

ACKNOWLEDGMENT



In the name of Allah SWT the most gracious and the most merciful, Alhamdulillah, praise be to Allah who has given the researcher chance and strength to finish this thesis entitled "*The Effect of Transition-Action-Details Strategy towards Students' Writing Ability in Entertaining Reader at the Third Grade of Islamic Senior High School 4 Pasaman Barat*". The researcher also wants to pray invocation for Muhammad SAW, the great and the last prophet, who had challenged and given his endeavors to preach commandments of Allah for prosperous people life.

Then, the researcher would like to express the sincere gratitude and appreciation to Dr. Besral, M. Pd as the first advisor and Yuhadi, M. Pd as second advisor, who have given time for guiding, supporting and giving encouragement, advice and correction in completing this thesis. The researcher's gratitude is also addressed to Dr. Arwemi, M. Pd and Hidayat Al Azmi, M. Pd as both contributors and examiners who have given comments, suggestions, and constructive feedbacks in completing this thesis.

Next, the researcher also would like to express the deepest gratitude and appreciation to Prof. Dr. Hadeli, M.A. M. Pd as a dean of Tarbiyah Faculty and all of the staff members of the faculty. The researcher also extends her gratitude to the chairman Department of English Tadris Dr. Besral, M. Pd and all of the lecturers of State Islamic University "Imam Bonjol" Padang who taught the researcher during study.

The researcher also expresses the sincere gratitude to Harmen Harianto, S. Ag as headmaster, Mona Yulia S. Pd as English teacher, and all of the teachers and staff members at Islamic Senior High School 4 Pasaman Barat who gave much time and chance to do this research, and also thanks for all of the students at Islamic Senior High School 4 Pasaman Barat especially to Class XII who have helped the researcher during conduct the research.

Then the researcher would like to dedicate :

1. My sincere love to my parents, father and mother and also my lovely Uncle and sisters. For the love and support in mentally and financially and who have never given up and prayed for me to get this stage and any wonderful things.
2. Moreover, thanks to all my friends at Department of English Tadris 2013, who had given me help, supports and motivation during the study.
3. Thank to my best friends Fadhilah Amanda and Marisa Putri who always give the researcher support and help during written this thesis.
4. Thank you to all friends (Umak, Tifa and Dila) who have given me support and motivation in finishing this thesis

Last but not least, the researcher thanks so much to all person that I can not mention them one by one. I always keep your name and kindness in my heart.

Padang, February 2015
The researcher,

Elfani Sulemba
NIM. 1314050820

ABSTRACT

Elfani Sulemba, 1314050820. *The Effect of Transition-Action-Details (TAD) Strategy towards Students' Writing Ability in Entertaining Readers at Third Grade of Islamic Senior High School 4 Pasaman Barat.*

The way to deliver what are in the mind can be used writing besides speaking as productive skills. Students' performance at third grade of Islamic Senior High School 4 Pasaman Barat showed that they were weak in producing writing especially in recount text. Students' lack of learning style and teachers' inappropriate method in teaching and learning process were the determinant factors that influence students' performance in writing at that school. Therefore, new strategy is needed to overcome students' writing problem.

The current study tries to identify whether or not the transition-action-detail strategy gives significance effect to students' writing ability in recount text. Peha (2003) maintained that the use of transition-action-strategy in learning process can help the students to recount an historical event. Moreover, in writing learning process, the application of transition-action-detail strategy assisted the students to develop and organize their ideas in written form.

The design of this research was pre-experimental research. The population of this research was third grade students of Islamic Senior High School 4 Pasaman Barat that consist of 59 students and who were divided into three classes. Then, the researcher determined the sample of the research by using simple cluster sampling the researcher took class XII IPK as the experimental class that consists of 20 students. In collecting the data, researcher used writing test. In the first meeting, researcher gave pre-test to know how good students in writing recount text and as compared with the post-test. After that, researcher gave treatments by using transition-action-details strategy for four meetings to experimental class. After four meetings, the researcher gave written test as post-test of recount text to know the effect of using transition-action-details strategy in improving students' writing ability.

The result of study showed that mean score of students' writing in post-test was (80.60) higher than the mean score of pre-test (55.025). While, t-calculate (13.68) was also bigger than t-table (2.539). Moreover, each components of writing has improved. It can be seen from the comparison of students' mean scores of both pre-test and post-test. Statistically, it is showed that teaching writing by using transition-action-details strategy give significant effect to students' writing ability in recount text. This improvement suggested that presenting the ideas were very beneficial to the students' writing.

Finally, it is recommended: first, the English teacher should apply the transition-action-details as a strategy in teaching writing, especially in recount text. Then, for other researcher, it is suggested to carry out further studies about the use of transition-action-details strategy and the other strategy in improving students' writing ability since this study only concern about the use of transition-action-detail strategy in improving students' writing ability in recount text.

ABSTRAK

Elfani Sulemba, 1314050820. *The Effect of Transition-Action-Details (TAD) Strategy towards Students' Writing Ability in Entertaining Readerst at Third Grade in Madrasah Aliyah Negri 4 Pasaman Barat.*

Tulisan adalah cara lain manusia menyampaikan apa yang ada di dalam pikiran kita selain dengan bahasa lisan (bicara). Gaya belajar siswa yang belum mampu meningkatkan hasil belajar dan kurang tepatnya metode guru dalam proses pembelajaran, menjadi faktor-faktor penentu yang mempengaruhi hasil menulis siswa di Madrasah Aliyah Negri 4 Pasaman Barat. Oleh karena itu, dibutuhkan strategi baru untuk meningkatkan kemampuan menulis siswa.

Penelitian ini bertujuan untuk melihat apakah penggunaan strategi ***transition-action-details*** memberi pengaruh yang signifikan terhadap kemampuan menulis siswa pada teks *recount*. Peha (2003) menyatakan bahwa penggunaan strategi ***transition-action-details*** dalam pembelajaran dapat membantu siswa dalam menceritakan kembali peristiwa-peristiwa yang pernah di alami. Khususnya dalam pembelajaran menulis, pengaplikasian strategi ini dapat membantu siswa dalam mengembangkan serta mengorganisir ide-ide dalam bentuk tertulis.

Jenis penelitian yang digunakan adalah *pre-experimental research*. Populasi dari penelitian ini adalah siswa kelas XII Madrasah Aliyah Negri 4 Pasaman Barat yang terdiri dari 59 siswa dan terbagi kedalam tiga kelas. Kemudian pengambilan sample dilakukan dengan teknik *simple cluster sampling*. Dalam hal ini, kelas XII IPK terpilih kelas eksperimen yang terdiri dari 20 siswa. Dalam mengumpulkan data, peneliti menggunakan tes tertulis. Pada pertemuan pertama peneliti memberikan *pre-test* untuk mengetahui seberapa baik siswa dalam menulis teks *recount* dan sebagai pembanding dengan hasil *post-test*. Setelah itu, peneliti memberikan *treatment* dengan strategy ***transition-action-details*** kepada kelas eksperimen selama 4 kali pertemuan.. Setelah 4 kali pertemuan, peneliti memberikan *post-test* tentang *recount text* untuk melihat pengaruh strategi ***transition-action-details*** dalam meningkatkan kemampuan menulis *recount* siswa.

Dari hasil penelitian yang telah dilakukan, diperoleh nilai rata-rata *post-test* (80.09) lebih tinggi daripada rata-rata nilai *pre-test* (55.35). Selain itu, *t-calculate* (12.84) juga lebih besar dari *t-table* (2.539). Selain itu, masing-masing komponen menulis juga meningkat. Hal ini dapat dilihat dari perbandingan rata-rata nilai siswa kelas eksperimen dan kontrol. Secara statistik, pengajaran menulis dengan strategi ***transition-action-details*** memberikan pengaruh yang signifikan terhadap kemampuan menulis siswa pada *recount text*. Peningkatan tersebut memperlihatkan bahwa mempresentasikan ide sangat bermanfaat bagi tulisan siswa.

Akhirnya, disarankan: pertama, guru-guru bahasa Inggris untuk mengenali ***transition-action-details*** sebagai sebuah strategi dalam pembelajaran menulis, khususnya teks *recount* Kemudian, bagi para peneliti, diharapkan melaksanakan penelitian lebih lanjut tentang penggunaan strategi ***transition-action-details*** dan strategi lainnya dalam meningkatkan kemampuan menulis siswa. Karena penelitian ini hanya terfokus pada penggunaan strategi ***transition-action-details*** dalam meningkatkan kemampuan siswa dalam menulis teks *recount*.

TABLE OF CONTENT

ACKNOWLEDGMENT.....	i
ABSTRACT	iii
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURE	viii
LIST OF APPENDICES.....	ix
I. CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Purpose of the Study.....	8
F. Significant of the Research	8
G. Definition of the Key term.....	9
II. CHAPTER II REVIEW OF RELATED LITERATURE.....	11
A. Theoretical Review.....	11
1. Transition Action Details (TAD) Strategy	11
a. The Concept of TAD Strategy	11
b. Advantages of Using TAD Strategy.....	14
c. Procedures of Using TAD Strategy.....	15
2. The Nature of Writing	17
a. Definition of Writing	17
b. Writing Process	21
c. Teaching Writing.....	24
d. Components of Writing	25
e. Writing Assessment.....	26
3. Entertaining Readers	27
B. Relevant Studies	33
C. Conceptual Framework.....	35
D. Hypothesis Testing	36
III. CHAPTER III RESEARCH METHODOLOGY.....	37
A. Research Design.....	37
B. Population And Sample	38
1. Population	38
2. Sample	39
C. Instruments of the Research.....	42
D. Place and Time	42
E. Procedure of Experiment	43
F. Technique of Data Collection	46
G. Technique of Data Analysis.....	46
IV. CHAPTER IV FINDING AND DISCUSSION	50
A. Research Finding.....	50

1. Description of the Data.....	50
a. The Pre-test Scores.....	51
b. The Post-test Scores.....	54
2. Analysis of the Data	57
B. Discussion on Finding	63
V. CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion	68
B. Suggestion.....	69
REFERENCES	70
APPENDICES.....	72



**UIN IMAM BONJOL
PADANG**

LIST OF TABLES

Table 1.1 : Students' Writing Score (Preliminary Observation)	5
Table 2.1 : Example in Using TAD Chart	12
Table 2.2 : The Implementation of TAD Strategy	16
Table 3.1 : Relation in Pre-test, Treatment and Post-test	37
Table 3.2 : Procedure of the One Group Pre-test Post-test Design.....	38
Table 3.3 : The Total Students of Third Grade Islamic Senior High School Pasaman Barat.....	39
Table 3.4 : Test of Normality	40
Table 3.5 : Test of Homogeneity of Variances	41
Table 3.6 : Research Schedule	43
Table 3.7 : Procedure of Experiment	44
Table 4.1 : The Data of Writing Pre-test Scores	51
Table 4.2 : Pre-test Score Result of Experimental Class.....	52
Table 4.3 : The Mean Score of Pre-test in Term of Content, Organization, Vocabulary, Language Use and Mechanics.....	53
Table 4.4 : The Interval Students' Writing Score of Pre-test	53
Table 4.5 : The Data of Writing Post-test Scores	54
Table 4.6 : Post-test Score Result of Experimental Class	55
Table 4.7 : The Mean Score of Post-test in Term of Content, Organization, Vocabulary, Language Use and Mechanics.....	55
Table 4.8 : The Interval Students' Writing Score of Post-test.....	56
Table 4.9 : Description a Pre-test and Post-test Scores of Experimental Class	57
Table 4.10 : The Comparison of Pre-test and Post-test Result	58
Table 4.11 : The Comparison of Mean Score of Pre-test and Post-test in Experimental Class in Term of Content, Organization, Vocabulary, Language Use and Mechanics	61

LIST OF FIGURES

Table 2.1 : Writing Process Stages Called the Process Wheel.....	22
Table 2.2 : Conceptual Framework	36



**UIN IMAM BONJOL
PADANG**

LIST OF APPENDICES

Appendix 1	: The Score of Students Writing (Preliminary Observation)	72
Appendix 2	: Mid Term Test Scores of Class XII Islamic Senior High School 4 Pasaman Barat AY 2017/ 2018	73
Appendix 3	: Normality and Homogeneity Test of Population	74
Appendix 4	: Blueprint of Writing Test	79
Appendix 5	: Blueprint of Writing Assessment.....	80
Appendix 6	: Lesson Plan of Teaching Writing	83
Appendix 7	: Materials	115
Appendix 8	: Students' Worksheet	127
Appendix 9	: Normality Tesr of Pre-test and ost-Test Data.....	129
Appendix 10	: Example of Students Writing	136
Appendix 11	: Documentation.....	150
Appendix 12	: List of T- Table	153
Appendix 13	: Surat Penelitian	156

**UIN IMAM BONJOL
PADANG**