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THE IMPLEMENTING TAD (TRANSITION - ACTION - DETAILS) TEACHING STRATEGY ON STUDENTS' WRITING ABILITY AT FIRST GRADE OF SMA PGRI PEKANBARU

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ABSTRACT

The aim of this study is to find out the effect of TAD teaching strategy on students' writing ability at first grade of SMA PGRI Pekanbaru. The design of the research is quasi experimental research with factorial design 2x2. The samples were X IPS 1 as experimental class and X IPS 3 as control class. The samples were selected by using cluster random sampling. The instruments were writing test of recount text. These instruments were tried out first to another class which had similar capabilities to both experiment and control class. The data were analyzed by using T-test. The result of this research shows that TAD teaching strategy produces higher result on students' writing ability of recount text compared to Small Group Discussion.

Keywords : TAD Teaching Strategy, Writing Ability, Recount Text

INTRODUCTION

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. Therefore, 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 using 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 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 using 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 writing 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 using 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 using 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 (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 using 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 give significant effect on 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)".

METHOD

The design of this research was a quasi-experimental research. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental an control classes. In the process of teaching, the differences between experimental class and control class were only about the strategy used. The experimental class taught by using TAD teaching strategy while the control class taught by using small group discussion strategy. Both of these classes were administered post-test at the end of the study. The data collected from the first grade of SMA PGRI Pekanbaru which is X IPS 1 as experimental class and X IPS 3 as control class. The instruments are writing test of recount text. The instruments must be tried out first to the class where the students had same ability with students in experimental and control class.

RESULTS AND DISCUSSION

The Effect of TAD Teaching Strategy on The Students' writing abiity at First Grade in SMA PGRI Pekanbaru.

The data analysis of writing ability was taken from the results of the students writing test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using TAD teaching strategy and the control class was taught by Small group discussion. The data of writing test was analyzed by using SPSS. After analyzing, the total score of students in the experimental class is 2579. The mean score of the experimental class is 80,59, which is higher than the mean score of control class 72,15. Then, the maximum score of the experimental class is 95 and the minimum score is 64.

Whereas the maximum score of the control class is 86 and the minimum score is 55. It is pointed out that students in the experimental class have a higher score of writing the score of recount text than those students in the control class. standard deviation is 7,91 and the variance is 62,64. Based on analysis, it was found that the score of the students writing test in experimental class was higher than the mean score of students writing test in control class.

Table 1: Summary of Students' Writing Score from Experimental and Control Class

	GROUPS	
	EXPERIMENTAL	CONTROL
TOTAL	2579	2309
MEAN	80,59	72,15
MAX	95	86
MIN	64	55
STAN. DEV	7,91	8,55
VARIANCE	62,64	73,12

The table above shows, TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru. The normality and homogeneity of students' writing score were tested. Then, the hypothesis was tested by using t-test formula.

a. Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. After analyzing, the value of $L_{observed}$ in experimental class is 0,373. In the control class, the value of $L_{observed}$ is 0,236. Based on analysis normality testing of students' writing test in experimental and control class is shown in the following table.

Table 2: Summary of Normality Testing from Students' Writing Test in Experimental and Control

Class	N	$L_{observed}$	L_{table}	Data Distribution
Experiment	32	0.373	0.05	$L_{observed} > L_{table}$
Control	32	0.236	0.05	$L_{observed} > L_{table}$

The table above shows the data analysis of students' writing test in experimental and control class was normally distributed. It is because the value of $L_{observed}$ is higher than L_{table}.

b. Homogeneity Testing

The homogeneity testing is used to find out whether the data in both experimental and control classes are homogeny or not. After analyzing, the value of $F_{observed}$ was 0,658 and F_{table} was 4,00 with significance 0.05. The data analysis is shown on the table below.

Table 3: Summary of Homogeneity Testing of Students' Writing Test

Variable	$F_{observed}$	F_{table}	Conclusion
Writing Test	0.658	0.05	Homogeneous

The table above shows, the value of of Fobserved of the students' writing test was higher than the value of Ftable. It indicated that the variance of those groups of data analysis were homogeneous. For the detailed procedure of homogeneity testing analysis.

c. Hypothesis Testing

In this study, the hypothesis 1 are tested by using T-test formula. Ha: TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru Ho: TAD writing stratrtegy does not give significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru The data analysis of writing test by using t-test in both experimental class and control class can be seen in the table below.

Table 4: Summary of Hypothesis Testing of Students' Writing Test

Variable	$T_{observed}$	T_{table} (62)
Writing Test	4.120	1,699

Based on the data above, there is a significant difference exists between writing score in experimental class and control class. TAD writing strategy significantly improve the students' writing score. The output showed that tobserved = 4, 120 is bigger than ttable(62)= 1, 669. It means that statistically null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. In other words, TAD writing strategy produces better writing ability than conventional teaching strategy.

TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru

The result of the first hypothesis showed that the mean score of the experimental class which applied the TAD writing strategy was higher than the control class which applied small group discussion strategies. Briefly, applying TAD writing strategy produces better writing ability of recount text. This finding was in line with the findings of research conducted by Sitio (2014), he concluded that Transition Action Details strategy may be one of the recommended strategies to improve students' writing skill, especially in recount texts. The finding shows that students' writing becomes better after using the TAD strategy. It is supported by the increase in students' scores, especially in content and organization. It shows that the Transition Action Details strategy impacts positively to make students write better by using guidance and drafting their stories.

Furthermore, the result of the research in line with Budiani (2014). They explored improving the eighth-grade students' ability in writing recount texts through the use of the TAD (Transition-Action-Details) strategy. He found that TAD strategy is believed to be effective to improve 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. Based on the explanation above, TAD writing strategy encourages the students to make one story (there always be a part take up more time, and as though students took one moment out of the story and expanded it into several smaller moments. This slows down the pace just at the point where students want the audience to pay more attention. It is supported by Peha (2003:41), he declares that that Transition-Action-Details writing strategy is a great technique that can expand the moment. Students may have a part of a story that is so good, and they want to stretch it out and make it last a little longer.

CONCLUSION

Based on the fidings and discussions, several conclusions can be drawn as follows: TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru. The TAD

teaching strategy provides more opportunities for students to develop their writing ability and also Transition-Action-Details writing strategy is a great technique that can expand the moment. Students may have a part of a story that is so good, and they want to stretch it out and make it last a little longer.

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