular order. This strategy guides the writer to deliver the information of experiences.

It can be concluded that the TAD Strategy help the student to organize their ideas into good sentence because the TAD Strategy give steps to make sequence event well.

According to Peha (2003:38), there are steps in applying the Transition-Action-Details (TAD) Strategy in teaching writing. Start in the “Action” column first. Fill in the first box with the first thing that happens. Then, go to the last “Action” box and write the end. Now, fill in everything in between. When you finish the “Action” column, add a couple of details for each action. Finally, come up with sample phrase in the “Transition” column that introduces each action.

The details procedure can be seen in the following table:

Table 1. Procedures of Transition- Action-Details (TAD)

NO	MAIN STEPS	ACTIVITIES
1	Showing a TAD chart.	The teacher shows and prepare TAD chart to the student, and explain how to use it.
2	Dividing students in groups.	The teacher divides students in groups and asks them to talk about their personal experiences.
3	Writing down in the first “action” box.	The students write down in the first “action” box is to be filled with the first action of the story or the preface of how the story begun.
4	Writing down in the last “action” box.	The students write down in the last “action” box.
5	Writing down in the middle of sequence.	The students write down the actions between the beginning and the end of the “action” box.
6	Reading over from the top to bottom of the “actions” box.	The students read and check whether the actions are already in a correct chronological order.
7	Writing down in “Details”, (at least two per box).	The students write down in the “details” box by writing the detailed or additional information about every action of the story.
8	Writing down in the transition (optional) box	The students write down the transitions in the story.
9	Changing information in TAD into paragraph	The students change information in TAD chart into paragraph.

Source: Peha, Steve. 2003. The Writing Teacher’s Strategy Guide. Teaching that makes sense, inc

Transition Action Details strategy has some advantages in the writing process. There are some advantages of Transition-Action-Details strategy in teaching writing.

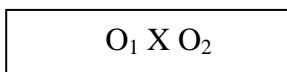
According to Peha (2003:38) The Transition-Action-Details strategy is very useful. This strategy will help the students learn to be specific. Transition-Action-Details (TAD) uses a chart to help students brainstorm their ideas. It means in TAD, teacher provide a helpful tool or scaffolding.

This strategy is suitable for teaching recount text, because it helps students to explore and organized their ideas into a written form. It helps students to write a recount text well, because the recount text is telling sequence of events. This strategy is suitable for level of students with different of intelligence.

Based on the situation, the teachers wish to be more creative in choosing and applying the teaching strategy so that the learning goal will be achieved. One of solution is the use of Transition-Action-Details (TAD) strategy.

METHOD

This research was a pre experimental study to investigate the effectiveness of Transition-Action-Details (TAD) strategy to teach writing recount texts. The research was one group pre-test and post-test design. The success of the treatment was determined by comparing the pre-test and post-test scores. Sugiyono (2011:110) shows the one-group pre-test post-test in schema below:



Explanation:

O_1 : Pretest

X : Treatment

O_2 : Posttest

Referring to the above design, O_1 is the pre-test administered to measure the students' writing skill before the treatment. After giving pre-test, X was the treatment that applied to the group. The last, O_2 was the post-test given to the students after the treatment. Then, the result of pre-test and post-test was computed to investigate the degree of the effectiveness of the treatment.

The population of this research was all of second year students of SMPN 1 Sungai Apit, Siak Regency in Academic Year 2018/2019 consisting of 102 students. The sample of the research was taken by cluster sampling technique. Cluster sampling was chosen to take one of representatives of the learning group. The chosen learning group was VIII.I which consisted of 26 students. The data were collected by the measurement technique. This technique was used to collect quantitative data through writing test to measure students' improvement on writing ability. The tool of the data collecting of this research was a written test. This instrument was used to measure students' writing ability before and after the treatment.

To obtain the data, the research was conducted in three steps, giving a pre-test, treatment, and the post test. The pre-test was given to the experimental group. Pre-test was administered to know the students' prior knowledge on writing recount texts. The students were asked to write recount texts based on the theme of "My Last Holiday".

They were asked to answer the question and create 4-5 paragraphs and to pay attention to the structure of the text, form of tense, mechanics, and so forth.

Next meeting, the researcher applied the Transition Action Details strategy in teaching learning process. There were some steps to conduct the research such as preparation, application, and finishing.

1. Preparation

The researcher collected the data that related with preparation steps:

- a. Planning learning in experimental class.
- b. Determining population and sample.
- c. Preparing learning design.
- d. Preparing research instrument

2. Application Steps

This step was conducted in three teaching activities. The first activity was introduction which includes greeting, checking attendance, apperception, and motivation. The second was giving a Pre-test before the experiment. The use of pre-test was to measure the students' writing recount text. The types of writing performance in the form of guided questions and answers task.

The third was main activity of teaching and learning process, exploration, elaboration, and confirmation. Learning process was post activities include the material and evaluation. The scenario of learning for experimental class can be seen as follows.

No	Experimental Class
1	<p>Main activity (60 minutes)</p> <p><i>Exploration</i></p> <p>Building Knowledge of the Field (BKOF)</p> <ul style="list-style-type: none"> • The teacher involved the students to be active in learning process • Encourage the students by introducing what the text is about • Students responded to the teachers' question based on their experiences
	<p><i>Elaboration</i></p> <p>Modeling of the Text (MOT)</p> <ul style="list-style-type: none"> • Teacher asked to student what they know about recount text • Teacher gave a recount text about last experience • The teacher asked to the students to identify the characteristic of recount text
	<p>Join Construction of The Text (JCOT)</p> <ul style="list-style-type: none"> • Teacher explains how to use TAD chart, and change into paragraph

	<ul style="list-style-type: none"> • Teacher divided students into group and asks them to do questioning and answering about their last experience to fill in the TAD chart • The teacher prepared a TAD chart, and asks students to write down some information in TAD chart • Students fill in the first “action” box • Writing down in the last “action” box. • Writing down in the middle of sequence. • Reading over from the top to bottom of the “action” box • Writing down in “Details”, (at least two per box). • Writing down in the transition (optional) box • After the TAD chart have been fulfilled, the teacher asks to the students to change it into paragraph form (recount text)
	<p>Independent Construction of The Text (ICOT)</p> <ul style="list-style-type: none"> • Students worked independently to make a recount Text • Students checked the draft over content, organization, vocabulary, language use, and mechanic • Students edit the task (checking and correcting the mistakes)
	<p>Confirmation</p> <ul style="list-style-type: none"> • Teacher asked the students to change their task, and correct for other own • Teacher asked to the students to revise their task, and teacher gives responses to the entries made by students • The students complete the writing

3. Finishing Steps

Post-test was the last step in doing this research after the writer gave the treatment on the last meeting by administering a writing test. The post-test was writing about recount text. The post-test was used to measure whether the treatment is effective or not on the students’ ability in writing recount text.

- Collecting the data (students’ writing)
- Processing data towards experiment and control class by using T-test formula
- Greeting finding
- Taking conclusion and proposing suggestion.

RESEARCH FINDINGS AND DISCUSSION

In this research, the researcher was used writing test to collect the data. The post-test was conducted after treatment. Post-test is the process of identifying the students' writing ability giving the treatment. Treatment is the process of TAD (Transition-Action-Details) strategy in teaching and learning process to improve students' writing ability.

In doing this research, the writer calculated the data by using Microsoft Excel 2010 and analyzed by using SPSS 23.0. The writer calculated students' score from three raters before analyzed it.

The finding showed positive result using Transition-Action-Details (TAD) strategy in students' writing ability. The improvement in writing score was proved through their pre-test and post-test. The comparison of their score in each aspects of writing is presented in the following table:

Table 2. The Students' Average Score in Each Aspect of Writing

No	Aspects of Writing	Pre-Test	Post-Test	Different Score
1	Grammar	62.67	68.00	5.33
2	Vocabulary	60.67	67.67	7.00
3	Mechanics	63.00	71.00	8.00
4	Form	59.33	68.00	8.67
5	Fluency	61.33	68.00	6.67

The above table shows the students' average score in each aspect of writing increase. It can be concluded that there is an effect of applying Transition-Action-Details (TAD) strategy on the students' writing ability.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test-Post-Test	-4.57423	13.95324	2.73645	-10.21007	1.06160	-1.672	25	.107

The table shows that the mean different between the pretest and the posttest is significant. The value of t-test is -1.672. Meanwhile, the values of t table on the df (degree of freedom) 25 is 2.060 with the level of significance (α)=5%. Then, according to the result, the t-test is larger than the t table on significant level 5%. The level of significance is $-1.672 < 2.060$. Furthermore, it can be concluded that the null hypothesis of this research "There is no effect Transition-Action-Details (TAD) strategy on the ability of the second year students of SMPN 1 Sungai Apit in writing recount text" is accepted.

DISCUSSION

The data analysis showed the result of the applied of TAD on students' writing ability, the writer was conducted a pre-test in order to know the second year students ability in writing recount text. Based on the result, the mean score was 61.40 and writer was conducted a post test, the mean score is 68.53 which were categorized as good. It shows that the post-test result was better than the pre-test result. It indicates that there was an improvement in the students' writing ability.

During the implementation of the teaching strategy, the students began brainstorming everything they had already known about a topic. In the first and second meeting, the students were lazy to write recount text because they still felt bored and had limited creativity to develop the ideas. Consequently, they made a noise in the classroom and didn't pay attention to the teachers' explanation. By giving them motivation, they tried to do the activity the teacher asked. At first, the teacher offered the suitable topic for the students. The topics were about my last holiday, my travelling, and things around them, after that the students discussed the world related to the topic and the teacher asked them to create a text based on the topic that they have chosen. Then, the teacher asked them to write a simple recount text based on their Transition-Action-Details (TAD) strategy. When a student got stuck to write a recount text, the teacher and other students gave some feedbacks that could be a comment or a correction. This step was applied for 6 times. So Transition-Action-Details (TAD) strategy can help the students to improve their creativity and make them happy to follow teaching learning process.

Based on the results of the pre-test and the post-test, the students' mean score of each aspect of writing ability in the post-test increased. The writer found out that from the five aspects of writing stated by Hughes (1989), the lowest scores in the pre-test and the post-test are in form and vocabulary scores (59.33) and (67.67) It happened because the students still got stuck in writing a recount text. They were had not understand about the form and vocabulary because they did not know purpose why the students' write the recount text. Meanwhile, the highest scores in the pre-test and the post-test are in mechanics with scores (63.00) and (71.00). After using Transition-Action-Details (TAD) strategy, the students had understood about the use of spelling, capitalization and punctuation. Then, when the students' wrote in the group, students edited their mistakes in writing, for example in grammatical and mechanical error.

Finally, the finding of this research showed that: There was a no effect of using Transition-Action-Details (TAD) on the writing ability of the second year students of SMAN 1 Sungai Apit Siak Regency in writing recount texts. The data analysis shows that the t-test is higher than the t-table ($-1.672 < 2.060$). Hence, the alternative hypothesis is not accepted. It can't be stated that Transition-Action-Details is not effective to improve the ability of the second year students of SMAN 1 Sungai Apit Siak Regency.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The objective of this research was to find out whether there was an effect of Transition-Action-Details (TAD) on the students' ability in writing recount text or not. This research was applied by using one-group pretest-posttest.

According to the data analysis, it was showed that Transition-Action-details (TAD) were effective to improve the students' writing ability especially in writing recount text. It can be seen from the students' mean score on post-test (68.53) which was higher than on pre-test (61.40). This happens because Transition-Action-Details (TAD) Strategy can help the students to generate their ideas and gain the ideas since all of the students had to their ideas on a given topic. Then, from the result of the research, it can be known that the highest students' writing score after Transition-Action-Details (TAD) strategy was Form aspect, and the lowest students' writing score was in Grammar aspect.

Recommendation

Based on the result of this research, the writer would like to offer some recommendations. The recommendation might be helpful and useful for the teacher and students in teaching and learning English especially in teaching writing recount text. They are as follows:

Based on the previous explanations, the researcher would like to give some recommendations:

1. The students

The students may use Transition-Action-Details (TAD) strategy to make the students organize and connect the information when they are writing a text. They need to keep writing in order to accustom themselves. In addition, they need to pay attention to the teacher's explanation and give attention while they have a discussion. Therefore, they can understand the language feature and social function of a text. They also need to read more to increase their vocabulary.

2. The teachers

The teacher may use Transition-Action-Details (TAD) strategy to make the students generate their ideas in writing easily and stimulate the students for developing the ideas. Then, the teacher should control and manage the students when they are working in groups to get an effective learning. The teacher's role is essential to train and guide the students in teaching learning process.

The teacher also can give any homework for the students in different forms and kinds. In this way, the students can develop and improve their writing. Then, all of the students' work should be checked, corrected, and score, hence, the students' motivation can be built up. The last, the teacher should choose the appropriate topics that are related to students' ability.

3. Other researchers

The other researcher must organize the time as good as possible in conducting the research in order to get expected result. Then for others researcher who intend to conduct the research more detail about the effect of Transition-Action-Details (TAD) strategy for teaching writing, the writer expects that the order researchers will conduct this technique in other genre of text.

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