

**THE EFFECT OF TRANSITION-ACTION-DETAIL (TAD) STRATEGY
AND STUDENTS' SELF-CONFIDENCE TOWARD STUDENTS'
WRITING RECOUNT TEXT AT GRADE X-MIA OF
SENIOR HIGH SCHOOL 1 PAINAN**

THESIS



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ABSTRAK

Mutiara Irsa. 2020. Pengaruh Strategi Transition-Action-Detail (TAD) dan Kepercayaan diri siswa terhadap Kemampuan Menulis Siswa di SMAN 1 Painan

Penelitian ini bertujuan menguji pengaruh strategi TAD dan kepercayaan diri siswa terhadap kemampuan menulis siswa khususnya dalam penulisan teks recount dan jenis penelitian ini adalah eksperimental semu dengan desain faktorial 2x2. Populasi penelitian ini adalah siswa kelas sepuluh SMAN 1 Painan. Terdiri dari 154 siswa yang terbagi menjadi lima kelas yaitu X-MIA 1, X-MIA 2, X-MIA 3, X-MIA 4 dan X-MIA 5. Sampel dari penelitian ini adalah kelas X-MIA 1 sebagai kelas eksperimen yang diajarkan menggunakan strategi TAD dan X-MIA2 sebagai kelas kontrol yang diajarkan menggunakan strategi PPP. Masing-masing kelas terdapat 32 siswa.

Kemudian, tes kemampuan menulis dan angket kepercayaan diri siswa digunakan sebagai data penelitian. Data dianalisis menggunakan tes Shapiro Wilk untuk menguji normalitas, tes Variance untuk menguji homogenitas, t-test dan anova untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa (1) Strategi TAD memberikan efek yang lebih baik dalam penulisan teks recount dibandingkan dengan strategi PPP. Ini bisa dilihat dari nilai rata-rata siswa dalam menulis teks recount di kelas eksperimen (85.75) lebih tinggi dibanding kelas kontrol (78.75)., (2) Strategi TAD menghasilkan kemampuan menulis teks recount yang lebih baik dengan kepercayaan diri siswa yang tinggi dibandingkan dengan strategi PPP. Ini bisa dilihat dari nilai rata-rata siswa dalam menulis teks recount di kelas eksperimen (87.38) lebih tinggi dibanding kelas kontrol (79.75) (3) strategi TAD tidak menghasilkan kemampuan menulis yang lebih baik dari teks recount dengan kepercayaan diri siswa yang rendah dibandingkan strategi PPP. Ini bisa dilihat dari nilai rata-rata siswa dalam menulis teks recount di kelas eksperimen (84.38) lebih tinggi dibanding kelas kontrol (78.75) (4) tidak ada interaksi antara strategi mengajar dan kepercayaan diri siswa terhadap tulisan teks recount. Ini bisa dilihat dari diagram interaksi antara strategi pengajaran dan kepercayaan diri siswa yang memperlihatkan bahwa terdapat dua garis yang menunjukkan kedua strategi, dua garis tersebut tidak saling memotong. Artinya tidak ada interaksi antara strategi mengajar (strategi TAD dan PPP) dengan kepercayaan diri siswa. Kesimpulannya, strategi TAD menghasilkan kemampuan menulis teks recount yang lebih baik dengan kepercayaan diri siswa yang tinggi dibandingkan dengan strategi PPP dan tidak ada interaksi antara strategi mengajar dan kepercayaan diri siswa terhadap penulisan teks recount.

ABSTRACT

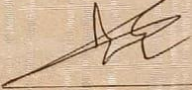
Mutiara Irsa. 2020. The Effect of Transition-Action-Detail (TAD) Strategy and Students' Self-Confidence toward Students' Writing Ability at SMAN 1 Painan

This research was aimed at testing the effect of TAD Strategy and students' self-confidence toward students' writing ability especially in writing recount text and it was a kind of quasi-experimental research with 2x2 factorial designs. The population of this research was the tenth grade of SMAN 1 Painan. It consists of 154 students which were divided into five classes; they were X-MIA 1, X-MIA 2, X-MIA 3, X-MIA 4 and X-MIA 5. The sample of this research were X-MIA 1 as experimental class which was taught by using TAD strategy and X-MIA 2 as control class which was taught by using PPP strategy. Each class consists of 32 students.

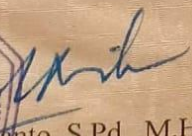
Then, writing test and questionnaire of self-confidence were used to collect the data of the research. The data were analyzed by using Shapiro Wilk test for normality testing, Variance test for homogeneity testing, t-test and ANOVA for hypotheses testing. The results show that (1) TAD strategy gives better effect on students' writing recount text than PPP strategy. It can be seen from the mean score of the students' writing recount text in experimental class (85.75) is higher than control class (78.75)., (2) TAD strategy produced better writing ability of recount text with high self-confidence than PPP strategy. It can be seen from the mean score of writing score for students with high self-confidence in experimental class (87.38) is higher than control class (79.75)., (3) TAD strategy did not produce better writing ability of recount text with low self-confidence than PPP strategy. It can be seen from the mean score of writing score for students with high self-confidence in experimental class (84.38) is higher than control class (78.75)., (4) There was no interaction between teaching strategies and students' self-confidence toward students' writing recount text. It can be seen from the chart interaction between teaching strategy and students' self-confidence which shows that there were two lines which indicated the two strategies, the two lines do not cut each other. It means there is no interaction between strategies (TAD and PPP strategies) and students' self-confidence. In conclusion, TAD strategy produced better writing ability of recount text with high self-confidence than PPP strategy and there was no interaction between teaching strategy and students' self-confidence toward students' writing recount text.

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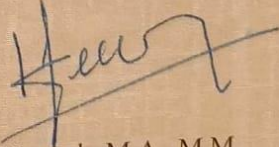
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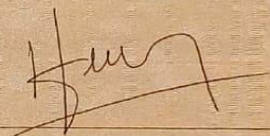
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SURAT PERNYATAAN

Dengan ini saya menyatakan:

1. Karya tulis saya dengan judul *"The effect of transition-action-detail (TAD) strategy and students' self-confidence toward students' writing recount text at grade X-MIA senior high school 1 Painan"* adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Universitas Negeri Padang
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CHAPTER I INTRODUCTION

A. Background of the Study

Although English is treated as a foreign language in Indonesia, the Indonesian government does not ignore its important role in many aspects of international life. In the last three decades, English has been widely used for many purposes, such as for communication, education, technology and knowledge. It means that the competency of English is important for Indonesia's citizens to win the competition in the global life.

In education, the important role of English encourages government of Indonesia to mandate English as a compulsory subject that should be taught from junior high school to university level. It covers listening, reading, speaking and writing as four language skill that should be mastered by the students.

In 2013 Curriculum of English lesson, it is mentioned that students are encouraged to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in written English language systematically. Therefore, writing becomes one element that needs to be learned by the students.

Writing is the act of combining and arranging words become sentence that aims to inform something to help the writer to communicate with the readers. According to Nunan (2005:98), writing is the mental work of inventing idea, thinking about how to express them, and organize them into statement and paragraph that will be clear to the readers. Through writing, the

writer can express his ideas or thought, feeling, opinion and emotion to the readers. The readers are expected to understand and comprehend what the writer wants to express and write. Therefore, writing is considered as a productive skill and a complex activity to conduct.

In writing skill, students must be able to understand and write various kinds of dialogue, short functional and monolog text. To produce a good writing, students should consider organization, word choice, ideas, grammar and others criteria. Thus, writing is not a simple activity. Besides, complexity of writing also appears in getting started to write. Rao (2014:100) states that students find composing in English is difficult because writing process demands many cognitive and linguistic strategies which they are uncertain. Many students lack of ideas and cannot think of anything interesting to write and lack of grammar awareness which can make them thoughtless when they cannot find the right word and idea on their paper.

Based on curriculum 2013 of English for senior high school, the purpose of learning English at senior high school is the students are able to understand several kinds of functional text such as narrative, descriptive, report and recount text (Mulyasa: 2014). Each text has different characteristics in generic structure, language features and also the aim of the text. In this case, the writer just focuses on recount text.

Recount text is a text that tells events or personal experiences in the past. In delivering this text to the readers, the writer should tell the sequence of events occurred. In accordance with Evans (2003: 33) who stated that recount

text is a chronological retelling of events. It means that the events that happen in the beginning until the end chronologically. Furthermore, in writing this text, there are generic structures that should be followed. This generic structure will help a text constructed based on its purpose. According to Derewianka (1998: 18), the generic structures of recount text are orientation, events and re-orientation. It means that orientation is background information of the text (who, where, when, what), events are identified and described in chronological order, and re-orientation is concluding comments express a personal opinion regarding the events described. In connection with tells events in the past, this commonly uses simple past tense.

The teacher should be able to help the students generating ideas, encouraging the students to express their ideas into a good writing, and building the students' motivation in learning. The teacher should create an atmosphere that makes the students comfortable in generating ideas without being afraid of making mistakes. Thus, a good strategy is needed to make the teaching of writing. There are several criteria of a good strategy (Brown: 1994). The strategy to be applied should be interesting, helpful, and fun in order to make the students enjoy the process of learning writing in the classroom.

Based on the observation at Senior High School 1 Painan, most students found difficulties in writing recount text, such as they do not have a concept to write, they still confused about organizing the writing and they often do some mistakes with the lack of knowledge in vocabulary. These problems appear

because of strategy that is used by the teacher in learning process, sometime the teacher just give explanations and exercise in teaching writing.

To have a successful learning, an appropriate method is considered as one of the important factor. Zhou (2016:1) argues that an appropriate method influences the success of foreign language teaching and learning. Thus, the teacher should be able to select a teaching method or strategy that provides writing practice for students. The teachers my provide a practical and detail procedure in constructing a text. Therefore, the students may practice their English writing maximally.

In teaching writing recount text, there are many strategies that can be used by the teacher in learning process according to Atikasari (2010) such as Personal journal writing, Guided writing, Shared writing etc. Personal journal writing is a strategy that uses a journal form to help both students and teachers in the process of teaching and learning writing. Guided writing is an alternative strategy that is used by teacher to guide the students in writing subject in order to the students easier in writing skill. Shared writing is a strategy which can help the students in generating ideas through composing text together with the teacher.

One of the best strategies considered encouraging interest and comprehension of learning writing recount text beside the strategies above is Transition-Action-Detail (TAD) strategy. According to Peha (2003: 38), Transition-Action-Details (TAD) strategy is a writing strategy used Transition-Action-Details (TAD) chart which consist of columns and rows that shows a

sequence of events. Then, Margot (2006) says TAD strategy is easy to do and efficiently helps the students to clearing their activities, steps by steps. In this way, TAD is used as guidance in story planning. It works as a representation of ideas. It eases the students to develop numerous ideas and create them in an organized piece of writing.

There are some studies that explain the use of TAD strategy. The first research was conducted by Friska (2016) that investigated the use of TAD strategy to teach writing recount text. The result of the study is the TAD strategy impacts positively to make students write better by using guidance and drafting their stories. The three columns (transition, action, and details) in TAD draft enable students to use transitions, describe what happened, and supply reaction or details about what happened in the story. Then, Indah (2016) investigated that TAD strategy also facilitated the students to construct and build their ideas to become a recount text, and then explore their words into a systematic schema. Also, Veranita (2016) did an experimental research about the use TAD strategy in teaching recount text at junior high school. The results of her result showed that the use of the TAD strategy is believed to be effective to improve the students' ability in writing recount texts. Next, Muhallim (2015) defines that the implementation of Transition-Action-Detail Strategy can increase the students' ability to write recount text because this strategy is making different way in composing the process in teaching and learning.

Another strategy that usually used by many teachers in teaching recount text is Presentation-Practice-Production (PPP) strategy. According to Harmer

(1998), Presentation-Practice-Production (PPP) is a strategy that use by the teacher in teaching writing which is divided into three stages, commonly known as the presentation stage, the practice stage and production stage. Presentation is the practice of showing and explaining the content of a topic to the students, Practice is learning by repetition and Production is the act of making products.

There are some studies found the positive use of Presentation-Practice-Production (PPP) strategy, Wang (2007) investigated that PPP strategy can increase students' writing ability because the teacher will be aware that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using PPP strategy, the teacher can explain clearly about the material and through this strategy the students can hear through speech from the teacher, then look the demonstration about the material. Then, Zohri (2017) investigated that the students understood that kind of activity was necessary for them and they expected that teaching by using PPP strategy would be given regularly and continuously.

The result of the studies in TAD strategy and PPP Strategy showed that both of the strategies gave positive result. In the previous studies, TAD strategy and PPP Strategy can improve students' writing ability. Thus, this study used PPP strategy to compare it with TAD strategy to see their effect toward students' writing of recount text.

Beside teaching strategy in writing, another factor that influences students' achievement in writing is students' self-confidence. Self-confidence

is one of the important factors that should be possessed by the students in learning, especially in writing subject. Dixon (2007) stated that self-confidence influences to increase and decrease on someone's ability. It means that good ability can be seen in choosing the topic, the way to develop the ideas as well organization of the text, choosing the vocabulary and grammar. Thus, it can be said that self-confidence is an important factor to be considered in this research. Moreover, Lauster (1997) says that there are four characteristics of self-confidence; (1) Focuses on the students' self-confidence belief in oneself ability, (2) Independent, (3) Having positive self-confidence, (4) Expressing opinion. Generally, these points are in line with the concept of TAD strategy. Nui (2013: 48) who describe that Transition-Action-Detail (TAD) strategy is a drafting strategy that helps students to organize a sequence of events into a paragraph. This strategy provides a practical ways to construct a recount text. This strategy proposes the procedures of expressing opinion and building a text that can be applied by the students independently.

Therefore, the writer selects students' self-confidence as a factor which can influence students' writing ability in learning process during learning activity in the classroom. Students' self-confidence refers to two category levels; high students' self-confidence and low students' self-confidence. Both can influence students whether to strengthen or weaken in their writing ability.

Furthermore, this research was conducted to investigate whether TAD strategy and high or low level of students' self-confidence produce better writing ability. In addition, PPP strategy was used in control class. Thus, TAD

strategy applied to investigate whether this strategy is more effective than PPP strategy.

B. Identification of the Problem

Based on the background of problem above, Transition-Action-Detail (TAD) strategy can be used and possible to be done in classroom action research, experimental research and correlation research. Furthermore, this strategy can be used in small or big students and with different level; junior high school students until university level. In addition, it can be used to several kinds of texts such as narrative, report, exposition, recount text, etc..

Besides, the students' writing ability is one aspect that can be used as a predictor of students' success in the learning process. Type of research that probably can be implemented with students' self-confidence is research that aims to see the relationship of self-confidence with writing ability with all kinds of monolog text such as narrative, descriptive, report, recount, etc. In addition, it probably can be used in all level of students' ability and schools.

Based on the above explanation, there are several possible research problems that can be identified. Examining the correlation of TAD strategy and self-confidence, examining the effect of TAD strategy toward students' skills such as speaking and reading that based genre texts for different level of students, and examining the effect of TAD and self-confidence toward student skill in writing genre based text.

C. Limitation of the Problem

Related to the identification of the problem above, the study limited on the effect of Transition-Action-Detail (TAD) strategy and students' self-confidence toward students' writing recount text. Among several kinds of text, the writer assumes recount text is suitable with Transition-Action-Detail (TAD) strategy because in writing recount text, the students wrote the events based on the sequence of the time and manageably which can make them easier to conduct the recount text. This activity is actually in line with the concept of TAD strategy that include an obvious way and practical procedures of building a recount text.

In addition, self-confidence is assumes to have a relationship with students' writing ability. Thus, further information is needed to see the relationship of students' self-confidence with strategy used in writing especially on recount text at grade X-MIA Senior High School.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem of this research that was conducted at grade X-MIA of Senior High School 1 Painan can be formulated into "Do Transition-Action-Detail (TAD) Strategy and students' self-confidence give significant effect toward the students' writing ability at X-MIA of Senior High School 1 Painan?"

E. Research Question

Based on the formulation of the problem above, the research questions of this research are:

1. Does Transition-Action-Detail (TAD) strategy give a significant effect on students' writing ability than PPP strategy at grade X-MIA students of Senior High School 1 Painan?
2. Does Transition-Action-Detail (TAD) strategy give a significant effect on students' writing ability with high self-confidence than PPP strategy at grade X-MIA students of Senior High School 1 Painan?
3. Does Transition-Action-Detail (TAD) strategy give a significant effect on students' writing ability with low self-confidence than PPP strategy at grade X-MIA students of Senior High School 1 Painan?
4. Is there an interaction between Transition-Action-Detail (TAD) strategy and students' self-confidence toward students' writing ability at grade X-MIA students of Senior High School 1 Painan?

F. Purposes of the Research

Base on the research questions above, there purposes of this research were as follow:

1. To find out whether Transition-Action-Detail (TAD) strategy gives a significant effect on students' writing ability than PPP strategy at grade X-MIA students of Senior High School 1 Painan.
2. To find out whether Transition-Action-Detail (TAD) strategy gives a significant effect on students' writing ability with high self-confidence than PPP strategy at grade X-MIA students of Senior High School 1 Painan

3. To find out whether Transition-Action-Detail (TAD) strategy gives a significant effect on students' writing ability with high self-confidence than PPP strategy at grade X-MIA students of Senior High School 1 Painan
4. To find out whether there is an interaction between Transition-Action-Detail (TAD) strategy and students' self-confidence toward students' writing ability at grade X-MIA students of Senior High School 1 Painan

G. Significance of the Study

This research is expected to give theoretical and practical contributions. Theoretically, it is expected that the result of this research can enrich the theories about teaching writing recount text in EFL context especially on teaching method and self-confidence that is considered as one of psychological factor that affect writing skill. It is also expected to give useful information for the readers and the other researcher in conducting a research in teaching writing by incorporating self-motivation. Practically, it is hoped that TAD strategy can be used as one of alternative method in teaching writing, especially to those at which research was conducted in order to improve their teaching writing quality.

H. Defenition of Key Term

1. Transition-Action-Detail Strategy is a teaching strategy used as in experimental class.
2. PPP strategy is a teaching strategy used by English teacher in teaching writing recount text at Senior High School 1 Painan

3. Self-confidence is students' believe about their ability in learning English.
4. Students' writing ability is the students' ability of producing a recount text.
5. Recount text is a text that retell about an event that occurred in the past and used as subject in both TAD (experiment) and conventional (control) strategy class.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on research finding it can be concluded that TAD writing strategy gives significant effect on students' writing ability than using PPP strategy. It can be seen from the students' writing score both of classes. TAD writing strategy also give better result on students' writing ability who has high and low self-confidence rather than PPP strategy. In additional, there is no interaction between strategies used and students' self-confidence and students' writing ability. It means that TAD writing strategy is more effective than PPP strategy.

B. Implication

The finding of this research indicated that there was a significant effect of using the TAD strategy on students' writing ability and students' self-confidence. Based on this finding, the implication for the teachers as model, connector and facilitator in educating students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be an additional guideline for the teachers in teaching. Then the teachers should pay attention more to students' writing ability and students' self-confidence in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' self-confidence can be increased and will give effect on students' success in learning and also give effect on teachers in teaching. It also gives additional

knowledge for the students and teachers with high self-confidence, students have more power and spirit in applying language learning strategies.

Furthermore, TAD strategy took place in the success of students in learning English. This case, give more knowledge on students to apply more strategy learning English to reach their willingness objective, and then for teachers as a facilitator in students' learning could inform more knowledge about the TAD strategy

C. Suggestion

Based on the conclusions and implications above, there are some suggestions as follow:

1. Teachers are suggested to use TAD in teaching writing recount text in English lesson to improve students' achievement.
2. Teachers are suggested to carefully plan activities for the students in conducting the learning process by using TAD.
3. To future researchers, they need to pay attention to other factors that can influence the learning process by using TAD.
4. The researcher recommends English teachers to choose a suitable strategy in teaching writing to the students to make the students feel interesting and not boring and studying English based on teaching experience when the researcher conducted research.
5. It is important for the teacher to improve the students' writing ability in recount text by giving any assignment or homework, especially the

question in form of orientation, events, and re-orientation, which is regarded more difficult for the students.

6. The students should be creative to select kinds of writing to write more the text and to diminish in learning English especially in writing subject.
7. Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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