

**THE EFFECT OF IMPLEMENTING TAD TEACHING STRATEGY AND
STUDENTS' MOTIVATION ON STUDENTS' WRITING ABILITY OF FIRST YEAR
STUDENTS IN SMA PGRI PEKANBARU**

THESIS

*Submitted as a partial fulfillment of the requirements
To obtain a degree in Master of Education*



By:

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ABSTRACT

Eggi Pratama. 2020. The Effect of Implementing TAD Teaching Strategy and Students' Motivation on Students' Writing Ability of First Year Students in SMA PGRI Pekanbaru. Thesis. Graduate Program of Universitas Negeri Padang.

This research was aimed at testing the effect of TAD Teaching Strategy and Motivation on students' writing ability and it is a quasi-experimental research with 2x2 factorial designs. The population of this research was the first grade of SMA PGRI Pekanbaru. The sample of this research was chosen by using clustering random sampling technique. X IPS I (32 students) was chosen as experimental class and X IPS III (32 students) was chosen as control class (taught by using small group discussion). The writing test and questionnaire of motivation were used to collect the data of the research. The data were analyzed by using Shapiro-Wilk test for normality testing, Levene's test for homogeneity testing, t-test and ANOVA for hypotheses testing. The results show that (1) TAD teaching strategy gives a significant effect on students' writing ability than the students who are taught by implementing small group discussion strategy, (2) TAD teaching strategy gives significant effect on students' writing ability with high motivation than small group discussion, (3) TAD teaching strategy gives significant effect on students' writing ability with low motivation than small group discussion, (4) There is no interaction between teaching strategy and students' motivation on students' writing ability. In conclusion, TAD writing strategy gives a significant effect on students' writing ability with high motivation and low motivation than small group discussion and there was no interaction between teaching strategy and students' motivation on students' writing ability.

Keywords: TAD Teaching Strategy, Small Group Discussion, Writing Ability, Motivation

ABSTRACT



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Penelitian ini bertujuan untuk menguji pengaruh Strategi Mengajar TAD dan Motivasi terhadap kemampuan menulis siswa dan merupakan penelitian eksperimen semu dengan desain faktorial 2x2. Populasi dalam penelitian ini adalah siswa kelas I SMA PGRI Pekanbaru. Sampel penelitian ini dipilih dengan menggunakan teknik clustering random sampling. X IPS I (32 siswa) dipilih sebagai kelas eksperimen dan X IPS III (32 siswa) dipilih sebagai kelas kontrol (diajarkan dengan metode diskusi kelompok kecil). Tes menulis dan angket motivasi digunakan untuk mengumpulkan data penelitian. Analisis data menggunakan uji Saphiro-Wilk untuk uji normalitas, uji Levene untuk uji homogenitas, uji t dan ANOVA untuk uji hipotesis. Hasil penelitian menunjukkan bahwa (1) strategi pengajaran TAD memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa dibandingkan dengan siswa yang diajar dengan strategi diskusi kelompok kecil, (2) strategi pengajaran TAD memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa dengan motivasi tinggi daripada diskusi kelompok kecil, (3) strategi pengajaran TAD memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa dengan motivasi rendah dibandingkan dengan diskusi kelompok kecil, (4) Tidak ada interaksi antara strategi pengajaran dan motivasi siswa terhadap kemampuan menulis siswa. Kesimpulannya, strategi menulis TAD memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa dengan motivasi tinggi dan motivasi rendah daripada diskusi kelompok kecil dan tidak ada interaksi antara strategi mengajar dan motivasi siswa terhadap kemampuan menulis siswa.


Keywords: TAD Teaching Strategy, Small Group Discussion, Writing Ability, Motivation

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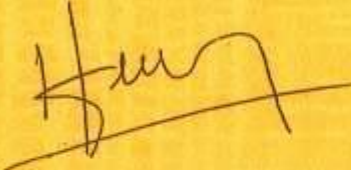
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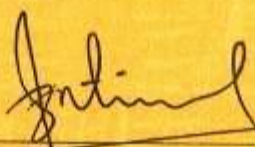

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Padang, Januari 2020

Saya yang menyatakan



Eggi Pratama

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the compulsory subjects in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing ability because writing is considered the most difficult and complicated language skill to be learned.

Writing is one of the productive language skills that play an important role in written communication. It is used to express ideas, opinions, and thoughts through written texts. Writing is a complex skill for students to master. It includes language competency, recalling capability, thinking ability, grammar mastery, and so forth. Writing skill requires a mastery of various elements to convey thoughts, intention, and information to produce texts.

According to Boardman (2002: 11), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The process of thinking of people in doing writing will not stop after they satisfied with the result. So, in writing, the writer starts with thinking and organizing, rethinking, and reorganizing, then end the writing with the result. Harmer (2004:3) says that being able to write is a vital skill for speakers of a foreign language as much as for everyone implementing their own first language. It is also worth mentioning that many exams are taken in written form and consequently students are evaluated according to their written performance. It means that writing is important for

students because many exams are taken in written form so that students need to increase their ability in writing.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on the interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

Writing is an important skill that needs acquiring by students in senior high school and it is clearly stated in the national curriculum. Based on the school-based curriculum, the learners should be able to produce an innocent text. The teaching and learning process is started with a text and then would be ended by a text too. The students also should express their ideas, opinion, estimation, emotion and feel well in writing. It should be communicative. The readers have to understand and comprehend what the writer wants to write. Many factors should be taken into a consideration in writing such as grammar, vocabulary, the rule of writing, and others.

Based on the writer' experience, the most difficult skill to be learned is writing. The writer has observed at SMA PGRI Pekanbaru, there are some difficulties faced by students of the first year, there are: first is they do not have a concept to write. Second, they still confused about organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabulary.

These problems can be influenced by some factors. The writer assumed based on the writer's experience, these problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanations and exercises. It makes students less comprehended, less interest in writing, and makes students bored. These problems are important solving; therefore, students get more comprehension in the material of writing, students think that writing is an interesting skill, and can continue English material in the next semester.

To help students solved these problems, it needs another strategy more interesting in teaching writing. There are a lot of strategies in teaching writing. there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant to the students need.

One of the strategies which are suitable in teaching writing is TAD (Transition-Action-Details). According to Nui (2013:48), the Transition Action Details (TAD) strategy refers to "a drafting strategy that helps students to organize a sequence of events into a paragraph." Peha (2005:12) defines the Transition Action Details strategy as a useful strategy to write a story that has sequences in it. Furthermore, the TAD strategy works like making story planning. According to Flower & Hayes (1981:372), "Planning" defines as an act of generating ideas, which includes retrieving information from long-term memory. So, when the ideas are numerous and various, the planning of the text will become more demanding. Therefore, the need for story planning is essential. 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.

Peha (2005:12) states that teaching writing by implementing the Transition Action Details Strategy may be interesting for the students. This strategy is good for a memoir or personal experience writing. Moreover, Nui (2013:48) proves TAD teaching strategy is a drafting strategy that helps students to organize a sequence of events into a paragraph. They can retell their experience in planning. By implementing this strategy, students can develop their ideas logically and completely. It leads students to write ideas and organize them to fulfill the reader's intention with a distinct flow of the story: complete and clear ideas. The use of this strategy may also make students understand the learning material better so it can ease them in the writing process and fulfill the learning objective of learning writing recount text.

This strategy uses a chart which proposes three important parts to teach writing texts (Peha, 2003:38), such : (1) transition is chain-link as a connector among paragraph. It has the function as a connector nearby sentences or paragraphs. Transitions are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence. Transition works as a signal relationship among the sentences of the paragraph. It has the function as support coherence among the sentence and leads the sentence which will be discussed. Transitions do not have to exist in each action, but they can be very helpful at making the sequence flows smoothly. (2) action- the actual event

(the thing that happened), listed in the order in which they occurred. In the action column, we can describe our actions to give information about what happened. We can provide our main idea in this column by describing the events in order, and (3) details-the additional information about each action. It has the function to develop the sentence for each action. It supports the previous idea and explains the story. Details are an extremely important part of writing. Without details, it is hard for a reader to know exactly what a writer tries to say.

There are many research studies on the effectiveness of implementing TAD in the classroom. The first research was conducted by Lester and Peha (2006:65) in the journal “Be a Better Writer” which states that TAD as a strategy that uses to make up a story or talk about an event in the writer life. This strategy can help the students to make a story or to tell about themselves to others. This strategy can be used for teaching recount text and narrative text because this strategy can retell the events in the story. The second research is a research that was concluded by Sitio in 2014 that investigated the use of transition action details strategy to teach writing recount text. The result of the study is the transition Action Details 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.

The third research was conducted by Budiani in 2014 that investigated implementing the TAD (Transition – Action – Details) strategy to improve the eight grade students’ ability In writing recount texts at SMPN 2 Depok in The

academic year of 2013/2014. The result of the study is TAD strategy is believed to be effective in improving the students' ability in writing recount texts. The students' writing problems can be minimized by applying the TAD strategy. The 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.

To improve the students' writing ability, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve students' skills in writing. The strategy is called the "Transition-Action-Details (TAD)" strategy. This strategy is good for narrative texts. It is corrected by Peha "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 and Margot, 2006:61)".

Besides, the students have the same treatment in the teaching-learning activity, but they have different results and performance in writing. According to Hasan (2006: 19), states that "there are some variables influencing the students' ability in learning language: (1) learners stage of development that refers to the effectiveness of teaching process in the classroom, (2) learners' age, (3) motivation, (4) personality, (5) facilities of the environment that give the students a change learn".

Furthermore, the research forms Marentina in 2016 states that Transition-Action-Details strategy has a positive effect on the students' writing ability and writing motivation of students. This improvement in students' writing ability and writing motivation may be attributed to students' skills developing the ability to

write the materials implementing the TAD strategy. First, begin with a problem; second, ensure that the problem connects with the students' world; third, organize the subject matter around the problem, not the disciplines; fourth, give students the major responsibility for shaping and directing their learning; fifth, use small teams as the context for most learning; and sixth, require students to demonstrate what they have learned through a product or a performance. Students construct knowledge; they do not take it in as it is disseminated, but rather they build on the knowledge they have gained previously.

In this climate, students were free to state their ideas and share their thinking processes, and thus became inferential thinkers. Furthermore, this respect for each student's opinions could build students' self-esteem, help them achieve a sense of self-efficacy and encourage them to take risks, all of which could get and keep them actively engaged in higher-order thinking.

Concerning the explanation above, motivation is one of the important aspects of writing. Without strong motivation, students will be difficult to do a writing activity. Theoretically, motivation is all of the inner power reinforcing any person to do something. So, writing motivation is an inner power that determines successful writing activity. The students need motivation in writing because with the motivation they will act to do the writing activity. Even though, they will find many problems such as structure grammar, diction, spelling, vocabulary and punctuation. In writing, the students can make a good composition. It proves that the motivation needed by students in writing.

Based on the fact and problems, the writer assumes that English writing activity will be effective if the students learn writing by implementing TAD strategy and the writer will add some motivation in learning the writing process. Therefore, the writer wants to prove the theory above by researching SMA PGRI Pekanbaru. In this study, the research will apply “the effect of implementing TAD (Transition – Action – Details) teaching strategy and students’ motivation towards students’ writing ability at class X of SMA PGRI Pekanbaru”

Identification of the Problem

Based on the background of the research problem explained above, there are some problems in writing faced by the students. One strategy can be used by the teacher to solve the problem is by implementing a TAD teaching strategy. TAD teaching strategy can be used and possible to be done in classroom action research, experimental research and correlational research. Furthermore, this strategy can be used in small or big students and with different levels of school. Besides that, it is possible with different levels of students abilities. Besides, it can be used to several kinds of texts such as narrative and recount text.

Besides, psychological factors play an important role in the learning process, especially in writing. One of the factors is the students’ motivation. Type of research that probably can be implemented with motivation is research that aims to see the relationship of motivation with writing with all kinds of monolog text such as narrative and recount text. Besides, it probably can be used in all levels of students’ abilities and schools.

Limitation of the Problem

Related to the Identification of the research problems above, the study limited to implementing TAD teaching strategy and motivation assumes to have a relationship with students' writing ability. Therefore, this research limited on the effect of implementing TAD (Transition – Action – Details) teaching strategy and students' motivation on students' writing ability at class X of SMA PGRI Pekanbaru.

Formulation of the Problem

In relation to the limitation of the problem mentioned above, the researcher formulated it as follows: “how effective is the implementation of TAD teaching strategy and students' motivation on their writing ability?”

Research Questions

The problems of this research were specified through the following research questions:

1. Does TAD teaching strategy give a significant effect on students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru?
2. Does TAD teaching strategy give a significant effect on students' writing ability with high motivation than small group discussion strategy at first students of SMA PGRI Pekanbaru?
3. Does TAD teaching strategy give a significant effect on students' writing ability with low motivation than small group discussion strategy at first students of SMA PGRI Pekanbaru?

4. Is there an interaction between strategy and students' motivation on students' writing ability at first students of SMA PGRI Pekanbaru?

Purpose of the Research

The purposes of the research were to find out whether:

1. To find out whether TAD teaching strategy gives a significant effect on students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru.
2. To find out whether TAD teaching strategy gives a significant effect on students' writing ability with high motivation than small group discussion strategy at first students of SMA PGRI Pekanbaru.
3. To find out whether TAD teaching strategy gives a significant effect on students' writing ability with high motivation than small group discussion strategy at first students of SMA PGRI Pekanbaru.
4. To find out whether there is an interaction between strategy and students' motivation toward students' writing ability at first students of SMA PGRI Pekanbaru

Significance of the Research

This research was expected to yield valuable contributions to both theoretically and practically. Theoretically, the results of this research were expected to give a contribution to English learning, especially to improve the quality of teaching writing ability by implementing TAD and motivation. Practically, it was expected that this research can give contribution or input for the government about the teaching strategy in the students' writing ability of 2013

curriculum especially for first grade viewed from the teachers' perception and the researchers' perception especially in the aspect of aims, texts, and tasks of the reading materials. For students, the research can be beneficial to improve the quality through students' better-writing ability scores.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

Based on the descriptions of the data analysis, the writer can come to the research findings as follows:

1. Implementing TAD teaching strategy is more effective than implementing small group discussion strategy to teach writing ability at the first year students of SMA PGRI Pekanbaru.
2. TAD teaching strategy gives significant effect on students' writing ability with high motivation than small group discussion at the first year students of SMA PGRI Pekanbaru.
3. TAD teaching strategy gives significant effect on students' writing ability with students' low motivation than small group discussion on the first year students of SMA PGRI Pekanbaru
4. There is no interaction between teaching strategy and students' motivation on students' ability at the first year students of SMA PGRI Pekanbaru.

Based on the findings described above, it can be concluded that in general implementing the TAD teaching strategy is more effective than implementing small group discussion to teach writing ability and there is no interaction between the teaching strategy implemented and the students' motivation in teaching writing. For the students having high motivation, implementing TAD teaching strategy is more effective than implementing small group discussion to teach writing ability, whereas for the students having low

motivation, implementing TAD teaching strategy is more effective than implementing small group discussion. It shows that the effectiveness of the teaching strategy implemented in different classes depends on the degree of the students' motivation.

B. IMPLICATION

The implication of this study is in relation to the finding of the research that English teachers can imply them in teaching English especially teaching students to write. It is provide that teaching writing by implementing TAD teaching strategy can give more positive effect in increasing students' skill that is usually used by the teachers. Through TAD teaching strategy , the students maintain their relationship in preparing a outline (Transition, Action and Detail) to write their paragraph later.

It is also proved that the activities of TAD teaching strategy are mainly focused on students-centered learning instead of teacher-centered learning. The teacher directly and undirecly guides the students to create and motivate a conducive a good classroom circum atmosphere by placing teacher as a facilitator. The students are created and trained to be more active in writng process. Determininf the topic, making outline (Transition, Action and Detail) and transferring outline to paragraph. The activity can lead them to be creative and successful writers.

By implementing TAD teaching strategy which is proven effective to give significant effect on students' writing ability , the English teacher can be more creative since this strategy also considers both type of students, high and

low motivated students. This can create interesting, enjoyable and meaningful writing instruction process. A creative and professional English teacher is required to find out and apply appropriate teaching strategy to give significant effect on students' writing ability.

C. SUGGESTION

By referring to the conclusions and implications of the research mention above, some suggestions can be proposed. The suggestions are as follow:

1. Since it has been proven that TAD teaching strategy gives significant effect on students' writing ability, it is suggested to other English teachers to apply this strategy as one of alternative strategy in teaching English especiaally in the writing recount and narrative text.
2. Students' achievement in learning is influenced by several psychological factors. One of the factors is students' motivation on language learning itself. It is suggested to future researchers to work more on depth analysis of motivation factor itself, such as students' internal or external motivation and self efficacy ect.
3. Since the limitation of the population and sample used, It is hoped that next researchers can develop larger population and sample in order to gain more accurate and exact data.

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