

ABSTRACT

Fadhilah Amanda (2018): **The Effectiveness of Action Feelings Setting Strategy to Improve Students' Writing Skill on Recount Text at Grade X of Islamic Senior High School 2 Padang.**

The objective of this research is to find out whether there is a significant effect towards writings' ability on recount text of the tenth grade students of Islamic Senior High School 2 Padang in academic year 2017/2018 before and after being taught by Action Feeling Setting strategy.

In this research, the researcher used pre-experimental research as design of the research. The researcher used one group with pre-test and post-test. Population of the research was the tenth grade students of Islamic Senior High School 2 Padang in academic year 2017/2018. The researcher took class X IPS 5 as the sample. The data was collected through written test.

Based on analyzing data, it was found that the writing ability of recount text of the tenth grade students of Islamic Senior high school 2 Padang in academic year 2017/2018 before being taught by using Action Feeling Setting strategy was categorized sufficient. The mean pre-test is 52.82 and standard deviation is 8.51. While the writing ability of recount test of the tenth grade students of Senior High School 2 Padang in academic year 2017/2018 after being taught by using Action Feeling Setting strategy was categorized good. The mean score post-test is 82.64 and standard deviation is 3.10. The calculation of t-obtained (t_o) is 17.98 in the level of significance 0.05, t-table (t_t) is 2.44. because t-obtained is higher than t-table ($t_o > t_t$), it is mean that there is a significant difference between the ability of the tenth grade students of Senior High School 2 Padang in academic year 2017/2018 in writing recount text after being taught by using Action Feeling Setting strategy.

Based on the data above, the researcher conclude that Action Feeling setting strategy gives significant effect towards students' writing ability of the tenth grade Senior High School 2 Padang in academic year 2017/2018. From the data, the researcher suggested to the English teacher to use Action Feeling Setting strategy in teaching writing recount text, because this strategy helps the students organize their ideas before they start to write.

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Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan menulis siswa kelas X MAN 2 Kota Padang tahun ajaran 2017/2018 dalam menulis teks recount sebelum dan sesudah diajar menggunakan strategi Action Feeling Setting.

Dalam penelitian ini, peneliti menggunakan penelitian eksperimental sebagai desain penelitian. Peneliti menggunakan satu kelompok dengan melakukan pre-test dan post-test. Populasi dari penelitian ini adalah seluruh kelas X IPS MAN 2 Kota Padang tahun ajaran 2017/2018. Peneliti menggunakan kelas X IPS 5 sebagai sampel. Data dikumpulkan melalui tes tertulis.

Berdasarkan analisis data, ditemukan bahwa kemampuan menulis teks recount siswa kelas X IPS MAN 2 Kota Padang Tahun Ajaran 2017/2018 sebelum diajar menggunakan strategi Action Feeling Setting dapat dikategorikan “cukup”. Nilai rata-rata kelas adalah 52.82 dan standar defiasinya adalah 8.51. Sedangkan kemampuan menulis teks recount siswa kelas X IPS MAN 2 Kota Padang Tahun Ajaran 2017/2018 setelah diajar menggunakan strategi Action Feeling Setting dapat dikategorikan “bagus”. Nilai rata-rata kelas adalah 82.64 dan standar defiasinya 3.10. sedangkan t -obtained (t_o) = 17.98 pada level signifikan 0.05, t -table (t_t) = 2.44. Karena t -obtained lebih tinggi dari t -table, itu berarti ada perbedaan yang signifikan antara kemampuan siswa kelas X IPS dalam menulis teks recount sebelum dan sesudah diajar menggunakan strategi Action Feeling Setting.

Berdasarkan data diatas, peneliti menyimpulkan bahwa strategi action feeling setting efektif untuk meningkatkan kemampuan menulis siwa kelas X IPS MAN 2 Kota Padang tahun ajaran 2017/2018. Peneliti memberi saran kepada guru bahasa inggris untuk menggunakan strategi action feeling setting untuk mengajar menulis teks recount, karena strategi ini dapat membantu siswa untuk mengorganisir ide-ide mereka sebelum memulai menulis.